Metric 2.4.5- Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of lesson plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/learning apps/adaptive devices for learning
4. Identifying and selecting/ developing online learning resources
5. Evolving learning sequences (learning activities) for online as well as face to face situations

Clarification Asked-

Documentary evidence in support of each response selected Sample evidence showing the tasks carried out for each of the selected response

Response-

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

Appendix-I

Preparation of lesson plans

Remedial learning engagement   2.2.2.   2018-19 ③

LESSON NOTES

Name of the Pupil Teacher **Soni Giri**

Practising School **Saket Junior College**

Roll No. **21**

Std. **XI**   Div. **E**

Subject **Organisation of Management (OCM)**

Date **20/2/19**

Lesson No. (General) (?)

Time - From ....?.... To ....?....

Lesson No. (In the method)

Topic **Management and Importance of Management**

Previous knowledge of the class

Students have knowledge about Concept, features and Objectives of management.

Teaching Points	General Objectives
* Meaning of Management * Definition of Management * Importance of Management	Knowledge:- pupil acquire the knowledge of management and importance of management. Understanding:- The pupil acquire develops the understanding of management and importance Application:- The pupil apply their knowledge in practically in Business basis. Skill:- The pupil develops the skill in business management

Teaching Aids :- **Chart**

Reference Aids :- **OCM 12th Textbook.**
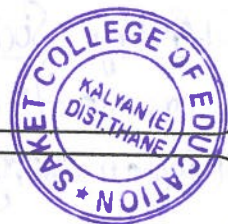
Content Analysis	Objective : Specifications
Importance of Management:- Management is highly important for the Survival and growth of an Organization	knowledge:- The pupil acquire the Knowledge of management. And Importance of management.
1) Helps to achieve goals:- Management helps any organ-nation to accomplish the objectives very easily.	Understanding:- The pupil Understand of importance of management.
2) Ensures optimum use of resources:- Management helps the organization to make proper use of resources.	Application:- The pupil apply in management and concept of manage-ment in their real life.
3) Motivates people:- The most important task of management is to motivate people.	Skills:- The pupil develops the skills of manage-ment.
4) Establishes a Sound Organiz-ation:- Establish and Survival are depend on management.	
5) Co-ordinates activities:- Mana-gement harmonizes all these activities.	
6) Helps in economic development:- Management does not help but Organization grow then help in economic development.	
7) Fulfilling Social Objectives:- Every Organization its Social Responsibility to fulfill by paying wages etc.	

SAKET COLLEGE OF EDUCATION

Lesson Notes.

Name of pupil Teachers- Soni Gini | practising Schools- Saket Junior College.

Roll No:-21 | Std:- XI Div:-

Subject:- OCM.

Lesson no:- 8 | Date 20/2/19.

Topic:- Management | Time:-

Sub-topic:- Importance of Management

Previous knowledge of students:- Students do have knowledge about Concept, features and Objectives of management.

Teaching point	General Objectives.
* Meaning of Management	Knowledge:- pupil acquire the knowledge of Management
* Importance of Management	and Importance of Management
1) Helps to achieve goals	
2) Ensures Optimum use of resources.	Understanding:- The pupil develop the understanding of importance of Management
3) Motivates people	Application:- The pupil apply their knowledge in practically
4) Establishes a Sound Organization	in of management.
5) Co-ordinates activities	Skill:- The pupil develops the skill in management
6) Helps in the economic development	
7) Fulfilling Social Objectives	

Teaching Aids:- Chart:- of XI ?

Reference Books:- Textbooks

Procedure Student Teacher	Evaluation
Introduction:- Introduces the topic with the help of questions.	Generalisation
1) What is management?	1) What is important role of management?
2) What is features of management?	2) What are objectives of management?
Statement of Aim:- So, today we are going to study about the importance of management.	Recapitulation:- 1) What points included in management? → optimum use of resour~ 2) What
Presentation:- Explain the management and importance of management with the help of examples. Teacher gives the assign	Application:- ?) True / False 1) Management can be done without any objective. 2) Management helps in using the resources property. Assignment:- What is
Conclusion:- So today we have learn't about the importance of management	management ? (write down your opinion)
Core elements:- x Scientific temper.	
Values:- Neatness, punctuality Scientific attitude.	

Content Analysis	Objectives : Specification.
* Importance of Management:- Management is highly important for the survival and growth of an organization.	Knowledge:- The pupil acquire the knowledge of management and importance of management
1) Helps to achieve goals:- management helps any organization to accomplish the objectives very easily.	Understanding:- The pupil understand of importance of management.
2) Ensures Optimum use of resources:- Management helps the organization to make proper use of resources.	Application:- The pupil apply in management and importance of management
3) Motivates people:- The most important task of management is to motivate people	Skill:- The Pupil develops the skills of in management. Attitude concept of manage their real life.
4) Establishes a Sound Organization:- Establish and Survival are depend on management.	
5) Co-ordinates activities:- Management harmonizes all these activities.	
6) Helps in economic development:- Management does not help but Organization grow then help in economic development	
7) Fulfilling Social Objectives:- Every Organization its Social responsibility to fulfill by paying wages etc.	

Black Board Work

Date 6-

Std :- XI

Subject :- OCM

Unit 6 management

Sub Unit 6 Importance of management

Definition 6-	Examples Of Importance of management 6-
According to Henry Fayol, "to forecast, to plan, to organise, to command, to co-ordinate and to control."	It helps in Achieving Group group — it arranges the production, assembles and organizes the resources etc.

Black Board Work.

Date:-

Std:- __XI__

Subject:- OCM

Unit & management

Sub Unit:- Importance of management

Definition:-	Examples Of Importance of management:-
According to Henry Fayol, "to forecast, to plan, to organise, to command, to co-ordinate and to control."	It helps in Achieving Group group - it arranges the production, assembles and organizes the resources etc.

Procedure	Evaluation
Introduction :- Introduces the topic with the help of questions:- ① What is management? ② What is features of management?	**Generalization :-** ① What are objecties of management?
Statement of Aim :- So today we are going to study about the importance of management.	② Which point included in Importance of Management?
Presentation :- Explain the management and its importance with the help of examples. And Showing various pictures related the topic. And write down the Blackboard also and explaining deeply. Importance of management explain also and asking the questions in these related topic.	**Recapitulation :-** ① What points included in optimum use of resources?
	Application :- True or false ① management can be done without any objective. ② management helps in using the resources properly.
Conclusion :- So, today we have learn about the Importance of management. **Core Elements :-** Scientific tempery.	
Values :- Neatness, punctuality, Scientific altitude.	**Assignment :-** What is management?

BLACK BOARD WORK

Jottins Diagram :-

Definition:-

According to Henry fayol, "to forcast, to plan, to organise, to Command, to co-ordinate and to Control."

Summary :-

Examples of Importance of Management

It helps in Achieving group - it arranges the Production, assembles and organizes the resources etc.

Remarks Items

...✓... Set induction
.... Model Reading
.... Model Recitation
.... Objective Qns.
.... Silent Reading
.... Narrations
...✓..... Explanations
.... Illustrations
...✗..... Questions
...✓..... Use of teaching aids
...✓..... Class Response
.... Class Participation
.... Black Board work
...✓..... Experiments
.... Demonstrations
.... Specimen observation
.... Dramantization
.... Student's reading / recitation / drill
...✓..... Closure
...✓..... Teacher's knowledge of content
...✓..... Teacher's preparation of lesson
.... Method of teaching
.... Interest created
.... Class control

Seen the remarks of the supervisor
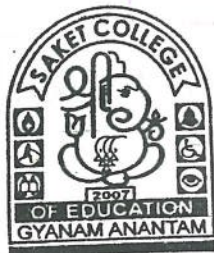
Guiding Professor

Suggestions :-

✗ control class properly
✗ Need more focus on content.
✗ Handled teaching aid properly.
✗ taken response from students.

General Remarks Overall lesson was good. Need more improvement.

Supervising Professor

SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher ...Jadhav kirti......
...Dayanand...........

Roll No. | 26

Subject ......maths......

Lesson No. (General) (0 1)

Lesson No. (In the method) 1

Topic .....Expansion formula...........

Practising School ..Anand...........
..Global kalyan East......

Std. .....VIII...... Div. ....

Date ..26/07/19...

Time - From ..8:45...... To .9:15...

Previous knowledge of the class

..students have previous knowledged about variable
constant & Algebric expression.

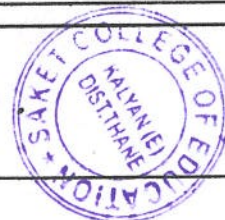| Teaching Points	General Objectives
i) $(a+b)^2 = a^2 + 2ab + b^2$ ii) $(a-b)^2 = a^2 - 2ab + b^2$ iii) $(a+b)(a-b) = a^2 - b^2$	1) Knowledge :- pupil acquire the knowledge about expansion of binomials 2) Understanding :- pupil develop an understanding of expansion formula. 3) Application :- 3) pupil applied their knowledge and understanding about binomial expansion 4) Skill pupil develop the skill required to study expansion formula, and able to solve complex binomial expansion expression.

Teaching Aids :- Activity chart showing the relationship between geometry and algebra.

Reference Aids :- Book   w.w.w. mathsisfun.com

Content Analysis	Objective : Specifications
A We have studied the following expansion formula	pupil understanding term expansion .
Activity II :- In the figure alongside the square with side a is divided into 4 rectangles namely, square with side (a-b) square with side b and two rectangles of side (a-b) and b	1) knowledge :- pupil recognize the term expansion of formula.
	2) Understanding pupil will also understanding relationship between expansion .
	3) Application :- pupil will be able to use it in daily life.
A (square I) + A (rect II) + A (rectangle III) + A (rectangle IV) = A (□PQRS) $\therefore (a-b)^2 + (a-b)b + (a-b)b + b^2 = a^2$ $(a-b)^2 + 2ab - 2b^2 + b^2 = a^2$ $\therefore (a-b)^2 + 2ab - b^2 = a^2$ $\therefore (a-b)^2 = a^2 - 2ab + b^2$ Let us multiply the algebric expansion and obtain the formula. $(a-b)^2 = (a-b) \times (a-b)$ $= a(a-b) - b(a-b)$ $= a^2 - ab - ab + b^2$ $= a^2 - 2ab + b^2$	4) Skill pupil develop skill of observation of various examples and How to solve example of expansion.

Name of the pupil Teacher   practising school
Jadhav kirti Dayanand   Aanand Global Kalyan
Roll No :- 26   East.
Subject :- maths   std : VIII Div :- —
Lesson No :- (General) 01   Date :- 26/7/19
Lesson No :- (In method)   Time :- 9:15 to
Topic :- Expansion formula.   8.45 fog 15

Previous knowledge of the class :-
Students have previous knowledged about
Variable, constant & Algebric expression.

Teaching point :   General objectives
1) $(a+b)^2 = a^2 - 2ab + b^2$ knowledge pupil acquire the
ii) $(a-b)^2 = a^2 - 2ab + b^2$ knowledge about expansion
iii) $(a+b)(a-b) = a^2 - b^2$ of binomial
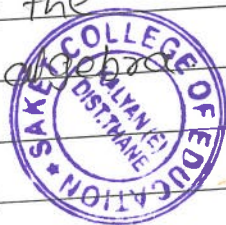   understanding pupil develop an
    understanding of
    expansion formula.

Application 2) pupil applied their
    knowledge and familiar
    understanding about
    binomial expansion with
    familiar

skill   3) pupil develop the skill
    required to study
    expansion formula and
    able to solve complex
    binomial experession.

Teaching Aids :- Activity chart showing the
relationship between geometry and algebra

Reference :- www.mathsisfun.com
    Book

Content Analysis	Objectives
We have studied the following expansion formulae	specification specific
	pupil understanding term expansion
Activit II In the figure alongside, the square with side a is divided into 4 rectangles namely, square with side $(a-b)$ square with side b and two rectangles of side $(a-b)$ and b	1) knowledge
	pupil recognize the term expansion of formula.
A(square I) + A(rect II) + A + A(rectangle III) + A(square IV) $= A[\square$ PQRS)	2) Understanding
	pupil will also understanding relationship between expansion.
$(a-b)^2 + (a-b)b + (a-b)b + b^2 = a^2$	
$(a-b)^2 + 2ab - 2b^2 + b^2 = a^2$	3) Application
$(a-b)^2 + 2ab - b^2 = a^2$	pupil will be able to use it in daily life.
$\therefore (a-b)^2 = a^2 - 2ab + b^2$	
Let us multiply the algebric expanssion and obtain the formula.	4) Skill
	pupil develop skill of observation of various
$(a-b)^2 = (a-b) \times (a-b)$ $= a(a-b) - b(a-b)$ $= a^2 - ab - ab + b^2$ $= a^2 - 2ab + b^2$	examples and How to solve example of expansi

Procedure	Evaluation
Introduction : what we know general identities like $(a+b)^2$ $(a-b)^2$ but have you ever visualized this?	**Generalization** 1) $(x+y)^2$ expand the given binomial.
Statement of Aim :- so today we will learn about expansion formula.	**Recapitulation** $(x+2y)^2$ expand the above example.
Presentation :- Teacher explain the formula $(a+b)^2 = a^2 + 2ab + b^2$	
teacher ask to give example and ask student to solve the given example. student solve example.	**Application** expand the example base on expansion formula.
Teacher explain next formula. $(a-b)^2 = a^2 - 2ab + b^2$ by using chart.	1) $(98)^2$
teacher solve example and ask student write down given example teacher give example and say to student solve given example. student solve example. teacher give home work	**Assignment** expand given example 1) $(2x-5y)^2$ 2) $(52)^2$ 3) $(5m+3n)(5m-3n)$
Conclusion :- so, today we learn about expansion formula of $(a+b)^2, (a-b)^2$ & $(a-b)(a-b)$	
core element : Inculcation of scientific temper	
value :- scientific attitude.	

Subject :- maths   std.

Unit :- Expansion formula.

	Formula
1) Ex.1) $(x-2y)^2$	1) $(a+b)^2 = a^2 + 2ab + b^2$
$= x^2 - 2(x)(-2y) + (2y)^2$	
$= \boxed{x^2 + 2xy + 4y^2}$	2) $(a-b)^2 = a^2 - 2ab + b^2$
2) $(101)^2 = (100+1)^2$	3) $(a+b)(a-b) = a^2 - b^2$
$= 10000 + 200 + 1$	
$= 10201$	
$\therefore (101)^2 = \boxed{10201}$	

26/07/19

1) Set induction was as per the plan
2) concept was clear
3) B.B. work was Good.
4) Teaching aids used.
5) Exampled were more Relevant
6) Explaination was Good.
7) Recapituteation was done by Grame method.
8) Asignmrnt was Given
9) overall Lesson was Good.

Procedure	Evaluation
Introduction :- En What we know general identities like $(a+b)^2 (a-b)^2$ but have you ever visualize this?	**Generalization :-** 1) $(x+y)^2$ expand the given binomial.
Statement of Aim :- So, today we will learn about expansion formula.	
Presentation :- Teacher explain the formula $(a+b)^2 = a^2 + 2ab + b^2$ teacher give example and ask students to solve the given examples students solve examples. Teacher explain next formula $(a-b)^2 = a^2 - 2ab + b^2$ by using chart. teacher solve example and ask students write down given example teacher give example and asay to students solve solve given example · student satve teacher give homwork.	**Recapitulation :-** $(x+y)^2$ expand the above example. **Application :-** expand the example base on expansion formula 1) $(98)^2$
Conclusion :- so, today we learn about expansion formula, $(a+b)^2 (a-b)^2$	
Core Elements :- Inculcation of scientific temper	**Assignment :-** expand it
Values :- Scientific attitude.	1) $(2x-5y)^2$ 2) $(52)^2$ 3) $(5m+3n)(5m-3n)$

BLACK BOARD WORK

Jottins Diagram :-

Subject:- maths

Ex. 1) $(x-2y)^2$

$(x-2y)^2 = x^2 - 2(x)(-2y) + (2y)^2$

$\quad = x^2 + 4xy + 4y^2$

2) $(101)^2 = (100+1)$

$\quad = 10000 + 200 + 1$

$\quad = 10201$

$\therefore (101)^2 = 10201$

Summary :-

Formula.

1) $(a+b)^2 = a^2 + 2ab + b^2$

2) $(a-b)^2 = a^2 - 2ab + b^2$

3) $(a+b)(a-b) = a^2 - b^2$

Remarks Items

- ✓ Set induction
- .... Model Reading
- .... Model Recitation
- .... Objective Qns.
- .... Silent Reading
- .... Narrations
- .... Explanations
- .... Illustrations
- ✓ Questions
- ✓ Use of teaching aids
- ✓ Class Response
- ✓ Class Participation
- ✓ Black Board work
- .... Experiments
- .... Demonstrations
- .... Specimen observation
- .... Dramantization
- .... Student's reading / recitation / drill
- .... Closure
- ✓ Teacher's knowledge of content
- ✓ Teacher's preparation of lesson
- ✓ Method of teaching
- ✓ Interest created
- ✓ Class control

Seen the remarks of the supervisor

Guiding Professor ___

Suggestions :-

① Set induction as per the plan

② concept was clear

③ B. B work was Good

④ Teaching Aids used

⑤ Example were more Relevent

⑥ Explaination was hard

⑦ Recaptualization was done by some method

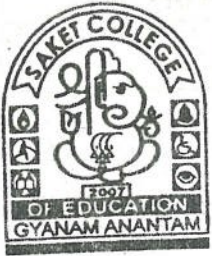⑧ Assignment was Given

⑨

General Remarks Overall Lesson was Good.

Supervising Professor ___ 26/7/19

SAKET GYANPEETH'S

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Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher ..... Miss. Nilima
Umeshchandra Pandey

Roll No. [39.]

Subject ..... Science (Biology)

Lesson No. (General) (6th)

Lesson No. (In the method) 1st

Topic ..... Chp. 5. Cell structure and
organisation.

Practising School ..... Saket College
of arts., science and commerce.

Std. ..... XIth ..... Div. ..... A

Date 12: 09: 22

Time - From ..... 12:45 ..... To 01:20
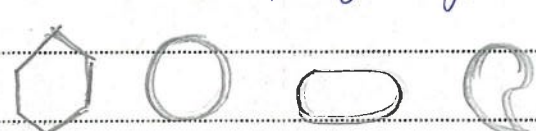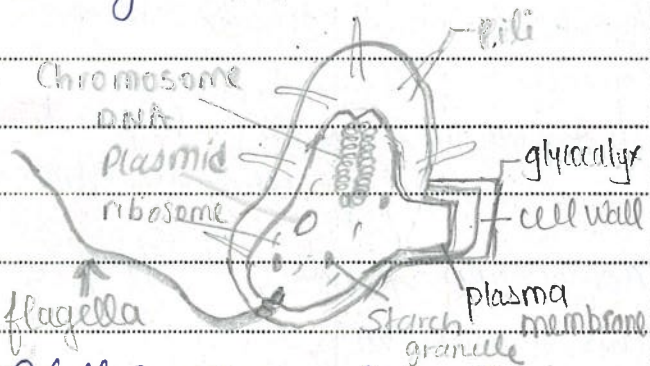
Previous knowledge of the class

..... Pupils know about the basics of cell and its
type.

Teaching Points	General Objectives
• Cell • Kinds of cell • Difference between Prokaryotic and Eukaryotic cell. • Prokaryotic cell.	Knowledge - pupils acquire knowledge of cell. Understanding - pupils understand characteristics of cell & its types. Application - pupils will apply this information Skill - pupil acquire skill to construct cell diagram.

Teaching Aids :- Book, cloth material, Onion.

Reference Books:- www. cancer.gov > clf > cell.

Content Analysis	Objective : Specifications
<u>Cell</u>: as we have seen paper, cotton form the simple unit of the complex book or cloth so is cell the basic, fundamental unit of life. We know that Rober Hooke first observed cell under his built microscope & named it cell in Latin which means 'empty room'. Features of cell : cell shape, size, type, etc.	<u>Knowledge</u>. ① Pupils recall cell definition ② Pupils remember cell functions and structure

<u>Observation</u>: simple, compound, Light, Electron microscope.	<u>Understanding</u> ① Pupils understand features of cell ② Pupils distinguish between prokaryotic & Eukaryotic cell.
<u>Kinds of Cell</u> : Prokaryotic & Eukaryotic	
① Lack of membrane bound organelle ① Membrane bound organelle present	<u>Application</u>
② No nuclear membrane ② Nuclear membrane present.	① Pupils give examples of organisms showing prokaryotic cell
<u>Prokaryotic Cell</u>	② Pupils collect information on prokaryotic cell.

① Cell Envelop and its three layers - glycocalyx, cell wall, plasma membrane.	<u>Skill</u> ① Pupils learn the skill of drawing prokaryotic cell.
② In cytoplasm - food granules, plasmid, chromosome DNA, infolding mesosomes, ribosomes of 70S (50S + 30S) are present	
③ Chromatophore, tubular pili, Frimbrial, Flagella, cilia are seen.	

LESSON NOTES

Name of pupil teacher: Miss. Nilima Umeshchandra Pandey	Practising college : Saket College of Arts, Science and Commerce.
Roll no. 39.	
Subject : Science (Biology)	Std : XIth Div :
Lesson No. (General): 6th	
Lesson No. (In method): 1st	Date : 11.09.22
Topic : Chp.5. Cell structure and organisation	Time: From 12.45 to 1.20
Sub topic : Cell and its types.	

Previous Knowledge of class
Pupils are aware about basics of cell

Teaching Points	General Objectives
• Cell	Knowledge: pupil acquire
• Kinds of Cell	knowledge of cell
• Difference between Prokaryotic and Eukaryotic cell	Understanding: pupils understand characteristics of cell & its
• Prokaryotic cell	types.
	Application: pupils will apply this information to distinguish prokaryotic & eukaryotic cell.
	Skill: pupil acquire skill to construct cell diagrams.

Teaching aid : Book , cloth , onion

Reference Books: www.cancer.gov > def > cell , NCERT textbook
IXth std , chapter 5.
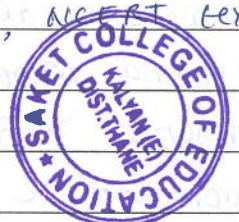
Content Analysis	Objective Specification.

Cell

As we have seen paper, cotton form the simple unit of the complex book or cloth so is cell the basic, fundamental unit of life, organism. We know that Robert Hooke first observed cell under his built microscope & named it cell in Latin which means "Empty room".

Features of cell : cell shap, cell size, cell type, etc.

different cell shapes
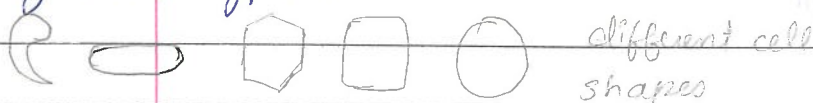
Cell observation : Simple microscope, light microscope, electron microscope are used

Kinds of cell : Prokaryotic & Eukaryotic

① Lack membrane bound   Presence of
     cell organelle   membrane bound
                                                cell organelle

② No nuclear membrane   Nuclear membrane
                                               Present.

③ DNA is not organised   Organised DNA.

Prokaryotic cell.
① Cell envelop & its three
    layers - glycocalyx for protection
    It is slimy or capsule
② Cell wall for mechanical
    support & gram staining
③ Plasma membrane for protection
    of cytoplasm
④ In Cytoplasm - food granules, plasmid
   chromosome attached to cell membrane
   infolding mesosome.
⑤ Ribosome 70 S (50S + 30S)
⑥ Chromatophore in Photosynthetic bacteria
⑦ Flagella, tubular pili, cilia, Frimbriae

Example : Kingdom monera & Protista

Objective Specification.

① Knowledge.

Pupils gain the knowledge related to cell.
Pupils recall cell discovery
Pupils recall cell definition

② Understanding

Pupils understand chracters of cell & Prokaryotic cell
Pupil give examples of prokaryotic cell

③ Application

Pupils apply this knowledge to understand organisms

④ Skill

Pupil develop the skill of drawing a prokaryotic cell.

Procedure	Evaluation
<u>Introduction</u>: ① Can you tell what is this notebook made up of?	<u>Genralisation</u> *change*
② Now, what is this cloth made up of?	① What are ②types of cell? ~~studied by you these~~
③ Do you remember the experiment you did with this onion?	② Is cell visible to naked eye.
<u>Statement of aim</u>: So, today we are going to learn about Cell.	<u>Recapitulation</u> Application
<u>Presentation</u>	① Kingdom _____ shows prokaryotic cell
① Teacher first gives introduction of cell, definition and its characteristics.	② _____ is capacity of cell to divide & differentiate.
② Teacher uses black board, explanation skill to explain types of cells.	
③ Teacher distingushes between prokaryotic & Eukaryotic cell.	~~Application~~ Recapitulation
④ Teacher explains prokaryotic cell in detail	① State any 2 Characteristics of Prokaryotic cell.
⑤ Teacher does ~~recap~~, evaluation and gives assignment.	
	② State any 2 Characteristics of Eukaryotic cell.
<u>Conclusion</u> Today we have learned about cell & indetail about prokaryotic cell.	<u>Assignment</u>
<u>Core element</u>: Inculcation of scientific temper	Enlist 10 organism that show prokaryotic cell.
<u>Values</u> : scientific attitude Critical thinking.	

Top annotations (in red/pencil):
Introduction done by Questioning, teaching aid
Teachers define → Cell

Black Board Work.

12.09.2022 Subject: Biology XI th Std Topic: Chp 5. Cell structure and Organisation	

	Prokaryotic Cell
• 5.1. Cell • 5.2. Kinds of Cell • 5.3. Prokaryotic cell Assignment • Enlist 10 organisms having Prokaryotic cell.	Plasmid ─ Tubular pili food granule Chromosome ribosome Glycocalyx cell wall Plasma membrane ─ Flagella cytosol

Assignment ─

Sem /

─ good
* Previous knowledge give for the teaching Aids.

* Black. Board writting ─ good.
* used clour chalk ─ V. good.
* Ask the Generalisation question
* Presentation is good.
* Interaction is more important.

Satisfied

12/9/22

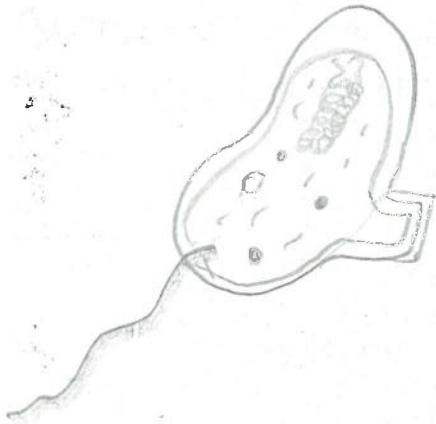| Procedure	Evaluation
Introduction :- Introduction done by teaching aids and Questioning. ① Can you tell what is notebook made up of ? ② Now, what is cloth made up of ? ③ Do you remember the experiment you did with onion.	**Generalization :-** ① What are the types of cell studied by you?
Statement of Aim :- So, today we are going to learn about cell.	② Are cells visible to naked eye?
Presentation :- • Teacher defines cell and it characteristics.	
• Teacher uses black board, explanation skill to explain types of cell	**Recapitulation :-**
• Teacher distinguishes between Prokaryotic & Eukaryotic cell	① State any 2 characteristics of Prokaryotic cell
• Teacher explains prokaryotic cell with diagram in detail	② State any 2 characteristics of Eukaryotic cell
• Teacher does evaluation and gives assignment	**Application :-**
	① Kingdom _____ shows prokaryotic cell
	② _____ capacity of cell to divide & differentiate.
Conclusion :- Today we have learned about cell and Prokaryotic cell.	
Core Elements :- Inculcation of scientific temper	**Assignment :-**
Values :- Scientific attitude. Critical Thinking.	Enlist 10 organism that show prokaryotic cell.

BLACK BOARD WORK

Jottins Diagram :-

12.09.2022

XI th Std.

Prokaryotic Cell

Summary :-

Subject: Biology

Topic: 5. Cell structure and Organisation.

Assignment.
Enlist 10 different organisms showing prokaryotic cell.

Remarks Items

.... Set induction ✓
.... Model Reading
.... Model Recitation
.... Objective Qns.
.... Silent Reading
.... Narrations
.... Explanations ✓
.... Illustrations ✓
.... Questions ✓
.... Use of teaching aids ✓
.... Class Response ✓
.... Class Participation ✓
.... Black Board work ✓
.... Experiments ✓
.... Demonstrations
.... Specimen observation .
.... Dramantization
.... Student's reading / recitation / drill
.... Closure ✓
.... Teacher's knowledge of content
.... Teacher's preparation of lesson
.... Method of teaching ✓
.... Interest created ✓
.... Class control ✓

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

Preivious Knowledge give for the Teaching Aids - good

Black- Board writting - good.
Used clour chalk - v. good.

General Remarks

Ask the Generalisation question.
Presentation is good.
Interaction is more important.
Satisfied.

Rahu
12/9/22

Supervising Professor

SAKET GYANPEETH'S
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(Affiliated to University of Mumbai)
Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Sanju Sesamma Kunjappan

Roll No. 64

Subject English

Lesson No. (General) (Unit 1)

Lesson No. (In the method) 1.3

Topic "The Pilgrim"

Practising School Saket vidya mandir School

Std. VIII   Div. A

Date 18/07/2023

Time - From 8.50 To 9.15

Previous knowledge of the class

Students know about unselfish love, generosity and the value of helping others.

| Teaching Points	General Objectives
• Helping others • Being kind to others • Good deeds always comes back. • encountering problems positively.	1. Knowledge - students have knowledge about people traveling to holy places, they know the value of helping others. 2. Understanding - They understand that if help is secured at the right time one can do better 3. Application - students remember and tell their experiences where they got help from others. 4. Skill - students develop self help skills and be independent.

Teaching Aids :- Pictures of pilgrims, quotes about helping others.

Reference Books:- Std VIII - English Textbook
Unselfish kids - Paul D. Parkinson
What is given from the heart - Patrick

Content Analysis	Objective : Specifications
the poem is an inspiring and thought provoking poem written by an unknown poet, it is about an old man who crosses the ravine in the evening and learns that anyone who comes after him would have to face the same difficulties as he faced while crossing the chasm, so he stops to build a bridge for an unknown youth traveller who is going to follow the same path after him. Even though he is reached the other end he comes back and stops to help. A traveller who comes by feel that he's wasting his time constructing the bridge. the poem tells us that experienced people should always build the route and road easier for young people to follow.	1. Knowledge - • Students recall the aim as to why the old man decided to build the bridge. • students get the know- ledge about the impor- tance of helping others. 2. Understanding- • Students understand the value of helping others. • They comprehend the reason of the old man to build the bridge. 3. Application • students are able to apply phrases given in the passage in their own language. • students apply values learned in different situations. 4. Skill - a. Listening - the students listen to poem carefully and relate. b. Speaking - students are able to speak in a poetic way c. Reading - the students express their views by reading about the old man's journey. d. Writing - students take keen interest in expressing their views in writing
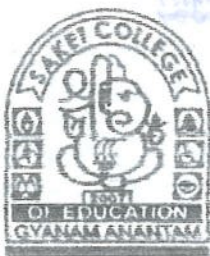
SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION (B.Ed.

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306, Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher **Sanju Kunjappan**

Practising School ....

Roll No. **64**

Std. **VIII** .... Div. ....

Subject **English**

Date ....

Lesson No. (General) ( )

Time - From .... To ....

Lesson No. (In the method)
....

Topic **The Pilgrim - Poem**

Previous knowledge of the class

Life is a journey, at the end of a dark tunnel you will always find light.

Teaching Points	General Objectives
• journey of life	**Remembering :-**
• encountering problems	• Student recall the poem
• helping others	**Understanding :-**
• our good deeds	• student identify and discuss
always come back	new words
• experience and	**Applying :-**
knowledge counts	• student recite poem rhythem- atically
	Analysing :-
	• student differentiate the phase
	and experience of life
	Evaluating :-
	• student evaluating ups and down
	in life
	creating - students creating
	principles of life

(will be able to)

Teaching Aids :- An activity, involvement of students, chart

Content Analysis	Objective : Specifications
The poem is an inspiring and thought provoking poem written by an unknown poet, It is about an old man who crosses the ravine in the evening and learns that anyone who comes after him would have to face the same difficulties as he faced while crossing the chasm. So he stops to build a bridge for an unknown youth traveller who is going to follow the same path after him. Even though he is reached the other end he comes back and stops to help A traveller who comes by feels that he's wasting he time constructing the bridge The poem tell us that experienced people should always build the route and road easier for young people to follow.	**Remembering** - - student recall the journey of life. - student state the ups and down of life **Understanding** - - student understand the meaning of new word and line. - student describe new word in their own word. **Applying** - - student recite poem with rhythm. - student interpret life with different example. **Analysing** - - student analyse different aspects of life. - student interprets life with principle & values **Evaluating** - - student evaluate between situations. • student select meaning of lif - students create few line about life

skill
L W R S
Listenin' writ-reading speakn

Procedure	Evaluation
Introduction :- Teacher ask question. ① why did the old man build the bridge? What do you mean by Pilgrim. Where do ② Was the fellow pilgrim you confused? Why? see a crowd pilgrim	**Generalization :-** ① How can you as an individual contribute to the society? ② what values acc to you should the young generation inculcate in their Life?
Statement of Aim :- We are going to learn a meaningful poem about Life; "the Pilgrim". How can we as humans give to our society?	
Presentation :- Teacher read poem loudly in class, students should read silently. (object) (qus) "what would you do in Life to help others?" - Teacher explains meanings of new words. students listen carefully. - Teacher explains first stanza of the poem - The poem start by telling us about a pilgrim who was traveling alone on a highway. Soon it was evening and the weather was cold. the poet also describe the evening as 'gray' which could mean cloudy or late evening time when the sun has just set.	**Recapitulation :-** ① what message does the poem convey? ② Did the old man need to build the bridge? **Application :-** ① How will you help your fellow classmates in studies? ② Explain the first stanza in your own word? ③ Write appreciation of the first stanza?
Conclusion :- Today we learnt first stanza of the poem.	
Core Elements :- Values, Beliefs, Principles	
	Assignment :- write summary in your own word?

Jottins Diagram :-

Date - 8/07/2023
Pay - Saturday
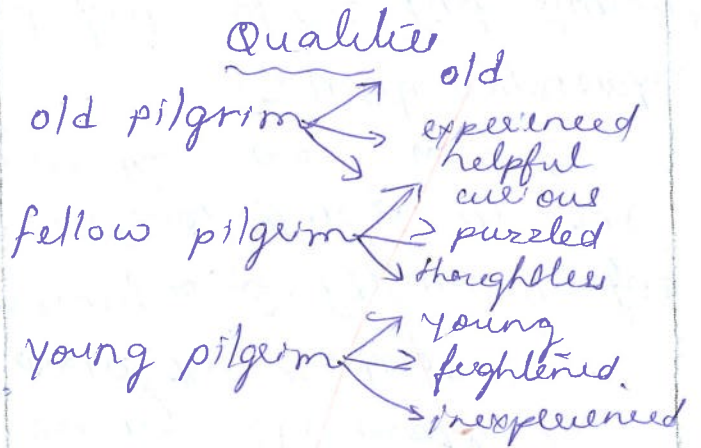
• New words

1) pilgrim - a person who travel a long way to visit a religious place
2. lone - alone
3. gray - ~~old age~~ cold and weather (lot of cloud and little light)
4. chasm - a very deep gap in earth surface
5. twilight - time after sunset and before it get completely dark.
6. span the tide - go across the tide

Summary :-

Subject - English
Unit - 1
1.2 - The Pilgrim

Qualities
old pilgrim → old
→ experienced
→ helpful
fellow pilgrim → curious
→ puzzled
→ thoughtless
young pilgrim → young
→ frightened.
→ inexperienced

Remarks	Items	Suggestions :-
	Set induction	
	Model Reading	
	Model Recitation	
	Objective Qns.	
	Silent Reading	
	Narrations	
	Explanations	
	Illustrations	
	Questions	
	Use of teaching aids	
	Class Response	
	Class Participation	
	Black Board work	
	Experiments	
	Demonstrations	
	Specimen observation	
	Chart/diagram	
	Student's reading recitation	
	Closure	
	Teacher's knowledge of content	
	Teacher's preparation of lesson	
	Method of teaching	**General Remarks**
	Interest created	
	Class control	

Procedure	Evaluation
Introduction :- Introduce students to the lesson by asking questions? 1. Have you helped anyone in need? 2. How do you feel when your parents or friends help you?	**Generalization :-** • Why did the old man came back and build the bridge?
Statement of Aim :- So today we are going to learn a beautiful poem about a traveller, "The Pilgrim"	• Is it important to help others? Why? • How will you help other?
Presentation :- • Teacher may read the poem loudly, slowly in the class beginning with the title of the poem and the poet. Students can read it silently. • Teacher can jot down new words, explain the meaning as well as the pronounciation of the new words. • Every stanza can be read and explained well giving example and share experiences.	**Recapitulation :-** • Find the meaning of the phrase 'cold and gray', "span the tide"? • what message does the poem convey? **Application :-** • If you were in place of the old man, what would you do? • Make a list of new words and frame sentences out of it.
Conclusion :- So today we learnt about selfless love and helping **Core Elements :-** Helping, generosity, other selfless love **Values :-** Love and care for others, Helping others, unselfish deeds	• Write a story about generosity in your own words? **Assignment :-** • Write the summary of each paragraph?

BLACK BOARD WORK

Date - 17/07/2023
Day - Monday

• New words
1. pilgrim - a person who travels a long way to visit a religious place.
2. lone - alone
3. cold and gray - weather [lot of cloud and little light]
4. chasm - a very deep gap in earth surface.

Summary :-

Subject - English
Unit 1
1-3 The Pilgrim

Std - VIII

Qualities

old pilgrim ⟨ old, experienced, helpful

fellow pilgrim ⟨ curious, puzzled, thoughtless

young pilgrim ⟨ young, frightened, inexperienced

Remarks Items

.... Set induction
.... Model Reading
.... Model Recitation
.... Objective Qns.
.... Silent Reading
.... Narrations
.... Explanations
.... Illustrations
.... Questions
.... Use of teaching aids
.... Class Response
.... Class Participation
.... Black Board work
.... Experiments
.... Demonstrations
.... Specimen observation
.... Dramantization
.... Student's reading / recitation / drill
.... Closure
.... Teacher's knowledge of content
.... Teacher's preparation of lesson
.... Method of teaching
.... Interest created
.... Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Introduction was good.
- Teaching aid was used to set introduction
- Content related questions were asked.
- Model reading was good.
- in poem - stanza not para.
- good use of examples
- explaination was very good.

General Remarks

Supervising Professor

2.4.1

1

SAKET GYANPEETH'S
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LESSON NOTES

Name of the Pupil Teacher ..Prachi Vishnu Tomate..

Practising School ...... Saket Vidya Mandir

Roll No. | 91 |

Std. 6th   Div. B

Subject ..Mathematics..

Date 17/7/2023

Lesson No. (General) (2)

Time - From 9:15 am To 9:50 am

Lesson No. (in the method) (1)

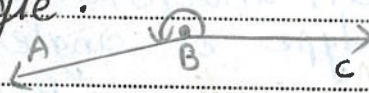Topic ...... Types of angle

Previous knowledge of the class
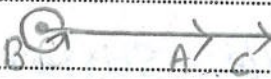
Students are already familiar with the angles like, right angle, acute angle, obtuse angle.

Teaching Points	General Objectives
Definition of angle Type of angles a) Zero angle b) Straight angle c) reflex angle d) Complete angle	Knowledge : Pupil acquires knowledge about angles. Understanding : Pupil gain an understanding of type of angles. Application : Pupil applies the gained knowledge in daily life. Skill : Ability to identify different type of angles.

Teaching Aids :- Cut outs of angle, Scissor, Divider

Reference Books:- https:// byjus.com , https!// www vedantu

Content Analysis	Objective : Specifications
Topic : Type of angles	Knowledge : Pupil acquir
Definition of Angle :	knowledge about angles
A figure which is formed by	
two rays or lines that shares	Specification : Pupil recogniz
a common endpoint is called	the concept of angles
as angle.	
Type of Angles :	Understanding : Pupil
a) Zero angle.	gain an understanding
	type of angles.
In figure the two stick lie one upon	
the other. There is no change in their	Specification : ① Pupil is
position. The angle bet^n the stick is	able to explain various
called a zero angle. The measure of	types of angles.
the zero angle is written as 0°	
b) Straight angle :	② Pupil identify various
	type of angles.
If the stick is turned further in the	
direction shown in fig. we get a	Application : Pupil applies
position as in fig. An angle like	the gained knowledge
this is called straight angle. A	in daily life.
straight angle measures 180°.	
c) Reflex angle :	Specification : Pupil identifi-
	es & applied in an
If the stick is turned even further	unfamiliar situation.
in previous fig. we get an angle	
like this. This angle is >180°. Such an	Skills : Ability to identify
angle is called reflex angle. It is <360	types of angles in
d) Complete angle :	daily life
The stick completes one round & come	Specification : Pupil were
back to its original position as in fig	able to differentiate the
An angle made in this way is called	type of angles in surrou-
Complete angle. The measure of this	nding.
angle is 360°.	

Procedure	Evaluation
Introduction :- Student teacher ask questions to the pupil. 1) What is the name of the shape in my hand ?	**Generalization :-** Students listen & answer. Students see & answer.
Statement of Aim :- So today we will learn about angles	Students listen and note down.
Presentation :- Student-teacher write the topic on the board & start on the board & start the defini- tion of angle. Student-teacher shows cut out of angle & scissor to explain & discuss the type of angles. Explaining each type of angle with examples. Also asking questions which lead them to the next type of angle. Like Qtub Minar makes which angle with ground.	**Recapitulation :-** So today we learned about type of angels with example. Student recapitu- late
	Application :- Student teacher asks : ① Corners of a book partially opened makes which angle? ② What angle does the clock make when it is twelve O'clock?
Conclusion :- So today we learned diff- erent types of angles.	
Core Elements :- Indias Common Cultural heritage.	**Assignment :-** Match the pairs
Values :- Team work. Passion	Measure of angle / Type of angles 1) 180° — a) Zero angle 2) 240° — b) straight angle 3) 360° — c) Reflex angle 4) 0° — d) Complete angle

BLACK BOARD WORK

Jottins Diagram :-

Date : 17/7/23
Day : Monday

Summary :-

Subject : Mathematics   Class : 6+
Chapter : 2. Angles   Div : B
Topic : Type of angles

Type of angles

Zero angle   Straight angle   reflex angle   Complete angle
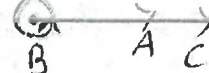
B A C   A   B   C   B   C   B   A C

Remarks Items

Good .. Set induction
.... Model Reading
.... Model Recitation
.... Objective Qns.
.... Silent Reading
.... Narrations
Good .. Explanations
.... Illustrations
Good .. Questions
vgood .. Use of teaching aids
.... Class Response
.... Class Participation
.... Black Board work
.... Experiments
.... Demonstrations
.... Specimen observation
.... Dramantization
.... Student's reading / recitation / drill
.... Closure
.... Teacher's knowledge of content
.... Teacher's preparation of lesson
.... Method of teaching
.... Interest created
Good .. Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Introduction was good.
- Teaching aid was used
  to introduce content. Good
- Explaination was good
  with the help of teaching
  aid.
- Use of teaching aid was
  vgood.
- Reinforcement was done
  with proper questions

General Remarks

Lesson was good.

Supervising Professor

2.41

LESSON NOTES

Name of the Pupil Teacher .... Savita Wali ....

Practising School ...... Saket VidyaMandir English School

Roll No. | 87 |

Std. ..... VIth ..... Div. ..... B

Subject ....

Date ....

Lesson No. (General) (........)

Time - From 8:05 am To 8:40 am

Lesson No. (In the method) (4)

Topic ...... Disaster Mangement

Previous knowledge of the class

Pupil are familiar with flood storm, Earthquakes and different types of disasters like Himachal flood situation

Teaching Points	General Objectives
1. Defination of concept of disaster. 2. Types of Disaster man-made and Natural 3. Natural Disaster. → Earth quakes. → Floods → Storms → Forest Fires.	Knowledge : Pupil acquire knowledge about Disaster. Understanding : Pupil gain an understanding on types of Disaster Application : Pupil applies the gained knowledge Skills : Ability to identify types of Natural Disaster

Teaching Aids :- Charts, Pictures.

Reference Books:- Youtube : https://youtube/IREYYNC-FTA

Content Analysis	Objective : Specifications
Topic : Disaster Mangement → Types of Natural Disasters Def:	Knowledge : Pupil acquires Knowledge about types of Disaster management
	Specification : Pupil recalls the concepts of Disaster management.
1. Floods : A frequently occuring natural disaster in all parts of the world is Flood Effects : → Huge loss to life and property. → Social erosion. → Destruction of standing → After effects of floods like Spread of diseases and epidemics affecting the health of the people.	Understanding : Pupil gains an understanding on types of disaster management. Specification : Pupil is able to explain types of Disasters. Application : Pupil applies the gained Knowledge in practicality
Storms : The formation of high and low air pressure belts in the atmosphere causes changes in weather resulting in strong winds or Storms.	Specification : Pupil identifies and applies the importance on how to overcome the disaster management. Skill : Ability to identify different types of disaster management.
Effects of Storm : → Great damage in the Storm affected region. → Tremendous losses to life & property.	Specification : Pupil identifies & applies the importance on how to overcome of disaster management

Procedure	Evaluation
Introduction :- Student Teacher asks questions to the pupils by showing pictures. disasters.	**Generalization :-** Students listen and answer
Statement of Aim :- So today we will learn about " Disaster Mangement "	Students see and answer
Presentation :- Student Teacher writes on board and starts the topic by showing Demo's, printouts. → Explained Natural Disaster like ① Earthquakes ② Floods ③ Storms ④ Forest fires.	Students listen & notedown.
	Recapitulation :- So today we learned about types of disaster management. → Students recapitulate.
Also adding values and importance of Disaster management in practicality.	**Application :-** Student Teacher asks : ① what is meant by disasters? ② what are the types of disaster.
Conclusion :- So today we learned about diff^n types of Natural Disaster **Core Elements :-** Protection of Environment **Values :-** Safety ; Neatness.	**Assignment :-** Keep a Evacuation bag ready for emergency.

BLACK BOARD WORK

Jottins Diagram :-

Sub;
Chapter;

Different types

1. Earthquakes
2. Floods
3. Storms
4. Forest Fires.

Summary :-

Science
Disaster management

of Natural Disasters.

Remarks Items

Good... Set induction
.... Model Reading
.... Model Recitation
.... Objective Qns.
.... Silent Reading
.... Narrations
Good... Explanations
.... Illustrations
.... Questions
Good... Use of teaching aids
.... Class Response
Good... Class Participation
Good... Black Board work
.... Experiments
.... Demonstrations
.... Specimen observation
.... Dramantization
.... Student's reading / recitation / drill
.... Closure
Good... Teacher's knowledge of content
.... Teacher's preparation of lesson
.... Method of teaching
.... Interest created
v-good..Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Introduction was done with proper use of teaching aids

- use of proper questions related to Content.

- 214
- 2014- landslid was there malin village - give proper knowledge.

- student participation was good.

- explaination was good.

- Can use recent examples like Manali- flood situation

General Remarks

Lesson very good.

Supervising Professor

Developing assessment tools for both online and offline learning

Saket College of Education.

Name :- Madhu Kumari chaudhary,

Std :- S.Y.B.ED   **Roll No :-** 09

Subject :- Assessment For Learning

Topic :- Comparative study of Assessment of different countries.

Guidance By   Date of Su

Sundaram®

ACKNOWLEDGEMENT.

I would like to express my special thanks of gratitude to my teacher Mrs. chhaya Mad'm. who gave me the golden opportunity to do this, wonderful project or 'Assessment For learning'. who also helped me in completing my project. I come to know about So many things. I am really thankful to them. Secondly I would also like to thank my parents and friends, who help me a lot in Finalizing this project within the limited time frame.

Madhu chaudhary
S.Y. B.ed

NOTE :-

ET: ESSAY TYPE
SAT :- SHORT ANSWER TYPE
VSAT :- VERY SHORT ANSWER TYPE
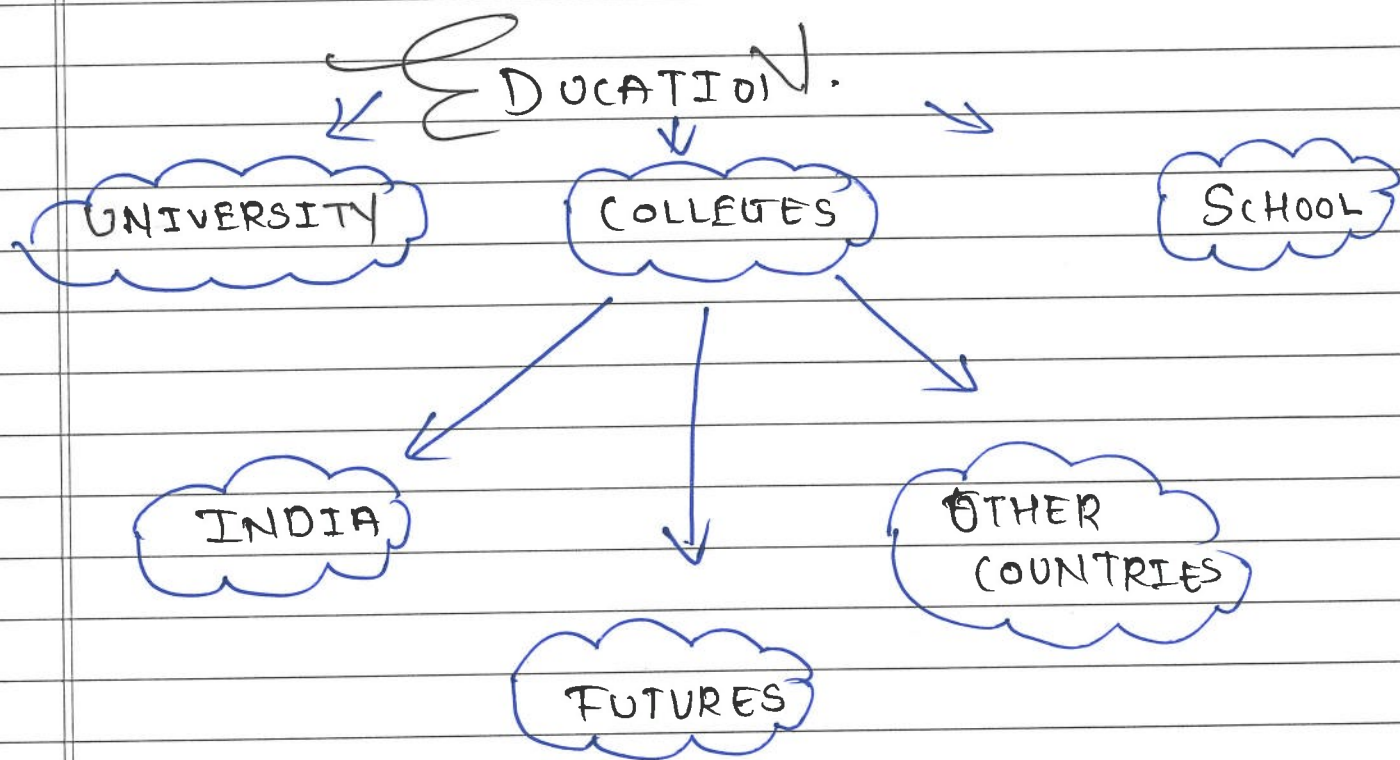OT : OBJECTIVE TYPE

c] Weightage to different Areas of Content.

SR.No	UNIT	CONTENT	MARKS ALLOTED
1.	1.	Introduction to Commerce & Business	02
2.	2.	Trade	04
3.	3.	Small Scale Industry & Business	09
4.	4.	Forms of Organisation — Part 1.	10
		Total	25

INDEX.

INTRODUCTION.

The present day instruction framework in Ind has made considerable progress and age old custon have experienced another makeover Legislature of India is doing heaps target & comphrensive development can be accomplished soon. An extraord accomplishment of the Indian government is a major hep in the proofciency rate from 18.30% in 1950-51 to 74.04% in 2010-11 Such an accomplishment is the attracted of endeavours by the Indian government in the instruction part.

EDUCATION.

```
        EDUCATION.
   ↙         ↓          ↘
UNIVERSITY  COLLEGES    SCHOOL

      ↙    ↓    ↘
   INDIA  FUTURES  OTHER
                   COUNTRIES
```

Training is the process of accepting or giving deliberate direction. particularly at school & college. It is an illuminating experience. It is ordinarily islolated formally into such stages as pre-school, elementary school. optional school & after that school, university.

ANALYSIS of EDUCATION IN INDIA AND OTHER COUNTRIES.

(1) OPTION TO SWITCH

INDIAN EDUCATION SYSTEM	FORIGN EDUCATION SYSTEM
• Understudies can't switch their real subjects amidst courses	A large portion of th colleges in European universities & US base School under studies the choices to switch subjects and don't re them to only one sub

(2) Approach towards educations.

IES	FES
• Educational modules in Indian Instructive Foundations concentrated more on the hypothetical training and depend on the examination that has been directed before.	The educational progr of remote colleges take after a more down t earth approach in trai and support new resea other than what has a Now feen found.

FOR EDUCATIONAL USE

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(3) Research Initatives

IES	FES
Regardless of the ceaseless help offered by the administrative there are restricted research subparts therefore explore activities one likewiseless.	Explore in remote college is financed b~ portion of a greates~ associations of the ~ for example - Google, N

(4) Curriculum

IES	FES
Alterations in view of the most recent and affirmed look into studies are actualized very late in late in educational programs of Indian colleges.	colleges in US and some other created tions refresh their educational modules regular intervals.

COMPARSIONS of LEARNING SYSTEM.

FACTOR	FOREIGN	INDIAN
Students	Creative	Many Indian National
Work Experience	Practical	Academic result more important
Salary	New ideas & challenges at every step	Low starting Salary.

Ways To Improve Indian Education System.

* Focus should be on research facilities

* More freedom in choosing courses at an earlier stage in life should be given

* Flexibility to choose the major degree should be there.

* Commonsense approach ought to be utilized while instructing and also considering.

* In a holistic manner both teacher & student can enjoy their part respectively.

* Don't force students to go to particular professional degree, let them make their own choice.

✳. OTHER Camparsion to Foreign Countries education.

(1) Indian education system in 80-90% theory whereas Foreign education system emphaize more on practical skills.

(2) Foreign system focus more towards self study and research.

(3) Finally, it gives you confidence that you may carry throughout your life time.

(4) International education gives you a global prespect and helps in developing cross cultural skills, improving communciation skills, and building netow

(5) Indian Methods of assessment is mostly examination based on while foreign system access students throu assignment / essay / seminars etc.

Suggestions.

1. Indian universities should focus more on placement of students and should try to provide them with better placement others.

2. Indian universities should focus more on subjects depth.

3. Indian universities should give a look to overall personality development of students.

4. Indian universities should provide more of research work and practical knowledge to students.

Conclusions.

The comparative method is both a subject and a method. It allows the researcher to gain knowledg on other countries/ system, to provide classifications, to test hypothese and to make predicitions. The advantage of the method is surplus knowledge compare to single case studies.

REFERENCE

(1) www.google.com
(2) www.encylopedia.com
(3) www.wikipedia.com

seen

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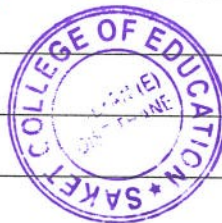
SAKET COLLEGE OF EDUCATION

ACADEMIC YEAR- 2022-23

NAME:- SMITA PAL

CLASS :- SY. B.ed

MEDIUM:- ENGLISH

TOPIC :- a) Comparative Study of Assessment of different Countries

b) Prepare a blue print and test in the school subject opted.

ACKNOWLEDGEMENT :-

I would like to express my gratitude and appreciation to all those who gave me the possibility to complete this report. Special thanks is due to my supervisor teacher Mrs. Priti Chauhan., who helped me in stimulating suggestions and encouragement helped me in all time spent in fabrication process and writing this assignment.

I am also very thankful to my parents and my friends who have boosted me up morally with their continuous support. Also I would like to thank all our school and college faculty members for their kindness and support.

INDEX

Introduction of CCA

Holistic education demands development of all aspects of individual's personality including cognitive, affective and psychomotor domains. The aim of school education simultaneously reflects the current needs and aspirations of a society as well as its lasting values and human ideals. To attain these objectives the whole curriculum is dedicated, success of objectives, curriculum students are done throug various assessment techniques. But gradually with quantum of research in education field it was felt that not much attention and emphasis is given to development of interest, hobbies and passion of learner. Focusing on excellence in ademics alone undoubtedly results in lopsided developed of personality. Continuous and comprehensive Assess (CCA) refers to a system of School-based evaluation of students that covers all aspect of students development. It is a development process of a child, which emphasizes on two fold objectives. Continuity in evaluation on o hand and assessment of broad based learni and behavioural outcomes on the other.

Continuous" is meant to emphasize that evalu-
of identified aspects of students growth and
development" is a continuous process rather than
an event, built into the total teaching-
learning process and spread over the entire
span of academic session.

"Comprehensive" means that the scheme
attempts to cover both the scholastic and
co-scholastic aspects of students. growth and
development. since abilities, attitudes and
aptitudes can manifest themselves in forms of
other written word; refers to application of a
variety of tools and techniques.

CCA (MEANING)

"Continuous" aspect of CCA takes care of "continual" and "periodicity" aspect of evaluation. Continual means assessment of students in the beginning of instruction (Placement evaluation) and assessment during the instructional process (formative evaluation) done informally using multiple techniques of evaluation. Assessment of performance done frequently at the end of unit/term.

Comprehensive component of CCA takes care of assessment of all round development of child's personality. It includes assessment in, scholastic as well as co-scholastic aspect of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects of includes skills, co-corricular activities, attitudes and values.

CCA is on continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's attainments.

Formative Assessment is an assessment which is carried throughout year by the teacher formally and informally. It emphasises the mastery of classroom content instead of earning of grades or test scores and is conducted throughout the entire instructional process to gauge student's progress.

- Curriculum and syllabus as circulated by the board.
- Exams are conducted by school
- Evaluation of Answer scripts done within the school as per the marking scheme sent by the board.

The desirable behaviour related to the learner's knowledge, understanding, application, evaluation, analysis and creating in subject and ability to apply it in an unfamiliar situation are some domains.

SSC-CCA IMPLEMETATIO

    To study the effectiveness of CCE being implemented in school in terms of - Feasibility of available time and resources, classroom and school environment. -Teachers Performance (teaching learning, assessment and follow up of students, learning and progress) To study the worth of CCE in opinon of different stakeholders. To access the strengths and challenges of CCE for its replication on a macro scale.

    Transcriptions obtained from classroom observations, interviews and focus group discussions from respective DMs. and the school. "I Prefer to demonstrate the activity myself in front of whole class as it is difficu to make changes in the classroom in short duration of alloted period. The yearly plans need to be followed by development of unit. In all the other schools the teachers come with set lesson and rarely, teachers previous knowledge of students to link mixed response when asked about this some of them shared teachers.

CBSE

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum that helps to develop various facts of the personality development of child and students. The board has abolished the continuous and comprehensive evaluation pattern and brought back earlier pattern of assessment with emphasis on pen-paper test. Principals of several CBSE-affiliated schools have confirmed that uniform systems of assessment and examination has replaced CCE for class 6 to 9.

Formative and Summative Assessment. The CBSE conducted a study on class XI performance of these students in India. The result confess that most of CCE students have performed far better than board Examinees in most subjects. In class. The study was performed in those schools were 50% of the students had chose CCE instead of Board Exams. For declining Standards in education, lack of academic year rigour and competition to unemployment. CCE paradigm.

ICSE - CCA

Indian Certificate of Secondary Education is activities outside the curricula which helps in physical and emotional development of students. A key component of students holistic education. Through CCAs, students discov their interests and talents. CCAs also provid platforms for students to develop their character, learn values, social emotional competencies and other relevant skills to prepare them for future.

Co-curricular activities (CCCAs) earlier known as Extracurricular Activities. are components of non-academic curriculum that helps to develo various facets of the personality developmen of child and students. Equal weightage has been given to first and second semester examir in ICSE Results. The final marks for each paper and subject have been calculated using the marks from both semesters and Internal assessment marks. Out of six subjects, the best five subjects are selected. The subject with least marks is not taken into consideration for calculating the percentage. This helps students to clear the exam with better scores.

COMPARISON OF SSC, CBSE AND ICSE BOARD.

FEATURE	CBSE	SSC	ICSE
Nature of Board.	This is the state board of Delhi and followed by KVS Based on NCERT	Stateboard based. differs from state to state.	It is condu by council for Indian School Cert examination
Medium of Instruction	English and Hindi	English, Hindi, Marathi, Urdu, Gujarti etc	only English
Quality of Content	No error/No printing mistake in textbook	Lot of errors	Less mista compared SSC Boar
CCE or CCA.	It removes the making system and introduces grading system based on a series of curricular and extra-co-curricular activities	It follows marking system and grades co-curricular activities	It follows grading system for Both,

Grade System	CBSE students of class 9th and 10th are evaluated on point grading system namely A to E	No grading system in main subject only in co-curricular Activiy	Here gradi system ranges from 1 to 9 here A to E
Curriculum and Syllabus	CBSE curriculum is geared towards developing student applicatⁿ skill and solving Abilities	SSC promotes Learning and does not give imp to critical thinking.	Here the curriculum designed in way where students dea through kno and concep topics and applicatio of it to da life.

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CONCLUSION FOR CCA

Best aspect of co-curricular activities at school is that they are part of academics and makes teaching and learning experiences exciting for both students and teachers. The truth of co-curricular activities are intellectual and provide excitement to teaching and learning for both students and teachers is that best feature. Students learn more through effectively classroom exercise like test, Discussions, recitation and other academic games

Co-curricular activities fuel your learning by stimulating creative thought, improving your social and organizational skill developing your interests and talents and offering you the chance of switching off and do something you really enjoy.

It helps in overall development of child Holistic development and assist in developing critical skills and abilities to be successful and Happy at workplaces. Therefore, the importance of shoes, curricular activities is immense due school and college education.

REFERENCE:-

- Writing and Reading across curriculum
  Us.
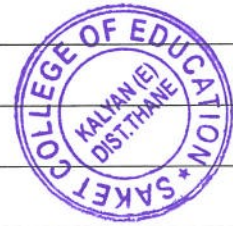
Assignment 2

INDEX

Sr.NO	Particulars	Pg.NO	Remark
1	Introduction		
2	Meaning of Blueprint		
3	Meaning of Test		
4	Blueprint		
5	Question Paper		
6.	Conclusion		

INTRODUCTION

Blueprint helps the teachers in designin the instructional strategies as per the guidelines expected in the curriculum. It Describes the Key elements of a test, includinc the content to be covered, the amount of emphasis allocated to each content area, an other important features. its a completepla that explains how do to or develop somethin In assessment, team refers to a map or specification of assessment to ensure that all aspects of curriculum and educational domains covered by assessment programme. It helps curriculum developers to match variou competencies with the course content various and an appropriate form of assessment.

Blue print acts as valid tool to assign objectives with assessment, helps in distributio of proper weightage and questions across the topics. It should be an integral part of assessment and process of blueprinting will act as a source of evidence to support its content validity.

Assessment blueprint is an essential step for enhancing validity of assessment and constructive alignment. but it is concerned educators must seriously consider any eleme that can reduce the validy of assessment. It helps institutions to identify test instrutin appropriate to construct and contents for the assessment.

Exam blueprinting achieves valid assessm of students by defining exactly what is intended to be measured in which learnin domain and defines what level of competer is required.

MEANING OF BLUEPRINT

Blueprint deals with the sampling conten competencies and tools for the assessment i a rational and balanced manner. It is a two dimensional set of drawings that provides a detailed visual representation of how an architect wants a building to lool Blueprints typically specify a buildings dimensions, construction materials and the exact placement of all its components

- 5 step framework for service Blueprinting
1. Find support; level set and educate on serv blueprinting.
2. Define the goal. choose a scope and Focus.
3. Gather Research
4. Map the blueprint
5. Refine and distribute.

It deals or describes the key elements of a test, including the content to be covered, the amount of emphasis ellocated to each content area and important features.

MEANING OF TEST

    In education field test refers to as a short exam to measure somebody's knowledge or skill in something. A test is us to examine someone's knowledge of something to determine what that person know or has learned. It measures the level of skill or knowledge that has been reached.

    It is to try, use or examine something carefully to find out if it is working properly or what it is like. it used in approved maintainence data which does not requires specific training, or particular competencies required to perform maintainence task on a specific type of equipment and in a specific environment

BLUE PRINT TABLES.

* Adminstration of unit test and Analysis of Result.

BLUE PRINT OF THE QUESTION PAPER
A THREE DIMENISONAL CHART.

Sr·No	Objectives content	Knowledge			Understanding			Application			Tot
		O	S	E	O	S	E	O	S	E	
1.	organ system	5(5)			2(1)						7(6)
2.	Types of muscles	3(3)			2(1)						5(24)
3.	Digestive System	2(2)			4(1)						6(3)
4.	Importance of glands.	2(2)			4(1)						6(2)
	Total	12(11)			12(4)						20

E = Essay type
S = short type
O = Objective

Note:- Number in bracket indicates question number
Number outside bracket indicates marks

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WEIGHTAGE TO OBJECTIVES.

Sr.No	Objectives	Marks	Percentage
1	Knowledge	12(×5)	60
2	Understanding	4(×5)	20
3	Application	4×(5)	20
	Total-	20	100

WEIGHTAGE TO SUBUNITS (CONTENT)

Sr.No.	Subunits	Marks	Percent
1.	Organ System	5(×5)	25
2.	Types of Muscles	5(×5)	25
3.	Digestive System	8(×5)	40
4.	Importance of gland	2(×5)	10
	Total	20	100

WEIGHTAGE TO QUESTION FORMAT.

Sr.No	Forms of Questions	Marks	Percentag
1	Essay Type	4(x5)	20
2	Short answer	4(x5)	20
3.	objective type	12(x5)	60
	Total	20	100

Question Paper

UNIT TEST

Subject :- Science
Time : 30 minutes.

Q.1] Fill in the blanks.   (4 mrks)

1. The process of digestion starts from the _____

2. Eyelids have _____ muscles.

3. Fluoride is used in toothpaste to prevent _____

4. Synthetic detergents can be used in _____ wate

Q.2] Match the following.   (4 mrks)

A	B
1. Cardiac muscles	a) enzyme of gastric juice
2. Pepsin	b) chewing movements of jaw.
3. Cramps	c) always functions in p
4. Skeletal muscles.	d) uncontrolled and painful contraction of muscles.

Q.3] True or False (why) (4 mrks)

1. Contraction is basic property of Muscles.

2. Muscles of the heart are ordinary muscles.

3. Concrete is an important material in Construction

4. word detergent is derived from detergere.

Q.4] one or three sentence Answers. (Any 2) (4 ma

1. what are natural detergents?
2. What are man-made substances?
3. what is digestion?
4. What are Voluntary muscles?

Q.5] Answer in Brief (4 mrks)

1. How many types of muscles are there? Whic are those types?

2. Soap cannot be used in hard water why '

CONCLUSION :-

Assessment is the heart of education proc
Teachers and parents use to test scores to
gauge a students academic strengths an
weaknesses and communities rely on these
scores to judge the quality of their
educational system.

It demonstrates whether or not they ha
met curriculum outcomes or the goals of their
repective programs, or to certify the proficie
and make decisions about students future
programs or placements. it is designed to
provide evidence of achievements to parents
other educator, the educational institutions

Both the measurement and evaluation
aspects of classroom assessment can be
accomplished in a number of ways. through
much of teachers evaluate the scores from
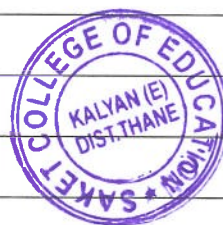those activities of student learning.

REFERENCE :-

- SSC Board Science Textbook.

COLLEGE NAME

SAKET COLLEGE OF EDUCATION B.Ed.

AC. YEAR 2022-23 S.Y.B.Ed

SEMISTER. 3rd ASSIGNMENT-1,2

NAME OF STUDENT

CHARULATA JANBA MUSALE

SUBJECT

ASSESSMENT FOR LEARNING

PROFF- MRS. PRITI CHAUHAN MAM

ASSIGNMENT-I

ACKNOWLEDGEMENT

I would like to express my special thank of gratitude to my teacher professor "Mrs Preeti Chauhan" who gave me the golden opportunity to do this wonder project of "Assessment of learning"

who also helped me in completing my project I came to know about so many new things.

I am really thankfull to them.

Secondly, I would also like to thank my parents and friends who helped me a lot in finalising this project within the limited time frame.

Charulata Musale.
S.Y. Bed

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INDEX

Assignment - I

a) Prepare a blue print and a test in the school subject opted for (compulsory)

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INTRODUCTION OF BLUE PRINT

A blue print is generally something intended as a guide when making something else.

It is detailed plan of action or outline in a technical form.

It was first used at construction and industry later it was used in car modeling, animation story boarding etc.

Basically, it is used at those areas where we want a detailed plan of action before executing finally.

It give feedback on student's progress and teacher delivering the curriculum. from students point, how well they attain the objective. It provides a guide to both to students and teachers. It also determines the reliability and validity of the examination.

Blueprint acts as a valid tool to align objectives with assessment, helps in distribution of appropriate weightage and questions across the topics. It should be an integral part of assessment and the process of blueprint will act as a source of evidence to support it's content validity.

MEANING OF BLUE PRINT

It provide students an interactive approach for education planning to meet the curriculum expectations and learning objectives.

A blueprint of examination also known as the test specification provides examination strategy of an institution at a glance.

Blueprint is the matrix or chart reporting the number and type of test questions represented across the topic in content area, consistent with learning objective and relative weight on test given to each topic.

A blueprint also identifies the % weighting of cognitive dimensions as the level of competence tested in each knowledge domain.

It is use to explicitly align assessment processes with desired learning outcomes in terms of —

what will be assessed

How it will be assessed.

It allows sharing and communication with others.

MEANING OF TEST

Test may be called as a tool, a question, set of questions, an examination which use to measure a particular characteristics of an individuals.

It is something which provides informations regarding individuals ability, knowledge, performance and achievement.

A test is a device or technique used to measure the performance, skill level, or knowledge of learner on a specific subject matter.

A test is a tool or instrument or means for collection of information of any attributes, properties or enquiry of any person or any things we also call sometimes, test as a examination or quiz.

Test is a process of identify or detecting. It is a method to determine students ability.

In education, it is called an examination or exam, it serves to assess or measure students performance, knowledge or skills.

A] WEIGHTAGE TO OBJECTIVE

Sr No.	Objectives	Marks	Percentage.
1)	knowledge	8 (×5)	40
2)	understanding	8 (×5)	40
3)	Application	4 (×5)	20
	Total		100

B] WEIGHTAGE TO SUBUNIT (CONTENT)

Sr NO	Subunits	Marks	Percentage
1	Force and type of force	8 (×5)	40
2	Energy and forms of energy	10(×5)	50
3	Energy Resources	2 (×5)	10
	Total	20	100

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c] WEIGHTAGE TO QUESTION PAPER FORMAT

Sr No.	forms of Questions	Marks	Percentage
1)	Essay Type	4 (×5)	20
2)	Short answer	8 (×5)	40
3)	objective type	8 (×5)	40
	Total		100

seen

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BLUEPRINT OF THE QUESTION PAPER
A THREE DIMENTIONAL CHART

Sr No.	Objective content	Knowledge O	S	E	Understanding O	S	E	Application O	S	E.	Total
1)	Force and Type of Force	4(4)				4(2)					8(6)
2)	Energy and Forms of energy.	2(2)				4(2)				4(1)	10(5)
3)	Energy Resources	2(2)									2(2)
	Total		8(8)			8(4)				4(1)	20

E- Essay type
S- short Ans type
O - Objectives.

Note- Number in bracket indicates question number.
— Number outside bracket indicates marks.

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QUESTION PAPER

Saket Vidya Mandir

UNIT TEST

Std- 6th

Subject- Science.

Marks- 20

Time- 30 mins.

Q.1 A] Fill in the blank — — — — — — 3 (M)

1) The force of friction is always acts ___ the motion
(along, against)

2) The capacity that an object has for doing work
is called ____
(Energy, displacement, Force)

3) Non-conventional energy resources are ___
(Renewable, non-renewable)

B] True or false — — — — — — — — — (2M)

1) The koyana-project is well-known Tidal energy.

2) Newton discovered a gravitational force.

Q.2) Write the answers in one sentence --- (3M)

1) Write the definition of muscular force?

2) Write the name of forms of energy?

3) Give example of mechanical force?

ANALYSIS OF RESULT 60 STUDENT

TEST - Subject - Science.

Std - 8th / A

UNIT - 10. Force and type of force

11. Work and energy.

Period - ᴱ 30 min.   Marks - 20

	No. of students
Excellent - 90 - 100	3
Very good - 80 - 89	7
Good - 70 - 79	20
Fair - 60 - 69	18
Average - 50 - 59	12
	60

CONCLUSION

Students were satisfied as blueprinting help them to attempt examination better.

The Teachers who Validated the blueprint felt that it helps in distribution of appropriate weightage and questions across the topics and blueprinting should be an integral part of assessment.
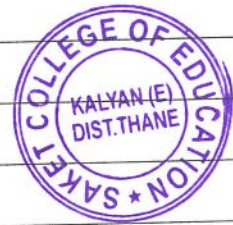
ASSIGNMENT-II

ACKNOWLEDGEMENT

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Charulata Musale.
S.Y.B.ed

INDEX

ASSIGNMENT -II

b) Study and compare the implementation of CCA of different school boards.

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INTRODUCTION OF CCA

Continuous and comprehensive Assessment (CCA) refers to a system of school-based evaluation of student that covers all aspects of a students' development.

It is a developmental process of child, which empha-sizes on two fold objectives. These objectives are continuity in evaluation on one hand and assessment of broad based learning and behaviral outcomes on the other.

It help to develop cognitive, psychomotor and affective skills. It develop students thinking processe while de-emph asising memorisation. Make continuous evaluation an integral part of the teaching-learning process.

Continuous assessment helps in bringing awarene-ss of the achievement to the child, teachers and parents from time to time.

The major emphasis of CCA is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It transform teaching and learning into a student-centric activity.

MEANING OF CCA

   CCA is a two-fold concept, first fold is "continuous" The term 'continuous' is meant to emphasize that evaluation of identified aspects of students "growth and development' is a continuous process rather than an event, build into the total teaching-learning process and spread over the entire span of academic session.

   The second fold is 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and developme nt. since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of a variety of tools and techniques and aims at assessing a learner development in areas of learning like :-
knowledge, understanding / comprehension, Application Analysis, Evaluation, creativity.

   Next letter in CCA is A, that stands for Assessment. which means how better a child learns (sharing the child's learning with her parents in the intended out- comes).

   Assessment is comparative. It assess a learner on the basis of other one, beside taking actual status of learner, criteria referenced-assessment against a fixed curriculum and simple assessment of learning to as access the process of learning.

CCA IMPLEMENTATION ON DIFFERENT BOARDS

CCA OF CBSC

The comprehensive component of CCF takes care of assessment of all round development of the child's personality. It includes assessment in scholastic and co-scholastic aspects in pupil's growth. students will be evaluated both in scholastic and non-scholastic areas.

For assessment of the scholastic areas, the academic year is divided in two terms and two types of tests will be conducted to assess the academic subjects as given in Table 1 below.

Term wise weightage.

Each term to have 2 formative assessment and one summative assessment in each subject.
Six assessment are proposed.

Class	Term 1 (Apr - sep)				Term 2 (oct - march)			
	FA-1	FA-2	SA-1	Total	FA-3	FA-4	SA-2	Total
I - X	10%	10%	30%	50%	10%	10%	30%	50%

Total formative assessment (FA) = FA-1 + FA-2 + FA3 + FA-4 = 40%.
Summative assessment (SA) = SA-1 + SA-2 = 60%.

Formative assessment	Summative assessment
comprises of	
1) Classwork	1) Includes term end examination
2) Homework	
3) Oral questions	Half yearly and final examination
4) Quizzes	
5) Projects	
6) Assignment / Task	

CCA OF SSC

The ssc is designed to provide an examination in ccE. pattern (continuous comprehensive Evaluation), through the medium of English. candidates for the examination will be required to have completed satisfactory courses in languages. Art and craft, Physical education Moral and Spiritual values and socially useful and productive work. These are assessed internally by the school and their results will count towards the award of the final progress report.

Evaluation Pattern (ssc)

Subject	Unit I wr	Unit I or	Unit II wr	Unit II or	sem-I (A) wr	sem-I Pra.	sem-I I.A	sem II (B) wr	sem II Pra.	sem II I.A	Final (A+B)	Avg.
English	20		20		80		20	80		20	200	100
Marathi	20		20		80		20	80		20	200	100
Hindi/San.	20		20		80		20	80		20	200	100
or												
Comp.Hindi	10		10		40		10	40		10	} 200	100
Comp.Sank	10		10		40		10	40		10		
Algebra	20				40		10	40		10	} 200	100
Geometry	20				40		10	40		10		
Science	20		20		80		20	80	10	210	200	100
History	20		20		40		10	40		10	} 200	100
Geography	20		20		40		10	40		10		
ICT	20	5	20	5	40	10	25	40	10	25	150/3	50
Health P.Ed.					50		30	50		20	150/3	50

Subject	Unit I		Unit II		Sem I (A)			Sem II (B)			Final (A+B)	Avg.
	wr	or	wr	or	wr	pra	I.A.	wr	pra	I.A		
Health and P.Ed					25	25		25	25		100	50
W.Ed(k-s)					60	40	50	60	40	50	300/2	Grade
M.C.C / social.ser.					50	50		50	50		200/2	Grade
Total					595	35	175					750

Formative assessment	Summative assessment
comprises of	
1) Class Test / open book Test	1) Include term end examination - Half yearly and final examination (contributed from oral exam practical exams, and written exams)
2) Home work / Activities	
3) Oral Test / suprise test	
4) Elocution, quiz	
5) Projects	
6) Practicals / experiments	
7) Extra curricular activities	

CCA OF ICSE

The ICSE is an examination conducted by the council for the Indian school certificate examination, a private non-governmental board of school education in India, for class 10. i.e. grade 10. It has been designed to provide an examination in course of general education in accordance with the recommendation of the New education Policy (1986) India. Through the medium of english. It was affiliated to French Board of examination before 1986.

The making scheme of ICSE is given below.
Group I is compulsory for all.

Subjects in ICSE class VIII

English	Second language - Hindi Hindi / French	mathematics
History, Civics and Geography	science [chemistry, Biology Physics, Environmental science	Computer studies.

Students are also offered lesson in Indian Music, Indian Dance, Western Music, Yoga and art & drama.

The following subjects are offered for external examination at the end of x

Group I (comp)	Group II (comp)	(any one) Group III
English, Second language Hindi / French,	mathematics, Science (phy, chem, Bio)	computer Application Art.

History, civics and Geography	Environmental science	Physical education Technical Drawing Application.

As part of ICSE programme, student are also required to undertake socially useful - productive work (SUPW).

* formative Assessment includes the following.

Language	Mathematics	science	social science
• oral and listening comprehension.	• Problem solving, MCQ Data handling and analysis.	• written assignments - MCQ Descriptive.	• writting assignments short long answer
• Prepared speech conversation or dialogue.	• Investigative projects	• Experimental work which may involve one or	• commentary • source base analysis.
• written assignments			
• short, long Question-Answers creative writing, Reports.	• Math lab activities. • Models including origami etc. Research projects and presentations group projects • peer assignment • Presentation including the use of IT.	more of setting experiments, making observation, handling data, making deduction. • Planning and designing experiments to collect data or investigate properties including the law, phenomena etc.	• Projects, investigative informative deductive, analytical. • Research • Group work projects presentation • models and charts. • Presentation including th
• Newspaper Articles, Diary, Entries, Poetry etc. speeches Debates. oratory Recitation etc			
• Research projects, which involve Information Gathering Deductive Reasoning			

• Analysis and synthesis and a presentation using a variety of forms including the use of the IT.		• Research which could be investi-gate or informa-tion gathering and deducing. • Group work - Research or experimental • Contextual research projects • science quiz seminar, field Tour, class responce, model making.	use of IT • open book Test • secondary sources. • comparison and contrast.

* Summative Assessment.

This is an overall assessment of the student performance which is done at the end of the term/ academic year. This is done for grading / certification, At the end of the year Avarage of all formative tests and semesters are calculated.

COMPARISON OF CCA IMPLEMENTATION ON SSC, CBSE, AND ICSE BOARDS

FEATURE	CBSE	SSC	ICSE
Nature of Board	This is the state board of Delhi and the board followed by Kendriya Vidya-layas. It's based on the syllabus set by the NCERT.	This is a state board syllabus. It differs from state to state.	Is the Named the exam conducted by council for the Indian school certificate Examinations
Medium of Instructions	English and Hindi	English, Hindi marathi, Urdu Gujarati etc.	only English
Quality of content	No errors/No error in printing printing mistakes in Textbook's are good.	Lot of errors and mistakes	Less mistakes and errors as compared to ssc board.

Sundaram®

No. of Formative and Summative Assessment	$FA1 + FA2 + FA3 + FA4 = 40\%$ $(SA) = SA1 + SA2 = 60\%$ $40 + 60\% = 100\%$	$FA1 (20\%) + SA1 (80\%) = 100\%$ & $FA2 (20\%) + SA2 (80\%) = 100\%$	$FA1 (20) + SA2 (80) = 100\%$ $FA2(20) + SA2(80) = 100\%$
Curriculum and Syllabus	CBSE curriculum is geared towards developing student's application skills and problem solving abilities. Once a particular concept is taught, student are tested on the concept using various methodologies.	State Board curriculum promotes rote learning and does not give enough importance to application and critical thinking.	curriculum is designed in such a way that students develo thorogh knowledge about various concepts and topics, both content and application wis Practical and lab work is given a lot of importan
Extra curricular Activities	This varies from school to school. There are many CBSE school that give a lot of importance to extra curricular activities while there are	This varies from school to school some school give equal importance to extra-curricular activities and academics while some schools	curriculum is known to give a lot of importa nce to extracu rricular activiti The board belie in giving studen an all rounded education, and

	many others that strictly focus only on studies. some elite schools may have better facilities and training for extracurricular activities	give little importance to activities that are not academic oriented.	students are exposed to all kinds of activities ranging from academic oriented such as project works, debates competitions to other activities such as sports, drama, arts and music.
Quality of Teachers	The quality of teachers in India has gone down considerably due to most students belonging to the younger generation preferring to join the IT work force where the salary and other prospects are way better than what teaching jobs offer in india reputed schools	most schools presently do not have good quality teachers esp. government schools but one can find good teachers in private schools.	since most CISSE schools charge a hefty fee, you can expect the teachers to be well qualified and trained for their job.

Qualifying Marks	In CBSE, the pass mark of each sub. is 33% but in a subject involving practical work, a student must secure 33% marks in the theory and 33% marks in the practical separately in addition to 33% marks in aggregate so as to pass in that particular subject.	In SSC 35% is passing marks	while in ICSE, 35% and 40% are the pass marks for class X & XII respectively.
Subjects offered :-	with the change in its pattern, CBSE too have introduced several new subjects to opt for such as Mass media, music, Environmental studies and Carpentry etc.	SSC offers limited subjects. It offer variety in language selection and basic maths or the regular maths.	Compared to CBSE ICSE provides a lot of more sub to choose from. In ICSE, some the sub. can o for are environmental educatio computer Applica tion, Technical drawing Applications. Visual arts,

		have quality teachers.		
Examina-tion Nature :-	CBSE has made class X board examination optional where-in students have the option if he or she will write the exam or other-wise be graded.	ssc has made compulsory its class X examination	while ICSE has not made it's class X Examina-tion optional ye However, class XII board exam is not optional in either of the boards.
Grade System :-	CBSE students of class IX & X are evaluated on a 9 point grading system namely $A_1, A_2, B_1, B_2, C_1, C_2, D, E, \& E_2$ A_1 being highest and E_2 the lowest Each grade is based on both formative and summative assessments.	No grading system in main subjects but has grades in co-curricular subjects.	In ICSE, the grading system ranges from 1-9 In socially useful productive work and community ser-vice which is internally asse-ssed, the assessment sh shall be made by grades A, B, C, D or E.

Yoga, and other performing the arts including drama, music Indian Dance, and Personal social and health education

CONCLUSION

From all the CCA Implementation on different boards we can conclude that, co-curricular activities are the true practical experience received to students. The theoretical knowledge gets strengthened when a relevant co-curricular activity is organized. Through the practical knowledge / experience students acquire knowledge, and they use the knowledge in their life also.

I can also conclude that, the overall develop-ment of child will be considered and improved through this CCA implementation without taking burden.
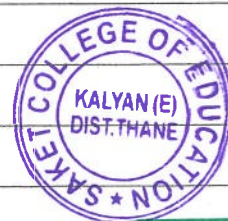
Effective use of social media/learning apps/adaptive devices for learning

SAKET COLLEGE OF EDUCATION

(2023-24)

Name :- Pritee S. Jaiswar

Std. :- FY Bed

Sub. :- ICT

Roll No. :- 26

Topic :- Blog, Google Form and LMS
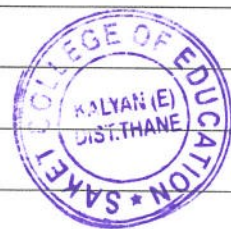
CREATING

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 wes of the app 'Blogger'.

Blogger

Welcome to Blogger

Create a unique blog to publish
your passions, your way

Create a blog

Blogger

Step 1 of 3

Choose a name for your blog

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

Blog name

Next →
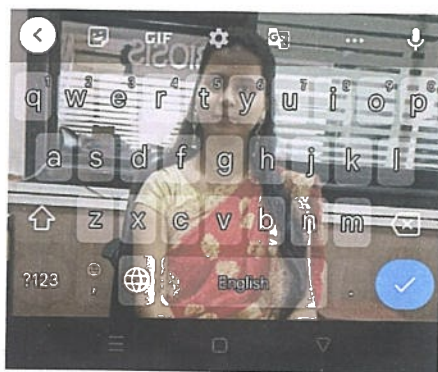
Blogger

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 →

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
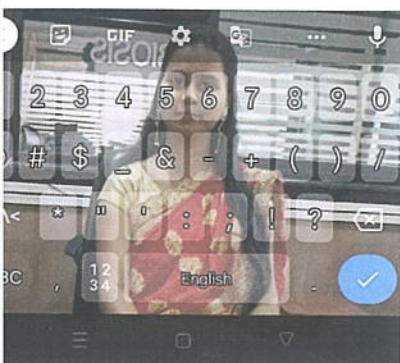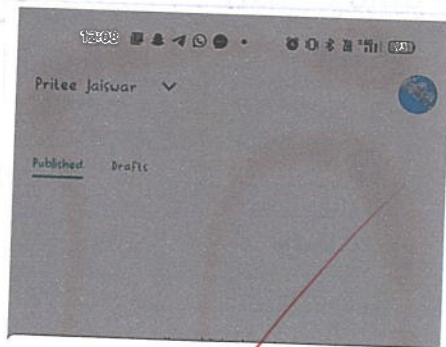
Pritee Jaiswar
2012pritee@gmail.com

🌐 View your blog

⚙ Settings

🅱 About Blogger

❗ Help & feedback

➡ Sign out of Blogger

Terms of service · Privacy · Content policy

← 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.

📷 🖼   **B** *I* <u>U</u> 🔗

✓

📷 🖼   **B** *I* <u>U</u> 🔗

✓

📷 🖼   **B** *I* <u>U</u> 🔗

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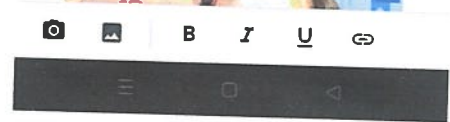
By celebrating Marathi Day, why we celebrate Marathi
Day and understood its importance and in this way
we celebrated Marathi Day very well.

📷 🖼   **B** *I* <u>U</u> 🔗

✕   🔒 Blogger: Posts
     blogger.com   ⬈   🔖   ⋮

☰   🔍   ❓   ⠿   🌐

All (1) ▼   🏷   MANAGE

Pritee Jaiswar   ⋮
(Marathi Diwas...
Apr 17   ⬈   0 ▨   65 ⁞:

➕

☰   ◯   ◁
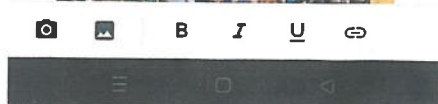
Importance of Blog in education

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.
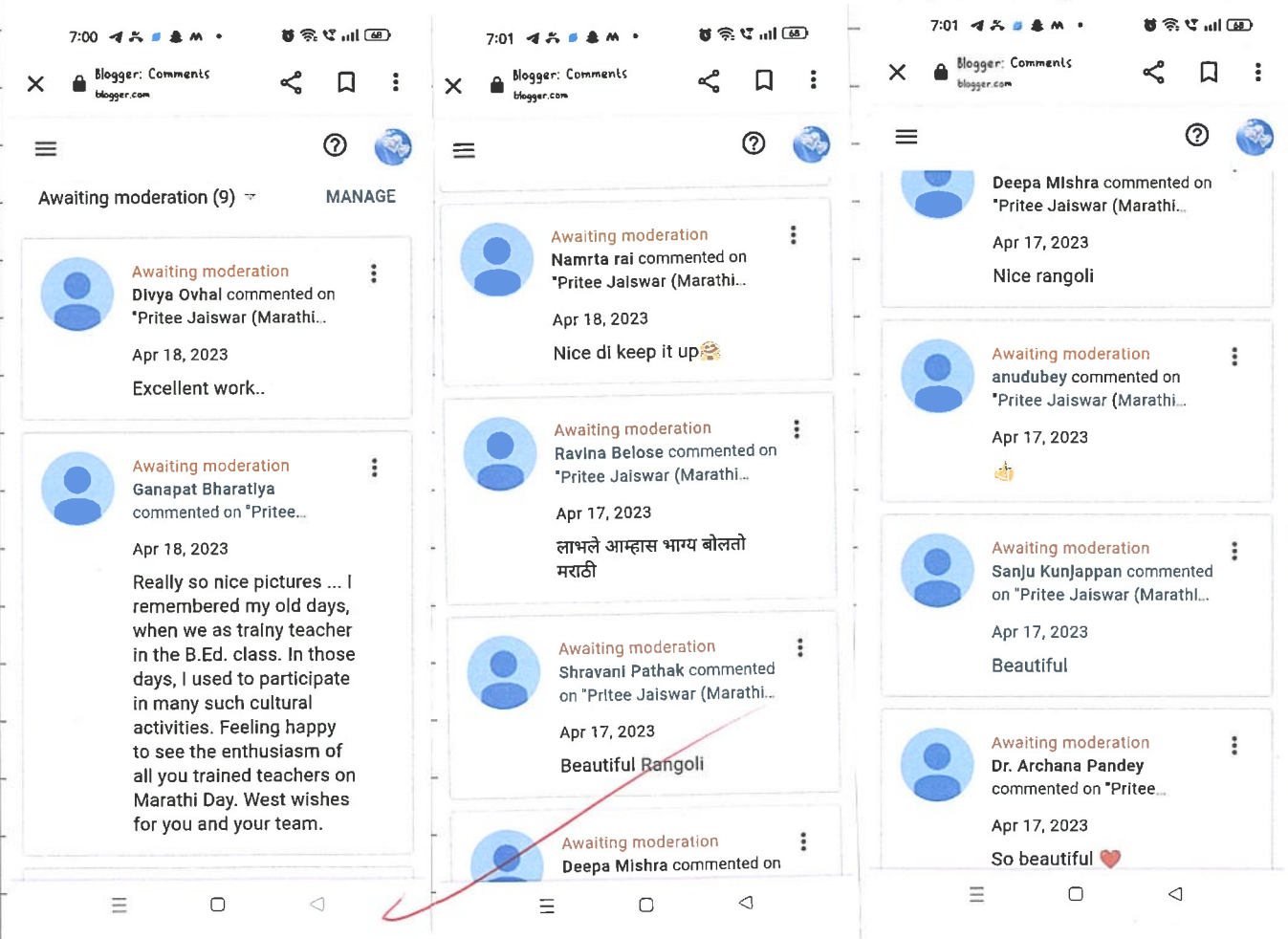
Conclusion

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.
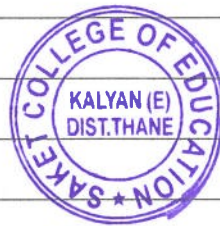
GOOGLE FORMS

Education Related Problems.

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:

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

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

B   I   U   co   X̄

- ◯ 18th October
- ◯ 21st October
- ◯ 11th October

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

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

B   I   U   co   X̄

- ◯ One in five
- ◯ One in three
- ◯ One in four

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

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? *

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

B   I   U   co   X̄

- ◯ 2%
- ◯ 5%
- ◯ 20%

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

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

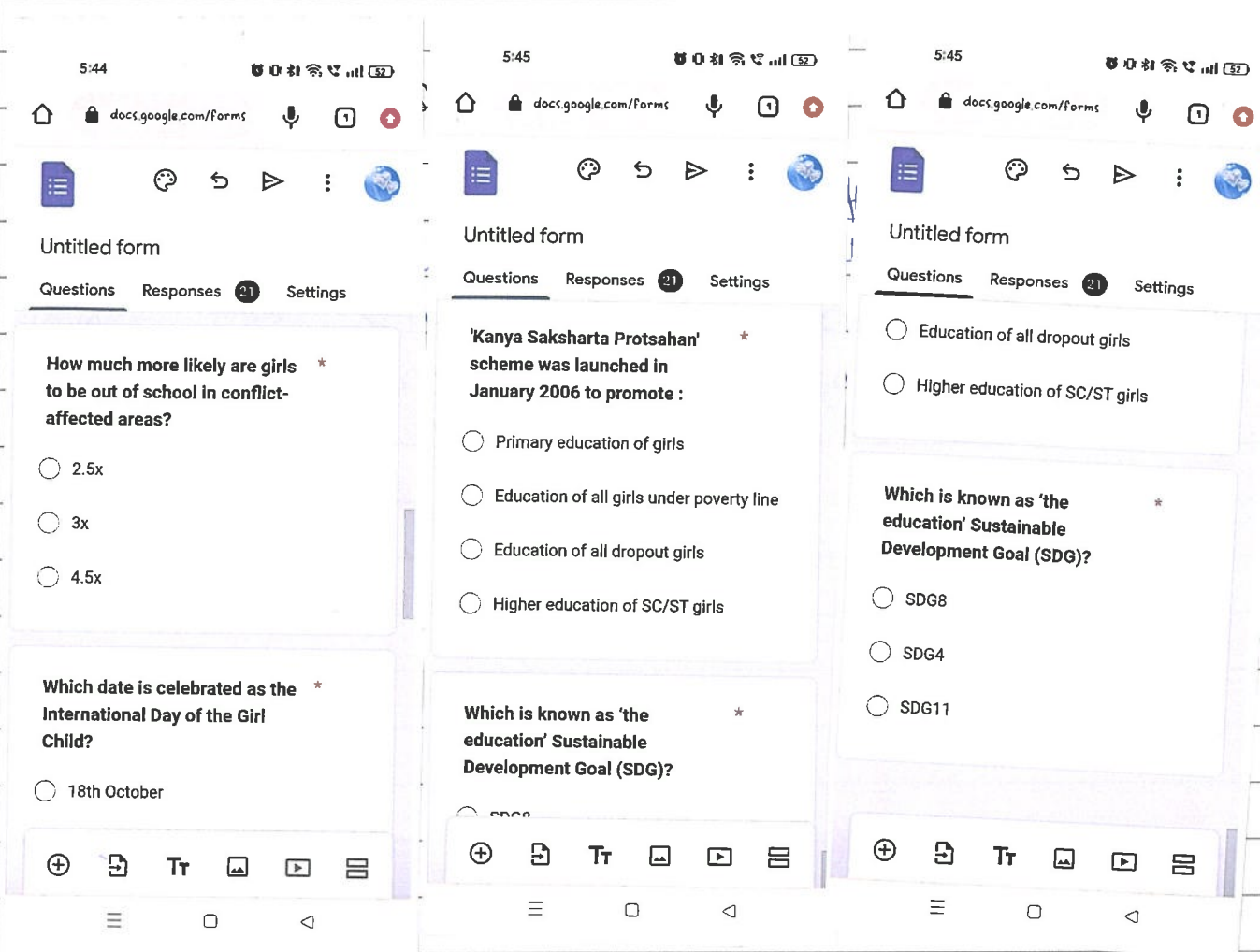**'Kanya Saksharta Protsahan' scheme was launched in January 2006 to promote :** *

After Creating a Questions and Finalising My google Form. I Shared it with My peers and Family to get variety of perspective of all age groups.
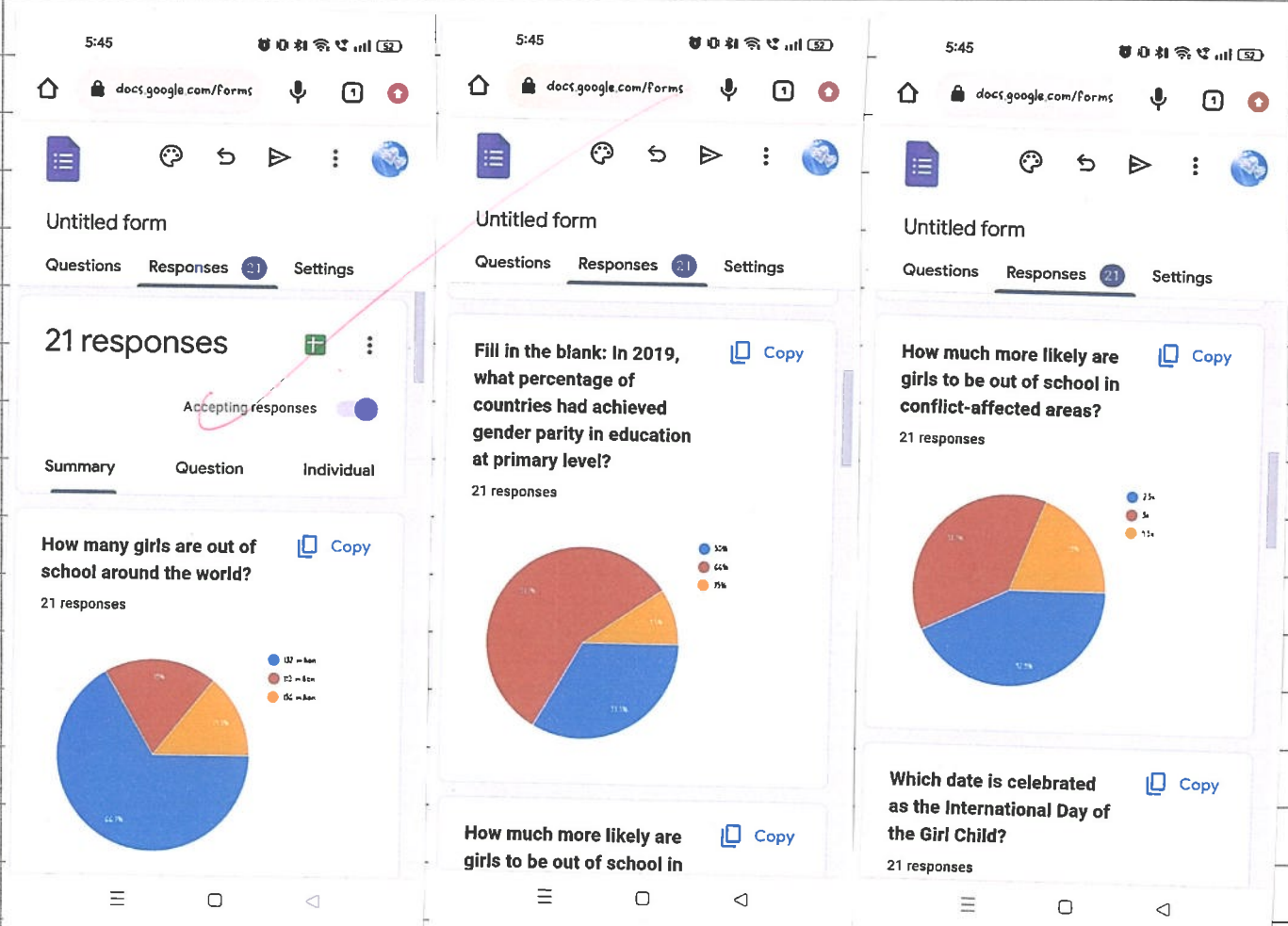
Screen 1:

12:56

Madhurani Saket Elg

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/78158299585?pwd=
OONAyCuy368QbcuEQlxMjuUpSNGbvll

Meeting ID: 781 5829 9585
Passcode: au5r9U

6:44 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

6:16 pm

GENDER EQUALITY IN EDUCATION
docs.google.com

https://docs.google.com/forms/d/e/1FAIpQLSccuU
_d6vTlLXhjUp98XMc6TP9ydQAYXqBAc5aB2b5J9QrOPg
/viewform?vc=0&c=0&w=1&flr=0&fbzx=
-2011217778292233267

6:16 pm

Message

Screen 2:

12:56

Madhvan Moom Elg

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
_d6vTlLXhjUp98XMc6TP9ydQAYXqBAc5aB2b5J9QrOPg
/viewform?vc=0&c=0&w=1&flr=0&fbzx=
-2011217778292233267

2:21 pm

Plz comment   2:21 pm

Sunday

You
https://docs.google.com/forms/d/e
/1FAIpQLSccuU_d6vTlLXhjUp98XMc6TP9ydQAYX
qBAc5aB2b5J9QrOPg/viewform?vc=0&c=0&w
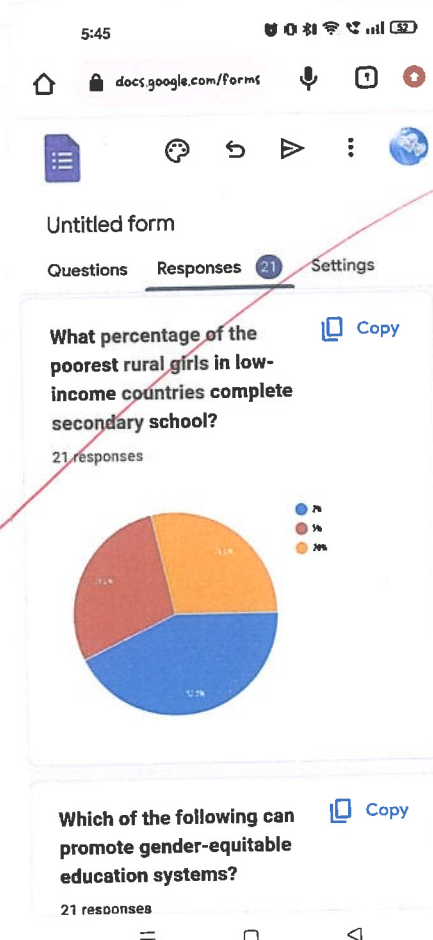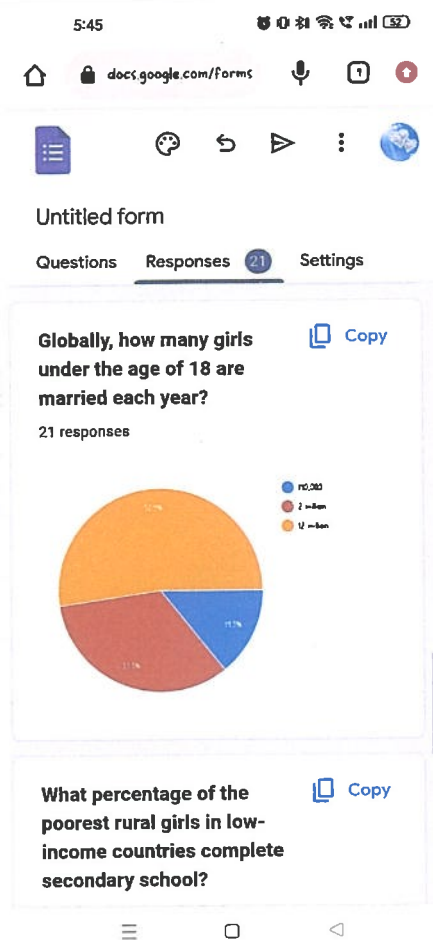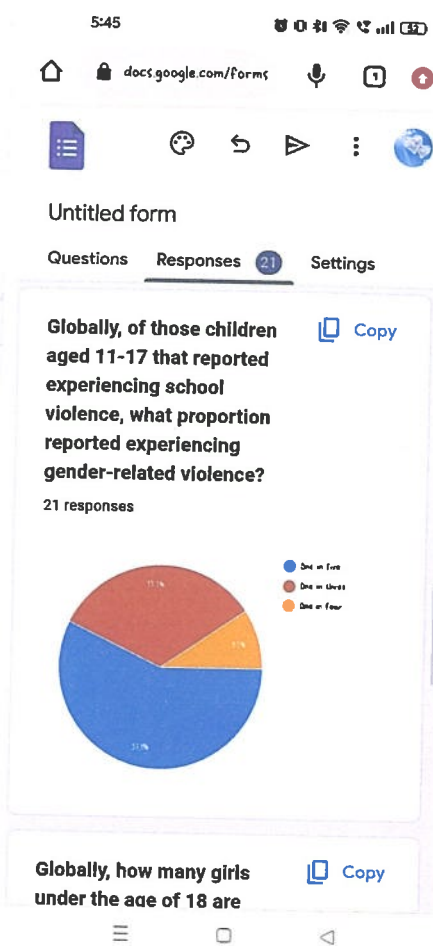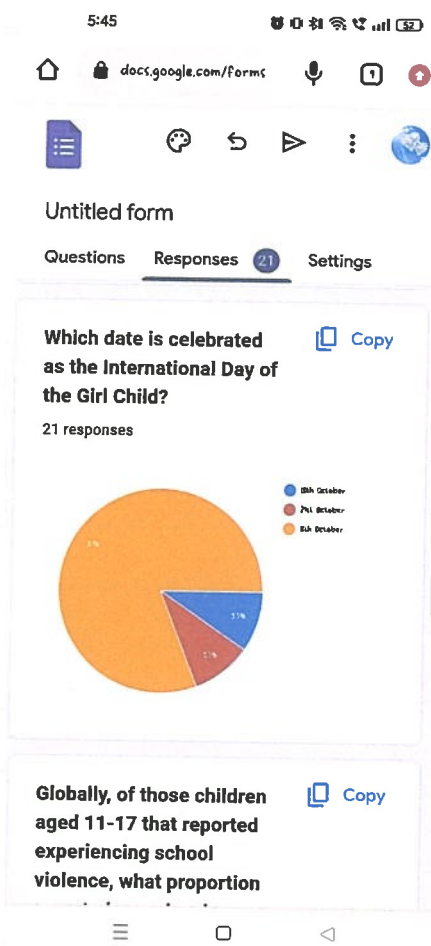
Kar diya re submit

1:50 am

Thanks   1:29 am

Message

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.

Untitled form

Questions   Responses (21)   Settings

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

21 responses

- 10th October
- 7th October
- 11th October

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

---

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

- One in Two
- One in three
- One in four

Globally, how many girls under the age of 18 are   Copy

Untitled form

Questions   Responses (21)   Settings

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

21 responses

- no,000
- 2 million
- 12 million

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

---

Untitled form

Questions   Responses (21)   Settings

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

21 responses

- 7%
- 5%
- 20%

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

21 responses

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.
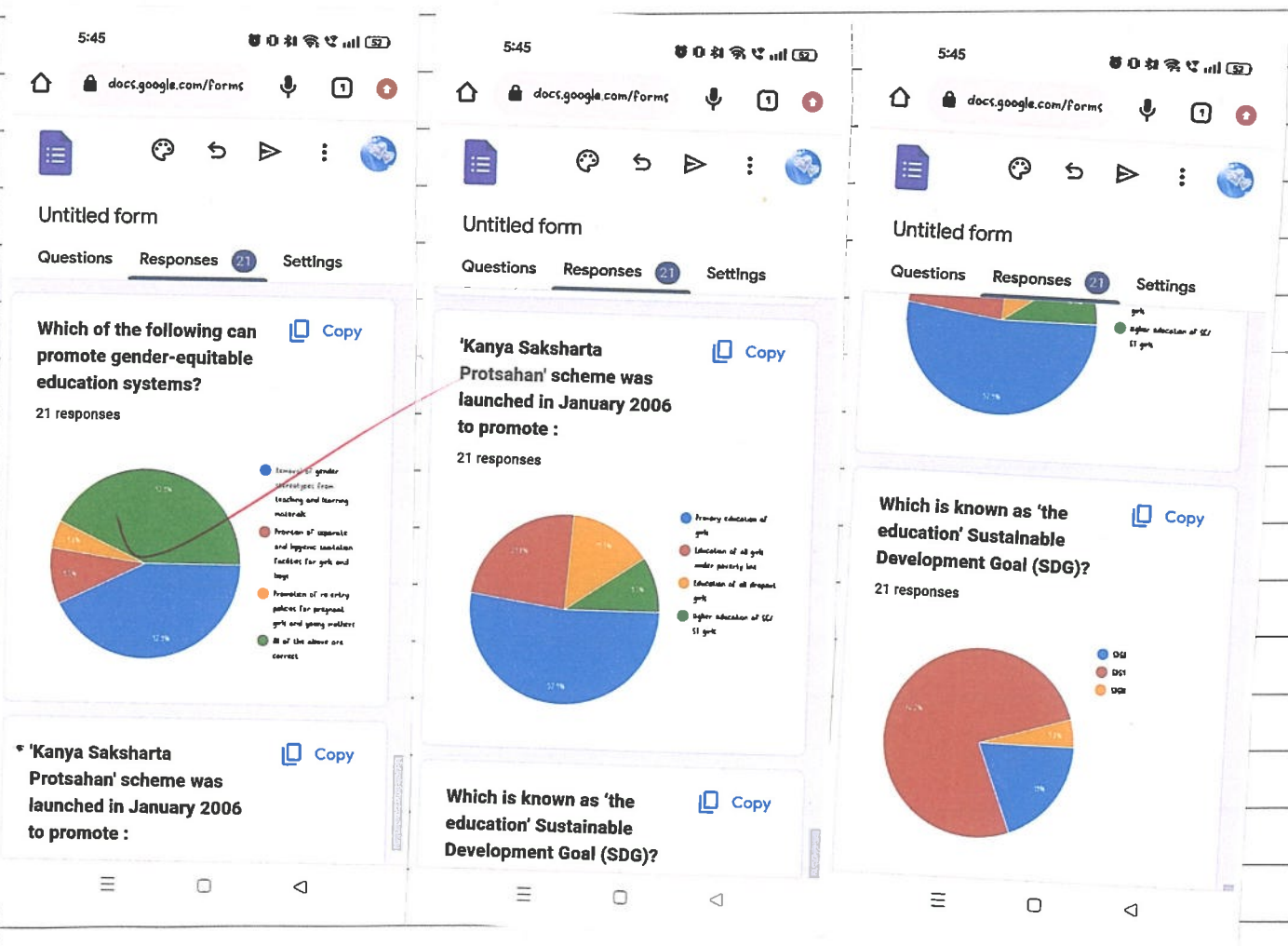
Learning

Management

System (LMS)

Zoom

Meeting

PPT On (Knowledge)
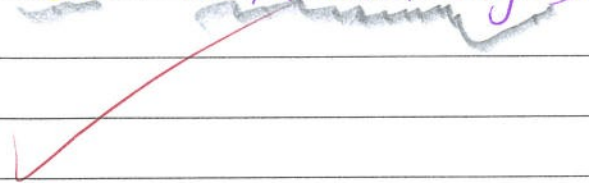
Learning Management System (LMS)

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 on LMS Identify resources For a topic of your choice and upload it we any discussion Forum available for discussion and generate a test. For conducting the pratical. I followed the stages given below:
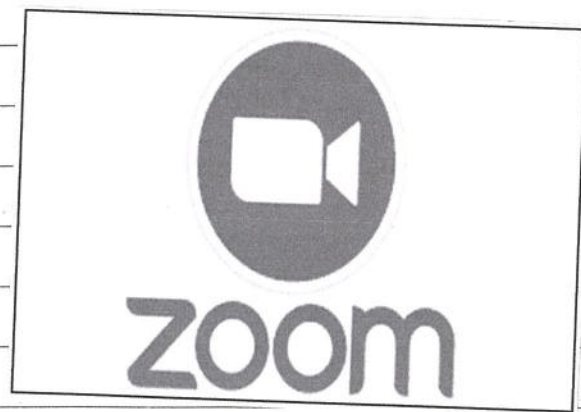
Introduction to LMS

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 researching 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
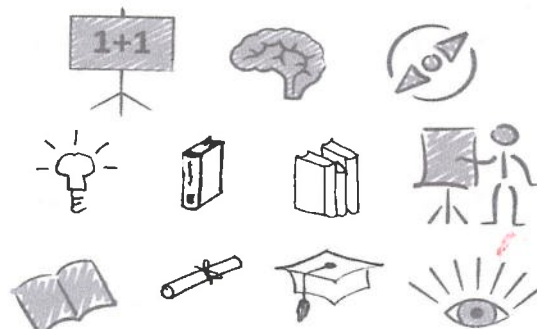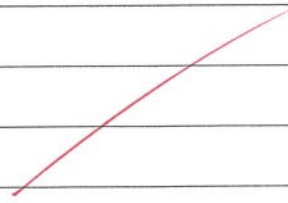

- Knowledge is that which is known
- Knowledge is a information
- Knowledge is instruction
- Knowledge is learning
- The verb know means "Remember, Recall, find out, discovery".

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:
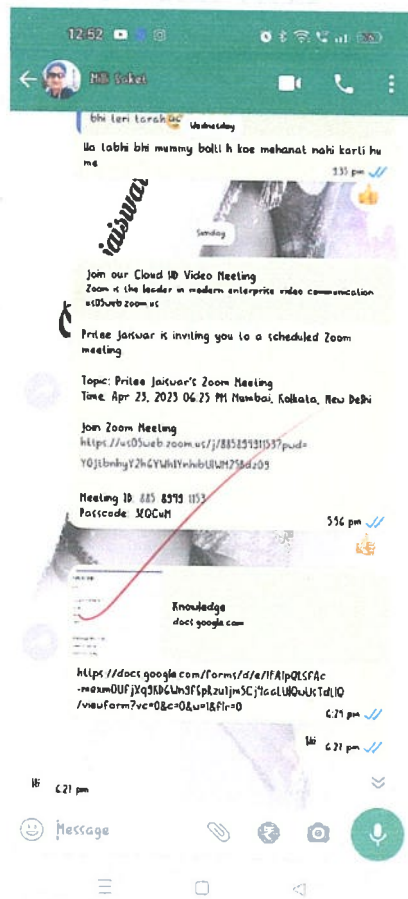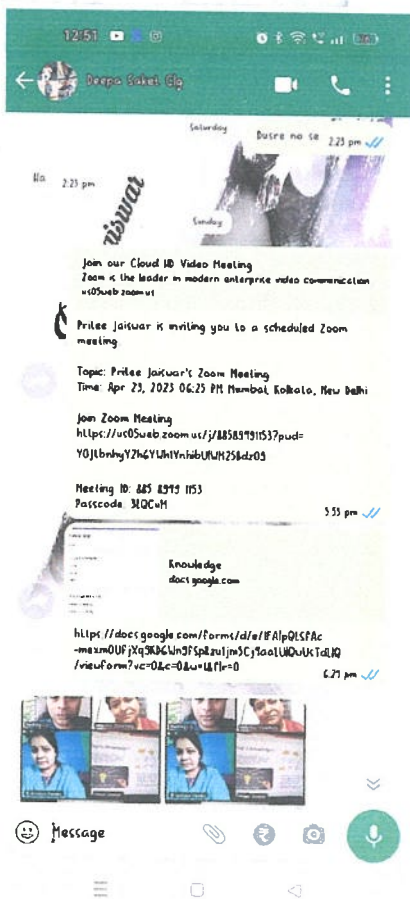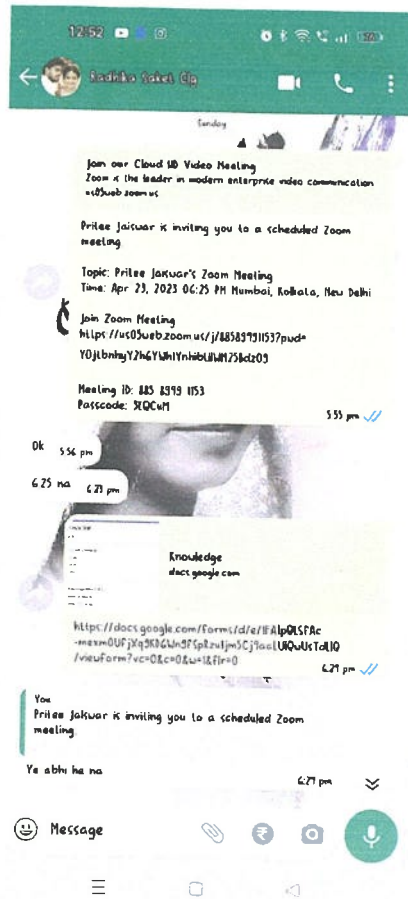
After sharing the link, all of us joined
on the link and turn by turn we started
discussing about our topic. All of us given
group members learn alot.
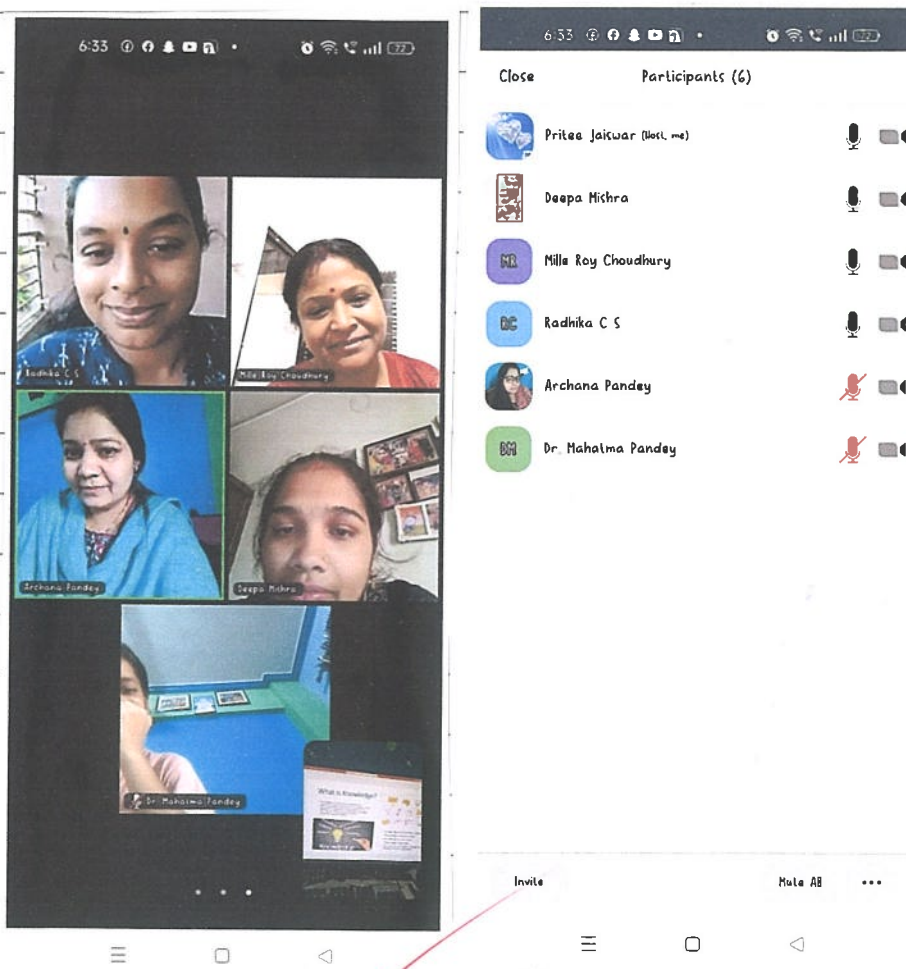
Preparing test Using Google Form.

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:
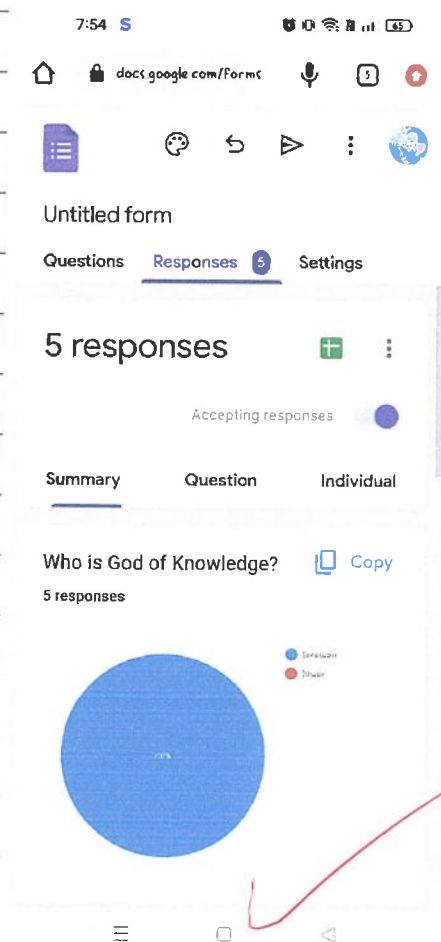
Left screen:

7:54 S

docs.google.com/Forms

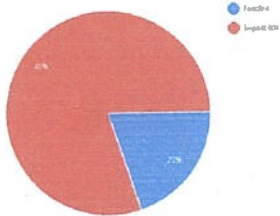Untitled form

Questions | Responses | Settings

Without knowledge understanding is....

5 responses

2 responses

Copy

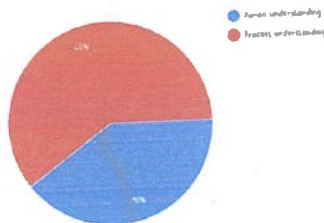**Right screen:**

7:54 S

docs.google.com/Forms

Untitled form

Questions | Responses | Settings

Knowledge means the sum of...   Copy

5 responses

Knowledge = Justified, true belief   Copy

5 responses

Identifying and selecting/ developing online learning resources

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
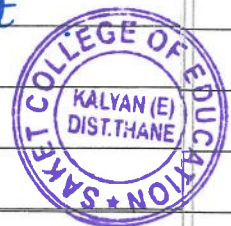
FOR EDUCATIONAL USE

INDEX

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. *

Select a case study/report
related to legal and ethical

issues in

Discuss

made of prior discussion

team. Submit the screenshot

of your group discussion. *

INTRODUCTION

Businesses have adopted information and telecommunication tools in their daily activities and ICTs are very quickly changing the way companies work in. Starting in 1993, 93% of the infor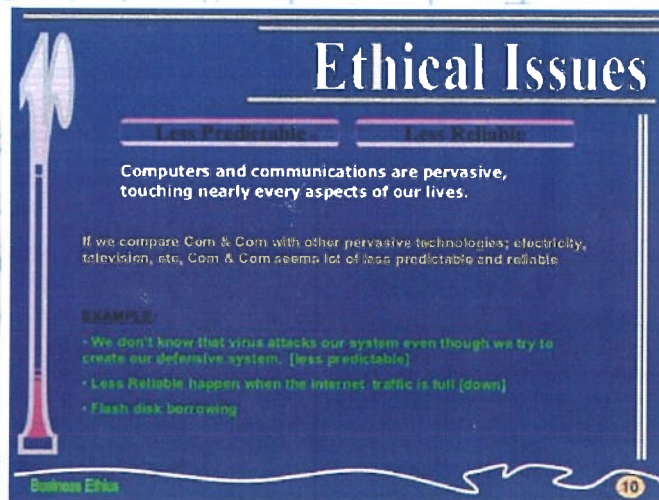mation entered and created in companies worldwide became digital. In Poland, 47% of companies use almost exclusively electronic documents (Mejssner 2014). The effects tend to be relevant to the sphere of material and spiritual : decisions, choices and responsibility. They concern the sphere of morality, 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.

Ethical Issues

Less Predictable -   Less Reliable

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

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

EXAMPLE:

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

Business Ethics

10

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, manager or IT specialists, should know what ethical standard and rules to follow.

Ethics And Digital Media

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

Appropriate and Professional Use of Communication Technology

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

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Patent Applications and Grants
1963-2012

Total Patent Applications
Total Patent Grants

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Appropriate and Professional Use of Communication Technology

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should always share a copy of the original
message to safeguard oneself.

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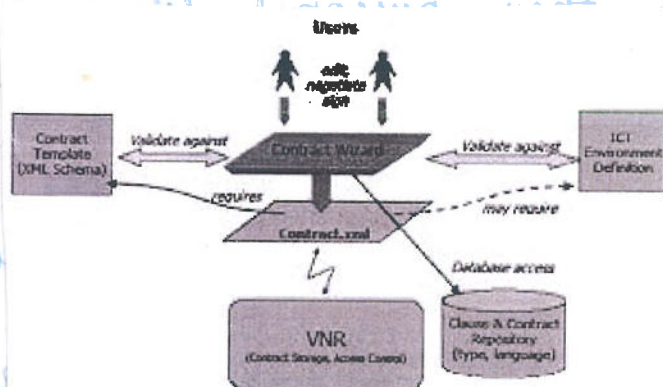
Teachers who show movies in classroom are exempt from copyright law as long as it is legally obtained (rented or purchased), because it is viewed as a beneficial learning tool rather than stealing from the movie studio. Depending on the license, a teacher can be allowed to give out software to each student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

Legality

Teaching our Students Digital Ethics

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

Credibility

Making Judgements

How do you ... what are ... information ... people, are ... online space?

How can you ... based on the ... content about ... 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

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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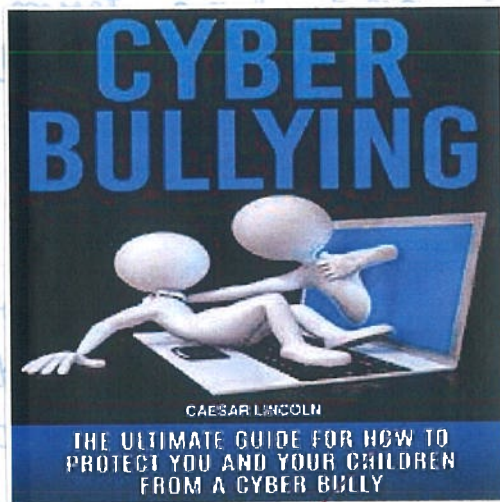
What Is Cyberbullying?

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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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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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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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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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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How to repo...   ...se on social media

FACEBOOK

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   to shame the victim.

🟢 Sharing personal information to blackmail or
   harass people.

Repeatedly targeting other people with unwanted friend requests or messages.

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

TWITTER

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

YOUTUBE

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

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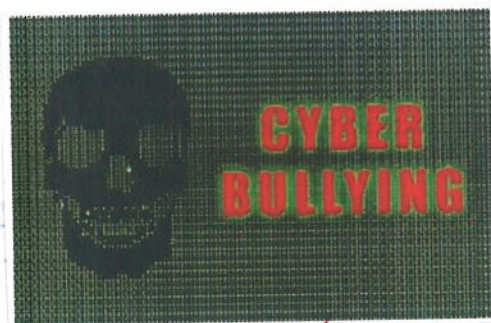
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You have every right to use YouTube without fear of being subjected to bullying or

harassment. Bullying can be reported and action taken when things 'cross a line'. To flag a video you think is inappropriate (click on the little flag bottom right of the video) and YouTube will take a look at it to see whether it breaks their terms of use. If it does then they will remove it. YouTube rules say you can't upload videos with hate content, nudity or graphic violence and if you find one on someone 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.

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

SNAPCHAT

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

WHATSAPP

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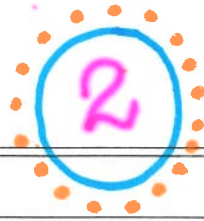
Develop & critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice. *

Develope & critically evaluate a CAI ... writing A using A Instructional design for any topic of your choice. *

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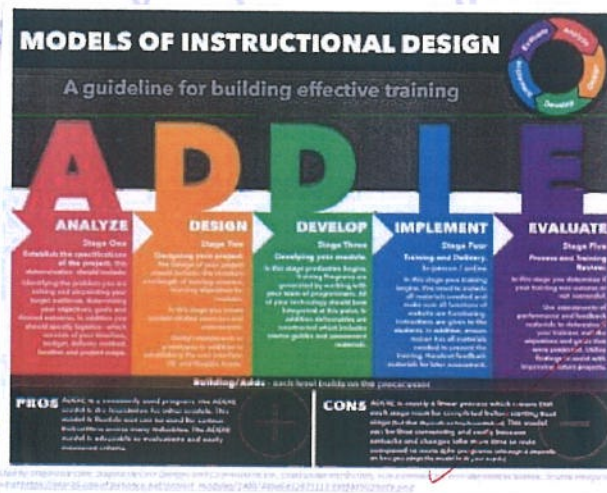
INDEX

INTRODUCTION

      We are a society of technology users. Computers today have penetrated every human activity. As teachers we are catering to a class of proficient Digital Natives. The various uses of computers in education 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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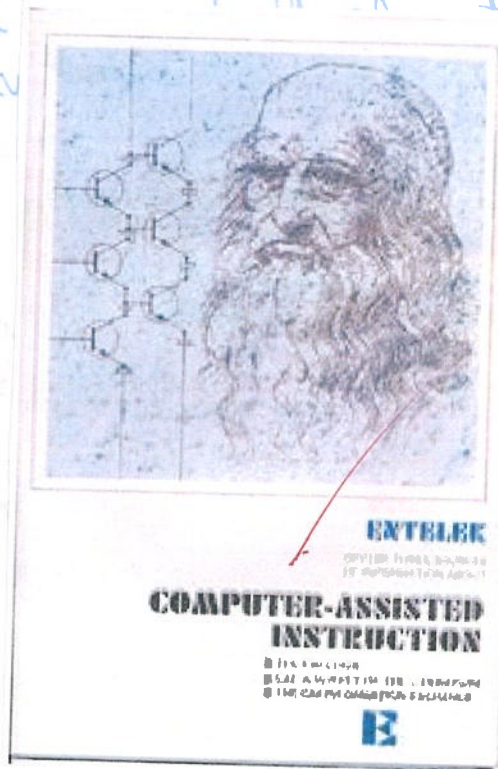
Educators look at computers as a strategy that can engage students in some form of learning. Robert Taylor (1980) suggested that a computer could be used in the classroom in three different ways :

(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)**

(a) _____ **TUTOR** _____

(b) _____ **TOOL** _____

(c) _____

Analysis

Evaluation

Design

Implementation

Development

1. (CAI)

2. (CAL)

3. (CBT)

4. (CML)

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			

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

1. CAI can be provided simultaneously for as many as 4000 students.

2. CAI is suitable for all types of teaching and learning activities.

3. As the learner's performance is going to be recorded automatically in computer memory, immediate feedback can be provided to the learners by the teachers and also the teachers can use the data in making the best teaching strategy for the learner in future.

CAI has been developed from the principles of Programmed Instruction. Within the broad definition, computer-assisted instruction may follow different patterns at the same ...

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

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Instructional Modes of CAI:

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

Tutorial:

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

Drill and practice:

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

and fluency through doing. All the correct responses are reinforced and the incorrect responses are diagnosed and corrected. The computer continues the drill until mastery is achieved by the learner. The computer provides the student with exercises that reinforce the learning of specific skills 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 two bodies etc. are good examples of the simulation mode.

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

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ADDIE MODEL

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Discovery Mode : In the discovery mode, the
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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.

FOR EDUCATIONAL USE

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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4. It can ... a question ... students

5. It was ... which had

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(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 proceed according to their own pace and work individually or in a group.

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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create new educational activities to address any
undiscovered curricular areas. Additionally, a vast

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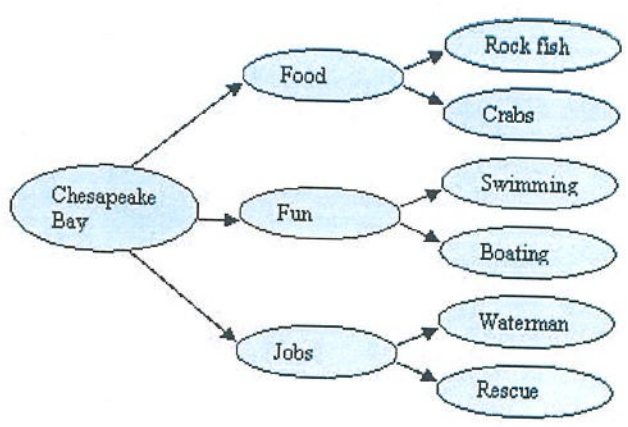
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(5) Personalized Feedback of Instruction: Computers provide immediate feedback, letting students know whether their answer is correct. If the answer is not correct, the program shows students how to correctly answer the question.

(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.

INDEX

FOR EDUCATIONAL USE

Sundaram®

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

Develop and Manage a
Social Networking site |
Blog   for
ICT
service. Submit the report
for the same with
*   empirical evidence.

BLOG

INTRODUCTION

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

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images and links to other blogs, Web pages and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art (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.

Blog

INTRODUCTION

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TYPES

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

x Personal Blogs

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

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Blogger

Sign in to use Blogger
with your Google Account

SIGN IN | Use a different account

Create a blog. It's free.

Your blog. Share your thoughts, photos, and more with your friends and the world.

Easy to use. It's easy to post text, photos, and videos from the web or your mobile phone.

Flexible. Unlimited flexibility to personalize your blog with themes, gadgets, and more.

CREATE A BLOG
It's easy, and only takes a minute.

Learn more:
- Take a quick tour
- Watch a video tutorial
- Discover more features
- Read Blogger Buzz

Blogs of Note

Home | Features | About | Buzz | Help | Discuss | Language | Developers | Gear
Terms of Service | Privacy | Content Policy | Copyright © 1999 – 2009 Google

x Corporate and organizational blogs

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

By genre

Some blogs focus on a particular subject, such as political blogs, travel blogs, house blogs, fashion blogs, project blogs, education blogs, niche blogs, classical music blogs, quizzing blogs, and legal blogs (often referred to as a 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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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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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".

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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

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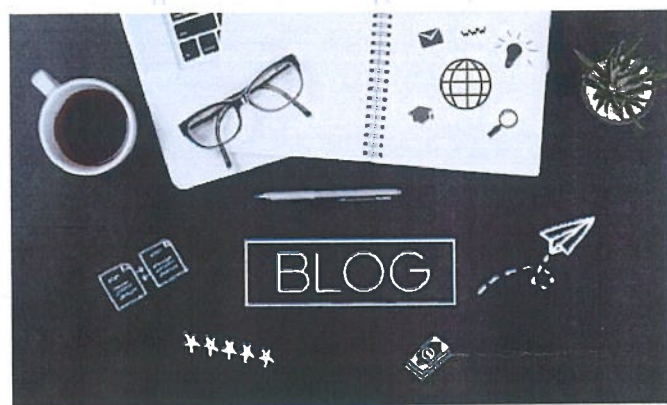
The modern blog evolved from the online diary, where people would keep a running

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

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

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

KEY FEATURES OF BLOGS

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

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

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

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

In the blogospher, 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

FOR EDUCATIONAL USE

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

BLURRING WITH THE MASS MEDIA

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

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

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

PLAGIARISM

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

LEGAL LIABILITIES = COPYRIGHT, DEFAMATION, RACISM

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

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

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

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

INDEX

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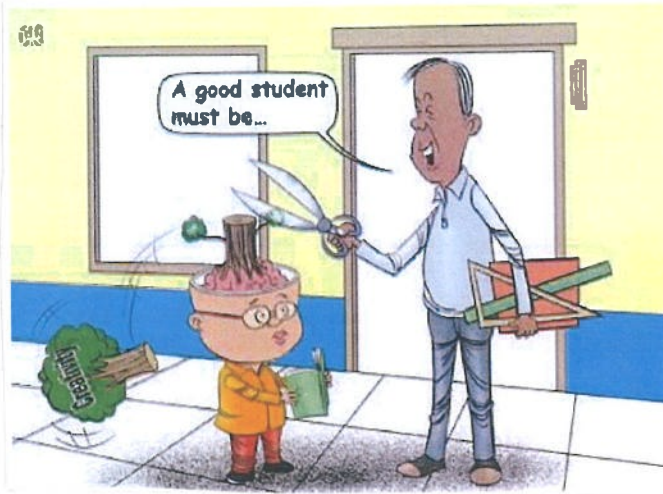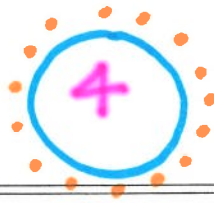
Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screenshot.
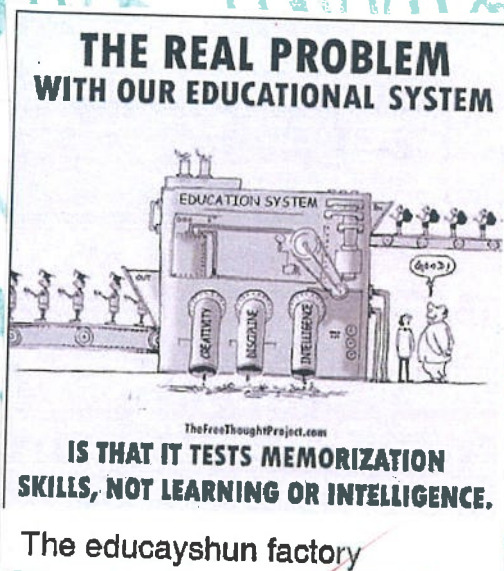
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THE REAL PROBLEM
WITH OUR EDUCATIONAL SYSTEM

EDUCATION SYSTEM

TheFreeThoughtProject.com

IS THAT IT TESTS MEMORIZATION
SKILLS, NOT LEARNING OR INTELLIGENCE.

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

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

Stakeholders and their Values, Beliefs & Circumstances:

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

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& engaging ... situation ... letter understanding thoroughly 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. These stakeholders and religious groups have various values, beliefs & view points on the purposes of schooling and learning; this affect how they make structure it educational institution, define, beliefs, and understand the different students. Some authors argue that beliefs and values are the central part of the organizational culture because they are the

basis for the organization's existence. If these beliefs are to create happier, more productive and more effective students, an autonomous path should be followed. This path starts with the conduct of students with self-esteem and respect, as well as helping them develop their skills and self-governing residency.
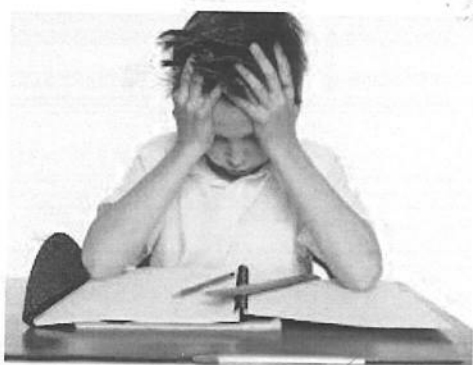
Stakeholders (S)		Perspectives
STUDENTS	In private & public school	They play the direct role in the educational process and as stakeholders are estimated to contribute to the process. They want to be educated. Some of them prefer private schools in order to be more secure and searching for help from 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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In private a The

public school ad

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STUDENTS (Stakeholders)

In public schools

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

Stakeholders (S)		Perspectives
	In public schools	They are searching for Openess, wide education, new educational plans, improvement in the educational system; they also look for training sessions.
TEACHERS	In public schools & private schools	Along with the student, teachers play an interactive role in the educational process since one cannot function without the other. The empowerment of teachers will help the empowerment of students.
	In private schools	They are searching for more profit, more skills, high level of education, being close to students.
EMPLOYEES	In private & public school	They seek to have (in public school) more improved tools with IT support, and well-organized work. Also, they prefer to be more motivated in private schools.

Perspective

In private & public school, They are searching for Openess, wide education, new educational plans, improvement in the educational ... look for training ...

In public schools

In private & public schools
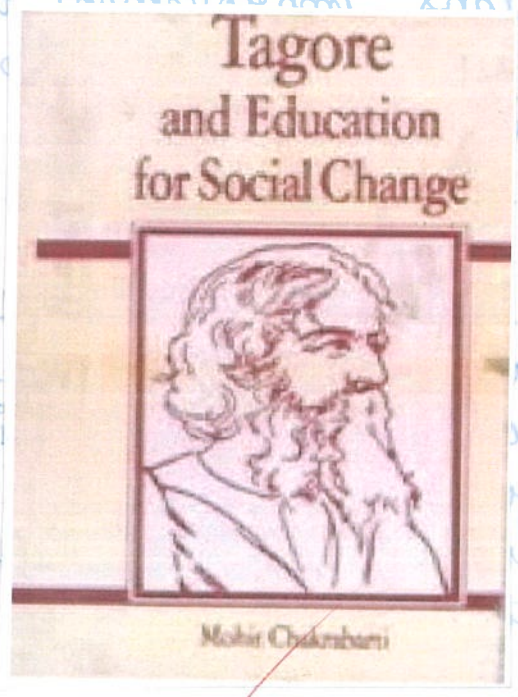
TEACHERS

In public ... A ... schools & a ... private ... schools

... teachers play ... in the ... are caring ... other. The ... teachers will help students.

Tagore and Education for Social Change

Mohit Chakrabarti

In private schools

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

EMPLOYERS

In private & public schools

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.

Stakeholders (s)		Perspectives
PARENTS	Under the term society	Want students to be educated and ready to communicate with society.
	In private & public school	The parents' main objective is the guarantee that their children will obtain a quality education, which will enable the children to guide creative satisfying lives as adults in a global society. Many parents' selections of educational issues are notably influenced by their values & beliefs rather than school value.
	Rich parents	They seek to make sure that their children are safely educated, and having a high quality of education.
	Poor parents	They seek to educate their children without paying lots of money.

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In private
public school

PARENTS

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

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

Stakeholders (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.

Administrators They have many perspectives in schools (public) school, making ..., school).

Government ... presented i... Minister of ... education ... long-term plans, improving the educational systems, and having equality in both schools level of education.

...uested, with ...cing problems ...king

Religious groups

Want to make students class to religion.

Values, Beliefs, and Circumstances

STUDENTS

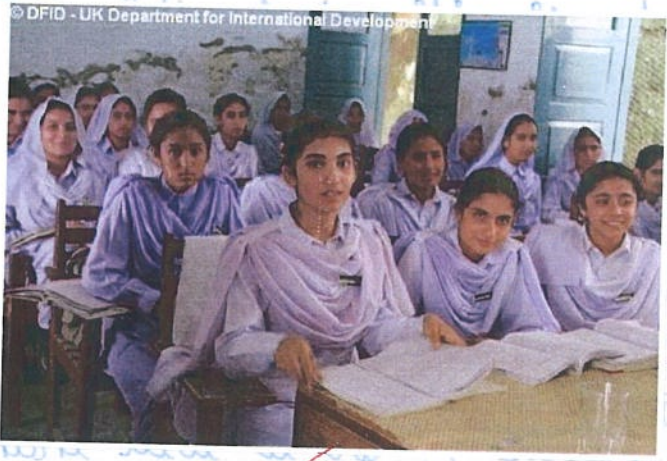Students have intrinsic values and beliefs. They expect to be treated with respect and are estimated to treat others with respect. They learn greatest when the circumstance for learning is dynamic and significant to them. Their self-esteem will be improved by strong and healthy relationships with administrators, 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 schools 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.

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 what the circumstance for learning is, dynamic an... ... will meet ... relationships ... staff with ... values. They environment ... need a ... of learning ... "student" ... (private ... his beliefs according to the school's values.

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TEACHER

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 staff "teacher" also following the rule of the school (private or public), so it will change some of his beliefs according to the school's values.

Values, Beliefs, and Circumstances

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

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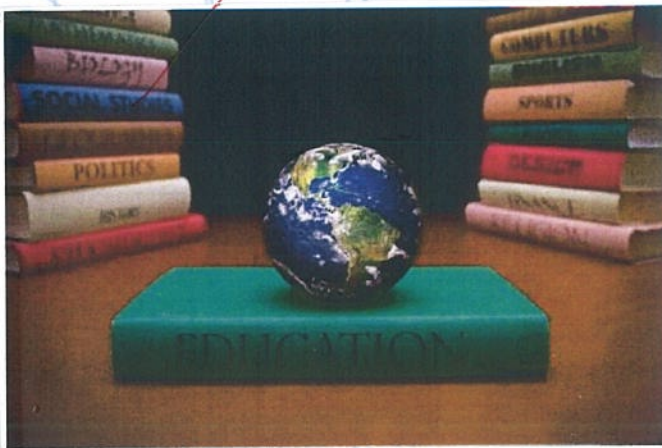
Values, Beliefs, and Circumstances

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.