

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)

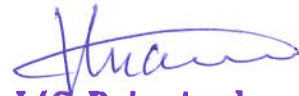
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Date _____

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.





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" G Y A N A M - A N A N T A M "



NAI TALIM → Experiential Learning Work Education

Name :- Tooga J. Singh Roll No. :- 76
Subject :- Economics Std :- XI Topic :- Law of Demand
Lesson No. :- 1

Lesson Structure :-

1) Cognitive Competencies :-

- To pupil recalls about demand.
- To pupil recognises demand curve
- To pupil states effect of Price rise → decrease
- To pupil aware how demand affects market
- activities

2) Psychomotor Competencies :-

- To pupil enact price rise → decrease activities in order to understand concept
- To pupil prepare chart describing law of demand & its demand curve
- To pupil participate in debate on assumption & exception of Law of Demand

3) Affective Competencies :-

- To pupil aware about market condition
- how law of demand affect it

Introduction Set (Previous Knowledge)

1) Student Enacting market condition
→ Pupil buying & selling certain goods through activities.

2) What types of goods are sold more
→ Goods which are more in demand by the customer.

Teaching Approaches

Teacher set a act of buying & selling of goods in classroom & ask question related to those activities.

Content Analysis :- Teaching Points :

- 1) Law of Demand
- 2) Demand Schedule & curve

Main Content :- The teacher teaches the content through various activities & question

Steps:-

Demand is the quantity of that commodity which buyer is willing to buy at a given price at a given period of time.

Law of Demand:-

When the price of goods falls, the demand for the good rises \rightarrow When price falls, the demand for good rises.

Teacher enacts through student buying selling activities of market.

When prices increase a certain product how customer react on it like when price rise buyer demands less quantity and when price decreases buyer demand more quantity of goods.

Reflection & Evaluation:-

Through the activity explain them that

discounting rates \rightarrow

Promoter Pricing

How affects the consumer willingness to purchase higher quantity at lower price. Law of

Demand affect demand of consumer.

The teacher asks the question:-

1) What you understand by Demand?

2) What type of relation demand & price of goods have?

3) What happen with a person of

i) Low Income earning.

ii) High Income Earning.

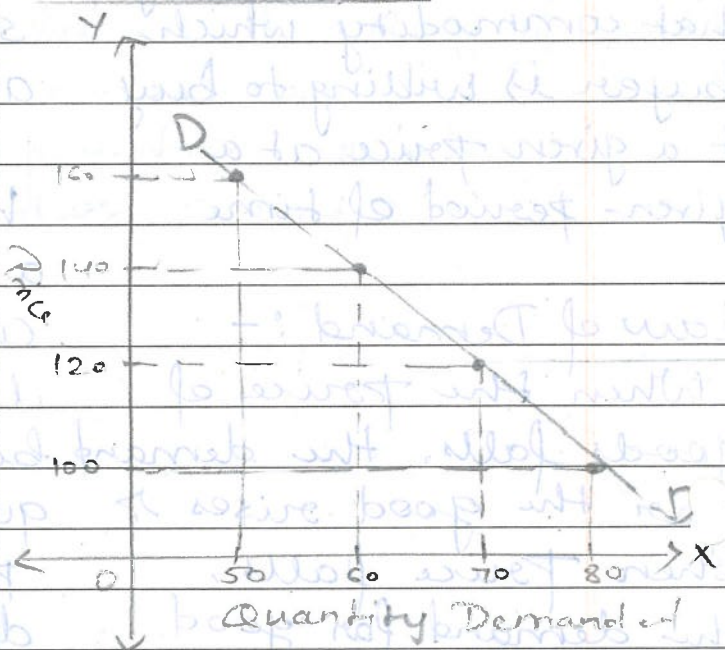
Q. What you choose if you get one unit for 10% discount \rightarrow 3 unit for 50% discount?

Demand Schedule for the market.

Price	Demand
100	80
120	70
140	60
160	50

Demand Schedule shows that as price rises quantity demanded decreases & vice versa.

Demand Curve



Reflection & Evaluation:-

- 1) What you understand through example.
- 2) What type of relation does price & quantity demanded share?

Demand curve illustrate that law of Demand - the inverse relationship between price & quantity demanded. Demand curve will be somewhat different for each product.

- 3) Give one reason for shift in Demand curve?

Reflection & Evaluation:-

Precaution:-

Bringing Products that are safe and easy to handle.

- 1) How demand curve slopes?
- 2) What does a rightward shift in demand curve indicate?

Closure:-

So, today we have learnt about law of Demand and Demand schedule and curve and everyone should understand this concept.

Assessment:-

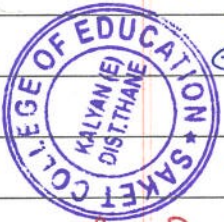
Evaluation / Assessment:-

Analysing:-

- i) What are determinants of Demand?
- ii) How does Government policy directly influence the demand?
- iii) How consumer differentiate between the product he wants to purchase or not?

Critical Reflection:-

- Be critical
- Be involved
- Be organised
- Be responsible citizen > understand market 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.

Chays

Encouragement to novel ideas

SAKET GYANPEETHS
SAKET COLLEGE OF EDUCATION KALYAN (E)



LESSON PLAN - NAI TALIM

Student Teacher Name -	Shravani Mohan Pathak.	Course - B.Ed. 2nd Year.
Roll No. -	54.	Date - 23/12/2023.
Practicing School -	Saket College of Education.	Lesson No. - 02.
Subject -	OCM.	Std - XI.
Unit -	Business Environment.	Time - 1:00 Pm to 1:40 Pm.

1. LESSON OUTCOME.

A. COGNITIVE COMPETENCIES

- 1) To explain the meaning of Business environment.
- 2) To acquaint with the Definition of Business environment.
- 3) To justify the Importance of Business environment.

B. PSYCHOMOTOR COMPETENCE

- 1) Pupil take part in a role play depicting the explanation of Business environment.
- 2) The Pupil prepares Slogan and charts on Business environment.

C. AFFECTIVE COMPETENCIES

- 1) The pupil is conducts a survey on Business environment.
- 2) The Pupil prepares stake part in a role play depicting the explanation of Business environment.
- 3) The pupil is sensitized on environments explanation and awareness.

2. CONTENT ANALYSIS:

- 1) * Business Environment - meaning and definition.
- 2) * Importance of Business environment -
 - 1) Determining opportunities and threats.
 - 2) Identifying firm's strength and weakness.
 - 3) Continuous learning
 - 4) Image Building
 - 5) Meeting competition.

3. PREVIOUS KNOWLEDGE

Student know about buying and selling goods, Services environment, society market etc. a set of factors, such as technologies and financial Resources, that have a direct effect on a Company's operations.

4. PRECAUTIONS Pupils should observe attentively and understand the context.

5. TOOLS & RESOURCES 1) Pen, 2) chalk, 3) Duster, 4) Pencil, 5) XI Std OCM Textbook.

6. METHOD explanation, Demonstration.

<p>Set Induction 1) How does understanding of business environment help the management in the following?</p> <p>2) Why is it said that business environment is uncertain?</p>	<p>Teaching Approaches Social, technological and legal environment affects the business. Hence the business need to pay proper attention towards various dimensions of the business environment to run the business successfully.</p>
<p>Main Content The Teacher Teaches the content through various activities and questions.</p> <p>Business Environment The pupil conduct a survey on Business environment in the Classroom, Consumer awareness is an act of making sure the term Business environment generally refers to the external environment which includes factors outside the business leading to opportunities</p>	<p>Teaching Approaches 1) Determining opportunities and threats:- Ask the student to carry any empty packages and float out it helps the Business enterprises for overcoming challenges successfully.</p> <p>Reflection and Evaluation like human being, business also does not function in an isolated vacuum. It functions within a whole process of relevant</p>

on threats of the business. Business Environment comprises of such factors which can affect business, such as the strength, weakness, internal power, relationship and orientation of the organization, government policies and regulation.

1) Determining opportunities and Threats:- The interaction between business and its environment identifies opportunities and threats to business. It helps the business enterprises for overcoming challenges successfully.

2) Identifying firm's strength and weakness:- Business environment helps to identify the individual strength and weakness in view of the technological and global development.

3) Continuous learning:- Environmental analysis makes the task of managers easier in dealing with business

environment and negotiates its way through it. The extent to which the business thrives depends on the manner in which it interacts with its environment.

2) Identifying firm's strength and weakness:-

Business environment helps to identify the individual strength and weakness in view of the technological and global development.

Evaluation and Reflection

Successful business does not only recognize different elements of the environment but also influence them. The business must continuously monitor and adapt to the environment in order to survive and prosper.

3) Giving Direction

for growth:- The interaction with environment leads to opening up new frontiers of growth to the business firms. It enables the business to identify the areas of growth and

Challenges. The managers are motivated to continuously update their knowledge, understanding the skills to meet the predicted changes in realm of business.

4] Image Building:-

Environmental understanding helps the business organization in improving their images by showing their sensitivity to the environment within which they are working. It also includes meeting the expectations of consumers, government, employees etc.

5] Meeting Competition:-

It helps the firm to analyze the strategies of the competitors and formulate their own strategies accordingly.

6] Giving direction for growth:-

The interaction with environment leads to opening up new frontiers of growth to the business firms. It enables the business to identify the areas of growth and expansion of their activities.

expansion of their activities.

Reflection and evaluation:-

Disturbances in the environment may either spell extreme threats or open up new opportunities for the firm. A successful business has to identify, appraise and respond to various opportunities and threats in its environment.

<p>Conclusion Understanding the business environment has become very important as we can gauge the changes happening in the business environment. The concepts and elements of the business environment are crucial factors that shape the strategies, operations, and overall success of businesses.</p>	<p>Teaching Approaches Business environment comprises of such factors which can affect business, such as the strength weaknesses, internal power relation-ship and orientation of the organization, government policies and regulations, nature of the economy and economic conditions, socio-cultural factors, and global trends.</p>
<p>Reflection and Evaluation This critical reflection seeks to provide an in-depth analysis of how the entrepreneurial tools taught throughout this semester has assisted me in final reflective essay. There are certain steps that must be followed in order to turn your idea into a successful business that not only drawn in customers, but future investors.</p>	<p>Teaching Approaches Business environment is the process by which strategists monitor the economic, government, market, supplier, technological, geographic and social settings to determine opportunities and threats to the firms.</p>

CRITICAL REFLECTION – The external factors are the parts you cannot control, but you must take into consideration when starting your business. The external factors are – legal environment, technological environment, social environment, and economic environment. Who is your competition? How will you differentiate yourself from the market?

BLACK BOARD WORK

* Importance of Business Environment

- 1) Determining opportunities and threats.
- 2) Identifying firm's strength and weakness.
- 3) Continuous learning.
- 4) Image Building.
- 5) meeting Competition.
- 6) Giving Direction for growth.

REMARKS:-

- + Conduct activity properly
- + Student participation is good
- + Student actively participate in the activity



3

SAKET GYANPEETHS
SAKET COLLEGE OF EDUCATION KALYAN (E)



LESSON PLAN - NAI TALIM

Student Teacher Name -	Anuradha Dubey	Course - B.Ed.
Roll No. -	14	Date - 2/01/2024
Practicing School -	बाबा बोडसे हार्ड स्कूल Saket Junior College	Lesson No. - 1
Subject -		Std - 9 th
Unit -	लोग लेखन	Time - 11:30 to 12:00
Sub Unit -		

1. LESSON OUTCOME.

A. COGNITIVE COMPETENCIES

- (अ) विद्यार्थी लोग लेखन प्रक्रिया का प्रत्यास्मरण करता है।
(आ) विद्यार्थी लोग लेखन के लिए स्वयं प्रयास करता है।

B. PSYCHOMOTOR COMPETENCE

- (अ) विद्यार्थी लोग लेखन के लिए भिन्न सुझावों का उच्चारण करता है।
(आ) विद्यार्थी लोग लेखन के लिए प्रत्याभिज्ञान का प्रयोग करता है।

C. AFFECTIVE COMPETENCIES

- (अ) विद्यार्थी लोग लेखन में सामग्री का चयन करने में रुचि विकसित करता है।
(आ) विद्यार्थी संकलित सामग्री से लोग बनाने में रुचि लेता है।

2. CONTENT ANALYSIS:

- ① लोग लेखन का अर्थ
② लोग " के प्रकार
③ लोग " आवश्यक सावधानियाँ
④ लोग " के प्रकार
⑤ लोग निमिष की प्रक्रिया।

3. PREVIOUS KNOWLEDGE

विद्यार्थी निमिष विचारों को लिखने के लिए शायरी और डिजिटल माध्यम से परिचित है।

उद्देश्य उद्देश्य :- तो बच्चों आज हम लोग लेखन के विषय में जानकारी प्राप्त करेंगे और इसको बनाना सीखेंगे।

4. PRECAUTIONS (सावधानियाँ)

1. ब्लॉग लेखन के विषय का चुनाव करते समय सूक्ष्म-वृक्ष का होना आवश्यक है।
2. ब्लॉग लेखन में सामाजिक संकेतों का ध्यान आवश्यक है।
3. ब्लॉग लेखन के लिए प्राप्त स्वतंत्रता का उचित उपयोग करना चाहिए।
4. ब्लॉग लेखन में सामाजिक स्वास्थ्य का विचार हो। वह समाज विधातकन।

5. TOOLS & RESOURCES

फोन, चॉक, पेन, पेपर आदि।

6. METHOD

हिन्दी

<p>Set Induction</p> <p>10 बच्चों आप अपने दिनचर्या या निजि विचारों को लिखने के लिए क्या बनाते हो?</p> <p>उ० - डायरी।</p> <p>11 बच्चों वो डैन या डिजिटल माध्यम हैं जिससे हम निजि विचारों को बिस्तार से और सुरक्षित रख सकते हैं?</p> <p>उ० - ब्लॉग।</p>	<p>Teaching Approaches</p>
<p>Main Content</p> <p>11 ब्लॉग से तात्पर्य :- ब्लॉग अपना विचार अपना मत व्यक्त करने का एक डिजिटल माध्यम है। इसमें शब्द-संख्या का बंधन नहीं होता है।</p> <p>12 ब्लॉग लेखन के प्रकार :-</p> <p>1 व्यक्तिगत ब्लॉग</p> <p>2 व्यवसाय ब्लॉग</p> <p>3 रिपेयर सर्विस ब्लॉग</p> <p>4 व्यक्तिगत सर्विस ब्लॉग</p>	<p>Teaching Approaches</p>

③ छात्रों के लिए ब्लॉग के लाभ :-

- ① आत्म-अभिव्यक्ति को बढ़ावा दे।
- ② विश्लेषणात्मक सोच विकसित करें।
- ③ विद्यार्थी की रचनात्मकता का अभ्यास करें।
- ④ छात्रों के लेखन कौशल में सुधार करें।

④ ब्लॉग निर्माण की प्रक्रिया:-

- ① ब्लॉग तैयार करने के लिए Google में Gmail account होना आवश्यक है।
- ② Internet Explorer में www.blogger.co में जाए।
- ③ create your blog पर क्लिक कीजिए।
- ④ अपने Gmail : google account पासवर्ड से ब्लॉग इन कीजिए।
- ⑤ नये पेज पर शीर्षक डीजिए जिस भी विषय पर लिखना हो और अपना blogger address तैयार कीजिए।

Main Content

Step

शिक्षिका ब्लॉग लेखन का अर्थ, प्रकार, सावधानियाँ, लाभ व प्रक्रिया समझाती है।

Teaching Approaches

नया विधि

Step-I

शिक्षिका सभी विद्यार्थी को अपनी आवश्यक सामग्री जैसे- पेन, स्केच पेन, रबर, हाईलाइटर, प्रोजेक्टर पेपर bloggeraddress आदि के लिए बोलती है।

Step-II

शिक्षिका विद्यार्थियों को अपने ब्लॉग के पासवर्ड को प्रोजेक्टर पेपर पर लिखने को कहती है।

Step-III

शिक्षिका सभी विद्यार्थियों को अपने-अपने ब्लॉग लेखन के लिए टॉपिक प्राथम्यपुस्तक से चुनने को कहती है।

Step-IV

शिक्षिका विद्यार्थियों को ब्लॉग लेखन के लिए प्रोजेक्टर पेपर पर सोचे टॉपिक पर 100 शब्दों में अपने विचार व्यक्त करने को कहती है।

Step-V

शिक्षिका सभी विद्यार्थी को अनुक्रमांक के अनुसार पेपर छुगित करने को कहती है, साथ ही धर जाकर अपने-2 ब्लॉग को कौन में लिखने और पोस्ट करने को कहती है।

Step-I

विद्यार्थी चर्चा करते हुए वस्तु का संचयन करते हैं।

Step-II

सभी विद्यार्थी शिक्षिका के कुछे अनुसार एक पेज पर अपने-2 ब्लॉग के पासवर्ड को लिखते हैं।

Step-III

सभी विद्यार्थी ब्लॉग लेखन के लिए अपना-2 टॉपिक सोचते हैं।

Step-IV

सभी विद्यार्थी अपने-चूने हुए टॉपिक जैसे- शिक्षा, बेरोजगारी, भ्रष्टाचारी, पानी कांडि पर ब्लॉग लेखन करते हैं।

Step-V

सभी विद्यार्थी पेपर छुगित करते हैं और धर जाने पर अपने ब्लॉग को लिम्बकर पोस्ट करते हैं।

<p>Conclusion</p> <p>तो वच्चों आज हमने ब्लॉग लेखन का अर्थ, प्रकार, सावधानियाँ व प्रक्रिया का ज्ञान प्राप्त करते हुए ब्लॉग लेखन करना सीखा।</p>	<p>Teaching Approaches</p> <p>विद्यार्थी सभी जानकारी को प्राप्त करते हुए ब्लॉग लेखन करते हैं।</p>
<p>Reflection and Evaluation</p> <p>① ब्लॉग का अर्थ बताइए ? ② ब्लॉग लेखन कितने प्रकार के होते हैं ? ③ ब्लॉग लेखन के समय सावधानियाँ क्या हैं ? ④ <u>ब्लॉग लेखन के लाभ बताइए</u> ⑤ ब्लॉग लेखन के समय आपने क्या अनुभव ग्रहण किया ?</p>	<p>Teaching Approaches</p> <p>उ०- अपने विचार अपने मत व्यक्त करने का माध्यम। उ०-2:- 4 उ०-3:- विषय का चुनाव, सुझाव से सामाजिक संकेतों का पालन, स्वतंत्रता का उचित उपयोग। उ०:- आत्मभिव्यक्ति को बढ़ावा, विश्लेषणात्मक सोच, रचनात्मकता का अभ्यास। उ०:- चर्चा पद्धति:- विविध उत्तर अनुभव के आधार पर प्राप्त होंगे।</p>

CRITICAL REFLECTION -

ब्लॉग अपना विचार, अपना मत व्यक्त करने का एक डिजिटल माध्यम है। ब्लॉग के माध्यम से हम जो कुछ कहना चाहते हैं, उसके लिए किसी से अनुमति लेने की आवश्यकता नहीं होती। ब्लॉग लेखन में शब्द सेख्या का बंधन नहीं होता। हम अपनी बात को जितना विस्तार देना चाहें हैं सकते हैं।

इसका निर्माण/रचना करना थोड़ा कठिन है किन्तु सहायता लेकर इसे आसानी से बनाया और लिखा जा सकता है।

BLACK BOARD WORK

दिनांक :- 2-01-2024

कक्षा - 8

विषय - हिन्दी

प्रकरण - व्याकरण लेखन

- * व्याकरण लेखन का अर्थ
- * व्याकरण लेखन के प्रकार
- * व्याकरण आवश्यकताएँ

- * व्याकरण की प्रक्रिया

REMARKS:-

- + आशय अच्छे से समझाया
- + कक्षा नियंत्रण अच्छा था।
- + प्रश्नोत्तर प्रक्रिया अच्छी थी।



[Signature]

NAI TALIM / EXPERIMENTAL LEARNING LESSON



Student Name: Nilima U. Pandey

Roll. no. 39

Lesson No: 15

Date: 22.12.22

Practising school: Saket College of Arts, Science and Commerce

Topic: Properties of substance Sub-topic: Chemical Properties

Standard: XIth

Time: 3:00 - 3:35

Lesson Outcome1. Cognitive competencies

- * To understand chemical properties of substances
- * To identify pH.
- * Pupils recall types of reaction.

2. Psychomotor competencies

- * Pupils develop the skill of using pH paper and pH scale.
- * Pupils articulate various activities related to chemical properties.

3. Affective competencies

- * To appreciate dignity of labour
- * To develop values such as scientific attitude, critical thinking.

5. Previous Knowledge.

Pupils have knowledge about chemical properties of substances.

6. Precaution.

To follow instructions and perform experiment under teacher guidance.

7. Tools and resources.

Cup, spoon, forceps, pH paper, baking soda, detergent, water, vinegar, soap.

Set Induction

- ① Luster, weight, solubility, ductility What are these?
- ② How do we come to know if a solution is acidic or basic.
- ③ $N + O_2 \rightarrow 2NO$ what is this?

Teaching approaches.

Division of students into groups.

- Group 1 - 2 students
- Group 2 - 2 students
- Group 3 - 2 students
- Group 4 - 2 students
- Group 5 - 2 students.

Main Content

As we have seen all these are chemical properties, Today we are going to see two types of chemical properties

I. pH.

pH is also known as power of hydrogen or potential of hydrogen. It is very important to know the pH of substances we apply or we consume because our body maintains a pH. The pH is measured using pH paper, universal indicator or pH device. Today we'll be using pH paper. The pH paper has a range from 2 to 11

Teaching approaches.

Students come on by one for checking pH of solutions.

① Tap water

Procedure: dip the pH paper in the sample.

Compare colour ^{developed} & match with pH scale.

Result: pH of water is —

② Vinegar

Procedure: dip the pH paper in sample.

Compare the colour developed and match with scale.

Result: pH of vinegar is —

③ Water sample 2

Main Content

the scale from 0 to 7 is acidic & 7 to 14 is basic. Where 7 is considered neutral. If the pH paper reads b/w or under 7 it is acidic & above 7 is basic. Our body has blood with pH 7.4 and our skin accepts pH of 6.5 to 8.5.

2] Chemical Reactions -

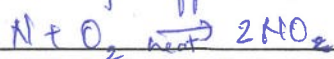
There are 2 types of reaction
a) Exothermic reaction.

Such reactions ~~do~~ require no heat while process but instead they emit the heat. So it feels hot during reaction.



b) Endothermic reaction.

Reactions absorb the energy hence lowering the surrounding temperature & giving cooling effect



Conclusion: Students found acidic, basic & neutral solutions.

Exothermic & Endothermic

Teaching approaches.

Procedure: dip the paper
Compare & note the result
Result: The pH is ____.

4] Soap.

Procedure: Dip the paper in sample.

Compare the colour developed.
Result: The pH is ____.

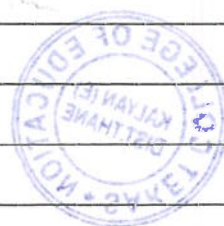
Student comes forward and does the experiment.

Procedure: place the solid powder and add the liquid.

Feel the temperature.

① Detergent + Water \rightarrow Heat effect.

② Soda + Vinegar \rightarrow Cool effect.



reactions are observed

Reflections & Evaluation.

1. Formula for pH.

2. Give examples of endothermic reaction

Critical Reflection.

Write a note on acid-base balance maintained by body.

Remarks

1 2 3 4 5

Learning outcomes

Set induction

Explanation

Questioning

Demonstration

Drama

Activity

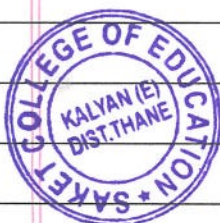
Class control

Assessment

Sign

Signature

good



टाई लालीम

Name : संजुदेवी शिवपुजन वर्मा

Roll No :

Subject : हिंदी

Date : 19/01/22

Std : 8 वी

Unit / Topic : धर्म का धर्म

Lesson No : 14

Practice Teaching School :

बाबा बोस हिंदी दाम रश्मि

Cognitive Competencies : ज्ञानात्मक क्षमताएँ

- 1) छात्र कला के विविध प्रकारों का पहचान करना है
- 2) छात्र कला के अर्थ के साथ अपने शब्दों में स्पष्ट करता है
- 3) छात्र नकाश के कार्य को समझता है और स्पष्ट करता है
- 4) छात्र एक अच्छे मुखौटे को कैसे बनाना ही समझता है

Psychomotor Competencies : मनोगामक क्षमताएँ

- 1) छात्र एक मुखौटे को बनाता है
- 2) छात्र अपने काल्पनिक चित्रों को कागज पर उकेरता है
- 3) छात्र अपने आकलन के द्वारा इस प्रक्रिया का उपयोग कर भविष्य में जीवन निधि करता है
- 4) मुखौटे को पहनने की जादू या कला में यह समझ आता है

Affective Competencies : भावनात्मक क्षमताएँ

- 1) छात्र मुखौटे बनाने की कला को और रुचि विकसित करता है
- 2) छात्र नये नये विषय पर सोच कर मुखौटे को बनाता है
- 3) छात्र मुखौटे के उपयोग और आवश्यकता को समझता है
- 4) छात्र अपने विचारों को स्वरूप देने के लिए किसी भी अभिनय या नाटक का चयन कर मुखौटे के आधार पर बिना धार्य अपने किरदार की जानकारी दे देता है

Lesson Structure :

Introduction : Previous Knowledge (प्रस्तावना) (पूर्वज्ञान)	Teaching Approaches
<p>प्रशिक्षण प्रस्तुत करिता कैफ़े</p> <p>चरित का नाट्य उचार प्रस्तुत करती है और पाठ से संबंधित प्रश्न पुछकर प्रस्तावना देती है</p> <p>युक्तता से संबंधित चरित का वतावना</p> <p>3) नाटक के लिए किन किन बातों का ध्यान रखना आवश्यक है</p>	<p>शेला ली</p> <p>हरनपउधति</p>

Content Analysis : Teaching Points

मुख्योय क्या है ? :- जब हम किसी व्यक्ति प्रस्तु, या जानपार के किरदार के लिए किसी अन्य चीज के मुँह के तरह का हिंदी एक पेपर पर चित्र बनाकर, रंग भर कर किसी किरदार का दिखाने के लिए अपने मुँह पर पहनते हैं। मुख्योय का अंतर हम शरीर का अर्थ देखते हैं तब 'मु' का अर्थ होगा चेहरा, और 'य' का अर्थ ही नफली या झुड़ा। यानि कि नफली चेहरा।

मुख्योय का महत्व :- मुख्योय का महत्व किसी व्यक्ति, प्रस्तु, या जानपार के किरदार का निभाने के लिए जब मुख्योय का हयोग करते हैं तब वह किरदार एक वास्तविक जीवन से संबंध स्थापित करने में उपयोग करता है।

मुख्योय निर्मिती के मुख्योय निर्मिती के लिए पहले किरदार का चयन महत्वपूर्ण होता है मुख्योय निर्मिती के लिए किरदार से संबंधित रंग, भावर, आदि का ध्यान रख

करना चाहिए।

मुख्योय निर्मिती के लिए

मुख्योय निर्मिती के लिए

मुख्योय निर्मिती के लिए

मुख्योय निर्मिती के लिए

Main Content	Teaching Approach
Steps :-	
1) अध्यापिका पाठ के संबंधित किरदार को आइस्क्रीम के लकड़ी के लगाकर एक एक कर उनका परिचय करती है।	
2) अध्यापिका के द्वारा पाठ के अनुसार किरदारों को उनके लाइन के हिसाब से किरदारों को बतलती रहती है और आपज का अनुकरण करती है।	चर्चा विधि
3) कारिण अभिनय के द्वारा प्रत्यक्ष रूप से अध्यापिका स्वयं दिखाती हैं।	प्रत्यक्ष
4) अध्यापिका किरदारों के अनुसार भाव हाव भाव के साथ आपज को तेज और धीमी गति में बोलती है।	
5) कविता के अध्यापन के बाद अध्यापिका छात्रों को मुखौटे के बारे में समझाती है।	विमर्श
6) कविता के किरदारों को अध्यापिका एक एक समूह के छात्रों को बनाजा बताती है।	Reflective Activity (विमर्श करती)
7) अध्यापिका साथ ही प्रत्यक्ष रूप से चर्चा विधि का प्रयोग भी करती है।	
8) फलक पर नवीन शब्दों को लिखती है।	1) शिक्षिका विद्यार्थियों के 2 से 3 चर्चा का समूह
9) मुखौटा निर्मिती का शिक्षिका के द्वारा बनती है।	कार्य :- सभी समूह में
10) निर्मिती के समय आर्मे कठिन शब्दों पर एक-एक पाठ में कार्य प्रश्न पूछती है।	चर्चा या किरदारों के
11) अध्यापन-अध्ययन तकिया में चर्चा तथा वार्ता के आधार पर विमर्श कार्य देती है।	मुखौटे को बनाने का कार्य देती है।
मिस्टर चलता है।	

Precautions (पूर्वावधान)

1) विविध संसाधनों के उपयोग पर सावधानी करना।

2) शर्तों की आवश्यकता पर ध्यान देना।

1. समूह में मुख्य बनाने के सभी चरणों का अनुभव कथन करना।

2.

Tools and Resources (संसाधन)

पेंसिल, कैंची, शेर, पेपर, रेगिन कलर, क्लिप, मुख्यों का रबर आदि

New words (नवीन शब्द)

आला, गिलेय, घी-कुंवर, कुंवर, जड़ी-बूटी।

CLOSURE (समापन)

Conclusion : overview of the activity

शिक्षिका नाट्यकला के द्वारा मुख्यों का भर्त, उपयोग और महत्वा का पहचान करेगी और मुख्यों निर्माता के आवश्यक गुणों की चर्चा करेगी।

Assessment (मूल्यांकन)

Evaluation / Assessment

1) प्रस्तुत कविता को जांच के रूप में पढ़ना और प्रस्तुत करने

2) पाठ के सभी किरदारों के मुख्यों बनाकर बनाओं।

3) अर्थात् मुख्यों बनाने के लिए आवश्यक गुण।

Strategies

उपयोजन

प्रश्नपद्धति।

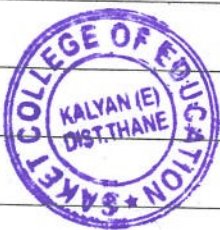
Critical reflection :-

1) पाठ्यपुस्तक के किसी भी अन्य पात्र में से किसी एक किरदार या चरित्र के मुखौटा तैयार करो।

उपयोगन।

2) मुखौटे के किरदार के साथ उस चरित्र के आवाज के हाव भाव को बताओ ?

- + उपद्रम का आयोजन किया।
- + उपद्रम में छात्रों का सहयोग अच्छा रहा।
- + आशय स्पष्टीकरण उचित था।
- + प्रतिक्रियात्मक ठीक था।



Dr.

Theme Based Lesson Plan.

Name of Student Teacher : Ms. Nilima U. Pandey

Std : XIth

Date : 07. 02. 2023

THEME : FOOD

Subject 1: Science

Topic : Components of food.

Subject 2: Mathematics

Topic : Quantity Measurement

Subject 3: Geography

Topic : Agricultural Production

Subject 4: Hindi

Topic : पेट्रोल

Subject 5: E.V.S

Topic : Food chain & web

Previous Knowledge / Entry Behaviour : Students have knowledge about organisms living on earth and about different forms of food.

VALUES

1. Saving Food (पेट्रोल)
2. Awareness (Food nutrient)
3. Problem Solving (Measurement)
4. Observation (Food Chain)

LIFE - SKILLS

1. Interpersonal relationship
2. Critical thinking (Measurement of Quantity)

CORE - ELEMENTS

- Protection of environment
- Conservation of natural resource

REFERENCES

- Google images
- NCERT 10th textbook
- Britannica.com

LEARNING RESOURCES (Teaching aids) : Images, map of India, food items (rice, dal, apple, salt).

Instructional Objective

Remembering

The pupils acquire knowledge of nutrients, vitamins & of various food nutrient present in food; calculating amount of food materials, regions where food grows, different food chain and poem

Learning Outcome.

The pupil recalls there is presence of nutrients, vitamins & mineral in food

The pupils can measure liquid and solids differently.

The pupils state various members in food Chain.

INSTRUCTIONAL OBJECTIVELEARNING OUTCOMES

related to food.

- The pupil labels various topic level from images.

UNDERSTANDING

The pupils understand about food nutrients

- The pupil recognizes various food groups.

Calculation of mass & volume

- The pupil associates mass & volume to food.

Regions specific to farming

- The pupil explains various geographical region

Poem on food and food chain.

- The pupil describes various components of food chain

APPLYING

The pupil applies the knowledge and understanding of Food nutrients

- The pupil solves sum on mass and volume conversion.

Mass and volume conversions

- The pupil chooses nutrient group in food.

Geographical regions

- The pupil classifies various regions on map.

vocabulary in various situations

- The pupil predicts the meaning of difficult words in para of poem.

ANALYSING

The pupil analyses

- The pupil distinguishes between various nutrient group

The formula/conversion of mass and volume

- The pupils connect with geographical situations.

solutions to food shortage

- The pupil correlates between the formulae

Reason for energy loss in food chain.

- The pupil correlate with food availability in poem.

Reason for Geographical conditions.

EVALUATING

The pupil evaluates

- The pupil evaluates his/her answer after solving with teacher

The formulae of mass & volume

- The pupil conclude food

Food nutrient

food chain & meaning of the poem by para

Lesson

- The pupil interpret food web

- The pupil interpret message given in para of the poem.

CREATING

The pupil creates a method to solve volume and mass related questions together in given problem

- The pupil use the formulae step wise whenever needed

SET INDUCTION :

Tr- Good afternoon students

P- Good afternoon Teacher

Tr- Today, we are going to learn something interesting. The teacher starts the session by showing some items: apple, oil, salt, Dal

Tr- Can you guess these items, are they edible, why do we consume them.

P- These are food items, we consume them for energy.

LINKING STATEMENT: So, everyone agrees that the answer is FOOD?

Tr- Teacher asks students what in food is present that gives energy and has a discussion over it.

STATEMENT OF Aim: As you all know food provides us with energy. Today we'll study the components of food that gives this energy. facts & stories related to FOOD.

Tr. goes & writes theme on C.B.

Content Analysis

Teaching
Methods/
Technique

Student-Teacher
Activities

Pupil's Activities
Responses

SUB: SCIENCE	Images	Tr- What are the items on your food plate?	P- Roti, dal, vegetable, salad, curd, pickle, etc.
TOPIC: COMPONENTS OF FOOD.	Questioning Skill	Tr- Do these food items give you energy?	P- Yes
• Each dish is made of one or more ingredient, which we get from plant or animal. These ingredient contain some thing need by our body called Nutrient.		Tr- What do you think is present in them?	P- nutrients
• The major nutrient in food are			
1) Carbohydrates		Tr- Can you guess or name any nutrient?	P- Protein, fat
- This is the main source of energy found in rice, wheat, dals etc.		Tr- OK, can you give the role of them?	P- Writes in Book
2) Protein	Lecture Method	Tr- Can you list source of each	P- Fats from fish Protein from curd.
- It is required for muscle building & growth of body. Soya, milk, moong dal etc.			
3) Fibre			
- It help in digestion found in fruits & vegetable			
4) Fats		Tr- What will you call a meal that has all nutrients?	P- A balanced diet.
Required for hormone function. Eg oil, butter			
5) Vitamins & minerals			

These are essential for functioning of body.

SUB: MATHS

TOPIC: MASS and Volume.

We have studied that solids have mass that is calculated in

kilograms or kg

1kg = 1000 gm =

10000 mg

Also, liquids have volume measured in litre

1L = 1000 ml

Also to measure the quantity we use weighing scale for mass & measuring cylinder for litre.

SUB: GEOGRAPHY

TOPIC: Agricultural Production

- India is geographically diverse.
- Each region produces something as per its climatic conditions
- Let us study this agricultural production

Problem

Solving

Method

Questioning

MAP OF INDIA

Questioning

Tr - have you

ever gone to market to purchase grocery

Tr - How ~~the~~ does the vendor sell items?

Tr - Yes, but does he give 1kg milk or 1L onions?

Tr - Yes, solids are measured in ?

Tr - How can you convert 125kg into mg

Tr - Where is the ingredients obtained to make food

Tr - Farming of all crops is done in one land.

Tr - Can you name a state &

P - Yes

P - He asks us about quantity.

P - No.

P - Kg, gm or mg.

P - Pupil solves the sum in book

P - Farms

P - No, different states grow different crops.

P - U.P for wheat.

- On this Map, If we see the South section it is known for spices, coffee, chocolates coconut.

- If we see the North section most of the wheat production is from there as it has optimum conditions for it.

- The M.P, Bihar, Kota these districts are famous for dal/lentil production.

- India is 2nd largest producer of rice. West Bengal tops the chart.

Also there are different crops such as Kharif, Rabi and Zaid crops.

Cereals are majorly produced by U.P, M.P, Maharashtra, Gujarat, Rajasthan, West Bengal, Tamil Nadu.

Oil seeds are majorly produced by Kerala, Rajasthan, Gujarat, Maharashtra, Haryana.

what it is famous for?

Tr - Like this our India has many geographical location for different produce.

Tr - On the map of India we'll study them.

Tr. Can you tell where wheat produce is more.

Tr. Can you mark area where rice production is more.

P - Yes.

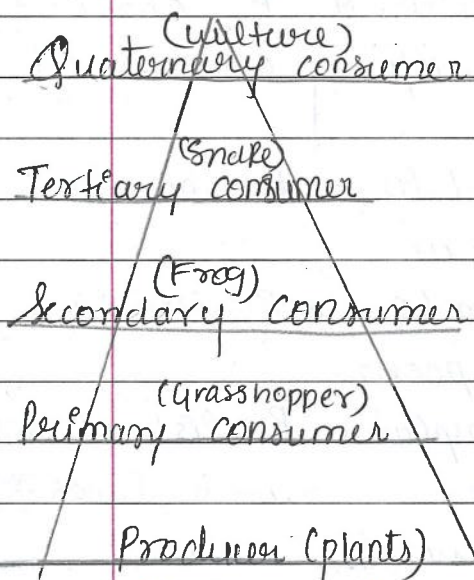
P - OK, focuses on map.

P - Yes, North side.

P - Yes (marks on map)

SUB: HINDI		The poem is पदराम	
TOPIC: पदराम		and is based on	
"चालिए भोजन तैयार है।...	Explanation	overcating.	
व्रत के दिन मैं अधिक नहीं खाता।"	Questioning	Tr. displays picture of poet and gives information.	P - observes & understand
	Reflection	Tr. asks pupil to read the poem.	P - reads
Vocabulary .		Tr. ask them to silently read poem	P - reads
व्रत - उपवास		Tr - Teacher explains the poem and	P - listens and understands.
आज्ञा - आदेश		vocabulary words	
SUB: E.V.S	Questioning		
Topic: FOOD WEB.		Tr - Shows the picture and	P - listens & understands.
There are different organisms on earth consuming food.	discussion	explains each step	
	Explanation	of food chain & web	
	using picture		
- We know there are herbivores who consume plant based food.			
- There are carnivores who consume animal based product			
- There are also omnivores who consume both plants and animal			
humans are omnivores			
- The web is			

which organism consumes another is food web & web chain



Tr- end the teaching Learning session and proceeds to recap.

CONCLUSIONS: So today we have studied various aspects of FOOD w.r.t to its nutrients, measurement, production, farming, over eating and food chain

RECAPITULATIONS : FOOD

- FOOD
- ENERGY
- NUTRIENTS IN FOOD
- MEASURING SOLIDS
- MEASURING LIQUIDS
- AGRICULTURAL PRODUCE OF INDIA
- POEM ON उत्तम gives central of poem
- FOOD CHAIN & WEB.

PROCESS FOR TESTING / EVALUATION :

Teacher asks the following questions?

- Q. What is balanced diet?
- Q. How to measure solids?
- Q. Different state have their cuisine, name 2?
- Q. What is the poet try to explain in poem?
- Q. Top level consumer is called?

ASSIGNMENT: Each student will note down and complete one assignment according to their roll. nos. i.e from 1 to 5, then again start from 6 to 11 so on in sequence to the given question.

1. Write 2 sources of carbohydrate + Protein.
2. Make a list of weekly items purchased in your home with their quantities.
3. Enlist 3 states with their cuisine.
4. List down parts of speech from poem 'पेटूरा'.
5. Make an illustration of aquatic food chain.

BOARD SUMMARY.

THEME : FOOD

Date :

→ Nutrients in food

- Carbohydrate
- Protein, fibre
- Fats, vitamins

→ 3 Kg of Potato

→ 500 ml of oil

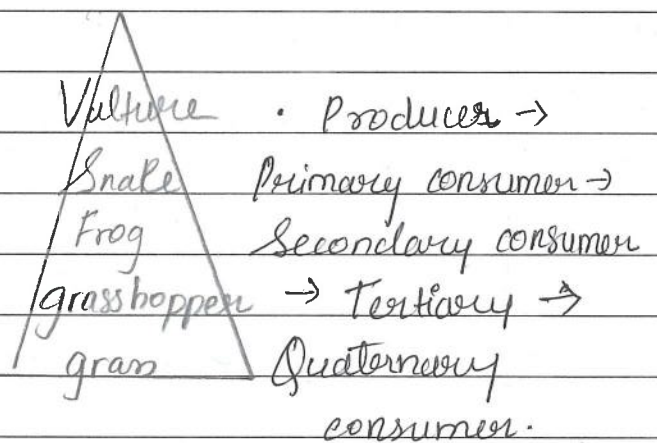
→ Gujarat : Dhokla

South : Dosa

India

Std :

→ The poem 'पेटूरा' gives the central idea of not to overeat.



SIGN :

John

LESSON NOTES



Name of the Pupil Teacher Shravani Mohan Pathak Practising School Saket College of Education
Roll No. 54 Std. XII Div. B
Subject OCM Date 28/12/2023
Lesson No. (General) (02) Time - From 12:30 pm To 1:00 pm
Lesson No. (in the method) 02 **Theme Based**
Topic Concept of Market
Theme:- Various Types of Market.

Previous Knowledge of the class

Students know about the where do you go to purchase things like pens, clothes, shoes etc. Do they give you the things free of cost or you pay money for that?

Teaching Points	General Objectives
* Concept of Market.	Knowledge:- The student acquires the knowledge about concept of market.
* Meaning and Definition of Market.	Understanding:- The student develops the understanding about the concept of types of market.
* Various Types of market.	Application:- The student applies his knowledge understanding about market concept.
	Skill:- The student prepared chart on types of market.

Teaching Aids :-

charts on various Types of Market.
and Model on market.

Reference Books :-

[https://repository.vp.ac.za/...](https://repository.vp.ac.za/)
[https://media3.bournemout.ac.uk/...](https://media3.bournemout.ac.uk/)

Content Analysis

Objective : Specification

<p>*A] <u>Meaning and Definition</u> of market :- Marketing management. we are exposed to marketing of products and services and ideas almost every day.</p>	<p>Knowledge :- i) The student recognises the meaning of market. ii) The student are recalls the various types of market.</p>
<p>*B] <u>Types of Market</u> :-</p> <p>* 1] <u>Area Covered</u> :-</p> <p>a] local market. b] national market. c] International market.</p>	<p>Understanding :- i) The student explains the Circumstance under Concept of market. ii) The student describe the various types of market.</p>
<p>* 2] <u>Time</u> :-</p> <p>a] very short period market. b] short period market. c] long period market.</p>	<p>Application :- i) The student gives example of market. 2] The student gives types of market.</p>
<p>* 3] <u>Volume of Transaction</u> :-</p> <p>a] wholesale market. b] Retail market.</p>	<p>Skill :- 1) The prepares chart on types of market.</p>
<p>* 4] <u>Importance</u> :-</p> <p>a] primary market. b] secondary market. c] Terminal market.</p>	<p>2] The I convince customers to buy my product or service.</p>
<p>* 5] <u>Nature of Goods</u> :-</p> <p>a] Regulated market. b] Unregulated or free market.</p>	
<p>* 6] <u>Competition</u> :-</p> <p>a] Perfect market. b] Imperfect market.</p>	

Procedure	Evaluation
<p>Introduction :- Marketing is a key function of modern management. We are exposed to marketing of products and services and ideas almost every day. Study of marketing plays an important role.</p> <p>Statement of Aim :- Today we are going to learn about the Types of various market.</p> <p>Presentation :- Teacher does introduction, then explain the meaning of market and Definition of market to with the help of Black Board work and chart. Teacher uses different skill like questioning, B.B work, visual aids, explaining and stimulus variation. Teacher explaining various Types of market Topic and asked related questions. Teacher does evaluation, asks different question and gives assignment for students.</p> <p>Conclusion :- where Each and every firm should analyze the needs of their customers. Satisfy their needs.</p> <p>Core Elements :- observance of small family, norms, equality of sexes.</p> <p>Values :- Tolerance towards all Religions, Gender equality, neatness.</p>	<p>Generalization :-</p> <ol style="list-style-type: none"> 1) What are the examples of marketing? 2) What are the possible questions of Types of market? <p>Recapitulation :-</p> <ol style="list-style-type: none"> 1) What is the conclusion of marketing concept? 2) What I learned about Types and Concept of market? <p>Application :-</p> <ol style="list-style-type: none"> 1) Who is our ideal customer? 2) How are customers finding my business? <p>Assignment :-</p> <ol style="list-style-type: none"> 1) write the various Types of market? 2) write the concept of market?

BLACK BOARD WORK

Jottings Diagram:- Types of market:-

1) Area covered:- 2) Time:- 3) Volume of transaction:-

a) local a) very short period b) wholesale

b) National b) short period b) Retail

c) International c) long period 4) Importance:-

a) primary b) secondary

c) Terminal

5) Regulation:-

a) Regulated b) Unregulated

c) Competition:-

a) Perfect market b) Imperfect market

Summary :-

1) meaning and Definition of market.

2) Concept of market.

3) Types of market.

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

Black board writing is done in good manner & explanation was very clear.

General Remarks

Lesson was good.

Supervising Professor



**Official approval and support for
innovative try-outs**

SAKET COLLEGE OF EDUCATION

B.Ed

A.Y. 2018-2019, SEM-IV

PROJECT

To study awareness of "School facilities" among students of 7th std.

PRESENTED BY - HRIDAY NARAYAN -
YADAV

ROLL NO. 31

GUIDE - PROF. Renu madam



Seen

[Signature]

ACTION RESEARCH
METHOD: Mathematics, MEDIUM: English

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

TITLE

To study awareness of
"School facilities"
among students
of 7th standard.

INDEX:-

CHAPTER-1

1. INTRODUCTION AND OBJECTIVES

- 1.1 INTRODUCTION
- 1.2. STATEMENT OF PROBLEM
- 1.3. NEED OF STUDY
- 1.4. AIM OF STUDY
- 1.5. objective of study
- 1.6. Scope and Delimitation
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- 2.3. methodology
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Calculation

collection and tabulation of data

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CHAPTER - 4

Summary and conclusion

4.1 → a) Introduction

4.2 → b) Statement of problem

4.3 → c) Aim of study

4.4 → d) objective of study

4.5 → e) finding

4.6 → f) conclusion and suggestion

4.7 → g) Bibliography

4.8 → h) Questionnaire

Chapter- 1

Introduction and objectives

1.1 Introduction

1.2 Statement of problem

1.3 Need of study

1.4 Aim of study

1.5 objectives

1.6 Scope

1.7 Delimitation

1.8 Significance.

Certificate :-

This is to certify that Hriday -
narayam yadav has completed the project work
under the guidance and supervision of prof
Renu during the academic year -
2018-2019.

Acknowledgement :-

I Hridaynarayan yadav the student of Saket - college of Education Kalyan (East).

I have conducted an Action Research on 7th standard students about studying "School - facilities".

My sincere thanks to my subject - teacher and guide Mrs. Renu madam for her valuable guidance and excellent support and special thanks to Mr. Vidya Prakash Maurya the principal of our college who has given valuable moral support.

My special thanks to all my teachers as well as the non-teaching staff for providing reference books and all the required support.

1.1 INTRODUCTION:-

The quality of education depends on school-facilities 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, records 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 substantive impact on learning process.

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

Impacts of "School facilities"

→ facilities have a great impact on academic performance of students, and inadequate facilities translate to poor performance. The study examined the availability and convenience of the facilities that were provided to students with special educational needs in mainstreamed schools. It ascertained the qualifications of teachers teaching in mainstreamed public-secondary schools. It determined the relationship between availability 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 materials like hand railings, hearing aid, Braille, instructional materials, and lower toilets, not available, although the few that were available were in poor condition.

The study showed that specialist teachers were inadequate in mainstreamed public schools in Southwestern Nigeria. There was a significant relationship between availability of facilities and academic performance of students with special educational needs. The study concluded that inadequate provision of facilities and materials to mainstreamed public schools would lead to poor academic performance of students with special educational needs.

* Measures to improve "School facilities" . *

School facilities:- factors facilitating the learning of the students:-

→ 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. School facilities have always had changing needs.

Here are some of the points that need to be considered:-

- ① The classrooms should have enough space so that students can move easily. There should be enough space between the study desks of the students.
- ② The furniture is another important. There should be round edged and child friendly so that it would not harm the little ones.
- ③ Each corner of the classroom needs to be well lit, either by nature or artificial lights. The lack of light may impact the eye sight of the kids.
- ④ The color of the room should not be very bright or dull either.
- ⑤ The use of a digital board in the classroom can be beneficial to the learners.

* Factors facilitating the learning of the students! *

→

- ⑥ The school laboratories also need to be spacious and full of necessary equipments for studies.
- ⑦ There should be different rooms for activities like art and craft, dance, music and indoor games in the school premise.
- ⑧ The playground also needs to be child friendly and there should be adult supervision while students play different games.
- ⑨ To maintain a healthy environment in the school, there should be CCTV cameras in the different corners of the school premises.
- ⑩ There should be proper toilet and hygiene facilities in the school.

STATEMENT OF Problem:-

" To study awareness of "School facilities" among the students of 7th standard.

Scope :-

1. This Action Research is related to secondary level students.
2. This Action Research is conducted in Kalyan East area.
3. This Action Research is to study awareness of "School facilities" among 7th standard students.

AIM OF STUDY:-

To spread environmental awareness
and to promote attitude to protect
and improve the school's environment
as well as classroom's environment.

NEED OF THE STUDY:-

To check knowledge of students and help them become more aware about school's facilities and their environment.

Goals and objectives:-

1. To study their knowledge about school's facilities or infrastructure.
2. To create awareness, measures to improve school facilities.
3. To create awareness about impacts of good school facilities on students.
4. To create awareness about impacts of bad school facilities on students.
5. To develop sense of responsibility towards the school's environment.
6. To motivate them, respect school's valuable things, such as Don't break school's light, blackboard, benches etc.

Significance :-

A growing body of research has found that school facilities can have a profound impact on both teacher and students outcomes

with respect of teachers, school facilities affect teacher recruitment, retention, commitment and effort.

with respect to students, school facilities affect health, behaviour, engagement, learning, and growth in achievement.

Thus, researchers generally conclude that without adequate facilities 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, Kalyan (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

2.4

Sampling

2.5

Tools

2.6.

calculation

~~collection~~ and Tabulation
of data.

Action Research:-

Action Research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. There are two types of action Research and practical action Research.

Action Research challenges traditional social science by moving beyond reflective knowledge created by outside experts sampling variables to an active moment to moment testing ideas, data collecting and inquiry occurring in the midst of emergent structure. Performing action research is the same as performing an experiment, thus it is an empirical process.

2.1 → methodology

2.2 → sampling

2.3 → Tools

2.4 → calculating & tabulation of data.

Design of the study:-

After the selection of problem further step is of scientific research which is to prepare research design.

For data collection survey method is used by the researcher.

This is a quantitative research. The researcher has taken survey method for which questionnaire was designed for data collection.

2.1 → methodology.

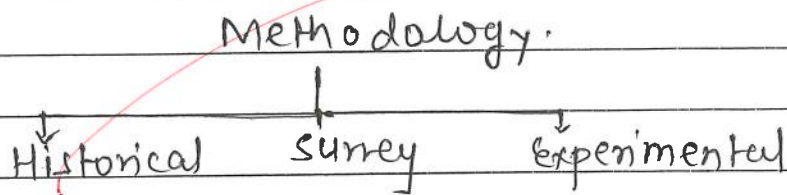
2.2 → sampling

2.3 → tools

2.4 → calculating & tabulation of data.

Methodology:-

George I. Mouly has classified research methods into three types:-



Historical Method:- It is the study of past records and other information sources with a view to reconstructing the origin and development of an institution or a movement or a system and discovering trends in the past. It is descriptive in nature. It is a difficult task as it must often depend upon inference and logical analysis of recorded data and indirect evidence rather than upon direct observation. Hence, aptly direct observation.

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

Survey Method:-

Survey is a fact finding study; it's a method of research involving collection of data directly from a population or a sample thereof at a particular time. It must not be confused with the mere clerical routine of gathering and tabulating figures. It requires expert and rational planning, careful expert analysis and rational interpretation of the findings. Data may be collected by observation or interviewing or mailing questionnaires. The analysis of data may be by various techniques depending upon objectives of the study.

Step involved in a Survey:-

1. Selecting of a problem 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 of data and their pre-test.
6. field work and collection of data
7. Processing of data and tabulation
8. Analysis of data
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 determining whether and in what manner variables are related to each other. The nature of relationship between independent variable is perceived and stated in the form of casual hypothesis. A closely controlled procedure is adopted to test them.

Sampling:-

Sampling is a process used in analysis statistical in which a predetermined number of observation are taken 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

Probability

1. Random sampling
2. Systematic sampling
3. stratified sampling
4. Multiple sampling
5. cluster sampling
6. Multi-stage

Non-probability.

1. Accidental sampling
2. Purposive sampling
3. Quota sampling
4. Judgemental sampling.

Probability Sampling:-

The probability sampling is largely used in educational and psychological research. The various methods are:

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

② Stratified sampling:- This method takes into account the stratification of the main population into a number of sub-population each of which is homogenous with respect to one or more characteristics.

③ Systematic sampling:- This method is a modified version of simple random sampling. It involves selective subject from the population list in systematic rather than random fashion.

④ Cluster sampling:- It is used when the population under study is infinite.

⑤ Multistage sampling:- It is used in large scale survey for more comprehensive investigation the research may have to use two, three or even four stage sampling.

Non-probability Sampling:-

It is based on the judgement of the researcher. The guiding factor is non-probability sampling which includes availability of the units, the personal experience of the researcher and his convenience in carrying out the survey techniques of non-probability sampling are

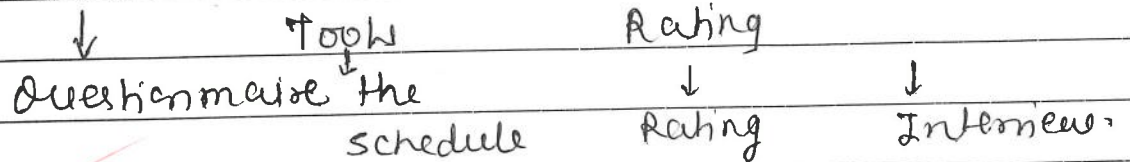
1. Purposive Sampling:- A purposive sampling is also known as judgement sample. This type of sample is chosen because there are good reasons to believe that it is a representative of the total population.

2. Incidental Sampling:- The term incidental sample is also known as accidental sampling. It is applied to samples that have been drawn because of easy availability of units. It is also known as convenient sampling.

3. Quota Sampling:- It is another type of non-probability sample. It involves the selection of sample units with in each quota on the basis of the judgement of the individual units being included in the sample. After studying all the methods, the researcher used non-probability sampling method.

Tools:-

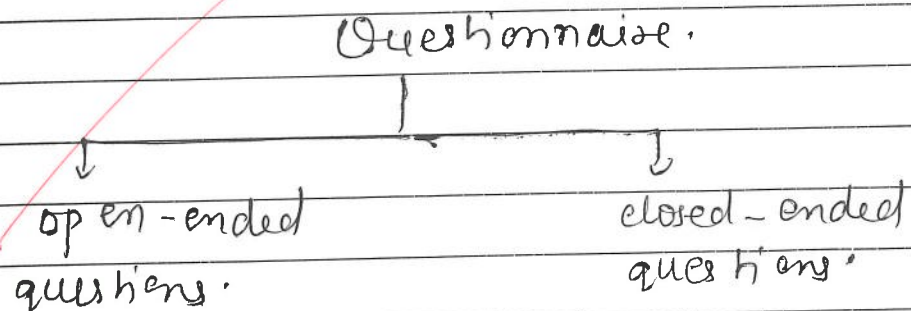
There are four types of tools. They are as follows:-



In this research the researcher has taken the questionnaire as a tool

Questionnaire:- A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering informative from respondents.

There are two types of Questionnaire



1. closed-ended questions:-

closed ended questions limit the answer of the respondents to response options provided in the questionnaire.

Some examples of close, ended question.

(a) Dichotomous or two point questions e.g. Yes or no, Unsatisfied or Satisfied

(b) Multiple choice questions:- (e.g. A, B, C or D)

(c) Scaled questions:- that are making use of rating scales such as like or scale (ie. a type of five point scale), three-point scales, semantic differential scales, and seven-point scales.

(2) open-ended questions:- In open ended questions there are no predefined options or categories included the participants should supply their own answers.

(a) completely unstructured questions - opinion or view of the respondent

(b) word association questions:- The participants state the first word that pops in his mind once a series of words are presented.

c) Thematic apperception test:- a picture is

presented to the respondent which he explains on his own point of view.

d) Sentence, story or picture completion - the respondent continues an incomplete sentence or story, or writes an empty conversation balloons in a picture.

CHAPTER-3

ANALYSIS AND

INTERPRETATION

INTERPRETATION:-

This analysis is done after getting questionnaire solved from 20 students of 7th std of Baba Bodse School during the academic year 2018-2019.

1. Does the school have double glazed windows?

	Yes	No	Total
Number of students	11	09	20
Percentage of students	55%	45%	100%

Interpretation:- In first Question, out of 20

students, 11 students think that, they have double glazed windows, only 9 students think that, they have no double glazed windows in classroom.

Conclusion:-

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

2) Is the school warm enough?

	Yes	No	Total.
No. of students	09	11	20
percentage of students.	45%	55%	100%.

Interpretation:- In 2nd question, out of 20 students, 9 students have favour and 11 students not favour.

conclusion:- we can conclude that, school not warm enough because majority against them.

③ Is there sufficient lighting in the hallways?

	Yes	No	Total
No. of students	15	05	20
percentage of students.	75%	25%	100%.

Interpretation:- In 3rd question, 75% students think that they have sufficient lighting in the hallways only, 25% students against them.

conclusion:- we conclude that, lighting facilities is good in the hallways.

4) Is there sufficient lighting in the classroom?

	Yes	No	total
No. of students	19	01	20
% of students	95%	05%	100%

Interpretation:- In 4th question, 95% students agree that they have sufficient lighting in the classroom, only 5% students think that poor lighting in the classroom.

conclusion:- we conclude that from this survey, lighting facilities in the classroom is sufficient because majority agree that.

5) Are the benches in a satisfactory condition?

	Yes	No	total
No. of students	13	07	20
% of students	65%	35%	

Interpretation:- In 5th question, out of 20 students, 13 students agree that benches are in a good condition only 7 students against them.

conclusion:- we can conclude that only 65% of benches are good in condition not all.

y-axis

①

□ → No,

▨ → Yes

Scale:

on y-axis

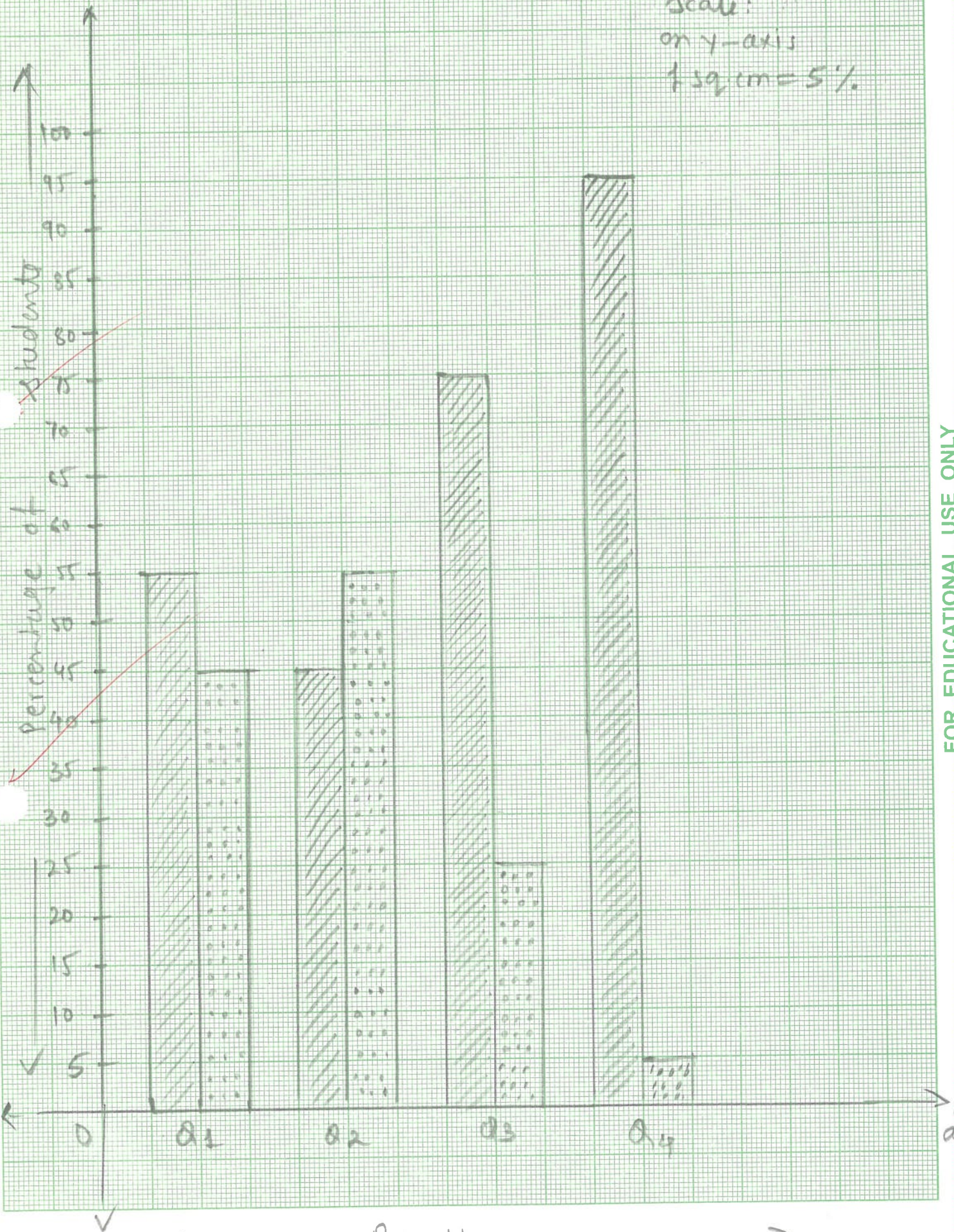
1 sq. cm = 5%

Date:-

Div:- A

Std:-

Name:- Hindaynaryan yadav



← Question →

⑥ Are the chairs in a satisfactory condition?

	yes	No	total
No. of students	20	00	20
% of students	100%	0%	100%

Interpretation:- In 6th question, 100% students think that chairs in a satisfactory condition in the classroom.

Conclusion:- we conclude that chairs are good condition in schools.

⑦ Are the lockers big enough for your needs?

	yes	No	total
No. of students	13	07	20
% of students	65%	35%	100%

Interpretation:- In 7th question 65% students think that big lockers enough only 35% students against them.

Conclusion:- we conclude that big lockers enough for students because majority students agree that.

⑧ Are possessions in the lockers sufficiently safe?

	Yes	No	Total
No. of students	14	06	20
% of students	70%	30%	100%

Interpretation:- In 8th question, 70% students think that possessions in the lockers sufficiently safe only 30% students against them.

Conclusion:- We can conclude that, possessions in the lockers sufficiently safe.

⑨ Are the black/white boards in the classroom in good conditions?

	Yes	No	Total
No. of students	18	02	20
% of students	90%	10%	100%

Interpretation:- In 9th questions, 90% students think that, black/white boards in the classroom in good against conditions only 10% not agreed.

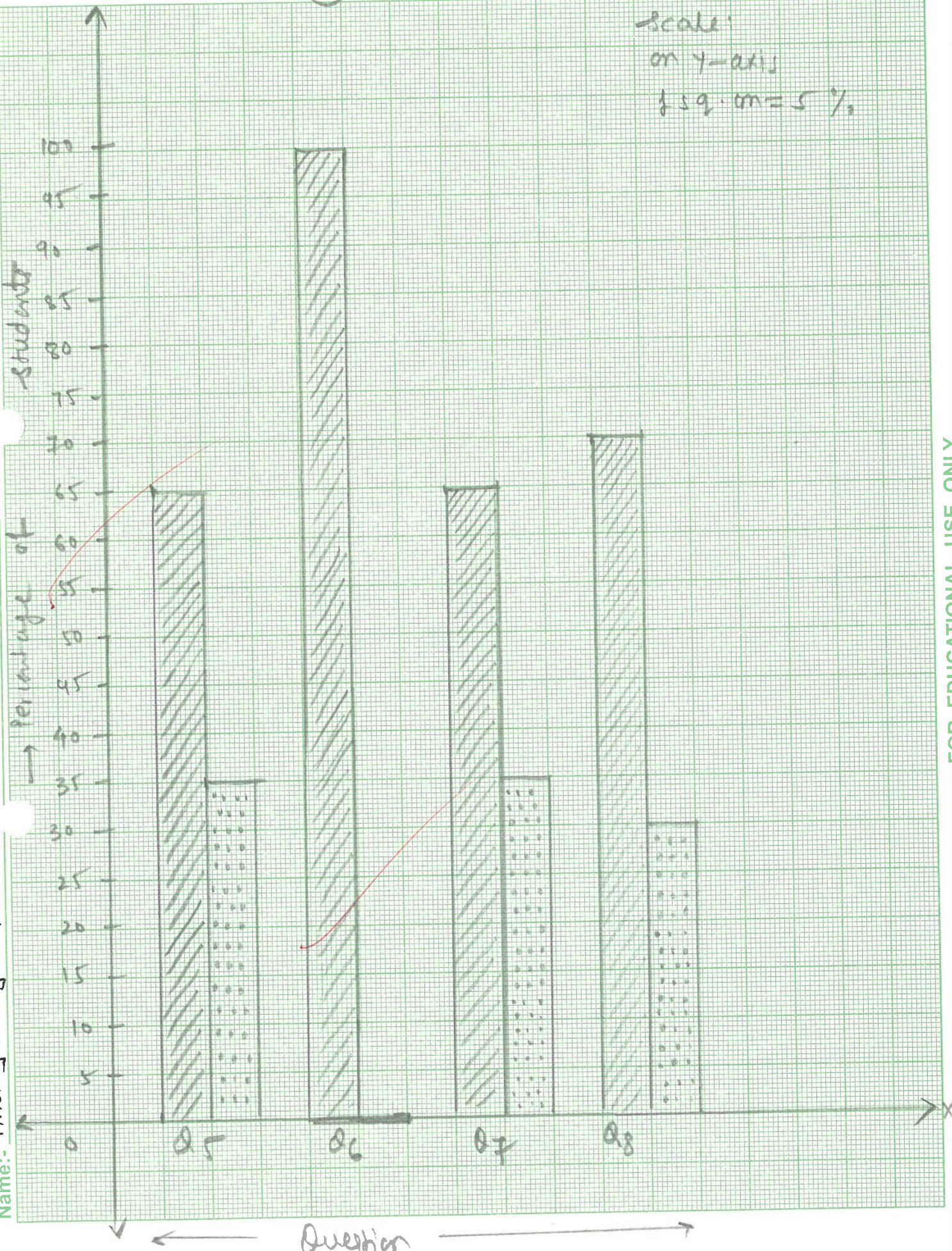
Conclusion:- We can conclude that, black/white boards in the classroom is good conditions.

y-axis

(2)

 → yes,  → NO,

Scale:
on y-axis
1 sq. cm = 5 %



(10) Are there always writing materials available for the black/white boards?

	yes	No.	Total
No. of students.	11	09	20
% of students	55%	45%	100%

Interpretation:- In both questions, 55% students agree that there is always writing materials available for the black/white boards only 45% not agree.

Conclusion:- we can conclude that, most of the time writing materials available for the black/white boards but some-times not available.

11) Is the Computer lab sufficiently equipped?

	Yes	No.	Total.
No. of students	00	20	20
% of students	0%	100%	100%

Interpretation:- In 11th questions, 100% students think that computer lab not sufficiently equipped.

Conclusion:- we can conclude that, the computer lab not equipped.

12) Is the sports suite equipment sufficient?

	Yes	No.	Total
No. of students	20	00	20
% of students	100%	0%	100%

Interpretation In 12th questions, 100% students agree that sports suite equipment sufficient. No. of fee students against them.

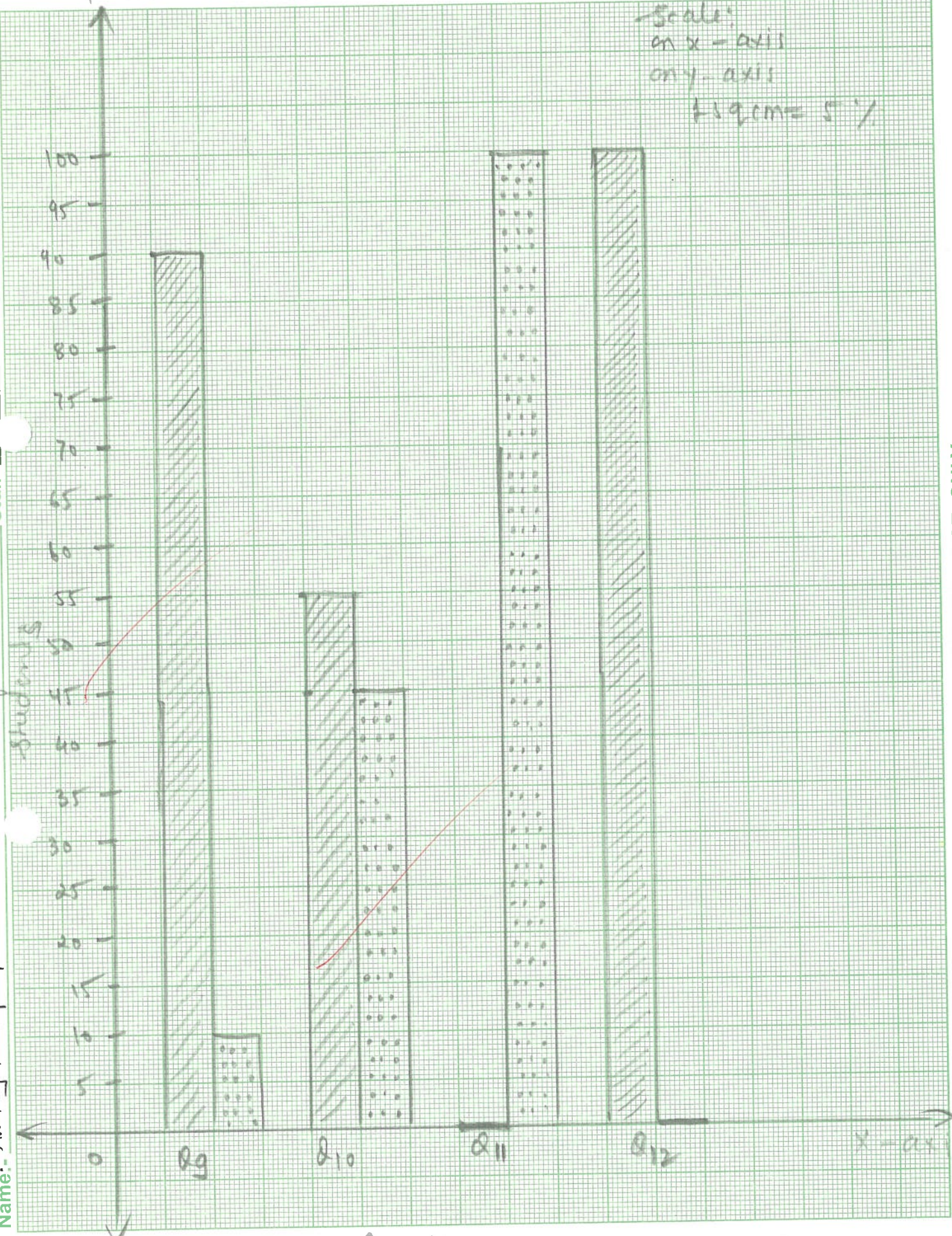
Conclusion:- we can conclude that 100%, sports suite equipment sufficient.

Name:- Hriday narayan yadav → Percentage of → Y.B of → Date:-

3

▨ → Yes, ▤ → No

Scale:
on x-axis
on y-axis
1 sq cm = 5 %



← Question →

(13) Does the school have a sufficient no. of bicycle racks?

	Yes	No	Total
No. of students	10	10	20
% of students	50%	50%	100%

Interpretation:- In 13th questions, 50% students think that school have a sufficient no. of bicycle racks but 50% students against them.

Conclusion:- we can conclude that, some time school have a sufficient no. of bicycle racks but some time not there bicycle racks.

(14) Is the school car park big enough?

	Yes	No	Total
No. of students	18	02	20
% of students	90%	10%	100%

Interpretation:- In 14th questions, 90% of students think that school car park big enough only 10% against them.

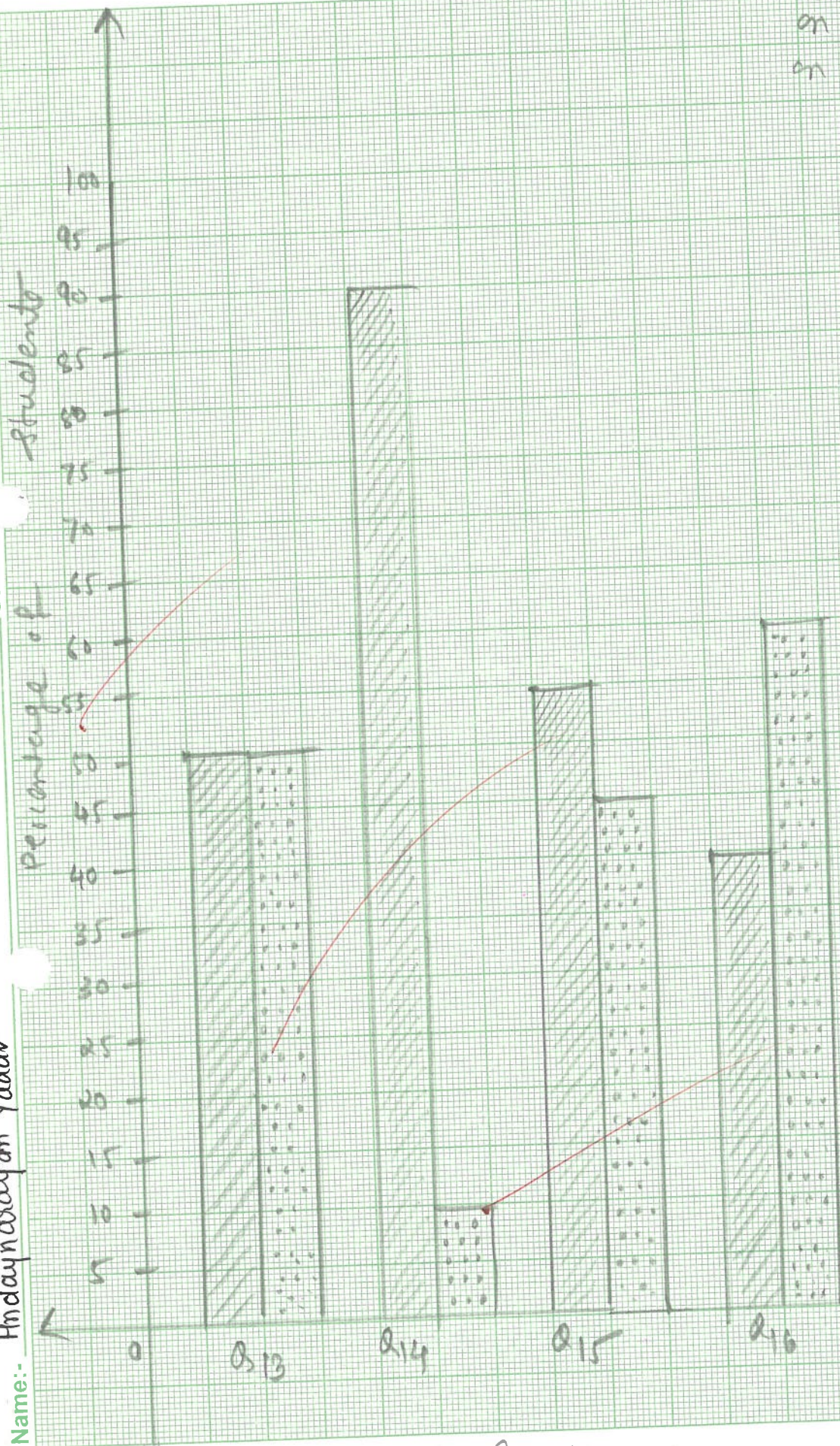
Conclusion:- we can conclude that, school car park big enough because 90% of students think that.

(4)

▨ → Yes, ▤ → No.

Scale:
on x-axis
on y-axis
1 sq. cm = 5 %

y-axis



→ Question ←

⑮ Does your school have interactive white boards?

	Yes	No	total
no. of students	11	09	20
% of students	55%	45%	100%

Interpretation:- In 15th questions, 55% students think that interactive white Boards is there in school but 45% students against them.

conclusion:- we can conclude that some-time interactive white boards is there in school but some-time not present.

⑯ Is the school equipped with projectors?

	Yes	No	total
no. of students	08	12	20
% of students	40%	60%	100%

Interpretation:- In last questions, 60% students think that school not equipped with projectors but 40% against.

conclusion:- we can conclude that, school ^{not} equipped with projectors because 60% students think that.

School facilities Survey:-

NAME:-

ROLL NO:-

Div:-

class:-

Q.1] Does the school have double glazed or UPVC windows?

☒ Yes ☐ No

Q.2] Is the school warm enough?

☒ Yes ☐ No

Q.3] Is there sufficient lighting in the hallways?

☒ Yes ☐ No

Q.4] Is there sufficient lighting in the classrooms?

☒ Yes ☐ No

Q.5] Are the benches in a satisfactory condition?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

Q.9] Are the black/white boards in the classroom in good conditions?

☒ Yes ☐ No

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

☒ Yes ☐ No

Q.11] Is the computer lab sufficiently equipped?
☐ Yes ☐ No

Q.12] Is the sports suite equipment sufficient?
☐ Yes ☐ No

Q.13] Does the school have a sufficient number of bicycle racks?
☐ Yes ☐ No

Q.14] Is the school car park big enough?
☐ Yes ☐ No

Q.15] Does your school have interactive white boards?
☐ Yes, plenty
☐ No
☐ Yes, but only a few
☐ Yes, one.

Q.16] Is the school equipped with projectors?
☐ Yes, plenty
☐ No
☐ Yes, but only a few
☐ Yes, one

School facilities Survey:-

NAME:- prince - jaiswar

ROLL NO:- 58.

Div:- A

Class:- 7th

- Q.1] Does the School have double glazed or upvc windows?
☐ Yes ☒ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Jahangir Ansari

ROLL No:- 47

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- * Rupali Sharma

ROLL NO:- 32

Div:-

A

class:-

7th

- Q.1] Does the school have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:-

Daniya Ramjan Shaikh

Roll No:-

31

Div:-

-

Class:-

7th

- Q.1] Does the school have double glazed or upvc windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- POOJA SAHU

ROLL NO:- 24

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Hamja Shaikh

ROLL No:- 70

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Sagor Jha

Roll No:- 61

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Suraj Chouhan

Roll No:- 81

Div:- A

Class:- 8th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☐ Yes ☒ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Varun chhotelal Ram

ROLL NO:- 66 -

Div:- A

Class:- Seventh 7th

- Q.1] Does the school have double glazed or UPVC windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☐ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Karishma Kushwaha

ROLL No:- 10

Div:- A

Class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Maqub Khan

Roll No:- 62

Div:- A

Class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☐ Yes ☒ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Pinki Santosh Sharma

ROLL No:- 83

Div:- A

class:- 7th

- Q.1] Does the School have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/~~white~~ boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/~~white~~ boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Himanshu yadav

ROLL NO:- 79

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☐ Yes ☒ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School Facilities Survey:-

NAME:- Laxmi Singh Bhadoriya

ROLL No:- 2

Div:- A

Class:- VIIth

- Q.1] Does the School have double glazed or upvc windows?
☐ Yes ☒ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- NIRJJA RAMBACHAN Patel

ROLL No:- 16

Div:- A

Class:- 7th

- Q.1] Does the School have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Nidhi Sumit Mishra

ROLL No:- 13

Div:- A

class:- 4th

- Q.1] Does the School have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Kiran Bhodariya

ROLL NO:- 1

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Abhishek Gupta

Roll No:- 55

Div:- A

Class:- VII

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☐ Yes ☒ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:-

Amit Singh Kushwaha

ROLL NO:-

63

Div:-

A

class:-

7th

- Q.1] Does the school have double glazed or UPVC windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☐ Yes ☒ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Dilshaad Shaik

ROLL No:- 69

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

CHAPTER- 4

Summary and Conclusion:-

4.1 Introduction

4.2 Statement of problem

4.3 Aim and objective

4.4 finding

4.5 Conclusion

4.6 Suggestion

4.7 Bibliography

4.8 Questionnaire

Statement of Problem:-

" To study awareness of " school facilities or school's infrastructure " among the students of 7th standard,

Aim and objective:-

1. To study their knowledge about school's infrastructure.
2. To create awareness, measure to improve school's facilities.
3. To create awareness about impacts of good school facilities on students.
4. To create awareness about impacts of bad infrastructure of school on students.
5. To develop sense of responsibility towards the school's environment.
6. To motivate them, respect school's valuable things such as chair, benches, blackboard etc.

Findings

from the study researcher 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 importance in some concepts or in depth knowledge on "school's infrastructure",

they also need to know more about school's infrastructure.

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

60% of the students are aware the importance of "school facilities" on her/his development.

40% of the students not aware the importance of "school facilities" on his/her development.

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 can be brought by organising lectures, workshops and seminar on "school's infrastructure" will inform them & acquire additional knowledge.

schools should promote empirical techniques and practical examples which will enable them to develop awareness. As the problem of "school's infrastructure" can be effectively solved only if it is understood the importance and impacts on students.

so by spreading awareness sensitivity towards school's infrastructure's importance should be created and also importance of own contribution

Suggestions

1. comfort for students, teachers and administrators:-
spaces for teachers and students, with an adequate temperature, ventilation and lighting with water electricity and internet services, as well as sanitary services and the respective drainage of sewage water.
- ② space for the development of rehearsals and practices such as libraries, and natural sciences, information technology, physics and chemistry labs.
- ③ spaces for the development of talents and entertainment, sports, and culture
- ④ The school laboratories should be spacious and full of necessary equipments for studies.
- ⑤ There should be different rooms for activities like art and craft, dance, music and indoor games in the school premise.
- ⑥ An awareness programme about importance and good impacts of school's infrastructure should be conducted by showing videos and movies.

Bibliography:-

1. Methodology of Research

by D.R. Krishnaswami
M. Ranganathan.

2. The Importance of "School facilities"

by Dr. Hinda Lemasters

→ Questionnaire:-

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

There are two types of questionnaire.
Questionnaire.

↓
open-ended
questions-

↓
closed-ended
questions.

1. open-ended questions:- In open ended question there are no predefined options or categories included the participations should supply their own answers.

(a) completely unstructured; questions: opinion or view of the respondent.

(b) word association question:- The participation states the first word that pops in his mind once a series of words are presented.

(c) The magic apprehension test:- A picture is presented to be respondent which he explains on his own points of view.

(d) sentence:- story or picture completion
The respondent continues an incomplete sentence or story or write on empty conversation balloons in a picture.

② close-ended Questions:-

close ended questions limit the answer of the respondents to response options provided on the questionnaire.

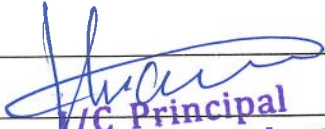
Some example of close ended questionnaire.

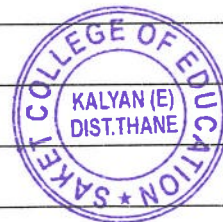
① Dichotomous or two points question
(e.g. yes / no, unsatisfied or satisfied)

② Multiple choice questions. (e.g. A, B, C & D).

③ scaled questions:- that are making use of rating scale such as likert scale (i.e. a type of five point scale) three points scale, semantic differential scale & seven point scale).

Penel


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



Material and procedural supports

SAKET COLLEGE OF EDUCATION.

ACADEMIC YEAR- 22-23

PROJECT GIVEN BY-

Mrs. RASIKA KULKARNI.

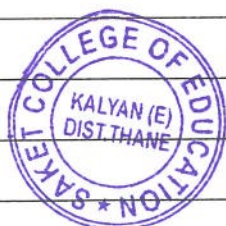
PROJECT SUBMITTED BY-


SMITA PAL.

ROLL NO:- 35

SEMESTER:- 04

CLASS :- SY. B. Ed.




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

TOPIC -

"A STUDY ON THE
LIFE OF
MARGINALISED
WORKER"

RESEARCH ON-

THE LIFE OF

MARGINALISED

WORKER.

NAME: _____ STD.: _____ DIV.: _____

DATE : _____

PAGE : _____

1

Certificate.

This is to certify that Mrs.
Smita pal Student of F.Y.B. Degree course
of the Saket college of education Kalyan
(E) for the Academic year 2021-2023 under
the guidance of Mrs. Rasika Kulkarni
Completed her project by using Survey method.

Acknowledgment .

I would like to express my special thanks to Rasika Kulkarni as well as our principal Mr. Vidya Prakash Morya. who gave me the golden opportunity to do this wonderful project on the topic Action Oriented research on life of migrant worker, which also helped me in doing a lot of research and I come to know about so many new things I am really thankful to them.

Secondly I would also like to thank My family and friends who helped me a lot in finalizing this project within the limited time frame.

Chapter- 1

Introduction

Title

Need of Research

Aim of Research .

Objectives of research .

Scope of research

Limitation of Research

Importance of Research .

Introduction

Marginalisation is the process of making a group or class of people less important or relegated to a secondary position. For eg. when one class of people is grouped together as second class citizens. Marginalisation refers to processes in which individuals or entire communities of people are systematically blocked from rights, opportunities and resources eg.: housing, employment, health care, civic engagement, democratic participation and due process that are normally available to members of society and which are key to social integration.

DATE :
PAGE :

NAME: _____ STD.: _____ DIV.: _____

TITLE

"A Study on the life of Margenised worker?"

Need of Research

To create awareness about various Schemes as follows:

1. Schemes for Girl Child
2. Reimbursement of tuition fee.
3. Boy's Hostels for Scheduled Tribes
4. Vocational Training in Tribal areas etc.

Aim of Research

The Main aim is to provide several schemes and programmes for up lifting the margeneised worker's or people, improving their Standard of living so that they can able to integrate with the main Stream of Society.



DATE :
PAGE :

NAME: _____ STD.: _____ DIV.: _____

Objectives.

The main objective of research is to recognize the main reason of their migration from their native place.



NAME: _____ STD.: _____ DIV.: _____

DATE : _____

PAGE : _____

Scope

For this survey I have not given a complete attention to whole Maharashtra but I have selected a district thane and from this thane District. I have choosen ulhasnagar town best for my survey.

DATE :

PAGE :

NAME: _____ STD.: _____ DIV.: _____

Limitations

Due to time constant, I have
chosen ulhashagar area on Random basis
to study on life of Margeneised workers.

Significance

The importance of a particular study can be defined as the purpose of the study or what one wants to achieve by doing a particular study. It is the statement of what the researcher aims to get out of conducting and intended study. It is a specific statement of the researcher's intentions.

~~The~~ The goal of this research was to observe the life of marginalised worker, that why they migrated what is the exact reasons for there migration.

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Chapter - 2

Design of the Study

Methodology

Sampling

Tools

Design of the Study

After selection of problem the next step is to do a specific research and prepare research design. It is a planning strategy based on sampling technique. It is a statement of the object of enquiry. The quality of design research is judged by the degree of accuracy attainable at the level of relevance sought. A good research design must be practical.

A Methodology

1. Historical Method

2. Experimental Method

3. Survey method/Descriptive method.

1. Historical Method

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

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

Historical research has been defined as the systematic and objective location evaluation and synthesis of evidence in order to establish facts 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 scientific method.

2] Experimental Method.

Experimentation is the classical method of science where the experimental control 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

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 wider population eventually be universally accepted.

This method is used when the researcher wants to find out the result of certain phenomenon under controlled condition - experimentation provides a method for testing the hypothesis.

3] Survey / descriptive Method

The survey method gathers information relatively from a large number of cases at a particular time. It must be clearly understood that it is not concerned with characteristics of individual or it is concerned with the generalised of individual statistics which is the result when data are abstracted from a number of cases.

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.

1] Probability Sampling

2] Non-probability Sampling

1) Probability Sampling:-

This type of sampling is largely used in educational and psychological research therefore we will first discuss the various method of probability sampling are:-

a) Simple Random Sampling

b) Systematic Sampling

c) Stratified Sampling

d) Cluster Sampling

e) Multi Stage Sampling

a) Simple Random Sampling

In this sampling each member of the population under study has an equal chance of being selected and each is independent of any other choice. Random Sampling are of three types.

1. Lottery Method

2. Card Method

3. Regular Method

(b) Systematic Sampling

This method is modified from of Sampling random. It involves selective subject from a population list in a systematic rather than a random fashion.

(c) Stratified Sampling

This method of sampling takes into account the stratification of the main population into a number of sub-population each of which is homogenous with respect to one or more characteristics.

d) Cluster Sampling

This is used when the population under study is definite where as list of

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this of population does not exist when the geographical, distribution of unit is Scattered.

e) Multistate Sampling

This is used in large Scale Surveys for a more comprehensive investigation.

The researcher may have to use two, three or even four Stage Sampling.

2) Non-probability Samplings :-

Non-probability sampling is based on the judgement of the researcher. The guiding factor in non-probability sampling includes the availability of the units, the personal experience of the researcher and his convenience in carrying out a survey. Some techniques of non-probability sampling are :-

- 1) Purposive Sampling
- 2) Incidental Sampling
- 3) Quota Sampling

1) Purposive Sampling

This sampling is also known as a judgement sampling. This type of sample is chosen because there are good reasons to believe that it is a representative of the total population.

2) Incidental Sampling

This Sampling is also known as incidental sample. It is applied to samples there are as it is easily available of units. It is known as Convenience Sampling.

3) Quota Sampling

Quota Sampling is another type of non-probability sample. It involves the selection of sample unit within each quota on the basis of the judgement of the researcher rather than on calculate chance of the incidental units being included in the sample.

C] Tools.

After deciding the problem, the investigation will decide the way of investigation and its method.

Sometime for the investigation of problem, one have to collect various data from different tools. So, the investigator must have the complete knowledge about the tools to be used in the survey. Also after collection data through survey the exact interpretation of data should be done.

The following are the various tools used in investigation:-

1. Questionare

2. Interview

3. Schedule

4. Rating Scale

For the investigation on the **life of marginli Worker** I have choosen the tool Questionare.

Questionare

A questionare is a list of question to a number of person for them to answer if Secure Standardised result that can be tabulated and treated statistically.

According to Barr David and Jhonore.

"A systematic completion of question that are submitted to a sampling of population for which information is desired!"

To prepare a questionare is not an easy job but it requires alot of times. As the questionare should not be too lengthy. It should be prefect and no commenting or taunting type question's should be there

There are two types of questions:-

1. Open Question
2. Closed Question

1. Open questions :-

In this type is questions they can answer in their own words. we also called them for open questions

2. Closed questions :-

In this type of question they can answer limited that is only say

"yes or No"

for the investigation of the **Life of**
margendised worker I have choosen.

the fool **Questionare** in that I have
choosen **closed Question** for Survey.

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Chapter- 3

Interpretation of data

Conclusion of data

Q.1) Are you Graduate ?

	Yes	No
Total No	01	09
Percentage	10%	90%

Interpretation :-

10% people are Graduate and 90% people are not Graduate.

Conclusion.

It can be concluded as most of the marginalised people are not graduate.

Q.2) Did you migrate because of lac of opportunities at your place?

	Yes	No
Total No.	10	--
Percentage	100%	--

Interpretation :-

100% People migrated because they do not get enough opportunities.

Conclusion

It is cleared that marginalised people do not get opportunities.

Q3) Are you involved in agriculture or allied activities?

	Yes	No
Total No	05	05
Percentage	50%	50%

Interpretation:-

50% people are involved in agriculture activities and 50% not.

Conclusion.

It can be concluded that many of peoples involved in agriculture activities.

Q4) Did you migrated with your family ?

	Yes	No
Total no	06	04
Percentage	60%	40%

Interpretation

60% People are with family and 40% Not

Conclusion :-

It can be concluded that mostly they migrated with family.

Q5) Did your children have any future at you place ?

	Yes	No
Total No	00	10
Percentage	--	100%.

Interpretation :-

100% People are agreed they do not have children future at their native place.

Conclusion:-

It can be concluded they do not have children future.

Q6) Did you Owned any agriculture and ?

	Yes	No
Total no	01	09
Percentage	10%	90%

Interpretation:-

10% People have land and 90% Not.

Conclusion:-

It can be concluded that mostly they do not have their own land.

Q7) After migration are you working as
but collar worker?

	Yes	No
Total NO	10	00
Percentage	100%	--

Interpretation:-

100% are working as blue collar worker.

Conclusion:-

It can be concluded as they are not educated
less educated mostly they are doing blue collar
worker job.

Q8) Are you satisfied with current job?

	Yes	No
Total no.	00	10
Percentage	-	100%

Interpretation:-

100% marginalised workers are not satisfied with their job.

Conclusion:-

It can be concluded that they are not satisfied.

Q10) Did you own a home here?

	Yes	No
Total No	10	00
Percentage	100%	-

Interpretation:-

100% marginalised people have their own home.

Conclusion:-

It can be concluded that they are permanently done migration.

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Q11) Are you planning to move back to your place at old age?

	Yes	No
Total NO	04	06
Percentage	40%	60%

Interpretation

Only 40% People are thinking to move back

Conclusion :-

It can be concluded that mostly people don't want to go back

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Q12) Are you able to Satisfy you and your family needs ?

Yes No

Total No 05 05

Percentage 50% 50%

Interpretation: -

50% are satisfy and 50% Not

Conclusion:

It can be concluded as they have 50-50 chances of Satisfying the needs

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Q13) Are you Saving enough ?

Yes No

Total No 00 10

Percentage - 100%

Interpretation:-

✓ 100% are not saving

Conclusion

It can be concluded as they are not getting much income.

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Q14) Did you migrated under any influenza?

Yes No

Total No 05 05

Percentage 50% 50%

Interpretation:-

50% marginalised workers are under influenza and 50% Not.

Conclusion:-

It can be concluded as some have influence while some not

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Q15) Did you have only contacts before migration?

Yes No

Total No 04 06

Percentage 40% 60%

Interpretation:-

40% having contacts before migration and
60% not.

Conclusion:-

It can be concluded mostly they do not
have any contacts.

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Chapter-4

Conclusion

Bibliography

Questionare.

Conclusion

Introduction

Marginalisation refers to process in which individuals or entire communities of people are systematically blocked from rights and opportunities and Resources for eg. Employment, health care, Housing etc.

Aims of Research.

The main aim is to provide various schemes and programmes for uplifting the marginalized worker's for improving their standard of living.

Need of Research.

To create the awareness about various schemes to the marginalised that are allotted by government like.

- (i) Reimbursement of Tuition Fee.
- (ii) Girl and boy hostels for Scheduled Tribes
- (iii) Schemes for Remote Area etc.

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Design of Study

After Selection of the problem, the next step is the Scientific Research and to prepared Research Design.

The Survey Method is used by researcher.

✓ In this Research I have chosen the Questionare type for do.

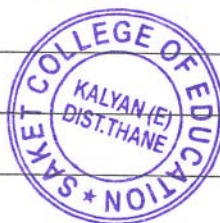
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