

Metric ID :- 2.4.7

A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

- Findings of DVV:-

Samples of assessed assignments for theory courses of different programmes

Response :-

We have attached the Relevant Documents

- B.Ed 1st Year in Appendix-I
- B.Ed 2nd Year in Appendix-II

Appendix I

CHILDHOOD & GROWING UP

Paper I

B.Ed - I year

Assignments

Name : Bhagyashree Joshi

Medium : English

Methods : Science, maths

Batch : 2022-2024

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION
SNDT, B.ED GODHANI (RLY), NAGPUR

COURSE TITLE - |

CHILDHOOD AND GROWING UP

ASSIGNMENT-I

NAME OF THE STUDENT:- BHAGIYASHREE SANJAY JOSHI

MEDIUM:- ENGLISH **ROLL NO:-**

METHODS:- Science, math

FIRST YEAR

2022-2024

SHREEMATI NATHIBAI DAMODAR THACERSEY

WOMEN'S UNIVERSITY

MUMBAI

Assignment - 1

case study

PAGE NO. :-

DATE: / / 20

Introduction - To study child's shy behaviour.

Statement of the problem - shy Behaviour.

Nature of the problem - Psychological.

Objectives - a) To study the Behaviour.

b) To find the solution for shy behaviour.

Procedure - i) Survey method

ii) Questioning

iii) Report



Ram Kale

Process of data collection -

Physical - a) Sex : male

b) Height : 4-8'

c) weight : 52 Kg

d) Body structure : moderate

e) colour complexion : Dark

f) colour of eye : Brown

g) Physical Ailment : Good

Family Background

a) Type of family - Nuclear family

b) No. of family members - 3

c) No. of male members - 1

d) No. of female members - 2

Caste : Brahmin (Hindu)

Category : General

Educational Qualification of parents

- a) father: M.Sc (Science) in Math.
- b) Mother: Graduate.

Occupation: a) father - 5L per annum

b) Mother - Not applicable

Work at: a) father - College

b) Mother - Homemaker.

School Record

a) attendance record: 80%

b) Cumulative record: Good

c) Awards: Gold medal in Chess competition

Social behaviour: very good

Personality traits

a) Attitude - Does not show

b) Aspiration - not decided

c) Aptitude - Interest in drawing

Interests - music, singing, crafts, playing etc

Other details: Parents fight & hence child has shy behaviour & is not expressible in front of others.

conducting survey

PAGE NO.:

DATE: / / 20

conducting survey on Adolescent child

Complete profile of the child:-

An Adolescent boy:-

Name: : Ram Kale
Father's Name : Mahan Kale
Mother's Name : Sonal kate
Address : Plot no 16, Ayodhya, Nagar,
Nagpur
Date of birth : 28/01/2014
Gender : male
School name : Mount Carmel school
Religion : Brahmin
Category : General
Total family members : 3
Working family members : 1
Total family income : 5L/annum
Age : 8 years
Social strata : Social interaction weak,
low income group.
Strength : mother
likes / dislikes : music, drawing, Craft, playing
Weakness : Don't socialize much.
Development : slow
Personality : Shy & calm
Learning of Adolescence : Learning speed is good
favourite personality : Rani Laxmi Bai.
Books : Mathematics books
family status : Parents fight regularly.

ADARSH KRISHI

Teacher's Signature

Report on the study of an Adolescent Girl/Boy

We have conducted a survey on an adolescent boy named as Ram Kale. His school teachers noticed that though she was very active in her studies and learnt all the subjects well still she was a shy boy. He was not able to speak actively or without his hesitation & was afraid to speak frankly as if he would be punished. When teachers ask questions she knows the answers but was not able to speak frankly.

Then we conducted a survey. We prepared a questionnaire & spoke to various persons such as his parents, friends & neighbours, teachers etc.

Ram Kale is a 8 year old boy who lives in Nagpur city. He is studying in Mount Carmel school. He likes music, drawing, craft & playing. His teachers told that his learning speed is very high & he scores well in his written exam. His favourite subject is mathematics and his favourite personality is Rani Laxmibai.

We also came to know that his social interaction between friends & family is quite low. He barely has any kind of conversation with his friends & most of time remains quiet. He never expresses himself in front of others. Due to this his mental development is quite slow.

From this survey, we came to know that his parents used to fight regularly and Ram was afraid of that. Whatever the reason may be of his parents' arguments, due to this only children suffers, mostly. Children are shy and afraid of

Others due to any arguments happening at their homes and they are not able to share about it with others.

Conclusion:

Ram is afraid and shy because of his parents' behaviour of fighting regularly. This caused his social interaction weak and not able to speak frankly and express himself in front of others.

Suggestions: The most important change should be in Ram's parents. They would not fight or atleast in front of him. Also his friends & teachers should talk to him personally & ask about his problems. They can discuss and provide him with solution if possible. His friends should play with him to make him happy.

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

SNDT, B.ED GODHANI (RLY), NAGPUR

COURSE TITLE - 1

CHILDHOOD AND GROWING UP

ASSIGNMENT - 2

(SURVEY WRITING REPORT)

NAME OF THE STUDENT: - Abhigyanesh Jaski

MEDIUM: - English ROLL NO: - _____

METHODS: - Science, maths

FIRST YEAR

2022-2024

SHREEMATI NATHIBAI DAMODAR THACERSEY

WOMEN'S UNIVERSITY

MUMBAI

Assignment 2

Conducting Survey

PAGE NO.:

DATE: / / 20

Conducting Survey on a Housewife's and her ^{women's} working daughters. (social class)

Complete profile of women's daughter:

Name : Mayuri Taklikar
Father's Name : Mr. Govind Taklikar
Mother's Name : Mrs. Sharda Taklikar
Sibling's Name : Ashika Taklikar
Address : Pratap Nagar Nagpur
DOB : 05/09/2016
Gender : female
Religion : Hindu
Caste : OBC
Total family members : 4
Earning family members : 1
Total family income : 40,000/- per month
Social status : Active
Strength : parents
Likes / Dislikes : cooking, playing etc
Favourite personality : Mahatma Gandhi
Favourite timepass : TV
Favourite TV show : cartoon
Books to read : science books
Weakness : Afraid of Dogs
Development : good.



Mayuri Taklikar

Complete profile of working women's daughter:-

Name : Ms Tulika Mairal
Father's Name : Mr Jayant Mairal
Mother's Name : Mrs Urvashi Mairal
Sibling Name : Archana Mairal
Address : Trimurthi Nagar, Nagpur.
DOB : 03 April 2018
Gender : Female
Religion : Hindu
Caste : OBC
Total family members : 4
Earning family members : 2
Total family income : 70,000/- per annum
Social Strata : Active
Strength : Study
Favourite Subject : History
Likes : like to play kookon.
Dislikes : dislike cooking.
Favourite personality : Harik Roshan
Favourite teacher : Vansha Kadu.
Favourite food : Maggi.
Favourite time pass : Reading news paper
Favourite TV Show : Comedy shows
Books to read : Not yet.
Weakness : Affraid of lizards
Development : Good



Tulika Mairal

Report on the study of two Adolescent Girls (Housewife's Daughter & Working Women's daughter)

Here we conducted a survey on two adolescent girls (one is Housewife's daughter & other is working women's daughter) and there are many differences in their development and academic behaviour as well as their choices.

The girl whose mother is housewife has 4 members in their family. One of the 4 members only her father is a working member & other 3 are dependent on him. Hence their income being purely forty thousand only per month. It may not be sufficient and hence may affect their needs. It may be also possible that their wishes are not fulfilled as there are some financial restrictions. They may not be able to visit for outings frequently or for picnic. They belong to middle class family.

On the other hand, if we look after the girl whose mother is also working. Here there are also 4 family members but as there are two working members i.e. father as well as mother, their income is comparatively more i.e. seventy thousand per month. As their income is more they can spend more on other activities such as, moving, picnic, trips, marketing & purchasing etc. Also their savings are good. Moreover, they can also have courses of their hobbies.

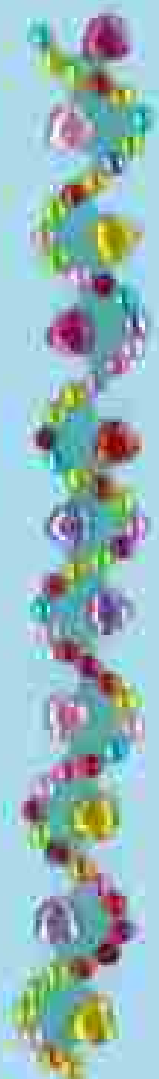
But the drawbacks are that working women's daughter does not get much time to spend with her mother as she is always on her duty. This child has to study alone or has to be dependent on other outer people such as nani or tuition tutors, etc. She has to do her daily chores alone and spend time without her mother. On the other hand, if we discuss about the housewife's child, this child gets full attention of her mother daily & full day. She can do her homework and other activities with her mother. She is not dependent on other people except mother because her mother is there at home taking care of her.

So finally concluding, there are advantages as well as disadvantages for both the girls' child on their social class depending on their family income if their mother is housewife or is a working woman. Both have their own good points as well as both have to sacrifice somewhere or other.

COURSE 2

Contemporary India and Education

Assignment

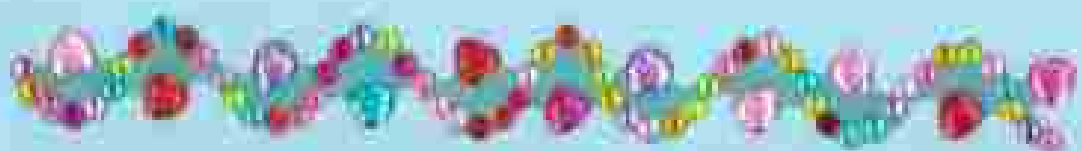


ESHA GOEL

B.Ed FIRST YEAR 2020-22

ROLL NO. - 4

CENTRAL INDIA WOMEN'S
COLLEGE OF EDUCATION



CONTENTS

S.No.	Topic	Page Nos.
1.	ESSAY ON DR. S. RADHAKRISHNAN	1-10
2.	DAIRY SYSTEM - A REPORT BASED ON QUESTIONNAIRE	11-19
3.	ESSAY ON DAIRY SYSTEM IN INDIA	20-30



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Sarvepalli Radhakrishnan 1888-1975



LWEEF



“A life of joy and happiness is possible only on the basis of knowledge and science”

-Sarvepalli Radhakrishnan



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BANGALORE

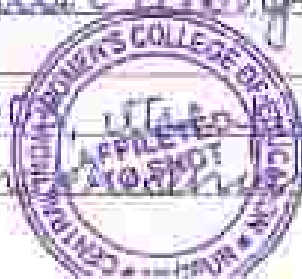
Q1. Write an essay on educational thoughts and work of any educational thinker in India and relevance of the thoughts in today's Indian education (10 marks)

Ans. DR. SARVAPALLI RADHAKRISHNAN

Dr. Sarvapalli Radhakrishnan was born on 5th September 1888 in a Brahmin house in Sivuttani village of Madras (now Chennai), Tamil Nadu. His forefathers lived in a town known as Sarvapalli; henceforth, they used the name of the village as their surname as the custom in South India. The name of his father was Sarvapalli Veeraswamy and his mother's name was Sarvapalli Sita or Sitamma. He had four brothers and one sister.

Earlier, in our country, the marriages were happening at a very young age. In 1903, she was married to Sivakamu, when he was just 16 years old and his wife was only 10 years old. She had the excellent familiarity of Telugu language. She also understood English language.

In 1904, their first daughter was born to the Radhakrishnan couple.





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Dr Radhakrishnan was an excellent student since his childhood. He went to the Christian missionary institution, Lutheran Mission School. He completed his graduation from Madras Christian College, Madras, with Psychology, History and Mathematics in 1904. In 1916 Radhakrishnan completed his MA in Philosophy and took a job as Assistant Professor of Philosophy at Madras Presidency College.

In 1947 he is one of the most distinguished twentieth century scholars of comparative religion and philosophy. Radhakrishnan held the King George V Chair of Mental and Moral Science at the University of Calcutta from 1921 to 1932 and Spalding Chair of Eastern Religion and Ethics at University of Oxford from 1936 to 1952.

Radhakrishnan's philosophy was grounded in Advaita Vedanta, reinterpreting this tradition for a contemporary understanding. He defended Hinduism against what he called "uninformed Western criticism," contributing to the formation of contemporary Hindu identity. He has been influential in shaping the understanding of Hinduism in both India and the West and earned a reputation as a bridge between



India and the west.

Education, according to Dr. Radhakrishnan is acquiring of knowledge beyond what is academic and professional. He felt that education should neither be bookish learning nor memorising of facts and figures, stuffing the mind with information unrelated to life. It is also not memoristic of thoughts of others and reproducing these in examinations to get degrees for jobs.

Education is the assimilation of values and ideas for character building and preparing to face life's challenges. According to Radhakrishnan, where scientific knowledge ends, the realm of mystery begins. The world of scientific facts and the world values are different. If education does not build wisdom and humanity in the hearts and minds of men, all its professional scientific and technological triumphs would be meaningless. Education is enlightenment of soul that dispels ignorance and illuminates the individual.

A teacher must create an environment that immerses the student with his warm kind, accessible, enthusiastic and caring approach. The ^{Shri} ~~main~~ ^{Principal} ~~course~~





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convey sense of leadership by providing opportunities for each student to assume leadership roles. The mutual respect between teacher and student will provide supportive and collaborative environment in the classroom. Valuing students ideas and opinions will encourage students to feel safe to express their feelings and learn to respect and listen to others. The teacher should have no fear of learning new teaching strategies. He must focus on shared decision making and team work as well as on community building.

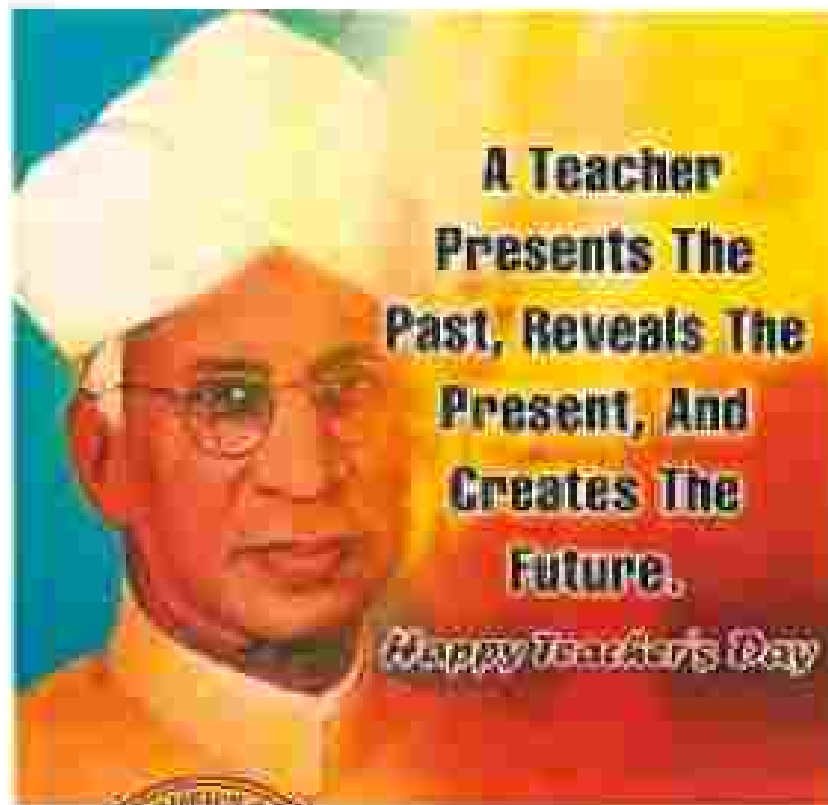
Radhakrishnan discerns 5 sort of experience

1. Cognitive Experience
 - a. Sense experience
 - b. Discursive Reasoning
 - c. Intuitive apprehension

2. Psychic Experience
3. Aesthetic Experience
4. Ethical Experience
5. Religious Experience

Radhakrishnan was awarded several high awards during his life, including a knighthood in 1931, the Bharat Ratna, the highest civilian award in India in 1954 and many memberships of the





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British Royal Order of Merit in 1963. He was also one of the founders of Helpage India, a non-profit organisation for elderly underprivileged in India.

In 1947, Dr. Radhakrishnan was selected as a member of the Constituent Assembly. He also worked as the chairman of various universities in the world.

Dr. Radhakrishnan was designated as the Vice President of the Indian Republic by forming a new job under the Indian constitution. The judgement took by the then Prime Minister Pt. Jawaharlal Nehru made the citizens surprised as it was expected that any Congress Party leader would be nominated for the same job. He also took the oath as the President of India.

Each year on 5th September, his birth anniversary is celebrated as Teacher's Day all across the country. Students commemorate the day with great pleasure and enthusiasm and all the teachers are honoured.

Dr. Radhakrishnan died on 17th April 1975. We wish him a long time.



sudden. Still, the death of the legend haunts the memory of people. Such personages are born after a long time or era. We believed that most glorious gift of life is the dream of a higher thing. Dying is nevermore the end or obstacle, but the start of more and more new steps. This was an irreversible loss to the country.



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7

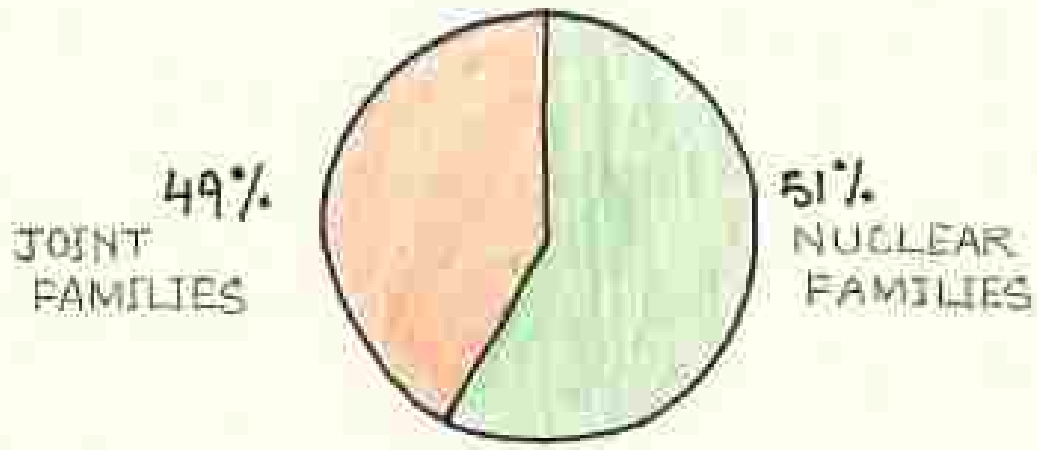
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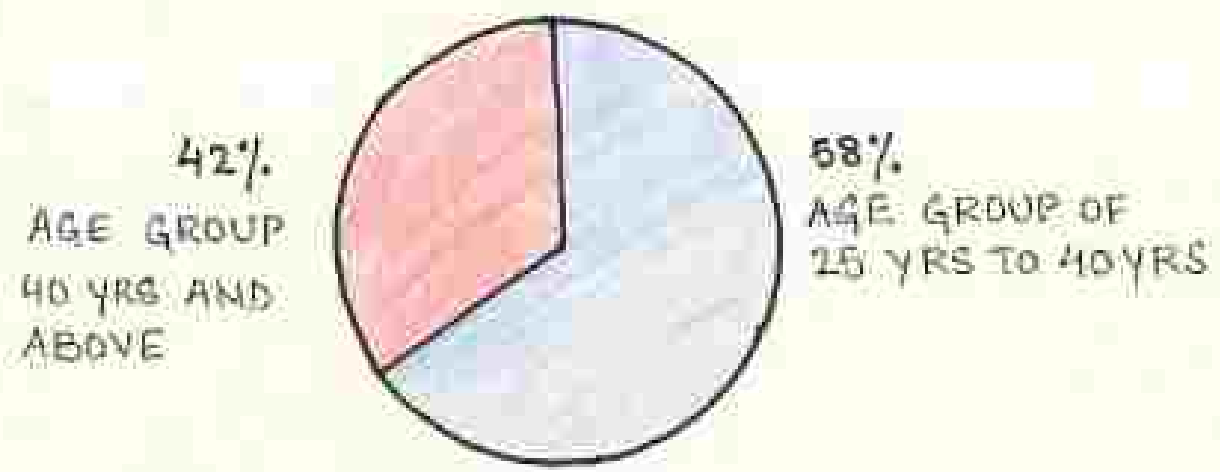
DOWRY SYSTEM



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Raipur



% OF JOINT FAMILIES AND NUCLEAR FAMILIES



% OF AGE WISE DISTRIBUTION OF STUDY.



% OF TYPES OF MARRIAGE



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 K. J. Somaiya Indian Women's College of Education
 Angikur

TECHNICAL REPORT ON DOWRY SYSTEM BASED ON A QUESTIONNAIRE :-

Here in this study, the sample size was of 20 ladies out of which 10 were married and 10 were unmarried.

Out of the 10 married ladies, 51% were in nuclear families and 49% were in joint families.

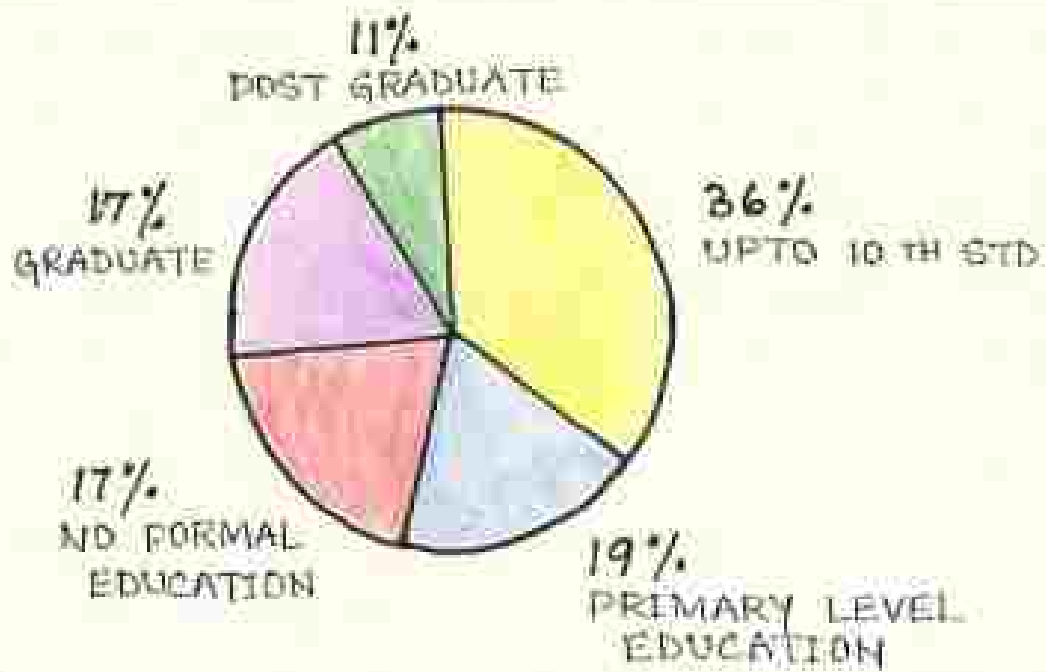
36% of married ladies complained dowry related violence. Out of these 58% of ladies were in the age group of 25 to 40 years of age and 42% of ladies were above 40 years of age.

A majority of these women had an arranged marriage i.e. 59%, while 21% had love marriage and 17% had love cum arranged marriage.

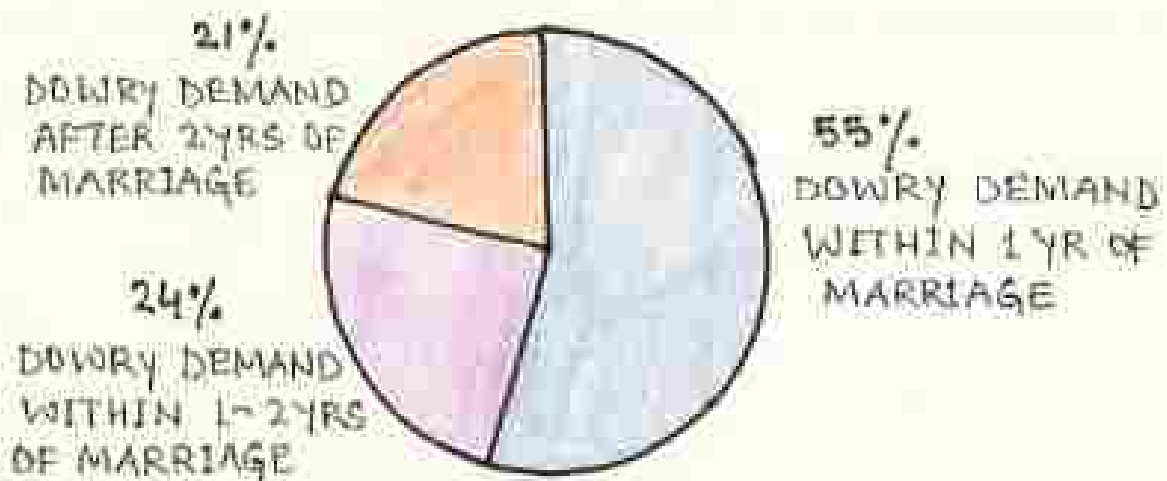
17% had no formal education, 19% had primary level education, 36% were upto 10th standard education, 17% were graduate and 11% were post-graduate.

A majority of these women were from the lower income group i.e. less than Rs 10,000 per month.

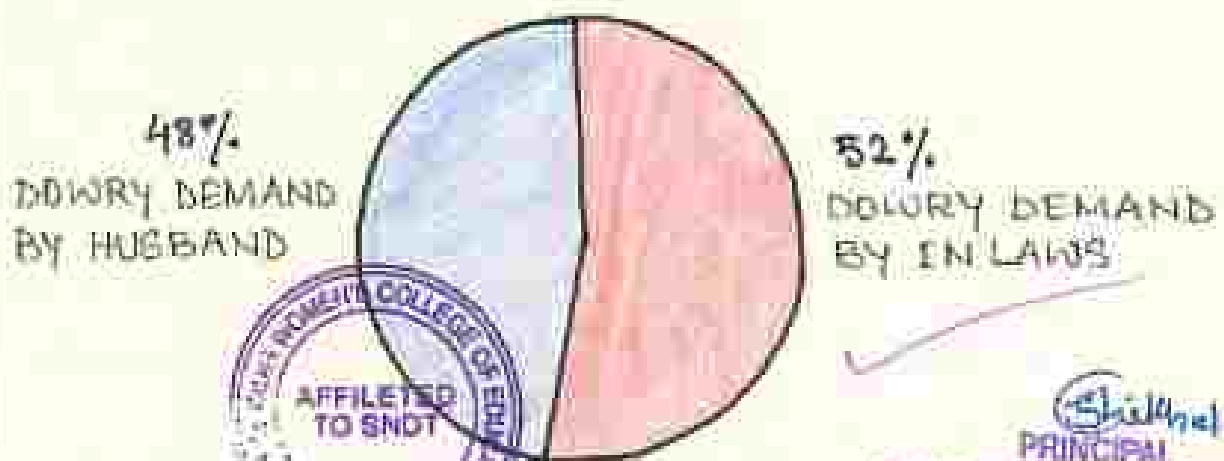




% OF EDUCATION LEVEL



% OF DOWRY DEMAND IN MARITAL STAGES



% OF DOWRY DEMAND BY THE FAMILY MEMBERS



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The study shows 55% of ladies confirmed dowry demands were made before or soon after the marriage; in 24% of cases dowry was demanded within 1 year of marriage and 21% of cases dowry was demanded after 2 years of marriage.

In 48% of cases dowry was demanded by husband and in 52% of cases dowry was demanded by in-laws.

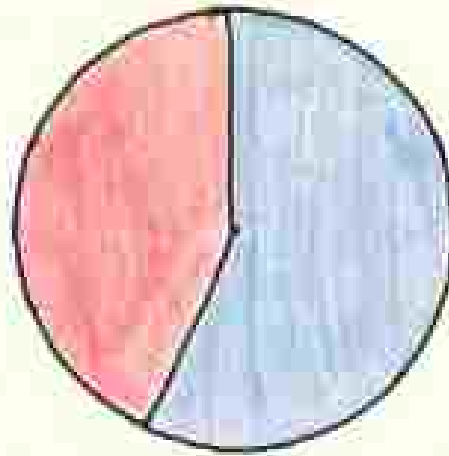
In 52% cases dowry was demanded to meet family expenses (like education and marriage expenses of family member) and 48% of dowry was demanded to meet personal expenses (like buying property, car, business expansion, travelling etc.)

Further study shows that only 45% of cases accepted dowry demands and 55% took legal help and opposed dowry.



Shilpale
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Name

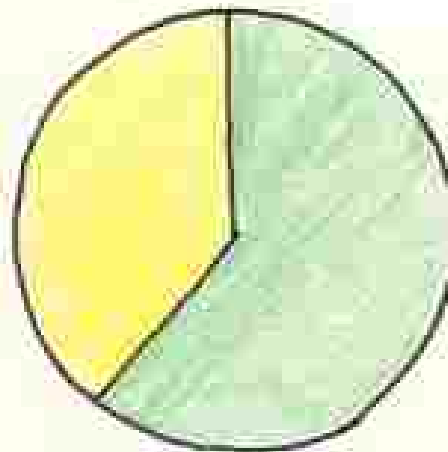
48%
DOWRY DEMAND
FOR PERSONAL
EXPENSES



52%
DOWRY DEMAND TO
MEET FAMILY EXPENSES

% OF DOWRY DEMAND FOR DIFFERENT REASONS

45%
SUBMITTED
TO DOWRY
DEMAND



55%
TOOK LEGAL HELP
OPPOSED DOWRY
DEMAND

% OF DOWRY OPPOSITION



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Bhopal

Survey on Dowry System in India

I am a student of Central India Women's College of Education, SNTD University and this questionnaire is part of my assignment. This is part of my study and the data collected from this will be confidential. I thank everyone who participates in this survey for the time and feedback.

Please fill in the following details and tick mark at appropriate places.

Name:

Address:

Contact No.:

Email ID.:

Gender:

Age:

Education Qualification:

Marital Status:

Joint Family:

Nuclear Family:



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Raigarh

Love Marriage:

Arranged Marriage:

Love cum arranged marriage:

Monthly family income:

Did you face any domestic violence?- Yes or No

Reason for domestic violence-

Dowry is demanded: Yes or No.....

Dowry is demanded at what stage of marital life?

Before or soon after marriage:

Within 1 year:

After 2 years:

Reason for dowry demand:

To meet family expenses:

To meet personal expenses:

Dowry is demanded by whom?

By husband:

By in laws:

Did you face any violence related to dowry demand?

Yes or No



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If yes, what kind of violence-

Do you oppose dowry? - Yes or No

Do you have any suggestion on how to bring reforms in the society in respect to dowry system?

.....

.....

Signature

Date:

Place:



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Bhopal

Course 2: Contemporary India and Education

Assignment 2 :-

- Q. Collecting information with the help of a questionnaire, from atleast 10 person and preparing a report on Dowry system in Indian Society and suggesting remedies.

Ans. Introduction :-

A dowry is the money, goods or estate that a woman brings to a marriage. In India dowry is given in the form of house, vehicle, jewellery, cash, furniture, land, household gifts etc.

Origin of Dowry system :-

The practice of giving a dowry as a gift to a woman at marriage is said to have its origin in the system of "Streedhan" (women's share of parental wealth given to her at the time of her marriage). As a woman had no right to inherit a share of the ancestral property, streedhan was seen as a way by which the family ensured that she had some to some of its wealth. There is no clear proof as to when this practice first started in India.





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What began as gifts to a woman as her inheritance in an essentially agricultural economy, today has degenerated into gifts of gold, consumer goods, cash, property etc. This has led to debts to poor families. The dowry is often used by the groom's family members or at times given to the groom's sister as her dowry. The transaction of dowry often does not end with the actual wedding ceremony as the family is expected to continue to give gifts.

Dowry System in Indian Society:-

The dowry system is a social evil. It is prevalent in all parts of India and almost in every caste. In India, many of the traditional customs have been given up but the custom of dowry has not only continued but flourished over the years. Even in the old age the dowry system was in vogue and dowry was used as a means for striking a good match. In due course, dowry became an integral part of the marriage institution and is generally accepted by the society as a necessary evil.



Now, it has become a stigma in our society when bride's parent fails to oblige to the demands of the groom's family; set backs occur. In many cases the brides are humiliated, tortured and subjected to cruelty. These circumstances lead to suicides. Laws and rules cannot alone curb this social stigma. People need to be aware and take social efforts to boycott this tradition.

Nature of the problem -

1. To assess the domestic violence against women from dowry system.
2. To find preventive measures to control dowry system.
3. Even highly educated people are also inclined towards dowry.
4. Expenditure on marriage is considered as expenditure of prestige and pride.
5. Indian government has introduced so many laws to stop dowry system, yet people have not changed their mentality.



(Signature)
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24

Causes of dowry :-

1. inferior status of women.
2. social prestige and pride.
3. pressure of old tradition.
4. illiteracy.
5. discrimination against women.
6. insisting on same caste marriage.
7. women don't have independent source of income.
8. more expenditure on education of boys.

Effects of dowry system :-

1. increase in divorce rate.
2. intercaste marriage.
3. domestic violence.
4. dowry death.
5. loss of self esteem among women.

Steps to eradicate Dowry system in India :-

1. educating public about evils of dowry system.
2. The practice of mass marriage should be encouraged for the sake of economy.
3. allowing inter caste marriages.
4. banning huge expenditure on marriage.
5. educate daughters.
6. encourage girls to have their own career.



DOWRY

Demanding



Giving and taking



Helping in giving and taking



Advertising



For dowry is an offence

Punishment: These offences are punishable with imprisonment or fine or both.

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7. Teach girls to be independent and responsible.
8. Treat girls equally without any discrimination.
9. Do not encourage practice of giving or taking dowry.

India's law and act against dowry system :-

Payment of dowry or gifts in any form are prohibited under the following acts :-

1. Dowry prohibition act 1961
2. India Penal code (IPC) section 304 B and 498 A.
3. Dowry and bridal gift restriction rules, 1976.
4. Dowry prohibition rule 1985.
5. Protection of women from domestic violence act, 2005.

Who can be punished under this act?

1. Any person who gives or takes dowry (minimum punishment of 5 yrs).
2. Any person who helps someone to give or take dowry.
3. Any person who in any way demands dowry.



4. Anyone who advertises and offers to give money or property in return of marrying his son, daughter or relative.

5. Anyone who publishes these advertisement.

6. Anyone who does not hand over the dowry to the bride within the specified time.

People's thoughts on dowry in modern India:-

1. Even though dowry has been illegal in India since 1961, still it is still prevalent.

2. Actual numbers are undisclosed but anecdotally about half of the weddings involve dowry.

3. Still, it is usually reported as a crime.

4. Dowry gets reported only when the situation is worst.

5. It is a deplorable, nonsensical economic of dowry.

6. Instead of being regarded as a crime and a matter of shame, dowry has become a matter of pride.



7. The messages received about dowry were very mixed.

8. Some people consider it as devaluation of women.

Effect of public on dowry prohibition initiatives

1. Parents don't emphasize on educating their daughters, as they feel that husbands will support them later.

2. The poorer sections of society who send their daughters out to work and earn some money, to help them save up for her dowry.

3. The regular upper and middle class backgrounds do send their daughters to school but do not emphasize on career options.

4. The very wealthy parents who happily support their daughters until they get married and they have the ability to fork out a high dowry.

Conclusion:

1. girls should prefer to marry grooms who



Shinde

Principal

Central India Women's College of Education

Mumbai

MBS

asks for dowry.

2. Dowry act should be changed. Accepting dowry should be made a non bailable crime.
3. Men should not think that the dowry is the easiest way to become rich and acquire property.
4. If men decides not to accept dowry then it will be big support to the women and also help to raise their voice, can fight for equality.
5. Above all, youth must be given freedom to choose their life partners.




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COURSE - 3

CRITICAL UNDERSTANDING OF ICT ASSIGNMENT



ISHA GOEL
ROLL NO. = 4

B.ED FIRST YEAR 2020-22,
CENTRAL INDIA WOMEN'S
COLLEGE OF EDUCATION





CONTENTS

Sr. No	TOPIC	Pa. Nos.
1.	WITH THE USE OF ONLINE SURVEY TOOL COLLECT INFORMATION ABOUT AN EDUCATIONAL PROBLEM AND WRITE A REPORT	1-3
2.	VISIT EDUCATIONAL WEB SITES / VIDEOS AND WRITE COMMENTS ON USEFULNESS RELATED TO A TOPIC OF INTEREST.	4-8



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Central India Women's College Of Education

level, when spending nearly doubles in rural areas. Tertiary education is nearly pure expense, with men rural areas indicating high spendings on this.

The Right to Education Act 2009, specified that school education would be free and compulsory and the spirit of that legislation clearly required the cost of elementary schooling would be borne "by the state." Yet only a minority of students receive free education and less than a quarter in urban areas. And there are also other costs associated with schooling such as text books, uniforms, transport - which also add to the financial burden on household and in this respect very few students received any assistance.

Further, it turns out that even for government institutions, cost rises sharply with the level of education on offer. The difference in spending on government institutions compared to private ones is very large until secondary education. At graduate and post graduate levels there is a much smaller difference between private, government and aided institutions.

It is striking that for private institutions



Institutions, the expenses for higher secondary schooling is almost equal to post graduate level

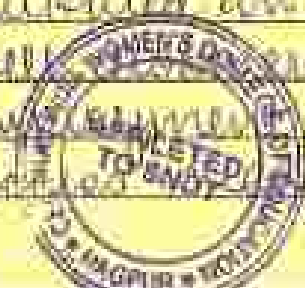
Essentially this means that not only poor but the middle class people are squeezed out of education beyond secondary schooling.

The survey shows that only a small proportion of households had anyone studying for a graduate degree among the casual workers.

It is worth noting that the actual fees form only a part of the total expenses involved in education. Interestingly, private tuition costs remain significant, suggesting that the quality of the institutionally provided learning is not good enough to meet the felt needs of students, despite the relatively high costs.

This survey suggests that the recent expansion has come at a substantial cost to families just to educate their children. Great aspirations for betterment are increasing risky given the terrible state of job markets.

Unequal access and high personal costs involved in educating more young may well be a drag on society; with employment condition and educational access as urgent policy issues.





Ghildhare
PRINCIPAL
Central India Women's College Of Education
Nagpur

Q2. Visit educational website and write comments on usefulness related to a topic of interest and send comments by email to teacher educator and team leader student teacher. (10 marks).

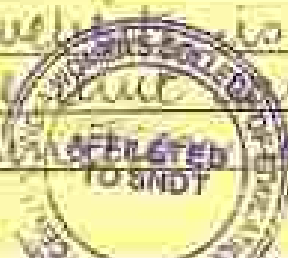
Ans. An email to a teacher regarding an educational website - "Khan Academy"

Dear Teachers,

While browsing I went through Khan Academy website and found it very useful.

It is one of the best resources for learning on the web. It is free. This interactive website is filled to the brim with fantastic content led by professional and teachers who are experts on the content with the occasional celebrity appearance. Most learning is done through fun interactive quizzes. It is full with courses for every child from elementary school to college. This is a website for learners, teachers and parents also. The mission is to provide free world class education.

The website is aligned properly and looks simple but easy to use. The complete information can be gained by scrolling



up and down. It has various tabs on website we can tap and get the information.

The website is user friendly. It contains several tabs, graphics, animations, texts, links and hyperlinks.

The development of the website is white in colour. The white tabs are in black colour which makes it clearly visible and readable. It is bright multi-coloured attractive pictures.

The website is easily accessible for all because it has age specific data with age specific and appropriate contents.

It addresses up the learning queries of students, teachers and parents along with scientific explanation which are depicted in the form of videos and interactive sessions. It develops a scientific outlook also among the users.

The website has an interactive mode also where users can interact with commentators through video call or live text chat. It also has videos and games incorporated in it to solve the queries.

Mean: Meaning is a web friendly website.



From both same person can visit and it efficiently. The presentation is readable and easily understandable because of the simple text language used in the website.

It is to have a quick look over the content to understand the nature of the website. Self-descriptive headings, images, easily understandable language gives a quick overview of the website for users of all age groups.

There are also many hyperlinks used in the website to provide in-depth knowledge to the users.

The website is frequently updated to incorporate recent information. It was last updated in 2019.

This website definitely contains authentic and subject-related information. The users' touch testimonials provided by the users also certifies the effectiveness of using the website in subject-related learning process.

The images used in the website are colourful and attractive and self-descriptive. The videos used in the website are informative and clear.

Topic _____

Date _____

The concepts effectively.

The website is very useful for users of all age groups with age appropriate content. It also tries to bridge the gap between students, teachers and parents.

The website address is:-

<https://www.khanacademy.org>

Please go through the website and check out the contents.

Thanking you,

Parents

Saba Jadhav

Teacher, MPK





PRINCIPAL

Comm. Unit Women's College Of Education
Bangalore

Teacher's Sign

COURSE 6.1

ENGLISH LANGUAGE

EDUCATION ASSIGNMENT

AKANKSHA RICHARD

CIWCE

B.ED. 2020-22

ENGLISH

ENGLISH / ECONOMICS

CONTENTS

Sr. No.	Topic	Page No.
1	Prepare a chart for facilitating English language education. [Chart Submitted]	
2	Write a report regarding the problems of English teaching, based on an interview with an English teacher of a secondary school.	1-7
3	Prepare one lesson note based on any one of team teaching/collaborating learning or models of teaching.	8-11

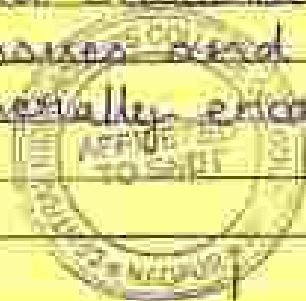
Q2. Write a report regarding problems of English teaching, based on an interview with an English teacher of a Secondary school.

ANS: This report is based on an interview conducted with a secondary school English language teacher.

To become a better teacher, teachers are encouraged to practice a reflective mind in order to have an insight of into what is going on in the classroom and decipher what works better in making the class more engaging.

The English language teachers in particular are likely to face many challenges because of the competitive market of the English education.

From the interview it is evident that classroom management, teaching strategies, learning strategies, English communication barriers, vocabulary knowledge, voice modulation, simplification of the topic, proper pronunciation, lesson planning, teaching appraisal and classroom motivation were among the issues and challenges the teachers generally encounter.



AMIRA COLE

Cell: 98762 5400110 • 98762 506 500 • amiracol@rediffmail.com

Professional Experience

Elementary and Middle School Teacher with years of experience delivering all required curricula and instruction to various levels of learners. Committed to providing students with necessary skills to achieve academic goals, meeting their individual learning and cognitive needs. Adapt to applications that allow for consistent growth and proficiency in learning skills.

Work History

Teacher (K-2022) - St. George

Academy International - Jackson, MI

- Observed and evaluated students' performance, behavior, social development and physical health.
- Communicated frequently with parents, students and faculty, to provide feedback and discuss instructional strategies.
- Enhanced student learning by promoting wide range of instructional approaches and delivering lesson content.

Assistant Teacher (K-2021) - St. George

Mount Learning Center - Mount City, MI

- Received initial and advanced in-service training by observing students using various learning modalities.
- Organized classroom materials and help teachers prepare for daily lessons and activities.
- Assisted in teaching students individually and in small groups to enhance learning concepts.

Teacher (K-2019) - St. George

Kaplan Professional Education / Lansing, MI

- Created effective learning plans to address students' writing weaknesses and strengths.
- Spearheaded group tutoring sessions to help students struggle in writing class.
- Prepared lesson plans to meet goals, adapted materials, individualized study plans.

Skills

- Communicated with parents
- Lesson planning strategies
- Technological instruction
- Taking corrections plan
- Giving assignments
- Effective time management

Education

Bachelor of Arts - Secondary and Middle Level Teacher

Eastern University - St. Louis, MO



Shelbani
PRINCIPAL
Central India Women's College of Education
Raigarh

To be a competent English teacher, language teaching, a teacher needs to be like a sponge and keep absorbing knowledge in order to help students in retaining what is taught, for a lifetime.

Students belong to varied family backgrounds where the English language is not a native language or mother tongue. They mostly learn English as a second language.

Teaching English to non-English speakers who don't use it on a regular basis is a task in itself for teachers. The disturbing environment in the classroom only distracts the teacher only further, not only affecting his/her efficiency but also the students' concentration. The resources which are essential for delivering lectures on the English language to the students are not provided to the teachers. Useful resources for obtaining an optimum output from students includes speakers, microphones, projectors, computers and other digital devices along with a healthy learning environment; without all this it is a challenge to command the students' attention and leads to monotony.

A large number of students require extra attention and more efforts and hard work than others, engaging the students in learning becomes tedious.

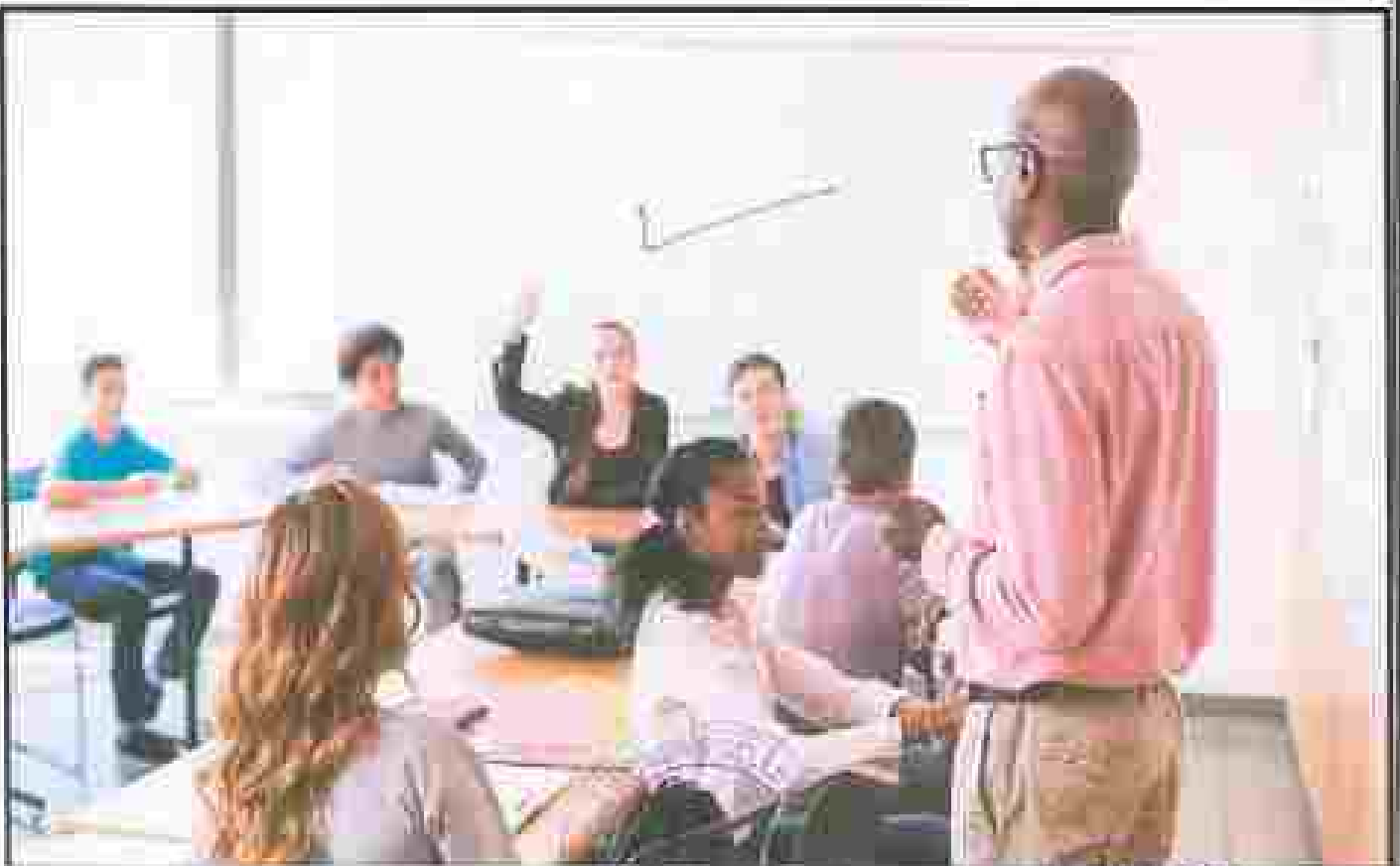


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Central India Women's College of Arts
Bhopal
P.T.O
Teacher's Sign
Aruna

Overcrowded classroom



Students with different backgrounds



Students getting bored and showing disinterest in learning English is also a major issue, since it is not their mother tongue.

Student background makes a difference too, which makes managing class a task.

Interactive teaching is next to impossible owing to the over-crowded classrooms.

Practice makes perfect, and the students not putting in enough efforts to pick up and use English in their interactions.

These are some of the problems faced by the secondary school English language teachers during the teaching learning process.



Shidhale
Principal
Central India Women's College of Education
Bhopal

Topic _____

Date _____

INTERVIEW QUESTIONS FOR A SECONDARY SCHOOL ENGLISH TEACHER:

- Q1. What motivates you to teach?
- Q2. How do you incorporate parents/guardians into a student's education in English?
- Q3. What do you believe is the place for technology in a classroom?
- Q4. What pleases you the most about teaching?
- Q5. What are the biggest challenges the Indian educational system is facing today?
- Q6. What are the limitations faced in a class while teaching English?
- Q7. Are the resources available in Indian schools enough to teach English as a second language?
- Q8. What role does the mother tongue play in a classroom?
- Q9. What are the qualities of a good teacher?
- Q10. How do you encourage your students to speak in English?
- Q11. What is the best way to teach English?

- Q12. How do you initiate and indulge in a conversation with the students, in English?
- Q13. Does reading literature and novels in the English language actually aid learning?
- Q14. What is the best way to learn English?
- Q15. How do you grade yourself as a -English language teacher?

~~Shubhika~~



Shubhika

Q.3. Prepare a lesson plan based on any one of the 'Team Teaching' / collaborative learning or models of teaching.

ANS LESSON PLAN ON ENGLISH

CLASS : VI

AGE OF STUDENTS: 11 years

SUBJECT : English

TOPIC : Kinds of Sentences

AIM :

- To enable the students to be able to read and write.
- To improve the knowledge, vocabulary and sentence formation of the students.
- To enhance writing skills.

OBJECTIVE :

① Knowledge :

The students have prior knowledge of sentences and thus will be able to relate to and recognize the kinds of sentences.

② Understanding :

The students will be able to explain the sentences which signifies their understanding of the topic.

③ Application :

The students will be able to use sentences in a daily basis and will be able to construct different kinds of sentences on their own.



Chitra
Principal
Central India Women's College
P.T.O.
Teacher's Sign

TEACHING AIDS USED:

Chalk, duster, black board, pointer etc as general teaching aids.

A chart depicting the kinds of sentences as an instructional teaching aid.

It is assumed that the students possess previous knowledge of sentences and its types.

In order to check the previous knowledge of the students, certain questions are written down on the black board, which are as follows:

Q1. I love gardening as a hobby.
[What is this?]

STUDENTS: This is a sentence.

Q2. What is the meaning of this sentence?

~~No response from students.~~

STUDENTS: A group of words which become meaningful after coming together in a sequence is called a sentence.

Q3. What a bad weather!

STUDENTS: No response.

Since the students were unable to answer the last question, it indicates doubt; thus the teacher announces the name of the topic as 'Kinds of sentences'.

The teacher will develop a lesson plan as follows:



(Shilpale)
PRINCIPAL,
Central India Women's College, Bhopal

LEARNING POINTS	TEACHER ACTIVITY	STUDENT ACTIVITY
Meaning of sentence.	The teacher will explain the meaning of a sentence and write its definition on the board.	Students listen carefully and take notes.
Examples of sentences.	The teacher asks for examples of sentences and then reinforces them.	How are you? You are pretty!
Kinds of sentences	The teacher will explain the kinds of sentences by show a teaching aid and writes them on the board.	The students listen attentively.
Assertive sentences	The teacher will explain the meaning of assertive sentences by way of examples.	
Imperative sentences	The teacher will explain the meaning of imperative sentences by way of examples.	The students continue to listen carefully.

GENERALISATION:

It is generalised by the teacher now that all the students have acquired knowledge on the kinds of sentences.

RECAPITULATION:

In order to summarise sentences and its types, the teacher asks the following questions:

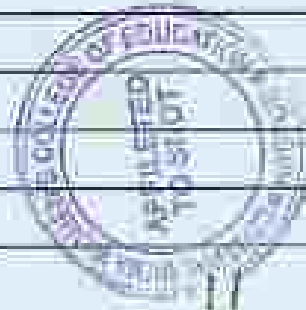
① Identify and state the different types of sentences.

- She makes good lemonade.
- Please pardon me.
- How come you are early?

HOME-WORK:

The teacher assigns home-work to the students:

① Defines sentences and state its types with examples.




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Central India Women's College, GATE
1956



CENTRAL INDIA WOMEN'S COLLEGE
SNDT, B.ED

■ COURSE TITLE - 3 ■

NAME OF THE STUDENT : MONICA UBERDI

MEDIUM : ENGLISH ROLL NO. 7

METHOD : ENGLISH

EVALUATING STUDENT-LEARNING AND PROFESSIONAL
GROWTH OF TEACHERS

FIRST SEMESTER

2017 - 18

SHREENATI NATHIBAI DANODAR THACERSEY

WOMEN'S UNIVERSITY

MUMBAI

ASSIGNMENT I

Page No.:

Date: / /

Name of practical

TEACHING AIDS

There are number of teaching material like text books, videos, PPTs, audio tapes, visual aids, topic related debates, elocution, role play, mock conversation, dramatization, quiz, maze, cross word puzzles & riddles etc can be innovatively designed by teachers catering to need of the subject & learner.

Teaching material influences the content & procedure of teaching & learning. One such learning material is Language across the curriculum. It is the 'Cross Word Puzzles'.

Cross Word Puzzles are the world's most popular word game. The 1st crossword appeared in England during the 19th Century. The aim of the puzzle is to see words putted together in geometric patterns. In other words, cross puzzles were described as word plays that danced with the human mind. Today crossword puzzles are designed as learning material to sharpen the wit of learners.

Teacher's Signature...

Name of practical

ADVANTAGES:

1. Playway method of teaching & learning
2. Can be designed & used for any subject or topic
3. Helps to build & strengthen vocabulary
4. Uplifts search and sense of achievement at finish
5. Can be used as evaluation if done independently by learners.

AMAZING FACTS ABOUT CROSSWORD PUZZLES

- a) Vocabulary speed is double
- b) It is additive in nature
- c) It is believed that in 1920s people lost due addictive nature of crossword puzzle printed in daily, weekly & monthly journals.

Cross Word Puzzles prove to be an impressive and effective tool to enhance language with the essential fun element.

Sources:

1. What do you want Teaching material for?
2. All Wright R V (1990)

Teacher's Signature

Name of project:

2. Perspective On Material Design
- Little John. A. Nindrats
3. Current Trends in Language Teaching
Oxford University Press
4. Oxford Dictionary

CROSS WORD PUZZLED = Prepared

Aim: - The Cross Word Puzzle has been prepared to give learners a better understanding of synonyms which means words with the same meaning.

ASSIGNMENT I

PROBLEMS IN EDUCATION

The education system in India basically promotes rat race among students, it is completely marks oriented. It is not based on the analytical skills that the child must develop. Education is not building the confidence and persona of a child. The exam results do not reflect the persona of a student. They are most required to learn and reproduce which is only reflective of their memory and not their critical thinking. The parents and teachers hamper their development since they expect answers in their own perspective, development of the child's view is not their on their agenda. Teachers themselves are not well trained which affects the growth of a child negatively. Many children find expressing in English a major problem but the medium of teaching is the language they are not comfortable with.

Teachers do not do the hand holding for children to guide them but expect them to memorise and reproduce. The education imparted today does not prepare them for this job and actual problems they will face on the job. The education system should be skill based. It does not allow the child to put forth his own creativity. They do not innovate but only follow the system. It does not enhance their potential and strength and leads to producing under confident, struggling students still finding ground. It is such a shame that education system itself the potential is the child. The best education is only for the rich & affording while the poor compromise with everything from education, to teachers to infrastructure and resources.

It's high time our education works for children & not against them.

ASSIGNMENT III

Name of practical

TEAM TEACHING - ADVANTAGES & DISADVANTAGES

Team teaching involves a group of instructors, working purposely, regularly, co-operatively to help a group of students of any age learn. Teachers together set goals for a course and design a syllabus, prepare individual lesson plans, teach students and evaluate the result.

The team teaching approach allows for more interaction between teachers and students. Faculty evaluation of students on their achievement of the learning goals. Students evaluate faculty members on their teaching proficiency. Emphasis is on student & faculty growth, balancing initiative and shared responsibility, specialization & broadening horizons, the clear & interesting presentation of contents and student development, democratic participation & student development and common expectations and cognitive, affective & behavioural outcomes. This combination of

Name of practical

of analysis, synthesis, critical thinking and practical applications can be done on all levels of education, from kindergarten through graduate school.

TYPES OF TEAM TEACHING:

There are of two types:

1. HIERARCHIC TEAM TEACHING:

The structure of hierarchic team teaching may be linked to a pyramid with a team leader at the apex, master teacher just below & regular teachers at the base.

2. SYNERGETIC TEAM TEACHING:

Synergetic team teaching groups are formed through the combination of two or more teachers working together as professional equals.

ADVANTAGES:

1. Periods of equal length are not appropriate for all learning situations.
2. Educators are no longer dealing primarily with top down transmission.

Teacher's Signature.....

Name of practice

- (iii) Schools are moving towards the inclusion of another whole dimension of learning, the lateral transmission to every sentient member of the society.
- (iv) Development of profession status of the teacher
- (v) Exposure of group to more specialist
- (vi) It will save time & energy
- (vii) Improves the quality of instruction.

DISADVANTAGES:

1. Team teaching is not always successful. Some teachers are rigid personality type or may be wedded to a single method.
2. The teachers on the team do not get along.
3. The teachers may become conscious and nervous and may not perform to their optimum level.

Name of practical

4. It makes more demand on time & energy.

5. Members must arrange mutually agreeable times for planning & evaluation.

6. Discussion can be draining & group decisions take longer.

7. Confused by conflicting systems.

8. Saboteurs may have to reflect the additional responsibilities undertaken by team members.

PRINCIPLES:

1) Size & composition of the group for team teaching should be appropriate in terms of learning experiences & purposes of the group.

2) Time should be allotted keeping in consideration the importance of the subject.

3) Learning environment should be provide

Name of practice:

by making arrangements like laboratory library, audio visual aids, smart boards etc.

4) Level of team teaching must be appropriate to the learners.

5) The nature & extent of the supervision of group activities depends on the purpose of the group.

FACTORS RESPONSIBLE FOR THE SUCCESS OF TEAM TEACHING:

- a) Co-operation among team teachers
- b) Availability of more resources
- c) Need for proper planning

Evaluating the pros & cons team teaching enhances the quality of learning and is an effective tool to provide education.

COURSE 5

LANGUAGE ACROSS CURRICULUM ASSIGNMENT



**LANGUAGES ACROSS
THE CURRICULUM**

ESHA GOEL

B.Ed FIRST YEAR 2020-22

ROLL No. - 4

CENTRAL INDIA WOMEN'S
COLLEGE OF EDUCATION

CONTENTS

S. No.	TOPIC	Pg. Nos.
1.	DRAMA SCRIPT - TO ENHANCE TEACHING LEARNING TRANSACTION OF LANGUAGE	1-9
2.	MULTICULTURALISM AND MULTILINGUALISM IN CLASSROOM.	10-15



Shiksha
PRINCIPAL
Central India Women's College of Education
Bhopal



A SKIT ON WATER CONSERVATION



Principal
PRINCIPAL
Central India Women's College of Education
Wardhanagar

COURSE 5 : LANGUAGE ACROSS CURRICULUM

- Q1. To prepare learning material in the form of written script based on different techniques to enhance teaching learning transaction of language : debate, elocution, role play, mock conversation, dramatisation, quiz, cross word puzzles, middles. (15)

ANS: A skit on Water Conservation.

Mohan and Maya - central characters of the play.

Mohan - His dilemma is saving water. We all the water bugs/die. For the last two months we have been campaigning on water conservation in our locality. During the campaign we have observed that people have a lethargic attitude when it comes to household consumption of water, which is really a disturbing fact.

Maya - His dilemma that each one of us can make a difference if we decide to become a little more responsible and committed towards the usage of water. To spread this awareness, we present before you a skit - TANKY TROOPERS.



Save The Water



SAVE WATER



Shri Mata
PRINCIPAL
Datta ... College Of Education
Mysore

TANKY TROOPERS

SCENE 1:-

Mohan's house :-

Mohan's father is busy showering and humming to himself a tune.

Mohan :- Dad, please close the faucet while you are showering. Look how much water you are wasting?

Father :- Oh No! Not again. I am fed up listening to your lectures on water. Now let me get ready or I shall be late to office.

Mohan :- But why are you wasting water?

Father :- What is your problem Mohan? I am going to pay the water bill. Now go and don't bother me any more.

Mohan sees his mother, knocking the door of the bathroom.



Rinky what are you upto? It's been 10 hours since you are in the bathroom. It seems you are playing with water.

Mohan :- Look Mom Pinky is waiting so much of water while bathing. Why don't you all bring water twice?

Mother :- Now enough, Mohan. Don't start your ideas on water again. I am already late for the party and have no time for your lectures.

Mohan :- But mom

Mother :- Now go inside your room and start preparing for your exams.

Mohan :- Not now Mom. I shall do that later. But first, WATER !!! I am going with my friend on my campaign.

Mother frowns and slams her forehead.

SCENE 2 :-

The two boys set on their campaign. They are strolling on a street. They see a overflowing tank in the sub.

Mohan :- Mohan, how much water flowing from this tank.



Mohan :- Oh my god !!

They walk towards the owner's house and knock the door. The house owner opens the door.

House owner :- yes, what is it?

Mohan :- good morning Ma'am. The overhaze tank of your villa is overflowing and so much water is going waste.

House owner :- so what? That's my problem. I shall fix it. you may leave now. I have lots of work to do.

They walk further and find that a golden door is left open in the lawn.

Mohan :- good morning Uncle, look you have left the water hose open for such a long time. Please do not do this. All these plants do not need so much of water.



- now don't teach me about denying. I know my job. you may leave now.

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Central India Women's College Of Education
Bhopal

Mohan and Maya feel and look dejected

Maya: - Nobody understands our mission. How can they be so insensitive about water?

Mohan: - Don't worry and never lose hope. We will surely succeed in our campaign. Let's go now.

They go to another house and knock the door.

Lady: - Good morning kids. I think I have seen you before. Aren't you the water campaigners?

Mohan and Maya: - Yes ma'am. You got it right. We just wanted to inform you that the pipe in your lawn is leaking.

Lady: - Oh, I know. I have called the plumber to fix it today. I understand the mission that you are working for. It is indeed a great thing for you to spread this to the community.

Mohan and Maya: - Thanks Ma'am.



They look happy.

Mohan :- at last, we met someone who was water sensitive.

Mohan and Maya walk further and stop for a while. They see a girl talking about water.

The girl recites a poem on water conservation. Two more girls join hands with her after the recitation. Mohan and Maya also joins them.

girl 1 :- what a soulful poem that was! did you feel the pain that was described in the poem - look that state of this precious resource today.

girl 2 :- yes, it's true. Our rivers and oceans that have been flowing through the globe for years now in a state of change now these rivers are drying up and getting polluted and on the other side we have people who waste water.

Moh



we are fortunate that we have water for our day to day usage. But let's not take it for granted.

who walk for miles in search of a bucket of water.

Maya :- So, its time that we pledge ourselves in union for this global cause as its our responsibility to conserve water now for a better tomorrow.

All :- with very little water left on this earth for our consumption, it is our duty to save this precious resource and use it with wisdom and respect. If we fail to do so, there would be a day when we will have no water left for our consumption.

after 10 years :-

People seen fighting for filling water from tankers. They tuffle with each other for this process.

Maya :- Look at this scene. Nowadays water tankers have become very expensive. Also there is very little water available these days for our use. I feel we will be left no water one day.



Principal
Central India Women's College Of Education
Bagur

After few years:-

People are seen suffering from diseases like fatigue and whooping cough.

CHORUS RECITATION:-

Where is water?

Where is water?

Where do we bring water from?

no water in the sky,

no water on the earth.

Where do we bring water from?

Maya: do we all want to be a part of this scene? no never. Can we not change this?

Mohan: why not? It is in our hands now. We, the youngsters of this generation need to talk to this and take a word and work towards spreading this awareness in the society where we live.

CONCLUSION:-

Thus it is observed that drama and role play helps to develop language and communication skills. It develops child's imagination and improves expressions and empowers students to understand and influence their world.



through exploring roles and situations and develops students' non-verbal and verbal, individual and group communication skills. Language learning through drama is effective and powerful.



State
PRINCIPAL
Central Inclusive Women's College Of Education
Nagpur



MULTICULTURALISM IN CLASSROOM



Chitra
PRINCIPAL
Central India Women's College Of Education
Bhopal

Q2. Discuss the issue of multiculturalism and multilingualism in classroom with teachers and prepare a written report on it (10)

Ans. Multiculturalism is the manner in which a society chooses to deal with cultural diversity both at national and at the community level.

It assumes that society as a whole benefits from increased diversity through the harmonious co-existence of different cultures.

Multiculturalism typically develops to one of the two theories - "The Melting Pot Theory" and "The Salad Bowl Theory".

It occurs either naturally through immigration or artificially when jurisdiction of different cultures are combined through legislative decree.

Multicultural societies are characterized by people of different races, ethnicities and nationalities living together in the same community. In multicultural communities people retain, preserve, celebrate and share their unique cultural ways of life, languages, art, traditions and behaviour.

The characteristics of multiculturalism is often split into common and ethnic



school where curricula are crafted to introduce young people to the qualities and benefits of multicultural societies and diversities. Education system in such societies slices the histories and traditions of all communities in classroom and textbooks.

10 In today's classroom, we have students from different backgrounds, ethnicity and culture. The teacher and the students maintain a balance to carry on the smooth running of the daily class. The students and the teacher also face certain problems in such classrooms.

11 Issues faced by teachers in a multicultural classroom :-

1. Language barrier.
2. Domination of different learning styles
→ it is very important to consider the different cognitive styles of students while teaching and it becomes difficult for the teacher to cope up with the difference.
3. The cultural difference can also be noted in the poorly formed speaker listener relationship and diverse patterns of cooperation or competition.





CHILDREN FROM DIFFERENT BACKGROUNDS



Shikha
PRINCIPAL
Central India Women's College Of Education
Nagpur

4. non verbal behaviour - becomes a barrier between teacher and student in such classroom.
5. presenting one topic from different perspective.
6. communication skills become difficult
7. diversity of extra-curricular activity.
8. constant work with parents is needed to make the child understand everything.
9. difference in learning styles.

Issues faced by students in a multicultural classroom -

1. students take time to adjust.
2. at times few students feel left out.
3. communication becomes a barrier.
4. the gestures and their meaning vary from one culture to another.
5. students may feel uninterested in the class.
6. they may not feel enthusiastic.
7. racial differences creates enmity.
8. the teaching-learning process become difficult.
9. many students choose not to participate in class activities.
10. many students turn hostile.
11. students feel insecure.



Multilingualism :-

It is the use of more than one language either by an individual speaker or by a group of speakers. It is believed that multilingual speakers outnumber the world's population.

Multilingual communities use more than 1 language among themselves in the purpose of communication.

Challenges faced by teachers in multilingual classroom :-

1. it is difficult to find the right instruction for different proficiency levels in one class.
2. Teacher tries to adapt to cultural backgrounds in one class in order to integrate all of them.
3. find suitable objectives according to mono / bi / plurilingual pedagogies.
4. difference in oral and written proficiency.
5. lack of resources.
6. mother tongue interference.
7. student's attitude towards learning.
8. at times when the teacher tries to explain a new topic, a lot of confusion.

a. at times it becomes difficult to balance the diversity and move ahead.





CHILDREN FROM DIFFERENT RELIGIOUS BACKGROUND



Shilpa
PRINCIPAL
Central India Women's College Of Education
Nagpur

in teaching.

Issues faced by students in multilingual classroom :-

1. Students face difficulty in understanding the topic.
2. they don't feel connected to the class.
3. students lose interest.
4. concepts does not get clear.
5. anxiety factor among students increases.
6. since the syllabus needs to be completed within given time, children tend to mug up the topics without proper understanding.

Benefits of multilingual classroom :-

1. it fosters essential 21st century skills.
2. children are more empathetic towards each other.
3. speaking more than 1 language is better for our brain.
4. it connects communities.
5. it gives better job opportunities.
6. enhances personal significance of classwork, expanding knowledge etc.
7. it develops self confidence.
8. increases appreciation of different





SCHOOLS WITH MULTICULTURALISM &
MULTILINGUALISM



Shilpa
PRINCIPAL
Central India Women's College Of Education
Nagpur

CONCLUSION:-

Nowadays in every school, multicultural and multilingual classrooms have become an integral parts. The teachers as well as the students need to adjust themselves as per the requirements of the classroom. It enhances the personal characteristics of the teachers as well as the students. There are both pros and cons of such classroom. But multiculturalism and multilingualism gives us an opportunity to enhance our knowledge, increase our tolerance power and adjustability in a diversified society. It also helps in cultural and lingual enhancement.



Shikha
PRINCIPAL

Central India Women's College Of Education
Bhopal



LEARNING AND TEACHING
(Paper 4)

B. Ed. – 1st Year

ASSIGNMENT

Name: Mansi Ranjan

Medium: English

Methods: Science, English

Batch: 2022-24

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

SNDDT, B.ED GODHANI (RLY), NAGPUR

COURSE TITLE – 4

LEARNING AND TEACHING

ASSIGNMENT – 1

(WRITING A REPORT BASED ON VISIT)

**(PLANNING AND IMPLEMENTING A LESSON FOR IMPLEMENTING COOPERATIVE LEARNING
TECHNIQUES AND WRITING A REPORT BASED ON THE EXPERIENCES OBTAINED)**

NAME OF THE STUDENT: - HANSI RAVTAN

MEDIUM: - ENGLISH ROLL NO: -

METHODS: - SCIENCE, ENGLISH

FIRST YEAR

2022-2024

SHREEMATI NATHIBAI DAMODAR THACERSEY

WOMEN'S UNIVERSITY

MUMBAI

ASSIGNMENT 1

PAGE NO. 3

DATE: / / 20

Report on Co-operative Learning Techniques

Topic: Diseases

Co-operative learning techniques are very important aspect in training. Here, we assign some task to students where they work in groups or individual and then students study on that topic, make site visits, make some experiments, discuss with people and finally make reports. It enhances student's ability to think by themselves and learn various topics. Here, I have taken a topic 'Diseases' from 8th old Science Textbook.

At the start of the class, I first conducted a introduction, where I introduced about various kinds of diseases, how they are caused, how one is affected by a certain disease, their symptoms and effects, etc. I also discussed about the precautions to be taken one is not affected by a certain disease or the precautions to be taken if one is suffering from a particular disease.

After the introduction of the topic Diseases, I asked them some related questions to check whether students have understood the topic or not. Students answered all the questions correctly. They got the topic right and now

ANURAG
KISHAN

Teacher's Signature

Possible Causes of Persistent Cough



- Postnasal Drip
- Asthma
- Acid Reflux
- Eosinophilic Bronchitis
- Prolonged episode of bacterial bronchitis
- Upper airway cough syndrome

COUGH

was ready for further task.

After the questioning session, I distributed the class into groups of 5 students. Each group was given a topic based sub - topic, i.e. each group was given one disease each to study. After distributing the topic, I asked them to make a short research on them such as to study that particular disease in books, internet, encyclopedia, etc. Also, I suggested them field visits at hospitals and to talk to patients having these particular disease. After that each group had to select one leader who will lead the group and later placed the group in front of the class. I gave them two days to complete the task. Students listened to the instructions carefully and were excited for the task. I also supplied them questionnaire which they can use in field visit.

Two days after, in my class, I again discussed about the topic disease and asked each group about how they conducted their task. Each group leader came forward and told about their experiences and what they have learnt. They first found the information about the particular disease from internet or encyclopedia. They then visited different hospitals to gain more information about the disease. They spoke to doctors and patients suffering from particular disease. They discussed about the



LUNG DISEASE



FEVER

cause, symptoms, effects and precautions.

Further, they also discussed about precautions to be taken so that one is not affected by the disease. Also about the precautions to be taken by the patients and their relations so that other people are not affected by the same disease.

After all this discussion, I asked questions to each group based on their topics, and every student gave the answer in excitement. Also, they got variety of answers. This is how, each and every student studied about particular disease and distributed their acquired information in the whole class, hence all the students learnt about all the diseases.

In this learning technique, students studied on their own and due to their live experiences, the topics are learnt by them by heart and are unforgettable. This type of group discussion is very useful co-operative learning technique.

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

SNDT, B.ED GODHANI (RLY), NAGPUR

COURSE TITLE – 4

LEARNING AND TEACHING

ASSIGNMENT – 2

(WRITING A REPORT BASED ON VISIT)

**(PLANNING AND IMPLEMENTING A LESSON TO PROMOTE CREATIVE THINKING AND WRITING A
REPORT BASED ON THE EXPERIENCES OBTAINED)**

NAME OF THE STUDENT: - MANJE RANJAN

MEDIUM: - ENGLISH **ROLL NO: -**

METHODS: - SCIENCE, ENGLISH

FIRST YEAR

2022-2024

SHREEMATI NATHIBAI DAMODAR THACERSEY

WOMEN'S UNIVERSITY

MUMBAI

Report Based on experiences obtained through
creative thinking

Topic: Air Pollution

To inculcate creative thinking among students, we can use many methods such as group discussions, site visits, model making, presentations, etc.

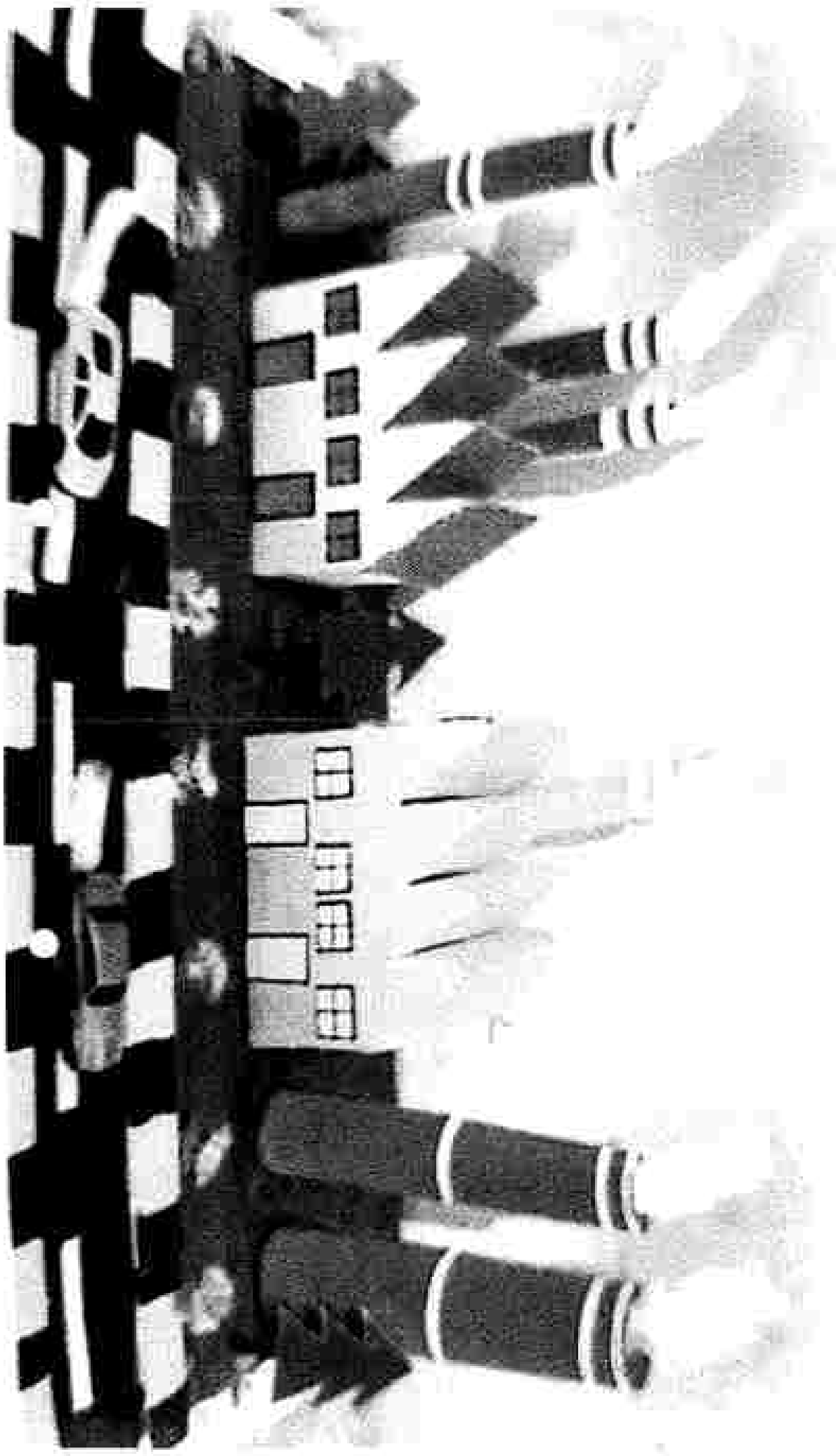
In this topic, I have used the method of Model Making for the topic of Air Pollution from 8th Std. Science Textbook.

First, I explained the basics of pollution to all students. Students were listening carefully. Later, I discussed about a particular type of pollution i.e. Air Pollution. I told them about the causes of air pollution, how the air pollution is caused due to the factories, vehicles, burning of plastics and garbage, etc. Also I discussed about how we can prevent air pollution at our own level by planting more and more trees.

Students listened carefully and understood the topic. They also discussed among themselves about more options of effects, causes and precautions of Air Pollution. They understood the topic well.

All all these explanations and discussions, I conducted a small questioning session to check whether the students understood the topic or

Air Pollution Model



not They answered all the questions correctly and with great excitement.

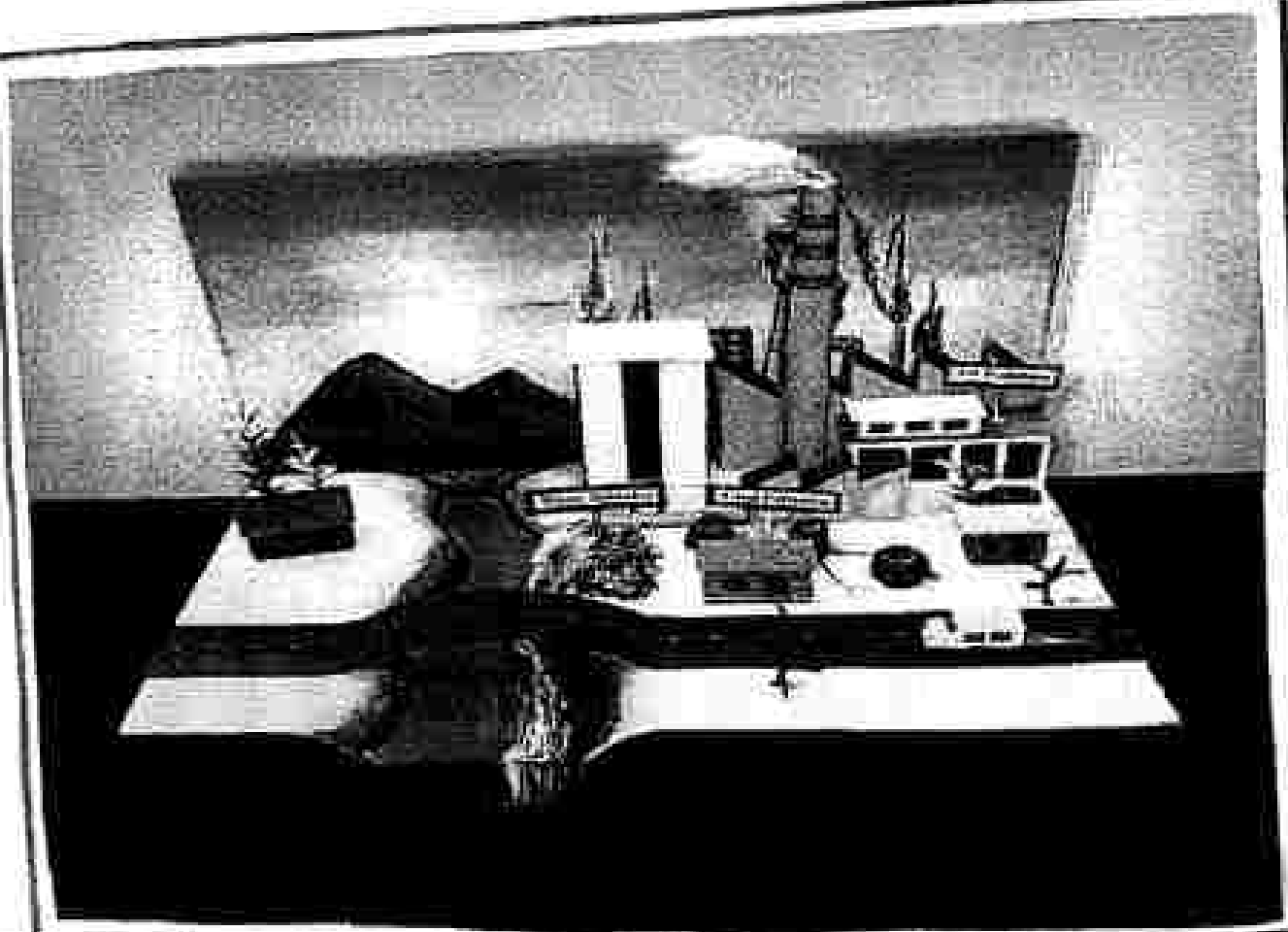
Further, I told them about the task. The task was that the class will be divided into groups of 4 students each and each group had to make models on the topic Air Pollution. They can use any materials such as cardboard, string, newspaper sheets, cotton, colours, etc to make models. Their models should be attractive and they have to think by themselves what all things they want to add in their particular models. Also, I solved their difficulties and doubts they had regarding the model. I gave them my class for a week to make the model. Students were very excited and happy to make models. I can see the excitement and new creativity in them. Everyone understood the instructions.

On the day of submission of models, each group selected a presenter. The presenters came forward with their group models and explained it very carefully. All the students listened carefully to the explanation. Also, after every explanation of a model, I and also students listened carefully to the explanation and asked questions to each group.

Each of the group answered the questioned correctly. After presentation of all the models, I

Amar
Kishu

Teacher's Signature



POLLUTION MODEL

realised that all the students participated with great enthusiasm and they had a great idea of creativity which they showed through their models.

Hence, model making was a great idea for enhancing creative thinking among students. Students showed their creative nature through their models. Also, when they explained about the models to the class, everyone got a quick revision about the topic which they had learnt in a very creative way. Hence, model making was a good tool to inculcate creative thinking among students.



Shalini

Central India Women's College of Education

Name : Arshi Anjum

Medium : English

Method : Mathematics
& Science

Session : First Year

2022 - 2023

Organizing Mathematics exhibition / fair in group for school students / society and writing a report.

REPORT

ORGANIZATION MATHEMATICAL EXHIBITION

Date :-

By :-

In education, the term exhibition refers to projects, presentation or products through which students "exhibit" what they have learned, usually as a way of demonstrating whether and to what degree they have achieved expected learning standards or learning objectives. An exhibition is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

I have organised an exhibition of Mathematics in my school as pupil teacher exhibitions are really chance to show off your skills attitude and knowledge not only for students but also for teachers. These are designed to provide one with

The perfect platform to present all their knowledge at its best.

I have planned to organise mathematics exhibition in my school and for that I discussed my plan with my staff members and also with the head of the middle school, everyone motivated me alot and suggested me to certainly organise the exhibition in the school on coming Saturday. My confidence really boosts up when everyone shows their positive behaviour towards my idea and from next day only, I started preparing for the mathematics exhibition in the school. Firstly, to provide information to all the students of the school. I put up the notice regarding the same on the notice board and also on the notice board of every floor so that the students will get aware about the event. In the notice, I asked every child to take active participation in the exhibition. Secondly, I prepared the list for the students who are interested to exhibit in the event. Other staff members helped me to arrange certain things required for the event

like furniture, proper seating arrangement pamphlets, boards, etc. then with together efforts we were able to conduct the exhibition very smoothly.

An exhibition may take a wide variety of forms in schools :->

- Oral presentation, speeches or spoken word poems.
- Video documentations, multimedia presentations, audio recordings or podcasts.
- Works of art, illustration, music, drama dance or performance.
- Print or online publications, including websites or blogs.
- Essays, poems, short stories or plays.
- Galleries of print or digital photography.
- Science experiments, studies and reports.

- Physical products such as a models, sculptures, dioramas, musical instruments or robots.
- Portfolios of work samples and academic accomplishments that students collect over time.

Organising Mathematic exhibition was really a fun and all the students and the staff members as well enjoyed alot and gained alot of information from this exhibition. This was really an amazing experience and I really learnt alot of things as a teacher by organising this exhibition in the school, as a pupil teacher. I am really thankful to all the students and staff members of the school who participated very actively in this exhibition and motivated me throughout the process.

Prepare any one from these: Chart, mathematical game, flash cards, graphs, posters, models for explaining mathematical concepts or deriving new rule or formula.

FLASH CARDS

TOPICS: Linear Equation in one Variable

$$\boxed{x - 2 = 7}$$

Given, $x - 2 = 7$

Add 2 to both sides

$$\Rightarrow x - 2 + 2 = 7 + 2$$

$$\Rightarrow x = 9$$

$$\boxed{y + 3 = 10}$$

Given, $\Rightarrow y + 3 = 10$

Subtract 3 from both sides,

$$\Rightarrow y + 3 - 3 = 10 - 3$$

$$\Rightarrow y = 7$$

$$\boxed{6x = 12}$$

Given, $\Rightarrow 6x = 12$

Dividing both sides by 6

$$\Rightarrow \frac{6x}{6} = \frac{12}{6}$$

$$\Rightarrow x = 2$$

Team Teaching

Objective of Team Teaching

- * It utilize services of more than 2 teachers.
- * It is a instructional method rather than a training strategy.
- * Responsibility lies on group of teachers.
- * Same team, same topics on same group of students.
- * Cooperative teaching.
- * Role of teacher depends on their special competency.
- * Teacher needs to jointly assess the needs of the students.

Process of Team Teaching

I Planning

II Organizing

III Evaluating

A) Planning ⇒ * Formulating Objectives .

* Deciding the details of the material to be taught .

* Assigning duties to the teachers .

* Selecting the teaching aids & other inputs .

* Deciding the ways and means of evaluating the students performances .

B) Organizing ⇒ * Determining the level of instruction .

* Selecting the appropriate Communication strategy .

* Presentation of lecture by the most competent in the team .

* Follow up work .

* Providing motivation

* Supervision of student activity .

① Evaluating :- * Asking oral questions

* Taking decision about level of performance

* Diagnosing difficulties of learners and resolving them.

* Making necessary changes.

Team Teaching :->

① Better planning

② Better utilization of process.

③ Effective use of teaching techniques.

④ Better motivation.

⑤ Lessens the burden of teaching over the teachers.

⑥ Better follow-ups.

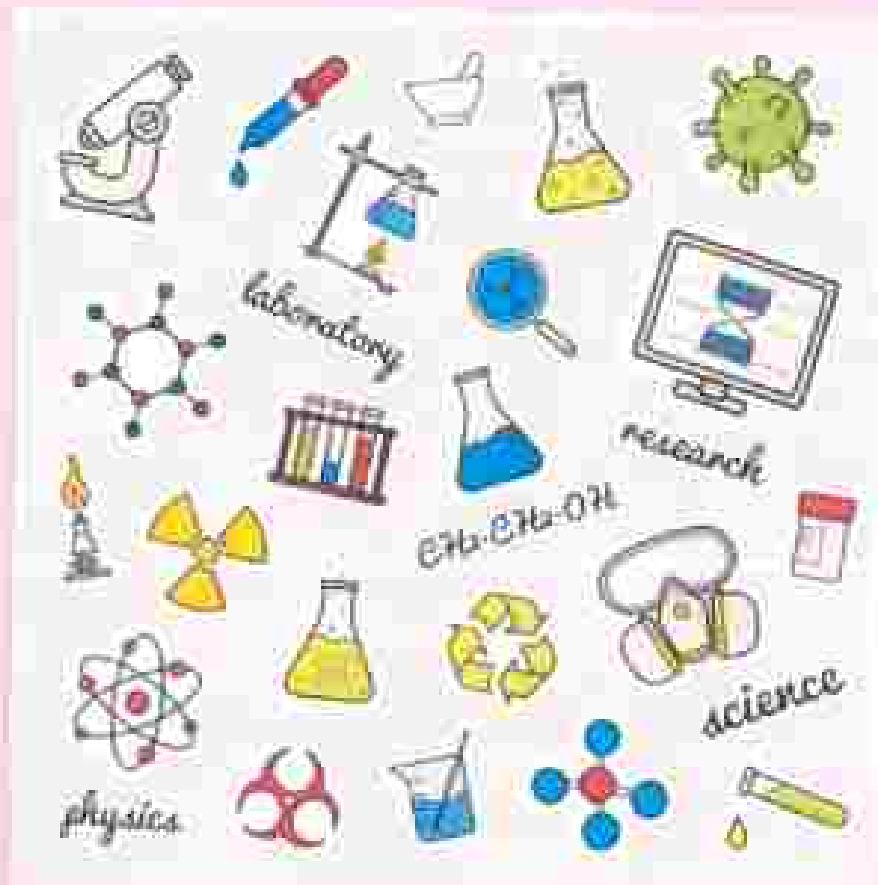
⑦ Create effectiveness and fun learning

⑧ Keeps co-teacher involved.

[Signature]

COURSE : 7.6

SCIENCE AND TECHNOLOGY EDUCATION ASSIGNMENT



ESHA GOEL
ROLL No. - 4

B.Ed FIRST YEAR 2020-22
CENTRAL INDIA WOMEN'S
COLLEGE OF EDUCATION

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CONTENTS

SR. No.	TOPIC	Pg. Nos.
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3.	SCIENCE LESSON PLAN	7-11



Shiksha
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Central India Women's College Of Education
Bhopal



SCIENCE EXHIBITION



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Nagpur

Topic.....

Date.....

Q1. Organizing a science exhibition for school students and writing a report including following points. (Planning and preparation of material for exhibition, execution, feedback obtained and reflections on experience. (10 marks).

Ans. A science exhibition was organized by the students and the exhibition was conducted in a systematic way by following the steps:-

Planning:-

First of all a meeting was called and the topic of the science exhibition was decided as per the topic of the exhibition - "Save Water", different aspects of water supply, demand and conservation were discussed and then accordingly teams were divided. Each team comprised of 5-6 students.

Once the topic was decided and the teams were divided, the teams were allotted their respective work.

The date, day, time were also decided and the place for the exhibition was decided.

The chief guest and other list of dignitaries were also decided.

The exhibition team members were given



SCIENCE EXHIBITION ON CONSERVATION
OF WATER



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Mumbai

the work of preparing guest list and making invitations cards.

The logistic team took care of all the marketed work starting from lights sound, table arrangements, banners etc.

The dress code for the organising team members were decided and the colour theme of the entire exhibition was decided as blue colour to signify water.

The reporting timings and review meeting timings were also decided.

Preparation:-

during the preparation of exhibition,

students came up with beautiful and innovative ideas. Different walking

models were prepared. Students made lot of colourful posters, charts and

powerpoint presentations. children

prepared speeches, slogans, presentations, photo galleries, videos etc. all the

team members and different teams

coordinated the work and it was a great team effort.

Execution:-

On the day of the exhibition, all the team members reported well ahead of

time. The exhibits, models and

all the banners etc. were placed properly

in respective positions. All



The volunteers were ready at their respective positions, the exhibition was opened by respected dignitaries and great and other people were welcomed properly. The entire show went on well as per the planning and it turned out to be a well appreciated successful exhibition.

Feedback :-

From the feedback of the guests, we came to know that everyone enjoyed the exhibition as it was very interesting, attractive and knowledgeable. People also appreciated our efforts to spread awareness in our society and "Save Water" guests also appreciated the way the exhibition was executed with excellent planning. The sponsors were cooperating.

Reflection of experience :-

Through this exhibition we learnt that each and every student have hidden talents and if given a proper opportunity everyone excels in their own way. We also experienced that proper planning is needed for each and every work and the success of entire team lies with proper planning and the great success can be achieved.



Topic.....

Date.....

Importance of exhibition :-
Exhibitions encourage students to learn by interaction with their friends and teachers. The learning abilities get enhanced. It acts as an important tool to bring out hidden talents of students other than studies. It helps students to learn their lessons, subjects and more as a real hands on experience and stand for the projects. They are more productive than normal classes. Students also learn to work in groups. It also develops their patience, body language and communication skills. It also has an impact on the society.




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Teach With Sign



FIELD TRIP TO BISCUIT FACTORY



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Central India Women's College Of Education
Bilaspur

Q2. Writing a report based on visit to any 1 place such as factory, zoo, etc (10 marks).

Ans. Field trip to biscuit factory.

Introduction:

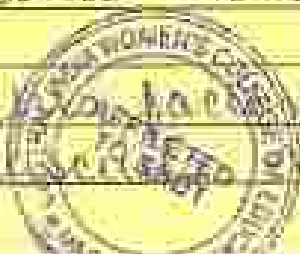
The purpose of this field trip is to understand and experience the biscuit making process in a factory. Apart from this, this trip is also carried out to understand the manufacturing of the biscuit into consumer products.

This factory started as a small workshop where the work was carried on by the family members as a family business and used to supply the biscuits to local bakeries and shops. Gradually they expanded and built the factory where at present more than 300 workers are carrying out the process.

Field observation:-

There are about 300 employees in the factories divided into two main departments which are production department and marketing department.

The factory has a unique way of making biscuits. New biscuit ideas are checked



Q.2. Write a short note on the following: (10)



BISCUIT FACTORY



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Nagpur

Topic.....

Date.....

and designed in the lab, before being melted and packaged in a small lab in the factory, its which access was not allowed. Once approved, the biscuits will given green light for mass production.

The machineries used in the factory are very advanced and they are handled by experts.

Conclusion:-

This factory plays a very important role in producing a good quality of biscuits under hygienic conditions. It is encouraged for the factory to continue the biscuit making research in order to produce good quality of biscuits for the consumers.



Shweta
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Central India Women's College Of Education
Teaching Sign

The Water Cycle



DIAGRAM OF WATER CYCLE



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Nagpur

Topic.....

Date.....

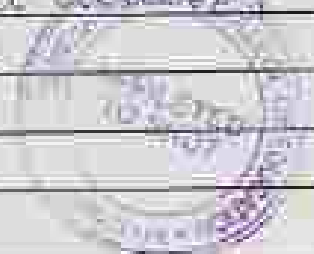
Q3. Prepare a lesson note based on any 1 of Team Teaching / Collaborative Learning or Models of Teaching (5 marks).

Ans. Lesson Plan

Class - VII Subject - Science

Unit - Water cycle Average age of class - 14

Teacher's Activity	Students' Activity	Component of Skill
Q1. What is water?	→ It is a liquid	Problem solving, questioning
Q2. What is chemical formula of water?	→ H_2O	Activation of previous knowledge through questioning.
Q3. What are the different sources of water?	→ The different sources of water are lakes, ponds, streams, rivers, sea and oceans.	Blackboard work, write down the key words.
Q4. How does water get water?	→ From glaciers, the rivers flow into the sea and oceans. Rivers also get water from rain.	Explaining the content.





SCIENCE CLASSROOM



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Nagpur

Topic.....

Date.....

Teacher Activity

Student Activity

Comparison
of Skill

Q5. How does seas and oceans get water?

Q6. From where do we get rain?

→ will get rain from clouds. Water cycle process

Q7. What is water cycle?

→ no response

Introduction of topic :- Today we will start water cycle

Water is the most important thing in all times. It is very essential for survival. About 71% of earth's surface is covered by water.

Students listen carefully and notes down the important points/topics

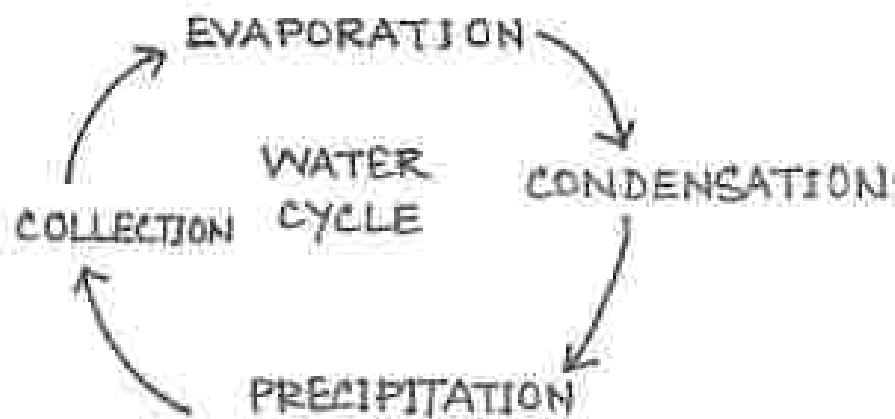
Stimulus variation skill.
→ body movement
→ Intonation
→ Gestures
→ movement around
classroom
→ eye contact with students

Q8. Water in its gaseous form

Water in its gaseous form

Encourage students to





EVAPORATION → LIQUID TO GAS

CONDENSATION → GAS TO LIQUID

PRECIPITATION → RAINFALL

BLACKBOARD WORK ON LESSON WATER CYCLE

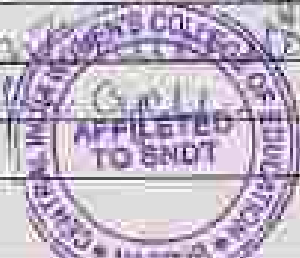


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Bhubaneswar

Topic.....

Date.....

Teacher's Activity	Student Activity	Component of Skills
<p>The process by which water is being circulated from one form to the other.</p>	<p>Students listened and understood the concept.</p>	<p>Experiment on how water vapours are formed and explained.</p>
<p>Water becomes liquid and atmosphere is described as water cycle. Water evaporates from water bodies to form vapours. It accumulates to form clouds. This process is called accumulation.</p>	<p>Students listened and understood the concept.</p>	<p>Experiment on evaporation and condensation.</p>
<p>When clouds become heavy, rainfall occurs and this process is called precipitation and rain water again flows into rivers etc. This cycle repeats itself.</p>	<p>Students listened and understood the concept.</p>	<p>Experiment on evaporation and condensation. Students draw diagram of 'Water Cycle' on the board.</p>



Shikha
Principal

Teacher Activity

Student Activity

Components of skill

So the steps involved in water cycle are:

1. Evaporation
2. Accumulation
3. Condensation
4. Precipitation
5. Collection

Now repetition:-

Q1. What is water cycle?

Evaporation of water leading to condensation and precipitation is water cycle.

Reasoning skill
→ encourage each child to think and answer confidently

Q2. What are the steps in water cycle?

Evaporation
condensation
accumulation
precipitation
collection

Repetition skill through questioning

Q3. What is water vapor?

Process of change of liquid to its gaseous form



Signature

Topic.....

Date.....

Teacher's activity

Student activity

Components of skill

Q1. What do you mean by condensation?

Process of changing of gas to liquid is called as condensation

Q2. What is precipitation?

Droplets of water form together its form clouds when clouds become heavy they fall as rain. This is called as precipitation

Q3. What is water cycle powered by?

→ The sun

Q4. Is water cycle a natural process?

→ Yes

HOME WORK
Make model of water cycle

Project work



(Signature)
Principal

Appendix- II

CENTRAL INDIA WIDENS COLLEGE OF
EDUCATION
(SNDI) OF

Student Name :- Sumaira Noor

Medium :- English

Method :- Science / Maths

Subject :- Creating an inclusive school

Year :- 2nd year

B.ED 2nd YEAR

2020-2022

ASSIGNMENT-1

Study of special educational needs of exceptional students and infrastructural provisions made, procedure used in curriculum transactions and evaluation by primary or secondary school for exceptional students and preparing a report.

ANSWER

Introduction:-

Education is a powerful instrument of social change and often initiates upward movement in the social structure thereby, helping to bridge the gap between the different sections of society. The inclusion of students with special educational needs in mainstream school is a national and international development.

The Report of Special Education Review Committee (SER) 1993 defines areas of special educational needs under four broad headings which embrace a wide range of special include



Principal

WOMEN'S COLLEGE

Kolhapur

- ISSUE _____ DATE _____
- Intellectual Learning disabilities
 - Emotional and behavioural disturbance
 - Language and Communication difficulties & disorders
 - Physical and sensory disabilities

Aim of the report :-

The aim of the report is to study educational needs of primary or secondary school of provisions made by the school in terms of infrastructural facilities, procedures used in curriculum transaction and evaluation.

Objectives :-

The purpose of this survey is to find what types of infrastructural facilities and accommodations in instructions are used by the school to create an inclusive school and to study provisions made by the school for such exceptional students.

The Survey was conducted in regard of Mysore area and following schools were covered under it :-

- 1) Blue Diamond School



- 2) Arun English School
- 3) Mahma Gandhi School

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11/10/20

During the survey it was found that schools are following the guidelines for convincing of having impairment, visual impairment, physical impairment students who have RDHD. School have also made some provisions in infrastructure facilities to create inclusive school.

These provision include

- a) Ramps where there are steps
- b) Arrangement of furniture.
- c) Table, bench & Shelf
- d) Lighting.
- e) Undulous line of vision
- f) Distraction
- g) Table, bench high
- h) The visibility of specialized classroom equipment.

Sensory consideration :- Hearing visual impairment and hard hearing / visual disability sound proofing was installed in the appropriate area good acousting were provided throughout the school.



Shiksha

PRINCIPAL

Central India Women's College of Education
Nagpur

Procedures used in curricular transactions

The Introduction to the Primary School Curriculum, which has recently been revised, states that the breadth and flexibility of the curriculum, the choice of topics in the selection and sequencing of content and its focus on the developmental needs of children ensure its adaptability

⇒ Realistic and flexible approaches to learning are provided for students.

- Activity-based learning
- Self-directed learning
- practical-hands-on-approaches
- Thematic approaches to topics
- open-ended tasks
- Greater emphasis on the development of oral language.



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 Raipur

Evaluation practices by Special education needs or Inclusive School.

The school incorporates various practices to evaluate and improve educational practices with severe disabilities. The following are as:

- In secondary school they emphasis is the following purpose.
- To monitor a student's progress.
- To establish baseline data in relation to student's attainment in specific subjects.
- To identify students for placement in class group.
- To self select students for additional teaching support.
- To assist in the identification of students who may need to be referred to an outside professional or agency for assessment or direct intervention.

S. Thakur



Shubh
PRINCIPAL
Central India Women's College of Education
Nagpur

Doc: _____

CREATING AN INCLUSIVE SCHOOL

Assignment - II

Preparation of special learning material for a student with disability, implementation of materials, evaluating effectiveness and preparing a report.



Chitra
PRINCIPAL
Central Infr. Women's College of Education
Meerut

gold®

Aim :- To study special learning material for a student with disability.

Objective :- To prepare special and helpful learning material, evaluating its effectiveness and preparing a report.

Definition :- Special education is the practice of educating students with special educational needs in a way that addresses their individual differences and needs.

Implementation of teaching material strategies to visually impaired students

1) Explain any visuals :- Example if you are showing a picture to illustrate a point you should describe the image. You could say something like I have put a picture of Queen Elizabeth and on the board and illustrate it



Shruti
PRINCIPAL
Central India Women's College Of Education
Raipur

Shree Kulkarni

- ii) Study give oral instruction for every assignment and activity
- iii) Provide additive learning Experiences
- iv) Record lesson in a way students can listen to the instruction or lesson multiple times in order to make sure they completely understand what is expected.
- v) Provide textbooks and handout.
- vi) Use large print text and multi's

CONCLUSION :-

Thus a teacher of visually impaired students has to be innovative, patient and professional teaching them in a real challenge to any teacher of English is a foreign language. They need a clear and guided instruction and explanation.



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Bhopal

ASSIGNMENT
GENDER, SCHOOL
AND SOCIETY



ESHA GOEL
B. Ed 2nd YR.
ROLL No. - 4
2020 - 2022

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

SNDT, B.ED GODHANI (RLY), NAGPUR

COURSE TITLE – 11

GENDER, SCHOOL AND SOCIETY

ASSIGNMENT – 1

Visit to any government/non-government organization working for women's empowerment/issues related to women's and writing a report

NAME OF THE STUDENT - ESHA GDEL

MEDIUM - ENGLISH ROLL NO - 4

METHODS - ENGLISH / SCIENCE

SECOND YEAR

2020-2022

SHREEMATI NATHIBAI DAMODAR THACKERSEY

WOMEN'S UNIVERSITY

MUMBAI

ASSIGNMENT 1

Visit to any government / non-government organization working for women empowerment / issues related to women and writing a report.

Introduction:

Women empowerment refers to increasing the spiritual, political, social, educational, gender or economic strength of individuals and communities of women.

Empowerment is the process of increasing the authority and responsibility of individuals or groups to make choices and to transform those choices into desired actions and outcomes.

Need for women empowerment:

- women are deprived of
- decision making power
- freedom of movement
- access to education
- access to employment
- exposure to media
- domestic violence

also to empower women:

- access to education



(Shikha)

Toppers (PPT)



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- self employment and self help groups
- Recouping minimum needs like nutrition, health, sanitation, housing.
- Other than this, society should change the mentality towards the word "women".
- Encouraging women to develop in their fields they are good at and make a career.
- changes in women's mobility and social interactions.
- changes in women's labour patterns.
- changes in women's access to and control over resources.

women's empowerment has 5 components

- women's self worth
- their right to have and determine choices.
- their right to have access to opportunities and resources
- their right to have power to control their own lives, both within and outside home.
- their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.



EQUALITY



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There are many such organisations which are working towards women empowerment world wide. In India too there are both government as well as non government organisations which are working in this field.

In our own city there are many such organisations like:-

- The Power of One Welfare Foundation
- Feel Good Foundation
- Prakhuti Resource Centre for Women and Development
- National Institute of women, child and youth development.
- Yuva Pavavantan
- Shaukatiya Adin Gali Sewak Sangh

and many more.

Report Writing

We visited one of the organisations working on women empowerment. We visited National Institute of Women Child and Youth Development (NIWCYD). In Nagpur, it is located in Beas. It was established in 1982 and registered under the Society Registration Act 1860 in the

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1982

is of an all India character. Presently it is working in 3 states - Maharashtra, Madhya Pradesh and Chhattisgarh.

The major programs of the organization are going on in remote and tribal pockets of the states.

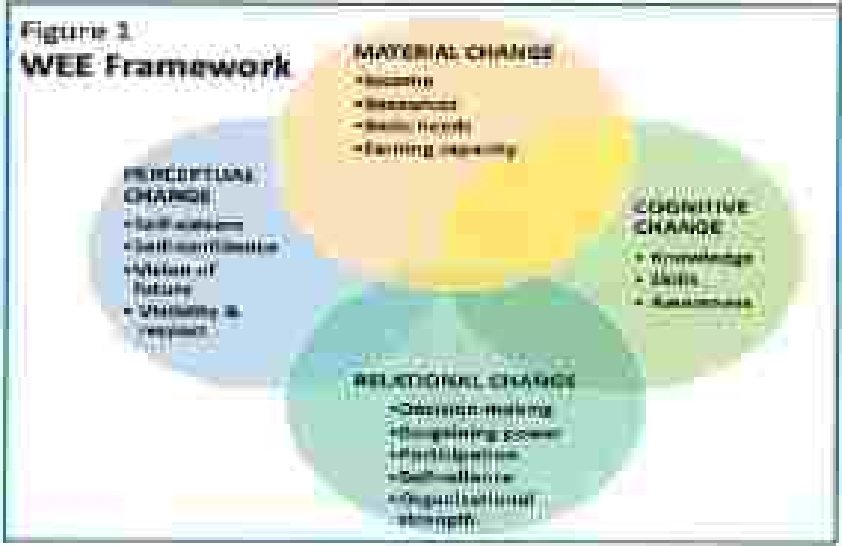
Following is the brief summary of the programs of the organization since its inception.

1. Child Rights and Education Program
2. Group building and awareness programs for tribal, rural and urban poor women.
3. Village mobilization and leadership development program
4. Information dissemination and skill development of groups.
5. emergency relief work.
6. soil and water conservation

The objectives of this organization are

1. working for overall development of women, children and youth and empowering them for the purpose of obtaining their participation in the process of their own development.
2. developing skills and leadership potential of rural and tribal youth
3. improving self sufficiency of people





Source: Women's World Banking, 2018.



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4. undertaking activities related to natural resource management including soil and water development and conservation.

NEWCYD aims to be an instrument of tribal and rural development through the process of complete empowerment of the beneficiaries which will render them self sufficient, thereby reducing or eliminating their dependence on external support for any issue or difficulty they may face.

Conclusion :-

- women empowerment represent half the world's population and gender inequality exists in every nation on the planet.
- until women are given the same opportunities that men are, entire societies will be destined to perform below their true potentials.
- the greatest need of the hour is change of social attitude to women.



CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

SNDDT, B.ED GODHANI (RLY), NAGPUR

COURSE TITLE – 11

GENDER, SCHOOL AND SOCIETY

ASSIGNMENT – 2

Reading a book related to gender issues/girl's education/women's empowerment/ biography or autobiography of successful women's and gives seminar on the same, submit the paper/article.

NAME OF THE STUDENT: - ESHA GOEL

MEDIUM: ENGLISH ROLL NO: 4

METHODS: ENGLISH / SCIENCE

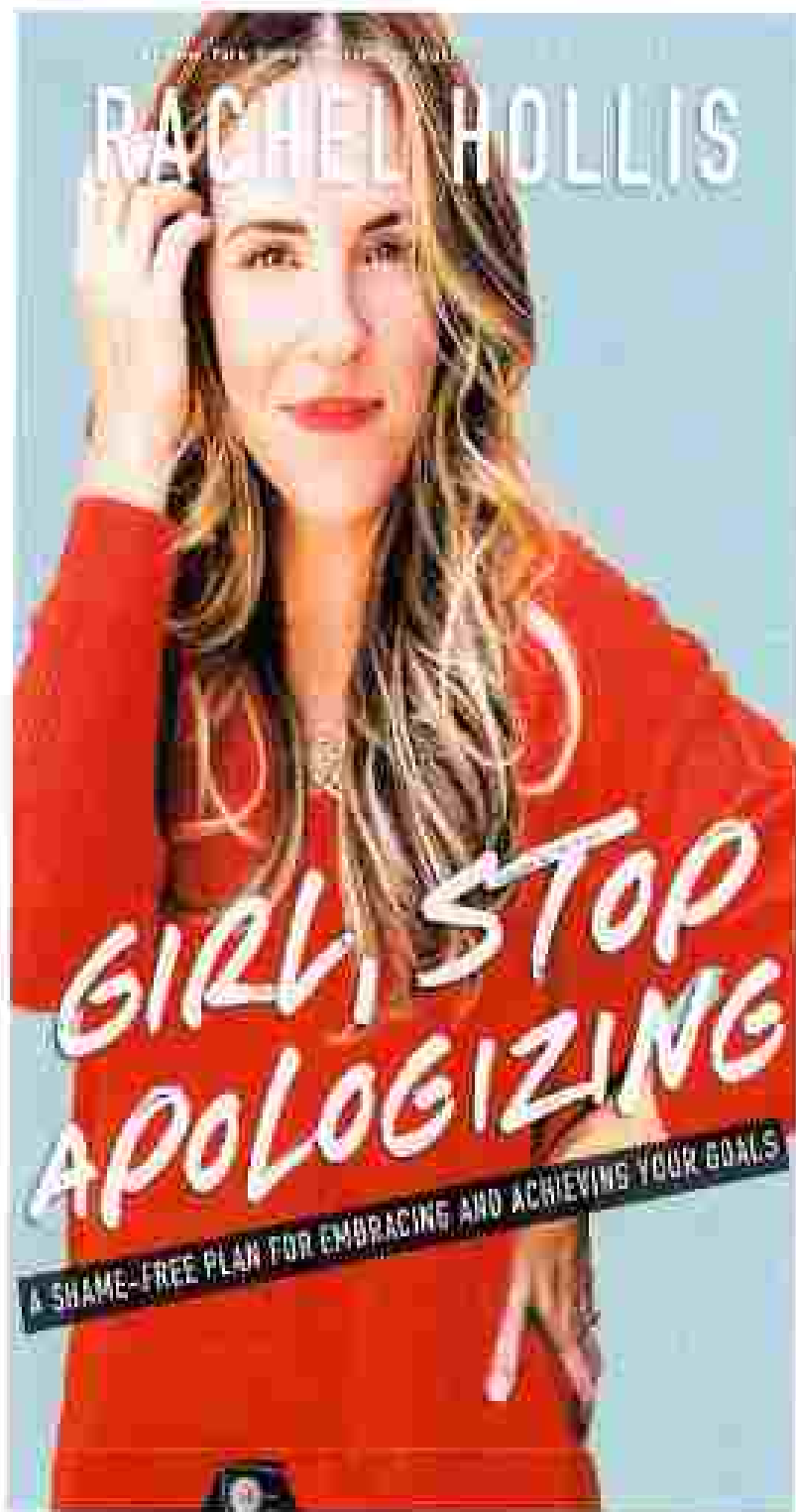
SECOND YEAR

2020-2022

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WOMEN'S UNIVERSITY

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ASSIGNMENT 2

Reading a book related to gender issues / girls' education / women's empowerment / biography or autobiography of a successful woman and give seminar on the same, submit the paper/article

article on a book - "Girls, stop apologizing" by American author Rachel Hollis.

The book helps to women being afraid of their own goals. They are afraid of embarrassment of falling short of perfection, of not being enough. But the biggest fear of all is being judged for having ambitions at all.

Having being taught to define themselves in light of other people - whether as wife, mother, daughter, friend or team member - many women have forgotten who they are and what they were meant to be.

In "Girls, stop apologizing", entrepreneur and online personality Rachel Hollis encourages women to own their hopes, desires and goals and reminds them they don't need permission to want more. With a call to women everywhere to



“

AMBITION IS **NOT** A BAD THING.

IN FACT, THE DEFINITION IS DOWNRIGHT POETIC:

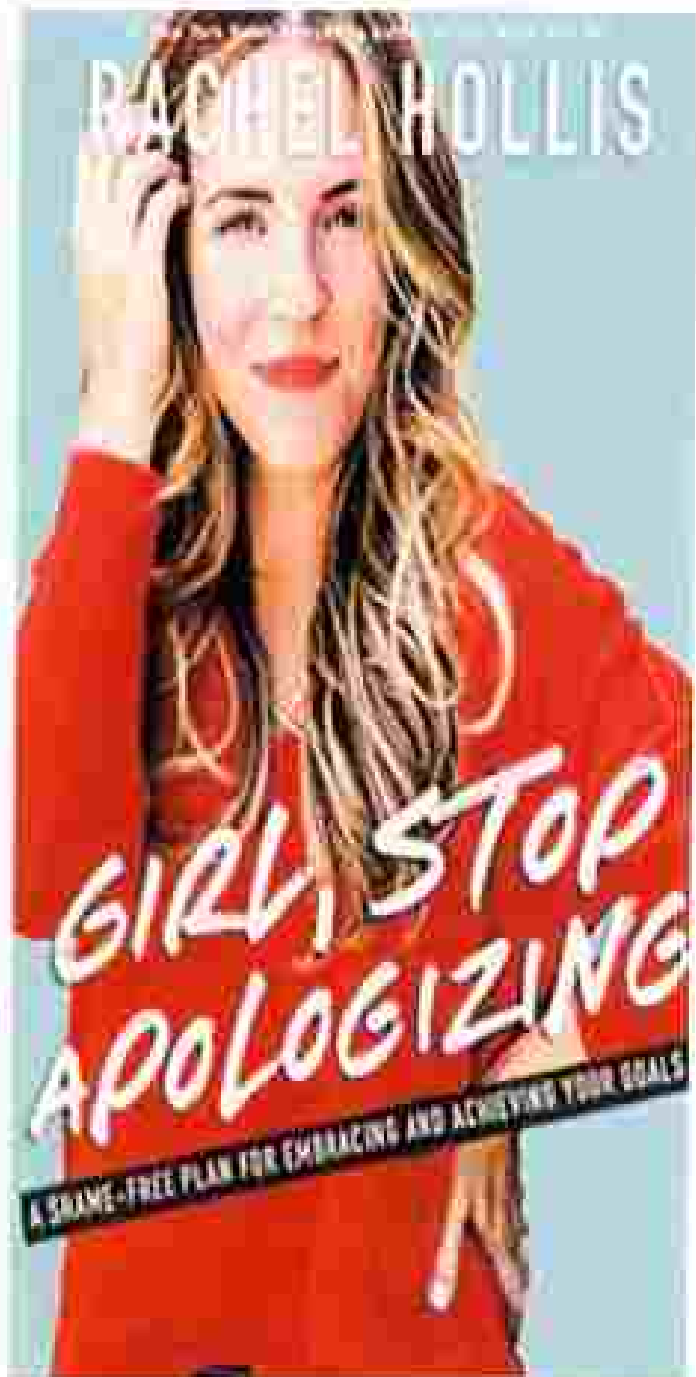
“A STRONG DESIRE TO DO OR TO ACHIEVE SOMETHING, TYPICALLY REQUIRING DETERMINATION AND HARD WORK.”

RACHEL HOLLIS

”

#GIRLSTOPAPOLOGIZING

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stop talking themselves out of their dreams. Harris identifies the excuses to let go of, the behaviours to adopt and the skills to acquire on the path of growth, confidence and the biggest possible version of their lives.

Harris offers the lessons she learned in going from humble beginning to becoming the founder of a multimillion dollar media company to help her readers shed the weight of expectation. In addition, she provides a step by step blueprint to take your dream from fantasy to realization.



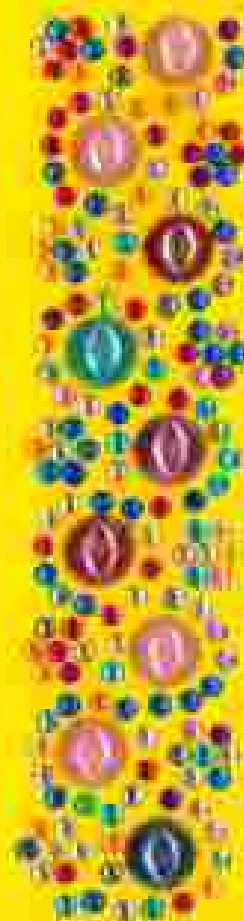
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ASSIGNMENT

12-2

GUIDANCE & COUNSELLING



ESHA GOEL

B.Ed 2nd Yr

Roll No. 4

2020-2022



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SNDDT, B.ED, GODHANI (RLY), NAGPUR

COURSE TITLE – 12.2

GUIDANCE AND COUNSELLING

ASSIGNMENT – 1

Organizing an exhibition on career information and writing a report.

NAME OF THE STUDENT: ESHA GOEL
MEDIUM: ENGLISH ROLL NO: 4
METHODS: ENGLISH / SCIENCE

SECOND YEAR

2020-2022

SHREEMATI NATHIBAI DAMODAR THACKERSEY

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ASSIGNMENT 1

Organising an exhibition on career information and writing a report.

Introduction :

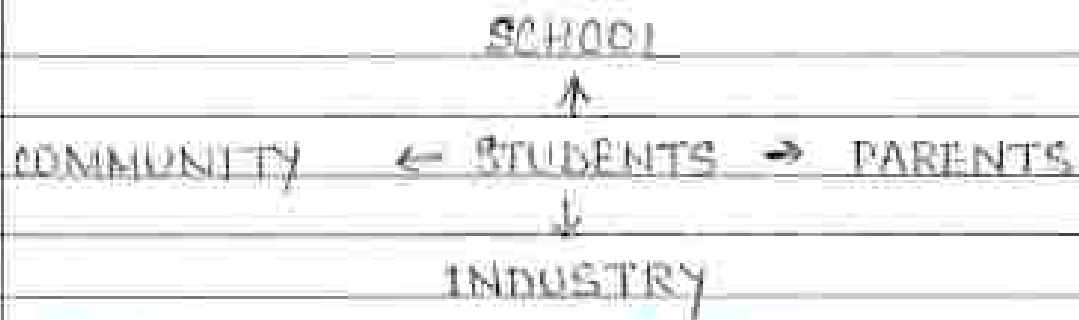
Organising an exhibition on career information is an important event for every school and it is also the need of the day. This is an event whereby a school hosts companies from different sectors and industries. These companies provide information to the students, parents and teachers about the latest technologies, opportunities, trends and the career options available. Such career exhibitions are very useful and helpful for students especially from standard IX to XII. It helps them to analyze the job market trends and choose the course accordingly.

The parents and the teachers and the students get the opportunity to interact with the companies and know about future employment and their related education.



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Organising school exhibition

Like an event, conducting a successful school career exhibition depends on how well it is planned and how motivated the team members are to execute the plan. A strong well powered efficient team is required for the smooth functioning of the event.

After the team is formed, the objectives of the event is decided. we plan out accordingly.

1. Discussing the concept with different youth organisations.
2. Visiting other training institutes.
3. Discussing the topic with parents organisations.
4. Seeking school advisers.




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5 local government groups regarding training programs

After the planning the teams were divided and the work was also divided amongst the teachers. Everybody was clear with their part of the work.

On the day of the exhibition, all the teams were ready at their respective positions.

The companies, ^{were} also ready with their presentations, pamphlets, brochures and training materials, one day prior.

Report writing on career exhibition

Education and Career Exhibition 2022 was organised by our school at the school premises. The exhibition was open to all. It was organised especially for the students of class IX to XII and parents of other junior classes also participated and visited this event. The timings of the exhibition was from afternoon 1pm to evening 5pm on Saturday and Sunday. It was delivered on weekends so that more ^{of} parents can participate.

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more than 20 companies participated in this event along with 10 more institutes providing trainings in professional front. Talk show, career counselling for students, parents, power point presentation of companies were conducted over the period of two days. The main attraction of the exhibition was "BRAIN MAPPING". It is a new technique where the students are counselled and suggest about career options depending on the Brain Mapping Results.

This exhibition was open to all and free for everyone. So over the period of 2 days a total of 2550 students from different school across the city and parents also visited in. People interacted with the professionals, collected information brochure attended seminars etc.

It was an overwhelming experience for all of us and the response was very good. The exhibition was very successful and the students benefitted from the event. Now the students get a clear idea about latest trends, job opportunities and courses available. It was a big



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Raipur

learnings from this exhibition

after the success of such a career exhibition we also analysed our lacunas and how we can correct our mistakes and go ahead to organise any event of this sort in a much grand way. Analysis of past event is very important so that we get prepared for the next event in a much grand way.



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CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

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COURSE TITLE - 12.2

GUIDANCE AND COUNSELLING

ASSIGNMENT - 2

Interviewing a school counselor /personal counselor and writing a report.

NAME OF THE STUDENT: - ESHA GOEL

MEDIUM: ENGLISH ROLL NO: - 4

METHODS: ENGLISH / SCIENCE

SECOND YEAR

20 - 20

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Assignment 2 :-

Interviewing a school counsellor for personal counsellor and writing a report :-

Introduction

I have visited a reputed school of Nagpur city to meet and interview the school counsellor. With an intention to know about the role and specific roles of a counsellor, the challenges faced by them and the different situations a counsellor has to face during counselling.

I started my interview with a long list of questions prepared in my mind

Q1. Sir how many years have you been a professional counsellor in a school?

Ans :- I have been a school counsellor for the past 22 years

Q2. What is the role of a school counsellor?

Ans :- The counsellor primarily takes care of the whole body especially the student who face any kind of problem and adjusting in the school.

school or any kind of behavioural issue difficulty faced related to academic, etc. Every month the high school council also needs to take class for students of class IX to XII related to the adolescent topics like "Drug addiction", "Sex Education" etc.

The councillor also works with the parents in case of specific student needs. The councillor also needs to organize career counselling work shops for different levels for both students as well as the parents.

Q. What is your role as a counsellor during consultation?

Ans. The counsellors work closely with the students, teachers as well as the parents. The first job is to realize the source of the problem or issue. Once the cause of the problem is identified, the counsellors talk with the candidates with a lot of empathy and sympathy. As a result people start to open up and a relationship based on trust starts to build up. When this trust is built, parents and students act according to the suggestions and advice provided by the counsellor.

Q4. Are the students and parents open for counselling?

Ans. It is a difficult task for every school counsellor to convince parents and students for counselling. But once they realize the need of counselling, they gradually open up.

Q5. Is it easy to counsel parents or students?

Ans. It is always easy to counsel the students rather than the parents.

Q6. How long does it take for counselling?

Ans. The duration of the counselling really depends on the problem faced by the student and the intensity of it. No two cases can be same and it also depends on how the child is cooperating.

Q7. Are counsellings done on regular basis?

Ans. Counselling is done as per session which is fixed with a designated staff member in two sessions.



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Report Writing

I went on a Saturday to a reputed school of Nagpur city and meet the school counsellor to collect information and conduct an interview.

We meet the Principal, teachers and the counsellor. The counsellor is a very experienced person with lot of training. She is well qualified and is aware and upto dated with the subject. She specializes in school counselling.

The counsellor explained the details about how and why counselling is done. The problems, issues and challenges faced by the school counsellors and gradually how the counsellors become the student and parent's best friend.

As a counsellor, through the experience it is found that the main problem and so called underachievement among the students which in turn leads to personality and behavioural problems.

Counselling always a two way process depends on mutual understanding of the students and teachers.



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The most difficult task is to make the parents aware of counselling. But if the parents and students cooperate, then counselling always has good positive results.

The documentation of each counselling session is also very important for the counsellor to track the progress curve. To maintain confidentiality is also a big and important task for the counsellors.

The journey as a counsellor is very challenging with surprises in every step.



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CAREER COUNSELING PROCESS



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INTERVIEW WITH A SCHOOL COUNSELLOR
INTERVIEW QUESTIONS

1. What are the main responsibilities of a school counsellor?

2. How do you handle a student with a learning difficulty?

3. What are the main challenges you face in your job?



4. What are the most important skills for a school counsellor?

5. How do you build a rapport with students?

6. What is the most successful aspect of your career?

7. How do you handle a crisis situation?

8. How do you involve parents in their child's education?

9. How do you handle a difficult situation with a student?



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10. *any particular work units days was special for you?*

11. *What are the main activities you did?*

12. *Any particular work units days was special for you?*

13. *How did you get along with your immediate staff?*

14. *How did the job match with your interests?*

15. *Is there anything else that you want to tell us regarding you?*



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COURSE 9
ASSIGNMENT

KNOWLEDGE AND
CURRICULUM

ESHA GOEL

2ND YR.

2020-22

ROLL No. - 4

6NDT

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

SNDT, B.ED GODHANI (RLY), NAGPUR

COURSE TITLE - 9

KNOWLEDGE AND CURRICULUM

ASSIGNMENT - 1

Critically analyze existing curriculum of any one subject at secondary school level in relation to values in Indian constitution/ten core elements/ten values/life skills and writing a report.

NAME OF THE STUDENT: ESHA GOEL

MEDIUM: ENGLISH ROLL NO.: 4

METHODS: ENGLISH/SCIENCE

SECOND YEAR

2020-2022

SHREEMATI NATHIBAI DAMODAR THACKERSEY

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1. Critically analyze existing curriculum of our subject at secondary school level in relation to values and Indian constitution / ten core elements / ten values / life skills and writing a report.

Ans. Introduction -

Life skills provide children with important tools for development, such as independent thinking, how to socialize, how to take actions in situations where their parents or teachers may not be around to help or intervene.

According to Macmillan, "In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life."

Ten life skills are -

1. Problem solving
2. Critical thinking
3. Effective communication skill
4. Decision making
5. Creative thinking
6. Interpersonal relationship skills
7. Self-awareness building skills
8. Empathy
9. Coping with stress
10. Learning to learn

Importance of 10 core elements:-

Indian culture is composite. There are various cultural threads. There is a lot of diversity in respect of languages, customs, habits, religions, professions, etc. Thus it is important to preserve and promote "Unity in Diversity" and this had given rise to the core elements of the curriculum. 10 core elements help in bringing about the synthesis of Indian people into an strong unit.

- Preservation of diversity
- Promotion of unity
- Teaching of values
- Helpful for achieving educational objectives
- Self-empowerment of personality
- Moulding of nation

The 10 Core Elements are:-

1. History of freedom movement
2. Constitutional obligation
3. Content essential to its culture Nations Identity
4. Indian common cultural heritage
5. Equality, Democracy and Secularism
6. Gender Equality
7. Protection of environment
8. Remembrance of social workers
9. Close to small family values

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10. Inculcation of scientific temperament.

Report writing on science subject of class 7, existing curriculum based on life skills.

Book : NCERT Science Book
Class :- 7th Std.

CHAPTER	CENTRAL IDEA OF THE LESSON	SKILL	ANALYSIS
1. Nutrition in Plant	Nutrition is the mode of taking food by an organism and its utilization by the body. Plants make their own food and are called as autotrophs. They store energy and use it to grow. Some plants and in return give us energy.	Self-awareness building skill.	This chapter gives us knowledge about how plants prepare their own food. But it also develops self-awareness, new knowledge on how human being benefit from the plants.

CHAPTER	CENTRAL IDEA OF THE LESSON	SKILL / CORE ELEM	ANALYSIS
2. Nutrition in animals	The process of taking food by an animal and its utilization in the body is called as animal nutrition. It is very important as it maintains the energy level in different ecosystem and living organisms.	Inculcating scientific temperament.	In this chapter the different modes of nutrition is analyzed and this leads to inculcation of scientific temperament amongst the students.
3. Fibre to fabric.	The central idea of this chapter is to give knowledge to the students on how natural fibres are processed into	Critical thinking	In this chapter the student get exposure to critically think how fibres are processed into fabric.

CHAPTER	CENTRAL IDEA OF THE LESSON	SKILL	ANALYSIS
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4. Heat	Heat is a form of energy which is neither a substance nor it is quantified by temperature.	Problem Solving	In this lesson children learn how to save energy in different forms and preserve it for future.
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5. Acid, Bases and Salt	In this lesson students learn about common acids, bases and salt that are used in our daily life and the causes behind common reactions.	Insulation of scientific temper.	In this chapter students learn to develop scientific outlook for every common reactions that takes place.
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6. Physical and chemical changes	In this chapter, the student learn how different changes take place due to physical/chemical reactions in daily life.	Critical Thinking	It gives the students a scientific outlook and indulges in thinking skills.
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CHAPTER	CENTRAL IDEA OF THE LESSON:	SKILL / CORE ELEM	ANALYSIS
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7. weather, climate, adaptation of animals to climate	In this chapter, students learn about the different climates, weather conditions and its causes and how human beings adapt themselves to such conditions	Protection of environment	This chapter gives us the idea of diversity in various forms and man's adaptation for themselves and protection of same
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8. winds, storm, cyclone	In this chapter students learn about different types of storms and their effects, causes.	Self awareness	This gives students general knowledge to keep their selves safe
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9. Soil	Imparts knowledge about types of soil their uses and benefits.	Self awareness	It correlates soil and the type of farming, fire and more
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10. Reproductive health	How the cycle of scientific activities creates	scientific temper	scientific knowledge
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COURSE TITLE - 9

KNOWLEDGE AND CURRICULUM

ASSIGNMENT - 2

Designing a lesson plan on any school subject, for activity based learning based on principles advocated by Gandhi/Tagore/Plato/Dewey/Paulo Friere.

NAME OF THE STUDENT: - ESHA GOEL

MEDIUM: ENGLISH ROLL NO: - 4

METHODS: ENGLISH/SCIENCE

SECOND YEAR

2020-2021

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MUMBAI

instruction

3. based on realities of life.
4. skill communication with mature and men.
5. internationalism.

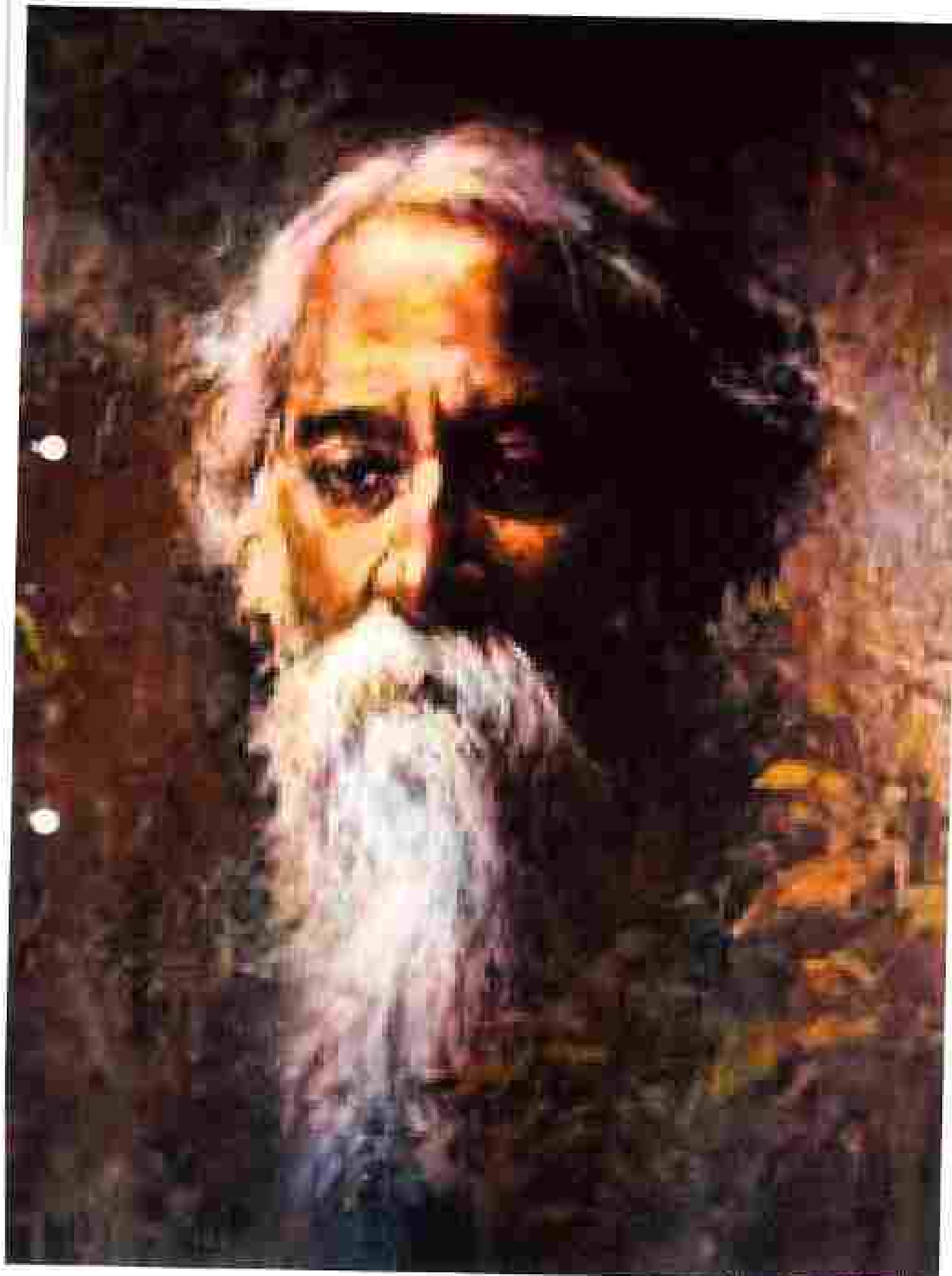
curriculum as Mr. Vagone's ideology :-

1. activity centered curriculum.
2. curriculum should be flexible, dynam and child centered.
3. He was not in favour of bookish learning.
4. mother tongue for instruction.
5. subject like English, history, science, music, literature, natural science should be included.
6. activity like dancing, music, art, gardening, painting should be included.

method of teaching by Vagone :-

1. Dramatic method
2. Learning by doing
3. Question answer method
4. Activity method
5. Discussion method
6. Teaching while walking





Magnum Shepard

NAME OF THE STUDENT TEACHER :- ESHA GOEL

CLASS :- VII DATE :- 4.5.22

SUBJECT :- ENGLISH, SUB TOPIC :- VOCABULARY

TOPIC :- GRAMMAR

PREVIOUS KNOWLEDGE :-

- Students have knowledge of simple words in English.
- Students can construct simple sentences.

OBJECTIVE :-

- To enable students to speak confidently using grammatically correct sentences.

TEACHING METHOD :-

Activity based learning using PPP Model

TEACHING AIDS :-

Whiteboard, flash cards, PPT

CONTENT

TEACHER ACTIVITY

STUDENT ACTIVITY

I. PRESENTATION

A. Revision



Teacher interacts with students, name some objects and asks questions.

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CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
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B. Statement of aim	The teacher introduces the topic. "Today we are going to learn to form some simple sentences on the topic 'Some things about myself'."	Students listen carefully
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a. Introductory structures with examples "I am..." "I like..."	Teacher introduces the topic and reads out some sentences loudly like names, some more sentences using PPT	Students pay attention and listen
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II PRACTICE

A. Worksheet activity - Individual and oral activity	Teacher distributes worksheets to the students and discusses it individually and orally.	Students participate enthusiastically in this activity
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Worksheet 2 activity Teacher provides the class



CONTENT	TEACHER ACTIVITY	STUDENT ACTIVITY
group activity	into groups the teacher provides a worksheet for each group and gives instructions on how to proceed with the worksheet.	students enjoy working in a group. They also indulge in group discussion.
worksheet no 3 - individual and oral, writing activity	the teacher gives a 3rd worksheet to elicit personal responses.	students orally construct such like sentences using the structures taught.
home work	the teacher asks the students to write about their family members and why do they like them.	students note down their home work.

