Metric 3.1.4 - Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations
- 2. Encouragement to novel ideas
- 3. Official approval and support for innovative try-outs
- 4. Material and procedural supports

Clarification Asked-

Documentary evidences in support of the claims Details of reports highlighting the claims made by the institution Reports of innovations tried out and ideas incubated Copyrights or patents filed Response-

1. Reports of claims made under this metric are attached. (Appendix-I)

Appendix-I

Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations



Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2018-193

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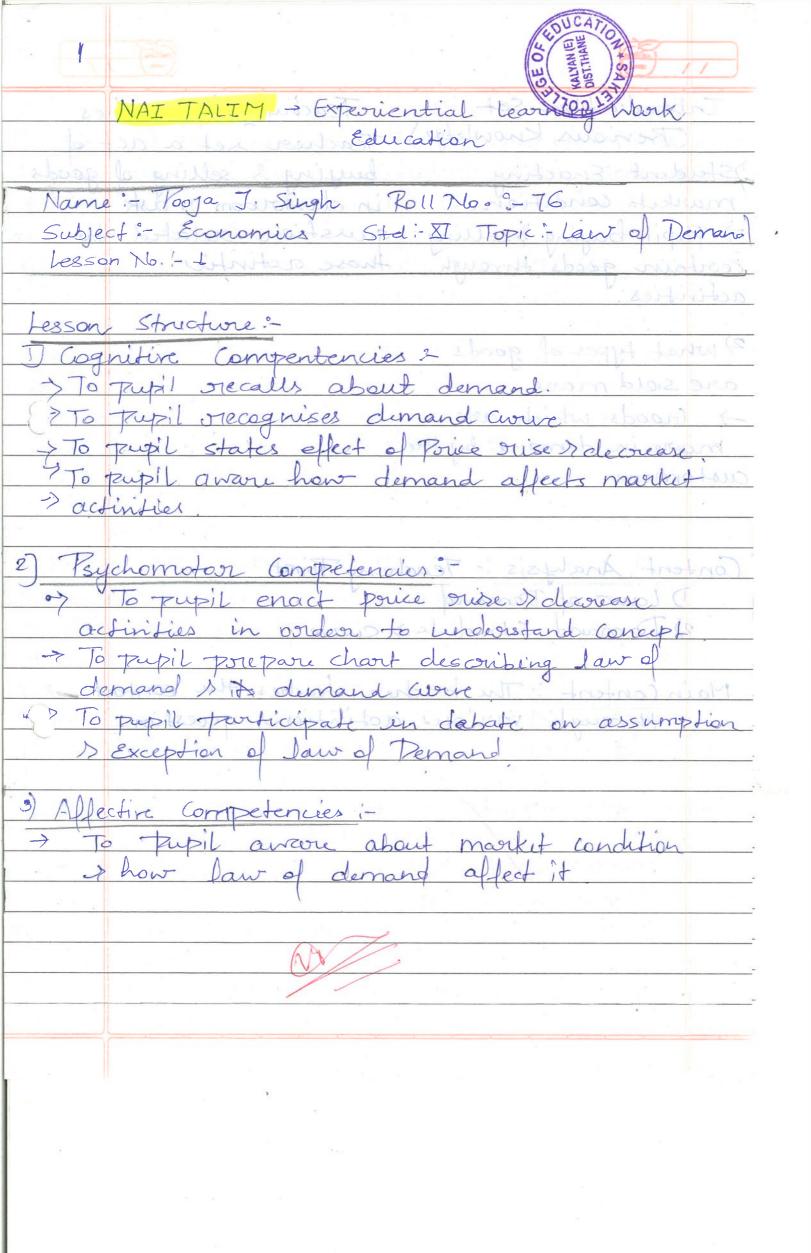
Institution eco system for innovation & other initiatives

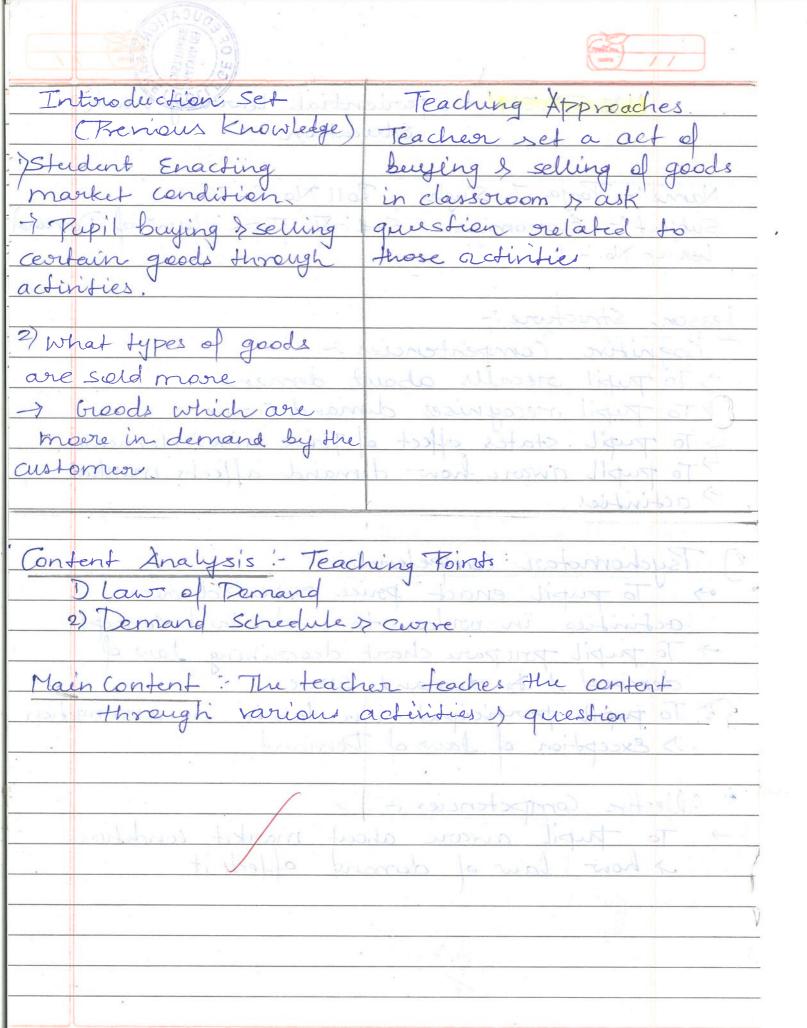
Saket Gyanpeeth's Saket College of Education is affiliated with Mumbai University, offering a two-year B.Ed. Course (CBCS). The B.Ed. Curriculum is divided into four semesters, with a total of 1800 marks - 800 for theory and 1000 for practical. The B.Ed. course focuses on teacher training, where students learn teaching skills as well as innovative teaching techniques. The course emphasizes the creation and transfer of knowledge, allowing student-teachers to acquire various innovative skills. Internship is a crucial component of the B.Ed. course, where student-teachers engage in different types of lessons such as Nayi Talim Lesson, Theme Based Lesson, activity-based lesson, and the use of ICT in teaching. Students are encouraged to use various teaching methods and models, conduct activities, and engage in discussions, brainstorming, storytelling, demonstrations, inductive-deductive reasoning, think pair share, concept mapping, and more. During the internship program, students also conduct Action Research to identify and address student learning problems through activities like Remedial Teaching.



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

Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306. www.saketedu.org, e-mail: saketcollegeofeducation.bed@gmail.com, ① 0251 - 2250469 / 2250951







Steps:-	
Demand is the quantity of	Teacher enacts through
that commodity which	student buying selling
buyen is willing to buy	activities of market.
at a given poice at a	Frice Temand
given period el time	When prices incorease
	a certain Product how
Law of Demand !-	customer react onit
When the pouce of	like when price rise
goods falls, the demand	
(is the good rises)	quantity and when
When Forice Dalls.	price decreases buyer
the demand for good	demand mane quantity
suises.	of goods.
mand rive illustration	
Kellection & Evaluation:	The feacher asks the
Through the activity	aguestion? - au sor sont
explain them that.	to samors Houself.
dicounting rates >	D What your understand.
Promotier Poucing on	by Demand ?
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willingness to purchase	demand > poice of goods.
higher quantity at	have passone and miles
lower pice. I du of	3) What happer with a person-
Demand affect demand	af o
Lo consumer.	¿ Low Pincome earning.
What does a sighward	(i) high Incom Earning -
O. What you choose i) you	- Boinging Forduck High
get one unit for 10% discount	- con sale and ray to
13 unit Jon 50%, discount?	- Rardle
· ·	



	2+etss 12 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1
Demand Schedule for	
the market de those	that commodity which y st
	by Loud of Rilling to busy of
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160 re solver 50 may , s	120 to sweet and harles
ser demands loss:	doed lall the danger by
Demand Schedule shows	I the Good suites I gui
that as price rises	X Solice son Son X
quantity demanded	ob Quantity Demanded
decreases & vice voisa.	prises.
	Demand cova illustrate
Reflection > Evaluation-	that law of Demand - the
i) What you understand	
through example.	price & quantity demanded,
2) what type of relation	
does trice or quantity	Demand corre will be
demanded share	Somewhat different for
stoop to pust a bring	each product 220 mphillips
3) Gire one reason for	It to Highest quarter at
shift in Demand Currer	
1	Demand effect demand
dur Income econoring	D'How demant aure sper!
Precaution!	2) What does 9 righward
Bringing Products that	
are sale and easy to	indicate 700 hours no ton
Randle.	13 unit lan sor execual?
V (5-	



Coswie :-So, today we have Jewent cut law of Demand and Demand enoujour should understand this concept Assessment?-Evaluation Assessment? Analysing:i) what are determinants of Demand? ii) How does Government policy direct influence the demand? consumer differentiate be the Freduct he wants to townchase Cocitical Tellection -- Be agitical - Be Enrolled - Be organised - Be restronsible citien > underste ouca environment Participation of Students were good. Need to handle teaching aid properly. lesson was very good. Content knowledge of teacher is very good. overall lesson was very good. char.



SAKET GYANPEETHS SAKET COLLEGE OF EDUCATION KALYAN (E)



LESSON PLAN - NAI TALIM

Student Teacher Name - Showtani Moham Pathak.	Course - B.Ed. 2870
Roll No 54	Date - 23/12/2023
Practicing School-Safret College of Education	Lesson No 02
Subject - OCM •	Std - XI
Unit- Sub Unit- Business Environment.	Time - 1:00 Proto

1. LESSON OUTCOME.

A. COGNITIVE COMPETENCIES 1) To explain the Meaning of Business envisor ment. 2) To acquainst with the Definition of Business envisonment. 3) To Justiff the Importance of Business B. PSYCHOMOTOR COMPETENCIE D Pupil take Part in a role Play de piating the explation of Business environment. 2) The Pupil Before Slogen and charts on Business environment.

C. AFFECTIVE COMPETENCIES 1) The Pupilis Conducts a survey on Business C. AFFECTIVE CONFETENCES The Part incrole play defrating the explanation of Business envisonment.

3) The pupilis sensitized on Environments explanations

Business Envisonment - meaning and Jefinition. *27 Jonfortance of Business environments petersining offortunities and threats.

Thentifying from 5 strength and west ness.

(ontinuous reasoning 4) Image Builting 5 meeting meeting competition. Student forow 5 about buying and selling goods, services Environment, society market etc. a set of factors, Such as technologies and financial Resources, that here a frect effect on a Company's 5 oferations.

4. PRECAUTIONS Purils should observe attentive by and understand the contest.

- 5. TOOLS & RESOURCES 1) Pen, 2) chak, 3) Dusten, 4) Pencil,
- 6. METHOD explanation, Demonstration.

Set Induction 1) How does unders Teaching Approaches Social stechnol of business ent affects the business envisorment help the Hence the Businessneed agers ent in the to Pay Proposattention Dungisitsaid that lusinessions of the business invisorment is uncertaind anisoment to an the Business Successfuly. Main Content The Teacher Teacher Teaching Approaches 1) Petermining the content through various offortunities and three activities and questions. Me the Student to Carry any confty Package Sand Business environment floot out it helps the The pupil Conduct a survey on Business envisoonment Business enterprises in the Classroom, Consume yes crescossisso Challawerness is an act of enges successfully. mating Sure the term Reflection and Evaluation Envisonment libre human being, business generally refers to the also does not function in external Eurisonment en iso lated vaccum-It which includes factors functions within awhole jutsider the lusiness Process of relevant eating to opportunit

Consisoness tand onegotiates or threats of the t's way throughit. The business. Business extent to which the business convisconment (orabrises thrives rebends on the of such factors which mames in which it interacts. Can affect business, with its environment. such as the Strength, 2) Identifying firms weekness sintlemal Power irelationship and Strength and weakness Business envisorment orientation of the helps to identify the Organization government "individual strength and Policies and regulation. weaknessinviewof Detbornising opportunities the technological and and Throeafs: - The Ilobail tevelopoorent. interaction between Evaluation and Reflection businessandits enviromment identifies Successful business does of fortuni, tiesand threatenot only recognizeditt to business. It helps the usiness enterprises for Count clements of the funisorment put also oxer coming challenges inflence them. The Successfully. business must (ontinous). 2] Identifying firm's runitor and adapt to the 5-trength and weakness envisonment in order to Business environment Survive and Prosper helps to identify the individual Strengthand 3] Giving Direction for growth: - The realizness in view of the technological ant global interaction with envir on ment. leads to ofering sevelopment. if new foontiers of 3) (ontinuous learning: frowth to the business Environmental analysi froms. It coules the makes the task of business toide atify the managers easier in areas of growth and ealing with business

Challenges. The mahagers expansion of their are motivated to continu ousif activities. oplate their knowledge, Reflection and evaluation;inderstanding the skill to Distrubances in the meet the predicted Eurisosesses stanay either thousass is scoper of Pell extreme threats Jusiness: or ofen up new offortunit 47 Image Builting: ies for the from. A Conviscommental successful Jusimess has anting helps the business to intentify affraise regnasjasi je je sentsanje and respond to vocasions their images by showing offortunities and their Sensitivity to threats in its the the environment within Envisonment. which they are working. It also includes meetin the expectations of Consumers, government, employees etc. 5) Meeting Competition It helps the firm to anally the strategies of the competitoss and formulate theirown strategies accordingly Giving pirection for Frowth: - The inter action . with envisonment Teads to opening up new for these of growth to the business froms. it enables the business to i tentify the areas of growth and expansion of their

activities.

Teaching Approaches Business environ Conclusion Under Stanting the monent Cornerses of such business environment factors which can affect us become very infortant Jusiness, such as the as we can garage the Strength weaknesses, changes happening in the internal fowers) relation business envisonment. -ship and orientation of The Concepts and elements the organizations govof the lusinessenvisonment are Crucial fuctors that Comment Policies and Shape the stoutegies, regulations, nature of sperations, and overall the economy and economic Success of Businesses. Conditions, socio- (altered factors, and global trents. Teaching Approaches Rusiness envir Reflection and Evaluation This Contice orment 15 the Bocess 14 reflection seeks to provide an in-depth analysis which strategists moni for the Economici of how the entrepreneum al tools tought government, market, throughout this Semester Supplier, technologicals has assisted me in geographic and social final Reflective essay there are centain steps Settings to determine that must be followed offortunities and threats in order to turn your to the firms. itea into a successful Ousiness that not only trawn in customes l'ut future ignestors.

CRITICAL REFLECTION - The external factor save the parts

-n when Starting your business. The external fectors are legal environment, technological environment,

Social envisoonnent, and economic envisonment. Who

is your competition a Howwill you differentiate

yourself from the market ?

you cannot control, but you must take into consideratio

BLACK BOARD WORK

Determining of Business and threats.

Identifying firm's strangth and weakness.

Gontinuous learning.

Hange Building.

Goneting Competition.

Goneting Direction for growth.

REMARKS:-

+ Conduct activity property

+ Student participation is good

+ Student activity participate

in the activity

SAKET GYANPEETHS SAKET COLLEGE OF EDUCATION KALYAN (E)



LESSON PLAN - NAI TALIM

Student Teacher Name - A	Turadha Dubey	Course – B.Ed.
Roll No	2	Date - 2/01/2024
Practicing School -	et Jugior College	Lesson No
Subject -	SEC JUMBA COMING	Std - 9th
Unit - CO-13	त्मेवन -	Time - 11:30 to 1210

1. LESSON OUTCOME.

A. COGNITIVE COMPETENCIES
(अ) विधार्थी क्लोंग लेखन प्रक्रिया डा प्रत्यास्मरण उरता है।

(आ) विधार्थी वलांग लेखन के लिए स्वयं प्रमास अरता है।

В. PSYCHOMOTOR COMPETENCIE
(अ) विधार्थी व्यांण लेखन के लिए थिन्न सुझाने का उन्मारण अस्ता है।
(अ) विधार्थी व्यांण लेखन के लिए प्रत्याभिकान का प्रयोग करता है।

(अ) विधाधि व्यांग लेखन में सामभी डा चयन धरने में रूचि विद्यात उत्ता है।

(आ) विधाधी संकलित सामग्री से दलांग अनाने में किप लोग है। 2.CONTENT ANALYSIS:

() बलांग भरतन डा अर्थ १ बलांग ।। के प्रकार १ बलांग ।। अतिवयक सावधानियाँ,

3. PREVIOUS KNOWLEDGE

विधार्थी निर्णि विवासीं की लिखन है लिए अगरी और डिजिस्ल

उर्देश्य उथन :- ता बच्ची आण हम क्लांग लेखन के क्रिया में जानगरी प्राप्त हरेंगे और इसकी बनाना सीरबेगे।

4. PRECAUTIONS (सावधानियाँ) 1. कुलांग लिखन है तिषम हा जुनात हरते समम रहस - पुझ हा रोना आकृष्ट है। कुलांग लिखन में सामाणिक संकेतों का पालन अमक्ष्येत है। कुलांग लेखन के लिए प्राप्त स्तरमता का उत्पित अपमोग क्ला न्यारिए। कि उत्पार से केन में सामाणिक स्वास्थ्य का विचार है। वह समाफ विधातकन फलक, नांक, चेन पेपर आहि

6. METHOD

point of point prime its holle plant

मनार हिंडर सेंड हिंदे रुक्त विसाम

Set Induction	Teaching Approaches
(बच्चो आए अपूर्न दिन्यम	
ल बच्ची आए अपने दिन्चर्मा मा निर्णि थिचारों ही लिखने हैं लिए क्या बनाने हो ?	Table, 15ther
उन् राम्ये।	
0 0	l M
के बच्ची वी डीन सा डाज्यल मार्थ	
विस्तार व अगर पुराष्ट्रात रख सकते ह	2
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Main Content	Teaching Approaches
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टल माध्यम् है। उसमें अवद-	LORING TO MANUAL MICH. MALICA.
5 44.1 18 8111 81	Anna Committee C
(क) aलांग लेखन है प्रशर:-	Theremy visitores themselves
	· ·
	tare in the second water
(2) द्यातसाम eआग	The feet to be a feet of the feet of
अरिपेमर सर्विस ब्लाग	ter-line
क ट्याक्निगत सिवस दलांग	A LINE OF SERVICE IN THE PARTY OF
(प) व्याप साम द्वारा	
	dr 10

के लिए क्लांग दे () व्यनांग तथार करने डे लिए रेण्यार में Comquill account 2) Internet Explorer Hww blogger. co A wist) @ create youre blog TZ पासवड चे ल्या इन किलिए। laus UL MEDAI Main content Teaching Approaches Step न्ययो विधि शिक्षिका उलाँग लेखन का अर्थ, प्रकार सावधानियाँ लाभ व प्रक्रिया

SteP-I Step-T विधार्थी न्यची हरी इए वस्तु शिक्षिका सभी विधाशी की अपनी डा संचयन उरते है। आवश्यक सामग्री जीसे-पेन, श्केच पैन, रवर हाईलाइसर प्रोजेक्ट पेपर bloggeraddress 3-115 के लिए बोलती है। Step-II step-II सभी विद्यार्थी । शिक्षाका के क्टे शिक्षिका विश्वाधियों डो अनुसार एक पेज पर अपने-2 अपने बलांग डे पासवर्ड हो पासवंड हो लिखी है। प्रिकेट पेपट पर लिखने डो step-III step-III शिशिका सभी विद्यारियों है। विधार्थी कलांग लेखन के लिए कपना-2 टॉपिड अपने - अपने कलांग लेखन के दिने की डहा है। Stel-In step-IV सभी विधार्थी अपने चुनो शिक्षिण विद्यार्थियों हो दलांग लेखन के लिए प्रीजिस्ट पेपा ड्रिए गाँपिक असे - शिक्षा, पर भी ने द्रापिक पर 100 शका विशेषणारी, अञ्चली पानी कार् में अपने पर कलाग लेखन करते है। में अपने विद्यार व्यवन करने Step-E Step-V सभी विधायी नेपर शिहिता स्वामी की एकिंगित के कि है अमेर हार अनुक्रमांक के अनुसार पेपा साय ही बर जाउर अपने -2 जाने पर अपने कारों की madse - 4/6 BTO E फीन में जिस्तन ल्लांग की क्यार पीस विकार क्योग क्येमा का अब med El The English Professor

Teaching Approaches Conclusion ती बच्यों आम हमने विधारी सभी जानकारी डी ०लाग लेखन डा अर्थ, प्राप्त डरो इए ०लांग लेखन प्रधार, सावधानियां व उरते है। श्रीक्रिया हा ज्यान प्राप्त उसते हुए कलांग लेखन पुरना शीखा Reflection and Evaluation Teaching Approaches उन् अपने विचार अपने मत M बलॉंग डा अर्थ वताइए ? उसने ग्रा माध्यम। OUda के होते हैं? 30-2:-(3) ०लांग लेखन हे समय छ०-3!- विषय का न्यात, स्झ-्स से सामानिक संदेते सावधानियों क्या है? अपयोग। मि बलांग लेखन है लाभ वताराण ३०: आतमाभिव्याकी की वदावा, निवन्न छ। तमाभ की व्यापना है नीन्य, रन्यनात्मकरा ना अभ्यास। (ड) वलांग लेखन है समय आपने उठ:- यही पहेड़ीने :-वया अनुभत गृहण दिया ? उत्तर झनुभव है आधार

CRITICAL REFLECTION -

क्रमाँग अपना खियार अपना मत व्यवत दरने का एउ डिजिस्ल माध्यम है। क्रमाँग के माध्यम से हम जी उन्ह इहना चाहते हैं, उसके लिए किसी से अनुमति लेने की आनश्यक्रण नहीं होती। क्रमाँग लेखन में शब्द संख्या का बंधन नहीं होता। हम अपनी गत की जितना तिस्तार देना न्याहे है सकते हैं।

विन्तु सहायमा लेखर इसे आसानी हो बनामा और लिखा

BLACK BOARD WORK

Paris :- 2-01-2024

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- 4 कर्ताता तेरवार के प्रवाद
- + वलांग आवश्यवतारं

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	SAKET COLCEGE OF EDUCATION B.Ed.
	PAGE NO. (CON + SA
	NAI TAUM / EXPERIMENTAL CEARNING CESSON FROM THE
- idea	(C) KAI KAI KAI (O)
	Student Name: Nilima U. Pandey Roll. no. 39 Lesson No: 15 Date: 22: (2.22
3	Practising school: Saket College of Auts, Science and Commerce
enches	Topic: Properties of substance Sub-topic. Chemical Peroperties
4	Standard: XIth Time: 3:00 - 3:35
, and soit	Avisite Copal are British as such as
	Lesson Outcome
	1. Cognitive competencies
	* To understand Chemical properties of substances
	4 To identil pH.
	* Pupils excall types of reaction.
	C AIDS
	2. Psychomofox competencies
1 03	* Pupils develop the skill of using pH paper
<u>nd</u>	and ph scale.
The jab	* Pupils articulate vorious activities addeted to
	Chemical paoperties
	type of charical properties a top water
- baked	3. Affective competencies
- None	* To appreclate dignity of Labour
¥ 53 4	* To develop values such as scientific attitude.
ىلىق .	* To appreclate dégnity of labour * To develop values such as scientific attifude; critical thinking.
. EU 16	hose to ud : 4-rosay -uptsuns da ud ont moust of.
· · · · · · · · · · · · · · · · · · ·	5. Palevious Knowledge. 201 m jugger ou 100
	Pupils have knowledge about Chemical properties
Xagpag	of Substances no Man Man motion
- Isaa Jarra	To menous by Ha paress beautiful.
130000 V- (6. Presention. warmed solution lesser and
	To follow instructions and Perform experiment under teacher guidance.
<u> </u>	V
-	To Tools and tournesses
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4) // //	Parachising school:
	Set Induction	Teaching approaches.
ì	O Lustre, weight, solubility,	Standard! Sith
	destility what are	Division of Students into
	these?	symups mannet
	@ How do we come to	, ,
	to know if a solution is	
	acidic on basic.	
	3 N+O2 -> 2NO what is	Group 3 - 2 Students
		Groupy - 2 students
	1	Group 5 - 2 Students.
۲.	Main Content	
	As we have seen all there	Students come on by
3-	are chemical peroperties, Today	one for thecking pt of
	we are going to see two	solutions.
	types of chemical properties	1 Tap water
_	W pR.	ranocedere dip the pri paper
	pt is also known as power of hydrogen or potential of	in the sample.
5	hydrogen or potential of	Compare colour observer &
_	hydrogen. It is very importan	matus with ph sail.
	to know the pt of substan-	
	ces we apply or we	5. Popular Rappledge
À	consume because our body	
	maintains a pH. The pH	Procedure : dip the pt paper
_	is measured using pH	in Sample.
	paper, universal indirector	Compare the colour developed
	or pridevice. Today we'll	and match with scale.
	be using pll paper.	Result: pH of viragar is
	The pH paper has a	
	Mange from 2 to 11	(3) Water Sample 2

PAGE No.	3	
DATE	//	

	Main Content	Teaching approaches.
	the scale from 0 to 7 is	
	acidic & 7 to 14 is	
	basic where 7 is considered	The second secon
	neutral. If the pt paper	1
	reads blw on under 7	
	it is aidic & above	
	7 is basic. Our body	
	has blood with pt 7.4	
7	and our skin accepts pt	I I
	of 6.5 to 8.5.	Day Books
	2 Chemical Reactions -	
	There are 2 types of ereaction	Student comes forward
	at Exothermic reaction	
/	Siech Heactions the Hegiene	
/	no heat while proces	
	but instead they emit the	
	heat. So it seels but always	Enel Also Lemonature.
	heat. So it feels hot during reaction.	M Deferment + water -> fleat
-	NaoH+HU -> Nacl + H2O + Gnergy	somered effect.
		D) Soda + Vinegar -> cool
	Reactions absorb the energy	I real most and effect.
	he re sowering the surroun-	tremouseA
	4 J.	DISHING WIT
	cooling effect	
	N+O2 ment 2HO2	The second second
	NO 2 heat 28 02	
1 /	Carelinea e el la la ta	63 10 30 J
	Conclusion: Students found	2 34AYAN 5
	solutions.	

[
PAGE No.	(4)	
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	PAGE NO.
. 20	reactions are observed
	the scale form o to + is Proming it dig the par
	Reflections & Evaluation
	1. formula for ptt.
	a. Give examples of many all ladien.
	endoflumic reaction has no all hour
n n n	it is aidic & above Bradus : Dip the pay
	Conifical Reflection.
1 1000	Write ha hot on acid- He with hard and
	base balance maintained
	ly body.
Lake	A Cheminal Reactions.
a love	Remarks to the 2 and 1 2 2 3 2 4 5 months
	At the barnie secretion and does the emperiors
<i>bV</i> pe	Learning tout comes of security to enorsome that
زىر :	Set Induction hand mount will then on
	Explanation but the line with boston and
ىد -	Questioning to the day to be tout
+120	Demons tration 1 1 million
. 451/g	Derama promote to the total to the HODE
- 1005 G	Activity+ shot (1) Soda +phivityA
. A. (1)	Class con trol lor one lor nos aus
	Assemment - avonous all provinced a said
	vis temprature & gring a
	good, bille entros
	Sign : 4000 045 6 0+4
	C DE
	(conclusion: Students found of
	31 421.
	Salutions Salutions
	Exothermic & Endothermic

	_		
न इ	H	101	14

	showingly unidated of the proposition that
T .	Name: Truzant Biggur 941 Roll No: Subject: Ret
4	
	Date: 19/0/122 std: 8 of unit/Topic: AR ON ETER
-	Lesson No: 14 Practice Teaching school:
	वादा कोऽर्स हिंदी हाय रखन
	to lot which the lost
	Allaserias Permatio Run halpic To interior
	Cognitive Competencies: व्योजाभक क्षमतार
	1) हासि कथा के विविद्या स्वकारी की सभ्याउभरण करहा ही
	रे हाति व्यक्षा के सित ते सात अनम राहा में स्ति कर्मी
	पु छात्र सक अरही सुर्वोर को कैस जनामा ही समस्ता १
	1 0 3 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
,	Psychomotor Competencies: मनागामक क्षमतार्थ
	ए हाम्र मन मुखीर कि बनाला हो
()	्य धात्र अपने काल्पिविक चित्रां का कागज पर उक्तरतान
	3) छात्र अपने आकलन के उपारा उस शक्रिया का उपयोक
	5-90 912 Have 4 Agan 129/E WZZHONGS
	अधार भी जार मा अला में यह समझ
	TOPINE JOHN OPEN BUILT ES IS 3 SORT COURS TOPE TO
	Affective Competencies: आवनाग्मक ध्राम्तार्थ
-1175	
1	<u>। हाम अर्थाय व नार्न की कला को भार रामि विकास</u>
ψS	HAIRS ONSALLING COULE (10% PRIBLE BY CLECKE)
	थ शाप्त लम् लयं विषम १२ सोच कर भुम्बरिक विगाता
	3) हारा अरबार के उपभाग स्नार आवश्यक्ता का समस्ता
54	प) छात्रा अपने विचार क्या सरक्त कर वर्ष के किया किसी भी आभवाम मा नारक का चमन कर मुखीर के अरहार
	अर्ग अभिनय या नारक का यभनिकर मुखीर के शहार
	पर विना वतार्थ अपने किरपार भी जानकारी है परा म
	t en

	Lesson Structure:
	Introduction : Previous knowledge Teaching Approaches
121 - P - 7 - 5	(अर्थान) (अर्थान) क कार्या कि निम्
-	गिरिएका धर्युत कविता के
गावार मारा प्रकार	
- TO 4 1013	करती है अप पार से संबंधित
	धरन पुकाकर सस्तावना देती हर
	भुकारीता में सेवे खित चरित्र को वसदश
	3) लारक के हिए किस किस बाता
	का हमांन २ अना आवश्यक ही
13 14,6	LIGHTENIES IN INCHE BRIDE OF THE KINS !
URas	Content Analysis: Teaching Points
Clarch 2	
RBAK	मुखीय स्था है ?: - जब हम किसी व्यक्ति प्रस्तु , या जानवारी
	के किर पर के किए किसी अस्य चीज के मुंह के तरह
	का हिंही रुक पेपर पर चित्र क्लाफर, रंगभर कर किसी
- See	किरदार की दिखान के दिश अपने मूह पर पहन्ति है।
	मुखारा का अग्रह हम दाविक अर्थ देखते ही ता में का अर्थ होगा
GIPDULE.	च्हिरा, अर्थ प्रवादा का अवहा नकली यामुहा । भार्यिक नकली
Talans	- 3 50121 3444 3140010 00 30121 254 XIB103 (0
	मुखीरा का महत्त्व :- मुखीर का महत्त्व किसी व्यक्ति, वृक्तु,
TIME	या जानवर के किश्हार की निभान के किए अब भूमीर
	का स्थोग करते हैं ती यह किरदार एक पास्ताविक जीवन
	स समहा उशाधित करना में रूपयोग करता है।
	मुखारा विभिन्न कार्नेक्ट मुखारा विभिन्नी कर एक पहले किश्वार
1934/413	का स्थान महम्बद्ध होता ही अस्वीरा प्रकारी के विक
. 12	किरपार से संबंधित देंग, आफर, आपि क्ली ह्याम रख
17 TS11-P	किर्वामिक स्थाप की समित किर्मा किर्मा
SILH WHO TH	O TEMPORILE STIE TOTION OF STORING 1210
(ASCA)	की के निज्यल मुख्य किया क्षरमु कर दी के विच
11-2-1	A HOUR TO BELLET TO THE WAY AND
	वर्त अभिन्य या नारक ला यमन पर अवर्ति पर
0.7	किनी विश्व कार्य किराह की लाह की लाह कार्र है- की

Class Main Content 15/19	Teaching Approach
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् अह्यापिका पाढ के संबंहित किर	न्सवहात्नी क्रम
ि अहमापिका चार के अवाहर रके	The transce to
का आउरकाम क लकड़ी के लगाव	7 1165
2 का रक्षा कर 301001 तार्ना करी	Independent Start
E) 2 estrop talké exteré	प्रकट् विन्देव कायाँ ।
2) अह्यामिका के स्वारा पाट के	- 170 170 Viges 6700
अनुसार किरपारी की उनक लाइन	न्थनाविदि
के हिसाब में किरपर्श की खपलती	In decide
श्हरी ही क्यार आवन का अनुकरण करती	E TURNE TROUS
3) कारिक अभिनम् के द्वारा क्षण्यस	प्राचा किक
क्षिप से आह्मारिका स्वय दिखाती है।	(ग्लाविश्व)
प्रिक्षा किर्पार्थ के अनुसार	146) jageoji
अनि हाव भाव के सांध आपन का	1450 14 04 CO 1
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म फिर्निता के अट्यापन के बाद	100 TO 10
काह्याविका हमार्ग की मुखीरे	विभाग्न ।
के बार्ड में समसाती है के नाम	TO THE WINGSHIP THE
- mad in Charlot out alleside	n.Ca (m.c.)
5) कार्विता की किर्दार्श की आहथारि रूक रूक समूह के ह्याना की बनाना	
9 de 12 c 2 8 11/11 20 4 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	Reflective Activity
में अहमानिका रनाय ही प्रवास कप	(विमर्शन क्ती)
में गहना की समाय है। सम्बद्धा कप	
से पती विश्व का स्थाम भी करती है	1) 1211यापा 13211यम
8) पत्नका पर जावीन शन्दों का विस्त ति न	क 2 र 3 बह्बा की समृह
की मेडवाडा प्रमिया त्या प्रिप्टिन्या कुडवाड	9014) () Page
Ells 3103020 Ch2dT () 20 18189(D)	वर्णात :- अभी अभेड अ
एक निमले के समय आये किलायों पर	क्रण न्या तार में आम
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11) अध्यापन अध्ययम त्रिया में दर्ग	भुरवाद को बनान का
र्या यहना के आधार पर विमर्शन	and gal B
122 regalat (1)	

dani	Precoutions (uniagliot)	1. समूह में मुखीय
	Precautions (yalası) प्र 1)-1818 इंसाराना के उपभाग पर	वनान म सभी
4	सावधानी करना ।	बरपिका अनुभव
	2) र्गाकी आवश्यकता पर हमान	वारान कारेना)
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	Tools and Resources (HHIELET)	The way are
	Silver afree 5000 a the a 2) of and 2)	0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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	1000 1000	STOTELLE COLLING (S.
	13 12 15 15 16b 6 (4	PHICE IS PAR
	CLOSERE (HHIVE)	du labitique (h)
	Conclusion : overview of the activity	THE FELLS THE 19 P
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	श्रित कि आहरातीका	ANGEL OF TOPING
	Assessment (Yayına)	a sur as Ann
1000	Evaluation / Assessment	3-trategies
7,50		
** (** \land	1) भी सक्ति का कारक के	of lolpho sh cistan (s
	क्रिय में कक्ष्मा में सस्त्रेत करें।	3तज्ञान्त्रं ह
140 35	भ पाइ के सभी किरदारी के	12000 JOSE 18103
	2) 4329/2 GOILON SOUBILLIANS	THE PETELS IN TO HOTEL OF
11	1 2100 HIGH GOLD (2) (2)	14 100% 1000
16	3) Bleer Frags dalla @ 1955	त्रकाप <u>त्रहा</u> ति ।
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16	3) Bleer Frags dalla @ 1955	त्रकाप <u>त्रहा</u> ति ।
10	3) Bleer Frags dalla @ 1955	1318 St. 1188 1189

,	अत्यादा तेयार करी। अत्य किरदार या चरिता के अत्य किरदार या चरिता के	342164
	अ श्रेष्ट्रांत भाव की बपाओं है	
	+ 348H (2) 315/10 2 + 348H H EGITH A + 31/2121 24 (2) 5/01 + MUCHUCH SIS. 271 (CRALYANIE) & (CRALYANIE) &	1 (821) 1 (821) 3 1 2 2 1 / 11

	SAKET COLLEGE OF E	
		Page No.
	Theme Based 1	esson Plan
	Name of Student Teacher	Pate: 07. 02. 20 3 NAKTAN O
	Sta: XIta	Date: 07. 02.20 3. (3) NVA
	THEME:	FOOD 30
<u></u>	Subject 1: Science	Topic: Components of food.
	Subject 2: Mathematics	Topic: Quantity Measurement
		Topic: Agricultural Production
	Subject 4: Klindi	Topic: VE218
417.47	Subject 5: E.V.S	Topic: Food Chain & Web
7 /	0	ny Behaviouer: Students have Roprotedege
		neh and about different forms of
	Jood.	00 4
V13	VALUES	LIFE-SKILLS
	1. Saving Food (92 2m)	1. Interpersonal sulationship
T. Jane	2. Awarener (Food nutrient)	
	A T A T T	2. Critical thinking Conecurrement of
Pusition .	4. Observation (Food Chain)	
pent inter	CORE - ELEMENTS	REFERENCES
1/10	· Protection of environment	· Google images
9-	· Conservation of natural	· NCERT 10th textbook
nouts!	gllsource	· Bntanica · com
	Lus de traséction Emirino	Land The second of the second
, NY .	LEARNING RESOURCES (Tec	aching aids): Images, map of India,
	Rememberine	The puril weedle Hoose in present
	The good Rocal	The pupil gueralls those is present
	The Jugues dequals kireat	edge of nutrients, vitamins &
		t mineral in food
3"	amount of hard metalest	The pupils Lan measure liquid
and and	Maion unborn las de	and solids differently.
EPOINTION L		The pupils state various
	different food thain and p	oem members in food Chain.
65.		1.

Page No. Date

		White I provide the Burney of the Control of the Co
100	INSTRUCTIONAL OBJECTIVE	CEARNING OUTCOMES.
1	related to food.	- The pupil Cabels vacious tropic
10	The state of the s	level from images.
82	UNDERSTANDING	- The pupil recognizes various
	The pupils understand about	food groups.
()	food nutrients	- The pupil associates mass &
	Calculation of man & volume	volume to food.
	Regions specific to farming	- The prepil emplains various geogra-
-5	Poem on food and food	phical seegion
	Poem on food and food	- The pupil describes various
		components of food Chain
	APPLYING	- The pupil solver sum on
<u> </u>	The pupil applies the	mass and volume conversion.
		- The pupil chooses nutrient
	Food nutrients	group in food
	Mass and volume conversion	- The pupil classifies various
	Geographical Megions	regions on map.
	vocabulory in vorious	- The pupil predicts the meaning
	situations '	of difficult words in poura of
	to affect the state of	poem.
	ANALYSINIG	The pupil distinguishes between
	The pupil analyses	various nutrient group
	The formula (conversion of	- The pupils connect with
	Map and volume	geographical situations.
	solutions to food shoutage	- The pupil correlates between
-	Reason for energy loss	the formulae
	in food Chain.	- The pupil coselate with
	Reason for Geographical	food availability is poem.
111	conditions.	4
- 6	EVAWATING	The pupil evaluates his/her
	The pupil evaluates	answer after solving with teacher
	The formulae of mass & volume	
		2.

Page No.			
Date	I	- 1	

3.

- 1-4	Food nectorient	ener.			
1935	food Chain & meaning of -	The pupil interpret food			
- 11.	the poem by para	Web			
	Lest - A the a such and - 77-	The pupil interpret menage riven in passer of the poem.			
		tiven in passer of the poem.			
	CREATING				
i En a		The pupil use the			
		formulae step wise whovever			
		needed			
Sh	geuen problem	- A CARLON AND A CARLON			
	SET INDUCTION:	Indehild himself volume			
	Tr- Good afternoon students	· Anarchia variation of			
	P- Good afternoon Teacher	<u> </u>			
S. 61	Tr - Today we are going to	learn something interesting.			
	The teacher starts the session by showing some				
	ilems: apple, oil, salt,	Dal			
*** C	to Can you guess there ?				
da d	do une consume them.	<u> </u>			
1	P- These are food items, we	cosume them for energy.			
	LINKING STATEMENT: So, ever	yone agrees that the			
	answer is FOOD?	Latrice of path high board			
i i	Tr Teacher as Rs Students. a	that in food is present that			
	gives energy, and has a	dissussion over it.			
mi	STATEMENT OF Aim: As you	all know food provides			
11	us with energy Today we'l	I study the components of			
/	food that lives this energy	Leuts & Stories related			
	to FOOD.	0 1			
	Tr. goes & writes themo	m C·B.			
		udent-Teacher Pupil's Activities			
		Activities Responses			
	Technique	52 Valenting Silver			
		A A A A A A A A A A A A A A A A A A A			

Page No.

SUR SCIENCE	images	Tr- What are the	P- Roti, dal,
TOPIC: COMPONENTS OF	1 (1	items on your	regetable, salad
FOOD.	_	Food plate?	and, pikli, etc.
· bach dish is made	SRILL	Tr- Do these food	P- Yes
of one or more		items give you	
inguelient, which we		energy?	PROPERTY AND
get from plant or		Tr - what do you	P rietzients
animal. These inquid-	La Nacional	think is present in	anian soli
ient contain some	26 SAR	them?	
thing need by own			ion ionial Q
body called Nument.		i looti	WORK THE
· The major nutrient		CTE ASSESSED TO AMORDING A COLOR	Tr- lagran
in food are		Salast mana 142	fosið - 9
1) Carrbohydrates	- Terror C	Tr. Can you guen	P- Protein,
This is the main	sad - pain	or name any	fat
Source of energy		nutrient ?	
found in sice wheat	sts. 2ms.	with sain man	Ir- Cam
dals etc.		Tr-OK, can you	P. Weiles in
2> Protein	amiliani e	give the side of	
-9+ is required for	Licteria	them ?	e eminue 9
muscle building &	method	S Freeze -	and the state of t
growth of body Soya,	col lossin	Tr Can you list	P- Fats prom
milk moong dal etc.	A See Marine	Source of each	4°5h
3) Fibre	må i ne	Mary the series and a	Protien from
-9+ help in digestion	made V	Lacina Texten and	aud.
found in fruits &	what have	Harring Market Agents	sult losed in in
regetable		,	- acoa - A T
4) Fats	a) pa	Tr- What will you	P - A balanced
Required for homone	half started	call a meal that	diet.
Aunction to oil, butter	Ackidies	has all nutrients?	
57 Vitamins Ep		Telmoun	
minerals.			
11414444	7		•

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Date	1	I	

				Date
These are	essential for	11 + 10		: Co. 16 1 11/10/1
functioning	of body.		A STATE OF THE STA	Ser Thu Sen
' ()		Puohlem	Tr have you	8- Yes
N	1988 and Volume.		ever gone to mortet	
	ue studied		to purchase growy	
	olids have	ah wan	n in the state of	6. 152 min 15 -
	at is	Questioning	Tr- How to does	P- He as Rs
	of in	Tabasil	the vendou sell	us about
	rs on kg	1 1	items	quantity.
(2)9	000 gm =		Epichine and a second	mundik id
V	mg (l un anio	Tr- Yes, but does	P- No.
	0		he give 1kg milk	Carana and and a
Also. li	quids have	office di	Or 11 onions?	n destable nath
	measured			Lee all lings
in libe	1		Tr - Yes, solids are	P-kg, gmor
77	000 ML		measured in 9	mg.
			- Crohart - 1	Y N. Z.
Also to	measure the		Tr- How can you	P- Pupil solus
	we use		convert 125 kg into	the sum in book
use gling	3 cale for	,	mg	Alice diana vega
man &	measuring			Line Street Land
the state of the s	for litre.	s indianA	- AN AN	hat les Told
	LOGRAPHY	MAP OF	Tr - Where is the	P- Favims
II.	Agricultural	inola	inspidients obtained	bright and dried
	poduction		to make food	1.20 99
	is geographi.	Questioning		Liebert Rockstell
	diverse.	in Arthur	Ter- Farming of all	P No different
	region produce		Corops is done in	States grow
1/4	y as per	Marile Service	one land.	different erops.
4.1	atic conditions	43 - 34 - 34 - 34		00
	study this		In- Can you	P- U.P for
	wral production		name a state &	. wheat:
- Cyclus	The state of the s		9	5.

se si s	Page No.	*
	Date	

Long l'en son	P- Yes
famous for? Tor-Whe this our India has many Geographical	P- Yes
Tor-Like this Our Inclia has many Geographical	P- Yes.
our Incléa has many Geographical	
our Incléa has many Geographical	
many geographical	
	SECURITY TO SECURITY
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	Tor-On the map of India we'll Study them Tr: Can you tell where wheat produce is more Tr: Can you mark area where sice production is

Page No.			
Date	1	1	

SUB:	HINDÎ UÇ 2171		The poem is 452181	wished the feet and see
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	8	Questioning	poet and gives infor-	unders Land
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			slead the poem.	
Voca bull	aouj.	all bio A	Tr. ask them to	P- reacls
.03		onima	silently read poem	
वत - ३०	10121	d Kame	Tr- Teacher emplains	P-listens and
31151 -	311G2T		the poem and	understands.
			vocabulary words	innula med
SUB:	E. V.S	Questioning	/	Remarka) - 1
	FOOD WER.	242	Tr- Shows the	P- Listens &
	ere different	discussion	picture and	1
	ms on tarth		enplains each step	
V		Coplanation	of food chain & web	1-1-
	ng food	uning	7-0	Co-co
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4	urs coho	1	LINGURAN SCHOOL	
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which	organism consumes	1 1155.3		Suc Linner
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lean	(Frog) Consumer		Tr- end the teach	ก๊กด
- XCOY	icay q coroxumer		Learning session	
Dogeto	(Grasshopper)		proceeds to are	The second secon
12411	any consumer		products as all	DOME - MIS
	Produces (plants)			
		8 - Coolan	1 0.20 1 0 0 0	Teralia de mastares
T + 5	CONCLUSIONS:			
7-3-6	aspects of 100p	Wyct (mand Ruling	to, measurement,
	production p	roming,	gues runing o	and food chain
	RECAPITULATION'S	: FOOD		THE WAY CHANGE THE PARTY OF THE
	→ FOOD	ml) heat	M. Kartherd (13-)	Calsianal Feet
· ·	-> GNERGY	0 50.00	A parette i	
	-> NUTRIENTS		An Francisco	ned and the same of the same
	-> MEASURING			Just par my my mark
	-) MEASURING		1500	d have plant b
1	-> AGRICULTURAL			the state of the s
	-> POEM ON	UÇराभ	gives centeral o	f poem
	-> FOOD CHAIN	& WEB.	V	i re-cerimunia, An in
	PROCESS FOR TEST			
	Teacher asks	the follo	wing questions	2
			1 diet?	
				country better
			ν	ne, name 2?
	Q. What is	the niget	try to emplo	in in poim?
	Q. Ton Paul	Chnallman	in called	in in poem?
	J were	WIWWIIW)	a accept to	8.
				O.

Page No.	
Date	

	ASSIGNMENT: Each student	will note down and complete
		y to their scoll. nos. i-e from
**	1 to 5, then again star	t from 6 to 11 so on in
	sequence to the given	question.
	. 1. Write 2 Sources	of earbohydrate + Prokin.
	2. Make a list of	weekly items purchased in
	your home with t	heir quantities.
	3. Enlist 5 states a	ville their cusine.
	4. List down parts	of speech from poem '45 2181!
L.	5. Make an illustrati	on of aquatic food chain.
	BOARD	SUMMARY.
	THEME :	FOOD
•	Pate :	Std 8
3	-> Nutrients in Food	-> The poem 922187 gives
	· Carbohydrate	the central idea of not
	· Priotein, fibre	to overeat.
	· Fats, vitamins	
	, i	
(Lymn	-> 3 Kg of Potato	Vulture · Producer ->
	-) 500 me of oil	Snake Primary consumer ->
		Frog Secondary consumer
	-> Gujerat : Dhokhla	grasshoppen -> Tertiary ->
-	South: Dosa	gran Quaterneous
	India	consumer.
- 1	inles	
	SIGIN:	

SAKET GYANPEETH'S



COLLEGE OF EDUCATION (B.Ed.)

(Affilliated to University of Mumbai)

Saket Vidyanagari Marg, Chinchpada, Kalyan (E), Dist. Thane (MAH) SAKA

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ame of the Pupil Teacher Shara Man	Moham Practising School Saket
	Collège of Education.
Pathal	() -Ed.
oll No. 54	Std. XIII Div. Div.
ubject O.C.M.	Date 28/10/2023 -
esson No. (General) (02.)	Time - From 192.30 pm. To 1500 pm
easen No. (in the method)	
esson No. (in the method)	Theme Based
opic Concept of Market.	
Theme: - Vanous Types	of
Market.	
revious Knowledge of the class	
students tenous about their	shere dayou go to Purchases things
the pen Clothes, shoes et	- C. pothey give you the things free
cost on you Pay money	too that of
Teaching Points	Knowledge The Student acquires
- Concepto franket.	The state of the s
	the langual edge a bout concept
Meaning and Definition	the langual edge a bout concept of marsket.
of Marshet.	of situation . The Student
of Marshet.	Inders Standing: The Student
of Marshet. Yarious Types of	Inderstanding: The Student develops the Onderstanding about the concept of Types
of Marshet.	boders standing: The Student develops the Onder Standing about the concept of Types of market.
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of Marshet. Yarious Types of	Inderstanding: The Student develops the anderstanding about the concept of types of murket. Application: The student applies his landwedge understanding about market (oncept.
of Marshet. ** Various Types of	Inderstanding: The Student develops the Onderstanding about the concept of Types of murket. Application: The student applies his landwedge understanding about market (oncept. Skill: The Student prepared chart on Types of market.
of Marshet. Yarious Types of	Inderstanding: The Student develops the onderstanding about the concept of Types of murket. Application: The student applies his landwedge understanding about market (oncept. Skill: The Student prepared chart on Types of market.

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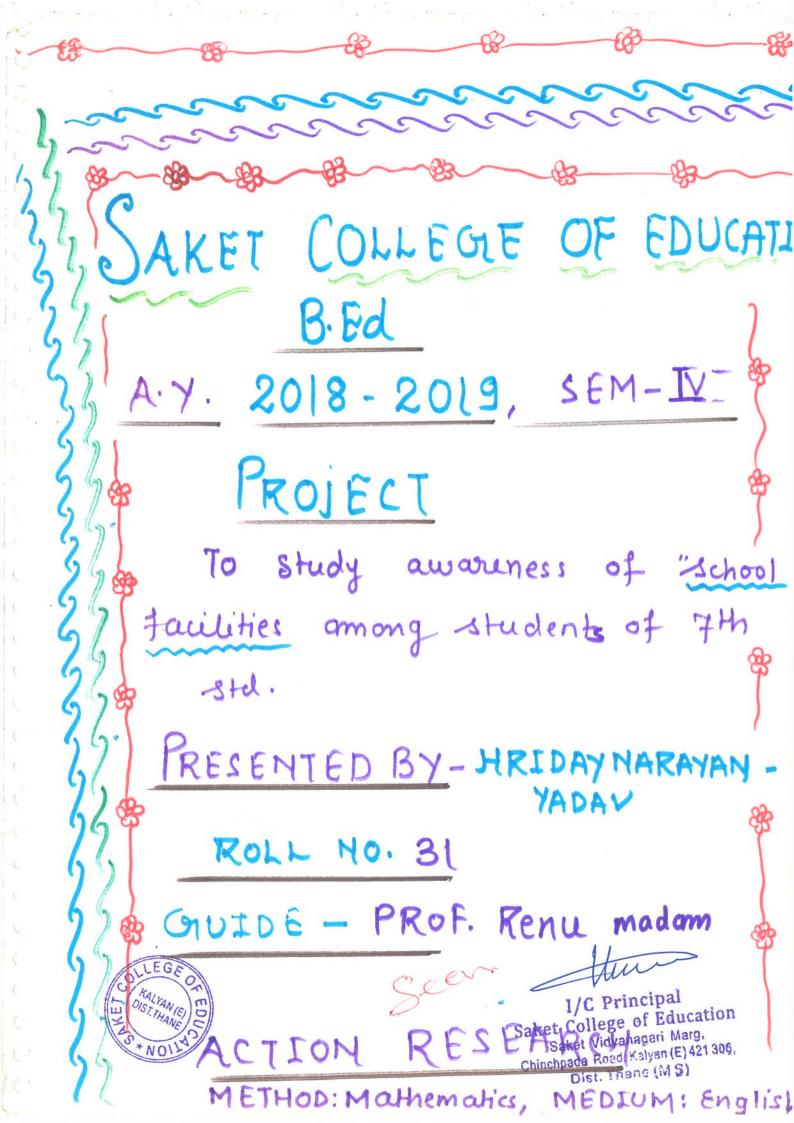
	Content Analysis	Objective : Specification
AMA)	Meaning and Definition	Exaculedge =- i) The Student
and the second s	of market: - Marketing	recognies the meaning
Command State of Comman	is a key function of make	n of manheet
	monagement, weare	ii) The student one reals
	exposed to marketing of	
	Buducts and services	market.
	and iteas almost every	
4.7	Jay.	UnderStanding:-1) The
* 87	Two - D ha l h h	Student explains the
	Types of Market:	Circumstance under
*	Asea Coversed:	Concept of market.
. 1	a local market	the various Tapes of
· ·	Inational market	mastet
	Totemational market	
*		Application: -1) The Studen
	The state of the s	gives example of maste
		2) The student gives
	c) long period market.	
*	3) Volume of Transaction	r
	a) wholesale marketo	
,,,	S Retail masket.	chart on Tyres of
*	4] Importance:	market.
	a) Primary market.	2) The I Convince
	B) secondary market.	Product or service
	5 nature of Goods:	
*	a) Regulated master	
1	by Unregulated or	
/ -	foce market.	1
*	6 Competition:	1-0-11-0-1-3
	a) Perfect market.	
	b) Imperfect market.	

Procedure	Evaluation
Introduction: Marketing is a key function	Generalization :-
of modern management weare	Dwhat are the
exposed to marketinger food ucts	examples of
entsenices and iteas almost ever	y masketing o
Statement of Aim: To Lay Luc are going	
Statement of Aim: - To day we are going	What are the
to learn about the Types	Possible questions
of various market	of Types of
Presentation: Teachers does introduca	market &
rion, then explain the meaning	
of market and Definition of	Recapitulation :-
	1) what is the
Black Board work and	Conclusion of
Chart. Feacher uses different	
Still like guestioning BoB works	
Mes visual aids explaining and	
Stimulus vasiation.	Application:
Teacher explainmentarious Types	
f market Topicant asked	Duhois our
seleted questions. Teacher	ited Customers
tifferent Justion and	Howase
gives assignment for	Customers
5tutests.	findingmy
	lusinesse
Conclusion: - estere each and every from	
Shoulf analy ze themseds of their Core Elements: - observance of Small	ોંલ્ટીક.
Family morans lequallity of sexes	Assignment:-
Values To le sance to wards	the various
III Religions, Genden equality,	TypeSofrastel
0	Plusite the
	Contept of marke

BLACK BOARD WORK

Jottins Diagram: Types for ask	Summary:-
1) Area 2] Times of Volume of	
Coversed: Transact	3051- at martea
allocal a) very shorter) wholeso	de ,
6) National Short b) Retail	D) Concept of more test.
Inter Importan	
beyof opening	The I will be a second of the late of the
Regulation: - bsecondo	roy
Regulated, co Termi	nal
bunRegulated	
6 Competition:	
a) Profect market	BOOK ME SONE SANDA MARKET
9-Impertect market	tand on a father following the country of the contraction of the contr
eer	can the family box has been as an
	Suggestions:
Remarks Items	Suggestions :-
Set induction	Black board evailing
Model Reading	
Model Recitation	is done is good
Objective Qns.	manner & Eschlomentios
Silent Reading	won very deon.
Narrations	
Explanations	grift on carries in ignation sets the
Illustarions	a first of the property of the planting of
Questions	
Use of teaching aids	
Class Participation	
Black Board work	The second of th
Experiments	
Demonstrations	
Specimen Observation	
Dramantization	
Student's reading / recitation / dri	
Closure	
Teacher's knowledge of content	
Teacher's preparation of lesson	region areas of the above
Method of teaching	General Remarks
Interest created	Latico solo geod soll
Class control	Lesson Contraction of the Contra
	AA BEET OF
Seen the remarks of the supervisor	***************************************
Kay 14	NJ ST
Guiding Professor	Supervising Professor

Official approval and support for innovative try-outs



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	G" School facilities"
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19	1.2. STATEMENT OF PROBLEM
19	1.3. NEED OF STUDY
19	1.4. AIM OF STUDY
12	1.5. objective of study
19	1.6. Scope and Delimitation
9	1.7. Significance.
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and the second second second	CHAPTER-4
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	Introduction and objectives
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) 1.6 Scope
	9 17 Delimitation
	1.8 Significance.
	1.8 Significance.
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Certificate: This is to Certify that Hridaynarayom yadar has completed the peroject work under the guidance and supervision of perof Keny during the academic years-2018- 2019

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 Acknoxedgement:-
Market Comments
9 Hriday narayon yadar the student of laket-
collège of Education Kalyon (East). I have conduited on Action Research on
I have conducted on Action Research on
7th standard students about studying "school-
faulities" ·
 my sincere thanks to my subject -
My sincere thanks to my subject - teacher and gwide Mrs. Renu madam for her Valuable gwidance and excellent support and Special thanks to Mr. Vidya Prakash Maurya the principal of our college who has given valuable maral support
valuable guidance and excellent support and
Special thanks to Mr. Vidya Prakash Maurya
the principal of our college who has
given voluable moral support
 0
My special thanks to all my teachers
as even as the non-teaching staff for
peroriding reference books and all the required support.
 required support.

11 INTRODUCTION:-

The quality of education depends on school-familities and instructional material. It is thefacilities and instructional material. It is the process of students learning. The quality of a
school's environment and its facilities has a
strong influence on students' learning.

Besides regular use in organizing
and managing a school's activities, recercis of
a school's physical facilities and material resources such as furniture and equipment can
provide data to derive many indicators for assessing the quality of education in a school.

School facilities can actually have
a substantile impact on learning process.

School facilities can be defined as those things that enable the teacher to those things that enable the teacher to do his/her work very well and helping the learners to learn effectively.

Impacts of " school facilities "

performance of students, and inadequate facilities performance of students, and inadequate facilities—
translate to poor performance. The study examined the abailability and convenience of the facilities that were provided to students with special educational nee in mainsheamed schools it assertained the qualifications of teachers teaching in mainsheamed public-sciendary schools. It alternined the rulationship betwareilability of facilities and academic performance of students with special educational needs; and also compared the academic performance of male and female students with special educational needs.

The result showed that essential facilities and materiats like hand railings, hearning a Braille, instructional materials, and lower toilets not areailable, authough the few that were not are ilable, although the few that were available were in pour landition.

The Study showed that specialist feacher were inadequate in mains becomed public schools in southwestern Nigeria. There was a significant - sulationship between availability of facilities and academic performance of students with special educational needs. The study concluded that inadeque perovision of facilities and materials to mainstreamed pas Schools would had to poor academic performance of students with special educational needs.

Measures to improve "school facilities". * School facilities: tactors facilitating the learning of the students:. I -> The School is like a second home to the kids after a child enters the world of schooling, the child expects a good environment. It is the school environment and infrastructure that impacts a child's upbringing to a large extent. I chool fewilities have always had changing need. Here are some of the points that need to be considered:. (a) The classrooms should have enough space so that students can more easily. There should be enough space between the study decks of the students. a) The furniture is another important. There should be round edged and child friendly so that it would not have the little ones. (3) Each comer of the classroom needs to be well lit, either by nature or artificial lights. The lack of light may impact the eye sign of the tide. a) The color of the room should not be very bright er dull either. D' The we of a digital board in the classroom can be beneficial to the learners.

* Factors facilitating the learning of * the studenty. 6) The School laboratories also need to bespecious and full of necessary equipments for studies, (F) There should be different room for autinitie like art and craft, dance, music and indoor game in the school premise. 3) The playground also needs to be child friends and there should be adult supervision while students play different games. 1) To maintain a healthy enrironment in the School, there should be ect comeou in the different errners of the school premises. (10) There should be proper toiled and hygiene faultires in the school.

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	STATEMENT OF Problem:-
	"To study autobanous of "Ich on facilities
	To study awareness of "school facilities" among the students of 7th standard.
-	

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Scope:-

1.	This	Action	Rese	arch	2 i	related	to
	Sec	on dary	level	stuc	dents.		

- a. This Action Research is conducted in kalyon East area.
- of "School facilitie" oming 7th stendard Students.

AIM OF STUDY:-

To		Spread	l er	ennisenmentel		awaleness		
cm d	to	pr	mote	attitude	to	protect		
and	Im	prose	the	-school's	enn	ironment		
	as	well	as	class roum's	enr	ironment.		

NEED OF THE STUDY :and help check knowledge of students To become more aware about school's them facilities and their environment.

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Groals and objectives:-

- 1. To study their knowledge about school's facilities or infrastructure.
- 2. To create awareness, measures to improve school feuilites.
- 3. To Create awareness about Impacts of good school feuille on students.
- 4. To Create awareners about impacts of bad School feelilities on students.
- 5. To develop sense of responsibility towards the school's environment.
- 6. To modirate them, respect School's Valuable things, such as Don't break School's light, black board, Benches etc.

Significance:-

No. of Concession, Name of Street, or other Persons, Name of Street, or ot	
-	A growing body of rusearch has found
O DESCRIPTION OF THE PERSON NAMED IN	that school facilities com have a profound-
-	
The second	impact on both teacher and students owtermer
-	with respect of teachers, school facilities
	after teacher reconcitment, retention, commitment
	and effort.
	with respect to shedents, school feelilikes
	after health, behaviour, engagement, learning,
	and growth in achievement.
	•
	Thu. researchers generally conclude
	that without adequate feelikes and
	resources, it is extremely difficult to
	serve large numbers of children with
	complex needs.
	'

DE- LIMITATION:-

- 1. This Action Research is Limited to Baba Bodse School, Kalyon (East).
- 2. This Action Research is Limited to the year 2018-2019.
- 3. This Action Research is limited on 20 Students only.

 CHAPTER-2
2.1 Action Research
2.2 Design of study
2.3 () Methodology
2.y Sampling
2.5 7 5013
calculation 2.6. and Tabulation of data.

Action	K	esearch	2 -
ACTION	1	9860.01	

_	
	Action Research is either research initiated
	immediate peroblem of a reflective
	A principality Dublem 2011/19 class
	individuals werking with others in teams or as part of a "community of practice" to improve
	part of a "community of prairie" to improve
	2400
	ne oblems. Here are two
	Death and Called Control
	May Philade San
	ecience by moring beyond reflective knowledge
	analed by outside experts sampling raviable
	science by moring beyond ruflevive knowledge created by outside experts sampling variable to an active moment to moment teer
	ideas, data collecting and inquiry accurring in H
-	iceas, acus considerate characture. Performing action
-	midst of emergent structure. Performing action research is the same as performing on
	research W in an empirical proc
	experiment, thus it is an empirical proc
	2·1 → methodology
	2.2 -> Sampling
	2.3 - Tools
	0 1 1 10 1 10 1
	2.4 → calculating & tabulation of data.

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Design of the study:

A	Her	the	Selection	of	proble	m =	fuzt	her	
step	نا	of	scientific						to
1	prep	,	research						
	1			0					

for data collection surrey method is used by the researches.

This is a quantitudire research. He researcher how tecken survey method for which questionnaire was designed for data collection.

2.1 - methodology.

a.a - sampling

2.3. 7 10011

2.4. -> calculating of test which of data.

Methodology:-

George I Mouly has classified research method into three, types:-

Methodology.

Historical survey experimental

of past records and other information sources with a view to recensbucking the origin and development of an institution or a movement or a system and discovering bends in the pass. It is a difficult took it must often depend upon interference and logical analysis of recorded data and indirect eviden rather than upon direct observation. Hence, aptly direct observation.

Hence, its aptly described as "the induction of principles through research into the past and social force which have shaped the present ".



Survey Method:-

surrey is a fact finding study; its a method of research involving collection of data directly from a population or a sample there of particular time. It must not be confused with the mere clinical troubine of gathering and trabulating figures. It requires expert and rabin planning, courtul expert and analysis and redien interpretation of the finding data may be collectly observation of internewing or mailing questionaires the analysis of data a may be technique depending upon objectives of the study.

Step involved in a survey:-

- 1. Selecting of a peroblem and its formulation
- 2. Preparation of the research design.
- 3. operationalisation of concept and construction of measuring indexes and scales.
 - 4. Sampling.
- 5. construction of tools. for collection at data and their pre-test.
- 6. field work and collection of data
- 7. Perocessing of data and tabulation
- 8. Analysis of debu
- 9. Reporting.

* Experimental Method:

Experimental research is designed to
assess the effects of a particular variable on
a phenomenon by keeping other variables—
constant or controlled it aims of determing
mether and in what manner variable are—
grelated to each other. The nature of relationship
is between independent variable is preceived
and stated in the forms of casual hypothes
a colsely controlled procedure is a adopted to
test them.)

Sampling:-

Sampling is a process used in analysis
Stertistica in which a predetermined number of
observation are terken from a larger population.
The methodology used to sample for
a larger population depend on the type of -
analysis being performed, but may includes
Simple random sampling or systematic -
sampling. " Defination: - A small part selected as
a sample for inspection or analysis.

Sampling

Paobability Non-probability

- 1. Random Sampling 2. Systematic Sampling 8. Streetified Sampling 4. Multiple Sampling 5. clustriale Sampling 6. Multistage 1. Accidented sampling 2. purposite sampling 3. Quata sompling 4. Judgemental sompling.

Probability Sampling:

The probability sompling is largely used in educational and Psychological research. The rarious methods are.

1. simple random sampling: - It is largely used in educational and each member of the population ender study has an equal chance of being selected and each choice is independent of any other choice.

- Distratified sampling: This method takes into account the stratification of the main population into a number of sub-population each of exhibit is homogeness with respect to one or more characteristics.
- 3) Systematic Samplings- This method is a modified review of simple random sampling, it involved selective subject from the population List in systemmatic rather than random fashion.
- (4) cluster samplings- It is used when the population under study is infinite.

for more, comprehensive interfiguhen the research may have to use two, three of even just stage sampling.

Non- probability sampling:

It is based on the fudgement of the researcher
the guiding factor is non-probability Sompling whi
include orieitability of the units, the personal experience of the researcher and his commisence
in carrying out the survey techniques of
non-probability sompling are

- 1. Purposite sampling: A purposite sampling is also known as judgement sample. This type of sample choosen because there are good reson to bel that it is a supresentative of the total popul
 - 2. Incidented Sampling: The term incidental sample is also known as accidented sampling it is applied to samples that have been drain because of easy availablity of units. it is also known as constrient sampling.
- (3) Chaota Sampling: It is another type of non-probability sample it involves the selection of sample units with in each quot on the basis of the fudgement of the individual units being included in the sample. after stying at the methodsesseascher used non-probability sampling method.

	Tooks:-
	There are four types of tools. They are as
	d 11
	1 Took Rang
	Journal Rating Overhanmaise the J J Schedule Rating Internew.
	schedule kurig 210-1011
	In this research the researcher has terken
_	the questionnaire as a tool
	'ж
	Questionnaire: A questionnaire is a
	research inshument consisting of a series of
	questions and other prompts for the purpos
	of gathering informative from respondents.
	There are two types of Ourshinnaire
	Oueshonnaise.
	op en-ended closed-ended
	op en-ended closed-ended questions.
	quinny.
_	
_	
_	

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	1. closed-Ended questions:
	closed ended questions limit the onswer
	of the respondents to response options provided or
	the questionnaire.
	some examples of close, ended question.
	Dichotomous es two point questions e.g.
	10 or No, Unsahisfied or Sahisfied
	6 multiple choice questions:-(e-g. A, B, c a, D).
	@ Scaled questions: that are making we of
	rating scales such as like it scale (ie. a type
	of fire point scales, three - point scales,
	semantic differential scale, and seren-
/	point scales:
	@ open-Ended quertion; _ In open ended questions
	there are no predefined ophions or categories
_	included the participants should supply their
. :	@ completely unstructed questions-opinion or view of the resp
	(i) word as soich in questions: The participants states the first
	word that pops in his mind once a seried of words are
	presented.
	•
	*
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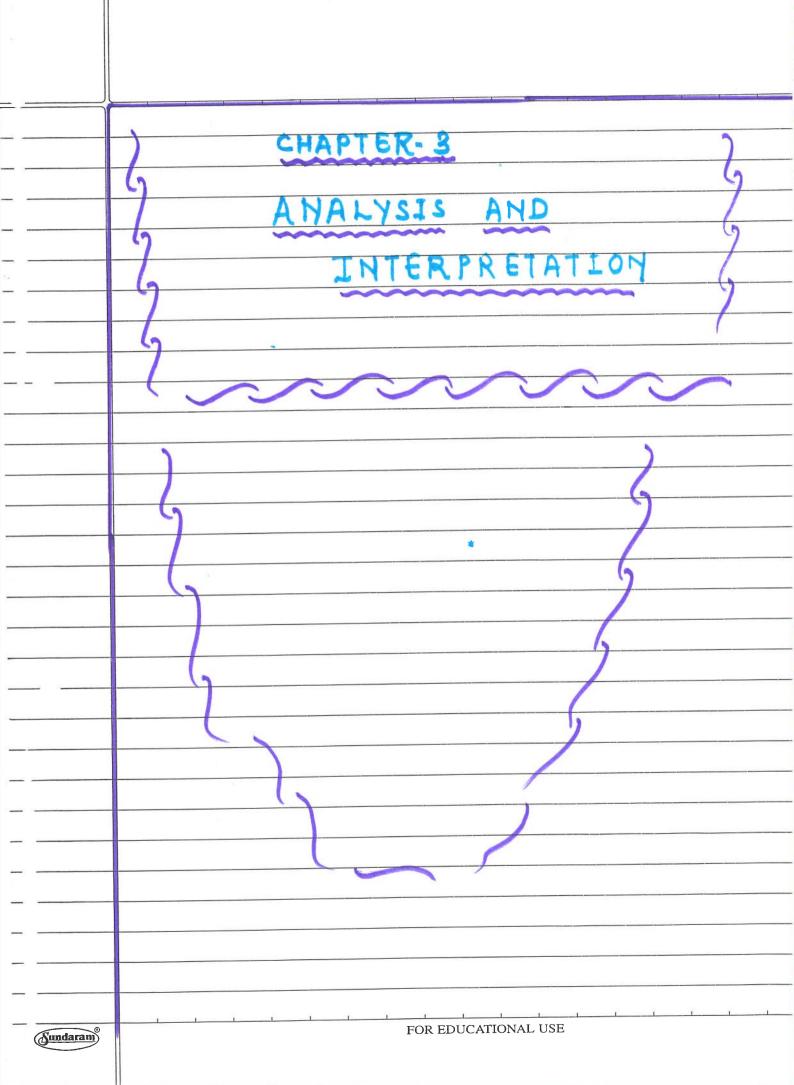
antikolomine per en intra tikolomine per en intra dikolomine per en intra dikolomine per en intra diki

Thematic appearaception tests: a picture is presented to be the respondent which he exp on his own point of new. (a) sentence, story or picture compution. The respondent continues on incomplete sentence or story, or writes an empty conversation boulders in a picture.		
presented to be the respondent which he exp on his own point of n'ew.	*	š
presented to be the respondent which he exp on his own point of n'ew.		Thematic appersuption tests- a picture i
Sentence, story or bicture completion. the respondent continues on incomplete sentence or story, or writes on empty conversation ballons in a picture.		presented to be the respondent which he exp on his own point of n'ew.
Desentance, story or picture completion - the nespondent continues on incomplete sentence or story, or writes on empty conversation ballons in a picture.		
respondent continues en incomplete sentence er story, or writes en empty Conversation ballons in a picture.		a) Sentence, story or picture completion - the
story, or writes an empty contrastants.		respondent continues on incomplete sentinue or
batters in a pierwe.		story, or writes on empty conversanton
		ballons in a picture.
	_	

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Sundaram

a a mesenger om til fra til hav mesenger om til sid fra ansenger om til sid fra ansenger om til sid fra anse



INI	ER	PRET	TA	HOI	
-					

Th	2 <i>i</i>	malysis	i	done	after	getting
questionnaire					students	
stel of		,			during	. •
academic		2018-			7	

1.	Does the school have doub	le glaz	ed w	ndows?
		yes	NO	Total
	Humber of students	11	09	20
	Percentage of students	55%	45%	100%
/	,			

Interpretation: - In first Oyestion, out of 20

students, Il students think that they have double glazed windows, only a students think that, they have no double glazed windows in daysoom.

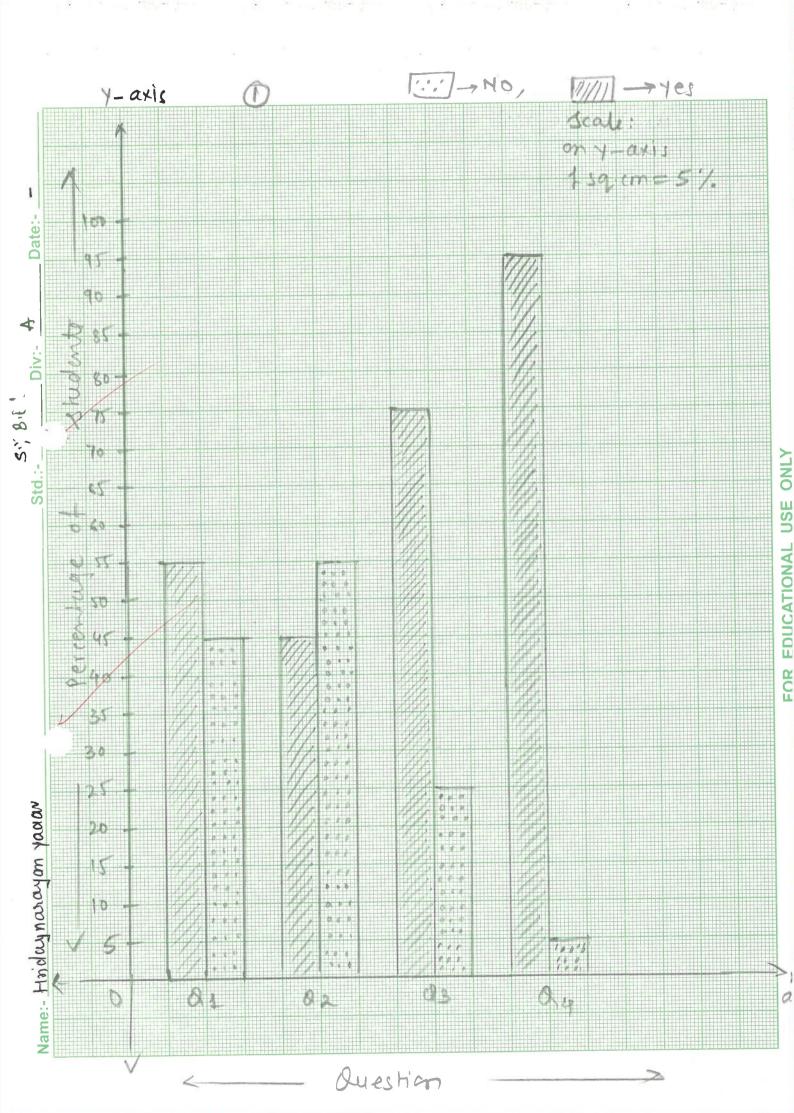
conclusion:-

we found that, In 7th class, double glazed windows is not there, In other class, double glazed windows ie there!

	2) Is the	school warm en	ough	?							
	U .										
	Yes No Totel.										
	No. of students 09 11 20										
	percentage of students. 45%, 55%, 100%.										
						-					
	Interpretation	n:- In and oues	hian, or	ut of a	tosh	edente, 9	<u> </u>				
_	students ho	re famue and	11 stu	dents	not	farow	ኒ				
	conclusion:-	we con conclu	iele H	rest,	schoo	1 20	1_				
		warm enoug	h bec	ame	majo	n'ty					
		against th	em.								
	/:			Warner of Contract							
	3 Is the	re sufficient lig	phing	-		ll ways ?	-				
						Total	_				
		. of students		15	20	20	-				
	pe	runtage of stude	nts.	75%	25%	1001	<u> </u>				
			•		. 1	- A 11-á					
-	Interprete	have sufficient. (student aged)	iesh on,	75],	shide	enu tru	ruc .				
_	that they	have sufficient	Light	ng in	the 1	rem wa	13				
	only, 5;	students ages's	ut th	em-							
	- A 1 -		1 h a h	liani	hina	facili'h	P1				
	conclusion	:- we conclude od in the ha	1111-01	-agro	7,09	Julio 11	<u>U</u>				
	20 90	ger in the ma	<u>uw uc</u>	8							
						2011					
-			****								
						1 7					
Sundaram ®	1 1	FOR EDUC	CATIONAL	USE							

	4) Is	-	here sufficient lighting	ng i	n H	re dau	Jioom ?			
			U	THE RESERVE	The Person Name of Street, or other Designation of the Person of the Per	No	total			
			Mo. of students	19		01	20			
-			% of students	95	7.	05%	1004,	-		
-	Inte	mpo	etection: - In 4th question	n, 9	5%	stud	ents agre	e tho		
-	41	ley	have sufficient lig	Win	gi	n the	daysoon	n,		
-		0	have sufficient lig only 5% students ion:	thin	ik t	hat p	our lighti	ng		
_	cone	lu	ion:							
			I we conclude +							
	lig	zn	because onagan	e c	lass	som	e suffic	ient		
					-					
		126	the benches in a s	cuh's ?	fact	CHARLES SHOW THE REAL PROPERTY.	STATE OF THE PARTY			
	/		, p at 1a t		Yes					
	/	-	No. of students		13	70 35%				
			% of students	e	03	// 55 /				
					E 100 - 20 - 10					
	Tal	0 Q N	retection: - In 5th quest	L'on	Λ(<i>X</i>	- of s	20 atuden	to .		
								, ,		
	(50	di	dente agree their ber	an a	inet	- them	a good			
	4	/	The willing of Breeding	J	1191	770017				
	Cen	-lu	sion: - une com conc	lud	1 H	net o	mly 65%	;		
13 E	-	P	benches are govel	in	Co	ndih	en not a	ul.		
s 8	V	f -	J							
b) 1 / 1/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/										
							17			
	1 1									

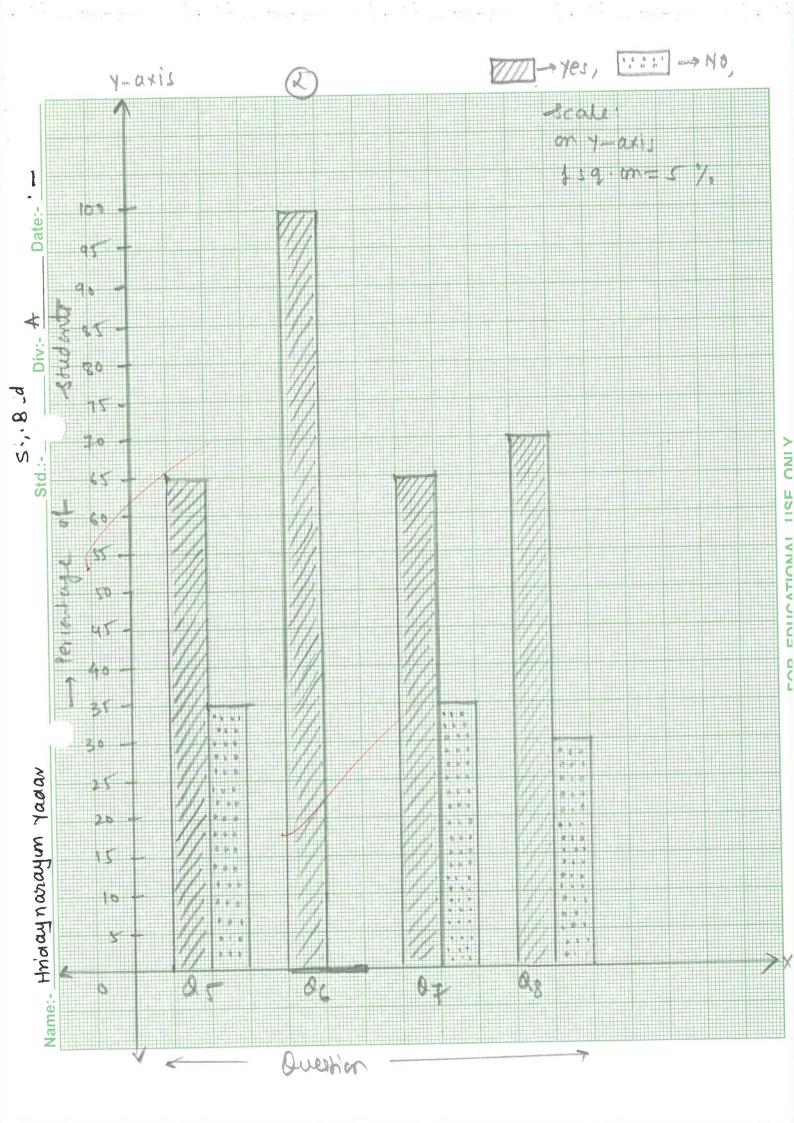
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	477				
	@ Are the chairs in a s	atis faute	ny Cor	ndition 1	
			No	totu!	
	No. of students	20	00	20	
	% of students	100%	o %	100%.	
	1				
	Interpretubion: In 6th question	m, lov	7. st	udents t	hink
	that chain in a sat	estento:	y cono	which in	the
	claustoom.		7		
(Condusion: - une conclude t	hat c	heir	are go	vd
	condition in &	chools			
	P Are the lockers big er	rough	for you	our nee	de ?
			13	07 20) TO 14
	% of student	ý	62 %	35%, 1	00 /,
			4 = 2		
	Interpretation: In 7th qu	eshim	65% 3	<u>Fudente</u>	
	Think that big lockers students against	els eno	ugh o	nly 35	_/
	studente against	them.			
_					***
	Co-014191001- 4100 8 000 8 111	do tha	<u> </u>	ia Parki	0910.
	i de étacles	ite be	calle	maier	the
ř.	conelusion:- une conelu enough for studen studente agr	el. tha	J	9,13	J
	sruce agr	7.00			
-					20 IV

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Jl									
	(8) Are	posse	ssions in the	lockers	suffi	ú endy			
		safe	9						
				yes	Mo	totel,			
		No.	of students	14	06	20			
		% 0	f student	70%	30%	100 %.			
	/								
	Inter	pretation	:- In 8th questi	on, 70%	Studen	to think tha			
		sions in	the lockers s	afficient	ly saf				
	1	30%	studente agai	inst them	." ————				
	conclu	ulan:-	are con conclu	ede that,	posse	eroizz			
	ìr	the	lockers suffic	dently s	afe.				
				7					
	(9) Are	. the	black/ white	boards	in the	clousroom			
		in	good endir	ons ?					
					yes M	o toted			
		No.	of students	18	02	20			
				90 y	lo	y, 100 y,			
		No.	of students	(-)					
	/								
-	/			4 (h 1 4-			
-	-II	1 terpoete	ution: - In 9th 9	uestions,	90% s	tudenti			
-	think the	at, blan	k/white board	le in the	of austo	con in			
F			ne conditions and						
			an: - we can (FA			
: P u	W		boards in the	L clous,	Jan 1.	good			
0	1 1	cono	Li Himu: FOR EDUCAT	IONAL LISE	1 1				
Sundaram			FOR EDUCAL	LOTATE COL					



	The state of the s						
	(10) Are	there always of for the black/	whie	hing	materi	culs an	evilable
		for the black	whi	te ·	boards j		
				yes	Nlo.	To fee	
		No. of students.		11	09	20	
		% of students		57.	42%	1001/	
		er i th and	a h'm			unti aa	. aa Hhal
	Interpr	etation: - In Loth que	231701 	010	arcilable	e tim	the
_	there u	louk/white bow	de	anh	4.5%	not agr	see.
	<u> </u>	The state of			10		
	Conella	uine. me com	Conc	dud	e that	most	
	al th	time working n	n ate	rial.	, areuilo	uble fo	~
	te	black white b	oa	ds	but so	me-H	mes
	n	of aveilable.					
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Quildaraiii							

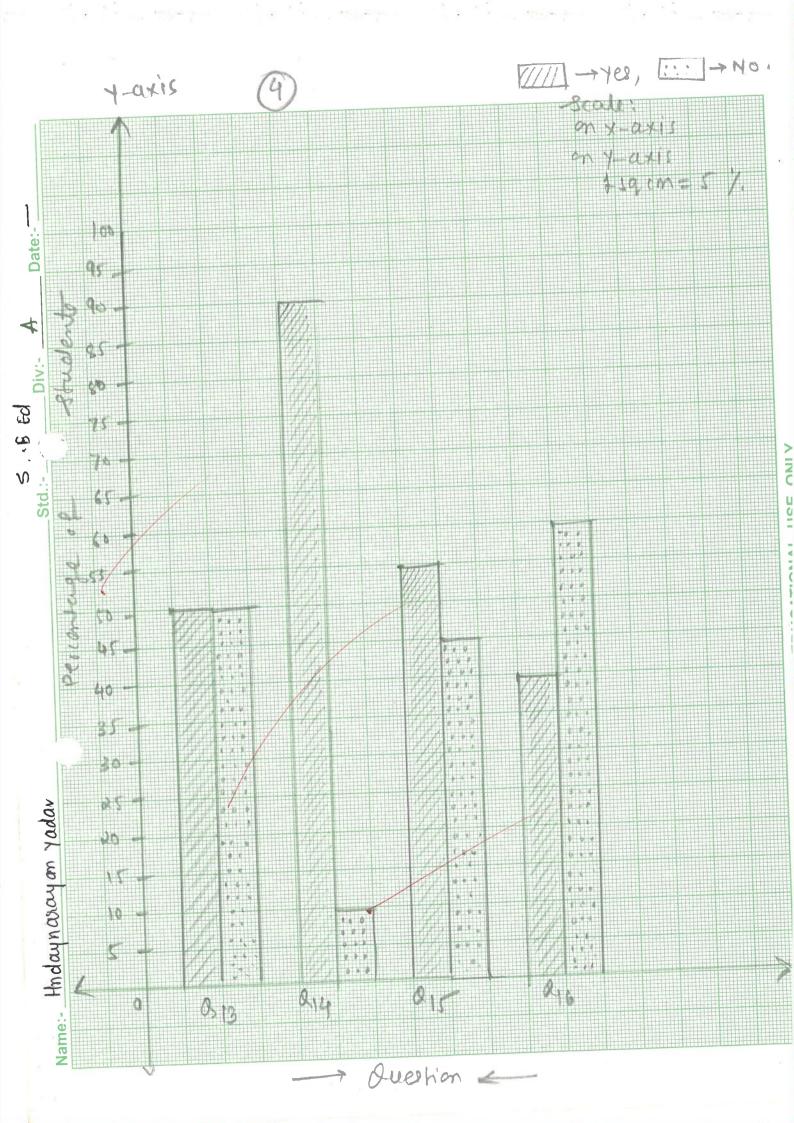
and for a make grown of figure 1. For a mesegor of the first for a mesegor of the first and experience of figure 1. Figure 1.

11) T.	s the	Computer	lab	Suffic	iently	equippe	d?
 · ·				Yes	Mo.	totul.	
	No.	of student		00	20	20	
	%	of students	1	0.1/,	100%	loo'/,	
 In	terpreta	hian! - In 11	th que	shone,	100%	studen	to Hink
 	that	computer	lab r	104 31	afficie	nlly e	quipped
 0		n' = Imp (2000 000		1400.1-	the	
-		ni- we			,		
	(iemputer !	cus 1	or equ	uppea	1	
							No.
(k) -	Is the	sports	Suite	egwip	ment	Sultici	ent?
\circ	-1				yei	No.	totu
	Mo-	of studen	14		20	00	20
		of stude			100%	0%	100'/1
		,	/				
I	nlerpreh	ation In	12th	question	ns, too	of Stud	dente
-	agsee	that sports	suit	e equi	pment	suffic	ient. Ne
C	of Fle	that sports	igain:	st the	m·		
C	ionelusia	ni. me	can	con	chiede	their	100%
-	spats.	ni. me suite eq	culpme	ent sc	efficie	1.	
	J						
						·	
					K-18		
			7 7	f 3			

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	(3) Does the School have a	Suff	icient	00.						
	of bicycle rendo	8 ?								
		ATTICAL PROPERTY OF	No	totel						
	Neo. of student	10	(0	20	207					
\	% of students.	50%	1,05	100 1						
	Interpretation: - In 13th questions, 50% students									
_	think that school have a sufficient no of									
	bicycle rades but 50%	sh	edente	ag	ainst					
	them.									
	conclusion: - une con cone									
	time school have a so									
	bigger ræler but			me o	wh					
	there bicycle racks.									
	(19) Is the school car park big enough!									
)	10 No tota									
	No. of students	8 05)2	20	+					
	DA P AL ALESTA	O FO	'/ ₁	ta's	1001	H				
	% of students 90%, 10%, 100%.									
1										
	Interpretation: - In 14th questions, 90% of									
-	students think that school car park big									
	enough only 10% against them.									
	0 0	V								
	conduiton: - me can con	dude	thei	t, sd	2001					
	car back big eno	c th	at.			1				
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responsible to the consequence of a first responsible to the consequence of a first responsible to the consequence of the consequence of the first responsible to the consequence of the



)										
,										
Tr	(I) Does	your school has	re inl	eraelie	white					
А		board!	4							
)			Yes	No	total					
7		No of students	1	09	20					
				1051/						
		% of students	22,1	45%	100%,					
_	Intu	pretation: - In 15th 9	uestions	, 55 %	student	te				
	the	nk that interactive u	unita B	oards 1s	there	in				
		School but 45 /2	stude	nti ag	ainst th	rem.				
	anc	lusion: - me can con	rchiede	their	some	-timu				
	1	interactive wh	ite bo	ards.	is the	re_				
		in School bu	+ 8 on	ne-Hr	ne no	<u> </u>				
		present	1			- 27 <u> 25</u> -				
	(B) / To	He school equip	sped a	sith p	and the same of th					
				yes N	o tot	el				
		No. of students		8 12	2.0					
				40% 60	000 100	7				
		% of students		1011 80	7, 100	//				
						000 to				
	Interpretation: - In last questions, 60% students think that school not equipped with perojected									
	think .	they school not e	guppe	el with	proje	ures _				
		but 40% ag			0.0-	10				
	Cor	relusion: - me can	eonch	ide th						
		echoul not quippee	1 will	n poro	Jeves	beceu				
		60% studente	Hunk	that,						
			****	· · · · · · · · · · · · · · · · · · ·						
Sundaram		FOR EDUCA	ATIONAL USI	Ξ	1 1					
(Jungaram)	11									

ta dikutangan diga dikutangan di tipadikutangan di dibatangan di dibatik utangan

ROLL No:-Div:-Class:-

- (a.1) Does the School have double glazed or upve windows?

 Oves ONO
- (3.2) Is the School warm enough?

 Oyes Ono
- [3] Is there sufficient lighting in the haways?

 Over Ono
- (4) Is there sufficient lighting in the classrooms?

 Over ONO
- 6.5] Are the benches in a satisfactory condition?

 Oyes ONO
- Oves ONO
- (3.7) Are the lockers big enough for your needs?
- Q.8] Are possessions in the Locken sufficiently safe?

 Oyes ONO
- (.9) Are the black/ white boards in the classroom in good conditions?
- 6.10] Are there always writing materials available for the black / white boards?

OYES ONO

6.11) Is the computer lab sufficiently equipped?
OYES ONO
(12] Is the sports suite equipment sufficient?
Over Ond
All inch seems her
(1.13] Does the school have a sufficient number
of bicycle racks? Oves Ono
O A62 O 110
15.14] Is the school car park big enough!
ONO Set ONO
Ci.15] Does your school have interactive white
boards? Oyes, plenty
ONO
O yes, but only a few
Yes, one.
[16] Is the school equipped with projecton?
Oyes, plenty
O yes, but only a few
O Yes, one

NAME: - prince - jeilwert

ROHLNO: - 58.

Div: A

Class: 7th

(B.1] Does the School have double glazed or upva windows?

O yes No

8.2] Is the School warm enough?

- (b.3) Is there sufficient lighting in the hawways?

 Nes O No
- 0.4] Is there sufficient lighting in the classrooms?
- &.5] Are the benches in a satisfactory condition?
- Q.6] Are the chairs in a satisfactory condition?

 Over ONO
- (8.7] Are the lockers big enough for your needs?
- Q.8] Are possessions in the Locken sufficiently safe?

 Yes ONO
- a.g] Are the black/white boards in the classroom in good conditions?

 Yes ONO
- 0.10] Are there always writing materials available for the black/ white boards?

ONO 29Y

NAME: - Johangir Ansord	9
ROLL NO:- 47	•
Div: A class: 7th	
windows? ves ONO	double glazed or upvo
(3.2] Is the School warm Oyes No	enough?
(D.3) Is there sufficient light over (DNO)	•
0.4] Is there sufficient lighti	ing in the classrooms?
(a.5] Are the benches in a sat	isfactory condition?
(a.6] Are the chairs in a 3	cutisfactory condition?
Bit Are the Lockers big end	
0.8] Are possessions in the	
a.g] Are the black/white boa good conditions	rds in the classroom in
0.10] Are there always writing me black/ white bo	naterials available for the pards?

NOS ONO

NAME: H RuPali Sharma ROLLHO: 32 Div: class: 6.1] Does the School have double glazed or upva windows ? OHO 29Y O (3.2] Is the School warm enough? Yes O No Is there sufficient lighting in the hawways? MYes O No 0.41 Is there sufficient lighting in the classrooms? Yes Q No 8.5] Are the benches in a satisfactory condition? Yes ONO Are the chairs in a satisfactory condition? Ves ONO Are the lockers big enough for your needs? Tyes ONO

Qyes ONO

Q.8] Are possessions in the Locken sufficiently safe?

QYes ONO

a.g] Are the black/white boards in the classroom in good conditions?

a.10] Are there always writing materials available for the black / white boards?

Over ONO

- O yes No
- (8.2] Is the School warm enough?
- (3) Is there sufficient lighting in the hawways?

 Over Ono
- 0.4] Is there sufficient lighting in the classrooms?

 O Yes O No
- 0.5] Are the benches in a satisfactory condition?
- @Yes ONO
- 0.7] Are the lockers big enough for your needs?
- Ques ONO
- a.g] Are the black/white boards in the classroom in good conditions?
- @ yes O No a.10] Are there always writing materials available for the black/ white boards?
 - ONES ONO

NAME: - POOJA SAHU.

ROHL NO: - 24

Div: A

class: 7th

Ones the School have double glazed or upve windows?

ONO 29Y

8.2] Is the School warm enough?

(3) Is there sufficient lighting in the hawways?

Nes O No

0.41 Is there sufficient lighting in the classrooms?

Nes O No

0.5] Are the benches in a satisfactory condition?

Q.6] Are the chairs in a satisfactory condition?

(3.7] Are the lockers big enough for your needs?

Q.8] Are possessions in the Locken sufficiently safe?

a.g] Are the black/white boards in the classroom in good conditions?

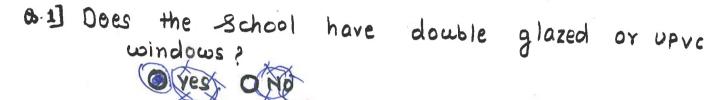
0.10] Are there always writing materials available for the black/ white boards?

346 SH

ROHL No: - 70

Div: A

Class: 7 at



- (8.2) Is the School warm enough?
- D.3] Is there sufficient lighting in the hawways?

 Yes No
- 0.4] Is there sufficient lighting in the classrooms?

 No.4] Is there sufficient lighting in the classrooms?
- &.5] Are the benches in a satisfactory condition?
- @Yes ONO
- 0.7] Are the lockers big enough for your needs?
- Q.8] Are possessions in the Locken sufficiently safe?

 Over ONO
- a.g] Are the black/ white boards in the classroom in good conditions?
- @ yes O No a.10] Are there always writing materials available for the black / white boards?
 - ONO 294

NAME: - Sagar Tha

ROLL No: - 61

Div: A

class: 7th

- (6.1) Does the School have double glazed or upvc windows?

 (6) yes ONO
- 8.2] Is the School warm enough?
- (3) Is there sufficient lighting in the hawways?

 Nes O No
- 0.4] Is there sufficient lighting in the classrooms?
- &.5] Are the benches in a satisfactory condition?
- (8.6] Are the chairs in a satisfactory condition?

 (1) Yes ONO
- 0.7] Are the lockers big enough for your needs?
- Q 7es ONO
- a.g] Are the black/white boards in the classroom in
- @ yes ONO a.10] Are there always writing materials available for the black / white boards?
 - ONES ONO

		E: - 9		j Cho	nonus				,
	Div			_			-) 接	~ .	
8.1]	l De			chool ? O No	have	double	glazed	ΟΥ	UPVC
8.2]	Is				warm	enough	2		
		there	30			hting in		s skou	ı
の・红	25	there	suf	Haent	ligh.	ting in th	ne classo	2moo	?
24		the O	bencl es	nes in		disfactory			
		(0)	les) () No		satisfation			
			- A	T a l mi		rough for			
		e pos	sessio	ns in		Locken -			
0.9]	Are	the .	61 ac	K/ whi	te boo ditions	ards in th	e clastro	om	in
@·10]	Are	there	e alwa	ועי צעה	b	materials oards 1	available	. for	the

	MAM	* 9 to \	Janus	n ch	hotelal	l Ram			
	ROLL	140:-	66	-		ø			
			A					8	
•	class		Sev.	enth	FM				
400		SEC. (400 SEC. (400 SEC.)					80		
6 ·1]	Doe			chool ? O No	have	double	glazed	or upv	C
8.2]	Is	the	ے yes ,	hool O No	warm	enough	2		
		there	Solves	fficie		•	the have	4	
		OY	29	ON C			ne classro		
20		the	benc	nes in O No	a sat		condition		
		64	loc C	NA			y condition		
							your ne		•
			729	UND			autticient		
			4000	ONA	01110117	/	e classro		
@·10]	Are	there	alw	aus w	nting n	ards?	available	for the	

ONO 294

NAME: - Karishma Kushuaha ROLL No:- 10 Div: A class: 7th all Does the School have double glazed or upva coindows ? O Yes OND (3.2] Is the School warm enough? OYES ONO 0.3] Is there sufficient lighting in the hawways? OYES ONO 0.41 Is there sufficient lighting in the classrooms? 29Y Q No Q.5] Are the benches in a satisfactory condition? QYES ONO 0.6] Are the chairs in a satisfactory condition? QYES ONO Are the lockers big enough for your needs? Gyes ONO Q.8] Are possessions in the Locken sufficiently safe? Qyes ONO a.9] Are the black/ white boards in the classroom in good conditions? QYES ONO 0.10] Are there always writing materials available for the black / white boards ?

Oyes ONO

NAME: March 18har

ROLL HO: 62

Div: A

Class: 7 th

- 6.1] Does the School have double glazed or upve windows?

 O yes O No
- (8.2] Is the School warm enough?
- (3) Is there sufficient lighting in the haways?

 (a) Yes (6) No
- 0.4 Is there sufficient lighting in the classrooms?

 (Yes) O No
- &.5] Are the benches in a satisfactory condition?
- (a.6] Are the chairs in a satisfactory condition?

 (Dyes) ONO
- Over ONO enough for your needs?
- Q.8] Are possessions in the Locken sufficiently safe?
- a.g] Are the black/white boards in the classroom in good conditions?
- 0.10] Are there always writing materials available for the black/ white boards?

 1 10] Hes ONO

	MAP	E:-	PINK	San	tosh	shac	dma			
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-										
-		S:- 7								
-										
8.1]	Do		010003	•		e do	uble	glazed	OY	UPVC
		9	Yes	ONO			3 0.			
8.2]	Is	the	yes	chool O No	warm	enol	agh?		v	
Ø-3]	2.	ther	e Si	on O	ent lig	ghting	in th	ne havu	•	
		(i)	les	O No				classo		?
8.5]	Are	the	bene	ches ir	na s	atisfau	tory	condition	?	
,ju		(60)	725	ONO						
8.6]	Ave	the	vec i	ours i	na-	s curist	avory	condition	η	
B.J	Are	the the	Loc	kens k	ig ei	nough	tor	your n	eeds	>
			4							
		10000	VAL					utticien		
		the	61a 9000	ck/ wat	He bo			classro		
@·10]	Are	ther	e alu	oaue u	nting	mate	nials a	vailable	for	the
			OY	1 0 29	10					

ROHLHO: - 79

Div: A

class: 7th

- windows?

 Oves ONO
- 8.2] Is the School warm enough?

 Oyes ONO
- ∆3] Is there sufficient lighting in the hawways?

 Yes No
- 0.4] Is there sufficient lighting in the classrooms?
- 0.5] Are the benches in a satisfactory condition?
- (8.6] Are the chairs in a satisfactory condition?
- B.7] Are the locken big enough for your needs?
- Q.8] Are possessions in the Locken sufficiently safe?
- a.9] Are the black/white boards in the classroom in
- a.10] Are there always writing materials available for the black / white boards?

	NAME: Laxmi Jingh bhadariya	
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8.1]	Does the School have doub windows? O yes No	le glazed or upvo
G.2]	Is the School warm enough Yes O No	?
	Is there sufficient lighting in ves O No	V
Ø. 4]	Is there sufficient lighting in	the classrooms?
B.5]	Are the benches in a satisfactor	y condition?
	Are the chairs in a satisfactor	
8.7]	Are the lockers big enough to	or your needs?
8.8]	Are possessions in the Locken	authiciently date:
0.9]	Are the good conditions?	the classroom in
Q.10]	Are there always writing materials	s available for the

OYES ONO

NAME: Nirsta Rambachan Patel

ROLL-HO: 16

Div: A

class: 7th

- (a.1) Does the School have double glazed or upva windows?

 Oves ONO
- (8.2] Is the School warm enough?
- 5.3] Is there sufficient lighting in the haways?

 Over Ono
- 0.4] Is there sufficient lighting in the classrooms?
- 0.5] Are the benches in a satisfactory condition?
- 8.6] Are the chairs in a satisfactory condition?

 Over ONO
- B.7] Are the lockers big enough for your needs?
- Q 8] Are possessions in the Locken sufficiently safe?
- a.g] Are the black/white boards in the classroom in good conditions?

 Oves Ono
- 0.10] Are there always writing materials available for the black / white boards?

 Over ONO

NAME: - Nichi Sumit Mishara

ROLL NO: - 18

Div: A

Class: 4th

- O yes No
- (8.2] Is the School warm enough?

 Oyes Ono
- 6.3] Is there sufficient lighting in the hawways?

 Over ONO
- 아소 기s there sufficient Lighting in the classrooms?

 No. 41 기s there sufficient Lighting in the classrooms?
- B.5] Are the benches in a satisfactory condition?
- (8.6] Are the chairs in a satisfactory condition?

 Over ONO
- (3.7) Are the lockers big enough for your needs?
- Ques ONO
- a.g] Are the black/ white boards in the classroom in good conditions?
- 0.10] Are there always writing materials available for the black / white boards?

OYES ONO

School facilities Surrey:

ROLL HO:- 12

Div: A

Class:. Th

- O yes O No
- (8.2] Is the School warm enough?
- (3) Is there sufficient lighting in the hawways?

 Over ONO
- 0.4] Is there sufficient lighting in the classrooms?

 Over ONO
- & 5] Are the benches in a satisfactory condition?
- (8.6] Are the chairs in a satisfactory condition?

 Over ONO
- B.7] Are the lockers big enough for your needs?
- Q.8] Are possessions in the locken sufficiently safe?
- a.g] Are the black/white boards in the classroom in good conditions?
- a.10] Are there always writing materials available for the black / white boards?

OYES OND

School facilities Surrey:

Car.

NAME: Abhistrek Gupta ROHLHO: SS Div: A

- of 1] Does the School have double glazed or upva
- (8.2) Is the School warm enough?

 Oyes ONO
- (3) Is there sufficient lighting in the hawways?

 (a) Yes () No
- (4) Is there sufficient lighting in the classrooms?
- 0.5] Are the benches in a satisfactory condition?
- (8.6] Are the chairs in a satisfactory condition?
- 0.7] Are the lockers big enough for your needs?
- Q yes No
- a.9] Are the black/white boards in the classroom in good conditions?
- B.10] Are there always writing materials available for the black/ white boards?

 Aves ONo

School facilities Survey:

NAME: Amet Argh kushwahar ROLLMO: 43 Div: A Class: 7th

(a.1) Does the School have double glazed or upvc windows?

Yes ONO

(8.2) Is the School warm enough?

(D) Is there sufficient lighting in the hawways?

(D) Yes (D) No

の日 Is there sufficient lighting in the classrooms?

Q Yes No

(8.6] Are the chairs in a satisfactory condition?

Over ONO

B.7] Are the lockers big enough for your needs?

Q.8] Are possessions in the Locken sufficiently safe?

a.g] Are the black/white boards in the classroom in good conditions?

6.10] Are there always writing materials available for the black/ white boards?

MYPS ONO

School facilities Surrey:

C

NAME: Dilshap Shak
ROHLHO: 69
Div: A
Class: 7 of

- windows?

 Oves ONO
- (8.2) Is the School warm enough?

 Oyes No
- (D.3) Is there sufficient lighting in the hawways?

 Nes O No
- 0.41 Is there sufficient Lighting in the classrooms?
- 0.5] Are the benches in a satisfactory condition?

 Yes ONO
- @ Yes O No
- (3.7] Are the lockers big enough for your needs?
- Q.8] Are possessions in the Locken sufficiently safe?
- a.g] Are the black/ white boards in the glassroom in good conditions?
- 0.10] Are there always writing materials available for the black / white boards?

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)	CHAPTER- 4	
	Summary and conclusion:	
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	4.1 Introduction	
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	4.2 statement of problem	
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	4.3 Aim and objective	119
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	Statement of Problem:-
	" To study awareness of " school facilities
	or school's infrastructure" among the students of
	"To study awareness of "school facilities or school's infrastructure" among the students of the students of
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Aim and objective:-

- 1. To study their knowledge about school's infrastructure.
- 2. To Create auvariners, measure to improve school's families.
- 3. To create awareness about imparts of good school facilities on students.
- 4. To create awareness about imparts of bad infrastructure of school on students.
- 5' To develop sence of responsibility towards the school's environment.
- 8. To motivate them, respect school's ratuable this

Hindings

from the study researches comes to know that most of the students are well aware about school's facilities.

it is seen that students are aware of the topic but they still need clarity and impartunce in some concepts or indepth knowledge on " school's infrastructure".

I they also need to know mare about school's infrastructure.

findings show most of the students to know that if school's infrabucture "it better, it is good for us.

60% of the students are aware the importance of "school faillie" on her hi development.

40% of the students not aware the importance of "school feuilike" on his/her derelopment.

Conclusion:after the study it can be concluded that -students are aware of school's infrastructure to a great extent. more attention to this topic combe brought by organising Leutures, werkshops and seminar on "School's inframeture" will inform them t acquire additional knowledge. schools should promote empirical techniques and proutical examples which will enable them to develop awareness. As the problem of "school's infrashrueture" can be effective solved only it its understood the importance and impails on students. so by spreading awareness sensitivity towards school's infrastructure's importance should be created and also importance of own contribution

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Suggestions

- 1. comfort for students, teachers and administratus:

 spares for teachers and students, with an adequate

 temperature, rentilation and lighting with water

 electricity and internet services, as well as

 samiteary services and the respective drainage

 of sewage water.
- Despare for the development of ruhearsals and practices such as libraries, and natural sciences, information technology, physics and chemistry labs.
- 8) spaces for the development of telents and enterteinment, sports, and culture
- 9) The school Taboratories should be specious and full of necessary equipments for studies.
 - O There should be different rooms for activities

 vike art and craft, donce, music

 and indoor games in the School

 premise.
 - good impails of school's infrastructure should be conduct
 by showing rideos, and mories,

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Bibliography: -

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by D.R. knishnaswomi

M. Rongonathom.

a. The Importance of "school facilitie"
by Dr. Hinda Hemasters

Sundaram

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- Questimnaire: questionnaire is a research instrument Consistin series of questions and other prompts for purpose of gathening information from verpone the There are two types of questionnaire. cluestion nain. open-ended closed - ended questionsquestions. 1. open-ended duestions: - In open ended question there are no predifined options or categories include the participations should supply their own onswers. @ complety unstructured; questions: opinion or view of the respondent. (b) werd association question: - The participation stewas the first word that pops in his mind once a seried of words are presented. @ The matic appreception test: A picture is presented to be respondent which he explains on his own points of view, a) sentence: - story or picture completion the respondent continues on incomplete sentence or story or write on empty Conversation ballons in a picture.

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	on the questionnaires.
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Material and procedural supports

ACADEMIC YEAR- 22-23 Mrs. RASIKA KULKARNI. PAL. ROUNO: 35 SEMESTER: 04 CLASS :- SY. B. Ed. war 1/C Principal G (KALYAN (E) C) Chinchpada Road, Kalyan (E1421 306,

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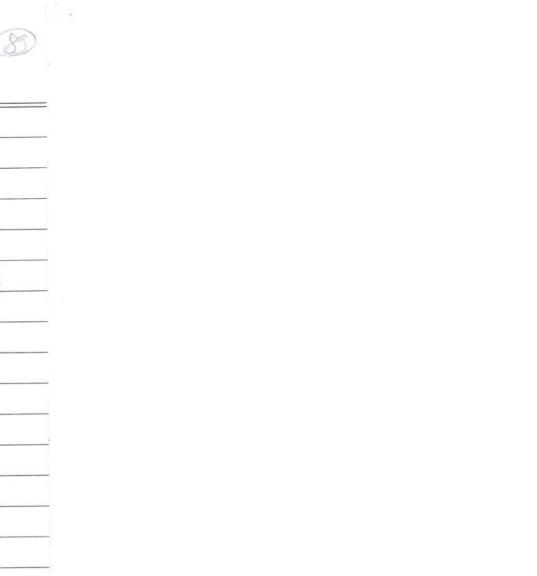
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Design of the Study

After Belection of problem the next step is do a specific research and prepare research design. It is nopping strategy leased on sambing technique. It is statement of the object of enquiry. The quality of design research is judged by the degree. of accuracy attainable at the level of relivant sought. A good research design must be practical

Al Methodology

- 1. Historical Method
- 2 Eperimental Method
- 3. Survey method/ Descripitive method.
- 1 · Historical Method

History is a meaningful record of human achievement it is not merely a list of chronological events but a truthful

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integrated account of the relationship between persons, events, time and places. History help us to comprehend the past so that our understanding for the prevent and future can become dearer and Sharper.

defined as the Systematic and objective location evalution and synthesis of evidence in order to establish factors and draws conclusion about past events. Historical analysis may be directed towards an individual an idea a movement or an institution. Historical research is not based on direct observation or experimentation. but to be labelled as research. It should share much from the k seientific the thood.

2 Experimental Method.

Experimentation is the classical method of science where the experimental confrol certain element to Study. It is a powerful for discovering and developing theories and principles. Though, this is the method of physics, science for gathering an organised

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body of knowledge. It has been effectively applied in non-laboratory set up such as the classroom for research in education the immediate purpose of experimentation is to predict events in the experimental setting but the ultimate purpose is to generate and develop theory that may be applied outside the laboratory to a write population eventually be universal accepted.

This prethod is used when the result of researcher want to find out the result of certain phenomenon under controlled condition-fxperimentation provide a method fortesting the hypothesis.

3) Survey / descriptive Method

The survey method gather information relatively from large number of cases at a particular time. It must be clearly understood. that it is not concerned with characteristic of individual or it is concerned with the generalised of individual of statics which in result when data are obstructed from a humber of cases

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This method is the core methods for collecting and analyzing data in sociology, while this method have been used since the early days of sociology, this become a core method after II world war They have increasingly found use in a wide range of other disciplines marketing and many other applied areas.
B) Sampling
A sample is a small proportion of population selected for observing the characteristics of the sample can make certain inferena about the characteristics of the population for which it is drawn
According to Blooner:
In Geral Sampling Schemes may be classified according to two types they are.
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Q.1) Are you	Grade	eate?			
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03) Are you	involved	in agri	Culture	or
allied	activities	7		
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	Yes	No		
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Q4) Did you m			or family?
	Yes	No	
Totalno	06	04	
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60 / People Conclusion	are with	family a	nd 40% Not.
1+ can be a margenlised			stly they

	Yes	No	Date III
Total No	00	10	
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100% People of Children futur	are agre	red they in heir nation	do not have
Conclusion:	,	48	

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	Yes	No		
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Conclusion			d 90% Not.	
T+ can be	conclude	ed that on wlar	mostly they	do

2 2	yes	No			
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conclusi		9 05	blue C	ollar wor	Ker.
It can be co 1899 educate Worker Job	ed mos				

	Yes	No			
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with their Ju	ob:	d wo	rker'g	are no	ot Satis
Conclusion					
It can be	condu	oded -	that t	hey a	re not

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Did you	Own	a home h	ere?
	Yes	NO	
Total No	10		
Percentage	100%		
Interpretat			
TOTAL .		people have	their own
Conclusion	:-		
Conclusion It can be co	:-		their own

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QII)	Are you planning to more back to your place at old age?							
		466	No					
	Total No	04	06					
	Percentage	40%	601-					
	Conclusi	People on:-	are uded		to move by			
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12) Are you family no	ed5 7	aristy ye	o ana you) /
	Yes	NO		
Total No	05	05		
Percentage	6 50%	50%		-
Interpret	ation:			
50% are 0	batisfy an	d 50% No)+	
Conclusio	n:			
It can be chances of	concluded Statisfyin	as they	have 50-	50

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Ø13)	Are you s	baving	enoug	h?		
	-	Yes	No			
	Total No	00	10			
	Percentage	-	100%			
~	Interpreta					
	Conclusion)				
	It can be much incom	Conclu e.	ided as	they	are not	gett ing
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Q14)	Did you migrated under any influence?
	Yes No
1	otal No 05 05
	Percentage 50% 50%
	nterpretation: 50% marginalised workers are under influented 50% Not.
	onclusion: ~
	t can be concluded as some have influence ohile some not
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Q15)	Did you have omigration?	only	Contacts	before	
	Yes	No			
	Total No 04	06			
	Percentage 40%	60%			
	nterpretation:				
	10% having conta	acts	before h	nigration	and
(onclusion:-				
	It can be concludive any contact	uded	mostly	they do	DOF
			. ,		
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C	Marginalisation refers to process in which individuals or entire communities of people are systematically blocked from rights and opportunities and Resources for egimployment, health care, Housing etc.	
1	lims of Research.	
3	The main aim is to provide Various chemes and programmes for uplifting the parginalized worker's for improving their tandard of living.	
1	leed of Research.	
(i) (ii)	To create the awareness about Various hemes to the marginalised that are alloted government like. Reinburgement of Tution fee. Ofirl and boy hostels for Scheduled Tribes	
(ii	i) Schemes for Remote Area etc.	
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