Metric 2.3.6- Institution provides exposure to students about recent developments in the field of education through

1. Special lectures by experts
2. ‘Book reading’ & discussion on it
3. Discussion on recent policies & regulations
4. Teacher presented seminars for benefit of teachers & students
5. Use of media for various aspects of education
6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Clarification Asked-

 Documentary evidence in support of the selected response/s Reports of activities conducted related to recent developments in education with video graphic support, wherever applicable

Response-

1. Reports of activities conducted related to metric are attached. **(Appendix-I)**

Appendix-I

Special lectures by experts

Activity Report	
Academic Year	From 2018-19 to 2022-23
Name of the Activity	Guest lecture
Date	Every year
Beneficiaries	Students- All Faculty- All Staff
Venue	College Auditorium
Brief Report	**Dr. Chandrashekhar Ashok Chakradeo Principal of Sarvankash Shiksha shastra Mahavidyalya,Chembur** has taken a lecture on topic'. Knowledge and Curriculum" for all students in College Auditorium.
Photographs **2018-19**	
Photographs **2019-20**	

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Photographs **2020-21**	COVID-19 PANDEMIC
Photographs **2021-22**	COVID-19 PANDEMIC
Photographs **2022-23**	

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Dist. Thane (M S)

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‘Book reading’ & discussion on it

Environmental education

Author names - Dr.Swarnalata Harichandan,Dr.pratima Chetan sabde

The emergency of the climate crisis has been a significant branches of knowledge.The book, rethinking environmental education in a climate change Era.Weather learning in early childhood, addresses the need to reimagine environmental education in early childhood education.

The authors contend that engaging children in weather learning through outdoor exploration "opens-up potential for understanding our everyday human connections to wider climatic patterns and concerns".Data collection involved regular walks on the acres of grassy,lightly treed,urban Lakeshore land around the university preschool.children, teacher,and researchers engage in environmental exploration by walking alongside one another.

The book contains insight and methods, approaches,and critical perspective on human -weather relation and how this might help to position climate change in environmental education.

Another key idea from the book is that it is insufficient to rely only on science and technology to solve our environmental problems.rather,an environmental culture that acknowledges the value of the natural world and our dependency on it is required to make sustainable decisions.

The book is a valuable resource for educators, researchers,and parents interested in engaging young children in environmental learning.We strongly believe it achieved its purpose.

Pooja Rajkumar Majhi
S.Y.B.Ed SEM IV
SAKET COLLEGE OF EDUCATION

"Childhood and Growing Up" explores childhood from different angles, covering topics like how kids learn, play, and develop. It talks about educational psychology, child development, and how early experiences shape a child's future. The book is helpful for both teachers and parents, offering practical tips for creating positive environments for kids to grow.

Through stories and examples, the authors show the challenges children face in various cultures and suggest ways to support their well-being. They also discuss modern issues like how digital technology affects children and the important role schools play in a child's overall development.

Overall, "Childhood and Growing Up" is a useful guide for anyone interested in understanding childhood today, with simple advice and real-world examples to promote healthy development.

-**Sanju Kunjappan**
S.Y.B.Ed (sem-IV)
SAKET COLLEGE OF EDUCATION

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-Sanju Kunjappan
S.Y.B.Ed (sem-IV)
SAKET COLLEGE OF EDUCATION

"My Experiments with Truth" is Mahatma Gandhi's autobiography, detailing his life from childhood to 1921. It covers his early years in India, his education in England, his legal practice and activism in South Africa, and his return to India to join the freedom struggle.

It talks about Truth,Self discipline,Spirituality and Religion.This book is quite inspirational. The book offers rich insights into Gandhi's philosophical and ethical beliefs, making it a valuable text for those interested in philosophy, politics, and spirituality.

My opinion about the book is,some practices and contexts might be hard for modern readers to relate to. Certain themes and experiences are repeated, which might affect the narrative flow.Overall a wonderful book.

Thank you

Savita Wali
S.Y.B. Ed SEM IV
SAKET COLLEGE OF EDUCATION

BOOK REVIEW OF CHILDHOOD AND GROWING UP

Review: Childhood and Growing Up by Suresh Bhatnagar, Shivani Nigam, Imtiyaj Mansoori, and Yeasmin Sultana.

"Childhood and Growing Up" by Suresh Bhatnagar, Shivani Nigam, Imtiyaj Mansoori, and Yeasmin Sultana offers an insightful exploration into the multifaceted journey of childhood development. This comprehensive text stands as a vital resource for educators, students of education, and parents who seek to understand the various dimensions that influence a child's growth and development.

The book delves deeply into the psychological, social, and cultural aspects of childhood, presenting a well-rounded view of how children evolve from infancy through adolescence. It emphasizes the importance of early childhood experiences and their long-lasting impact on an individual's personality and behavior. The authors effectively highlight various developmental theories, including those proposed by Jean Piaget, Erik Erikson, and Lev Vygotsky, making complex concepts accessible to readers without a strong background in psychology or education.

A significant portion of the text is dedicated to the social context of childhood. The authors examine how factors such as family dynamics, peer relationships, and school environments contribute to a child's growth. They also discuss the role of culture in shaping a child's experiences and identity, offering a broad perspective that acknowledges the diversity of childhood experiences across different societies.

The book also addresses contemporary issues affecting children today, such as the impact of technology on development, the challenges of parenting in modern times, and the importance of inclusive education. These discussions are grounded in current research, providing readers with up-to-date information and practical insights.

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Moreover, "Childhood and Growing Up" includes a variety of case studies and real-life examples, which help to illustrate theoretical concepts and engage readers. These examples are particularly valuable for students and educators, as they provide concrete scenarios that can be analyzed and discussed in an academic setting.

In conclusion, "Childhood and Growing Up" by Suresh Bhatnagar, Shivani Nigam, Imtiyaj Mansoori, and Yeasmin Sultana is an invaluable resource for those interested in the complexities of childhood development. Its comprehensive coverage, interdisciplinary approach, and practical insights make it a must-read for educators, students, and parents alike. Despite minor shortcomings, the book succeeds in providing a thorough and engaging exploration of the factors that shape the journey from childhood to adulthood.

SURABHI SUBHASH
FYB.ED (SEMESTER II)
SAKET COLLEGE OF EDUCATION

When you step beyond thought and intellect and all reasoning, then you have made the first step towards God; and that is the beginning of life.'
—Swami Vivekananda

Through utter concentration of the mind and relaxation of the body, one can attain an Ultimate form of peace—the superconscious state. This embodiment of the spiritual quest that many, like Vivekananda, aim to walk towards, has been found in the ancient texts of India that explore the art of Yoga.

This book encapsulates the four paths of yoga through the eyes of Swami Vivekananda in the nineteenth century. These include the three Yogas from the Bhagvad Gita, namely Karma Yoga, Bhakti Yoga and Jnana Yoga, as well as Raja Yoga, inspired by the Yoga Sutras woven by the Father of Modern Yoga, Maharshi Patanjali. The book aims to go beyond the physical postulations (asanas) of Yoga and touches upon its effects on the mind as well as the body; it takes up a holistic and philosophical approach leading to the attainment of moksha.

Student name - Deepa Mishra
Class - S.Y.B.Ed SEM IV
SAKET COLLEGE OF EDUCATION

India today magazine review of the month June and July

In the June and July issues of India Today magazine, several significant stories and trends were highlighted. The June editions focused on the fallout from national exam leaks, emphasizing the need for reform and transparency within the National Testing Agency (India Today) (India Today). The magazine also covered the ongoing economic challenges, including job scarcity for new IIT graduates, and the effects of the Agnipath military recruitment scheme (India Today).

July's issues delved into the political turbulence in Jammu & Kashmir, the Tamil Nadu hooch tragedy, and the evolving landscape of Bollywood with numerous new thriller releases (India Today) (Readwhere). Additionally, the issues explored cultural intersections with features on exhibitions like the Madras Art Movement and indigenous Australian culture, along with interviews with key figures in various fields (India Today) (India Today).

Name:- Rupa Lyavi
Class:- Sy B.Ed SEM IV
SAKET COLLEGE OF EDUCATION

he environmental education offers an in-depth exploration of the region's unique ecological challenges and the critical role of education in addressing them. It highlights the importance of integrating traditional knowledge with modern environmental science to foster sustainable practices. The review emphasizes community involvement and local stakeholder engagement as key factors in successful environmental education initiatives. The publication also underscores the need for policy support and international cooperation to enhance educational outreach and impact. Overall, it serves as a comprehensive guide for educators, policymakers, and conservationists working towards a sustainable future .

Name:- Rachel Seemal
Class:- Sy B. Ed SEM IV
SAKET COLLEGE OF EDUCATION

"Learning and Teaching" is an essential book for B.Ed students, offering comprehensive insights into educational theories and practical applications. The book is structured to guide future educators through the fundamental principles of teaching, including learner psychology, teaching methods, and classroom management. It is particularly useful for understanding the diverse needs of students and how to create an inclusive learning environment. The chapters are well-organized, providing clear explanations and real-life examples that make the concepts easy to grasp. From a personal perspective, the book is invaluable as it bridges the gap between theoretical knowledge and practical teaching strategies, preparing educators to handle various classroom scenarios effectively. Overall, it is a highly recommended resource for anyone aspiring to excel in the field of education.

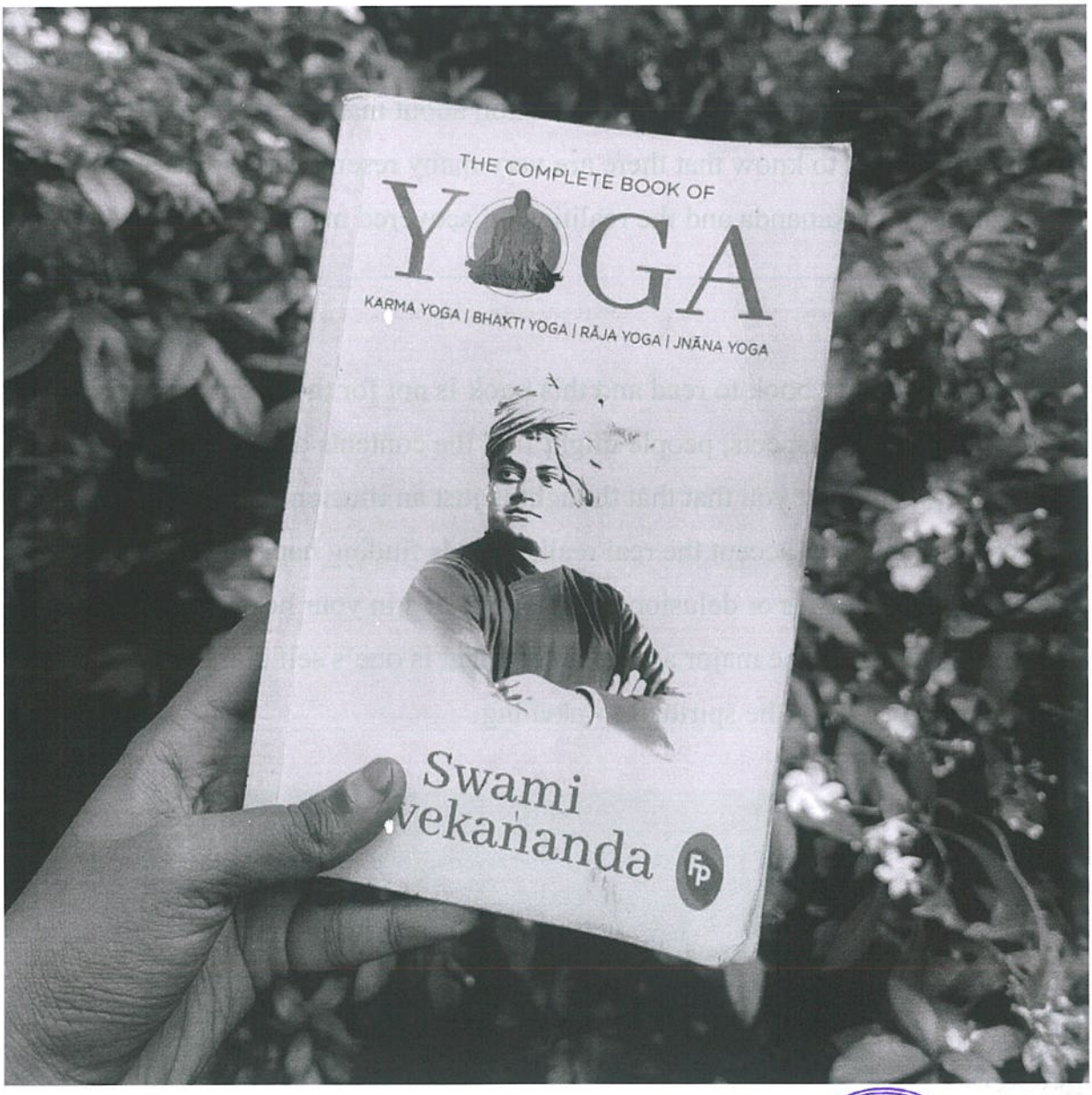
Vinaya Moreshwar Dabre
F.Y.B.Ed SEM II
SAKET COLLEGE OF EDUCATION

SAKET COLLEGE OF EGUCATION KALYAN

NAME : SHRADDHA SANJAY BALKAWADE

CLASS : FY.B.Ed

TOPIC : REVIEW ON THE BOOK (THE COMPLETE BOOK OF YOGA) BY SWAMI VIVEKANANDA



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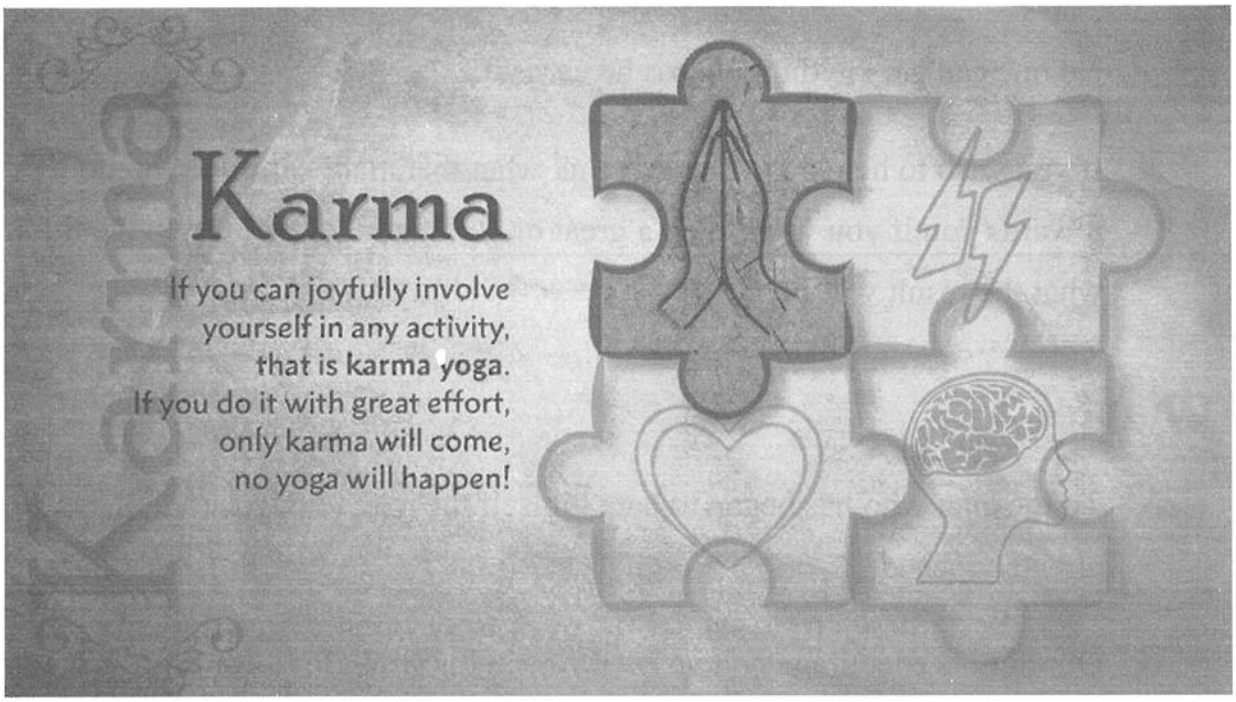
Some of my favorites lines from the book is quoted here :

KARMA YOGA



Chapter 1

- As pleasure and pain pass before his sold they have upon it different pictures, and the result of this combined Impressions is what is called man's character.
- In some instances misery is a greater teacher than happiness.
- The infinite library of the universe is in your own mind.
- Knowledge exist in the mind.

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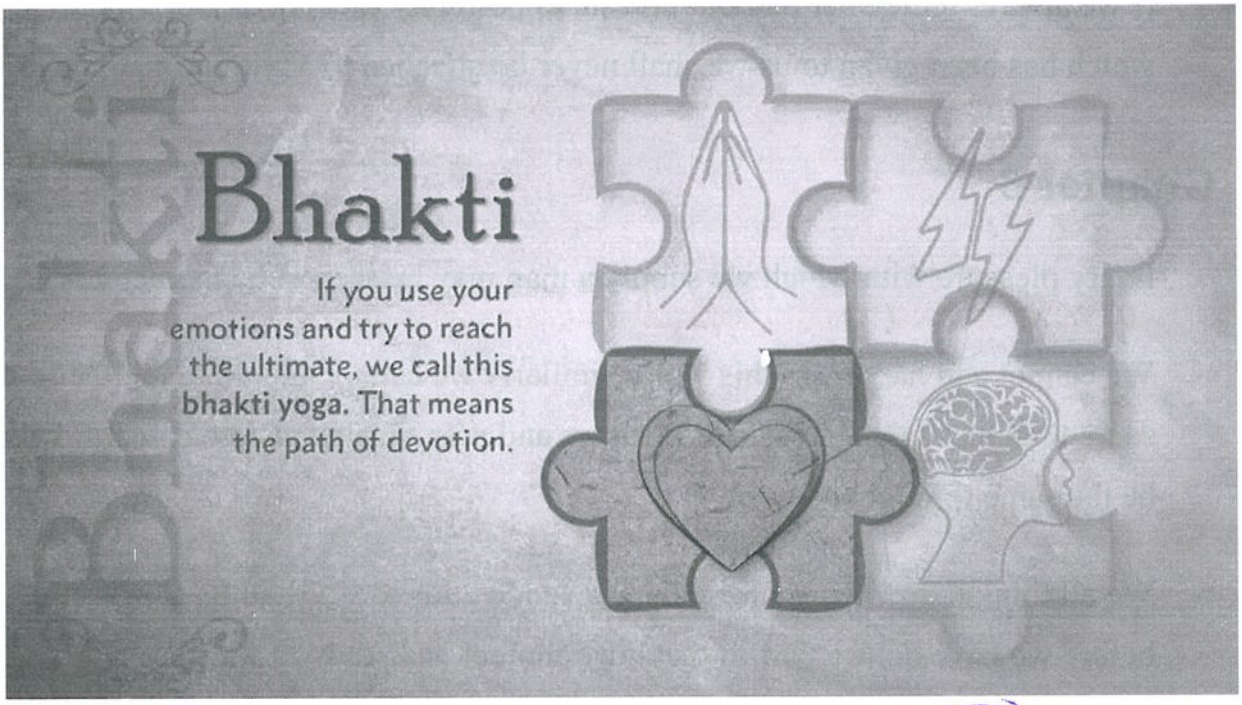
BHAKTI YOGA

- So it stands to reason the discrimination in the choice of food is necessary for the statement of this highest state of mental composition which cannot be easily obtained otherwise.

  The person who aspires to be a bhakta must be cheerful.

- All religious realisation is possible only when the mind is in a study peaceful condition of harmonious equilibrium.



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Chapter 5

- Life is good or even according to the state of mind in which we look at it.

  It is not the receiver that is blessed but it is the giver.

- All good acts tend to make us pure and perfect.

- Think of the power of words.

- When we know that this world is like a dog's curly tail and will never get straightened we shall not become fanatics.

- The Kamar VR and the less disturbed our nerves the more shall we love and the better will our work be.

Chapter 6

- Nothing in the universe has power over you until you allow it exercise such a power.

- This very old will become to us an optimistic world when we become masters of our own minds.

Chapter 7

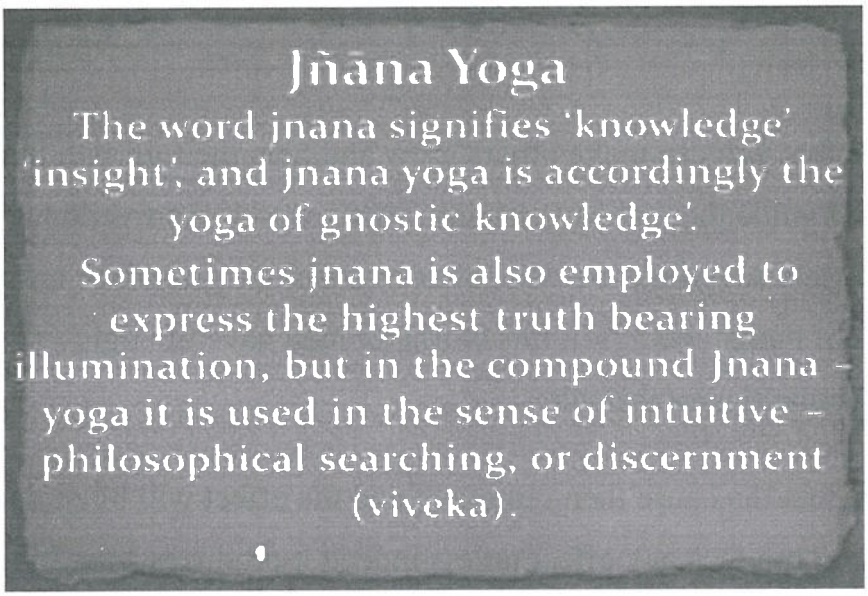
- From freedom it comes and becomes malded into this bontage and it gets out and goes back to freedom again.

RAJA YOGA

- All misery comes from fear from unsatisfied Desire.
- There is no limit to the power of the human mind the more concentrated is the more power is bought to bear on one point that is the secret.

  Only when we tution to control his mind do you really help him. All actions internal and external occur when the mind joints itself to send senders called the organs willingly or unwillingly it is drawn to join itself to the centres and that is why people do for his teeth and field miserable which if the mind under control they would not do.
- Use your own Minds control body and mind yourself remember that until you are deceased person know experience will can work up on you avoid everyone however great and good he may be who ask you to believe blindly.
- Beware of everything that takes away your freedom.
- Until you know what the mind is doing you cannot control it.
- First here then understand and then leaving all destruction shut your mind outside influences and devote yourself to developing the truth within you.
- He who can become mad with an idea he alone seeks light.

JNANA YOGA



- The lower types of humanity in old Nations find pleasure in the senses while the culture and the educated find it in thought in Philosophy in Arts and sciences.

  Unhappiness is here there and everywhere what does it show that after all not much happiness has been gained by all these ideas we all struggle for happiness and as soon as we get a little happiness on one side on the other side their comes and unhappiness.

- Unhappiness is the fate of those who are contents to leave in the in this world bone essay are 1000 times greater misery is the fate of those who dare to stand for truth and for higher things and who that ask for something higher than me are brute existence here.

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- Truth alone that gives trying I know that truth along is life and nothing but going towards reality will make a strong and none will reach truth until he is strong.

- We have bound houses by Arun actions we have thrown the network of a actions around ourself.

- We a uniformly being bound by our own actions good or bad.

- There is me the man or woman the soul is sex less externally pure. It is a lie to say that I am a man or a woman or to say that I belong to this country or that all world is my country the whole universe is my because I have clothes myself with it as my body.

- Evil and good are both conditions manifestations of the soul and evil is the most external coating and good is the near our coating of the real man the self.

Review on The story of my Experiment with Truth

My Experiment with Truth" is an autobiography by Mohandas karamchand Gandhi, also known as Mahatma Gandhi. The book provides o detailed account of Gandhi's early life, his experiences in South Africa, and his role in the Indian independence movement

*Overview

The autobiography is divided in to five parts, chronicling Gandhi's life from his childhood to his experience in England, South Africa, and India. Each part highlights, his personal, spiritual, and political development, illustrating how his thoughts and actions evolved over time

* Key Themes

- Truth and Nonviolence: - He discussed his experiments) with these principles in various aspects of his life, from personal habits to political strategies.
- Simplicity and self-Reliance: - His experiment with diet, health, and self-discipline reflect his belief in self-sufficiency
- Spiritual Growth: - He describes how religious belief is influenced his political actions and personal decisions
- Social Reforms: -Gandhi's campaigns against racial discrimination in South Africa and untouchability in India showcase his dis dedication to social Justice.

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* Style and Tone

Gandhi's writings are straightforward and candid. He used to provide honest reflection on his successes and failure

* Significance

The autobiography is not just a historical document but also a philosophical treatise, providing valuable lesson on leadership, ethics and the power of non-violence resistance

*Conclusion

"My story on experiment with Truth" is a profound and enlightening cad. It offers a unique glimpse in to Gandhi's life and the principles that guided him. For those interested in history, philosophy, and social change this autobiography is an invaluable resource that continues to inspire generation.

Soumya Mishra
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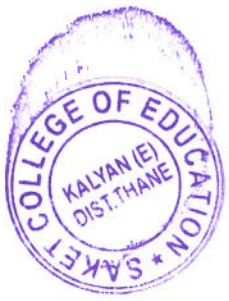
SAKET COLLEGE OF EDUCATION



Book Review

Title: Success Master CTET Mathematics and Science Paper 2 for Class 6th to 8th
Publication: Arihant
Genre: Education
Language: English

"Success Master CTET Mathematics and Science Paper 2 for Class 6th to 8th" is a comprehensive guide designed to aid aspirants preparing for the Central Teacher Eligibility Test (CTET). Authored by experts in the field of education, this book offers a structured and detailed approach to mastering the mathematics and science sections of the exam.

Content and Structure:
The book is well-organized, with distinct sections dedicated to mathematics and science. Each section covers the syllabus thoroughly, ensuring that all essential topics are addressed. The chapters are aligned with the CTET syllabus and focus on key concepts, which are crucial for both teaching and the exam.

Mathematics Section:
The mathematics section provides clear explanations of fundamental concepts and includes numerous solved examples to illustrate various problem-solving techniques. The exercises at the end of each chapter are designed to reinforce learning and improve problem-solving skills. Additionally, the book includes previous years' question papers and model test papers, which are valuable for practice and familiarization with the exam pattern.

Science Section:
The science section is equally robust, covering topics in physics, chemistry, and biology. The content is presented in an easy-to-understand manner, with diagrams and illustrations that help clarify complex concepts. The inclusion of multiple-choice questions (MCQs) and descriptive questions at the end of each chapter aids in comprehensive revision and self-assessment.

Pedagogical Content Knowledge:
A significant feature of this book is its focus on pedagogical content knowledge, which is essential for prospective teachers. It includes chapters on child development and pedagogy, emphasizing teaching methodologies, educational

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psychology, and classroom management strategies. This integration of pedagogy with subject knowledge is crucial for candidates to perform well in the CTET exam.

Practice and Revision:
The book provides ample practice material, including mock tests and practice papers, which simulate the actual exam environment. These resources are beneficial for time management and for building confidence. Detailed solutions and explanations for these practice questions are also provided, enabling students to understand their mistakes and learn from them.

Usability:
The book is user-friendly, with a logical flow of topics and a clean layout. The language is simple and accessible, making it suitable for a wide range of readers. The inclusion of tips and strategies for tackling different types of questions is a bonus, helping candidates to approach the exam with a strategic mindset.

Conclusion:"Success Master CTET Mathematics and Science Paper 2 for Class 6th to 8th" is an excellent resource for CTET aspirants. Its thorough coverage of the syllabus, focus on pedagogical knowledge, and abundance of practice material make it a valuable tool for exam preparation.

Submitted by,
Pranita Pal
F.Y.B.Ed - Sem II
SAKET COLLEGE OF EDUCATION

THE EXAM MESS

HOW TO SOLVE IT

The discussion centers on NEET and related competitive exams managed by the NTA in India. Sumedha's story highlights the intense competition and allegations of paper leaks that affect individual aspirants. The NTA has faced scrutiny for multiple exam cancellations, notably NEET-UG and UGC-NET, impacting millions of students and promoting legal challenges questioning its competence.

Government responses, including CBI probes and reforms, acknowledge failures but emphasize NEET-UG's importance amid controversies. Criticism of NEET 2024 includes irregularities such as extended registration and advanced result dates, along with anomalies among top scorers. Supreme Court interventions over grace marks and re- tests highlight ongoing challenges. Comparisons with JEE-Main underscore NEET's logistical vulnerabilities in its pen-and-paper format versus JEE-Main's more secure CBT format, sparkling debates on transition feasibility.

NEET's inception aimed to standardize medical admission but faces opposition, particularly in Tamil Nadu, favoring state-level exams. Solutions proposed include adopting CBT formats and learning from international tests like the SAT, advocating for systemic reforms in governance and curriculum. Overall, ensuring integrity, reducing vulnerabilities, and promoting fairness are crucial in India's competitive exams landscape amidst ongoing controversies and disparities.

Shweta Ashok Patil
F.Y.B.Ed SEM II
SAKET COLLEGE OF EDUCATION

Review of "School Management: A Textbook for Educational Management" by R.A. Sharma

Overview: R.A. Sharma's "School Management: A Textbook for Educational Management" is a comprehensive guide aimed at providing insights and practical strategies for effective school management. It is structured to cater to educators, administrators, and students of educational management, offering a blend of theoretical foundations and practical applications.

Key Themes:

1. **Theoretical Foundations:**
   - Sharma provides a solid foundation in the principles and theories of management as they apply to educational institutions. The book delves into various management theories and models, adapting them to the school context.
2. **Organizational Structure:**
   - The text explores the structure of school organizations, discussing roles, responsibilities, and the hierarchical nature of school management. It emphasizes the importance of a well-defined structure for smooth operations and effective governance.
3. **Leadership and Decision-Making:**
   - Leadership is a central theme, with Sharma analyzing different leadership styles and their impact on school culture and performance. The book highlights the significance of participative decision-making and the role of leaders in fostering a collaborative environment.
4. **Planning and Strategy:**
   - Effective planning and strategic management are crucial for school success. Sharma offers detailed guidance on developing and implementing strategic plans, setting objectives, and ensuring alignment with the school's vision and mission.
5. **Curriculum and Instruction:**
   - The book examines the role of management in curriculum development and instructional leadership. It emphasizes the need for a relevant and dynamic curriculum that meets the needs of students and the demands of the modern world.
6. **School Culture and Climate:**
   - Sharma discusses the importance of creating a positive school culture and climate. The book explores strategies for building a safe, inclusive, and supportive environment conducive to learning and growth
7. **Evaluation and Accountability:**
   - The text emphasizes the need for regular evaluation and accountability mechanisms to ensure continuous improvement. Sharma outlines various evaluation methods and the importance of feedback in the management process.

Strengths:

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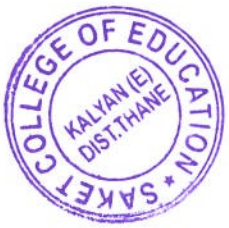
- **Comprehensive Coverage:** The book covers a wide range of topics essential for effective school management, making it a valuable resource for educators and administrators.
- **Practical Approach:** Sharma combines theoretical insights with practical strategies, providing actionable advice that can be implemented in real-world settings.
- **Case Studies and Examples:** The inclusion of case studies and real-life examples helps to illustrate key concepts and make the content more relatable and understandable.
- **User-Friendly:** The clear and concise writing style, along with well-organized chapters, makes the book accessible to readers with varying levels of expertise in educational management.

Weaknesses:

- **Limited Coverage of Technology:** Given the increasing role of technology in education, a more in-depth discussion on the integration of technology in school management would have been beneficial.

Conclusion: R.A. Sharma's "School Management: A Textbook for Educational Management" is a valuable resource for anyone involved in the management and administration of educational institutions. Its comprehensive coverage, practical approach, and focus on key management principles make it a must-read for aspiring and practicing school leaders. Despite minor shortcomings, it stands out as an authoritative guide in the field of educational management.

Review by Ajmaeen Shaikh
F.Y.B.Ed SEM II
SAKET COLLEGE OF EDUCATION



BOOK REVIEW

The purpose of the book, "School Management" is to bridge the knowledge gap and serve as a text/source book to develop insights into how sustainable Human resource management practices can contribute not only to organizational sustainability but also to sustainability at large. The book meets this purpose in a very meaningful and insightful manner by providing relevant readings related to various themes of Human resources management and linking them with sustainability paradigm. In this respect, the book is a unique contribution to the Human resource management literature and also provides a new direction and vision to the Human resource management discipline. For this, the editor and authors, R. A. Sharma, need to be complimented for this timely contribution. The book is useful to scholars, researchers, teachers, students, practicing managers and professionals interested in sustainability as a new horizon in human resource management.

Manish V. Pujari
(F.Y.B.Ed Semester II)
SAKET COLLEGE OF EDUCATION

Book review on

'School Management' by R.A. Sharma

"School Management" by R. A. Sharma is a comprehensive guide that delves into the intricacies of effectively running educational institutions. The book is well-structured, making it accessible for both seasoned administrators and those new to the field.

Sharma begins by exploring the foundational principles of school management, emphasising the importance of a clear vision and mission. The author provides a detailed overview of various administrative roles, offering practical advice on leadership, communication, and decision-making. This is particularly useful for principals and school leaders seeking to foster a positive and productive school environment.

One of the book's strengths lies in its in-depth analysis of financial management. Sharma covers budgeting, resource allocation, and financial planning with clarity, providing real-world examples and case studies that help illustrate key points. This section is invaluable for administrators who need to balance educational goals with fiscal responsibility.

The book also addresses the critical area of human resource management, discussing recruitment, staff development, and performance evaluation. Sharma highlights the importance of creating a supportive culture that encourages professional growth and collaboration among staff members.

Another notable aspect is the focus on curriculum development and instructional management. Sharma outlines strategies for designing effective curricula that meet diverse student needs, integrating technology into the classroom, and implementing innovative teaching methodologies. This section is particularly relevant given the rapid changes in educational technology and pedagogy.

Sharma does not shy away from addressing the challenges faced by school managers, such as dealing with conflict, managing change, and ensuring compliance with educational policies and regulations. The author provides practical solutions and encourages a proactive approach to problem-solving.

Overall, "School Management" by R. A. Sharma is a valuable resource that combines theoretical insights with practical applications. It is a must-read for anyone involved in the administration of educational institutions, offering tools and strategies to enhance the effectiveness and efficiency of school management.

Aniruddha Sawant
F.Y.B.Ed. Sem-II
SAKET COLLEGE OF EDUCATION

Saket College of Education

(Affiliated to University of Mumbai)
Kalyan East - 421306

Best Reader of the Year

This certificate is Awarded to Shri/Kum.

AYYER GAYATRI PARSHURAM

Class F.Y.B.Ed for securing
"Best Reader of the year"
in the Academic Year
2018 - 2019

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Kalyan East - 421306

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Ash Lisa Mantu

Class F.Y. B.Ed for securing
"Best Reader of the year "
in the Academic Year
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Kalyan East - 421306

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in the Academic Year
2020 - 2021

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"Best Reader of the year"

in the Academic Year

2021 - 2022

I/C Principal

Saket College of Education

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(Affiliated to University of Mumbai)
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Best Reader of the Year

This certificate is Awarded to Shri/Kum.

AKANSHA . DUBEY

Class S.Y.B.Ed for securing
"Best Reader of the year "
in the Academic Year
2022 - 2023

I/C Principal
Saket College of Education

SAKET COLLEGE OF EDUCATION
B.ED KALYAN.

NAME: SAUKHYATA SINGASANE

CLASS: S.Y.B.ED (SEM-IV)

ROLL NO: 75

ACADEMIC YEAR: 2023-2024.

COURSE: Bachelor Of Education

TOPIC: Report on use of texts and their significance to educati

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a] * TYPES OF TEXT :

1. Narrative Texts: These include stories, fo tales and narratives that engage students imagination and story telling abilities. They often focus on plot development, characte building and moral lessons.

2. Descriptive Texts: These describe people, places, objects or events in detail. They help students develop their descriptive writing skills and enhance their ability to vivid depict scenes and settings.

3. Expository Texts: These texts aim to infor and explain. They include articles, reports and factual passages that provide inform tion on topics such as history, science, geography, etc. They help students understan complex ideas and develop their compre hension skills.

4. Persuasive Texts: These texts aim to persuade the reader to adopt a certain point of view or take a particular actio They include arguments, advertisements, editorials and debates. They encourage critical thinking and reasoning skills.

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5) **Poetry:** Poems are included to introduce students to different forms of poetry, rhyme, rhythm and literary devices. They encourage appreciation of languag and creativity.

* SIGNIFICANCE TO EDUCATION:

- **Language Development:** Exposure to differen types of texts enhances language proficiency, vocabulary and grammar skills.
- **Critical Thinking:** Different types of text encourage critical thinking analysis and interpretation of information.
- **Cultural Understanding:** Texts often refl cultural diversity and traditions, promo understanding and empathy among stude
- **Skill Development:** Each type of text focu on specific skills such as reading comprehen writing, Speaking and Listening.

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d] * Report on Applying Reading Strategies in Three Stages of Reading :

1) Pre-reading : This stage involves activities such as previewing the text, setting purposes for reading, activating prior knowledge and predicting what the text might be about. Strategies include skimming, scanning and questioning.

2) While reading : During this stage, strategies focus on comprehension and understanding text deeply. Techniques include identifying main ideas, summarizing, making connections and visualizing.

3) Post-reading : This stage involves reflecting on and responding to the text. Strategies include evaluating the text, making inferences, analyzing the author's purpose and point of view, and relating the text to personal experiences or other texts.

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* REPORT CONTENT:

- Introduction: Overview of the three stages of reading and their importance.
- Application of Strategies: Detailed explanation specific strategies used in each stage with examples.
- Benefits: Discussion on how these strategies en ce reading comprehension, critical thinking an overall understanding of texts.

g) * Presentation of a Book Review of Educational Significance:

1. Curriculum Alignment: The textbook aligns wi curriculum standards set by state board. I would discuss whether content is compre hensive, relevant and suitable for grade.
2. Pedagogical Approach: This includes teaching methods employed in textbook. Book encourag interactive learning, critical thinking, skill development.
3. Content Quality: The review would assess th

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quality of the content in accuracy, clarity and depth.

4. Supporting Materials: Textbooks often with materials such as exercises, activities and assessments. The review will evaluate usefulr and effectiveness of these materials.

5. Teacher and Student Support: It would discuss how well textbook supports both teachers and students. This includes the clarity of instructions for teachers, as w as how engaging and supportive content is for students to foster independent learning.

Overall, a comprehensive review would aim to provide insights into how well the 6t grade English textbook meets educational objectives, supports learning outcomes, and enhances the overall educational experie for students in particular state board's curriculum framework.

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h] * Reflective Journal Based On Readings in B.Ed Course:

1) Reading Experience and Initial Thoughts: I re
tly read "The Secret Garden" as part of my
6th grade English curriculum. Initially, I was
excited to explore a classic story that many
have loved over the years. The idea of a
hidden garden intrigued me and I looked
forward to uncovering it's mysteries.

2) Personal Insights and Reactions: As I delved into
the story, I found myself drawn to Mary's tran
sformation from a spoiled and lonely girl
someone who covers joy of friendship and be
of nature. The idea neglected garden could
symbolize hidden potential resonated deepl
with me.

3) Application to Practice or Real Life: The stor
reminded me of the importance of nurtu
relationships and taking care of neglected sp
whether they're physical gardens or our ow
talents.

4) Challenges faced and Overcoming Them: One ch
ge I faced was understanding some of olde

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English language used in book. Words like "th and "thee" were unfamiliar at first, but I overcame this by looking up their meanin and focusing on the context in which the were used.

5) Personal Growth and future Considerations: Overall, reading "The Secret Garden" has explained my imagination and my appreci ion for stories that can timeless messag In the future, I aim to read more classi literature to further enhance my underst nding of different cultures and time periods.

1) * How does reading and reflecting on texts help you develop deeper understa ding of teaching and learning the ries, and how can you apply this knowledge in your teaching profess

1) Knowledge Acquisition: It allows you to ac knowledge of various theories, methodologi and research findings related to teaching and learning. This broadens your understan beyond practical experience.

2) Critical thinking: Reflecting on texts enco rages critical thinking about educational

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practices, theories and their implications. This helps you evaluate different approaches to teaching and learning.

4) Informed Decision Making: It equips you wi knowledge to maked informed decisions ab instrutional strategies, assessment, technique classroom management.

5) Professional Development: Continuous reading and reflection contribute to ongoing profess nal development. It keeps you updated with current trends and research in educatio allowing you to adapt and grow as an educator.

* **Applying this knowledge in your teachi profession involves several practical st**

- Lesson Planning: Integrating theories into lesso planning helps in designing activities that ali with learning objectives and cater to dive student needs.

- Instructional Strategies: Choosing appropriate instructional strategies based on educatio theories enhances teaching effectiveness a Student engagement.

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- Assessment: Applying theories of assessment helps in designing fair and effective assessments that measure student learnir accurately.

- Classroom Management: Understanding psychol cal theories can inform strategies for creati a positive learning environment and managi student behaviour.

- Reflective Practice: Continuously reflecting your teaching practices in light of theorie helps in identifying areas for improvemer and refining approach.

In essence, reading and reflecting on educational texts not only deepens your under standing of teaching and learning theorie but also empowers you to make informed decisions, innovate in your teaching method and contribute meaningfully to the educa tional experiences of your students.

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Saket Gyanpeeth's

Saket College of Education

Name :- Kiran. S. yadav

Roll No :- 86 Div :- B Class :- SY B.E

Topic :- Reading & Reflecting

Proffessor Name :- PRERNA MAM

Academic year

2022 - 2024

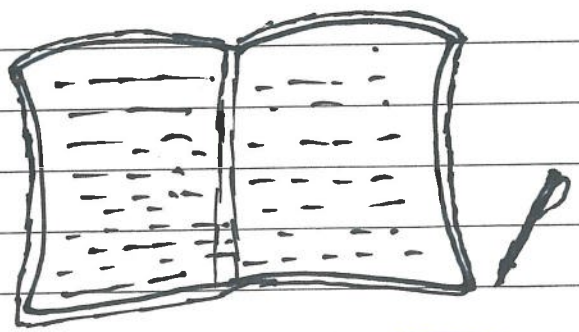
...n injury. Having damaged...
...ikle during the match again...
...angladesh, the India allrounder
...was expected to be available for at
...least the knockout stages. How-
...ever, the International Cricket
...Council (ICC) said on Saturday
...that pacer Prasidh Krishna will
...replace Pandya for the remaining
...part of the tournament.
The injury-prone Pandya, a
crucial cog in India's wheel given
his abilities with bat and ball, is
said to have suffered a ligament
injury and is currently in reha-
bilitation.
Prasidh in place of Hardik
Pandya may not be a 'like-for-like'
...eplacement, but India have their
...easons, as coach Rahul Dravid
...xplained. "Hardik hasn't played

pub on MG Road here, a young ...
Ravindra watched New Zealand's heart-breaking loss to England in the World Cup final. On Saturday, at the M Chinnaswamy stadium located a stone's throw away from that pub, Rachin came up with a record-breaking performance against Pakistan.

It's been a watershed World Cup for the talented southpaw, who with 523 runs is currently the second-highest run-getter in the competition. With his 108 in 170 minutes (94b; 15x4, 1x6) on Saturday, Rachin became the first Black Caps batter to score three centuries in a World Cup. That was one among the many feathers he added to his cap on the day. At 23, the

...the
...loose
...Ali an...
...In conti...
...stump, I...
...stadium
...cover. Giv...
...his Bengal...
...murthy, th...
...making is ev...

Rachin's ...
knew he had ...
he punctured
quent timing i...



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ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my proffessor. prerna Mam for their able guidance and support in completing my project.

I would like to thanks of grattitude to my principle Sir to giving me to this opportunity for project.

Kiran yadav

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INTRODUCTION

Reading reflection on text is a proces of actively engaging with written materi in order to deepen ones understanding, gain new insights, and develop critical thinking skill. It involves a combination of close reading, critical analysis, and pers reflection and it fundamental aspect of learning and personal growth.

To engage in reflective reading, there are several strategies that can be employed. One approach is to takes notes while reading, jotting write down keys ideas and insights, as well as questions and areas of confusion. This can help to organize one's thoughts and facilitate de understanding. Another approach is to en in a dialouge with the text, either thro written responses or through discussion w others. this can provide an opportunity explore different perspectives and gain n insights.

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* TASK - A *

Choose a text book of any Std

- identify different types of text.
- Write a report on use these texts.

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In the content of 6th Standard History Bal Bharti textbooks cover as a variety of text types aimed at providing comprehensive historical education. The types of text include.

1. **Narrative texts :-**
These sections provides hist accounts and stories to the help students understand the chronological sequence of even and the content of historical developments.

2. **Descriptive texts :-**
These parts describe hist -al settings, significant places, and cultural practices, giving students a vivid picture of different time periods of societies.

3. **Expository texts :-**
These sections explain and analyze historical facts, events and concepts providing a detailed understanding of the subject matter.

4. **Biblographical Texts :-**
These focus on the lives and contributions of important historical figur helping students understand the impact of individ history.

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We take lesson 'The Stone Age' and the passage take

"In the Stone Age, early human used stone tools to hunt animal and gather food. They lived in caves or temporary shelters and depended on nature for there survival. The discovery of fire was a signific milestone, as it provided warmth, protectio from wild animals, and a means to cook food"

Analysis of the passage

1. **Narrative text:**

The passage uses a narrative style t recount the daily lives of early human Making the historical content relatable and engaging for student.

2. **Descriptive:~**

It provides vivid description of the environment and tools used by stone Age humans, helping Students visualize the past...

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3. Educational Impact:-

• Historical content describing the living conc and survival strategies of early humans & ea humans, the passages places students in th contents of the Stone Age, fostering a deeper understanding of the era.

4. Skill development :-

Analytical skill By analyzing the passag and related activities, studies develop their ability to interpret historical data and draw conclusions about early human life.

The 6th standard Bal Bharati History Book uses well-structured text like the passage from "The Stone Age" to effectively educate students about early human history The combination of narrative, descriptive eleme and skill. This holistic approach makes the history lessons both informative and engaging fostering a deeper appreciation for the subject.

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TASK - "D"

Applying Different Strategies.

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Reading Strategies

Reading is a fundamental skill essential for learning, understanding, and interpreting various form of text.

1. Skimming :-
Useful when time is limited and the reader needs a general understan of the content

2. Scanning :-
Effective for locating partic facts, dates, statistics or keywords.

3. Detailed Reading :-
Necessary for grasping complex information arguments, and detailed instructions.

4. Critical Reading :-
Helps in discerning bia identifying assumptions, and assessing the quality of arguments.

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Visual Support such as pictures show and promotes curiosity That is why children books are usually illustrated. pictures provides the clues to the contents but only partially. The rest is in the printed words, and curiosity drives the child to the full message or meaning To begin with adults reads out to the child... children listen, they associated.... sounds with idea then with words... then they begin 'read' And as they read they look for feedback from adults... when feedback is positive, it then that they 'reject' adults help. Then tr to be in dependent by rejecting adul help.

Later as in other cases such as eatin independently. for example. the child start working independently with the printed wor The child develops into a reader. If the purpose of reading is to get the gist. we re the text quickly and try and make sen of its overall meaning. This is called skimmi

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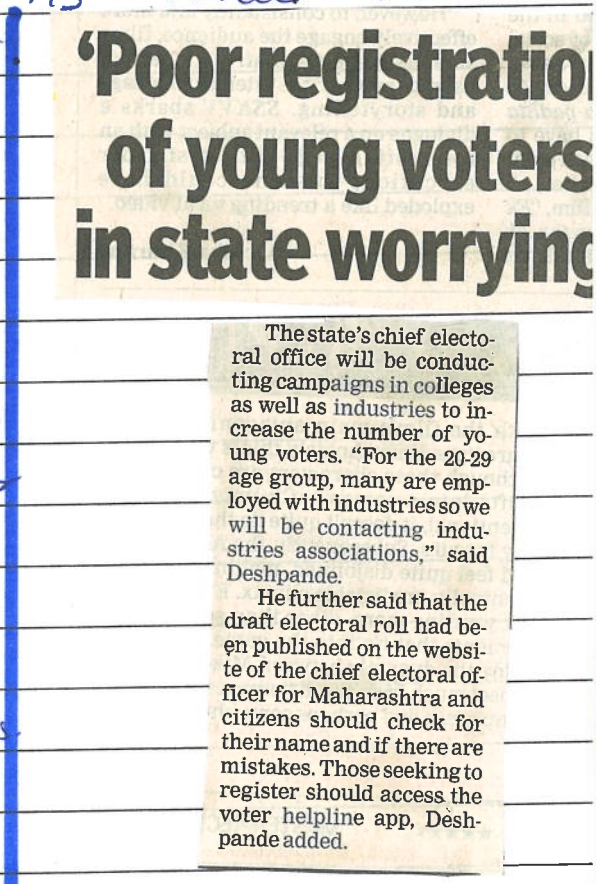
Skimming

If the purpose of reading is to get summary, we read the text quickly and by and make sense of its overall meaning this is called Skimming. This is how we read newspapers etc. we read the headline and quickly skim through the report to get a general idea of the contents and then move on. we pay further attention to the details and read more carefully only those reports that may be of interest to us.



'Poor registration of young voters in state worrying

The state's chief electoral office will be conducting campaigns in colleges as well as industries to increase the number of young voters. "For the 20-29 age group, many are employed with industries so we will be contacting industries associations," said Deshpande.

He further said that the draft electoral roll had been published on the website of the chief electoral officer for Maharashtra and citizens should check for their name and if there are mistakes. Those seeking to register should access the voter helpline app, Deshpande added.

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TASK - "E"

Read a text Oneself to other Text.

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Seeing two women in the thick of things instead of traditional roles is refreshing. Writer-director Sarvesh Mewara has turned the tables as men have only supporting roles as the love interest, Ekveer (Varun Mitra), or dudes in distress whom Tejas rescues. But the narrative and Tejas's bravura go overboard. Instances like the tug-of-war with a male pilot, bashing up a goon, and being attacked by Aboriginal tribals seem forced and excessive.

Keeping track of the timelines gets challenging as the story abruptly switches between past and present. One wishes for a more cohesive screenplay. Things turn thrilling once the main rescue operation begins, but the parallel track of an impending terrorist attack proves distracting.

Director of Photography Hari K Vedantam presents a visually appealing fare and efficiently captures the airstrikes, flights, and fight sequences in the deserts. Kangana Ranaut looks like a fighter pilot and performs action and emotional scenes effortlessly. Anshul Chauhan, as her loud but loyal co-pilot, is impressive. Shashwat Sachdev's music is hummable, especially *Jaan Da* rendered by Arijit Singh, the energetic *Ranjhana*, and the victory anthem, *Aag Udi*.

Tejas may appeal to fans of patriotic movies and defence dramas. But a better story and a tighter screenplay would have made the movie more impactful.

— **Dhaval Roy**

This film Name is Teja's

Relase year: 2021

Directer - Sarvesh mewara

Main -

Cast - Kangna R

Here, I reds this article and write a report on these article in current postive contents.

Empowerment and Representation. The film protagonist Tejas Gill, played by Kangana Ranaut, who is a fighter pilot in the Indian Air force. This role is significant in showcasing women in powerful and traditionaley male dominated roles. The portyal of Tejas Gill as a capable and fearless pilot challenges gender stereotypes and promotes gender equality.

patriotism and National pride "Tejas" instills a sense of patriotism by highlighting the bravery and dedication of Indian Airforce personnel

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The film emphasizes the importance of natio Security and the sacrifices made by armed fo

Inspiration and Motivation :- The film serves as inspiration for young girls and women, encoura them to pursue careers in fields traditona dominated by men, such as aviation and th military. It promotes the message that with determination and hard work, anyone can ac their dreams, regardless of gender.

Teamwork and Camaraderie "Tejas" showcases the significance of teamwork and camaraderie among the members of the Indian Air force. The interaction between Tejas and her collea demonstrate the importance of mutual respect, trust, and collaboration in achieving sucess.

"Tejas" is a film that only entertains but al delivers powerful positive messages. It serves as a source of inspiration., promotes gender equality, instills national pride, and highligh the importance of courage, resilience and teamwork.

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TASK - "G"

Compulsory.

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Title :- "To Kill a Mockingbird"

Author :- Harper Lee

"Summary"

"To Kill a Mockingbird," written by Harper Lee, is a classic novel set in the 1930s in the fictional town of Maycomb, Alabama. The story is narrated by Scout Finch, a young girl, who recounts her childhood experiences with her brother Jem, and their father, Atticus Finch, a morally upright lawyer.

The novel addresses serious themes such as racial injustices, moral growth, and empathy. Atticus Finch is appointed to defend Tom Robinson, a black man falsely accused of raping a white woman. Despite facing prejudice and hostility, Atticus stands firm in his commitment to justice and equality, teaching Scout and Jem valuable life lessons.

The book is renowned for its profound impact on American literature and its exploration of social issues, making it an essential read for high school students. It encourages readers to reflec

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on their own beliefs and the importance of standing up for what is right.

Evalution

"To Kill a Mockingbird" is a profound and compelling novel that provides a poignant exploration of human morality and social justice. Harper Lee's narrative captures the innocences of childhood while confronting serious societal issues. The book is widely recommended for high school students as its encourages critical thinking about ethics, justice, and empathy.

Review

Harper Lee's "To Kill a Mockingbird" remains a significant work in American literature, providing important lessons on morality, justice and the human condition. Its place in high school curricula is well-deserved, offering students a chance to reflect on important social issues that remain relevant today.

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TASK - H

Reflective Journal based on reading in the Course.

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BOOK NAME

KNOWLEDGE AND CURRICULUM

Understanding the intricate relationship between knowledge and curriculum is essen for educators, curriculum is developers an policymakers. Knowledge forms the foundatio of what is taught in educational institutio While the curriculum is the structured fr work that outlines how this knowledge is delivered. This report delves into the defin theories, and practices related to knowled and curriculum, providing a through revie of their interconnection. understanding of knowledge can be categorized into vari types declarative knowledge, procedural knowledge, conditional knowledge when a why to apply different types of knowled Curriculum development involves the systematic planning of educational experiences

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Review

Strengths Comprenshive framework theori like essenstialism and constructivism provide robust framework for curriculum developme. flexibility modern curricula often allow for adaptability, catering to diverse students n. and learning styles.

Weaknesses Standardization issues overemphasis on standardized testing can limit creative and critical thinking.

Understanding the dynamic interplay between knowledge and curriculum is pivotal for educational success. A thoughtfu well structured curriculum that evolves with societal needs and technological advancements can significanly enhance student learning outcomes.

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SAKET COLLEGE OF EDUCATION

Name :- Rashmi Gouda

Roll No :- 22

Std :- S.Y. B.Ed

IV Semester

Academic year - 2023-24

Subject :- Reading & Reflective text

Assignment

1. Choose a textbook of any standard from your pedagogy. Identify the different types of text used. write a report on use of these texts and explain their significance to education.

Contents

Introduction
Type of text
Importance of text
Classification of text from text
Comment on the use of text
Educational Significance

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Assignment - 01

Introduction

Text :- Text is written or printed material that conv information or communicates a message. It ca take various forms such as books, articles, emails an websites text plays a crucial role in human communi tion and is used for storytelling conveying inform tion, expressing ideas and much more. understan text involves, reading, analyzing meaning and extracting relevant information. In digital age, has become even more prevalent with the intern and digital communication.

Etymology :- The word "text" originated fro the latin term "textus" meaning "woven fab or "texture". It metaphorically represents the interconnectedness and structure of writter language. It has evolved to

Definition of text :- The term "text" refers t any written or printed m rial that conveys information or communicate a message. It includes words, sentences or passages that are organised in a structure form. text can take various forms such a books, articles, websites etc. It serves as means of representing and preserving langu

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enabling communication and the transmission. Knowledge.

Type of text

Text can be grouped into categories based on the structure and purpose. these categories inclu

1. Narrative text
2. Expository text
3. persunsive text
4. Argumentative text
5. Descriptive text
6. Explanation text
9. Spoof text
7. Creative text
8. objective text

Narrative text:- Narrative text refers to a form of written material that tells a story. or recounts a sequence of events. Can be found in novels, short stories, folktales other literacy works. the purpose of narrati text is to entertain and engage readers by presenting a narrative with characters plot, setting. It often follows a beginning, mid and end structure, includes descriptive la uge and aims to evoke emotion in the read

Importance of text

Text is incredibly important in our lives for mutitude of reasons. It serves as a means of

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communication allowing us to express our thoughts and feelings and share information with others. text also acts as a repository of knowledge, enabling us to record and preserve valuable information for future generations.

It plays a vital role in education providing the foundation for learning and the dissemination of knowledge, through text, we gain access to a vast array of information, expanding our understanding of the world and nurturing our curiosity. the text fuels our creativity allowing us to express ourself through writing and storytelling. It also serves practical purposes, such as documenting legal agreements and regulations.

Moreover text is a instrumental in Culture preservation, ensuring that our traditions stories and heritage ensure overtime. In essence, text is a powerful tool that connects us, enlightens us. So it is a really valuable tool that helps us express ourself, learn from others and keep track of important information.

Classification of text from text

A thought that seems really simple in our mind can be different to replicate into written words. However to convey, reorders we need to be SK

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Introduction

Reading:- Reading is defined as a cognitive process at involves decoding symbols to arri at meaning.

Reading is an active process of Const ting meanings of words. Reading with a purpo helps the reader to direct information towards a goal and focuses their attention., Although t reason for reading may vary. the primary pu of reading is to understand the text Rea is a thinking process. It allows the reader use what he or she may already know also (prior knowledge. During this processing of infor tion the reader uses strategies to understand what they are reading, uses themes to or ze ideas, and uses textual clues to find the meaning of new words. Each of the three co ponents of reading is equally important.

Reading Strategies

We have been through the stage where we ted to learn & read. Initially It was words then sentences & then phrases and finally paragraphs. So one of the most essential t that you need to learn about proper reading is your technique.

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In English, there are different reading techniques & every student must be aware of not only students but every one who is pursuing a career in English must know about the various techniques also understand which techniques also would be most suited and in which situation. Depending on the different reading tasks, learner must follow the different reading techniques It is the thing that will make your reading very effective.

Reading Strategies

- → Skimming
- → Scanning
- → Intensive Reading
- → Extensive Reading

Skimming :- This techniques is also referred to as cursit reading, Skimming is the process that would help you would get a basic idea of what the text is about this technique is followed generally while reading a mag or newspaper. It will help you mentally Shortlist all the articles or topic that you might consider reading.

Scanning :- The process of scanning you just include your eyes to quickly -

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Scan through the Sentences and try to get a si
piece of information. Some of the results ha
also concluded that while reading from a
Computer Screen the reader inhibits the path
of Scanning.

This process is far more conduct
than Skimming in comprehensions It has bee
obsened that Students do not pay as much
attention to the illustrations or introduction

Intensive Reading' -

In this technique of intensive reading you have to
very close in your mind ensure that this rea
strategy is far more time consuming that S
nning and Skimming. It can be the best tech
if you are trying to list the Chronologees of
events in a long passage. It will help you i
reading intensively & deeply. This Specific tec
que would be beneficial for all the langu
learners who need help in understanding
various vocabulary.

Extensive Reading' -

This is the most pleasurable reading practices. I
generally involves the element of enjoyme
This practice is very unlikely to be taken up b
the student while preparing for you any sh
of exam

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It will basically involve the field of decoding or assimiliation of the content. while reading whenever you feel that the content is becomi difficult to comprehend Then you stop and loo up to the dictionary.

Stages of Reading

Reading is a process that involves recognizing w leading to the development of Comprehension. According to research reading is a process t negotiates the meaning of between the text and its reading. The reading proce involves 3 stages —

1 – Pre-Reading
2 – During-Reading
3 – Post-Reading

Pre-Reading :– The first is the pre-reading s which allows the reading to act background knowledge, preview the text and develop a purpose for reading. A strategy fo student to utilize during the stage is to l at the title of the selection & list all th information that comes to mind about the ti

During-Reading :– The second stage occurs during reading when the reader makes

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predictions as they read & then confirms or recein the predictions. for example, a double entry journal enabies the reader to write the text from the readers to write the text from the reading on one side and their personal reaction on other side.

post reading :— The final / third stage occurs after reading and allows th readers to retell the story discuss the eleme of a story, answer text for example students can create summaries, where they take a hu selection & reduce it to its main points for more concise understanding.

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at penning them down.

Writing is not similar to free size piece of clothing. different writing stag serve different purposes. they have specified uses and Concide well with a particular thou

To study this different styles we have to choose a tex book of anyone standard from our pedagogy. I this textbook we have identified the different of texts used & explained their significance. to education. the details of textbook given as follows.

Name of textbook :-

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Assignment No :- 1

Name of textbook :- Science

Class - (VIII)

Subject- Science

Board - CBSE

Topic :- Crop production & Managemen
(Biology)

Text type :- Expository Text (Chapters
procedural Text (Activities

Significance :- Explain core concepts
e.g. Soil types nutrients
through Chapters Activities e.g. Seed
germination provide hands on Experienc
Crop production and management-
are fundamental aspects of agricu
tural that play a crucial role in
ensuring food security and sustainable
development with the growing global
population the demand for food is
increasing, making efficient crop
production and effective manage
ment practices more critical than
ever. this Expository text explores the
various stages of Crop production and
the management techniques that
contribute to maximizing yield.

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Expository Text

An expository text is a form of writting that aims to inform, explain, describe or define its subject to the reader the primary purpose of expository writting is to provide a clear and straight forward explanation or exposi- of a topic. unlike narative or persuasi writing. which may seek to tell a sto or persuade the reader of a particula viewpoint, expository writing focuses on delivering factual information and understanding.

procedural text :-

A procedural text is a type of writing th provides step by step instructions or directions on how to complete a tas or achieve a specific outcome. the prim purpose of procedural text is to guide the reader through a process in a clear, logical and precise manner. this type of text is commonly fou in manuals, receipes, how to guide and instructional materials. By followin these steps you can successfully plant is designed to guide readers through specific process with clear step by ste instructions.

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Topic :- Microorganisms (Biology)

Text type :- Expository text, Descriptive text (Case Studies)

Significance :- Explains types of microorganisms bacteria, fungi with chapters case studies show-case their impact e.g. food spoilage antibiotics.

Topic :- Synthetic fibres & plastics (Chemistry)

Text type :- Expository text
Visual Text (Diagrams

Significance :- Explains properties and uses of synthetic materials e.g. nylon, polyester with chapters, diagrams illustrate molecular structures. Synthetic fibres and plastics are integral to modern life offering a wide range of applications due to their versatility, durability and affordability. these materials are produced through chemical processes and have transformed various industries including textile packaging Construction and healthcare

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Expository Text :-

The primary purpose of expository writin is to provide a clear and straight-forward explanation or exposition of a topic.

unlike narrative or persuasive writing which may seek to tell a ston or persuade the reader of a partic viewpoint.

An Expository text is a form of writing that aims to inform explain desc or define its subject to the reader.

the reader of a particular viewpoint, Exposi writing focuses on defineing factual information and understanding.

Visual Text :- (Diagrams)

Visual (diagrams) text refers to the use of images, diagrams, charts, or other visu elements to convey information or Explo concepts. this type of text leverages visua aids to enhance understanding, making complex information more accessible and easier to comprehend. Visual text is commonly used in education material technical manuals, presentations and informational graphics.

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Name of textbook - Contempor
India and Educatio

Class - B.Ed S.Y IV Semester

Text type :-

Review & Report :-

Summarize the Key features of the NEP 202
Critically evaluate the policy's potential impa
on various levels of education in india. Asse
the policy's feasibility and potential challenge
→ Investigate the role of digital tools and
platforms in modern india education.
→ Analyze the effectiveness and accessibility of
online education.
→ Identify challenges faced by students and
educators in digital learning environments
detailing the integration of technology
in classroom and the proliferation of e-
learning platforms. Analyze the effectivene
and accessibility of online education.
particularly in urban versus rural areas
Discuss the challenges faced by students
and educators. Such as internet connect
ty issues and the digital divide. inclu
case studies that illustrate successful
digital education initiatives and propose
Solution to overcome existing barriers.

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Review of Gender disparities in indian Education

Examine the current state of gender dispar in indian education by reviewing statis data and Research studies. Analyse the factors contributing to these disparties. Such as socio-economic conditions, cultura norms and infrastructural limitations. Eva ate government and non-government ini tiative aimed at reducing gender gaps i education.

Report on inclusive Education practices

define what inclusive education entails an why it is crucial. Review current policies and practices that support inclusive education. Such as the Right to educati Act and various state level initiatives.

Review of Educational Reforms post-Inde dence

Trace the history of major educational reforms in india sinie independence providing a review that includes key milestones such as the right to education act. Analyze the impact of thes reforms on the education policy.

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Assignment No. 3

Educationist Book Review :—

"**Ignited Minds**: unleashing the power within India"

→ By Dr A.P.J Abdul Kalam
(11th president of india and a renowned scientist)

This inspirational work addresses various faces of india's potential and aims to inspire the youth to strive for greatness and nation building

Language — The language in "Ignited minds is simple, clear and accessible reflecting Dr. Kalam's intent to reach a wide au ence especially young readers. Dr. Kalams pr is straightforward, aiming to communicate his ideas and vision in an understandable and relatable manner. Despite the simplicity, his language carries a motivational tone, designed to inspire and evoke a sense of responsibility among readers.

Types of writing — "Ignited Minds" is a non-fiction work that combines elements autobiography, motivationa writing and socio-political commentary. Dr. Kalam weaves personal anecdotes, historical

References, and visionary ideas to create a compell narrative that motivates and educates the writi is reflective and introspective urging readers to think deeply about their role in th nations development.

Cultural Hybridity:- The book reflects Cultur hybridity in its ama mation of India's rich Cultural heritage with modern Scientific and technological advancements. Dr Kalam emphasizes the importances of blending traditional value with Contemporary Knowledge to propel India's ancient wisdom and history nek discussing modern challenges and Solutions Showcas-ing seamless integration of th old and new.

Type of literature:- "Ignited Minds" Ca Classified as inspiration and motivational literature wi a focus on nation-buiding. It falls under the Category of Socio-political literatu due to its discussions on Indias der lopment and future.

Social preaching:- Dr Kalam uses "Ig ted Minds" as a plat form to deliver Social preaching aimed at th

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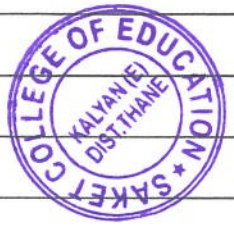
youth of india. He emphasizes the importan of dreams, hardwork and perseverance. book preaches, values such as self-belief dedication and the power of collective effort. Dr. Kalam advocates for a Societ where individuals take responsibility for their roles in nation building a work towards a common vision of a de lopment and prosperous India.

Conclusion :- "Ignited Minds" is a powe ful and motivational boo that that speaks directly to the youth encouraging them to realize their pote tial and contribute to the nation's progress. Through simple language Dr. Kalam's visionary ideas and a blend Cultural heritage with modern aspirat the book serves as a guide and inspirati for those aiming to make a differences Its social preaching and emphasis on cul ral hybridity make it significant work in the realm of motivational and socio political literature.



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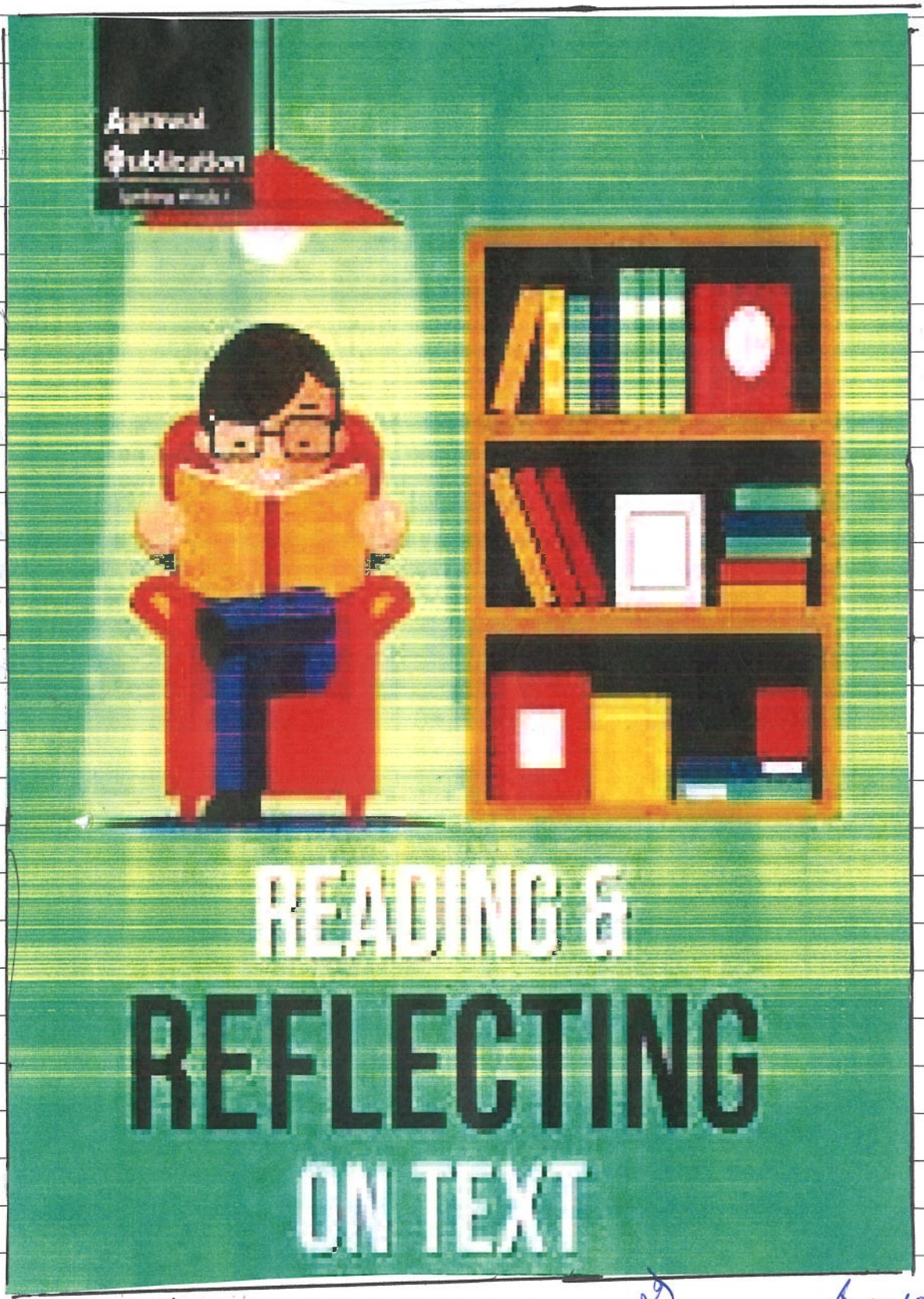

Approved

31/07/24

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Acknowledgement

I am deeply grateful to everyone who contributed to the completion of this project on reading and reflecting on text.

Firstly, I extend my heartfelt thanks to our principal, Ms. Vidya Prakash Maurya and to the instructor, Mrs. Prerna whose invaluable guidance, feedback and encouragement were instrumental throughout this study. Your insights into reading comprehension and reflective practices greatly enriched my understanding of the subject.

I would also like to express my appreciation to my colleagues and classmates for their support and collaboration.

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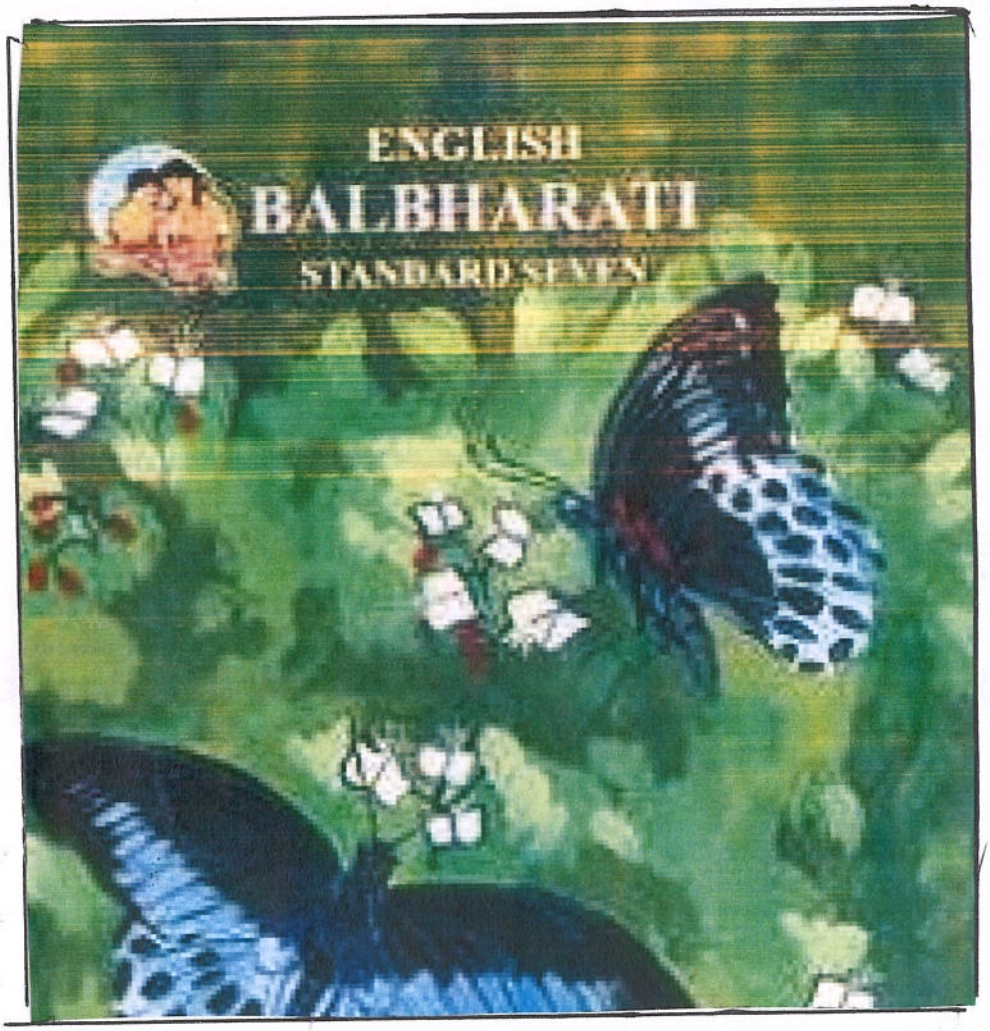
Task "A"

- Choose a text book of any standard
- Identify the different types of text
- Write a report on these texts
- Explain their significance to education


ENGLISH
BALBHARATI
STANDARD SEVEN

DATE:

English textbooks for 7th grade students are super important for helping us learn how to read better, think critically and appreciate stories and poems. These book have lots of different kinds of writing to keep us interested and help us learn in different ways. This report is all about looking at the different types of writing in our English textbooks and why they are important for us to learn.

1. Narrative text- It is when we read stories like short stories, novels or fairy tales. These helps us get a better understanding our text using our imagination and understanding different cultures and history.

2. Descriptive text- It is when the writer describes things in detail to help us picture them in our minds. It helps us get better at noticing details, learning new words and making writing more interesting.

3. Expository text- It is when writer explains something to us with facts and examples. By reading these texts we learn real stuff about different topics.

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5. Persuasive text- It tries to convince us think a certain way or do somethi It could be in ads, essays, or speeche We learn how to think critically, evalu arguments and express our own opinion

6. Poetry- Poetry is like music in word When we read poems we get better at understanding feelings, playing with lang and appreciating art.

7. Dialogues and Drama- Its like watching play or movie. They show us con versation between characters and hel us understand how people talk and

8. Informative text- It tells us about peo lives, while teaching us new things about different topics.

9. Procedural text- It gives us step by ste instructions on how to do somethi By reading this we learn how to do things ourselve and solve problems.

We get to read all these different ty of text in the 4th std textbook which hel us to learn and grow. We become b readers, thinkers and learners.

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In the context of 7th standard English Balbharati Textbook, students are typically introduced to various types of texts.

1. Narrative text- It tells a story with characters, a setting and a plot.
For example- short stories, novels, fables, myths and legends.

2. Descriptive text- It provides detailed description of people, places, objects & events to create a vivid picture in the readers mind.
For example- Travel writing, nature descriptions, character sketches.

3. Expository text- It explains or informs about a topic with facts, exam and explanations.
For example- Textbooks, articles, repo instructions, essays.

4. Persuasive text- It aims to convince the reader to accept a particula point of view or take a specific action.
For example- Advertisements, opinion pieces, persuasive essays, speeches.

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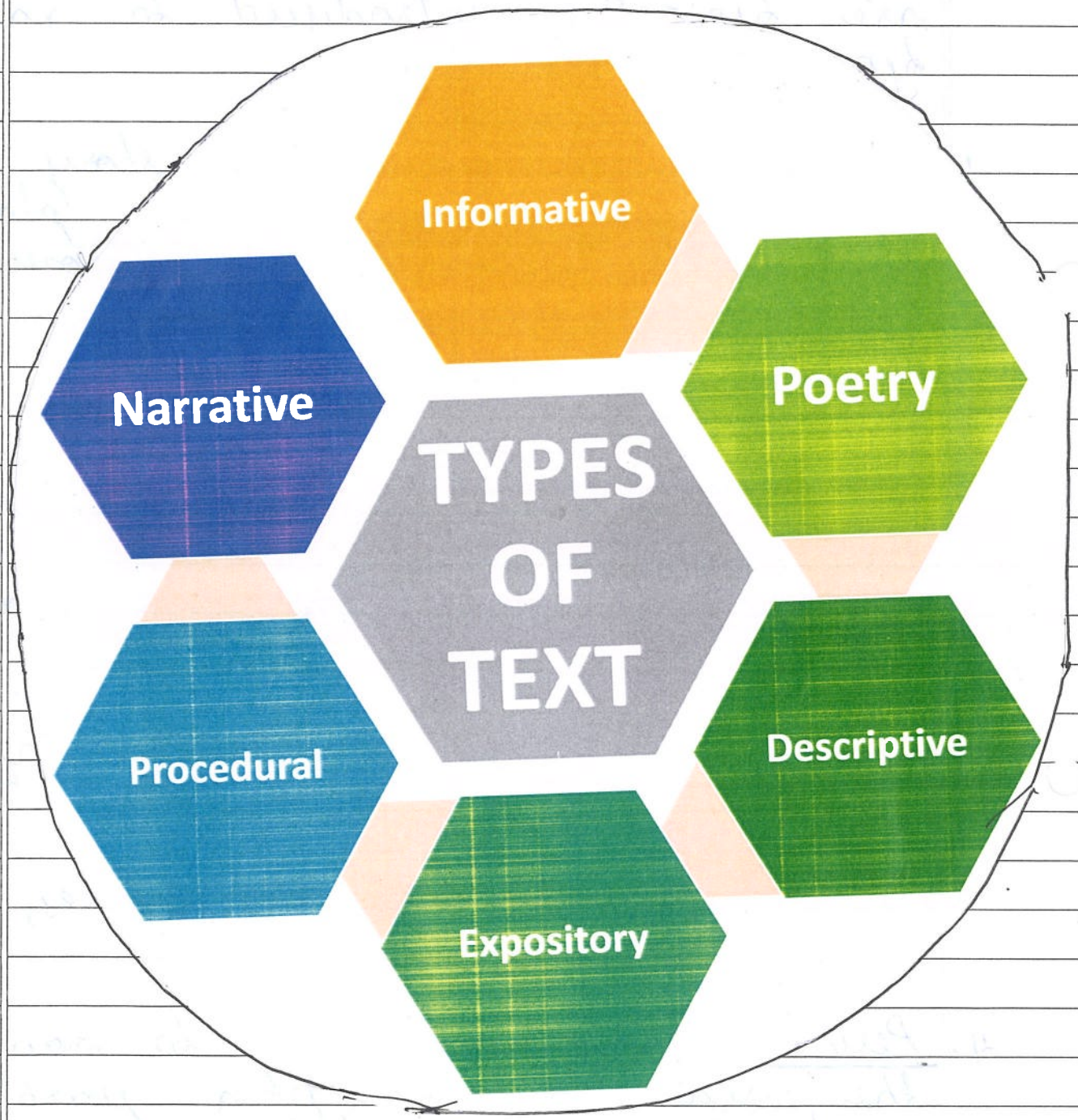

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5. Poetry - It uses rhythmic and often rhyming language to evoke emotion and create imagery.
For example - Lyric poems, narrative poems, haikus, sonnets.

6. Dialogues - It presents conversation between two or more characters.
For example - Plays, scripts, conversational excerpts.

7. Drama - It is a form of text written to be performed by actors on stage, including dialogue and stage directions.
For example - Plays, screenplays

8. Biographical text - It tells the life story of a real person providing insight into their experiences and achievements.
For example - Biographies, Autobiographies

9. Informative Text - It provides information on a specific topic
For example - Newspaper articles, nonfiction

10. Procedural Text - It gives instructions on how to do something step by step.
For example - Recipes, manuals

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Different types of texts in English textbooks are crucial for developing a variety of educational skills in studer Narrative texts introduce students to storytelling, helping them understand different cultures and histories while enhancing imagination and empathy Descriptive text teach them to notice and describe details vividly, improving their observational skills and vocabular

Expository texts provide factual information and explanations, fostering research abilities and the capacity to convey knowledge clearly. Persua texts encourage students to analyze and form opinions teaching them to argue effectively and critically assess arguments. Poetry enhances th appreciation of language, emotions and creative expression.

Dialogues and drama devel understanding of human interaction and communication skills through character conversations and role play Biographical and informative texts expand their awareness of real world events and individuals, imp oving their ability to gather and

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process information. Procedural texts offer practical instructions, helping them follow steps accurately and apply skills in everyday situations.

Together these texts types buil well rounded literacy, critical thinkin and practical skills, essential for academic succes and lifelong learnin

- Reading a story like "Cinderalla" help students identify main events, describe characters and underst and story progression.
- Describing a scene from nature, like forest helps students use vivid langu to create mental imags
- Reading an article about the wate cycle helps students explain comple processes in their own words
- Writing a haiku about the season helps students use concise langua and appreciating rhythm.

Hence different texts helps studen in gaining more knowledg and understanding different scenarios.

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Past, Present, Future

by Emily Brontë

Tell me, tell me, smiling child,
What the past is like to thee ?
'An Autumn evening soft and mild
With a wind that sighs mournfully.'

Tell me, what is the present hour ?
'A green and flowery spray
Where a young bird sits gathering its power
To mount and fly away.'

And what is the future, happy one ?
'A sea beneath a cloudless sun ;
A mighty, glorious, dazzling sea
Stretching into infinity.'

Emily Brontë | Classic Poems

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We take the first poem i.e "Past, present and future". This excerp appears to be a poetic text, there as also different types of text present in this poem. like

1. Poetic Text- Poems often have a patte of sounds or beats that make them sound musical when read aloud. Its like a song where word have rhythm.

2. Descriptive Text- The poem describes t poet's perception. The first stanza talks about the past as a calm and gentle autumn evening with a soft breeze. This creates a peacfu and slightly sad feeling.

3. Narrative Text- The poem presents a dialogue between the speaker and the smiling child. The exchange of question and answers creates a narrative framework, resembling a conversation or story telling.

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2.5 Learn Yoga from Animals

Since the year 2015, the world has been celebrating June 21st as International Yoga Day. As most of us will know, yoga is a culture of physical, mental and spiritual discipline perfected in ancient India. Yoga as an ancient Indian discipline is a composite practice, involving the complete mind-body-soul complex that is a human being. Here, let us focus on yoga as an integrated system of physical exercises that help us to attain concentration, focus and also improve flexibility, balance, and strength.

From an ancient Indian discipline, let us move to a very contemporary area of research. Experts today are doing a wonderful job of drawing us into the world of biomimicry. In simple terms, bio means life and mimicry is to emulate. Basically biomimicry is the science of solving human problems with solutions already present in the natural world. From this point of view, yoga is also a form of biomimicry where in typical asanas or poses, we emulate mountains, trees, fish, cats, and so many more animals! This helps solve our problems brought on by day to day living – such as stiffness and back pain – and allows us to feel physically vibrant and mentally sharp.

Before we proceed further, here are a few basic precautions regarding yoga practice:

1. If you are a beginner, you should start practising yoga either in the presence of a yoga teacher or join yoga class so that you learn the basics and the do's and don'ts of yoga.

2. Asanas should be practised in a clean, airy and well-lit room. The floor should be level. It is advisable to use a yoga mat. If it is not possible to practise indoors, you may practise on level ground outdoors.

3. The best time to practise is in the morning before breakfast or in the evening before dinner.

Some of the poses described below must be learnt from an instructor before you attempt to practise them on your own.

NAEHF1

- Where was yoga perfected?
- What does yoga involve?
- What are the benefits of yoga?
- What is biomimicry?
- In what way is yoga a form of biomimicry?

- emulate : imitate
- vibrant : full of energy and life

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We take another lesson from Unit Two, "Learn Yoga from Animals". The following text in the lesson can be categorized as a combinati of Procedural, expository and descriptive text.

1. Procedural text- The given text is primarily instructional, providing step by step guidance on practicing various yoga poses. Therefore the type of text can be identified as procedural or instructional.

2. Expository text- It contains element of expository text as it explains th concept of yoga, its benefits and its relationship with solving human problems by imitating solutions found in nature.

3. Descriptive text- The introductory paragraphs offer some descriptive information about yoga and its significance as a cultural, mento and spiritual discipline.

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3.2 Compere a Programme

Getting ready for the programme

Good Morning friends! It is a pleasure for me to welcome you all to this festive occasion. Please take your seats. May I request you to keep your mobiles switched off or on silent mode? Let us ring in to the merry mood of youthful creative expressions and forget our preoccupations and ringtones for the time being.

- festive : joyous

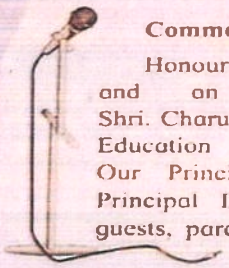
- Why does the compère request the audience to switch off their mobile phones?

Arrival of the dignitaries

I am happy to announce that the dignitaries have arrived. I request you all to be seated.

I request our Head Girl Miss Shubhada Murarka to escort the dignitaries to the dais.

- Why does she request them to be seated?



Commencement of the programme

Honourable Chief Guest of today's function and an artist of great renown Shri. Charudatta Diwan, President of Balanand Education Society, Shri. Avadhoot Pathak, Our Principal Dr Ajinkya Parakhi, Vice Principal Dr Shaila Singh, all our invited guests, parents, teachers and my dear friends, on behalf of Balanand Vidyalaya I extend a hearty welcome to you all.

We have gathered here for the inauguration of our School Art Festival.

- At the beginning of the programme, who does the compère address by name?

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We take one more example from Unit Three, "Compere a programme" The following text in the lesson can be categorized as a combination of Expository, Informative, descriptive, narrative, persuasive and dialogue

1. Persuasive text - This is when someone tries to convince you to think or act in a certain way about something. For example - imagine someone writing a review about two different video games. They might talk about why one game is better than the other and try to persuade you to play that game instead. It focuses on highlighting strengths and weaknesses on listener to choosing the program. The compere is influenced by perception and decision of the top

2. Dialogue - this is like having a conversation or discussion between people. When comparing programs, you might see dialog where two or more people talk about the programs they use and why they like or dislike them.

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Task "D"

- Choose a textbook for reading a text
- Apply any three type of text
- Write a report on the text

DATE:

In educational contexts, reading strategies such as skimming, scanning and columnar reading are crucial for students to manage their readi workloads efficiently, enhance comprehen and improve academic performance. These strategies benefits the students in the following ways.

- skimming helps students quickly get the general idea of a text, which useful for deciding whether a text is relevant to their needs.

- Allow students to identify which section of a text require detailed reading and which can be ignored or read more superficially.

- Provides a quick preview before deeper study, aiding in understanding the structure and main arguments of the text.

- Scanning allows students to locate specific information quickly within a te such as definition, formulas or dates.

- Columnar reading helps students concentr by reducing horizontal eye movement.

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William, Elizabeth and their children had been travelling in a ship when the ship was caught in a great storm. The other passengers evacuated without them. William, and his family including the young children Fritz, Ernest, Jack and Franz, were left to survive alone. They weathered the great storm waiting in the ship's hold. The ship survived the night and the family found themselves within sight of a tropical desert island The next morning, they decided to get to the island they could see beyond the reef. With much effort, they constructed a vessel out of tubs. After they filled the tubs with food and ammunition and all other articles of value they could safely carry, they rowed toward the island. Two dogs from the ship named Turk and Juno swam beside them. The ship's cargo of livestock, guns and powder, carpentry tools, books, a disassembled pinnace, and provisions had also survived. Over the next few days, William (father) attached the floatable old kegs to one another and built a bow that curved around them. The family had landed successfully on the island. They set up a tent and softened the floor with armloads of grass they cut and spread to serve as their beds. They came to a grove of trees. One tree grew what looked like gourds on its trunk. The father told Fritz, the gourds would make excellent bowls and spoons, and they cut them into various utensils. After some days, Elizabeth informed William that she wanted the family to move to a safer place. Their current camp was not only exposed but also very dry and hot. If they built a house up in one of the large trees, they would be safe from jackals. She described a perfect tree for the project, one whose trunk was nearly forty feet in diameter. The branches were very long and extended straight out from the trunk, making them perfect platforms for a structure. Later, when determining the height of the lowest branches, the father taught the boys geometry and how to use triangles to measure big objects. He measured a defined distance from the trunk, then he calculated angles using several measured rods, determining that the lowest branch was thirty feet off the ground. The men knotted a rope at certain intervals and attached pieces of bamboo in each knot. Thus, they created their ladder. Father returned to the beach and collected driftwood, thinking it would be perfect to build a 'sledge,' on runners rather than wheels. Later, they used it to transport materials. Meanwhile Elizabeth announced that the garden she had been tending was producing healthy plants. Corn, melons, pumpkins, and cucumbers were already growing. The next day, only the father and Fritz travelled to the woods, exploring and finding such exotic plants as one

DATE:

Scanning

By focusing on specific terms thro h scanning you can quickly locate the key details in the text related to characters, events, object, and essential terms without reading throu every word. This method is efficient for answering specific questions or finding particular information within the text.

1. To find the characters- Scan for names like William, Elizabeth, Fitz

2. To understand the setting- Look fo phrases like "tropical desert island grove of trees" etc.

3. To identify key events- Focus on terms like 'great storm', "construct a vessel", "landed on the island etc.

4. To find specific details about resour scan for terms like "livestock, "carpentary tools", 'driftwood etc.

Using the scanning strategy helps effic gather information and understand th key aspects of the text.

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with waxy fruit, from which candles could be made. Fritz discovered a tree exuding a rubbery sap, from which his father claimed that they could make boots. Thinking ahead of the next winter, father decided to create a place safe from the elements, a strong storage spot to protect themselves and their belongings. Fritz came up with the idea of a cave. Not finding one, they thought of carving out their own cave in the rock abutting their camping site. On the smooth face of the rock, father marked the dimensions for an opening and they picked away at the hard surface with their axes, chisels, hammers, and shovels. Over the next several days, the family cut windows in the rocks to allow for crosscurrents of air and for sunlight to enter the cave. When they had finished, they had four rooms, complete with a fireplace. They now had a new winter home. Because of the low light, the cave house they had built felt oppressive. To remedy this, father and Jack rigged up a new light. They found a bamboo pole that would reach from the floor to the ceiling. Then after securing it, Jack climbed to the top of the pole and hung a large oil lamp that they had rescued from the ship. One day, they found that one of the family's huts had been completely destroyed and the cultivated fields around it had been trampled and ruined. There were huge footmarks everywhere. Father saw massive damage to trees as well as many huge footprints, which he identified as belonging to an elephant herd. The next morning, the family began to design a new defence to discourage all wild animals from entering their cultivated lands. They also finalised their ideas about the new residence. Rather than building a house on stilts, which the elephants could knock down easily, they would use four strong trees growing in a square near one another as the foundation. The trees were of equal size, approximately twelve feet apart. Thus, they built another safe home. Ten years passed and the young boys were now young men, and their parents were very proud. They called the island New Switzerland. Many adventures occurred over the years. On the shore of another island, Fritz had knocked down an albatross, which was threatening to attack him and found a rag tied to the large bird's leg. On the rag was a message that an Englishwoman had been stranded on the 'smoking rock.' Fritz had no idea how old the message was. His father suggested that "smoking rock" sounded like a reference to a volcano. Since there were no volcanoes in the vicinity, the bird might have come from hundreds of miles away. However, Fritz felt that someone needed his help, and he was determined to do his best to find the sender.

DATE:

Skimming

To apply the skimming reading strategy to the provided text, you focus quickly identifying key words and phrases tha convey the main ideas and importar details. Here's how you can pick out the main words and phrases through skimming.

1. General context - words like "adventure" and "value" quickly convey the educational and thematic focus on the novel.

2. characters - Names like 'William, Elizabeth, children outline key characters.

3. Situation - "great storm, survived alone landed on island, constructed a resse provide snapshot of the situations.

4. Construction - words like "woods, "wa fruit" and "cave" summarize their ex location and building activities.

5. Solutions for challenge - References to elep ants, new residence and safe home highlight ongoing challenges.

You get a general understanding of the story through skimming.

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Before returning home, he had written his own note on the rag, retied it to the albatross's leg, and had watched the bird fly off. The note told whoever received it "Do not despair. Help is near!" Fritz, then successfully, rescued the young woman, Jenny Montrose. Though shy at first, soon, she got used to living with the Robinson family. One day, they saw a ship, which had laid anchor. An encampment had been set up on one of the smaller islands. After checking the people through their spyglass, Fritz and his father decided to announce themselves after they had returned home and cleaned it up. They did not want the crew to think they were savages. The next day, Fritz and his father, met the captain and told him their own history as well as Jenny's. To everyone's surprise, it had been Jenny's father who had inspired the captain's search; he believed his daughter was still alive after three years. The captain had decided to attempt to find her. With a burst of celebration, the family, passengers, and crew of the British vessel headed towards New Switzerland. Everyone was amazed by the prosperity and good health of the survivors. As the day ended, the father realised that decisions must be made about who wanted to stay on the island or return with the ship. Elizabeth and her husband did not wish to live anywhere but on the island. They hadbeen there for so long and had grown used to their life. Jenny asked if anyone would support her return to England. Fritz was the first to respond. He offered cheers for 'us' who were going to Europe. Ernest, on the other hand, wanted to stay on the island. Jack also decided to stay back. Franz, the youngest boy, decided to join Fritz in leaving. Franz wanted a chance to receive an academic education. Before Fritz left, he told his parents of his love for Jenny and his wish to marry her. The father had kept a record of all the adventures they had had on the island. He handed over the journals to the captain to be published. Then the ship departed.

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Columnar reading

Columnar reading is a reading strate where you focus on specific columns of text rather than reading the entire passage linearly. This approach can be helpful in several ways.

1. Efficiency - Columnar reading allows you to quickly extract key information from a passage without having to rea through every word.

2. Focus - It helps you maintain focus on particular aspects of the text, such as key points, definitions, or specific ques.

3. Organization - Breaking the text into co mns provide a structured format for reading, making it easier to identify different sections.

Example -

a. How did the family reach the tropica island?

b. evacuated - left the ship to sa themselv
c. vessel - boat
d. kegs - barrels.

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Task "E"

- Read a text or an article and analyze it
- Write a report on it.

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NARENDRA MODI | PM

We support the govt on its decisions on J&K. We hope this will bring peace and development in the state
ARVIND KEJRIWAL | Delhi CM

Integration does not take place through legislation, it happens through the heart. India's crown has been chopped off. We went from Prime Minister to chief minister, now we're at Lt Governor
GHULAM NABI AZAD | Leader of Oppn in RS

Total betrayal of the trust that the people of J&K had reposed in India when the state acceded to it in 1947. These decisions will have far-reaching and dangerous consequences
OMAR ABDULLAH | Former J&K CM

Darkest day for Indian democracy. Decision of J&K leadership to reject 2-nation theory in 1947 & align with India has backfired. Unilateral decision of GOI will make India occupational force in J&K
MEHBOOBA MUFTI | Ex-CM

In Historic Move Within 100 Days Of Modi-2, Govt Bifurcates State Into 2 UTs, Defangs Article 370 & Scraps 35A

KASHMIR IS NOW UNION'S TERRITORY

J&K To Lose Special Status, Centre To Directly Rule Ladakh

TIMES NEWS NETWORK

New Delhi: In a historic decision, the Modi government on Monday changed the terms of engagement with Jammu and Kashmir by doing away with the special status the state enjoyed under Article 370, scrapping Article 35A and splitting the sensitive border state into two UTs of J&K and Ladakh.

The proposed J&K UT will, BJP-dominated Lok Sabha, putting an end to the state of J&K as it has existed as an administrative unit and radically transforming its relationship with the Centre. With the Valley under a communication blackout, it will be a few days before the repercussions on the ground can be assessed.

The government pushed through big changes by getting Rajya Sabha chairman Venkaiah Naidu to relax rules on the time needed before

INDIA'S NORTH POLE SHIFTS TO CENTRE

WHAT'S HAPPENED

- Special status of J&K revoked. President Kovind issues presidential order, exercising his power under Clause 1 of Article 370, to make all provisions of the Constitution effectively applicable to J&K. **Rather than abrogating or repealing Article 370, govt has essentially read down its provisions.** Article 35A scrapped
- Union home minister Amit Shah introduces a Bill to **abolish J&K as a state of the Indian Union and replace it with two separate Union Territories** – the UT of Jammu & Kashmir with a legislature, and the UT of Ladakh
- The constituent assembly referred to in Article

Why now? PM, Shah felt political tide and timing favoured actio

TIMES NEWS NETWORK

New Delhi: The Modi government's decision to undo J&K's "special status" early in its second term seems intended to ride the momentum of a back-to-back LS majority.

Scrapping Article 370, or making it ineffective as the legislation in Parliament seeks, has been central to BJP's political beliefs since its Jana Sangh days, and the current si-

Bill sails through R with 2/3rd majorit

Rajya Sabha passed the J&K reorganisation bill, seeki to create two UTs of J&K and Ladakh, by two-third majorit though it needed just a simpl one. The division saw 125 "ay and 61 "nays". BJP, Akali Dal, Shiv Sena, YSR-Cong, BSP, A TDP, BJD, AIADMK, AGP and voted in favour while Congre

DATE:

The article describes how the Indi government decided to remove Article 37 and Article 35A, which had given Jammu and Kashmir a special status and certain privileges for almost seven years. This decision has sparked mixed reactions, showing a blend of political, legal and social concerns.

Positive aspects -

- Removing these articles means that J&K now follows the same law as the rest of India which could simplify governance and improve consistency in rules and regulations.

- People from other parts of India can now invest in and move to J&K, potentially boosting the local economy and creating jobs.

- The ruling party, fulfilled its long standing promise to integrate J&K fully into India which is a significant role for them.

- By deploying additional security forces and imposing restrictions, the government aimed to prevent any immediate disturbances

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The move has triggered a debate among constitutional experts, with many experts asking if Article 367 can indeed be amended through a presidential order.

In a move planned with political and legal precision, and complete suspense, the central government led a move in the Rajya Sabha on Monday to end the special status of Jammu and Kashmir (J&K). By the end of the day, Article 370 and Article 35A, which have, for close to seven decades, defined the state's relationship with the Union, were effectively rendered null and void.

It also pushed through a bill in the Rajya Sabha to reorganise the state. J&K has now been bifurcated; Jammu and Kashmir will be a Union Territory (UT) with a legislature; and Ladakh will be a separate UT without a legislature. The resolutions are to be tabled in Lok Sabha on Tuesday, where the ruling National Democratic Alliance (NDA) has an overwhelming majority.

The move came after a week of intense security build-up in the state — additional paramilitary troops were deployed, the Amarnath Yatra was cut short, tourists and non-Kashmiri students were advised to leave, Kashmiri leaders, including former chief ministers Omar Abdullah and Mehbooba Mufti, were detained, internet and phone connections were suspended, and movement severely curtailed. The actions caused panic in the Valley and prompted speculation about whether the government was pre-empting a terror threat from across the border, or seeking to bring in drastic legislative changes.

The day began with a Cabinet meeting at 9.30am at Prime Minister Narendra Modi's residence in New Delhi's Lok Kalyan Marg. Union home minister Amit Shah then headed to Parliament, where he began speaking in the Rajya Sabha at 11am. While Opposition leaders first sought a response to the unfolding situation in the Valley and the detention of Kashmiri leaders, Shah said he would address all the concerns.

He then moved four motions. The first was the Constitution (Application to Jammu and Kashmir) Order, 2019, which superseded the Constitution (Application to Jammu and Kashmir) Order of 1954. The 1954 order gave rise to Article 35A, which defined and prioritised permanent residents. The order also enabled all provisions of the Indian Constitution to be applied to Kashmir. With this, not only was the supremacy of the Indian Constitution and its laws reinforced, but the special provisions which gave the state a distinct constitutional identity, removed.

The order also added a clause to Article 367 of the Constitution — whereby it said that references to the Government of Jammu and Kashmir would be construed as the governor of the state (acting on the advice of a council of ministers); and the reference to the constituent assembly of Jammu and Kashmir of Article 370 would now read legislative assembly of the state.

The second was a statutory resolution to recommend to the President to issue a notification, using clause 3 of Article 370, to declare that all clauses of Article 370 would cease to be operative and that all provisions of the Indian Constitution would apply to the state of Jammu and Kashmir.

Clause 3 empowered the President to do so, but only on the recommendation of the constituent assembly (CA) of Jammu and Kashmir. This was overcome by the earlier order, which replaced the CA with the state legislature, and empowered the governor. Together, these two moves mean that J&K will no longer have its own flag and own constitution; Indian laws — from the penal code to property and taxation — will now be applicable. It also paves the way for citizens from the rest of the country to be able to exercise rights to move, settle, and purchase property in J&K.

Shah then introduced the Jammu and Kashmir (Reorganisation) Bill, 2019. The new Ladakh UT will include Leh and Kargil districts; and the remaining districts of the state will constitute the J&K UT.

The final bill was the Jammuand Kashmir Reservation (Second Amendment) Bill 2019, which enabled reservations for economically weaker sections to be extended to the state.

Shah's proposals caused a massive stir in the House and outside. The treasury benches erupted with applause and cheers, and its supporters outside lauded Prime Minister Narenda Modi and Shah's courage for fulfilling a key ideological goal and manifesto promise of the Bharatiya Janata Party (BJP) to integrate the state fully into the nation. Jitendra Singh, minister of state in the Prime Minister's

Office, said, "This will be known as the day of redemption, as the day of rejuvenation."

DATE:

following the announcement.

- The government believes this change will help improve security and reduce terrorism in the region.

Negative aspects

- The way the government removed these articles using a presidential order instead of the usual parliamentary procedure - raised doubts about whether it followed the constitution properly.

- The decision was made without consulting the local legislature assembly, which some see as undemocratic and unfair.

- Many people in J&K including local political leaders are unhappy and worried about losing their special rights and identity.

- The move has increased tensions with Pakistan which views the region as disputed territory and opposes the change.

Suggestions

1. The government should ask the courts

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But the Opposition was not pleased. A furious Ghulam Nabi Azad, leader of the Opposition in the Rajya Sabha and a former CM of J&K, led the charge for the Congress: "In my political life, I had never even imagined that the state which is India's crown, one day that head will be chopped off." He warned that the move would not integrate, but in fact had laid the foundations for disintegration The move also provoked howls of outrage from Pakistan, which has fought four wars with India and continues to engage in a shadow war in Kahsmir with the use of terrorists. It asked the Indian government to "halt and reverse" its decision to revoke the special status of Jammu and Kashmir, contending such a unilateral step cannot change the state's status as an "internationally recognised disputed territory". Foreign secretary Sohail Mahmood summoned Indian envoy Ajay Bisaria to the foreign ministry to convey a "strong demarche" or formal diplomatic representation on actions taken by India.

The response from Kashmir was strong too. With most of the state under a blackout, little information percolated out. But former Jammu and Kashmir chief minister Mehbooba Mufti tweeted, "GOI's intention is clear & sinister. They want to change demography of the only Muslim majority state in India, disempower Muslims to the extent where they become second class citizens in their own state." Another former CM, Omar Abdullah, said, "Government of India (GOI)'s unilateral and shocking decisions today are a total betrayal of the trust that the people of Jammu & Kashmir had reposed in India when the state acceded to it in 1947. The decisions will have far-reaching and dangerous consequences. This is an aggression against people of the State as had been warned by an all-parties meeting in Srinagar yesterday."

But the government sought to allay apprehensions. "Article 370 is the biggest hurdle to normalcy in the state," Shah said, promising to make J&K among the most developed states in India.

The Opposition fractured in Parliament. Congress's own chief whip in the house, Bhubaneshwar Kalita, resigned from the party disagreeing with its position on Article 370. The Bahujan Samaj Party and the Aam Aadmi Party, in surprise moves, backed the government — as did the Telangana Rashtriya Samithi, Biju Janata Dal, YSR Congress Party, and AIADMK, among others. One hundred and twenty-five MPs voted in favour of the Reorganisation Bill, while only 61 voted against it.

The move has triggered a debate among constitutional experts, with many experts asking if Article 367 can indeed be amended through a presidential order. Mohan Parasaran, a senior advocate and a former solicitor general of India, noted, "An amendment to the Constitution may only be done by recourse to Article 368 by introducing a Bill, in that regard, in the Parliament and being passed in both the houses by a majority of 2/3rd of its members present and voting and thereafter the Bill receiving the assent of the President. As the amendment to Articles 367 and 370 are the fulcrum of the Presidential Order, question may arise as to whether such amendments can be made through a circuitous manner without resort to Article 368 and whether such an Order would suffice in light of the spirit behind Article 370."

But beyond the legal complexities — and there are indeed complexities which could well end up seeing a challenge in court — the government's move on Monday on Kashmir was fundamentally political. Over the next few days and weeks, observers will closely track developments in Delhi but also more importantly Kashmir, where the response has remained muted because of the clampdown. Observers believe that managing the fallout in the Valley will now be the government's next big challenge.

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to review the legal process used to ensure it complies with the Constitute

- Future significant changes should involv more debate and approval from affec regions.

- Start talks with local leaders and communities in J&K to address their concerns and involve them in future plans.

- Gradually lift restrictions on commu. ication and movement to respect people's freedoms while maintaining security.

Conclusion

Removing Articles 370 and 35A is a major change in how Jammu and Kashmir relates to the rest of India. While it aims to bring the region closer to the rest of the country a fosters development, it also poses sign ficant challenges that need careful handling to avoid increasing tenses and to ensure positive outcomes for the people of J&K.

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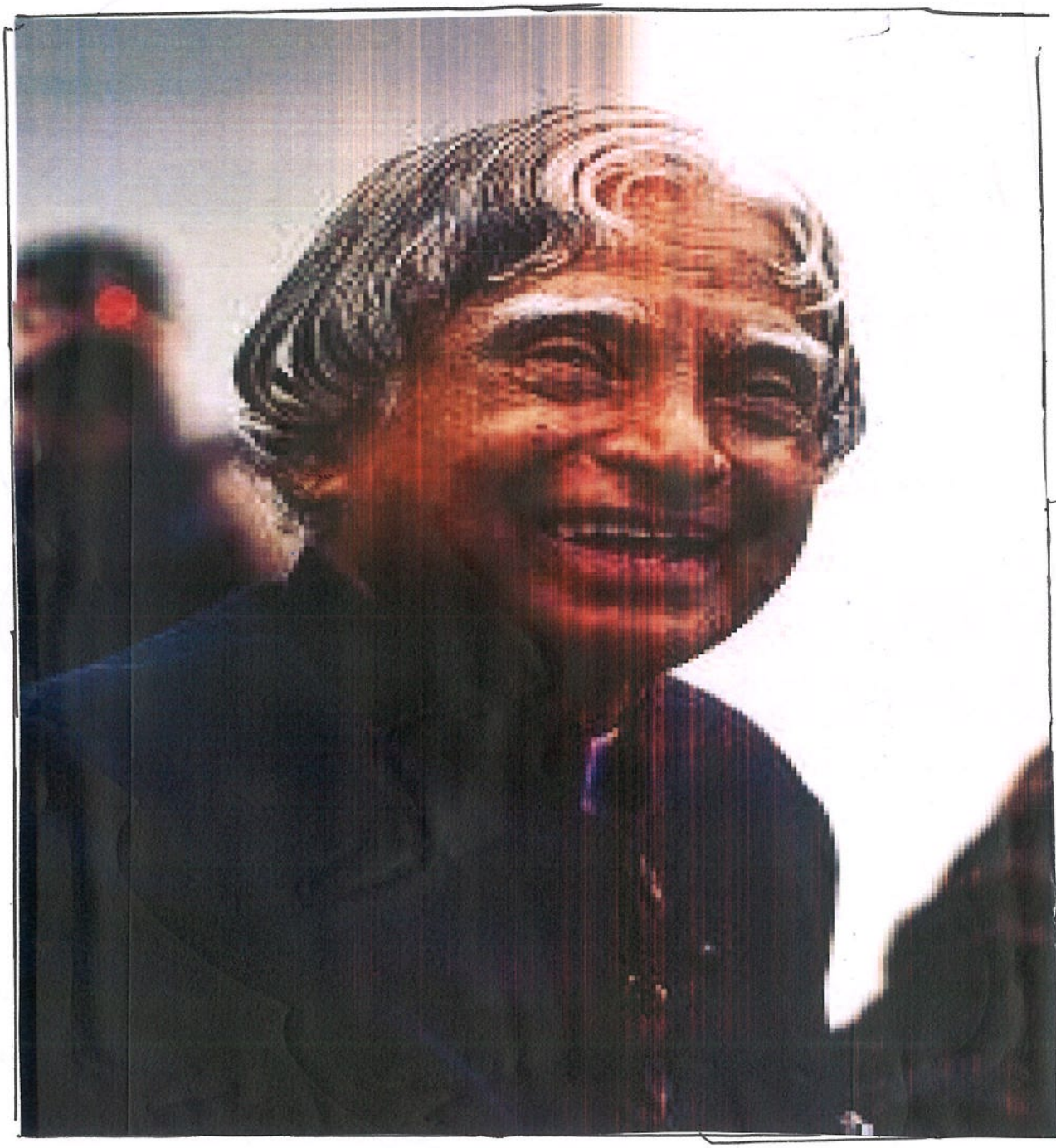
Task "G"

- Presentation of Book review

- Write a report on its educational significance



DATE:

"Wings of Fire" is the autobiographical account of Dr. APJ Abdul Kalam, one o India's most respected scientists and form President. The book is a reflection on h life journey, focusing on his contribu tions to India's space and missile programs. It is structured into his early life, his career, his work with the defe research and development organisation and his thoughts on leadership, life lessons and vision for India's future.

The characters in this book are

a. Dr. APJ Abdul Kalam
b. Jallaluddin
c. Dr. Vikram Sarabhai
d. Dr. Satish Dhawan
e. Arun Tiwari

The story begins with his early ye in Rameswaram, where his curiosity and learning were fostered by his fam and teachers. The way he overcame financial challenges, and how he pursu higher education and secured a place a MIT. Joining ISRO was a turning poi in his life where he worked under Dr. Vikram Sarabhai. He contributed to

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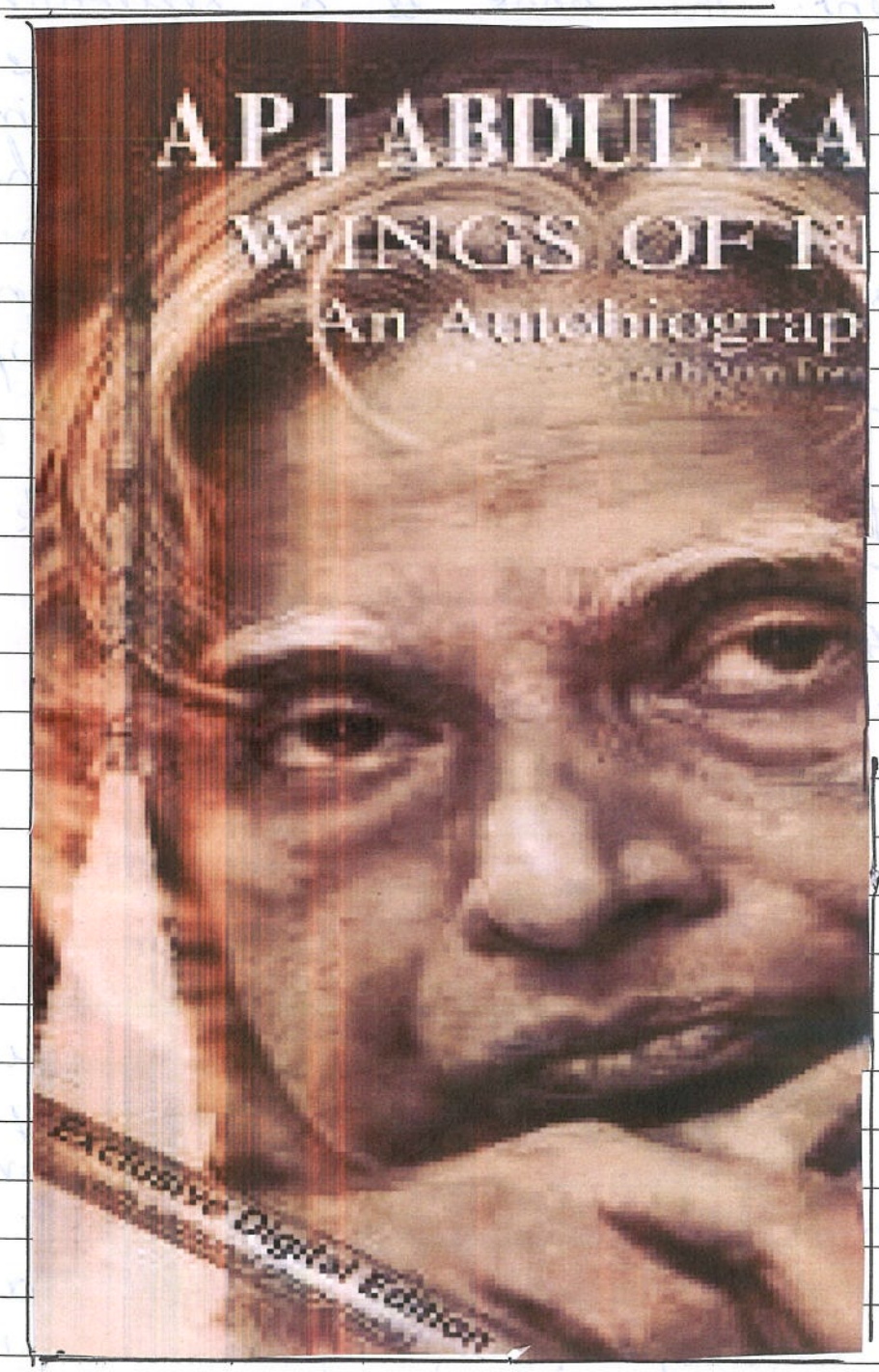

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the development of SLV-3 overcoming numerous technical and logistical challenges. Moving to DRDO, Kalam took on the ambitious IGMDP, focusing on missile development.

Despite setbacks and failures, his determination led to the successful development of missiles like Agni and Prithvi. The final part reflects on his journey, emphasizing the importance of hard work, resilience and a vision for a developed India.

The book provides a powerful narrative of overcoming obstacles and achieving success through perseverence and dedication. It offers detailed insights into India's space and missile program, making complex scientific achievements accessible. It emphasizes values like humility, integrity, and teamwork which are vital for personal and professional growth. Its written in a clear, engaging style that appeals to a broad audience.

Some sections with technical details may be challenging for readers without a background in science or engineering. The narrative sometimes overlooks the political and bureaucratic complexities, focusing more on achievements.

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While the book covers his professional life extensively, it provides fewer insights into Kalam's personal emotions and inner struggles.

The book definitely emphasizes the role of education in overcoming socio-economic barriers and achieving success. It highlights how mentorship and guidance from teachers and leaders can shape one's career and aspirations. It shows how persistance in the face of challenges is key to achieving goals. It encourages students to dream big and work towards their goals with dedication and integrity. It stresses on the importance of working effectively in teams and valuing the contribution of others.

"Wings of fire" is not just an autobiography but a testament to the power of dreams, hard work and resilience. It provides valuable insights into the life of a man who despite his humble beginnings made significant contributions to India's space and defense programs and went on to become a beloved President. The book remains a guide for those aspiring to make a difference through their work and val

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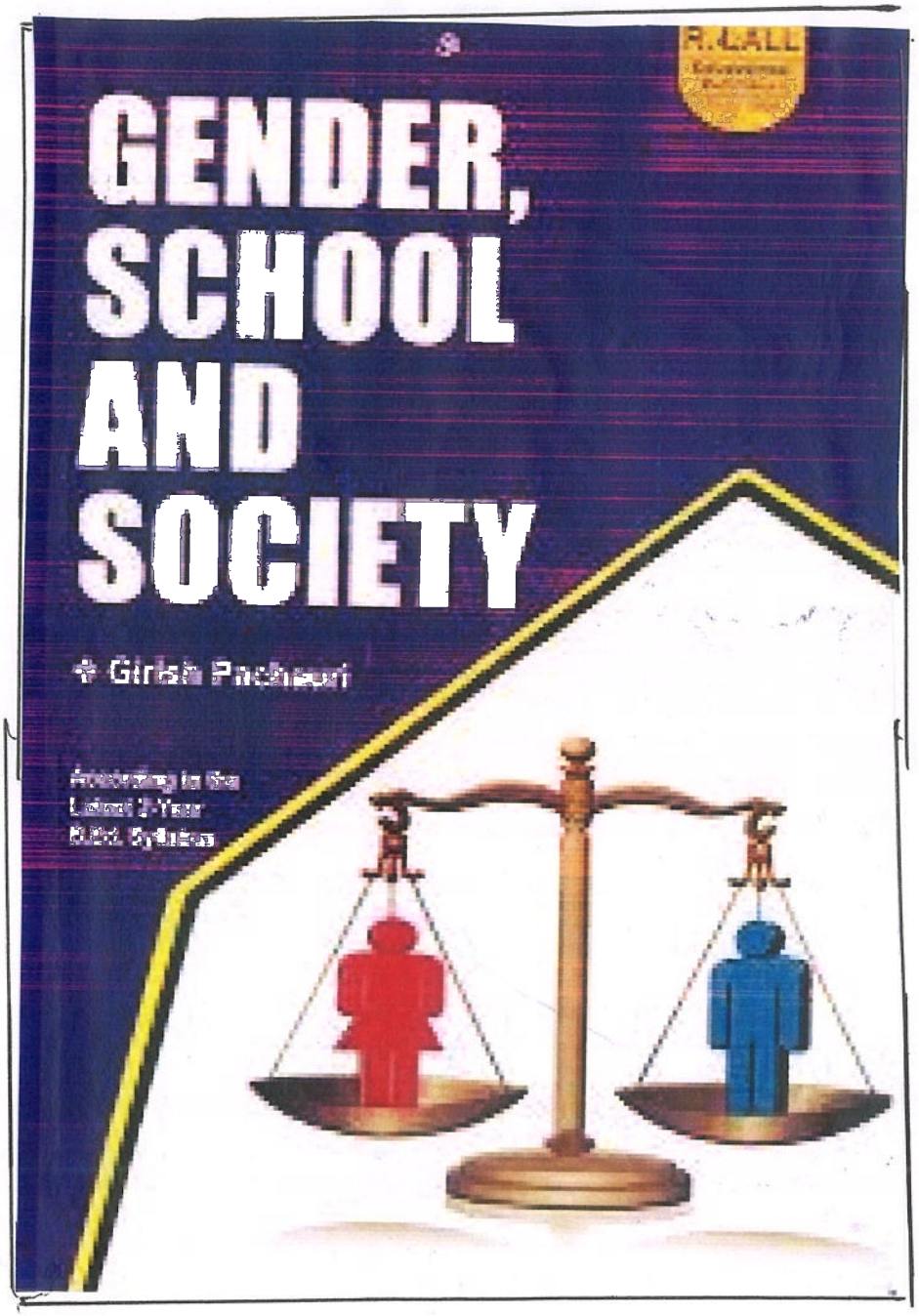
Task "H"

- Select B.Ed course related to any one subject in B.Ed

- Write a review and report on your selected book reflection


R. LALL
GENDER, SCHOOL AND SOCIETY
Girish Pachauri

DATE:

Gender, school and society is a subj in the Bachelor of Education program a Mumbai university. It helps future teachers understand how gender affe education and society. This review looks at what students learn fro this subject, how it helps them become better educators and area where it could improve.

Student learn that gender rol like what jobs men and women ca have are made by society and ca change over time. They study hou ideas about men's and women's roles have changed throughout history. They see how schools of reflect society's ideas about gende like which subjects are "for boys" or "for girls". They learn how schoo lessons and teaching can sometim favor one gender over the other.

Students study how gend interacts with other factors like race and social class, affecting people's lives in different ways. They understand how these combin factors shape who we are and whe chances we get in life.

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DATE:

How to promote gender justice in daily life

Share the household chores

All adults living in the same home should take responsibility for the household chores and children's care.

Offer the bus seat to pregnant women. Advocate for baby-changing facilities in all public bathrooms. Put pressure on governments and companies to offer maternity and paternity leave.

Notice signs of violence

Seek help and support if you or someone you know is suffering in an abusive relationship.

Less than 40 percent of women who experience violence seek help.*

*United Nations: "The World's Women 2015: Trends and Statistics"

Scold chauvinist and racist attitudes

Do not keep silent when listening to comments that belittle women, black people, indigenous people, LGBTQI people and other groups. And don't ignore public harassment or assault.

Vote for women

Find out who the female candidates are, especially those from underrepresented communities.

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Students learn how to make classrooms welcoming for all genders by using inclusive language and activities. They discuss ways to tea that challenge stereotypes like the idea that only boys are good at math. They look at school rules and policies that can help reduc gender gaps. Future teachers learn ho they can fight gender bias and promote fairness.

The course gives a full view of how gender affects life, covering history, culture and socie It helps students learn real way to make their future classrooms fairer for all genders. It encoura students to question old ideas abo gender, making them more thought

Uses different teaching methods like discussions and case studies to keep learning interestin Teaches students to see how gende mixes with other social factors l race, giving a deeper understandi

Some ideas must be hard to understand without a background in social studies. Ho well students can use what they

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How to promote equality for women in business

Be fair

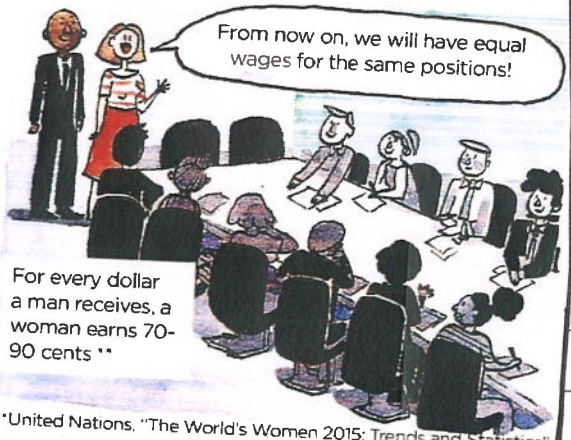
Value, encourage and hire different types of teams. In the initial phase of an employee recruitment process, eliminate the name, photo and address from CVs to guarantee impartiality.

Increasing the number of women in a team of managers by 2.5 percent increases innovation revenue by 1% *

*Boston Consulting Group study, 2018

Provide (or fight for) equal wages

Support initiatives within your company that promote equal pay for employees with equivalent positions.



For every dollar a man receives, a woman earns 70-90 cents **

**United Nations, "The World's Women 2015: Trends and Statistics"

Support Women

Encourage a safe environment for reporting discrimination, sexual harassment and racism. Assist in the creation of committees empowered to investigate such complaints.

Provide comprehensive training

Promote diversity and anti-bias courses for all employees.

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DATE:

learn might depend on their school's resources and support the course could include more examples from different parts of India to show how gender issues vary. Its important to remember that gender roles can be very different in different cultures, so broad statements might not always fit.

Students become more aware of gender issues and how to make schools fairer for everyone. They learn practical ways to challenge gender stereotypes in teaching. They get a better understanding of how gender mixes with other factors to shape people's lives. They are inspired to work for gender fairness and help change society for the better.

Gender, school and society is an essential subject. It prepares future teachers to understand and address gender issues in education, helping create more inclusive and fair classrooms. The course is a valuable part of teacher education, encouraging educators to think critically about gender and advocate for a fairer society.

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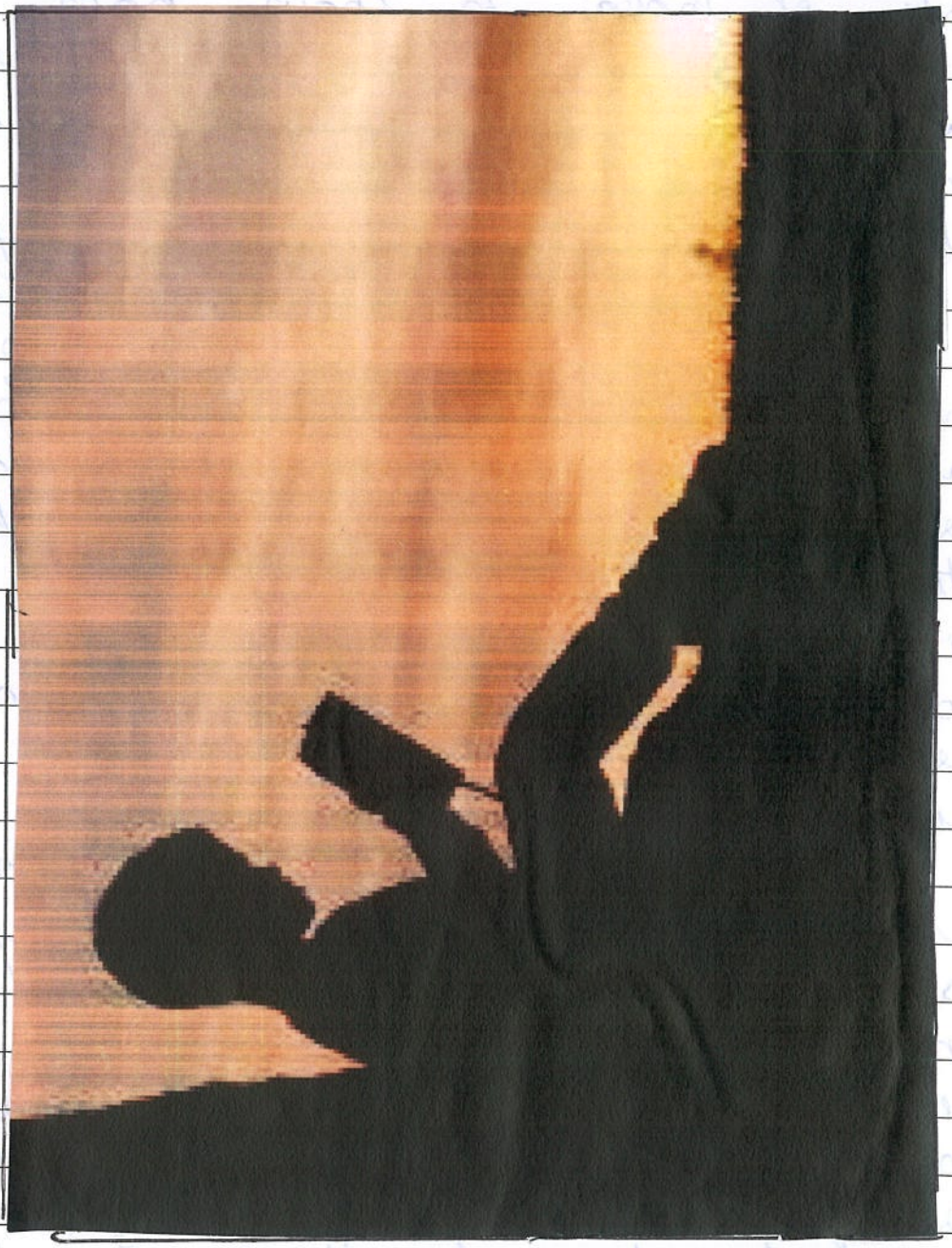

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Conclusion

Reading helps build understanding text from what we already know and from the context of the text. It encourages curiosity and dealing with complexity and requires taking personal responsibility this is why reading and reflection on texts is a crucial part of the B Ed syllabus for training Indian teachers.

Reading is more than just gaining knowledge, its also about understanding how reading influences writing. Developing strong reading skills is crucial, and reflecting on texts enhances this process.

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Name :- Pooja Saroj
Std :- S.Y.B.Ed./Sem-IV Roll no :- 63
Academic Year :- 2023-24
Subject :- Reading and Reflective
Topic :- (a) Report on use of text and their significance to education
(b) Report on preparing a different reading strategies in three stages of any text
(c) Presentation / Review of a book of educational significance
(d) Reflective Journal based on reading in the course

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REPORT

18. Sound : Production of Sound

GENERAL SCIENCE

STANDARD SEVEN

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Sundaram®

General Information :

* Title of the textbook ⇒ General Science (Standard 7th)
* Authors and Publishers ⇒ Maharashtra State Bureau of Textbook Production and Curriculum Research
* Year of Publication ⇒ 2017

Selected textbook, subject & topic :

* Textbook ⇒ Seven Standard
* Subject ⇒ Science
* Chapter number ⇒ 18
* Topic ⇒ Sound : Production of Sound

Sundaram
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ACKNOWLEDGEMENT

I Pooja Saroj student of S.Y.B.Ed/Sem-4 academic year 2023-24, Saket College of Education affiliated by Mumbai University would like to express my special thank to my teacher/guide "Poorna Maa'm" who gave me this opportunity to do this wonderful project on "Reading and Reflective.".

I would also like to extend my gratitude to principal sir Vidya Prakash Maurya.

Date:-

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Pooja Saroj
S.Y.B.Ed.
Roll no.:-63
2023-24

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Choose a Textbook of any one Standard from your Pedagogy. Identify the different tyes of Text used. Write a Report on use of these texts and Explain their Signification to Education

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INDEX

Sr. No.	Topic
1.	Introduction
2.	Types of Tent
3.	Report on use of Tent
4.	Significance to Education
5.	Conclusion
6.	Reference

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TYPES OF TEXT

* There are many ways to categorize the broad range of reading and writing materials we encounter daily.

1) Recount ⇒ A Recount tells what happend.
2) Explanation ⇒ An explanation makes clear how or why things are or how things work.
3) Response ⇒ A response is used to summarise, analyse and respond to literary text. A response may be a review or a personal response.
4) Description ⇒ Description details the characteristic features of a particular things.
5) Narrative ⇒ A narrative tells a story.
6) Exposition ⇒ A exposition puts forward an argument or a particular point of view.
7) Information Report ⇒ An information report is used to present information about something. It describes an entire class of things. Whether natural or made.
8) Poetry ⇒ Poetry is a wide ranging text type and has many purposes and forms.
9) Procedure ⇒ A procedure tells how to do some-thing.
10) Discussion ⇒ A discussion represents information and opinions about more than one side of an issue.
11) Argumentative or Persuasive ⇒ Persuades the reader to adopt a particular point of view or take a specific action.

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INTRODUCTION

A text is a piece of writing that you need or create. The type or the characteristics of a text are very important for any work of summarisation on it. It is easier to select the main ideas from certain types of texts, as the narrative ones (texts "telling a story") then from others, such as expository texts (texts "speaking about").

The type of a texts depend on their purpose, structure and language features. One of the most commonly used classification text materials is that one based on text's purpose and meaning. Depending upon their purpose, different texts have specific styles and structures.

The categories of styles and structures are called text types. Depending on what your purpose is, you need to be able to select an appropriate text type and follow its genre conventions.

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1) Narrative Text

Let's recall

Some events are given below. Put a tick mark '✓' in the box if you have experienced the event. If not, put a cross '×' in the box.

1. Clapped your hands together. ☐
2. Played a musical instrument. ☐
3. Burst a fire cracker. ☐
4. Knocked on a closed door. ☐
5. Whistled using the cap of a pen. ☐
6. Placed your palm on a mobile that is ringing. ☐
7. Swung the clapper of the bell and the bell rang. ☐
8. A metal utensil fell down with a clatter. ☐
9. There was a thunderclap in the sky. ☐
10. Put your hand on a speaker which is producing sound. ☐

* Purpose → Engage the reader's imagination.
* Structure → Short initial sencentces establish the content. The complication, the next part, presesents problems or conflicts. A series of sentences, varying in length, complexity & takes the reader through ups and downs. where the solution is laid out.

2) Exposition Text

It is seen from the above examples that sound is generated due to a variety of events. In some examples, sound was generated due to the vibration of an object, for example, the bell, or the strings or diaphragm of a musical instrument; while in some examples like bursting a cracker, clapping, a lightning strike, vibrations are not actually felt. However, vibrations are produced in those cases as well. All these vibrations are imparted to the molecules in the air and sound is produced. You might have seen that, when a stone is thrown into the calm water of a lake, waves are generated and they reach up to the banks of the lake. Vibrations reach our ears through the air in a similar way and the sound is heard.

* Purpose → The main goal of an expository text is to inform or explain. and to provide comprehensive information about specific topic.
* Structure → It begins with an introduction that briefly outlines the topic. Each paragraph introduces a different point related to the topic. The conclusion summarizes the main points and offers final insights.

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3) Description Text

Use your brain power!

When a singer tunes the musical instruments before he starts singing, what exactly does he do? He ensures that the *tanpura* will produce the required notes, by adjusting the tension in its strings i.e. he 'tunes' the *tanpura*. A ***tabla*** player tunes the ***tabla*** by hammering the pegs to adjust the tension in the diaphragm of the ***tabla***. The harmonium accompanist finds out beforehand the key in which the singer will sing. To tune an instrument is to adjust how high or low the pitch of the notes produced will be. The pitch of a sound depends upon its frequency. In Indian music, the musical notes, ***Sa, Re, Ga, Ma, Pa, Dha, Ni,*** are of increasingly higher pitch. In scientific terms frequency is a measure of pitch.

* Purpose → This texts are those which use examples to make a point, stress a point or clearly present a pattern or form.
* Structure → They start with a statement or main idea. Next, they introduce and elaborate various specific examples to exemplify and prove the thesis statement. Finally, a conclusion wraps up the discussion and reiterates how the examples support the main idea.

4) Report Text

You have learnt how sound is generated, how it reaches us on travelling through some medium and is heard by us. You have also seen that vibration of an object is necessary for generation of sound.

In the present lesson we will learn more about vibration, pitch, intensity and level of sound.

* Purpose → The report texts are written to present information about a subject.
* Structure → It represents a brief overview of statement. A series of sections or subheadings then 'chunk' the content to make it easy to navigate each covering different aspects of the topic.

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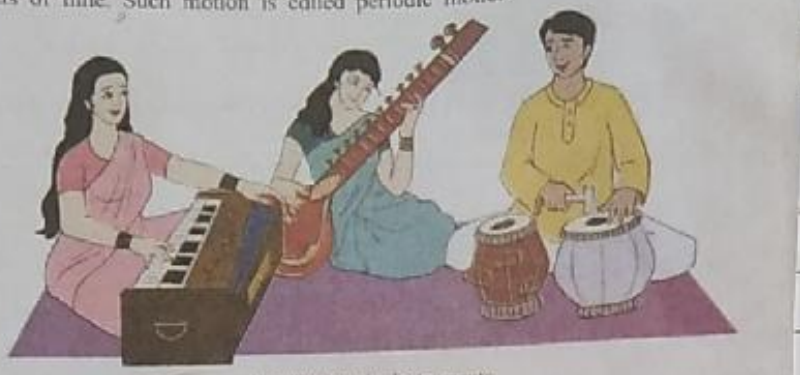
5) Discussion Text

When the string of a musical instrument such as a *tanpura* is plucked, the string can be seen to vibrate but the two ends of the vibrating string are still. As it vibrates, the string moves to one side of the central position and comes back to the central position. This motion of the string is repeated again and again at fixed intervals of time. Such motion is called periodic motion.



18.1 Tuning the instruments

* **Purpose →** It's aim to deepen understanding and foster a broader perspective by objectively exploring diverse opinions & arguments related to a topic

* **Structure →** Text begins with an introduction of the issue at hand. This is followed by presenting point and examining the point or statement.

6) Response Text

Always remember –

Sound is generated by the rhythmic vibration of an object. We can hear the sound as long as the object vibrates. But, when we touch the vibrating object with our hand, the vibrations stop and we no longer hear the sound. Sometimes we can see the vibrations, but sometimes, the vibrations are so minute that we cannot see them with our eyes.

* **Purpose →** A response text serves to provide a personal interpretation or reaction to a piece of content. It aims to deepen the understanding of the original content.
* **Structure →** Commence an overview of the content. Next, give brief description of the content. Following this, present personal points of critique and lastly conclude by views and final thoughts.

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7) Instructional Text

Try this. Make a list of musical instruments you are familiar with. Find out which part of the instrument vibrates and produces the sound.

Such vibrations, that produce sound, can be studied with the help of a simple 'oscillator'.

* Purpose ⇒ An instructional text serves to provide instructions or directions on how and what to do something. It aims to guide readers to achieve a certain goal or complete a task efficiently.
* Structure ⇒ This texts usually stard with an overview of the task what the end results should look like. After this a step-by-step guide detailing how to accomplish the task is written.

8) Procedural Text

* Purpose ⇒ It is designed to guide through a sequence of action related to a text or steps to accomplishe a specific task.
* Structure ⇒ Procedural text should be written with same goal as instructional ones; begin with an overview of task, followed by any necessary preparation or steps. Next, a detailed step-by-step procedure is included. It often concluded with necessary follow-up instructions or warning.

Oscillator, oscillation and oscillatory motion

You must have seen children playing on a swing in a garden. Observe carefully the motion of the swing. Go to a swing at rest in a garden and mark its position on the ground below it. You can call this mark the central position of the swing. Now pull the swing to one side and let it go. Observe how it swings.

The swing will be seen to cross the central position again and again as it moves from one end to the other of its swing.

A swing that moves back and forth like this, is an **oscillator**. When the swing moves from one end to the other and returns to its starting point, it is said to have completed one **oscillation**. The back and forth motion of an oscillator on either side of a central position is called oscillatory motion.

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SIGNIFICANCE

* The different types of texts contain different features. Being able to recognise these types and their features has a number of advantages.

1) It helps to locate information you are searching for more easily because you will be familiar with how different texts are structured.

2) It helps to develop a shared understanding about how to communicate effectively in different situations.

3) It helps students to encourage and plan a better teaching learning process.

4) Such as Narrative stories teach lessons, morals and relationships.

5) Among students it helps to introduced different cultures, languages and family structures.

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CONCLUSION

Understanding text types allows to effectively communicate ideas and information to the learner. It provides a structured framework that guides the writing process, enhancing clarity and coherence. Additionally, it aids in comprehenssion, helping readers to navigate and understand the text in its intended way. Lastly, knowledge of text types help improve critical reading skills, enabling readers to discern the underlying purpose and structure of various texts.

REFERENCE

⇒ https://helpfulprofessor.com
⇒ https://www.definitionlaw.in
⇒ https://www.readingrockets.org
⇒ https://www.lc.cityu.edu.hk

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Apply Different Reading Strategies in the Three Stages of Reading of any Text and Prepare a Report

INDEX

Sr. No.	Topic
1.	Introduction
2.	Different reading strategies
3.	Selected text
4.	Applying different reading strategies on text
5.	Conclusion
6.	Reference

INTRODUCTION

Reading is a process that involves recognizing words, leading to the development of compression. According to research, reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages.

The first stage pre-reading stage, which allows the reader to activate background knowledge, preview the text and develop a purpose for reading. The second stage occurs during reading when the reader makes prediction as they read and then confirms or revise the predictions. The last and final stage occurs after reading and allows the reader to recall the story, discuss the elements of a story, answer questions and compare it to another text.

"Reading means getting meaning from certain combinations of letters and strategies are use to teach the child what each letter stands for and he/she can read words are written by putting down letters from left to right."

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READING STRATEGIES

Stop after every page and ask yourself, "Do I understand what I just read?"	Scan the book. Look at titles, subtitles, covers, pictures or other text features as clues.
Re-read parts of the text that you don't understand	Take jot notes while you read about important ideas. This also helps be an active reader.
Pay attention to - Punctuation like quotation marks, commas, periods.	Read slowly and don't rush or skip through the next just to get it over with.
Make a movie in your head. Visualise yourself in the story by putting yourself in character's shoes.	Try reading a text out loud. Also, read your responses out loud to make sure your answers make sense.

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SELECTED TEXT

* Binomial nomenclature by Carl Linnaeus

Imagine that there are four students with a name 'Kabir' or 'Kiran' in a classroom. If you are talking about any one of them, how would you ensure that others know which one of them you are talking about, without any confusion? We would tell the full name i.e., the first name and last name. This is similar to binomial nomenclature.

Binomial nomenclature is used to identify each organism. Accordingly a scientific name has been assigned to each organism. It consists of two parts - the first part is 'genus' and second 'species'. All identified organisms have been assinged a binomial name as per the guidelines of the International Code of Nomenclature. For example, all domestic cats in the world belong to same species. The same is true in the case of animals like hen, cow, dog, etc. and plants like mango, wheat, maize, etc.

- The above selected text has been taken from Maharashtra State Board Textbook of General Science, Standard Seven.

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APPLYING DIFFERENT STRATEGIES

Before Reading	During Reading	After Reading
• Activate prior knowledge	• Visualise	• Paraphrase Important information
• Examine text structure	• Summarize	• Identify main idea and details
• Set a purpose for reading	• Confirm / project prediction	• Make connections
• Predict text content	• Identify or clarify key ideas	• Make inferences
• Review and clarify vocubaly of the given content	• Self / regular Monitor	• Draw conclusion
	• Adjust reading speed	• Analyze (Using information from the text)

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1. Pre-reading Stage

⇒ The strategies at this stage focus on:

a) Predicting / guessing
b) Teaching new vocabulary
c) Setting the scene

2. Reading Stage

⇒ This stage includes such issues and strategies as:

a) Focusing on content & language. Student use strategy of underlining, questioning, organising information to understand the text.
b) Analyzing arguments in the text, analyzing characters, setting, focusing on the use of words and other aspects of language use.
c) Students are advice to adjust the reading stage

3. Post-reading Stage

⇒ In this stage students are asked to use the following strategies as:

a) Summarizing
b) Evaluating
c) Synthesizing
d) Commenting
e) Reflecting

- Therefore, the strategies mentioned can be used by the learners to enhance their reading.

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CONCLUSION

"Reading is the process of constructing meaning through dynamic interaction among the reader's existing knowledge, the language of the text and the context of the situation." Reading is not only a receptive skill but also an active one in that it primarily includes the cognitive abilities such as predicting or guessing. As a teacher need to use of systematic practice and questioning techniques.

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Sundaram

PRESENTATION OF A BOOK REVIEW OF EDUCATIONAL SIGNIFICANCE

INDEX

Sr. No.	Topic
1.	Introduction of Book
2.	About the author
3.	Review
4.	Impact of book
5.	Summary
6.	Opinion
7.	Conclusion

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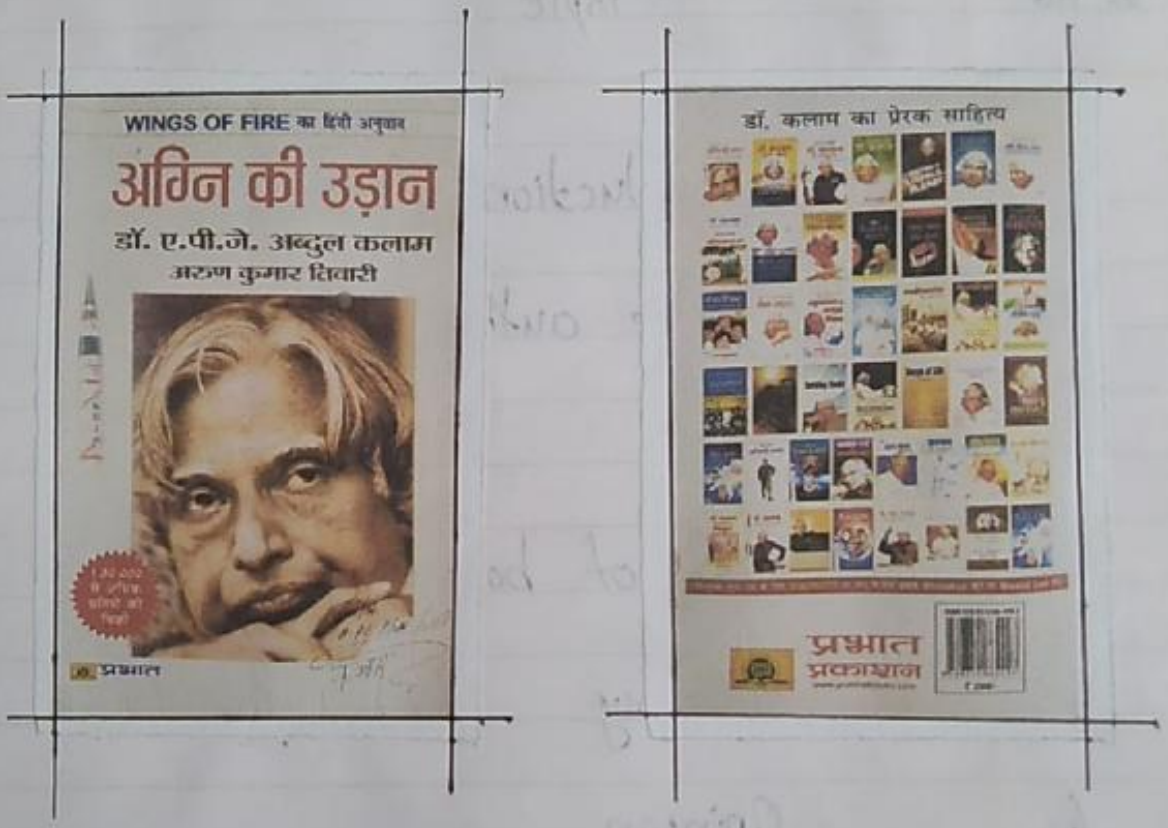

Fig:- Image of Book

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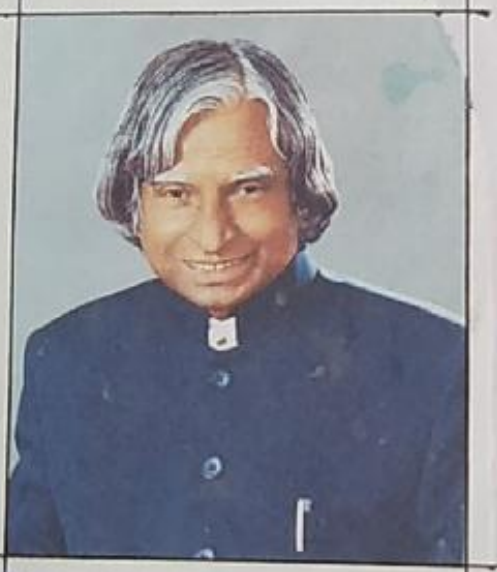
INTRODUCTION

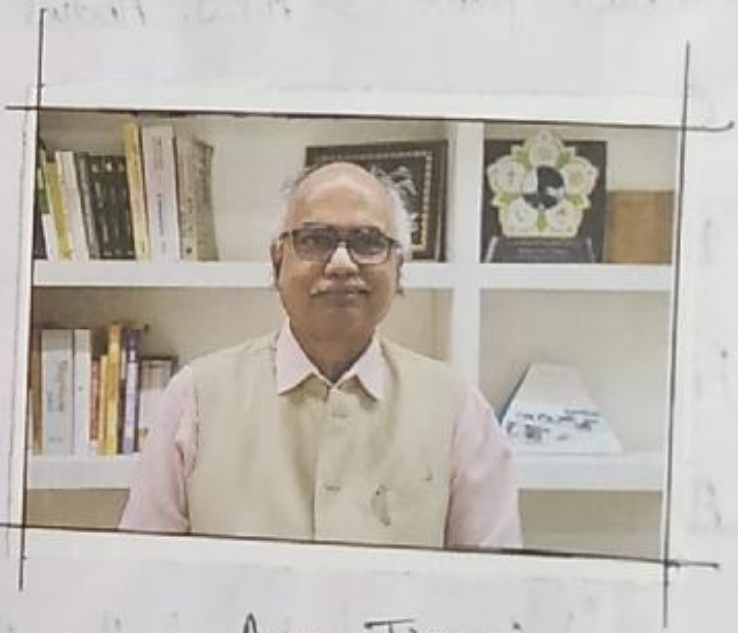
- Book Name ⇒ Wings of Fire
- Author Name ⇒ A.P.J. Abdul Kalam, Arun Tiwari
- Genre ⇒ Autobiography
- Language ⇒ English
- First Published ⇒ 1999

About Book

"Wings of fire" An Autobiography of Dr. APJ. Abdul Kalam, former President of India. It was written by Dr. Abdul Kalam and Mr. Arun Tiwari; a well-known missile scientist was a colleague of Dr. APJ Abdul Kalam. Dr. Kalam examines his early life, effort, hardship, fortitude, luck and the chance that eventually led him to lead India space, research, nuclear and missible programs. and its space exploration efforts.



Dr. A.P.J. Abdul Kalam



Arun Tiwari

Fig:- Author of Book - "Wings of Fire"

About the Author

His full name is "Avul Pakir Jainulabeen Abdul Kalam," and he was born and raised in Rameswaram, Tamil Nadu on Mosque Street. From 2002 to 2007, he presided as India's eleventh president.

Greatly admired all over India, he was a scientist by profession, who played a leading role in developing the country's missible program. From humble roots in Rameswaram, Tamil Nadu. Dr. Kalam is an inspirational autobiography 'The Wings of Fire' traces the rise and the make he made his life.

Arun Tiwari rose to fame as an author with his book Wings of Fire, which he co-authored with Dr. APJ Abdul Kalam. He contributed to the design of the missiles. Tiwari has been the director at the Cardiovascular Technology Institute in Hyderabad. He received the Defense Technology Spinoff Award for developing the Kalam-Raju Stent.

REVIEW

This book contains the life a simple yet determined person. There is so much knowledge and good things that everybody can extract from his book. Reading this book is a very heartwarming and beautiful experience. This book contains a very detailed description of how great things can be achieved through simple thought. The book is full of insights, personal moments and life experience of Dr. A.P.J. Kalam. It gives us an understanding of his journey of success

This is a story of a boy who was born in a normal and middle-class family. He had a curiosity about aeronautical engineering. He faced so many failures during launching Vehicle the satellite called SLV (Satellite Launching Vehicle) but he proved that anything can be achieved by keep trying because when you become a failure then you go one step closer to success.

The author by narrating his life journey evokes the reader to identify with one's inner fire and potential for he was of the firm belief that each one of us was born with the strength and potential to make a tangible change in the world. How he inspired himself to achieve his dream and how he went about accomplished

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so much is what the book captures nicely. The book recollects many anecdotes and stories from childhood, his time at, his time at school and college, He wrote the time spent at the Langley Research Center, NASA and Wallops Flight Facility gets a lot of attention.

Personal tragedies have not left been left out. The time when he lost his father and how he felt when conferred with many awards like the Padma Bhushan have been written in much detail.

The second half of the book deals with the author, the scientist who made a significant contribution in developing the country's guided missile program, a pioneering effort for the security of the nation. It's not with reason that he was nicknamed at 'Missile Man of India'.

IMPACT OF BOOK

⇒ As a reader, this book initially is very interesting particularly the portions from his younger days to a college student like how his family encouraged him. At the end he offers advice to the younger generation not to get demotivated and lead a positive life.

⇒ The story line of "Wings of fire" is really good. I like how some poems / quotes are written in between the story which are most favourite things in books.

⇒ There is nothing that I can unlike about this book.

⇒ My favourite quote from the book is "We are all born with a divine fire in us. Our efforts should be to give wings to this fire and fill the world with the glow of its goodness.

⇒ The book is written in simple words, content, font and style of words which can be read by every person.

⇒ This is best suited for reading for teenagers and youths to dream and to dare. It shows, how a person from a modest background ends up being the first citizen of a nation of one billion.

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⇒ This book inspisre that everybody can extract from and worthy of being read by every Indian. A very detailed description of how great things can be achieved through simple thoughts. Always keep your dream high, set your goals clear, plan perfectly and work through people. I will suggest never miss reading this great book if you haven't yet.

SUMMARY

Dr. Abdul Kalam is the main character of the book. It covers early life of Abdul Kalam and his work in Indian space research and missile programs. The author, by narrating his life journey evoke the reader to identify with one's inner fire and potential for he was of the firm belief that each one of us was born with the strength and potential to make a tengible change in the world. How he inspired himself to achieve his dream and how he went about accomplished so much is what the book captures nicely. This book contains many of his poems. The second half of book deals with the author, the scientist who made a significant contribution in developing the country's guided missile program a pioneering effort for the security of the nation. It is the with reason that he was nicknamed the "Missile Man of India."

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My Opinion

The book "Wings of fire" explain how great things can be accomplished with the help of basic thinking. Constantly keep your dream high, established clear goals, make meticulous plans and collaborate with other. If you haven't already, I urge you not to skip reading this fantastic book.

Conclusion

In conclusion, "Wings of fire" is an inspiring account of a simple man's journey to extraordinary achievements. The book paints a vivid pictures of Kalam's principles, his dedication to the nation, virtues he stood by and the sheer determination to make a difference in the world and in our life.

Reference

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REFLECTIVE JOURNAL BASED ON READING IN THE COURSE

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1.	Introduction
2.	General Information of Textbook
3.	Review on Textbook
4.	Educational Importance
5.	Benefits of reflective journal
6.	Conclusion
7.	Reference

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INTRODUCTION

Textbook analysis is a systemic analysis of the text material including structure, the focus and special learning assists.

The main part of teaching and learning activity is a good material for students. One of the basis things in teaching materials is textbook. Textbook is a mannual of instruction in any branch of study. Textbook are produced according to the demands of educational institutions.

As the main things in teaching material, textbook is used in every school and course. Nowdays, textbook is a main device to deliver the material to students even at their homes. The student can use textbook to provide or practice their understanding about the material from the teacher. They can also develop their skill by reading textbook.

Textbook is defined as a mannual of instruction in any branch of study. Review is defined as the focusing study of an object to decide the quality and study the featured of the object.

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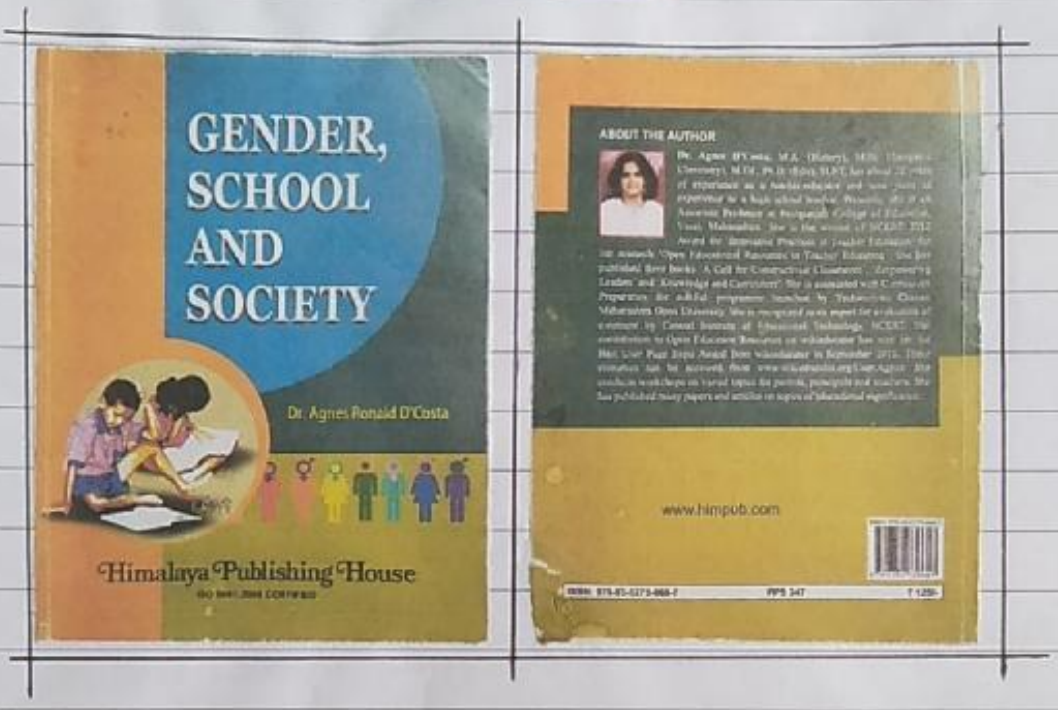
REVIEW



* Title of the textbook ⇒ Gender, School and Society
* Author ⇒ Dr. Agnes Ronald D'Costa
* Publisher ⇒ Himalaya Publishing House
* Year of Publication ⇒ 2018
* Class ⇒ B.Ed.
* Price ⇒ 125 ₹/-

The project on journal reflecting audit of textbooks attempted to examine the textbooks of the course by looking into the constitution of the author team from gender lens and the manner in which each chapter of the textbooks to prioritize men and women in different situations and content. Occupations and roles associated with each gender have also being seen from the perspective of gender bias and stereotypes.

This book 'Gender, School and Society' is specially written for the B.Ed. students. This book is also useful to the students of education of other neighbouring and Indian Universities. In this book authour has tried to present the standard and latest subject matter in a lucid style and sample language. The different concepts are made simple and understandable to the students.

The authors extend their sincere works they have consulted while preparing this book. The content portrayal in different disciplines from the perspective of gender sensitivity has also been potrayed in-depth. The narrative have been drawn from real life incidences of girls and women. Positive messages on education and empowerment of girls and women were given. Theachers and students need to provide inclusive classroom environment and participatory pedagogical methods.

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EDUCATIONAL IMPORTANCE

⇒ Textbook evaluation is an important part of the educational process as it helps to ensure that material presented in textbooks is accurate, up-to-date and appropriate for intended learners.

⇒ It also helps to identify studial area of content that may be missing or should be expanded upon.

⇒ To read reviews about textbook adds to the book's credibility. It also helps to improve the quality of textbook.

BENIFITS

⇒ Reviewing textbooks serve as a reference tool for both teachers and students.

⇒ It provides a respository of language knowledge, rules, and examples that can be referred to for clarification, revision or further exploration.

⇒ It helps to process the information and gain deeper insights of the content and subjects.

⇒ It also gain valuable knowledge, improve brain, focus and memory also helps to improve ability to empathize.

CONCLUSION

Through this project, I have understand that, while the visibility of women may have increased over time the way which they have been not portrayed as a much reflection of the progress in Indian Society, despite systemic and societal barriers.

Apart from these things by reading a textbook gives you all the plans and lesson you need to cover a topic in some detail. It is a series provided you with a balanced information.

REFERENCE

⇒ https://www.schandpublishing.com
⇒ https://mangaloreuniversity.ac.in
⇒ https://study.com

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Discussion on recent policies & regulations

2.3.6 (3)

INTERDISCIPLINARY COURSE 1 (IC 1)
GENDER, SCHOOL AND SOCIETY

Total Credits: 6
Total Marks: 100

Objectives:

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
3. To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. To examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. To develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
6. To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
7. To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

MODULE 1: GENDER AND SOCIALIZATION (2 Credits)

Unit 1: Gender: Concept and Perspectives

a) Concept of sex, gender and transgender
b) Gender related concepts: patriarchy, feminism, equity and equality, sexuality.
c) Emergence of gender specific roles: sociological and psychological perspectives.

Unit 2: Social Construction of Gender Identity

a) Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.
b) Gender bias: health and nutrition, education, and employment.
c) Gender stereotyping

Unit 3: Gender Issues and Provisions

a) Gender related issues in society: dowry system, work place discrimination
b) Sexual abuse, cyber bullying
c) National Policy for Empowerment of women

MODULE 2: GENDER: EDUCATION AND EMPOWERMENT (2 Credits)

Unit 4: Gender Challenges and Education

a) Gender challenges: The role of schools, peers, teachers, curriculum and textbooks.
b) Construct of gender in national curriculum framework
c) Contemporary women role models in India: urban and rural

Unit 5: Gender Jurisprudences in Indian Context

a) Prenatal diagnostic Technique Act, 1994
b) Domestic Violence Act, 2005
c) Protection of from Sexual Offences (POCSO) Act, 2012

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Unit 6: Strategies for Gender Empowerment

a) The role of NGOs and women's action groups in striving towards gender equity
b) The United Nations Entity Equality and the Empowerment of Women for Gender-UN Women
c) Millennium Development: Goal: Promoting gender equality and empowerment

MODULE 3: INTERNAL ASSESSMENT **(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

Any two of the following tasks:

a) Gender analysis of text books and suggestions for change
b) Case studies of groups/organizations working for women
c) Critical analysis of depiction of women in mass media (ads/serials/films/print media)
d) Visits to institutions working for women's welfare and Report writing
e) Street plays, Exhibitions, Debates, Interviews, Poster Competitions, Slogan Competitions

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CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING

Total Credits: 6
Total Marks: 100

Objectives:

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.

MODULE 1: FUNDAMENTALS OF ASSESSMENT (2 Credits)

Unit 1: Concept of Assessment

a) Meaning, Nature, Functions of Assessment
b) Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)
c) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)

Unit 2: Essentials of Assessment

a) Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.
b) Learning outcomes- Meaning, Relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes
c) Assessment of Cognitive, Affective and Psychomotor domains of learning
   - Cognitive domain -Anderson and Krathwohl (Revised Bloom's taxonomy)
   - Affective domain -Krathwohl
   - Psychomotor domain - Dr. R.H.Dave

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Unit 3: Trends and Issues of Assessment

a) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)
b) Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)
c) Psycho-social concerns of Assessment (Implications)
   - No detention Policy (RTEAct, 2009)
   - Competitive ranking of schools
   - Profiteering by private agencies

MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT

(2 Credits)

Unit 4: Instruments of Assessment

a) Characteristics of a good measuring instrument
b) Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses):
   1. Checklist
   2. Rating Scale
   3. Rubrics
   4. Anecdotal Records
c) Achievement Tests:
   1. Performance Tests: Oral & Practical assessment (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   2. Written Test- Essay & Objective type (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   3. Open Book Examination and Online Examination (Merits & Limitations)

Unit 5: Differentiated Assessment Strategies

a) Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment
b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
c) Records used in Assessment (Meaning, Guidelines of development & Uses):
   1. Cumulative Records
   2. Student Portfolio
   3. Learner Profile
   4. Reflective Journal

Unit 6: Feedback Mechanism & Reporting

a) Concept & Criteria of Constructive feedback.
b) Reporting (Meaning and Types of Reporting)
c) Statistical Application for Interpretation and Reporting:
   1. Calculation and Interpretation of Mean and Median
   2. Interpretation of Standard Deviation with reference to Normal Probability Curve
   3. Interpretation of Percentile and Percentile Rank

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CORE COURSE 5 (CC 5)
CONTEMPORARY INDIA AND EDUCATION

Total Credits: 6
Total Marks: 100

Objectives:

1. To understand the concept of Diversity as it exists in Contemporary Indian society
2. To understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. To critically understand the constitutional values related to the aims of education in a Democracy
5. To be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society
6. To be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization

MODULE 1: CONTEMPORARY INDIAN SOCIETY (2 Credits)

Unit 1.Understanding and Addressing Diversity in Indian society

a) Difference between diversity, stratification and marginalisation in contemporary India
b) Concept and characteristics of diversity: linguistic, regional and religious
c) Challenges and Role of Education : Linguistic diversity, Regional and Religious Diversity

Unit 2.Addressing Inequality of Indian society: Nature, Challenges and Role of Education

a) Stratification of Indian Society with reference to Caste, Class and Gender
b) Concept of Marginalized groups in Indian society: SC/ST/OBC/EBC/NT
c) Role of Education with respect to addressing the needs of stratified and marginalized groups

Unit 3: Constitutional Values and Stratification, Marginalisation and Diversity

a) Constitutional Values like democracy, socialism and equality for reducing stratification and marginalisation
b) Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A
c) Directive Principles of state policy with regards to stratification and marginalisation

MODULE 2: POLICY FRAME WORK FOR EDUCATION (2 Credits)

Unit 4 – Policies and Role of Education

a) Nayee Taleem to integrate life, work and education for development
b) RTE Act 2009 and Universalisation of Education
c) RMSA and Recommendations for Secondary Education

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Unit 5- Education Commission & Recommendations

a) National Policy of Education – 1986
b) National Curricular Framework, 2005
c) National Curriculum Framework for Teacher Education, 2009

Unit 6- Emerging Trends

a) Open & Distance Learning –Concept & Characteristics
b) Globalization, Liberalization& Privatization – Concept, characteristics and Implications
c) Role of Mass Media in Education

MODULE 3: INTERNAL ASSESSMENT **(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

a) Organizing and Conducting street plays emphasis on role of education and media in addressing the problem of social exclusion/ inequality
b) Critical analysis of an educational film
c) Report on the Educational Challenges of Deprived /Marginalised group of Children
d) Collaboration with an NGO - Conducting field visits, case studies, and participating in their projects.
e) Seminar presentation on the impact of emerging trends/policies in Education

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ELECTIVE COURSE 3 (EC 3)
ENVIRONMENTAL EDUCATION

Total Credits: 6
Total Marks: 100

Objectives:

1. To develop an understanding about the concept of environmental education, its need and principles.
2. To develop an understanding of the concepts of Environment and Ecology.
3. To develop an understanding about ecological energy dynamics and entropic pollution.
4. To generate an awareness about major environmental issues
5. To explore and appreciate environmental values depicted in ancient Religious Philosophies.
6. To develop an understanding of the various approaches of environmental education.
7. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
8. To develop an understanding about the concept and need for sustainable development.
9. To develop a positive attitude towards protecting and conserving environment.
10. To develop skills of observation, participation and assessment through environmental projects.
11. To understand the status of environmental education in school curriculum
12. To understand the curriculum and methods in environmental education.
13. To acquire knowledge about the different methods of teaching in environmental education
14. To acquire knowledge of the tools and techniques for the evaluation of environmental education

MODULE-I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION (2 Credits)

Unit 1: Concept of Environment, Eco System and Ecology

a) Environment: Meaning, Components (Biotic and Abiotic),
b) Concept of Eco System & Types of Eco System,
c) Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), Food Web. & Ecological Energy Dynamics

Unit 2: Major Environmental Issues: Meaning, Causes, Effects and Remedies

a) Climate Change & Loss of Biodiversity.
b) Bio magnification and Eutrophication
c) Genetic Engineering & Urban Sprawl

Unit 3: Development of Environmental Education

a) Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007).
b) Environmental Education: Meaning, Objectives, Principles & Significance
c) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)

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MODULE II: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT **(2 Credits)**

Unit 4: Initiatives for Environment Assessment

a) Environmental Impact Assessment: (Meaning, Steps & Significance)
b) Environmental Management and Protection Need for environmental management – function and characteristics of environmental management
c) Environmental Audit: (Definition; Features and types of environmental auditing)

Unit 5: Sustainable Environmental Management

a) Sustainable Development: Meaning, Need, Guiding Principles.
b) Sustainable Environmental Practices: Rain water Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)
c) Indigenous Technical Knowledge as a sustainable Practice

Unit 6: Environmental Initiatives, Projects and Laws

a) Movements: Tarun Bharat Sangh , Narmada Bachao Andolan,
b) Projects: Tiger Project, Ganga Action Plan,
c) Laws of Conservation & Protectiion: Wild-lifeProtection Act-1972, Environment Protection Act, 1986 and Noise Pollution Act-2000.

MODULE 3: INTERNAL ASSESSMENT **(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

a) Presenting a case study/statistical study of a city/region from local, national or global level pertaining to a specific environmental issue.
b) Field visit and a report/ Case study of conservation efforts at individual/ institutional level.
c) Awareness activity in the community/school regarding various environmental issues through an exhibition or display.
d) Generating awareness about Environmental Values depicted in ancient religious philosophies through story telling in the class.
e) Preparation of an Instructional Plan for curricular/co-curricular activity in the classroom to impart Environmental Education and Practice Lesson.
f) Conducting any one activity at the college level such as vermi-composting, paper recycling, terrace gardening, etc.
g) Organizing any one co-curricular activity to impart environmental education in school or college and writing a report.
h) Preparing an Environmental Audit Report for an individual process.
i) Conducting a seminar on any one government initiative for conserving environment/ anyone organization such as Chipko Movement, Narmada Bachao Andolan, Green Peace, etc. working for environmental conservation.

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Use of media for various aspects of education

INDEX

Sr.No	Particulars	Remark	Sig
1.	A Case Study Related to legal and ethical issues in use of ICT		
2.	A Social Networking Site Blogs/ Chats forum for or ICT Concept.		
3.	Education Problems and an Report on online Survey Conducted		
4.	Critically evaluation of a CAI Package using ADDIE are Instructional, design of Swami Vivekananda.		

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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 resourc 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 tha 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 respon bility, 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

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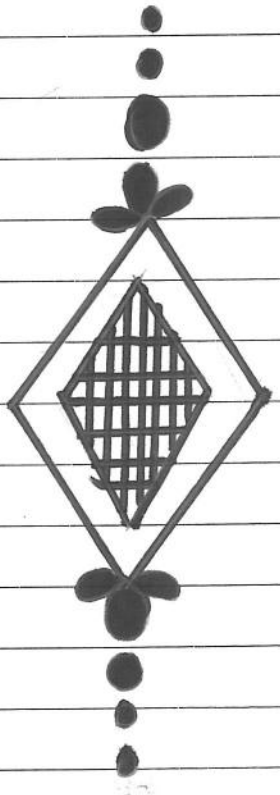
diagnosis in various fields. Technology is advancing inevitable and with new advancement it creates a vaccum in the new legislation which is not always easy to deal with.

The British Computer Society (BCS) and other Professional Computer Organisations such as the Association of Computing Machinery (ACM) recognise the need for todays 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 probem with the software.



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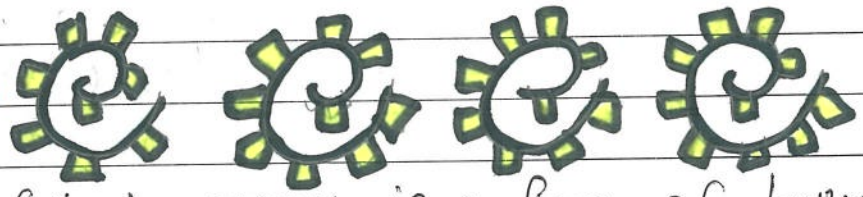
Defination



"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 teen agers. Cyberbullying is when someone, typically teens, bully or harass others on social media sites.
Harmbull bullying behaviour can include Posting rumors, threats, sexual remarks, a victim's Personal information, or Perjorative 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.

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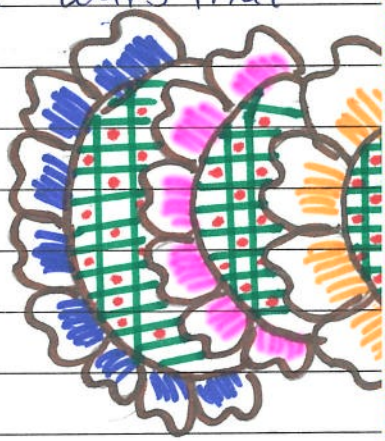
Types of bullying

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.

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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 embarras and humiliate.
- Mimicking unkindly.
- Encouraging others to Socially exclude Someone
- damaging Someone's Social reputation or Social acceptan

CYBER BULLYING

CYBER BULLYING Can be over or Covert bullyi behaviour using digital technologies, including hardware such as Computers and Smartphones, and Software such as Social media, instant Messaging, texts, Websit and other online Payments platforms.

- Abusive or hurtful texts emails or Posts, images or videos.
- Deliberately excluding others online.
- Nasty gossip or rumours
- impating other online or using their log-in.

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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 Practic 1. 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.

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→ 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 the 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 Voilence 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.

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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 other to entertain Others to entertain themselves and friends who might also a bully for a high Chance, not Scared of getting Caught as these individual 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.

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Advantages & Disadvantages

ADVATAGES.

→ Victim has Strong real evidence / Proof of the bullying

→ Victim Can Screen Capture, e-mail or Print out the bullyi Page.

→ Victim Can Call a help line or a Close friend for help

→ Victim's Parents Can SUPPORT their Child.

→ Teacher's Can find the Sources of the bully and try to mak it Stop.

DISADVANTAGES

→ It Causes Depression.

→ The ones who got abused will be the abuser too in the future.

→ The abused ones might decide to Suicide.

→ It loses one's Confidence or Self-esteem.

→ It Can Lead to Killings.

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We use to battle its effects.

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

- Teach Your children that what goes on online is everyone 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 one not only failed to resonate with them but made them take the issue less seriously.

Cyber bullying is everyone's business and the best response is a Pro-active or Preventive one. from the outside, we can reduce the risks associated with internet use if we engage in an open discussion with Youth about their online activities & set up rules.

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Parents should spend there tym with their kids

Haa

Haa

Hmmm

They should teach them some values about humanity feminism

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

Ok

Haa women ki respect karo

Ye sab samjhana padega

Ab isse kaise bachna h wo batao

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

Right

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

Unko iska matlb samjhana chahiye

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

Isliye zyada suicide teenagers ke beech main barta hai

23:38

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

80

Young generation bhot bigadte jaa rhe h

Haa aaj kal to ye sab se bara problem hai

Actually this is very sad

Shadi.com jaisi aur bhi bahot sari side hai

Sab pahle to parents Ko iska dhan Dena parega

the

Jada bhi ladke aur ladki fake pic aur information dalte hai

Fir milte hai aur rap ya murder hota hai

Ya fir mss bante hai

79

Soni

Cyberbullying means misuse the information

Khusi

Kitni ladkiya harrassment ki jati hai

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

Khusi

Chote chote bacho ko mobile use karna aata hai

But they are not using they begins to misuse of that

Khusi

Ladke fake id banate hai 29:30

Khusi

Ladke fake id banate hai

That's true

Haa aur phir misuse karte hai

(18)

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

Khusi

This message was deleted

Ab kya soch rahe ho sab

To isse bache kaise

Aaj kl k generation isme faste jaa rhe h

Khusi

Ye toh bahot badi problem hai

Haa

To speak against the bullying persons and support the victims

Khusi

Chote chote bacho ko mobile use karna aata hai

We should aware them about cyber bullying

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A Social Networking Site Blogs/ Chats forum for or 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 next 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 outlest, universities, think tanks, advocacy group and similar institutions account for an increasing quantity of blog trabbic.

Many blogs Provide Commentary on a Particu Subject or topic, ranging from Politics to Sports. Other functions as more Personal online diaries, and other function more as online brand adverts of a Particular individual or Company. A typical blog Combines text, digital images, and links to othe blogs, web Pages, and other Media related to its to The ability of readers to leave Publicly viewable Comments, int with other; is an important Contribution to Popularity of many bl

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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 Web-Log 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 divised the term "blogger" in connection with Pyra lab's Blogge 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 wa referred to as Sousveillance, and such Journals were also used as evidence in legal matters. Some early bloggers, such as The Misanthropic Bitch, who bega in 1997, actually referred to their online presence as a Zine, before the term blog entered common usage.

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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 Majorit 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 hav 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-Probile Collaborative blogs are based around a Single uniting theme, Such as Politics, technolo or advocacy. In recent Years, the blogosphere has see the emergence and growing Popularity of more Collabora

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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. Blog with shorter posts and mixed media types are called tumblelogs. Blogs that are written on typewriter and then scanned are called typecast or typecast blogs. 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.

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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 make 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 continu to grow into a well-respected, prestigious probes focused on doing good for the people we serve

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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 workforse, 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 in very limited and are only available to the few ethics of the Society and this is the. especially in India. Approximately India has 19% of GER. GER or gross Enrollment rate represent the number of students that are opting to enroll to a higher education after graduating from School. This mean 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 Emportance of Education accompanied by the implementation of new rules and Regulat that could make the quality of Education in India better.

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Current Education Senario In Indi

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

IN SCHOOL:-

The Primary goal of School education nowa days is not mainly targeted towards imparting good Character, developing interpersonal skills, enabling the Stud to active application of their mind, but is Purely to the Completion of Syllabus within the time allotted an Conducting the Prescribed no of Model tests and extra Coaching Classes

Moreover the Student are not given the freedo to think over an issue. except to accept and Memorize th lessons tonight and Vomit in the exam answer sheets filling 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 th 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 strickly Poh Prohibited.

The Situation of the School in government School is worse than the Private School. More and More Parents are then turning towards Privat Schools.

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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 wi their Presumption that they have been learnt everything, g good marks, and coming here only to get a graduation.

The only one area where Students are updatin themselves to latest information is in the field of enterta ment Students are focussing more on reviewing the friday releases and Members Creations in Social netwo Sites are. Compared to their overall Personality develop The Pressure that has been Put on their Shoulder by the Entire Society is the only reason for their distraction. tow Studies and evolution of Social networking Sites and Mod technologies are leading every one of us in a wrong Pat

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.

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Present Situation of Maharashti

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

In the Year 2010, the Critasion for Selecting Candidates for admission into Collages was decided to be 'Best by 5' by the Maharashtra State board of Secondry 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 Collages. 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 Setu So that School Education Could be made Contemperory and relevent, 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 measur for bringing Private Setups was to bring more investor to the State. A Part from this, the State also has a number of hostels that offer accomodation to Students from all over the Country, and also there are a lot of educati institutions that have their own accomodation option for Students. So here we are going to Present the diffe System in different level of education.

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Primary Education in Maharashtra:

A Child is eligible to attend School at the age of 5 Years. Schools are affliated to ICSE, CBSE or State Board. few of the Schools in State are also Managed by the municipal corporation.

Graduate Schools and Universities in Maharasht

Maharashtra hosts numerous colleges offering range of courses in the field of Sciences, Commerce a well as arts academic Programs. There are over 25 universities in Maharashtra that efforts 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 wants or wish to continue thei 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 opport to Study in the State for NRI Students eg Narse Monjee institute of Management Studiest, KJ Somaiya Institute of Management Studies and Research.

As per the norms of All India Council fo Technical Education 15% of the seats are reserved for NRI Students. The AICTE also envisages that the Colleges offering reserved seats to NRI Students mus also have the Provision of hotel accomodation.

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Causes of Educational Problems:

Inadequate, Improper Distribution of fund

Funds are the Major reasons, and Lack of at 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 Educadtion 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 Conformi with the Worldwide Educational Systems. Educational Policie are also misused by Politicians who try to mold the to achieve their Political Motives

Now Involvement of Citizens:

Indian Citizens rarely raise their voi against issues and if they do the Motivation dosent's las long unity because it becomes the issue when there are So many disparties among the Indian Popular., which are the effects of illiteracy. Thus Protest are More Politically oriented throw People Motivation.

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Neglect of Indian languages:

The Medium of instruction in 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 era 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 donot 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 Minin Percentage for weak. Students taking bribes to favour Certain Students and other Practices makes the Educational System a hollow one.

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Solutions:

Provision of Teacher:

Shortage of trained teachers has also affecte the Pace of progress of compulsory education. To meet this difficulty untrained teachers Possessing average effici 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, Character, Churches etc. Keeping in view that Ashrams have always been a place of learning Thus India can difficulty definetely 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 in neces The Government should take over the entire responsibilit 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.

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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 Move interesting and helpful to Children.

INCrease in Teaching load:

Although, it will not be People to increase the Work load of teacher 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 actully help to get Success in fulfulling the objectives of quantitative expansion of Education.

Fiasco 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 death of Equipments in schools has Crushed the Government objecti under the burden of financial expenditure. It would be more Proper to introduce Compulsory education firs

five Year Plan and People's Co-operation:

They have been a very important milestone in t 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.

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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 local point of learning in the society It is both a despository 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, educatio 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, educa can make use of methods in management practise - including the concepts and the methodlogies of system analysis.

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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-class10 (age 11-15)*
- Higher Secondary Education- *class 11to 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

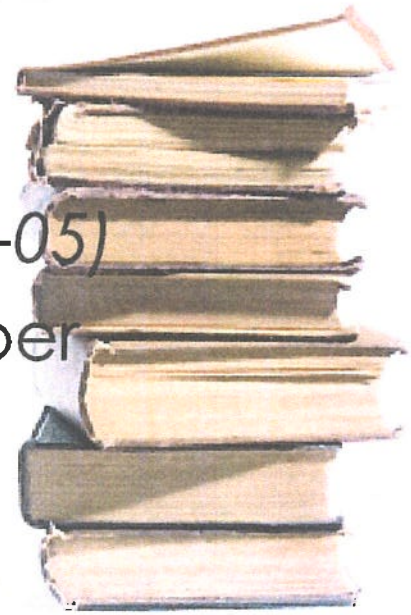
*Several **challenges** in achieving this goal:*

- 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)

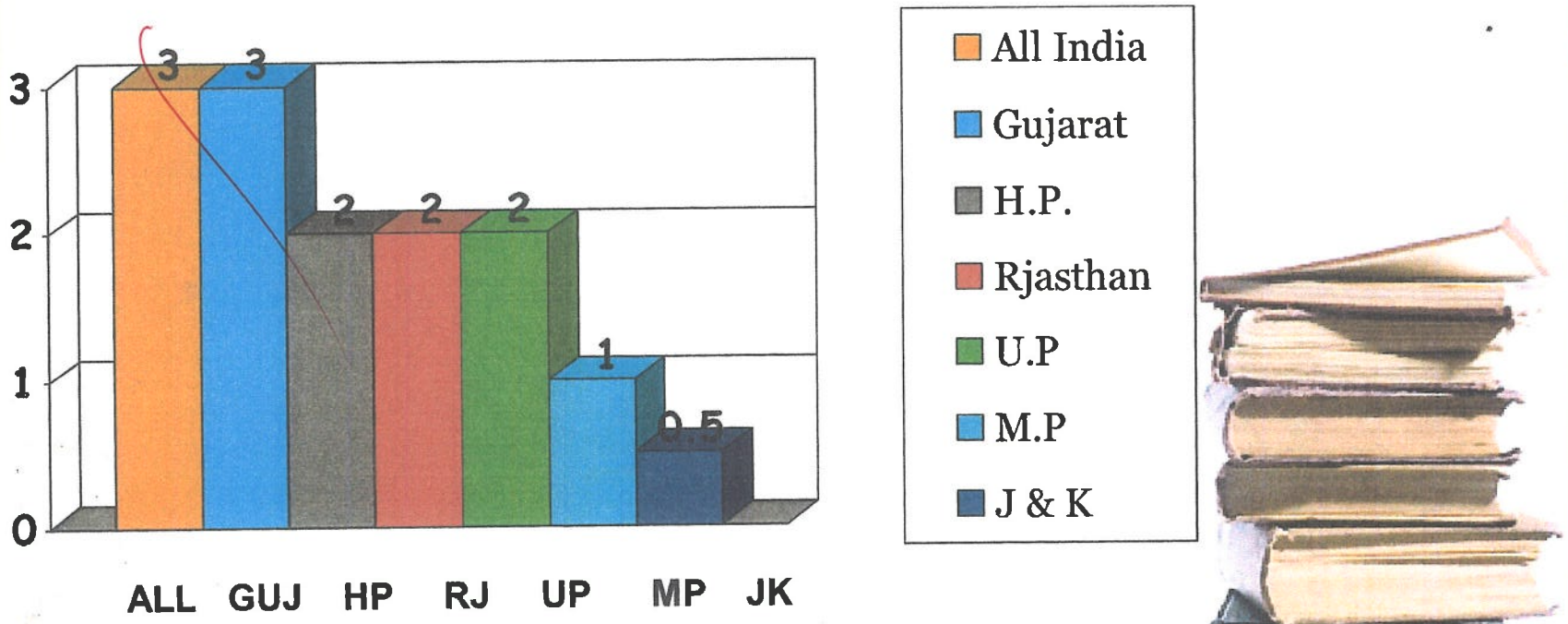


Some Facts...

Challenge of Access-1:

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

- States having schools less than all India average

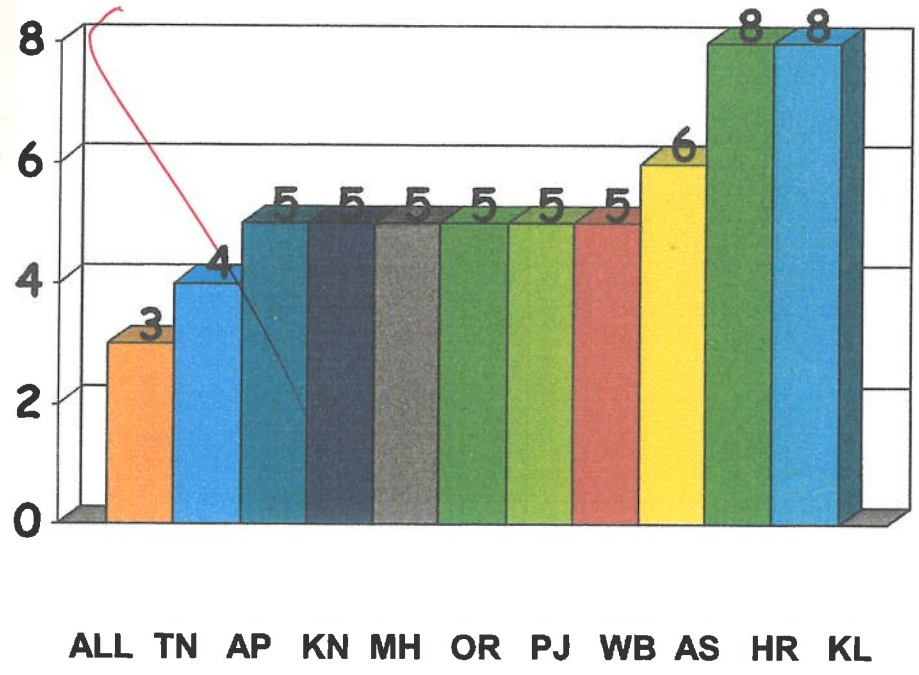


Source: Based on Selected Educational Statistics- 2004-05

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.

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Critically 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:

A ⇨ ANALYSIS.
D ⇨ DESIGN.
D ⇨ DEVELOPMENT.
I ⇨ IMPLEMENTATION.
E ⇨ EVALUATION.

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.

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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 interservices training that will adequately train individuals to do a Particular Job and which can also be applied to any interservice Curriculum development activity.

The Model originally Contained Several Steps under its five original Phases. The idea was to Comple Each Phase before Moving to the next. Subseauent Practitioners revised the steps, and eventually the model become More dynamics and interactive than the original hierarchical version. By the Mid-1980s, the version familiar today appeared.

The origin of the label itself is obscu 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 Wor with a branch of the U.S Army to develop a model, which Evolved into the interservice Procedures for Instructional Systems Development (IPISD), intended fo the Army, Navy, Air force, and Marine Corps. Branson provides a graphic overview of the IPISD, which five Top level heading: Analyze, design, develop, implement, and Control.

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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 Party 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?

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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 Conten 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.

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IMPLEMENTATION PHASE

The IMPLEMENTATION PHASE develops Procedures for training facilitators and learners. Training facilitators Cover the Course Cirriculum, 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 Proces While Summative evaluation is Conducted on finishe Instructional Programs or Products.
Donald KirkPatrick's four levels of learning evaluatio are often utilized during this Phase of the ADDIE Process.

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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 fouses 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 Musyaratah, Muraqabah, 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 Satistical Package for Social Sciences. The findings of Hisbah Reflection Practice level and Mobile Application Results shows that respondents are Satisbied with the Application. The proposed improvements were also made to overcome any weakness detected.

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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 is assumes that You can know all of the reauirements before You develop the Content. from Practical experienc 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 Interactio

Seven Common Weaknesses of the ADDIE Model:

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

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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 accomodation for dealing with faults or good ideas throughput 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.

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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 Streamling the design Process and Keeping their learning at the forefront.

Instructional System Design is the Process of designning 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

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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 instructioneal Systems design and their use and application in designing and developing highly effective instructiona Materials for Courses.

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Beginning…

- Born: January 12, 1863 in Calcutta on Makara Sankaranti Day. His name at birth was Narendranath.
- Father: Sri Visvanath Datta, a very successful and distinguished lawyer.
- Mother: Bhuvanesvari ,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.

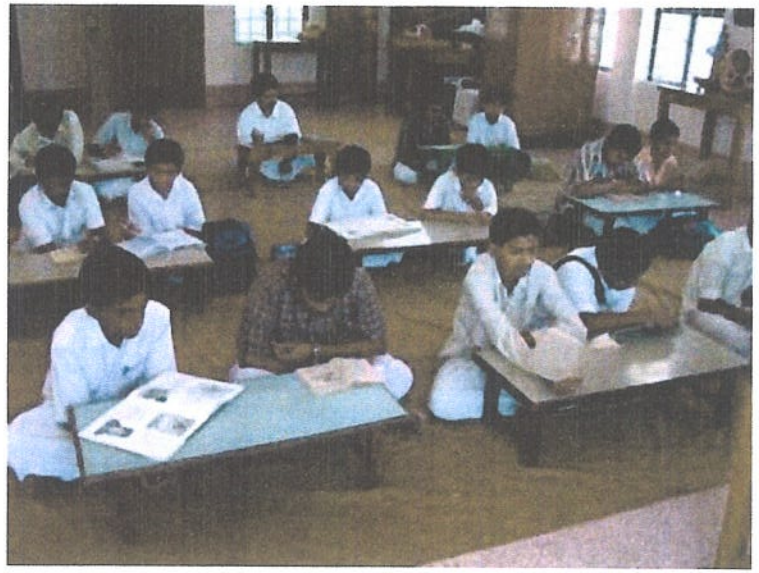
Teachings...

- 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"

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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 survery result along with screenshot	37-45

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INDEX

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

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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. *

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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 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 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.

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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

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, manages 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 ones self.

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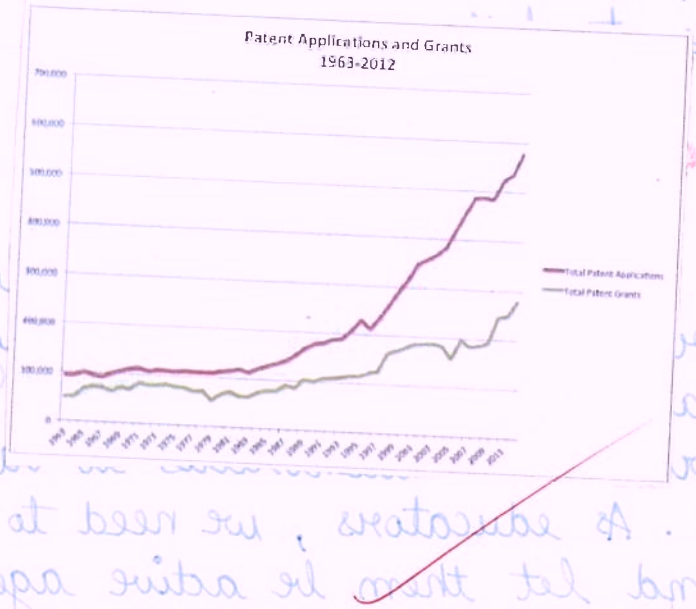
Patent Applications and Grants
1963-2012
Total Patent Applications
Total Patent Grants

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.

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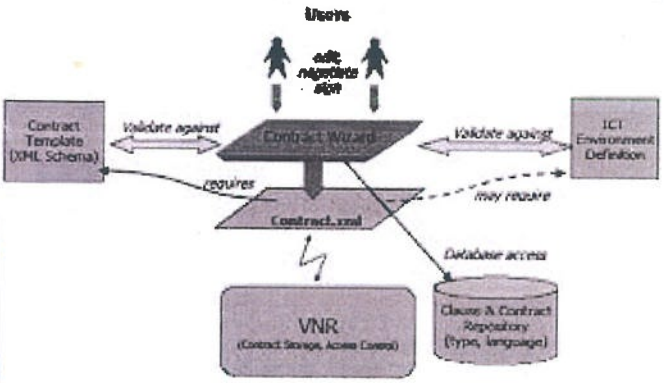
Users
Contract Template (XML Schema)
Validate against
Contract Wizard
Validate against
ICT Environment Definition
requires
may require
Contract.xml
Database access
VNR
(Contract Storage, Access Control)
Clause & Contract Repository (Type, language)

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

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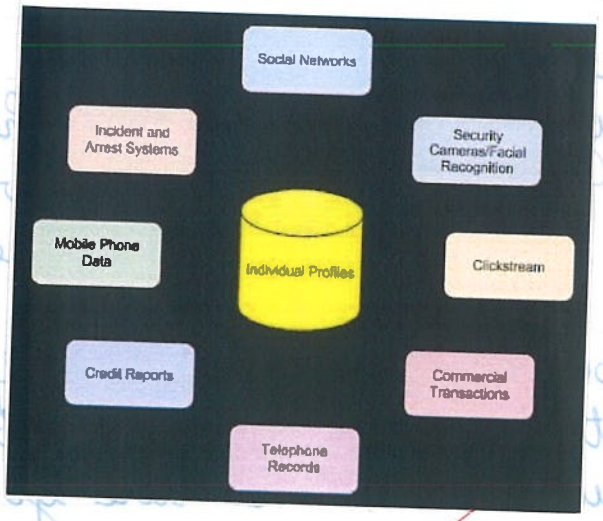
Social Networks
Incident and Arrest Systems
Security Cameras/Facial Recognition
Mobile Phone Data
Individual Profiles
Clickstream
Credit Reports
Commercial Transactions
Telephone Records

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?

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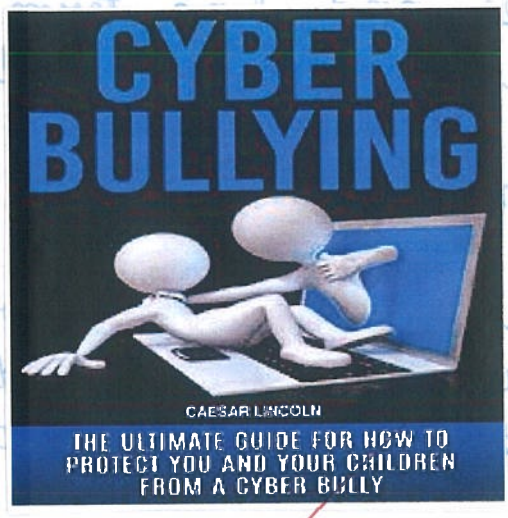
CYBER
BULLYING
CAESAR LINCOLN
THE ULTIMATE GUIDE FOR HOW TO
PROTECT YOU AND YOUR CHILDREN
FROM A CYBER BULLY

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

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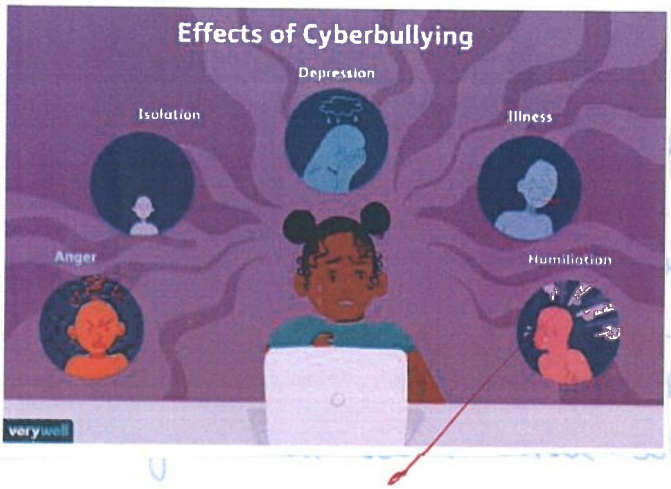
Effects of Cyberbullying
Depression
Isolation
Illness
Anger
Humiliation
verywell

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.

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protect
your
password

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.

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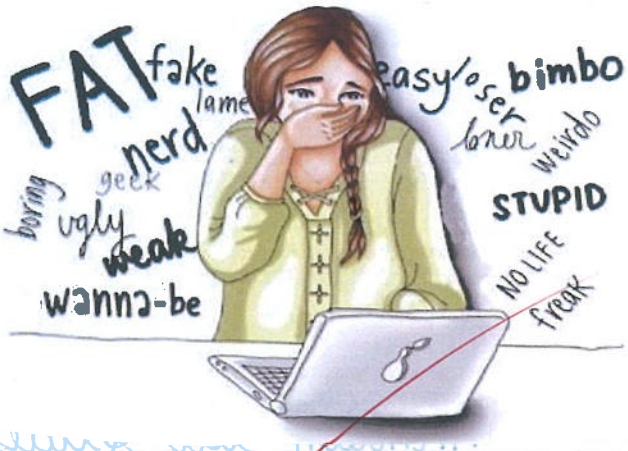
FAT
fake
lame
nerd
geek
boring
ugly
weak
wanna-be
easy/loser
bimbo
loser
weirdo
STUPID
NO LIFE
freak

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

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

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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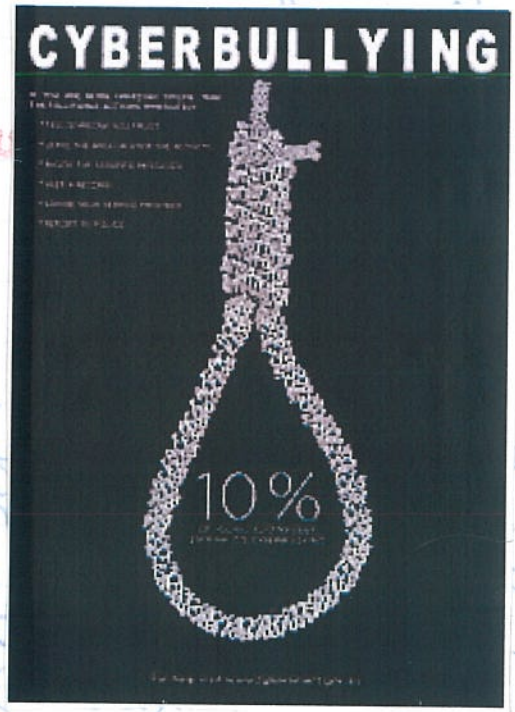
CYBERBULLYING
10%

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

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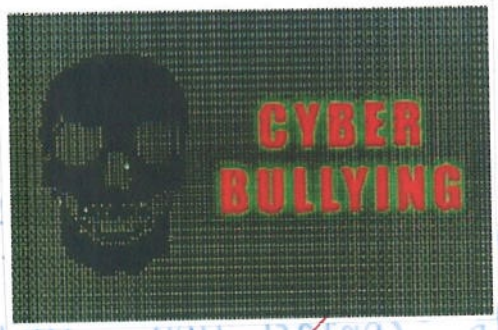
CYBER
BULLYING

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 elses 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 known is being bullied or abused on Instagram. Their advice initially is to block and unfollow the person who is being abuse.

How to report bullying or abuse on messaging apps

INSTAGRAM

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 sends 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 them at support@whatsapp.com.

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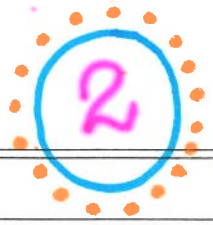

Develop & critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice. *

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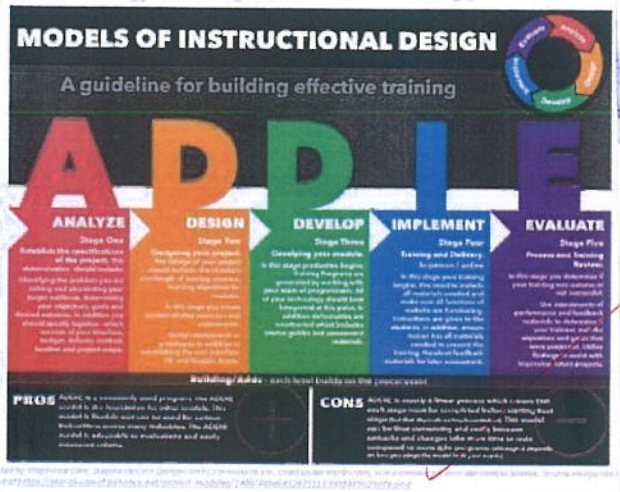
MODELS OF INSTRUCTIONAL DESIGN
A guideline for building effective training
ADDIE
ANALYZE
DESIGN
DEVELOP
IMPLEMENT
EVALUATE
PROS
CONS

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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 profilient Digital Natives. The varbus uses of computers in education maybe 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 :

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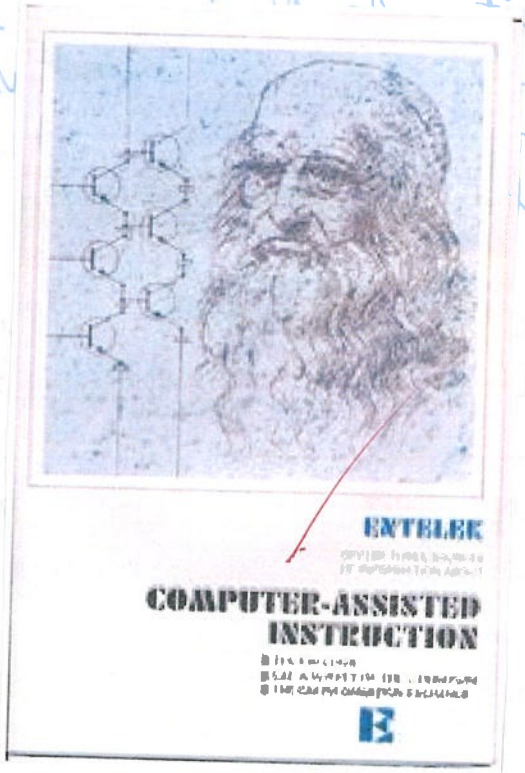
ENTELEK
COMPUTER-ASSISTED
INSTRUCTION

(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)

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Analysis
Design
Development
Implementation
Evaluation

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.

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

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.

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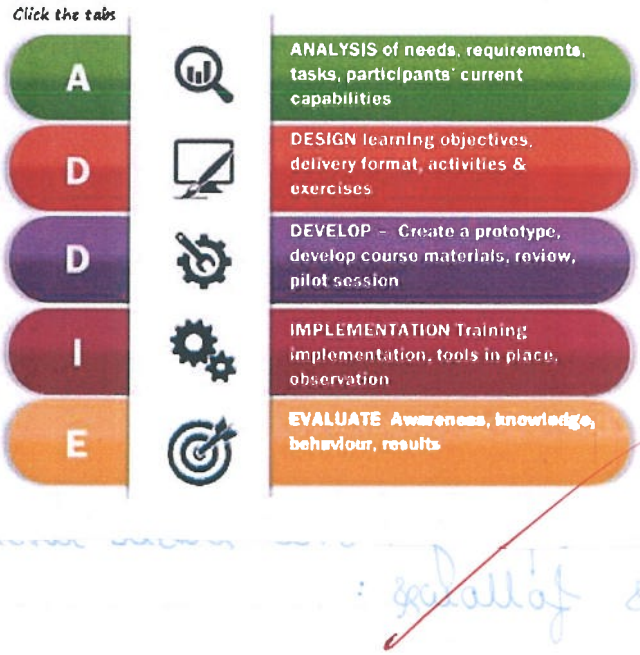
Click the tabs
A
ANALYSIS of needs, requirements, tasks, participants' current capabilities
D
DESIGN learning objectives, delivery format, activities & exercises
D
DEVELOP – Create a prototype, develop course materials, review, pilot session
I
IMPLEMENTATION Training implementation, tools in place, observation
E
EVALUATE Awareness, knowledge, behaviour, results

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

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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 taugh 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 studen's 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 light, an experiment on titration, a nuclear reaction, collision tiso 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

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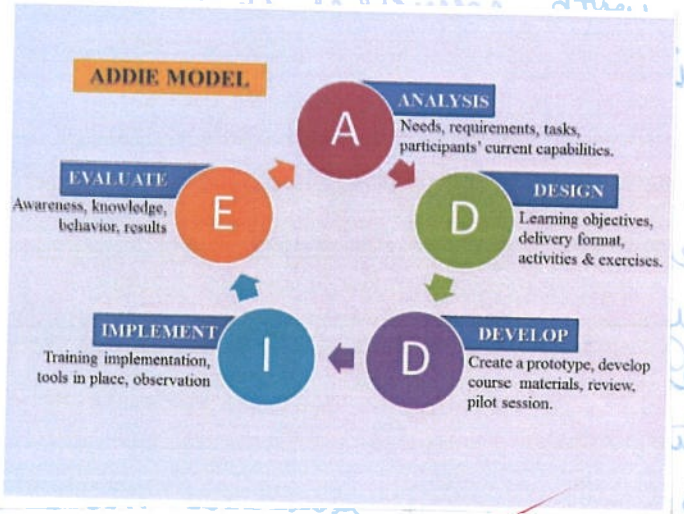
ADDIE MODEL
A
ANALYSIS
Needs, requirements, tasks, participants' current capabilities.
D
DESIGN
Learning objectives, delivery format, activities & exercises.
D
DEVELOP
Create a prototype, develop course materials, review, pilot session.
I
IMPLEMENT
Training implementation, tools in place, observation
E
EVALUATE
Awareness, knowledge, behavior, results

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.

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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 students 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

(1) 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.

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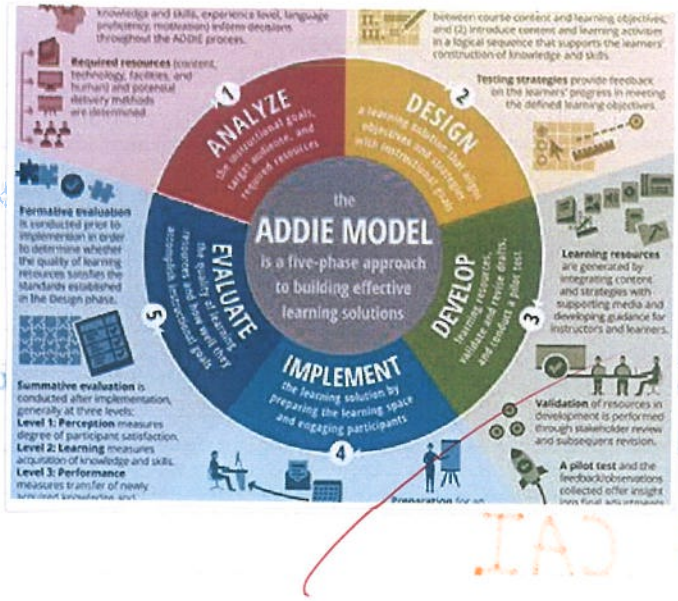
ANALYZE
DESIGN
DEVELOP
IMPLEMENT
EVALUATE
the
ADDIE MODEL
is a five-phase approach
to building effective
learning solutions
Required resources (content, technology, facilities, and human) and personal delivery methods are determined.
Testing strategies provide feedback on the learners' progress in meeting the defined learning objectives.
Learning resources are generated by integrating content and strategies with supporting media and developing guidance for instructors and learners.
Validation of resources in development is performed through stakeholder review and subsequent revision.
A pilot test and the
Formative evaluation is conducted prior to implementation in order to determine whether the quality of learning resources satisfies the standards established in the Design phase.
Summative evaluation is conducted after implementation, generally at three levels:
Level 1: Perception measures degree of participant satisfaction.
Level 2: Learning measures acquisition of knowledge and skills.
Level 3: Performance measures transfer of newly

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 elses 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

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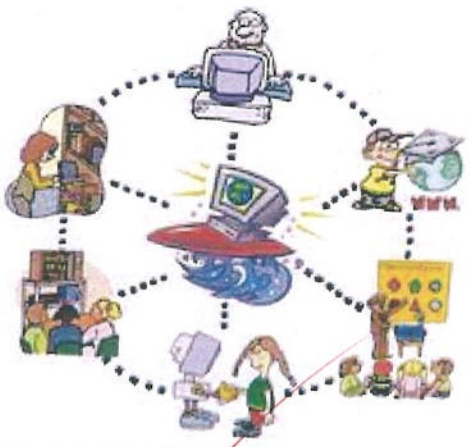

community, if offered, may enable the sharing of learning activities far more easily than before. Providing instruction on the computer then helps foster increased relevance for the lessons involved.

(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 embararrassment 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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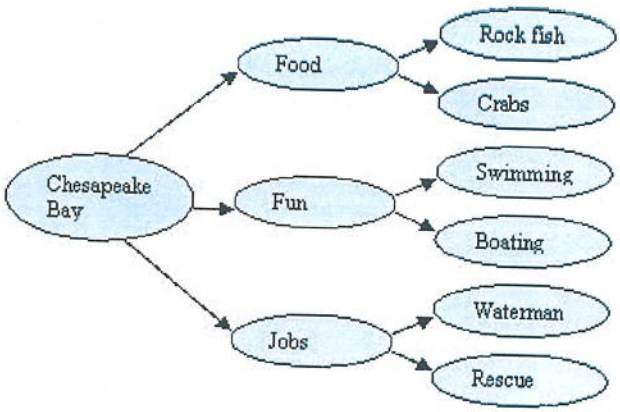
Chesapeake Bay
Food
Fun
Jobs
Rock fish
Crabs
Swimming
Boating
Waterman
Rescue

(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 knowledge 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 course ware 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. *

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BLOG

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 (artlog), 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 112 million blogs.

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BLOG

INTRODUCTION

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.

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.

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Blogger
Sign in to use Blogger
with your Google Account
SIGN IN
Create a blog. It's free.
CREATE A BLOG
Your blog.
Easy to use.
Flexible.
Learn more:

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 blawgs) 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.

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30
Blog

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.

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blog
command
option

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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1. Set up your blog
2. Create content
3. Find readers
4. Build engagement
5. Monetise
HOW TO MAKE MONEY BLOGGING
Professional advice from PROBLOGGER

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 web site 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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BLOG

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,

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.COM
Limited theme options
No plugins
Limited free storage
Pay to remove ads
Little or no technical control
.ORG
Full theme customization
All plugins allowed
Storage varies by host
Run your own ads (or don't)
Full control over database and files

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 MAINTAIN

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, hive journal

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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".

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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.

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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

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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.

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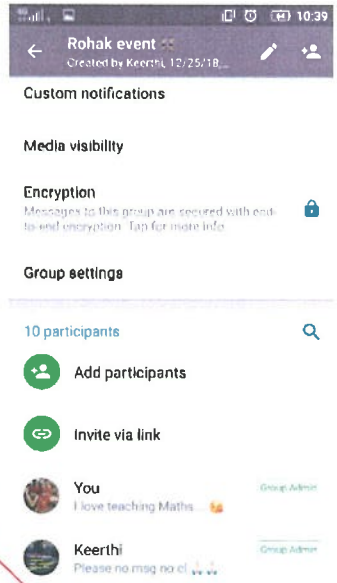

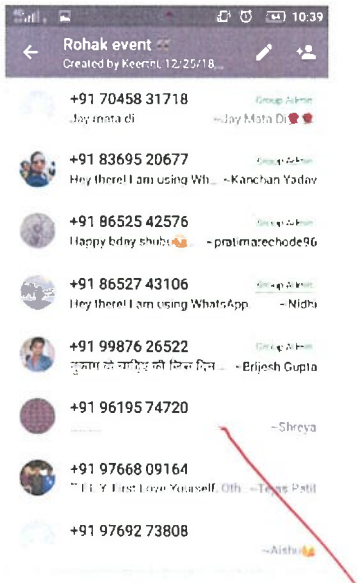

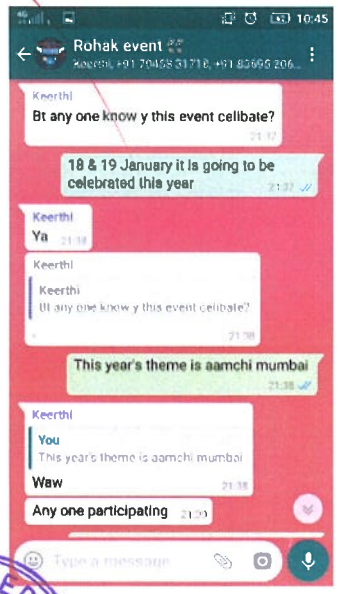

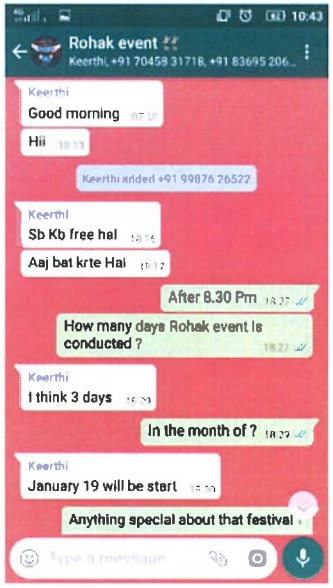

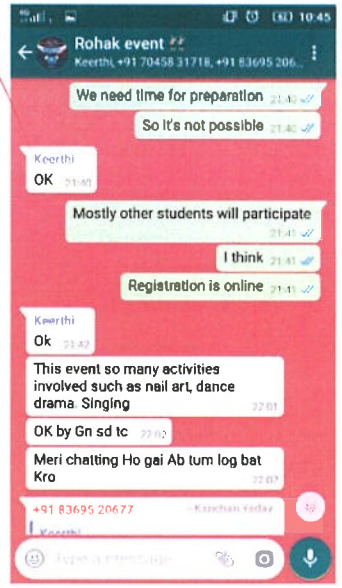

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INDEX

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INDEX

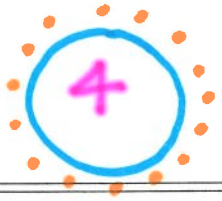
PARTICULARS

Sr.No. P.No.

Introduction 37-38

Stakeholders and their Values, Beliefs & 38-44
Circumstances

Conclusion 45



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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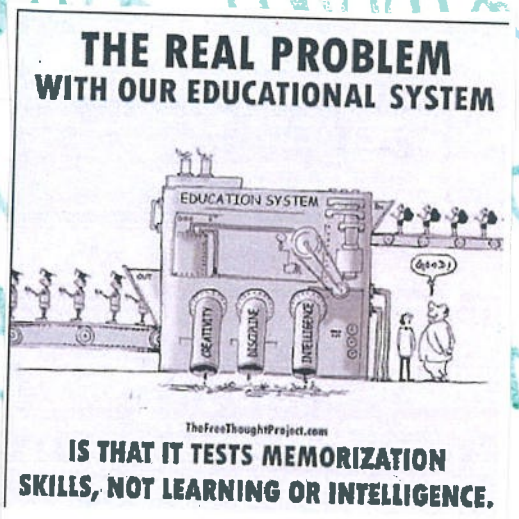

The educayshun factory

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

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EDUCATIONAL PROBLEMS

Private Vs. Public Schools

INTRODUCTION

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 stakehdders 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

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MAGNETIC
MATCH RINGS
AGES 3+
40
WARNING:

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.

stakeholder(s)	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.

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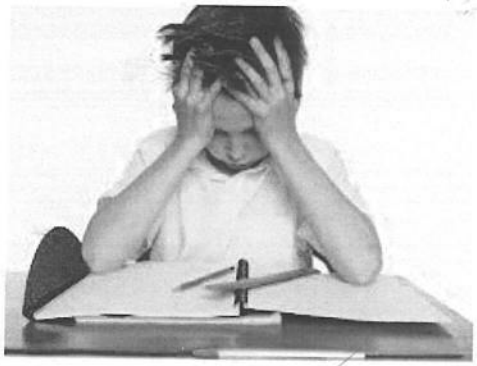

STUDENTS

stakeholders (s)	Perspectives
TEACHERS	
In public schools	They are searching for Openess, 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.
EMPLOYEES	
In private schools	They are searching for more profit, more skills, high level of education, being close to students.
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.

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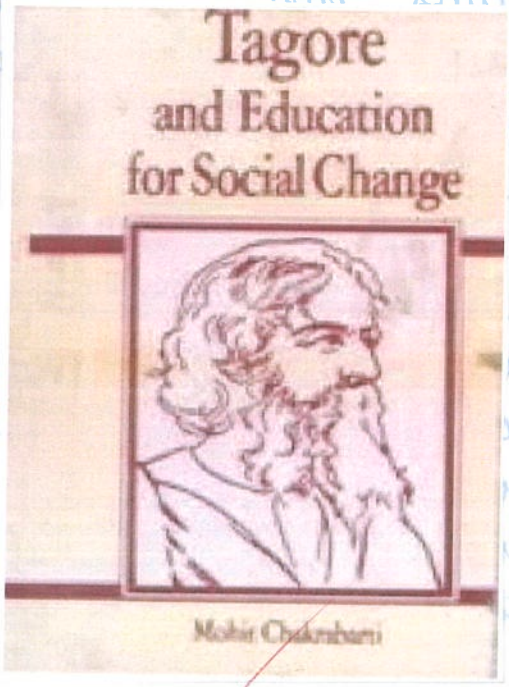
Tagore
and Education
for Social Change
Mohit Chakrabarti

stakeholder(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.

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ASSISTED INSTRUCTION
READING
LANGUAGE ARTS
MATH

Stakeholders (S)	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.

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(5) 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 schools 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 schools values.

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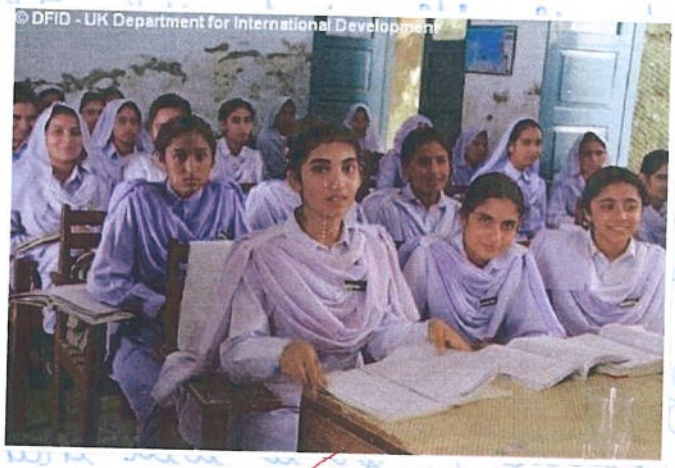
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Values, Beliefs, and Circumstances

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.

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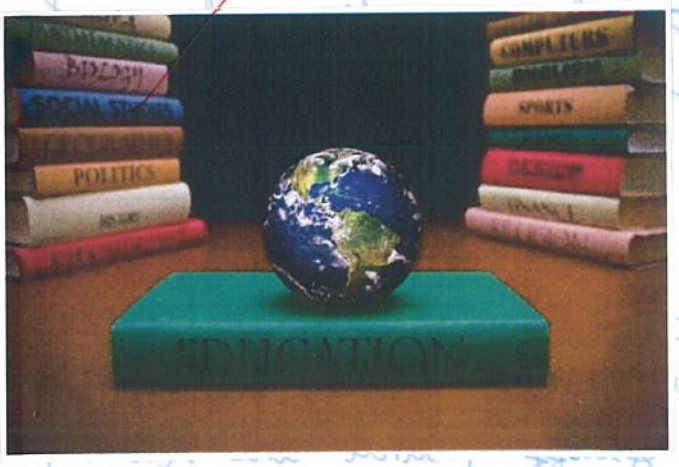
I GOT 95% BUT
WHERE IS
MY FUTURE


POLITICS
SPORTS
EDUCATION

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.

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NAME:_____ STD.:_____ DIV.:_____

DATE :
PAGE :

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(2023-24)

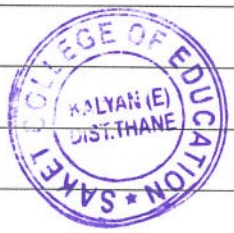
Name :- Pritee S. Jaiswar

Std. :- FY B.Ed

Sub. :- ICT

Roll No. :- 25

Topic :- Blog, Google Form and LMS



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 / Chart 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 profess -ors. 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 ues of the app 'Blogger'.

12:06

Blogger

Welcome to Blogger

Create a unique blog to publish your passions, your way

Create a blog

12:06

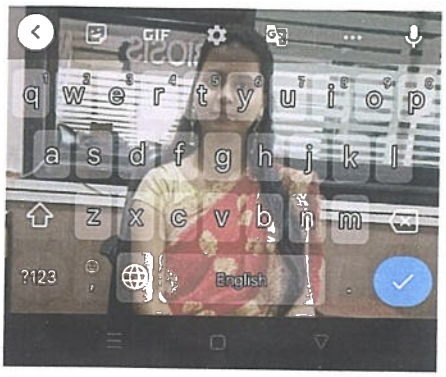
Blogger

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



12:07

Blogger

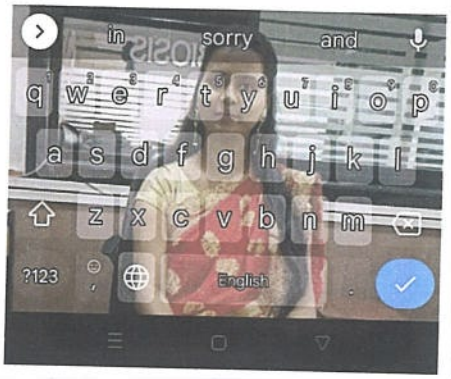
Step 1 of 3

Choose a name for your blog

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

Pritee Jaiswar

Next



12:07

Blogger

Step 2 of 3

Choose a URL for your blog

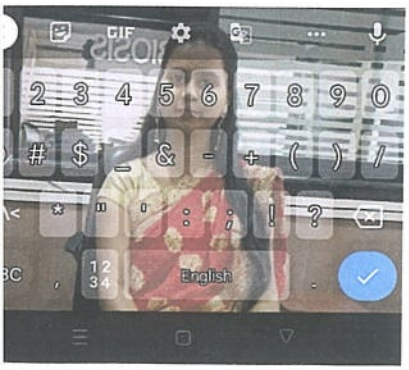
This web address is how people will find your blog online.

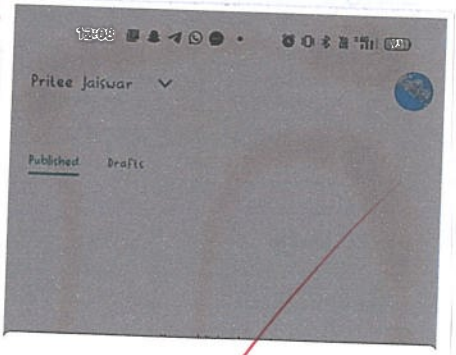
priteejaiswar97 blogspot.com

Blog URL is available

Previous

Next





Pritee Jaiswar

Published Drafts

Pritee Jaiswar

2012pritee@gmail.com

View your blog

Settings

About Blogger

Help & feedback

Sign out of Blogger

Terms of service · Privacy · Content policy

12:08

Settings

Blogger settings

Display name

Pritee Jaiswar

Blog name

Pritee Jaiswar

Blog URL

priteejaiswar97.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.
2012pritee@gMail.Com

3) Click on Create a blog
I create my blog with PriteeJaiswar97

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 Pritee Jaiswar

6) Create you blog
I create My blog and post some picture

7) Publish & Share
Lastly I publish My blog.

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

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

Pritee Jaiswar (Marathi Diwas...

Apr 17 0 65

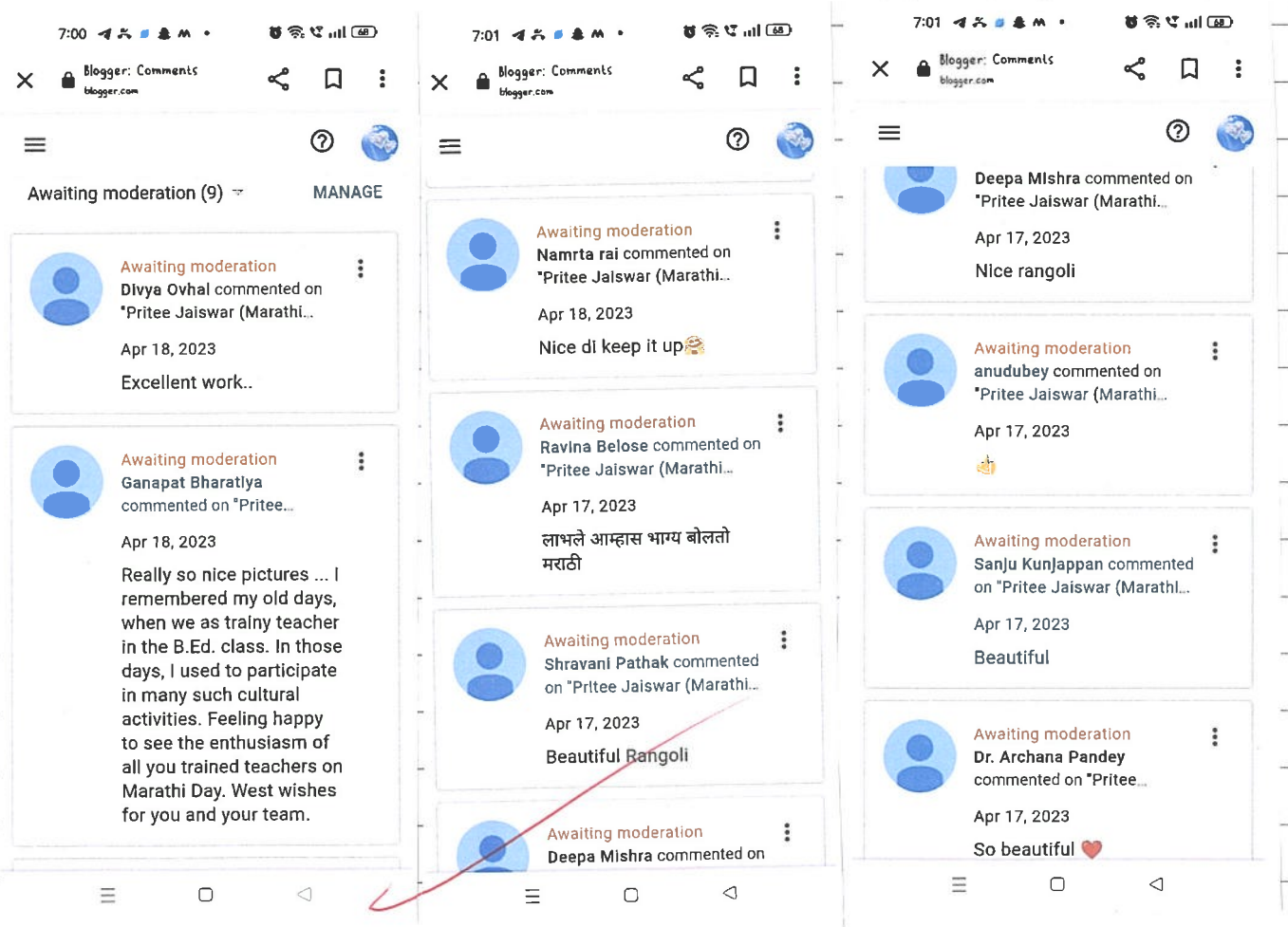
Importance of Blog in education

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 will 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.

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GOOGLE FORMS

Education Related Problems.

Topic Name:-

GENDER EQUALITY IN EDUCATION

Google
FORMS

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 pratical.

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

Selection of 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. The 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

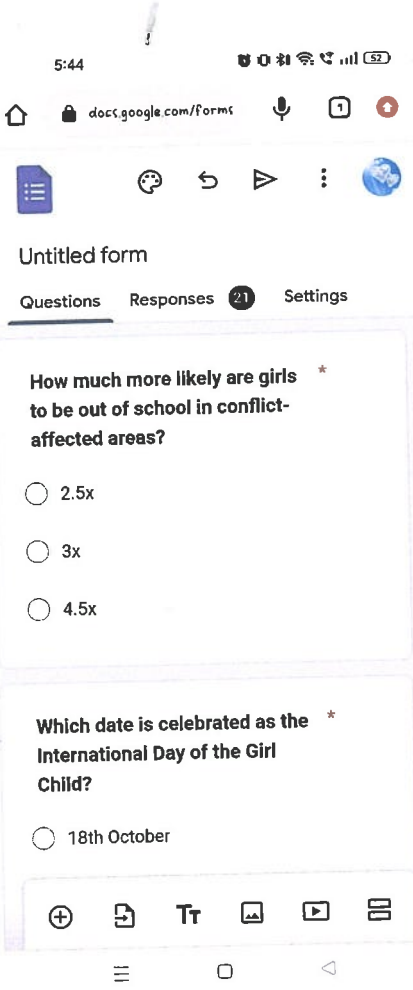
Before understanding the problem faced by peers. I needed to understand, what were the reason and effects in gender equality in education. So I did deep research and understood. why is gender equality in education.

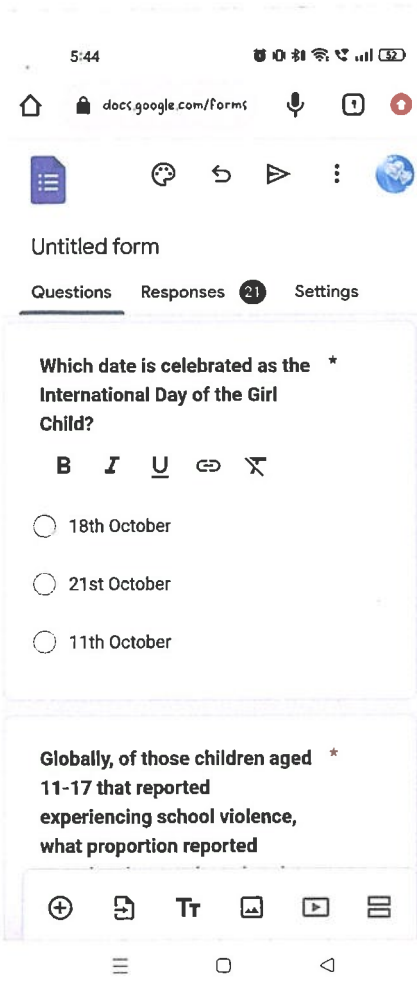
The Main issue and then created some questions to ask my peers about problem on education in gender equality.

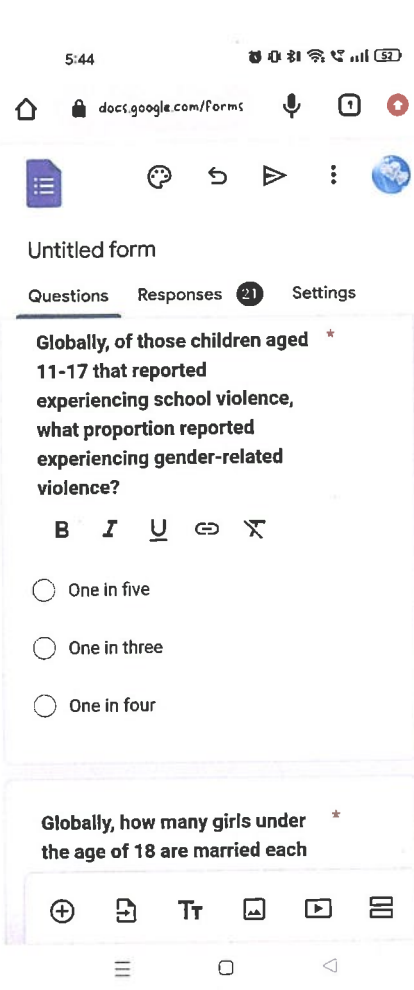
Google Forms Creation and Sharing

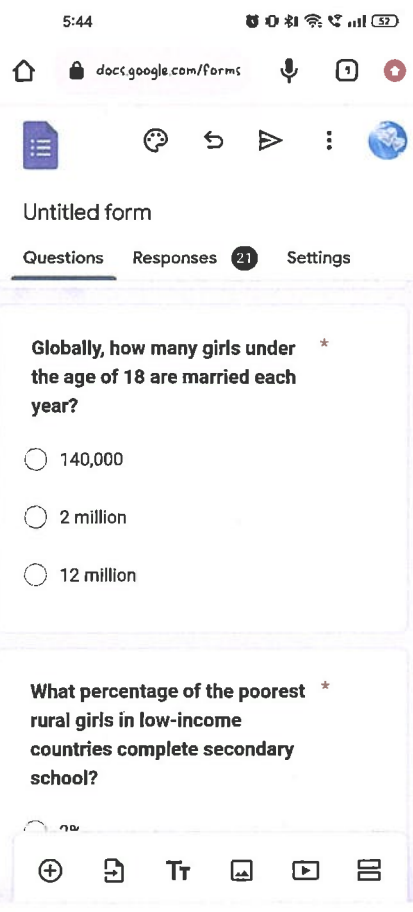
After I Formulated my questions for the Survey. I created my personal experience and create my own google Form and typed all my questions in the Form. The questions were targeted to the Collect information about problem on education in gender equality issues faced the respondents.

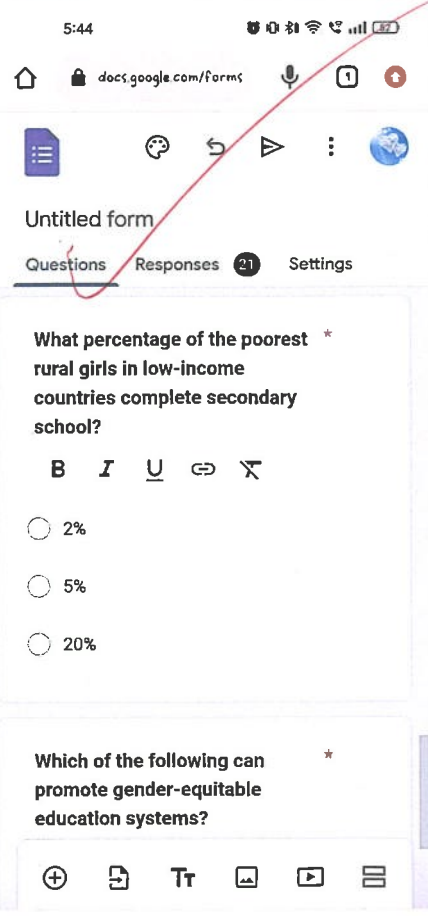
The questions that I asked to my Google Form were as Follows:

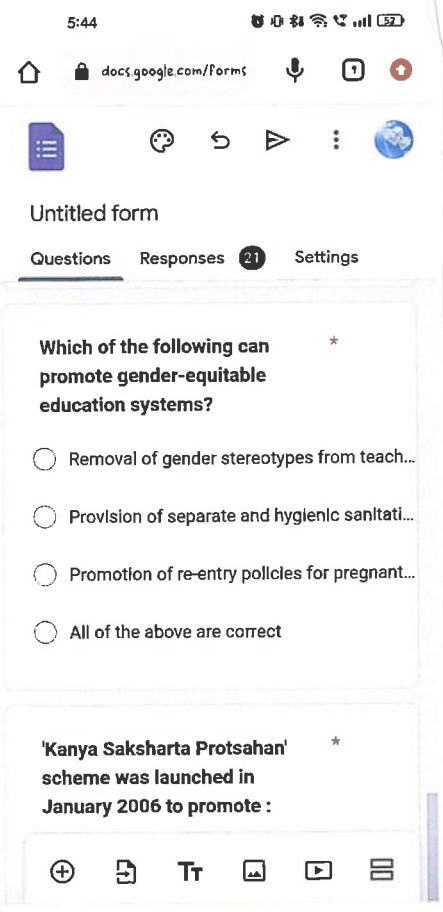

5:44
docs.google.com/forms
Untitled form
Questions
Responses 21
Settings
How much more likely are girls to be out of school in conflict-affected areas? *
2.5x
3x
4.5x
Which date is celebrated as the International Day of the Girl Child? *
18th October

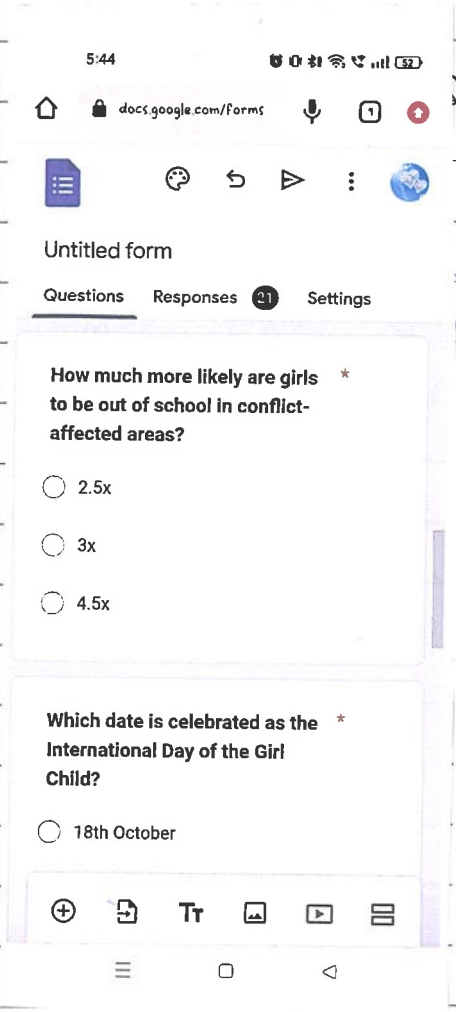

5:44
docs.google.com/forms
Untitled form
Questions
Responses 21
Settings
Which date is celebrated as the International Day of the Girl Child? *
18th October
21st October
11th October
Globally, of those children aged 11-17 that reported experiencing school violence, what proportion reported

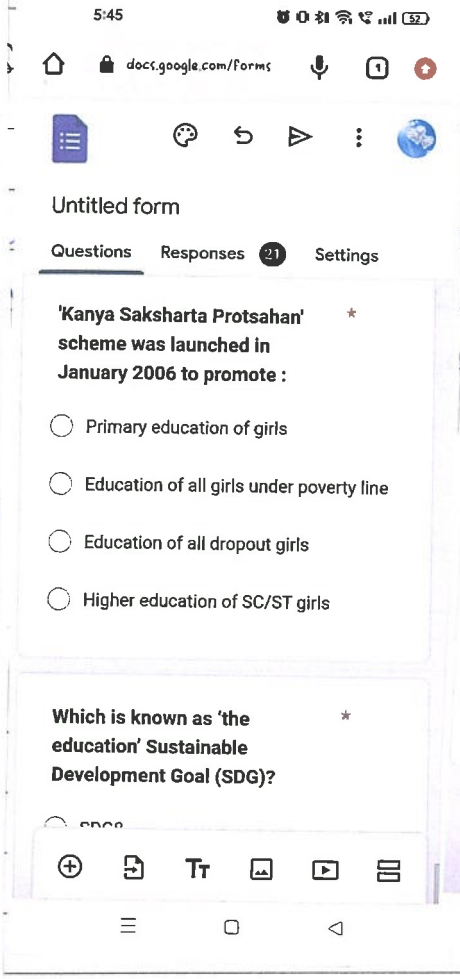

5:44
docs.google.com/forms
Untitled form
Questions
Responses 21
Settings
Globally, of those children aged 11-17 that reported experiencing school violence, what proportion reported experiencing gender-related violence? *
One in five
One in three
One in four
Globally, how many girls under the age of 18 are married each

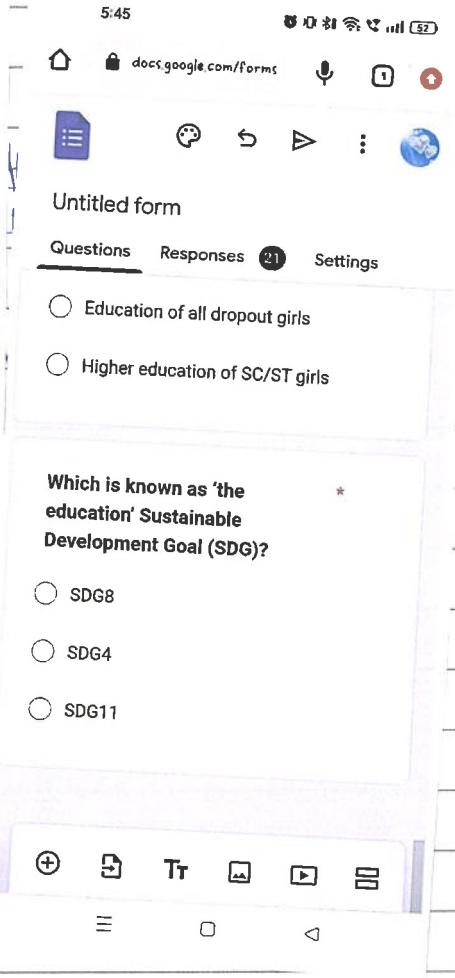

5:44
docs.google.com/forms
Untitled form
Questions
Responses 21
Settings
Globally, how many girls under the age of 18 are married each year? *
140,000
2 million
12 million
What percentage of the poorest rural girls in low-income countries complete secondary school? *


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? *
2%
5%
20%
Which of the following can promote gender-equitable education systems? *


5:44
docs.google.com/forms
Untitled form
Questions
Responses 21
Settings
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 : *







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

12:56
Madhurani Saket Clg
Madhu Pandey is inviting you to a scheduled Zoom meeting.
Topic: Madhu Pandey's Zoom Meeting
Time: Apr 20, 2023 08:00 PM Mumbai, Kolkata, New Delhi
Join Zoom Meeting
https://us04web.zoom.us/j/78158294585?pwd=00NAyCuy968QDcwEQ1xMjWUp5N6bv1.1
Meeting ID: 781 5829 9585
Passcode: au5r4U
6.49 pm
Pritee Jaiswar (Marathi Diwas celebrations)
Me and my college friends together celeb
priteejaiswar97.blogspot.com
plz comments
http://priteejaiswar97.blogspot.com/2023/04/pritee-jaiswar-marathi-diwas.html
6.96 pm
GENDER EQUALITY IN EDUCATION
docs.google.com
https://docs.google.com/forms/d/e/1FAIpQLSccuU_d6vTILXhjWp48KMs6TP4ydQAXKqBAcSaB2b5J4Qr0Pg/viewform?vc=0&c=0&w=1&flr=0&fbzx=-2077277782922332677
6.96 pm
Message

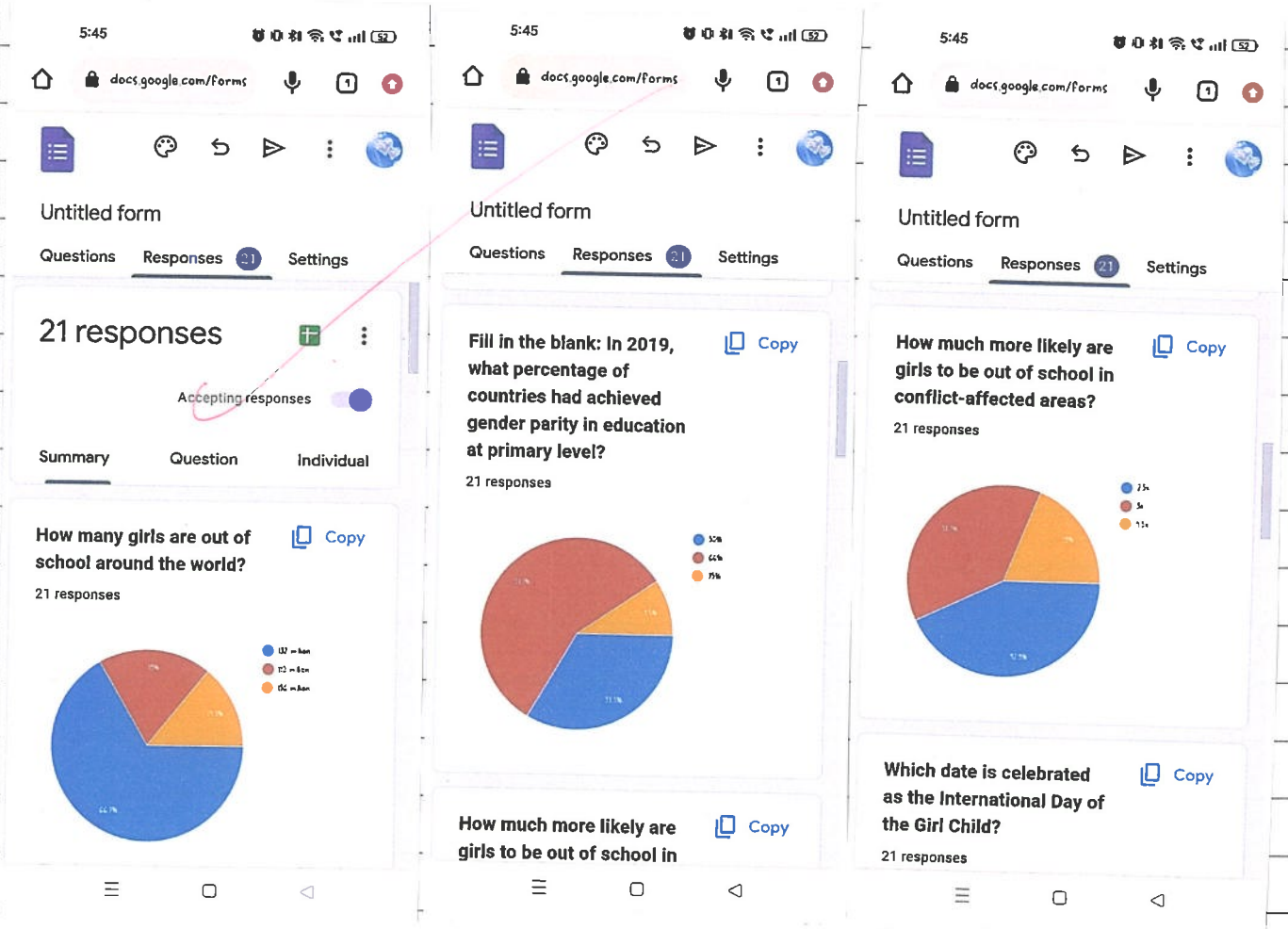
12:56
Vaibhav Mcom Clg
Saturday
Pritee Jaiswar (Marathi Diwas celebrations)
Me and my college friends together celeb
priteejaiswar97.blogspot.com
plz comments
http://priteejaiswar97.blogspot.com/2023/04/pritee-jaiswar-marathi-diwas.html
2.21 pm
GENDER EQUALITY IN EDUCATION
docs.google.com
https://docs.google.com/forms/d/e/1FAIpQLSccuU_d6vTILXhjWp48KMs6TP4ydQAXKqBAcSaB2b5J4Qr0Pg/viewform?vc=0&c=0&w=1&flr=0&fbzx=-2077277782922332677
2.21 pm
Plz comment
2.21 pm
Sunday
You
https://docs.google.com/forms/d/e/1FAIpQLSccuU_d6vTILXhjWp48KMs6TP4ydQAXKqBAcSaB2b5J4Qr0Pg/viewform?vc=0&c=0&w
Kar diya re submit
1.50 am
Thanks
5:29 am
Message

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.



5:45

docs.google.com/forms

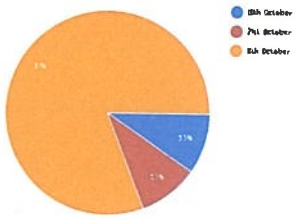
Untitled form

Questions Responses 21 Settings

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

Copy

21 responses



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

Copy

5:45

docs.google.com/forms

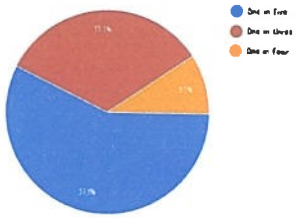
Untitled form

Questions Responses 21 Settings

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

Copy

21 responses



Globally, how many girls under the age of 18 are

Copy

5:45

docs.google.com/forms

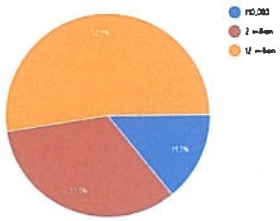
Untitled form

Questions Responses 21 Settings

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

Copy

21 responses



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

Copy

5:45

docs.google.com/forms

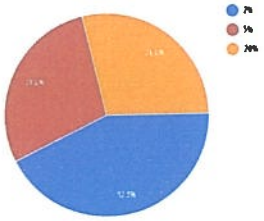
Untitled form

Questions Responses 21 Settings

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

Copy

21 responses



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

Copy

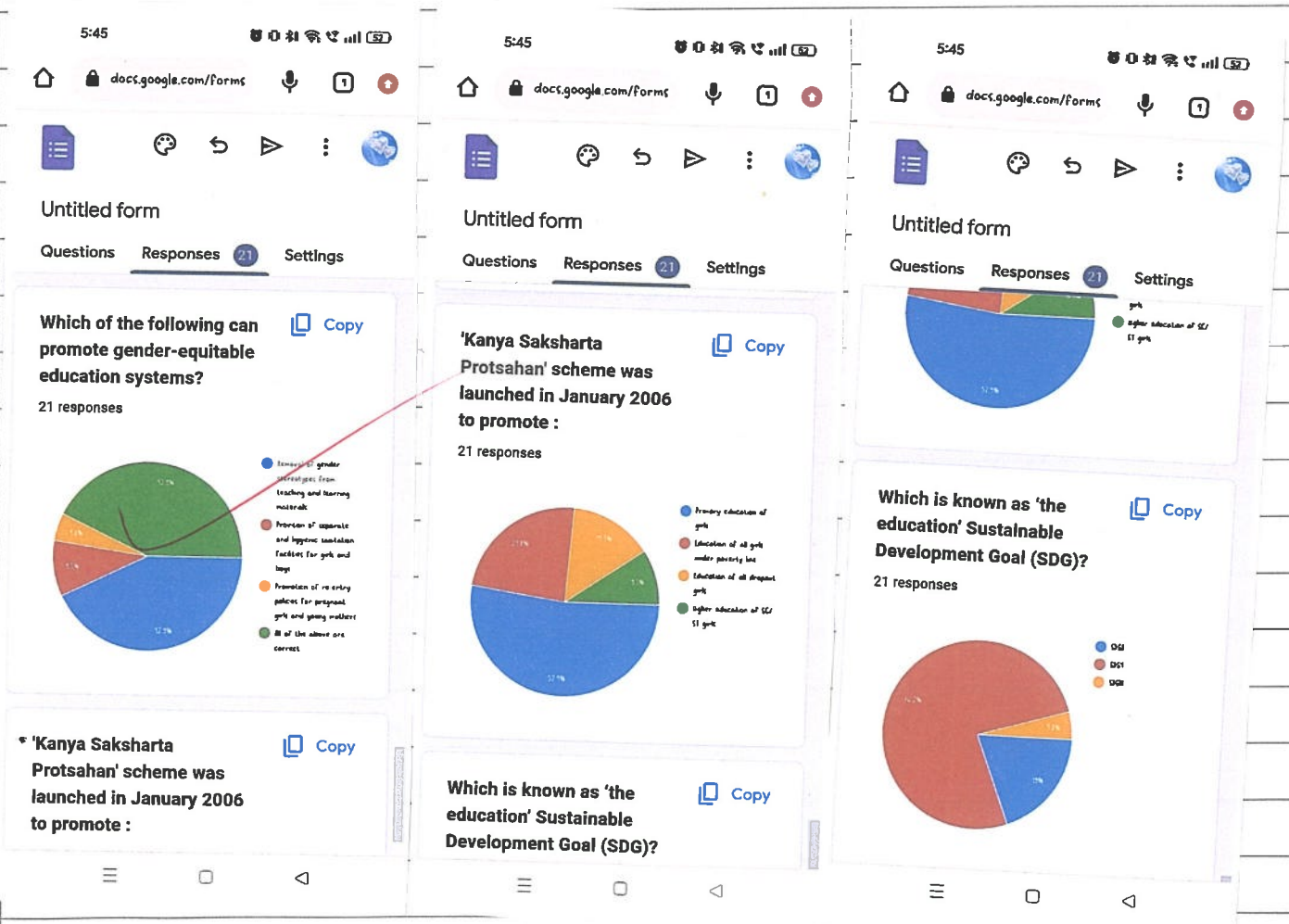
21 responses

NAME:_____ STD.:_____ DIV.:_____

DATE :
PAGE :

Analysis of the responses

After receiving the responses. it become easier For Me to understand the issues Faced by My peers and Me how gender equality affects us differentally and different suggestions to overcome them.



LEARNING MANAGEMENT SYSTEM (LMS)

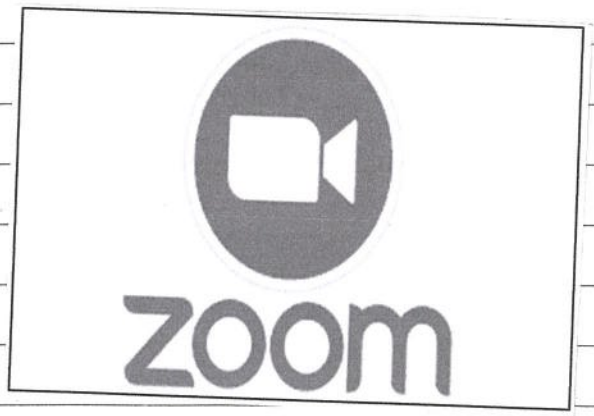
ZOOM MEETING

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 an 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 pratical. 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 FullForm 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

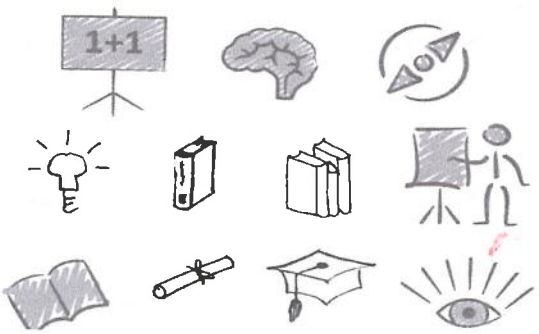
For all the practical First we had to select a topic. our professors well explained the Criteria For selecting a topic So after lots of research. I selected My topic 'what is Knowledge' So after My topic got approved I started with the next step.

Researching and preparing PPT

After Selection and getting My topic approved. I started rearching For information on the internet & test books. While resea -rching I got to learn how things and even got Familiar with the recents 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

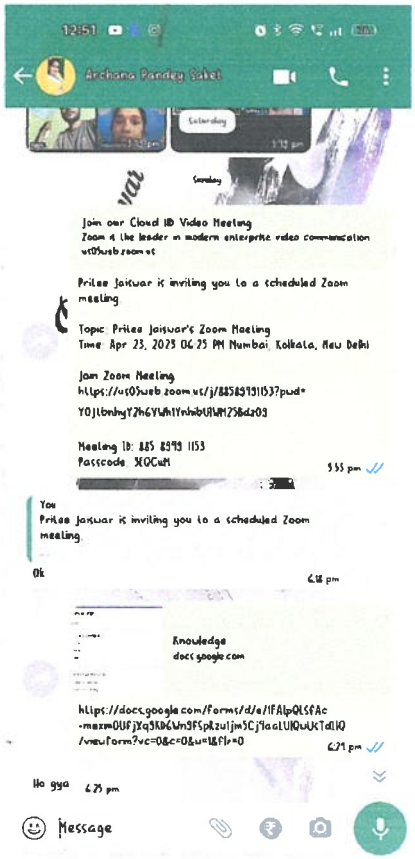


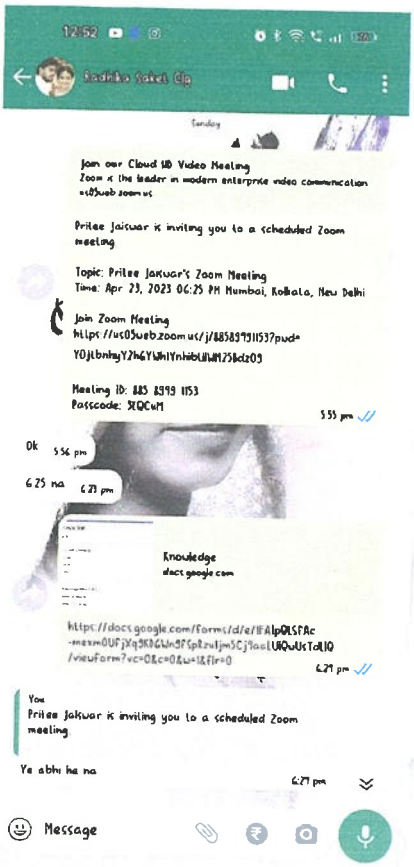
- Knowledge is that which is known
- Knowledge is a information
- Knowledge is instruction
- Knowledge is learning
- The verb know means "Remember, Recall, find out, discovery".

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:

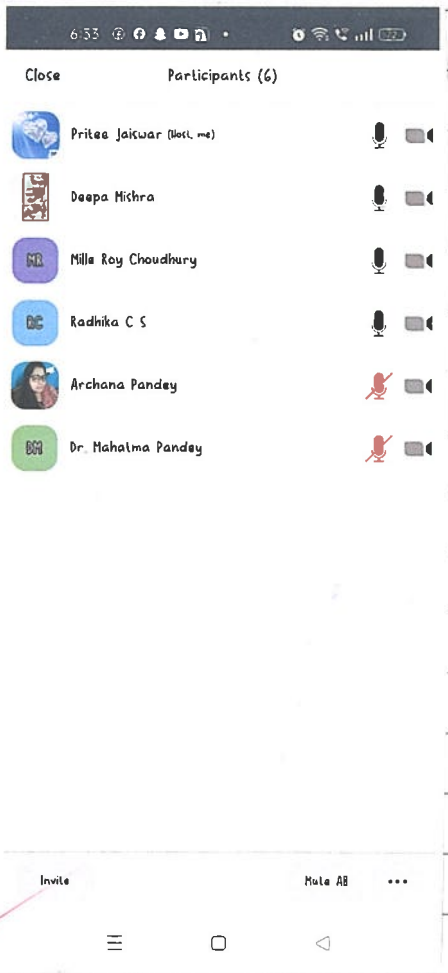

12:51
Archana Pandey Saket
Saturday
Sunday
Join our Cloud HD Video Meeting
Zoom is the leader in modern enterprise video communication
us05web.zoom.us
Pritee Jaiswar is inviting you to a scheduled Zoom meeting
Topic: Pritee Jaiswar's Zoom Meeting
Time: Apr 23, 2023 06:25 PM Mumbai, Kolkata, New Delhi
Join Zoom Meeting
https://us05web.zoom.us/j/88589991153?pwd=
YOJtbnhyY2h6YWh1YnhibUlWM25Bdz09
Meeting ID: 885 8999 1153
Passcode: 3EQCuM
5:55 pm
You
Pritee Jaiswar is inviting you to a scheduled Zoom meeting
Ok
6:18 pm
Knowledge
docs.google.com
https://docs.google.com/forms/d/e/1FAIpQLSfAc
-mexm0UFjXq9KD6Wn9FSpRzu1jm5Cj9aaLUlQwUsTdLlQ
/viewform?vc=0&c=0&w=1&flr=0
6:29 pm
Ho gya
6:25 pm
Message


12:52
Radhika Saket Clg
Sunday
Join our Cloud HD Video Meeting
Zoom is the leader in modern enterprise video communication
us05web.zoom.us
Pritee Jaiswar is inviting you to a scheduled Zoom meeting
Topic: Pritee Jaiswar's Zoom Meeting
Time: Apr 23, 2023 06:25 PM Mumbai, Kolkata, New Delhi
Join Zoom Meeting
https://us05web.zoom.us/j/88589991153?pwd=
YOJtbnhyY2h6YWh1YnhibUlWM25Bdz09
Meeting ID: 885 8999 1153
Passcode: 3EQCuM
5:55 pm
Ok
5:56 pm
6:25 na
6:29 pm
Knowledge
docs.google.com
https://docs.google.com/forms/d/e/1FAIpQLSfAc
-mexm0UFjXq9KD6Wn9FSpRzu1jm5Cj9aaLUlQwUsTdLlQ
/viewform?vc=0&c=0&w=1&flr=0
6:29 pm
You
Pritee Jaiswar is inviting you to a scheduled Zoom meeting
Ye abhi he na
6:29 pm
Message

12:51
Deepa Saket Clg
Saturday
Dusre no se
2:23 pm
Ha
2:23 pm
Sunday
Join our Cloud HD Video Meeting
Zoom is the leader in modern enterprise video communication
us05web.zoom.us
Pritee Jaiswar is inviting you to a scheduled Zoom meeting
Topic: Pritee Jaiswar's Zoom Meeting
Time: Apr 23, 2023 06:25 PM Mumbai, Kolkata, New Delhi
Join Zoom Meeting
https://us05web.zoom.us/j/88589991153?pwd=
YOJtbnhyY2h6YWh1YnhibUlWM25Bdz09
Meeting ID: 885 8999 1153
Passcode: 3EQCuM
5:55 pm
Knowledge
docs.google.com
https://docs.google.com/forms/d/e/1FAIpQLSfAc
-mexm0UFjXq9KD6Wn9FSpRzu1jm5Cj9aaLUlQwUsTdLlQ
/viewform?vc=0&c=0&w=1&flr=0
6:29 pm
Message

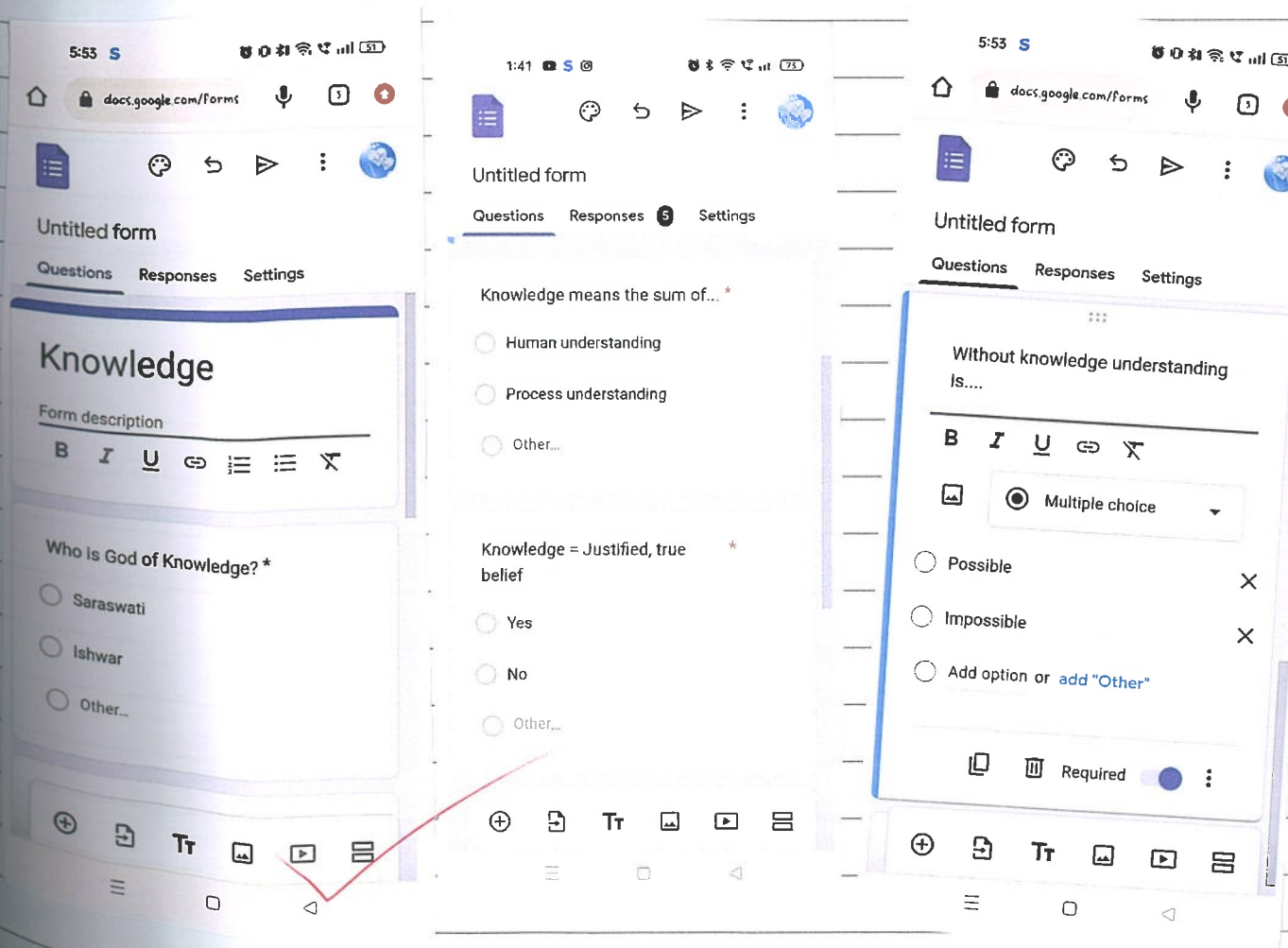
12:52
Mili Saket
bhi teri tarah
Wednesday
Ha tabhi bhi mummy bolti h koe mehanat nahi karti hu me
9:35 pm
Sunday
Join our Cloud HD Video Meeting
Zoom is the leader in modern enterprise video communication
us05web.zoom.us
Pritee Jaiswar is inviting you to a scheduled Zoom meeting
Topic: Pritee Jaiswar's Zoom Meeting
Time: Apr 23, 2023 06:25 PM Mumbai, Kolkata, New Delhi
Join Zoom Meeting
https://us05web.zoom.us/j/88589991153?pwd=
YOJtbnhyY2h6YWh1YnhibUlWM25Bdz09
Meeting ID: 885 8999 1153
Passcode: 3EQCuM
5:56 pm
Knowledge
docs.google.com
https://docs.google.com/forms/d/e/1FAIpQLSfAc
-mexm0UFjXq9KD6Wn9FSpRzu1jm5Cj9aaLUlQwUsTdLlQ
/viewform?vc=0&c=0&w=1&flr=0
6:29 pm
Hi
6:21 pm
Hi
6:21 pm
Message

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



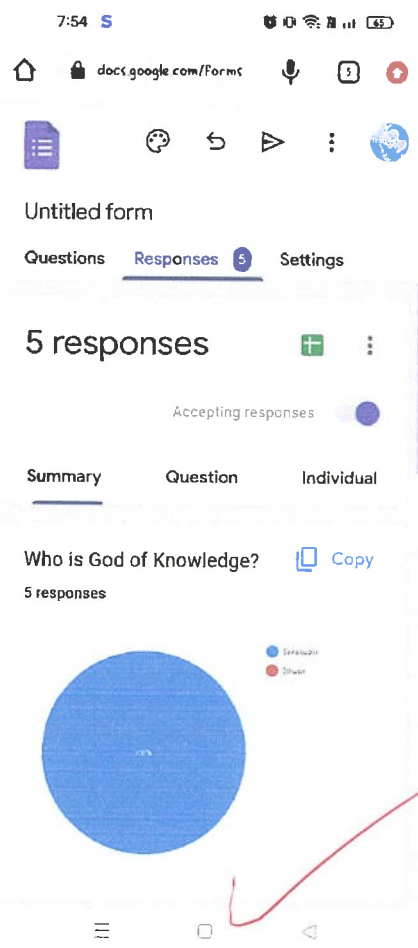
Preparing test Using Google Form.

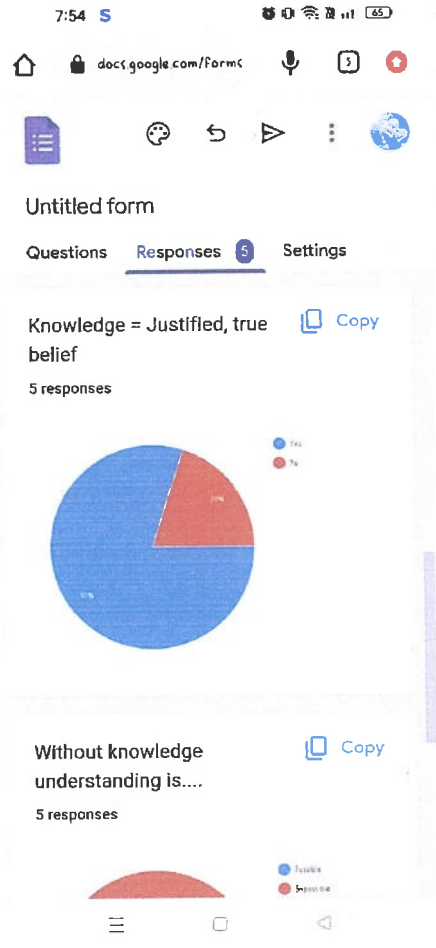
It is important to Conduct a test For understanding how much the students has understood. So all 5 people created our own test on google form.

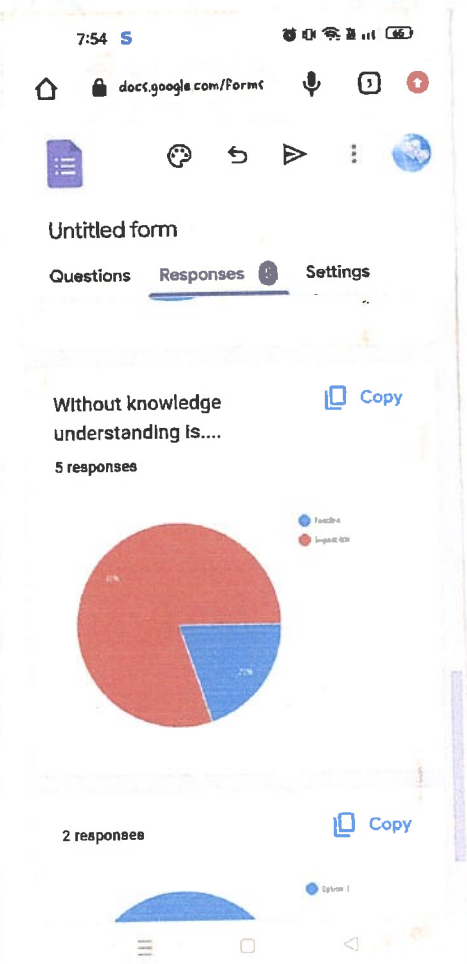


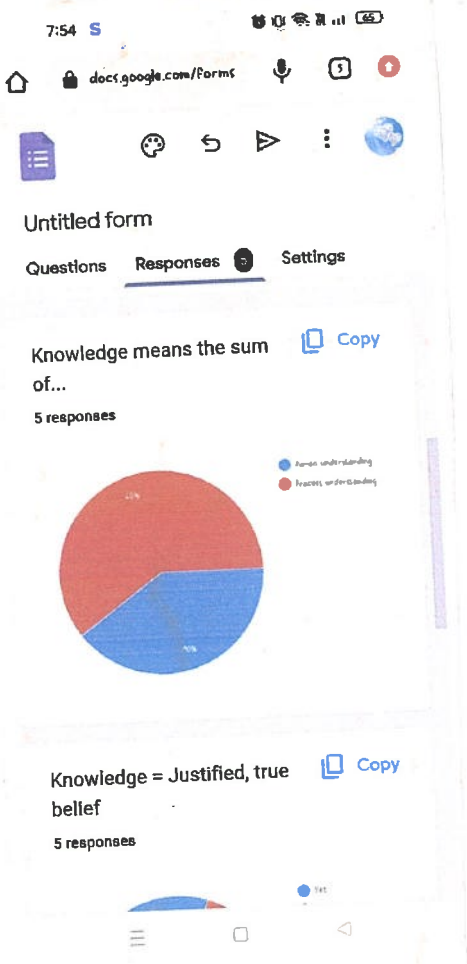
Collecting the responses

Once everyone Filled the text it was times to review and Collect their respons. Their ~~reg~~ responses are as given below:









COLLEGE OF EDUCATION
SAKET
KALYAN (E)
DIST. THANE

CC-5.

"CONTEMPORARY INDIA AND EDUCATION"

NAME : VINAY MISHRA

COLLEGE : SAKET COLLEGE OF EDUCATION

TOPIC :1) CRITICAL AYLYSIS OF AN EDUCATIONAL FILM

2.) REPORT ONTHE EDUCATIONAL CHALLEGES OF DEPRIVED/MARGINALISED GROUP OF CHILDRGN

S.Y.BED, 2021-22

Sundaram®

FOR EDUCATIONAL USE

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

परिचय :=>

सीमांतता एक ऐसा अनुभव है जो दुनियाभर में लाखों लोगों को प्रभावित करता है। हाशिए 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 सकारात्मक और सहायक संबंधी की कमी का मतलब है कि उन्हें स्थानीय जीवन में भाग लेने से रोका जाता है। जो बदले 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, स्वस्थ्य और रचनात्मक जीवन का आनंद लेने के लिए सक्षम वातावरण बनाना है इसलिए हाशिए पर जाने के मुद्दे को संबोधित करना महत्वपूर्ण है। हाशियाकरण दुनिया भर के अधिकांश लोगों को विकास में भाग लेने से वंचित करता है। यह एक जटिल समस्या है इसको नीति स्तर पर संबोधित करने की आवश्यकता है।

यह परियोजना हाशिए से पीड़ित समूहों जुड़ी पीढ़ि समस्याओं और उन्हें कम करने के तरीकों से संबंधित है।

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" अनुक्रमणिका "

1) परिचय

2) अर्थ

3) संकल्पना

4) हाशिए के समूह की विशेषताएँ

5) शहरी स्लम (झोपड़े) में रहनेवाले बच्चों के मुद्दे

6) उद्देश्य

SAKET COLLEGE OF EDUC
KALYAN (E)
DIST. THANE

अर्थ :→

हाशिए के बच्चे, बच्चों का एक समूह है जो समाज के निचले या परिधीय किनारे तक ही सीमित हैं। 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।

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

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हाशिए के समूह की विशेषताएँ :=>

आमतौर पर अल्पसंख्यक समूह में निम्नलिखित विशेषताएं होती हैं—

1.) यह भेदभाव और अधीनता से ग्रस्त हैं।
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 स्वीकृत है और कौन नहीं।
5.) उनमें समूह के भीतर विवाह करने की प्रवृत्ति होती है।

शहरी स्लम (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 दुर्व्यवहार
   - 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।

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* गर्भावस्था
* घर के भीतर गैर-जैविक बच्चों के साथ भेदभाव
* नकारात्मक सहकर्मी प्रभाव
* शिक्षकों की पिटाई।

4.) कथित तौर पर दोनों मलिन बस्तियों में बच्चों का यौन शोषण और शोषण बड़े पैमाने पर हुआ था, किशोर लड़कियों को 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 धुत होकर लड़कि के साथ दुर्व्यवहार करते थे।

5.) प्रारंभिक गर्भावस्था व्यापक थी कथित तौर पर बड़ी संख्या में लड़कियाँ अपनी शुरुवाती किशोरावस्था में गर्भवती हो गईं। योगदान देनेवाले कारक थे बच्चे नियमित रूप से माता-पिता को सेक्स करते हुए देख रहे थे और फिर उनकी नकल कर रहे थे, प्रारंभिक गर्भावस्था ने यौन शोषण के प्रवेश द्वार के रूप में कार्य किया।

6.) शराब और नशीली दवाओं का उपयोग व्यापक था वयस्कों ने शराब और नशीली दवाओं के उपयोग के लिए बच्चों की अपेक्षा, बुरे व्यवहार और बुरे सहकर्मी के रूप में प्रभावों को जिम्मेदार ठहराया। किशोरों ने ज्यादातर झुग्गी-झोपड़ियों में रहने के तनाव के जिम्मेदार ठहराया।

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4.) 5-12 वर्ष की आयु के बच्चों में अक्सर किशोरों और वयस्कों से उनके द्वारा सामना किए जानेवाले नुकसान के बारे में अलग विचार होते हैं।
छोटे बच्चों को चोट लगना माता-पिता को खाते देखना।

उद्देश्य :-

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

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"अनुक्रमणिका"

1.) 'तारे जमीन पर' - फिल्म पर विश्लेषण

2.) पारंपरिक भूमिका

3.) मार्गदर्शन

4.) शिक्षण के मनोवैज्ञानिक पहलू

5.) फिल्म में समीक्षा हेतु महत्वपूर्ण सोपान

"तारे ज़मीन पर" - फिल्म पर विश्लेषण

फिल्म 'तारे ज़मीन पर' निस्संदेह शिक्षाविदों, शिक्षकों, माता-पिता, प्रशासकों और शिक्षा में रुचि रखनेवालों, अन्य लोगों का ध्यान आकर्षित किया गया है। यह पहली फिल्म है, जो विशेष रूप से उर्दू - हिन्दी 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 दिखाए गए 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 छोड़ 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 बोझ हैं इससे 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।

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महत्वपूर्ण स्थिति में जो फिल्म में प्रस्तुती की गई है वह है दो भाइयों की तुलना। हमारे समाज में जो मौजूद 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 को जाँच की जा सके या यह देखने के लिए कौन अधिक सक्षम है। बच्चे एक-दूसरे से बहुत अलग होते हैं, यहां तक कि जुड़वा बच्चों की भी अलग-अलग क्षमताएं होती हैं; जिन्हें अलग तरीके से निपटाने की जरूरत होती है। एक बच्चे की दूसरे बच्चे के सामने प्रशंसा करना और दूसरे को इतना उकर कहना कि बच्चे 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 स्कूलों में शिक्षक की इस भूमिका की कल्पना कर सकते हैं? फिर भी शिक्षक की आधुनिक भूमिका में बहुत सारे संकेत 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 सभी 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 विश्वास है? यहां तक की मैंने शिक्षकों को छात्रों को दोषी ठहराते हुए सुना है "ऐसा करना कक्षा में पहले स्थान पर आता है और हमारे द्वारा दी जानेवाली सामग्री को सीख

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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 तय करना था कि क्या बनाना है और क्या पेंट करना, लेकिन आधुनिक कक्षा में शिक्षक ने अपनी इच्छानुसार खींचने की क्षमता दी। इससे उनके काम को सम्मान मिला और इस तरह के बच्चों का आत्मसम्मान बढ़ा। इसलिए छात्र निर्देशों का पालन करने और विभिन्न माध्यमों से अपनी समस्याओं को साझा करने में सक्षम हैं। प्रत्येक बच्चे में क्षमताएं 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 पहलुओं के विपरीत है। उदाहरण के लिए यह कक्षा 9/10 वर्ष के छात्रों की थी और वे जो अवधारणाएँ पूछ रहे थे वे बहुत सारगर्भित हैं। पियागेट मनोवैज्ञानिक का तर्क है - इस उम्र में बच्चें की अमूर्त सोच को नहीं समझ सकते हैं। प्रश्न करने की शैली और सोचने के लिए समय न देना एक विरोधाभासी बिंदु है।

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फ़िल्म में समीक्षा हेतु महत्वपूर्ण सोपान :-

* फ़िल्म 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 फ़िल्म देखने वाले बच्चों को नकारात्मक रूप से प्रभावित करे क्योंकि बच्चे ऐसी परिस्थितियों को आदर्श बनाते हैं।
* शिक्षक जिस तरह से व्यवहार करता है, स्कूल, सुविधाएं और जब वे इतनी 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 बोले.' और मैं फेस गया इसे क्या जवाब दूं।

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"अनुक्रमणिका"

1.) पर्यावरण संबंधी वक्तव्य

2.) जागरुक रहने की आवश्यकता

3.) समाज की सहभागिता

4.) संस्कृति

5.) पर्यावरण स्वच्छता

6.) पर्यावरण संरक्षण

"A AWARENESS ACTIVITY IN THE COMMUNITY/ SCHOOL REGARDING VARIOUS ENVIORNMENTAL ISSUES THROUGH AN EXIBITION 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 :- 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 धरती माँ को हरियाली से भरपूर बनाने के लिए अधिक-से-अधिक पेड़ लगाना है। हमारा कार्यक्रम सुबह 8:30 बजे प्रार्थना 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 शुरुवात 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 दल 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 कैसी है और हमें जागरूक रहने की आवश्यकता क्यों है इस बारे में बहुत अच्छा शोधपूर्ण भाषण दिया।

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वह यह भी बताते हैं कि हमें तुरंत कौन-से कदम उठाने चाहिए ताकि हम अपने पर्यावरण को स्वस्थ्य बना सकें। अंत में उन्होंने सभी छात्रों से एक वचन लिया कि कोई भी पर्यावरण को प्रदूषित नहीं करेगा और न ही किसी को ऐसा करने देगा। हमारे विद्यालय के माली 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 संपन्न बनाना जरूरी है। कोई भी नीति या नियम प्रभावी 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 हैं। 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 दुनियां भर में अनूठी एवं विशिष्ट है। हमारी संस्कृति, रिति रिवाज, धर्म, तीज-त्योहार सब प्रकृति 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 दिशा में समाज और सरकार को स्वच्छता और वृक्षारोपण को एक जनआंदोलन बनाने के विषय में सोचना होगा, जिसके लिए समाज की सहभागिता होना पहली और आवश्यक शर्त है।

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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 संबल बनेगा।

सार्वजनिक स्थलों को भी चिन्हित कर यह एक जन आंदोलन का रूप लेना होगा। रेलवे ट्रैक, सड़क, नहर किनारे, खाली परती 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 घनिष्ट संबंध है। बिमार व्यक्ति किसी काम को ठीक ढंग से नहीं कर सकता, जिसका सीधा असर उत्पादकता पर पड़ता है। लोगों को इस बात के लिए जागरूक किया जाना चाहिए। पर्यावरण प्रदूषण से मानव स्वास्थ्य बिगड़ता है।

नियमित और सुधार संकेतों को समुदाय की सहभागिता के प्रयासों के रूप में दर्ज कराएं। पर्यावरण संरक्षण के सफल मॉडलों पर समुदाय के साथ जानकारी साझा करें। निरंतर प्रशिक्षण का विस्तार समाज के विभिन्न तबकों तक किया जाय। तभी पर्यावरण संरक्षण के अभ्यास एक स्थायी आदत में बदलेंगे।

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

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

गरीबी कुपोषण 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 जीवन शैली समाज की संस्कृति से जुड़ी होती है। संस्कृति समाज से सीखा हुआ व्यवहार है इसलिए अपने आसपास की समझ विकसित करनेवाली सीख हर नागरिक में पैदा हो यह जरूरी नही है। व्यक्ति में नागरिक बोध और दायित्व निर्वहन की निष्ठाएं पैदा करनी होगी।

एक सभ्य समाज के नागरिक कैसे बने अपने सामाजिक 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।

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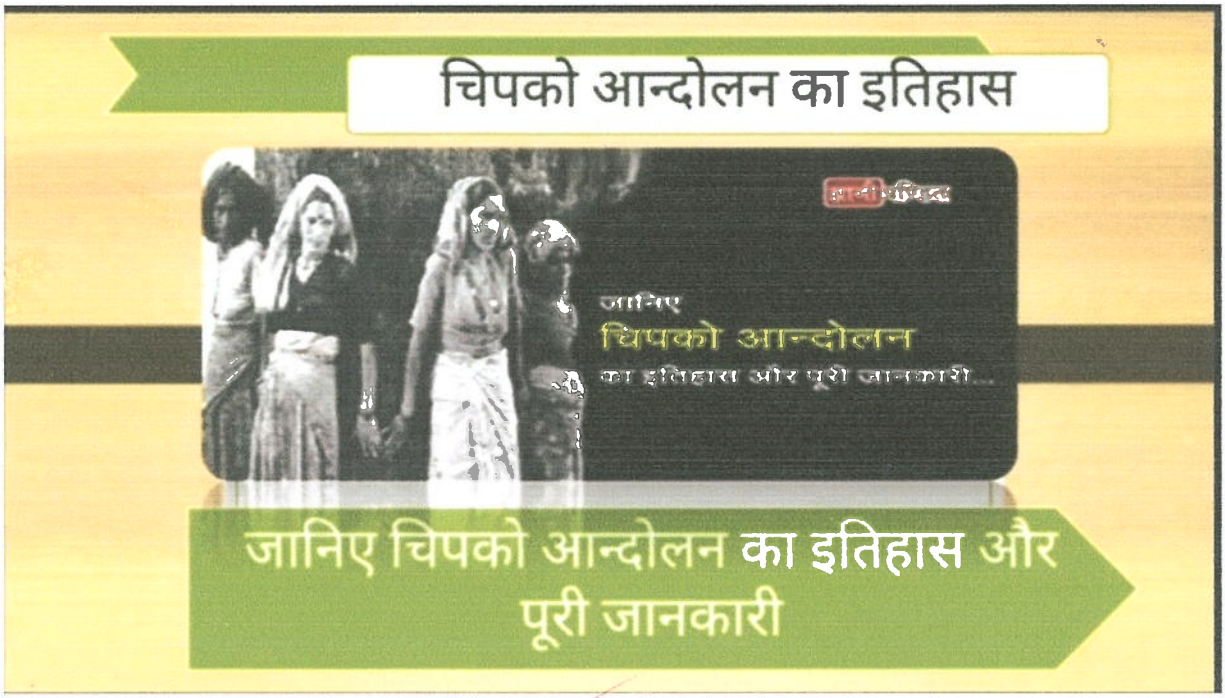
अनुक्रमणिका :

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 मांगे
8) अधिकतर पूछे जानेवाले सवाल
9) महिलाओं की भूमिका
10) विस्तार
11)

चिपको आन्दोलन का इतिहास



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 (उत्तराखंड)
आंदोलन का उद्देश्य	पेड 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 रहीं 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।

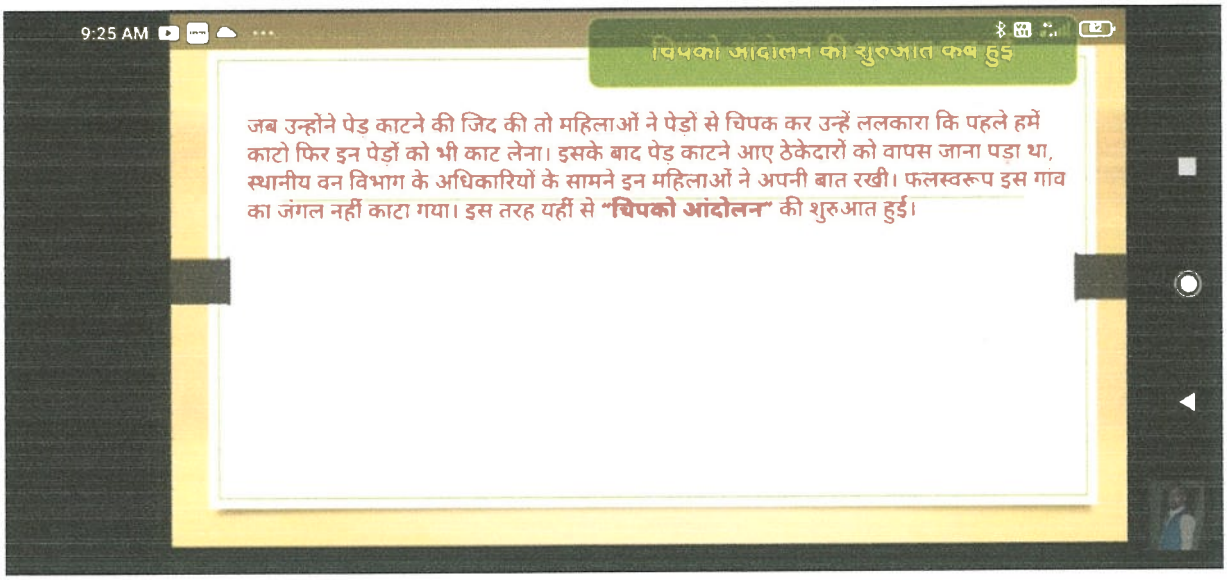
इसी स्लोगन को चिपको आंदोलन के दौरान आधार बनाया गया। इसके साथ ही पर्यावरण को मानव जीवन से जोड़ते हुए, चिपको आंदोलन की शुरुआत की गई।

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।



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। पेड़ो 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 गई। शांति की मार्ग पर चलकर **चिपको आंदोलन** शुरु 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 पेड़ो 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। अर्थात जान की परवाह किए बिना पेड़ों की रक्षा करना है।

चिपको आंदोलन में महिलाओं का रोल

Chipko Movement Leader Sunderlal Bahuguna Awarded
By Former Indian President Pratibhatai Patil

चिपको आंदोलन का विस्तार

चिपको आंदोलन की उपलब्धियां

चिपको आंदोलन से एक तरफ जहां पर्यावरण को सुरक्षित रखने में मद्द 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 मद्द 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 रुप 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 मांगे

पेड़ों को बचाने के लिए चलाए गए चिपको आंदोलन के तहत लोगों ने कई तरह की मांगें की थी, जिनमें से शुरुआत मे जो मांगे थी वो आर्थिक थी। 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 मांगे भी शामिल थी। चिपको आंदोलन का विरोध कई दिनों तक चला था, इसिलए धीरे-धीरे ये आंदोलन परम्परागत अल्पजीवी विनाशकारी अर्थव्यवस्था के खिलाफ स्थायी अर्थव्यवस्था-इकॉलाजी का एक सशक्त जनआंदोलन भी बन गया।

चिपको आंदोलन के बारेमें अधिकतर बार पुछे जाने वाले सवाल

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

जवाब: उत्तराखंड के छोटे गावो मे रोजगार का एकमात्र साधन पेडो पर निर्भर रहना ही था, जिसमे साठ और सत्तर के दशक मे भारत और चीन के बीच हुये युध्द के बाद भारी मात्रा मे पेडो की कटाई का कार्य होने लगा था।

चिपको आंदोलन में महिलाओं का रोल

पेड़ो को बचाने के लिए चलाया गया चिपको आंदोलन को महिला आंदोलन भी कहा जाता है। क्योंकि इस आंदोलन में ज्यादातर महिलाएं शामिल थी। 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।

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 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 दशौली 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 थीं 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 उददेश्यों 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 आन्दोलन को शातिपूर्ण 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 बारेमें अधिकतर बार पुछे जाने वाले सवाल

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

जवाब: उत्तराखंड के छोटे गावो मे रोजगार का एकमात्र साधन पेडो पर निर्भर रहना ही था, जिसमे साठ और सत्तर के दशक मे भारत और चीन के बीच हुये युध्द के बाद भारी मात्रा मे पेडो की कटाई का कार्य होने लगा था।

जिसके फलस्वरूप इन छोटे गावो के लोगो ने पेडो के रक्षण हेतू खुद को पेड से लिपटना या चिपकना प्रारंभ कर दिया था जिस से पेड काटने वाले लोगो को वापस लौटना पडता था।इस प्रयास को आगे चलकर आंदोलन का स्वरूप प्राप्त हुआ जिसे "चिपको आंदोलन" के नामसे जाना जाता है।

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COSE STUDY OF A LERRNER 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 नही 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 पात्र 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 भाषाएं समझ में नहीं आती। इसलिए जिन प्रश्नों के उत्तर अपनी सूझ-बूझ के साथ देना चाहता है पर वह नही दे पाता। दोस्तों ने बताय 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 बोलूं।

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 भाषाएं नही बोली जात

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शिक्षक का सुझाव :=>

छात्र 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 नही मिली जिसके कारण उसे हीन भावना डर और संकोच की भावना घर कर गई। फिर भी उसकी उस समस्या का समाधान कर हम उसे विकास के प्रवाह में लाने का प्रयास कर सकते हैं जिसके लिए निम्न सुझाव दिए गए हैं।

संभाषण :=>

अभिभावकों को चाहिए कि वे विद्यार्थी से मातृभाषा के साथ-साथ अन्य भाषा जैसे हिन्दी व मराठी भाषा में भी वार्तालाप 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 बोले तो गलतियाँ होने पर उस पर हंसे नही 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।

छात्र से छोटे तथा सरल प्रश्न पूछा जाय जिससे वह उत्तर दे सके और उसका मनोबल न टूटे। उसकी बातों को धैर्य के साथ सुनें।

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

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"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 मिशों 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 बात करते समय वह असहज महसूस करता है। साथ ही साथ बालक अन्य बालकों के साथ खेलने नहीं जाता। इस कारण छात्र उसे समूह में अपनी बात रखने में भी असहजता, असुविधा महसूस करते हैं।

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"अनुक्रमणिका"

1) समावेशी शिक्षा
2) शिक्षक का साक्षात्कार
3) प्रश्नोत्तर

INTERVIEWING A TEACHR 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 दिव्यांग को समान शिक्षा प्राप्ति 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 विस्तृत दृष्टिकोण में अपनी कक्षा में व्यवहार में लाना चाहिए।

समावेशी शिक्षा का एकीकरण के सिद्धांत की ऐतिहासिक जड़ें कनाड़ा 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 अब 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 है।

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

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"शिक्षक का साक्षात्कार"

शिक्षक का नाम : हर्षवर्धन दुबे

शिक्षण क्षेत्र में अनुभव : 10 वर्ष

विद्यालय का नाम : संकेत विद्यालय

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

उत्तर-) प्रत्येक छात्र के लिए निरंतर मूल्यांकन उनकी शिक्षा के लिए सर्वोपरी है और इस प्रक्रिया में बच्चे के माता-पि 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 मदत 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 है।

उत्तर) एक विशेष शिक्षा के शिक्षकों के डिग्री कार्यक्रम के लिए आवश्यक 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

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जरूरतें 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 थी?

उत्तर:) मुझे आत्मकेंद्रीत, जुनूनी बाध्यकारी विकार और सिज़ोफ्रेनिया सहित विभिन्न विकलांग बच्चों को पढ़ाने का अनुभव. अपनी पिछली स्थिति में मैंने बेहतर परामर्श योजना बनाने और संकट का प्रबंध 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 प्राथमिक शिक्षा पसंद करता हूँ। मुझे ग्रेड के माध्यम से प्रगति करने में ~~बस्तु~~ साथ मिलता 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 समावेशी शिक्षाओं का हिस्सा थे।

उत्तर:) सामान्य शिक्षा शिक्षकों के साथ मिलकर काम करना, मैंने छात्रों को परिष्कृत और जटिल असाइनमेंट के साथ सहायता दी और छात्रों को उनकी स्थिति के कारण एक गंभीर चुनौतीपूर्ण संकट का सामना करने में मदद की।

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

उत्तर.) कक्षा में सबसे अधिक चुनौतीपूर्ण होता है अभ्यासक्रम संघटित अर्थपूर्ण और संकोचित पद्धति में प्रस्तुत करने का प्रयत्न करना।

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

उत्तर) हाँ विशेष शिक्षा शिक्षकों के द्वारा उपयोग में लायीजानेवाली तकनीक का अध्ययन नियमित शिक्षकों की सहायता से अधिक प्रभावी हो सकता है। दोनों के संकलित प्रभावों से अवश्य ही बालक को अध्ययन में सहायता प्राप्त होगी।

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Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION

NURTURING POTENTIAL

Affiliated to University of Mumbai

Ref : - SCE/B.ed/2022 Date:- 21/12/22

NOTICE

Educational Visit

All the students notify that our college scheduled Educational Visit at **"Nehru Science centre",** Nehru Planetarium and Historical Museum on 28th December 2022.

Reporting Time :- 09.30 am

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M.S)

SAKET COLLEGE OF EDUCATION ★ KALYAN (E) DIST.THANE

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2022-23

Date : 28 DEC 2022

To,
The Manager,
The Nehru Science Centre
Dr. Annie Besant Road,
Worli, Mumbai – 400018
Maharashtra.

Dear Sir/ Madam ,

Sub- Educational Visit

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Education Visit where they can gain knowledge in other fields. The total no. of students will be 36 + 5 staff members.

Surely this visit will sensitize our students to their duty towards community

You are therefore requested to allow our students for Education Visit and oblige.

Thanking you,

Yours Faithfully

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST. THANE

Saket Gyanpeeth's

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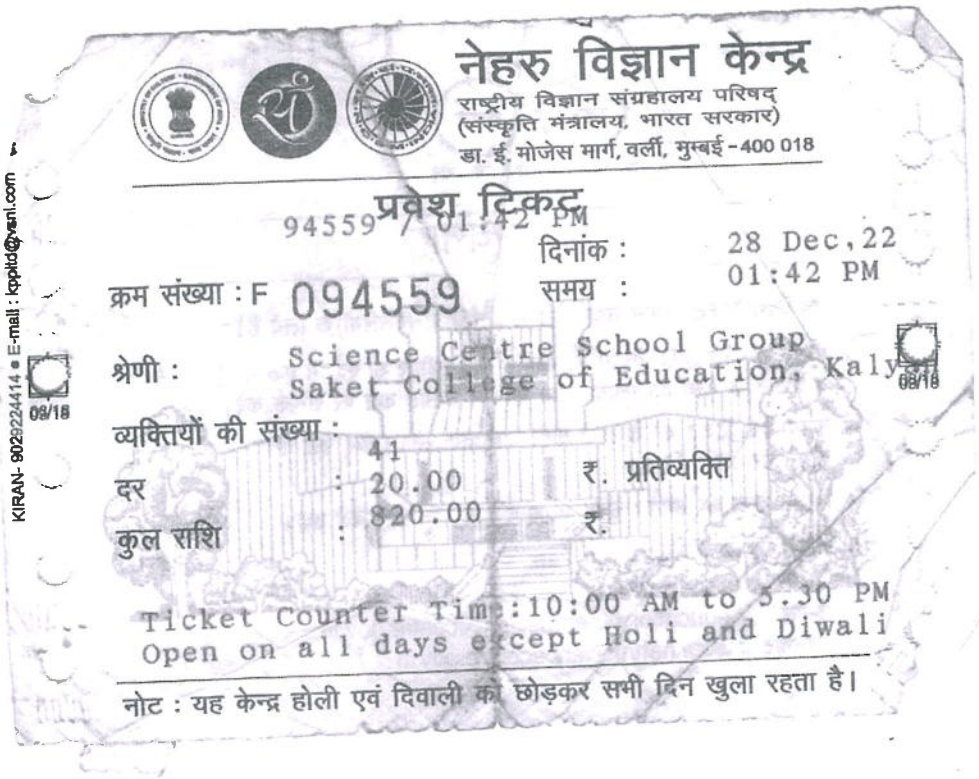
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M.S)



नेहरु विज्ञान केन्द्र

राष्ट्रीय विज्ञान संग्रहालय परिषद्
(संस्कृति मंत्रालय, भारत सरकार)
डा. ई. मोजेस मार्ग, वर्ली, मुम्बई - 400 018

KIRAN- 9029224414 • E-mail : kppltd@vsnl.com

प्रवेश टिकट

94559 / 01:42 PM

दिनांक : 28 Dec,22

क्रम संख्या : F 094559 समय : 01:42 PM

श्रेणी : Science Centre School Group
Saket College of Education, Kalyan

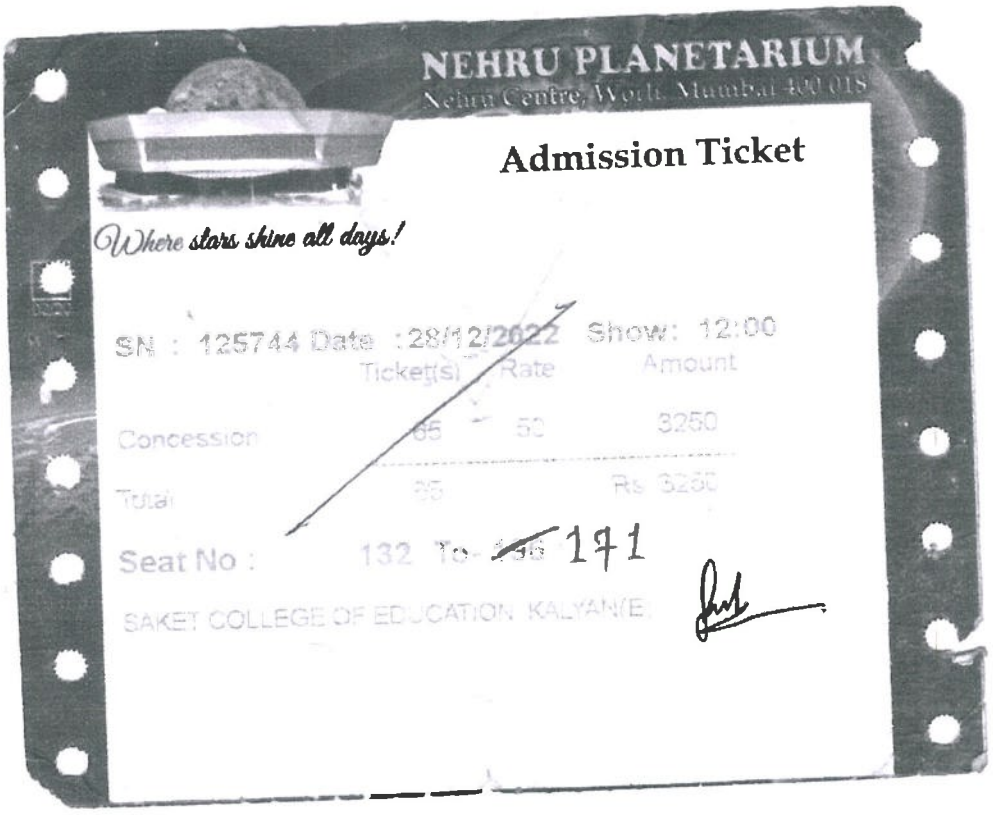
व्यक्तियों की संख्या : 41

दर : 20.00 ₹. प्रतिव्यक्ति

कुल राशि : 820.00 ₹.

Ticket Counter Time:10:00 AM to 5.30 PM
Open on all days except Holi and Diwali

नोट : यह केन्द्र होली एवं दिवाली को छोड़कर सभी दिन खुला रहता है।



NEHRU PLANETARIUM

Nehru Centre, Worli, Mumbai 400 018

Admission Ticket

Where stars shine all days!

SN : 125744 Date : 28/12/2022 Show: 12:00

	Ticket(s)	Rate	Amount
Concession	65	50	3250
Total	65		Rs 3250

Seat No : 132 To- ~~196~~ 171

SAKET COLLEGE OF EDUCATION KALYAN(E)

SAKET COLLEGE OF EDUCATION
KALYAN (E) DIST. THANE

28-12-2022

SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE

Saket Gyanpeeth
Saket College of Education
Educational visit report
Academic Year 2021-23

Date:- 28-12-2022

"Visited Nehru Science Center, Nehru Planetarium & Historical Museum, Worli (Mumbai)."

All the students of Saket College of Education, Kalyan (E) visited Nehru Science Center, Nehru Planetarium & Historical Museum on 28th December 2022. At beginning students visited Historical Museum known as the 'Prince of Wales' museum. One of the best and foremost art and history museum. Students noticed and collect information they also collect objects and artifacts that tell chronological story about locality and students visited this place and they also get to know how museum helps to preserve and promote our cultural heritage.

After that students visited to second place Nehru Planetarium students get knowledge Astronomy a pleasant experience of the large dome shaped projection screen onto which scene of stars, planets, and other celestial objects, students learn multiple things about our Universe and planetarium is the best place to learn about universe.

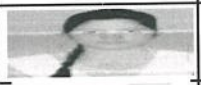
Lastly we visited Nehru Science Centre, students acquired knowledge from this place, over here they organizes static galleries, many mobile museum travelling, exhibitions, it also includes 3D theatre and movie where we were 3D glasses before watching the show. The galleries are full of exhibits related to physics, chemistry, mathematics and other branches of science.

The students learnt multiple things from this educational visit, they also get exposure to new experiences, challenges and responsibilities which are apart from their regular environment and daily familiar lifestyle.

INCHARGE
(EDUCATIONAL VISIT)

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject : Date :

Sr.No	Name of the Students	Photo	Sign
1	ANSARI RUKHSARBEGUM MANSOOR ALAM		Rukhsar
2	ARANGACHERY SHINSEE ANTHONY		
3	BHADANE HRUSHIKESH SUNIL JYOTI		
4	BHANGALE RESHMA SURENDRA RAJASHREE		R.S. Bhangale
5	BIRARI NEHA DEVIDAS NALINI		
6	CHAUBEY SHRADDHA UDAYBHAN GIRIJADEVI		Shraddha
7	CHAURASIYA POONAM JANARDAN SANGEETA		
8	CHOUDHARY MINAKSHI BABURAM SHOBHA		Choudhary
9	DESAI PRASHANT VISHNU VIJAYSHRI		PDesai
10	DUBEY AKANKSHA ANIL POONAM		Akanksha
11	DUBEY ANNU GANESH SUNAINA		
12	DUBEY ARADHANA SURYAMANI BHONUMATI		
13	DUBEY KAJAL INDRAMANI MEERA		Dubey
14	DUBEY SUJATA GURUNARAYAN GEETA DEVI		
15	GHOSALE SMITA DEVRAM MEERA		
16	GUPTA AJAY BAIJNATH		
17	GUPTA SONIYA RAJENDRA PRASAD LAXMI		Soniya Gupta
18	JADHAV POORNIMA BALKRISHNA SAVITA		Jadhav
19	JAISWAR NEERAJKUMAR VIJAYKUMAR NISHADEVI		
20	JASMIN JOSE PALAYOOR		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :			Date :
Sr.No	Name of the Students	Photo	Sign
21	KADAM RUPALI DEEPAK SANGEETA		
22	KHAN MAHNAAZ BEE MUNIR MARIYAM		
23	KHAN SAMAD HABIB RUKHSANA		
24	KUNJU SUPRIYA SUNDARAN CHANDRIKA		
25	MISHRA PRIYA SURENDRA SADHURI		
26	MISHRA SHUBHAM VEDPRAKASH URMILA		
27	MISHRA SONAL SUSHIL ANJALI		
28	MULANI ISHA HAMJEKHAN MEENAZ		
29	MUSALE CHARULATA JANBA VANDANA		
30	NAIR SARATH SASIKUMAR GEETHA		
31	NEELAM KUMARI		
32	OJHA JYOTi ASHOK SHASHIKALA		
33	PAL KHUSHBU JOKHAIRAM SUSHILA		
34	PAL POOJA KAPILDEO SARITA		
35	PAL SMITA UMASHANKAR SAVITRI		
36	PAL TANUJA VINOD URMILA		
37	PANCHAL VAISHNAVI RAJIV VIBHAVARI		
38	PANDEY ANJALI RAMKUMAR SANJU		
39	PANDEY NILIMA UMESHCHANDRA GEETA		
40	PANDEY SHEEBU VISHESHWAR NATH RITA		

SAKET COLLEGE OF EDUCATION ★ KALYAN (E) DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
41	PANDIT RAVISHANKAR NANDU KUNTI		
42	PANICKER ROSHNI RAJEEVAN BINDU		Roshni
43	PARDESHI PRACHI KAILASH SARITA		Prachi
44	PATA TEJASKUMAR LACHHMEYA RAJESHWARI		
45	PATEL KOMAL DAYASHANKAR SEETA		Komal
46	PATWA RAHUL RAMSAGAR RAMA		
47	PRAJAPATI MOHANLAL HIRALAL KESAR		
48	PRAJAPATI RAKESH NEHARV PRABHAWAIT		
49	PRASAD SUREKHA RAMBARAM SUREKHA		
50	PUROHIT GAYATRI SHANKAR SARLA		
51	RAI AVINASH ANIL PREMLATA		
52	RAI RITU VINAYKUMAR RITA		
53	RAJGURU PRATIKSHA DEVICHAND VAISHALI		
54	RANE SHILPA SAHADEV SMITA		Rane
55	RODRIGUES MARISHCA SEBASTIAN PRECILLA		
56	SABAT PINKEY CHITRASEN PUSHPA		
57	SAHANE ROSHAN RAVINDRA JYOIT		Sahane
58	SALUJI MUHAMMED IRFAN ATIYA		
59	SAMBARE OMKAR SHANKAR SHARMILA		
60	SANKHWAR KEERTI BHAGWANDAS KUSMA		

COLLEGE OF EDUCATION * SAKET * MALWANI (E) DIST THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
61	SAYYED ALMAS ABDULKALIM ZAIBUNNISA		
62	SHAIKH MOHDASIF ASLAM NAZMA		
63	SHARMA BHAVESH LAVLESH PARITA		
64	SHARMA EKTA SANJAY REETA		
65	SHARMA MUKESH RAMPRAKASH PHOOLPATI DEVI		
66	SHARMA RIYA RAKESH SWEETY		
67	SHARMA SAHIL PAWANKUMAR SAREMA		
68	SHINGADE KUNAL KASHIRAM KALYANI		
69	SHINGOLE VAISHALI PUNDALIK SUMAN		
70	SHIRGAONKAR AKANKSHA MAHENDRA		
71	SHUKLA SWATI VINOD LAXMI		
72	SINGH ANKITA RAVINDRA KUMAR SADHANA		
73	SINGH JYOTI DHIRENDRAPRATAP RENU		
74	SINGH MADHAVI MOHANPYARE MALTI		
75	SINGH NISHA OMPRAKASH RITA		
76	SINGH POOJA JITENDRA ASHA		
77	SINGH PRASHANT SHYAM RANJANA		
78	SINGH PRIYA SHERU SUSHILA		
79	SINGH SANGEETA YOGESH GEETA		
80	SINGH SONAM KAMLESH SAVITRI		

SAKET COLLEGE OF EDUCATION ★ KALYAN (E) DIST. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed. SEM -IV
Academic Year 2022-23

Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
81	SULEKHA KUMARI BISHNU DEV ROY KIRAN DEVI		
82	THAKUR SONAM MANOJ RANI		
83	TIWARI AMITA KANHAIYALAL SHINGARMATI		
84	TIWARI ANJALI KANHAIYALAL SHINGARMATI		
85	TIWARI JAYA ANJANJ MAMTA		
86	TIWARI PARMANAND OMPRAKASH RAMSAVARI		
87	TRIPATHI ALISHA BRIJESH JYOTI		
88	UPADHYAY DIVYA ARVINDKUMAR REKHA		
89	VALA MAYUR NARSHI NIRMALA		
90	VELGES SERAFINE THOMAS DELFINE		
91	VISHWAKARMA ANJALI RAJKUMAR DURGA		
92	YADAV BHAVANA JAIPRAKASH UMRAI		
93	YADAV DHARMENDRA RAMPRAKASH LEELA		
94	YADAV DIPU ARJUN MEWATI		
95	YADAV GOVIND DAYARAM LALATI		
96	YADAV PRIYA RAKESH USHA		
97	YADAV RAJESH OMPRAKASH PUSHPAWATI		
98	YADAV SARITA ROOPNARAYAN SAMLAWATI		
99	YADAV SWATANTRA ASHOK PRAMILA		

COLLEGE OF EDUCATION * SAKET COLLEGE * KALYAN (E) DIST.THANE

Ref : - SCE/2022-23 Date:- 15/05/23

NOTICE

Educational Visit

All the students notify that our college scheduled Educational Visit at **"Nehru Science centre",** Nehru Planetarium and Historical Museum on 18th May 2023.

Reporting Time :- 09.30 am

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST. THANE

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
NURTURING POTENTIAL
Affiliated to University of Mumbai

SCE/BEd./2022-23

To

Manager,

Nehru Planetarium
Nehru centre
worli, Mumbai-400018

Date: _____

Sub:- Educational Visit

Respected Sir / Madam,

Our College is an institution where students are admitted to be trained as teachers. As a part of syllabus, they are expected to go for Educational Visit where they can gain knowledge in various fields. The total number of students will be 33 + 02 staff members.

Surely this visit will sensitize our students about their duty towards community.

You are therefore requested to allow our Educational Visit and oblige.

Thanking You,

Yours Faithfully,

35-12:00-18/05/2023
Paid Rs. 1750/- 155148
Total -35
Show - 12 Noon
132-166

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST. THANE

NEHRU PLANETARIUM Tel.: 24920510 MUMBAI-18

17/5/23

NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
Affiliated to University of Mumbai

SCE/B.Ed/2022-23

To

Manager,

Nehru Science
Centre
Worli, Mumbai-400018

Date: _____

Sub:- Educational Visit

Respected Sir / Madam,

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I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Received
18/1

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST.THANE

Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.
www.saketcoe.edu.in | admin@saketcoe.edu.in
7208020256

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
NURTURING POTENTIAL
Affiliated to University of Mumbai

SCE/BEd./2022-23

To

Manager,

Nehru Planetarium
Nehru centre
worli, Mumbai-400018

Date: _____

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Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

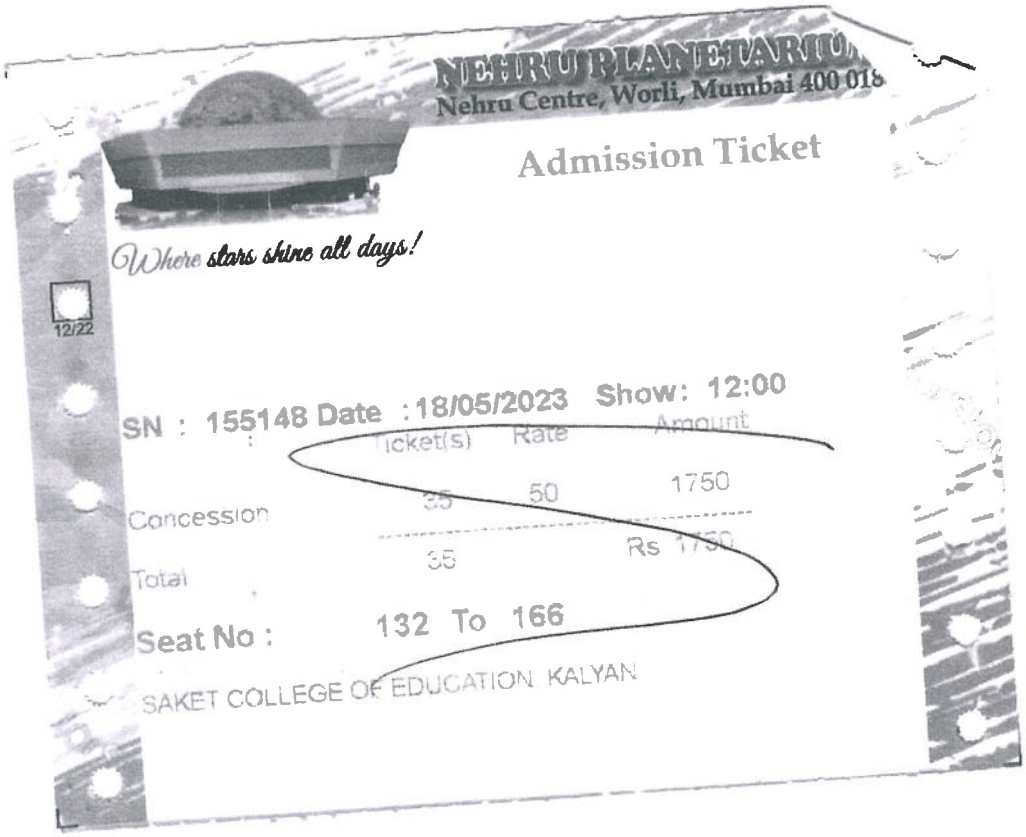
SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST.THANE

35-12:00-18/05/2023
Paid Rs. 1750/- 1551+8
Total -35
Show - 12 Noon
132-166

NEHRU PLANETARIUM Tel.: 24920510 MUMBAI

17/5/23

Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.
www.saketcoe.edu.in | admin@saketcoe.edu.in
7208020256



NEHRU PLANETARIUM
Nehru Centre, Worli, Mumbai 400 018

Admission Ticket

Where stars shine all days!

12/22

SN : 155148 Date : 18/05/2023 Show: 12:00

	Ticket(s)	Rate	Amount
Concession	35	50	1750
Total	35		Rs 1750

Seat No : 132 To 166

SAKET COLLEGE OF EDUCATION KALYAN

SAKET COLLEGE OF EDUCATION * KALYAN (E) Dist. THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
NURTURING POTENTIAL
Affiliated to University of Mumbai

SCE/B.Ed/2022-23

To

Manager,

Nehru Science
Centre
Worli, Mumbai-400018

Date: _____

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Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Received
18/1

Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.
www.saketcoe.edu.in | admin@saketcoe.edu.in
7208020256

Ministry of Culture
Government of India

नेहरु विज्ञान केन्द्र

राष्ट्रीय विज्ञान संग्रहालय परिषद् की इकाई
(संस्कृति मंत्रालय, भारत सरकार)
डा. ई. मोजेस मार्ग, वर्ली, मुम्बई - 400 018

प्रवेश टिकट

39377 / 02:30 PM

क्रम संख्या : G 039377

दिनांक : 18 May,23
समय : 02:30 PM

श्रेणी : Science Centre School Group
Saket College of Education, Kalyan

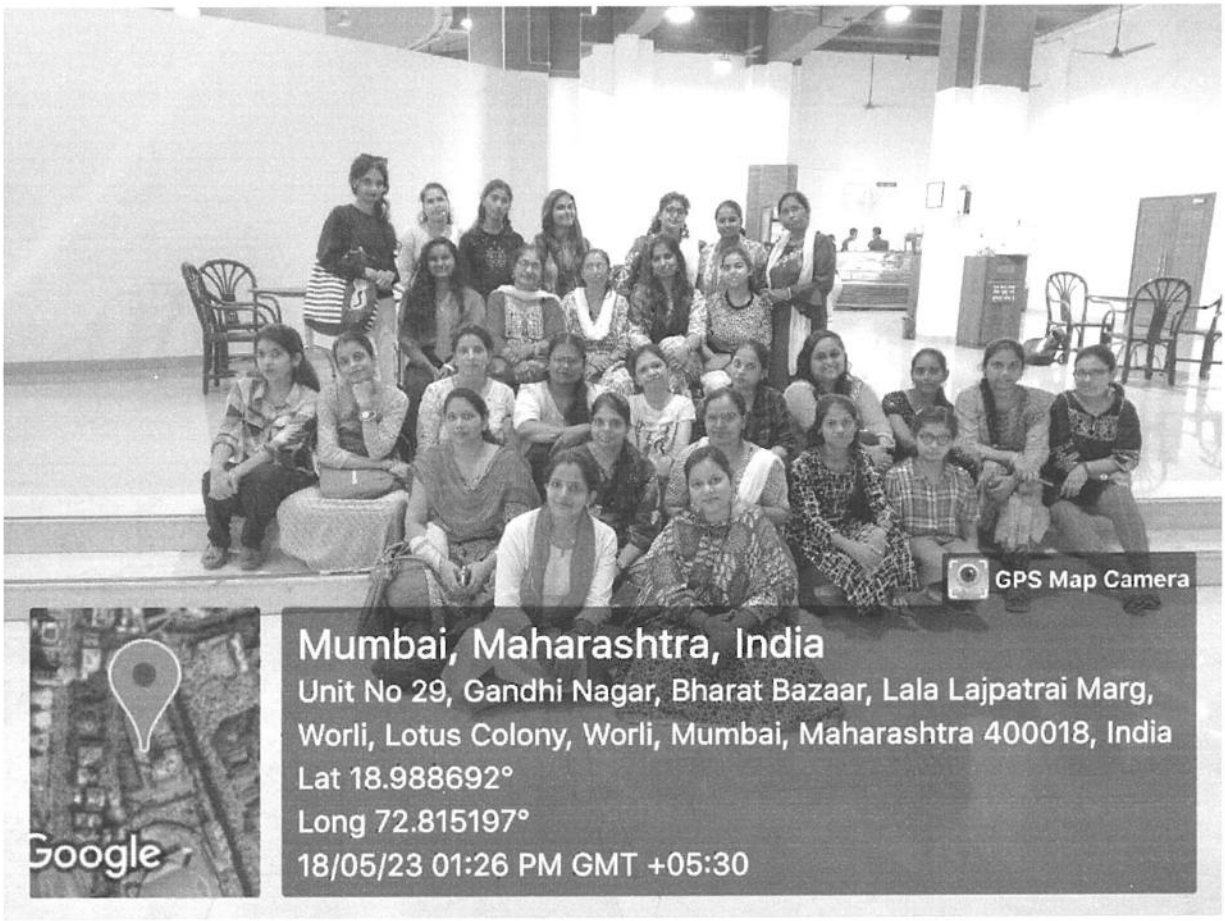
व्यक्तियों की संख्या : 33
दर : 20.00 ₹. प्रतिव्यक्ति
कुल राशि : 660.00 ₹.

Ticket Counter Time:10:00 AM to 5.30 PM
Open on all days except Holi and Diwali.
नोट : यह केन्द्र होली एवं दिवाली को छोड़कर सभी दिन खुला रहता है।

SAKET COLLEGE OF EDUCATION * KALYAN (E) DIST THANE

KIRAN- 9137869850 ● E-mail : kirandata83@gmail.com
12/22

18-5-2023



SAKET COLLEGE OF EDUCATION

Saket Gyanpeeth
Saket College of Education
Educational visit report
Academic Year 2022-24

Date:- 19-05-2023

"Visited Nehru Science Center, Nehru Planetarium & Historical Museum, Worli (Mumbai)."

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INCHARGE
(EDUCATIONAL VISIT)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

SR. NO	NAME OF THE STUDENT	Sign
1	ALE SUNITA NETRA DHANMAYA	
2	ANSARI ANISA HAFIZ SALMA	
3	BARASKAR RUDRA RAVIKANT JAYSHREE	
4	BELOSE RAVINA CHANDRAKANT TEJAL	
5	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI	
6	BHUTE YASHIKA AMARDEEP BABITA	
7	BINDA NAMRATA CHOTELAL SANDHYA	
8	CHATURVEDI MANSI JAYPRAKASH BARKHA	
9	CHAUDHARY MADHUKUMARI LAXMAN GEETA	
10	CHOUHAN JAHANGIR BILAL RAHISA	
11	CS RADHIKA SREEDHARAN RAMANI	
12	CUSHER ALISHA JOSEPH PHILOMEENA	
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA	
14	DUBEY ANURADHA BRIJESH CHANDA	
15	DUBEY ANURAG SHIVASHANKAR SARITA	
16	DUBEY ASHUTOSH SUBEDAR SEEMA	
17	DUBEY RUCHI SHASHIBHUSHAN INDU	
18	DUBEY SHALINI VIRENDRA NATH SUNITA	
19	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA	
20	GHOLAP PRATIKSHA NILESH ANITA	
21	GONSALVES RUCHITA ROBIN SUNITA	
22	GOUDA RASHMI SANGOO KUNTI	
23	JADHAV SANJAY SADASHIV SINDHU	
24	JAISWAR JYOTI RAJENDRA PRASAD SHRIMATI DEVI	
25	JAISWAR POONAM MUNNALAL ASHA	
26	JAISWAR PRITEE SUMANT VIDYAWATI DEVI	
27	KANNOJIA BABY MUNNALAL KIRAN	
28	KARANDE SUNNY PRALHAD SAVITA	
29	KAZI AFREEN GULAM RUKSHANA	
30	KAZI SHIRIN GULAM RUKSHANA	
31	KHAN MAJID ISTIYAK SEEMA	

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

SR. NO	NAME OF THE STUDENT	Sign
32	KHAN SHAHEENA KAATOON AKRAM NOORAINA	
33	KORI SANTOSHKUMAR GIRJASHANKAR CHANDADEVI	
34	KUMARI REKHA RAJENDRA PRASAD MANTI DEVI	–
35	LYAVI RUPALI LOKMANYA SHARDA	
36	MACWAN VIVEK SIMON PUSHPA	–
37	MAJHI POOJA RAJKUMAR MUNNI DEVI	
38	MANDHYÀNI POOJA HARESH KAMALA	
39	MANI ANIKESH GANGESHWAR MAMTA	–
40	MATHEW REENA MATHEW SUSAN	
41	MAURYA AJAY SHIVRAM SHANTI	
42	MIDDE SUSHILA NAGRAJ RATNABAI	–
43	MISHRA AKANKSHA SHASHI KANT SUDHA	
44	MISHRA DEEPA KAMALKANT BHARATI	
45	MISHRA KIRTI OM PRAKASH PRATIMA	
46	MISHRA SHWETA SANJAY ANJU	
47	MUTHUKUMAR ANURADHA SAROJA	
48	NAIR RAJI SANTOSH VIJAYA	
49	PANDEY ARCHANA MAHATMA URMILA	
50	PANDEY KALPANA RAMDAS JYOTI	
51	PANDEY MADHURANI PRAMOD GEETA DEVI	
52	PANDEY MONIKA MANIK KUSUM	
53	PARASAD BHARATRAM ANIRUDH SHANICHARI DEVI	
54	PARDESHI KARISHMA VILAS SHEVANTA	
55	PATHAK NIKITA SUNIL SARITA	
56	PATHAK SHRAVANI MOHAN MOHINI	
57	PIPALWA SHIVANI NANDKISHOR RAMA	
58	RADIYE DHANASHREE ANANT APARNA	–
59	RAI NAMRATA SHANKAR KUSUM	
60	REBELLO FLAVIA AUGUSTINE MONA	–
61	RODRIGUES CINDRELLA SEBASTIAN PRECILLA	–
62	ROY CHOUDHURY MILLE MONOTOSH MUKTI	

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

SR. NO	NAME OF THE STUDENT	Sign
63	SAHU AMBIKA SIMANCHAL ANJALI	
64	SANJU SOSAMMA KUNJAPPAN SUCY	
65	SAROJ POOJA SNATOSH MEENADEVI	
66	SAYED HAANIYAH TAJUDDIN LUBNA	
67	SEEMAL RACHEL ANAND SALOMI	
68	SHAIKH NEHA ZIYA REHMAN	–
69	SHAIKH SANA ZIAUR REHMAN	–
70	SHARMA AASTHA RAJESH SUNITA	–
71	SHARMA ANKITA SANTOSH ANITA	
72	SHAIKH SANA MD TAHIR SHAJDA	
73	SHINDE SHAMILI SHANKAR PRIYANKA	
74	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI	
75	SHUKLA RAGINI DEVIPRASAD AARTIDEVI	
76	SHUKLA SEEMA SARVESH PANKAMARI	
77	SINGASANE SAUKHYATA VISHAL VISHAKHA	–
78	SINGH KISAN HARIPAL INDU	
79	SINGH KM RINKI PRAVIN MALA	
80	SINGH SURABHI DINESH HEMLATA	–
81	THAKUR KAJAL VIMAL ARCHANA	
82	TRIPATHI NEHA SHAILENDRA MADHURI	
83	TRIPATHI RANJU RAJBANSHI ANNAPURNA	
84	UPADHYAY LEKHA DHIRAJ SANTOSHI	–
85	UPADHYAY NEHAL BADRINARAYAN SARITA	
86	VAZ ANKITA LUKE NIRMALA	
87	WALI SAVITA BASAPPA BASAVANNI	
88	YADAV KIRAN SURENDRA URMILA	
89	YADAV MANISHA RAMNAYAK NIRMALA	
90	YADAV RAMESHKUMAR INDERJEET PERBJAVTI	
91	ZOMATE PRACHI VISHNU LATA	

SAKET COLLEGE OF EDUCATION
KALYAN (E) DIST.THANE

Ref : - SCE/B.Ed/2022-23 Date:- 12 JULY 2023

NOTICE

Educational Visit

All the students notify that our college scheduled Educational Visit at "**AMBARNATH JAI-HIND CO-OP. BANK LTD** on 13th July 2023.

Reporting Time :- 10.00 am

I/C Principal
Saket College of Education
Saket Vidyanagari Marg.
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

SAKET COLLEGE OF EDUCATION
KALYAN (E) DIST. THANE

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

SGE/BEd/2022-23

To,

The Manager,

Ambernath Jai Hind
Co-op. Bank Ltd.
Chinchpada, Kalyan (East)

Date: _____

Sub:- Educational Visit

Respected Sir / Madam

Our College is an institution where students are admitted to be trained as teachers. As a part of syllabus, they are expected to go for Educational Visit where they can gain knowledge in various fields. The total number of students will be 15 + 01 staff members.

Surely this visit will sensitize our students about their duty towards community.

You are therefore requested to allow our Educational Visit and oblige.

Thanking You,

Yours Faithfully,

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Ambernath Jai-Hind Co-op. Bank Ltd. Ambernath

AMBARNATH JAI-HIND
CO-OP. BANK LTD.

आपुलकीने वागणारी माणसं ISO 9001-2008

To,

The Principal,
Saket College of Education,
Saket Vidyanagari Marg,
Chinchpada Road,
Kalyan East-421306.

Dear Sir/Madam,

On behalf of Ambarnath Jai-Hind Co-Op. Bank Ltd., I want to thankand express my sincere appreciation for Educational Visit of your B.Ed. Students at our Bank. We very much appreciated your attendance at our demonstration on 19th July 2023.

Thanks for spending time with us at our Branch, hope you were able to benefit from the activities you saw there.

Regards,

Ambarnath Jai-Hind Co-op Bank, Ambarnath.
Chinchpada Branch

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN EAST
EDUCATIONAL VISIT REPORT (2022-23)
"ON AMBERNATH JAI HIND CO- OP.BANK"

Date :- 20-07-2023

The Students of Saket College of Education visited One day in "AMBERNATH JAI HIND CO- OP.BANK" on 19th July 2023. The Bank Manager of AMBERNATH JAI HIND CO-OP.BANK welcomed us and gave the proper direction about their working schedule and what were the activities to be done by our students. All the students were eager to know about the demonstration related to services of the bank. Our students received information regarding equities and other banking services and all this details were given by the Bank members.

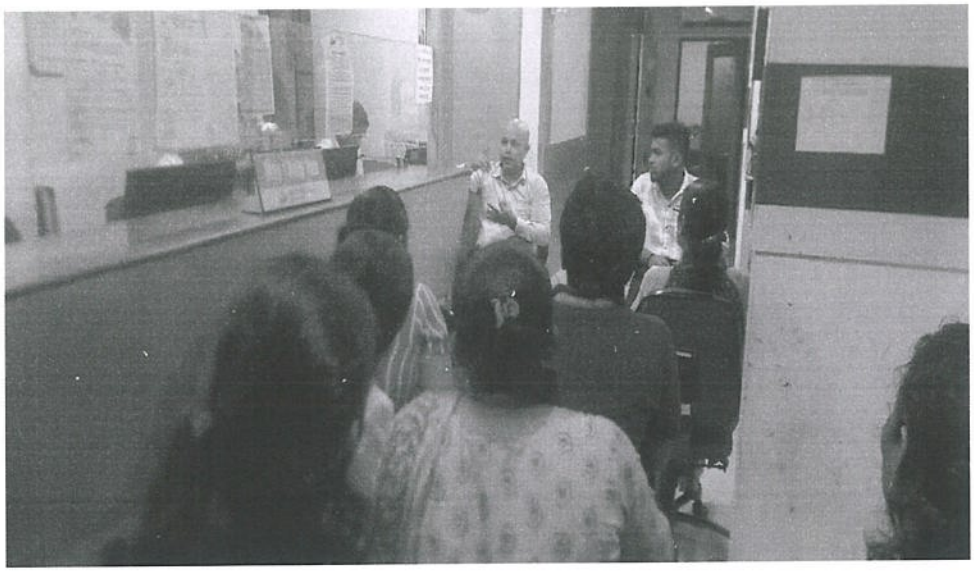
Through this visit our students learned about different kinds of saving and its awareness. They gained practical knowledge.

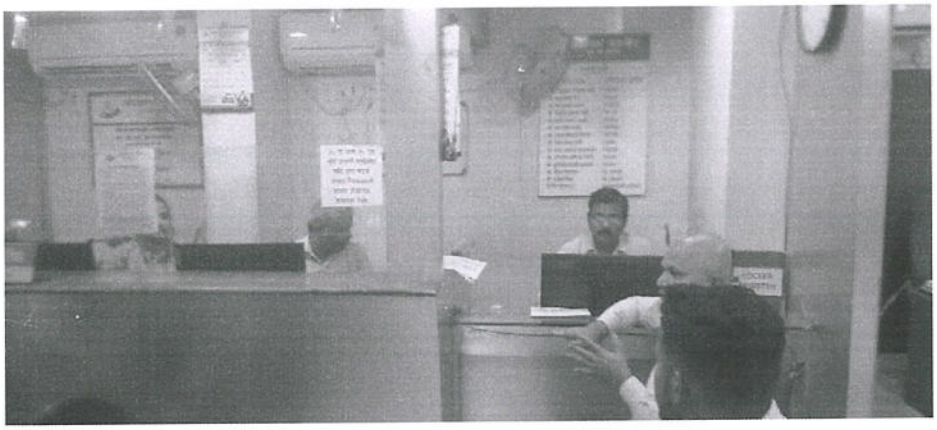
INCHARGE
(EDUCATIONAL VISIT)

SAKET COLLEGE OF EDUCATION KALYAN (E) DIST.THANE

I/C Principal
Saket College of Education
Vidyana
Chinchpada Road
Dist. Tha (M.S)
306.

Jay-Hind co operate Bank





I/C Principal
Saket C... Education
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SAKET COLLEGE OF EDUCATION
KALYANTE
DISTTHANE

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INTERDISCIPLINARY COURSE 1 (IC 1)
GENDER, SCHOOL AND SOCIETY

Total Credits: 6
Total Marks: 100

Objectives:

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
3. To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. To examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. To develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
6. To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
7. To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

MODULE 1: GENDER AND SOCIALIZATION (2 Credits)

Unit 1: Gender: Concept and Perspectives

a) Concept of sex, gender and transgender
b) Gender related concepts: patriarchy, feminism, equity and equality, sexuality.
c) Emergence of gender specific roles: sociological and psychological perspectives.

Unit 2: Social Construction of Gender Identity

a) Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.
b) Gender bias: health and nutrition, education, and employment.
c) Gender stereotyping

Unit 3: Gender Issues and Provisions

a) Gender related issues in society: dowry system, work place discrimination
b) Sexual abuse, cyber bullying
c) National Policy for Empowerment of women

MODULE 2: GENDER: EDUCATION AND EMPOWERMENT (2 Credits)

Unit 4: Gender Challenges and Education

a) Gender challenges: The role of schools, peers, teachers, curriculum and textbooks.
b) Construct of gender in national curriculum framework
c) Contemporary women role models in India: urban and rural

Unit 5: Gender Jurisprudences in Indian Context

a) Prenatal diagnostic Technique Act, 1994
b) Domestic Violence Act, 2005
c) Protection of from Sexual Offences (POCSO) Act, 2012

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Unit 6: Strategies for Gender Empowerment

a) The role of NGOs and women's action groups in striving towards gender equity
b) The United Nations Entity Equality and the Empowerment of Women for Gender-UN Women
c) Millennium Development: Goal: Promoting gender equality and empowerment

MODULE 3: INTERNAL ASSESSMENT **(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

Any two of the following tasks:

a) Gender analysis of text books and suggestions for change
b) Case studies of groups/organizations working for women
c) Critical analysis of depiction of women in mass media (ads/serials/films/print media)
d) Visits to institutions working for women's welfare and Report writing
e) Street plays, Exhibitions, Debates, Interviews, Poster Competitions, Slogan Competitions

References:

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- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi

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Click here: First page

CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING

Total Credits: 6
Total Marks: 100

Objectives:

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.

MODULE 1: FUNDAMENTALS OF ASSESSMENT (2 Credits)

Unit 1: Concept of Assessment

a) Meaning, Nature, Functions of Assessment
b) Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)
c) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)

Unit 2: Essentials of Assessment

a) Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.
b) Learning outcomes- Meaning, Relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes
c) Assessment of Cognitive, Affective and Psychomotor domains of learning
   - Cognitive domain -Anderson and Krathwohl (Revised Bloom's taxonomy)
   - Affective domain -Krathwohl
   - Psychomotor domain - Dr. R.H.Dave

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Unit 3: Trends and Issues of Assessment

a) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)
b) Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)
c) Psycho-social concerns of Assessment (Implications)
   - No detention Policy (RTEAct, 2009)
   - Competitive ranking of schools
   - Profiteering by private agencies

MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT

(2 Credits)

Unit 4: Instruments of Assessment

a) Characteristics of a good measuring instrument
b) Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses):
   1. Checklist
   2. Rating Scale
   3. Rubrics
   4. Anecdotal Records
c) Achievement Tests:
   1. Performance Tests: Oral & Practical assessment (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   2. Written Test- Essay & Objective type (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   3. Open Book Examination and Online Examination (Merits & Limitations)

Unit 5: Differentiated Assessment Strategies

a) Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment
b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
c) Records used in Assessment (Meaning, Guidelines of development & Uses):
   1. Cumulative Records
   2. Student Portfolio
   3. Learner Profile
   4. Reflective Journal

Unit 6: Feedback Mechanism & Reporting

a) Concept & Criteria of Constructive feedback.
b) Reporting (Meaning and Types of Reporting)
c) Statistical Application for Interpretation and Reporting:
   1. Calculation and Interpretation of Mean and Median
   2. Interpretation of Standard Deviation with reference to Normal Probability Curve
   3. Interpretation of Percentile and Percentile Rank

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CORE COURSE 5 (CC 5)
CONTEMPORARY INDIA AND EDUCATION

Total Credits: 6
Total Marks: 100

Objectives:

1. To understand the concept of Diversity as it exists in Contemporary Indian society
2. To understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. To critically understand the constitutional values related to the aims of education in a Democracy
5. To be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society
6. To be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization

MODULE 1: CONTEMPORARY INDIAN SOCIETY (2 Credits)

Unit 1.Understanding and Addressing Diversity in Indian society

a) Difference between diversity, stratification and marginalisation in contemporary India
b) Concept and characteristics of diversity: linguistic, regional and religious
c) Challenges and Role of Education : Linguistic diversity, Regional and Religious Diversity

Unit 2.Addressing Inequality of Indian society: Nature, Challenges and Role of Education

a) Stratification of Indian Society with reference to Caste, Class and Gender
b) Concept of Marginalized groups in Indian society: SC/ST/OBC/EBC/NT
c) Role of Education with respect to addressing the needs of stratified and marginalized groups

Unit 3: Constitutional Values and Stratification, Marginalisation and Diversity

a) Constitutional Values like democracy, socialism and equality for reducing stratification and marginalisation
b) Education and Fundamental Rights and Duties: Articles 14, 15, 16, 30 and 51A
c) Directive Principles of state policy with regards to stratification and marginalisation

MODULE 2: POLICY FRAME WORK FOR EDUCATION (2 Credits)

Unit 4 – Policies and Role of Education

a) Nayee Taleem to integrate life, work and education for development
b) RTE Act 2009 and Universalisation of Education
c) RMSA and Recommendations for Secondary Education

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Unit 5- Education Commission & Recommendations

a) National Policy of Education – 1986
b) National Curricular Framework, 2005
c) National Curriculum Framework for Teacher Education, 2009

Unit 6- Emerging Trends

a) Open & Distance Learning –Concept & Characteristics
b) Globalization, Liberalization& Privatization – Concept, characteristics and Implications
c) Role of Mass Media in Education

MODULE 3: INTERNAL ASSESSMENT **(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

a) Organizing and Conducting street plays emphasis on role of education and media in addressing the problem of social exclusion/ inequality
b) Critical analysis of an educational film
c) Report on the Educational Challenges of Deprived /Marginalised group of Children
d) Collaboration with an NGO - Conducting field visits, case studies, and participating in their projects.
e) Seminar presentation on the impact of emerging trends/policies in Education

References

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ELECTIVE COURSE 3 (EC 3)
ENVIRONMENTAL EDUCATION

Total Credits: 6
Total Marks: 100

Objectives:

1. To develop an understanding about the concept of environmental education, its need and principles.
2. To develop an understanding of the concepts of Environment and Ecology.
3. To develop an understanding about ecological energy dynamics and entropic pollution.
4. To generate an awareness about major environmental issues
5. To explore and appreciate environmental values depicted in ancient Religious Philosophies.
6. To develop an understanding of the various approaches of environmental education.
7. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
8. To develop an understanding about the concept and need for sustainable development.
9. To develop a positive attitude towards protecting and conserving environment.
10. To develop skills of observation, participation and assessment through environmental projects.
11. To understand the status of environmental education in school curriculum
12. To understand the curriculum and methods in environmental education.
13. To acquire knowledge about the different methods of teaching in environmental education
14. To acquire knowledge of the tools and techniques for the evaluation of environmental education

MODULE-I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION (2 Credits)

Unit 1: Concept of Environment, Eco System and Ecology

a) Environment: Meaning, Components (Biotic and Abiotic),
b) Concept of Eco System & Types of Eco System,
c) Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), Food Web. & Ecological Energy Dynamics

Unit 2: Major Environmental Issues: Meaning, Causes, Effects and Remedies

a) Climate Change & Loss of Biodiversity.
b) Bio magnification and Eutrophication
c) Genetic Engineering & Urban Sprawl

Unit 3: Development of Environmental Education

a) Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Tbilisi + 30 (2007).
b) Environmental Education: Meaning, Objectives, Principles & Significance
c) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)

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MODULE II: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT **(2 Credits)**

Unit 4: Initiatives for Environment Assessment

a) Environmental Impact Assessment: (Meaning, Steps & Significance)
b) Environmental Management and Protection Need for environmental management – function and characteristics of environmental management
c) Environmental Audit: (Definition; Features and types of environmental auditing)

Unit 5: Sustainable Environmental Management

a) Sustainable Development: Meaning, Need, Guiding Principles.
b) Sustainable Environmental Practices: Rain water Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)
c) Indigenous Technical Knowledge as a sustainable Practice

Unit 6: Environmental Initiatives, Projects and Laws

a) Movements: Tarun Bharat Sangh , Narmada Bachao Andolan,
b) Projects: Tiger Project, Ganga Action Plan,
c) Laws of Conservation & Protectiion: Wild-lifeProtection Act-1972, Environment Protection Act, 1986 and Noise Pollution Act-2000.

MODULE 3: INTERNAL ASSESSMENT **(2 Credits)**

Sr.No	Particulars	Marks
1	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

a) Presenting a case study/statistical study of a city/region from local, national or global level pertaining to a specific environmental issue.
b) Field visit and a report/ Case study of conservation efforts at individual/ institutional level.
c) Awareness activity in the community/school regarding various environmental issues through an exhibition or display.
d) Generating awareness about Environmental Values depicted in ancient religious philosophies through story telling in the class.
e) Preparation of an Instructional Plan for curricular/co-curricular activity in the classroom to impart Environmental Education and Practice Lesson.
f) Conducting any one activity at the college level such as vermi-composting, paper recycling, terrace gardening, etc.
g) Organizing any one co-curricular activity to impart environmental education in school or college and writing a report.
h) Preparing an Environmental Audit Report for an individual process.
i) Conducting a seminar on any one government initiative for conserving environment/ anyone organization such as Chipko Movement, Narmada Bachao Andolan, Green Peace, etc. working for environmental conservation.

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