Metric ID :- 2.2.2

- **Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**
- **1. Mentoring / Academic Counselling**
- **2. Peer Feedback / Tutoring**
- **3. Remedial Learning Engagement**
- **4. Learning Enhancement / Enrichment inputs**
- **5. Collaborative tasks**
- **6. Assistive Devices and Adaptive Structures (for the differently abled)**
- **7. Multilingual interactions and inputs**

- **Findings of DVV:-**

Relevant documents highlighting the activities to address the student diversities
Reports with seal and signature of Principal
Photographs with caption and date, if any

- **Response :-**
  We have attached the Relevant Documents with photographs in Appendix I

Appendix I

NAME : ESHA GOEL
ROLL NO. : 4
FILE : EPC 2
SUBJECT : ENGLISH
COLLEGE : CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

Pride and Prejudice

The Bennets

By Jane Austen

Read the passage.

"My dear Mr. Bennet," said his wife one day, "have you heard that Netherfield Park has been let at last?" Mr. Bennet replied that he had not. "But it has," she replied. "Mrs. Long has just been here and she told me all about it." "Well, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England, that he came down on Monday to see the place and was so delighted with it that he agreed to take possession immediately."

"What is his name?" "Bingley," she said. "Is he married?" "Oh, no, an unmarried man of large fortune, four or five thousand a year. What a fine thing for our girls!" "How can that be?" "Mr. Bennet," replied his wife, "You must know that I am thinking of his marrying one of them." "You must visit him as soon as he comes." "You and the girls may go, or, even better, you may send them by themselves, because as you are as good-looking Mr. Bingley might like you the best of the party." "My dear, you praise me too highly. But when a woman has five grown-up daughters, she ought to give up thinking of her own appearance. But you must go and see Mr. Bingley when he comes."

"But consider your daughters. You must go, because it will be impossible for us to visit him, if you do not." "I dare say Mr. Bingley will be very glad to see you, and I will send him a few words by you to inform him of my hearty agreement to his marrying whichever of the girls he chooses, though I most throw in a good word for my little Lizzy." "Lizzy is not a bit better than the others, but you are always giving her the preference." He said, "They are all silly and empty-headed like other girls, but Lizzy is little more intelligent than her sisters." "Mr. Bennet, how can you speak of your own daughters in such a way?

Mr. Bennet was such an odd mixture of cleverness, sharp humour, silence and unexpected changes of mind, that the experience of twenty-three years had not been enough to make his wife understand his character. Her mind was less difficult to understand. The business of her life was to get her daughters married; its pleasure was visiting and news.

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Enhancing Professional Capabilities (EPC-2) I

Reading & Reflecting on Text

Lesson Plan

1. Reading for comprehension and answering questions: (5 Marks)

Name of Student –Teacher: ESHA GOEL Roll No. : 4

Title of the text: PRIDE AND PREJUDICE Date: 19/05/2021

Author's Name: JANE AUSTEN

Sources of text: BOOK / INTERNET

Gist of the text :

Pride and Prejudice is a romantic novel by Jane Austen. Pride and Prejudice is set in rural England in the early 19th century and it follows the Bennet family which includes 5 ~~very~~ different sisters. Mrs. Bennet is very anxious to see all her daughters married. Mr. Bingley was an eligible bachelor with good fortunes and rented a manor in Netherfield Park. Mrs Bennet, a foolish and fussy gossiper believes that a single man in possession of wealth looks for a wife. So she insisted her husband Mr. Bennet to go and meet Mr. Bingley. Mr. Bennet ~~torments~~ his family by pretending to have no interest in doing so, but actually meets Mr. Bingley without their knowledge. when revealed to Bennet and his daughters, they were overjoyed and excited. — Shirbhate

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Q. No. 1

How will you describe character of Mrs. Bennet?

Ans. Mrs. Bennet is a miraculously tiresome character. Noisy and foolish, she is a woman consumed by the desire to see her daughters married and seems to care for nothing else in the world. Ironically, her single-minded pursuit of this goal tends to backfire, as her lack of social graces alienates the very people whom she tries desperately to attract. Mrs. Bennet also serves as a middle class counterpoint upper class and proves that foolishness can be found at every level of the society.

Q. No.2

How will you describe character of Mr. Bennet?

Ans. Mr. Bennet is an intelligent but eccentric and sarcastic man who is fond of his two eldest daughters but scorns the rest of the family. He does not care for society's conventions and mocks his wife's obsession with finding suitable husbands for their daughters. Mr. Bennet is an odd mixture of aloofness, sharp humour, silence and unexpected changes of mind.

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Q. No. 3

Why was Mrs. Bennet interested to interact with Mr. Bingley?

Ans. Mr. Bingley, a wealthy single gentleman rented a mansion in Netherfield park. Mrs. Bennet urges her husband Mr. Bennet to go and meet Mr. Bingley when he arrives in the neighbourhood so that their five daughters get the opportunity to meet the gentleman and his interest and if one of them could be married off to Mr. Bingley.

Q. No.4

What was Mr. Bennet's perception about his own daughters?

Ans. Mr. Bennet is the patriarch of the Bennet household - the husband of Mrs. Bennet and father of 5 young, grown up daughters of marriageable age. He is closest to his oldest daughter whom he thinks is the intellegent one amongst all his rest of the daughters. Mr. Bennet thinks that his daughters are all [illegible] and ignorant like other girls. He cares about his daughter [illegible] rather apathetic to the marriage concept.

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Self opinion on text:

1. The overall style of Pride and Prejudice is ironic and witty.

2. Some people like Mrs. Bennet with unmarried daughters believe that wealthy, single men are eager to get married.

3. Mr. Bennet is an intelligent man with good sense of Humor but is often suppressed by his wife's obsession to get his daughters married.

4. The moral is not to be too prideful or judgemental towards others.

5. The main message of the text is that one should not make hasty judgements based on appearance and wealth.

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Enhancing Professional Capabilities (EPC-2) I

Reading & Reflecting on Text

Evaluation Sheet

1. Reading for comprehension and answering questions: (5 Marks)

Name of Student –Teacher: ESHA GOEL Roll No. : 4

Subject: ENGLISH Date: 25/05/2021

Sr. No.		Nature of Activity	Excel-lent	Very Good	Good	Aver-age	Satis-factory
	i)	Correct Answer Writing	✓				
	ii)	Language ability	✓				
	iii)	Content Knowledge	✓				
	iv)	Relevancy	✓				
I		**Comprehension of reading text**					
	i)	Understanding Various aspects	✓				
	ii)	Understanding Interrelationship	✓				
	iii)	Application	✓				
II		**Writing Appropriate Answers**					
	i)	Language Competency	✓				
	ii)	Content	✓				
	iii)	Logical Arrangement	✓				
III		**Own Point of View**					
	i)	Divergent Thinking	✓				
	ii)	Individual Opinion	✓				
IV		**Presentation in Group**	✓				
V		**Overall Performance**	✓				

Feedback

Overall performance are excelent.

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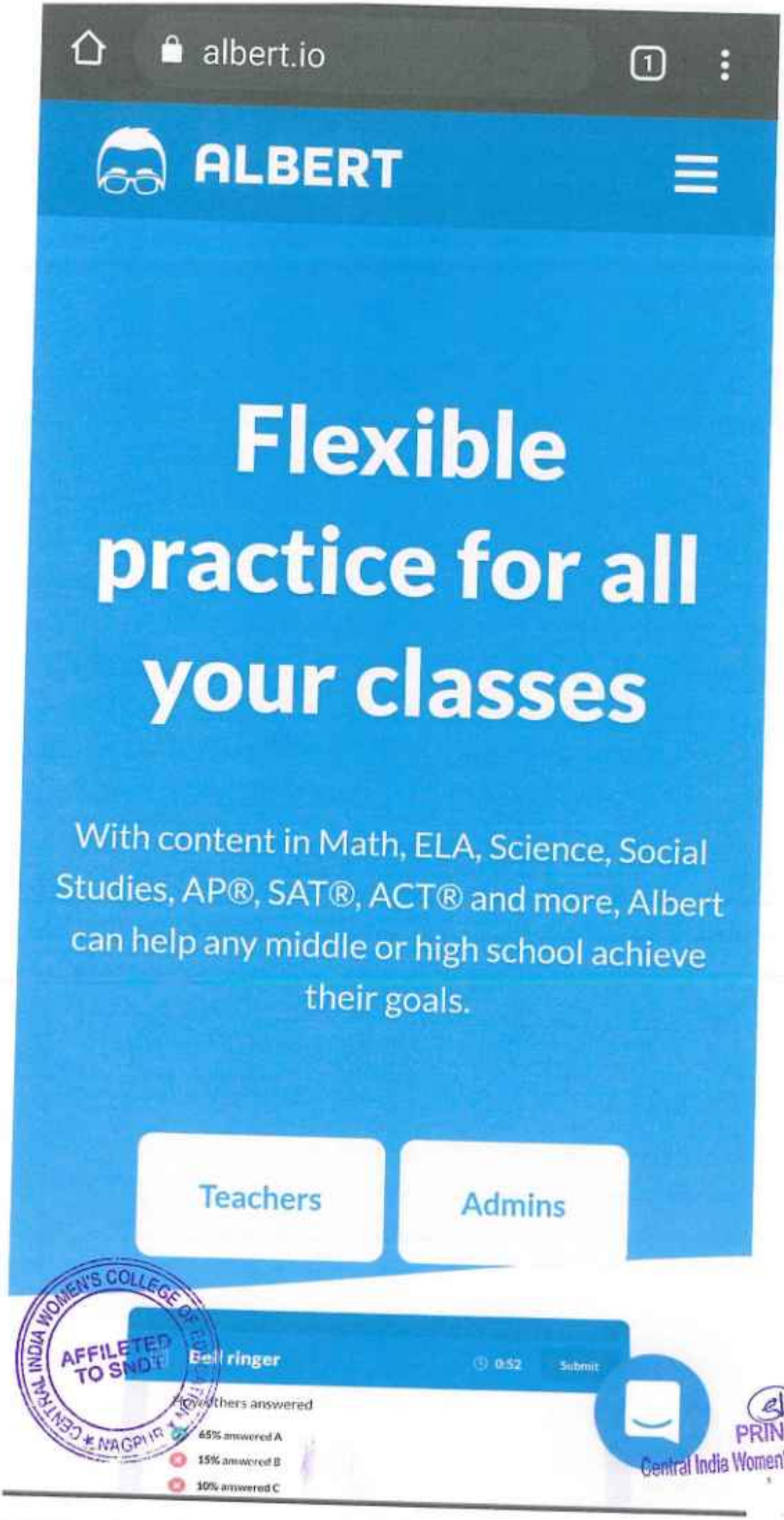
Signature of the Observer



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Enhancing Professional Capabilities (EPC-2) - I

Lesson Plan

2. Watching Media/Observation of a web site and preparation of summary

Name of Student –Teacher: ESHA GOEL Roll No. : 4

Subject: ENGLISH Date: 21/05/2021

Name of Media/ Website: www.albert.io

Source of Media: INTERNET

Gist of observed media/ website:

This website is designed to provide high school and middle school teachers access to the materials and resources that are gathered from different resources. It includes activities, worksheets, games, songs, online tests. The website holds an immense detailed information on the related subjects along with their latest developments and researches in a particular field. It gives the teachers information and helps them to plan out the lessons in an interesting way which attracts the attention of the learners. The website also helps the middle and high schools to register themselves. The parents too it becomes easier to track down the school curriculum and proceedings. It also becomes easier to monitor the progress of the children.

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Main observation:

This website is for schools, teachers, students and their parents. It guides the teachers and the schools on how to conduct the classes from the early days. It gives guidelines to the school as well as the parents and students. Nowadays when all the schools are conducting online classes, this website gives an easy solution to all the queries for schools and teachers. The school, teachers, students and parents can be in touch directly by this.

Self opinion:

1. It is a very useful website for teachers, students, parents and the school.
2. It acts as one stop solution for all the teacher's queries related to subject topic.
3. It gives detailed information on how to conduct the class.
4. It also guides the teachers about the management skills of successfully conducting the class
5. It provides guidelines and rules and regulations on how to conduct the present day classes.
6. It gives opportunity to the parents to get directly in touch with the school.

Date :

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Enhancing Professional Capabilities (EPC-2) - I

Evaluation Sheet

2. Watching Media/Observation of a web site and preparation of summary

Name of Student –Teacher: ESHA GOEL **Roll No. :** 4

Subject: ENGLISH **Date:** 27/05/2021

(5 Marks)

Sr. No.		Nature of Activity	Excel-lent	Very Good	Good	Aver-age	Satis-factory
I		**Website Evaluation**					
	i)	Selection of Website	✓				
	ii)	Educational relevance of the website	✓				
	iii)	Understanding of the various sections	✓				
	iv)	Summary of the content	✓				
	v)	Explanation of the gist of the group	✓				
	vi)	Overall Performance	✓				
II		**Media Evaluation**					
	i)	Selection of Media	✓				
	ii)	Educational relevance of the media	✓				
	iii)	Identification of major concepts/ideas	✓				
	iv)	Summary of the content	✓				
	v)	Explanation of the gist of the group	✓				
	vi)	Overall Performance	✓				

Feedback

overall Performance are very good.

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Editorial

Mental Illness in Children: Childhood Illness and Supporting the Family

Rosemary Sheehan

Department of Social Work, Monash University, Victoria 3145, Australia; rosemary.sheehan@monash.edu

Received: 3 August 2017; Accepted: 7 August 2017; Published: 8 August 2017

1. Childhood Development: Life Stages and Their Impact

Childhood is a stage of life that is filled with potential for development, and the early years of childhood see immense physical changes in growth; mastery over body functions like movement; the acquisition of language and cognitive development to understand their own and others' thinking and reasoning; and the psychosocial development of trust in the world, comfort in the care they receive from parents and caregivers, and the sense of being secure in themselves that this engenders. Bowlby placed great emphasis on the enduring emotional bonds the child needs to develop with key adults in their early life, identifying security and healthy family processes as important factors in future resilience and social competence [1]. This human development approach to child growth and development identifies what a child needs at any particular age to promote normal growth and development, to minimise risk, and foster protective factors to ensure that they thrive and prosper.

The concepts of 'normative' or 'non-normative' development are often applied to gain a sense of whether or not a child is in a 'healthy or desirable state for someone to be in at a given age' ([2], p. 109). When something is characterised as non-normative, it suggests that what is happening is not usual or typical, with perhaps gaps in a child's individual functioning resulting in some subsequent impairment. When health is impaired, it can have minor to major impacts on a child's emotional and social wellbeing.

A child's health status is also influenced by parental factors, such as a family's socioeconomic situation. Poverty and low family income can adversely affect the health, education, and self-esteem of children, compromising their growth and development and general societal participation. A parent's own ill-health, mental illness, housing instability, or social isolation can affect their capacity to effectively parent their child, provide them with supportive childhood relationships, and ensure their access to the services they need to protect them from the development of health problems. The impact of chronic stress on a child and how this can affect their development is well noted [3].

2. The Impact of Mental Health Problems

The prevalence of mental disorder in children in Australia finds that around one in seven (13.9%) children and adolescents aged 4–17 years, experience a mental disorder [4], equivalent to an estimated 560,000 Australian children and adolescents. Many of these children and young people are not in contact with therapeutic or support services, their mental distress left unacknowledged and without intervention, with increased risk of growing and developing with personal and social difficulties. These difficulties are frequently associated with challenges across family, education and learning, school attendance, physical health, and offending behaviour [5]. The primary health care system is typically the 'front door' for children with mental health concerns, with the specialist Child and Adolescent Mental Health Services offering a service for children with more severe problems. However, access to these services can be difficult, with lengthy waiting times, the need to prove eligibility for a service, and the often short-term service responses, all of which increase vulnerability and can have a devastating impact on family life [6].

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By and large, the mental health problems children experience can be categorised as behaviour disorders, developmental disorders, and emotional disorders [6]. Behaviour (or conduct) disorders are characterised by a pattern of antisocial, aggressive, or deviant behaviour. The DSM-5 (Diagnostic and Statistical Manual of Mental Disorders) [4] states that children exhibiting these behaviours, which are more than 'childish mischief or adolescent rebelliousness' ([6], p. 80), are hostile or defiant in their interactions with others and may show little remorse for their behaviour. These behaviours are influenced by environment, family, and child-specific factors, such as a 'difficult' temperament, brain injury, chronic illness, or cognitive deficits ([6], p. 81). Attention deficit hyperactivity disorder has been a prominent explanation assigned to children who are highly distractible, hyperactive, and impulsive, and there has been controversy about its diagnostic application and reliance on drugs as an intervention. Certainly, however, there are considerable negative consequences for children who are unable to achieve at school, whose learning is significantly impaired, and whose behaviours impair their social interactions.

Autism and Asperger's syndrome (autism spectrum disorders) are the developmental disorders most identified in children. Autism commences before three years of age and is thought to have an organic, brain development basis. Children with autism struggle with physical contact, avoid eye contact, have speech and language disorders, do not cope with changes in their environment, and engage in repetitive behaviours. Children with Asperger's syndrome share some features with autism in that they struggle with social interaction and fix on specific interests and behaviours, but they do not have delays in speech and cognitive development. Asperger's syndrome is more commonly associated with boys. As adults, they can function well in employment which calls for detailed and focussed attention, but continue to have social and relational difficulties, compounded by struggling to empathise with the feelings of others. Attention deficit hyperactivity disorder (ADHD) is the most common mental disorder in Australia overall, with the Australian Australian Institute of Health and Welfare (AIHW) (2014) [7] finding that 7.4% of children and adolescents had been assessed as having ADHD in the previous 12 months.

Anxiety disorders were the next most common (6.9%), followed by major depressive disorder (2.8%) and conduct disorder (2.1%). The forms of emotional disorders in children include depression and anxiety, characterised by the same difficulties which beset adults. Childhood depression and anxiety can manifest itself in school refusal, as a consequence of child maltreatment, or behavioural difficulties. Children with major depression have longstanding psychosocial problems, including family conflict, domestic violence, child abuse, school problems such as bullying and isolation, and may also have parents with mental health problems ([6], p. 88). This may be associated with upheaval in a child's life, family distress, or external factors causing distress for the child.

Mental health difficulties for children, if not successfully ameliorated, will continue in their adult lives, albeit often differently expressed. Ongoing conduct disorder is associated with the onset of schizophrenia or sociopathy. Depression and anxiety may remain and be expressed in the range of adult disorders categorised by DSM-5. What is clear is that early intervention into childhood mental health difficulties is imperative, with an integrated service approach, not fragmented and divided as is the current structure throughout much of Australia's mental health services.

3. Supporting the Child and Family

Clinicians typically intervene at times of transition or crisis; primary healthcare, community health centres, hospitals, networks, mental health services, and welfare or government agencies (such as the child protection service) are places where children may seek help for mental health concerns or where their families may come for help with broader family problems which affect a child's mental health and wellbeing.

Working with children in these domains requires specific awareness of how children make sense of mental health problems; what can be expected of them given their age, life, and individual and family circumstances; and what they need from their caregivers for mental health treatment and recovery.

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The child's dependency on adults to care for and treat them means that clinicians must work as much with family members as with the individual child, in order to meet the child's needs and address stresses as well as ensure that the necessary interventions are put in place. Thus, any assessment of needs must be systemic, always being aware that they must be child-centred, as parental needs and perceptions may differ from what is in the child's best interests. Clinicians in mental health draw not only on theories and knowledge of individual functioning, but also on knowledge of human development, individual and family life stages, and family functioning to effectively and accurately assess the child client's situation.

The scope of intervention in child mental health varies according to the nature of the problem experienced, be it crisis intervention, a chronic mental health condition, or a serious illness. A child may be seen where the presenting problem is not mental health-focused (for example, child abuse and neglect, domestic and family violence), but it is important to keep in mind the child's mental health and assess what impact there is, from the presenting problem, on the child's mental health and wellbeing. It is this person-in-environment perspective of the mental health experience [8] which characterises clinical practice in this domain. For instance, Reference [9] refers to the need to take a holistic approach to understanding people, their problems, and their reactions.

Therapeutic interventions when working with children will, as noted, mostly involve working with the family. Moreover, clinicians must be alert to the range of psychosocial issues which affect recovery and actively work to minimise the consequences of illness and improve health outcomes for the child. We are mindful of factors that can impact the capacity to receive care, and the linkages between 'social illnesses and problems' and mental illness, such as would be seen in child abuse, exemplifying how psychosocial issues will affect a child and their health outcomes ([10], p. 25).

Children challenged by mental health problems are particularly vulnerable. In working with children and their families, the occurrence of mental health problems gives primacy to child-centred and strengths-based practice, and exemplifies a systems or holistic approach, as the child is centred in a context of relationships which intersect with both the illness experience and their recovery.

The articles in this special edition canvass a range of issues that intersect with mental illness and children, and offer a variety of experiences by which such illness is understood. The breadth of scholarship herein indicates the many perspectives there are on childhood mental illness, and presents a commendable group of articles to enhance the knowledge and experience of this domain.

Conflicts of Interest: The author declares no conflict of interest.

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Enhancing Professional Capabilities (EPC-2)

Reading & Reflecting on Text

Lesson Plan

3. Reading text & participation in group discussion

Name of Student-Teacher: ESHA GOEL Roll No.: 4

Subject: ENGLISH Date: 24/05/2021

Name of the text: MENTAL ILLNESS IN CHILDREN

Name of the author: ROSEMARY SHEEHAN

Source of the text: BRAIN SCIENCES ARTICLE, 7 AUGUST 2017

Gist of the text :

Mental health disorders in children are generally defined as delays or disruptions in developing age-appropriate thinking, behaviours, social skills or regulation of emotions. These problems are distressing to children and disrupt their ability to function well at home, in school or in other social situations. The most common childhood mental disorders are anxiety, depression, ADHD. Although less common developmental disorders in children can have like long impact on the child and his or her family. If the mental illness is diagnosed at correct time, then there will be more chances of correcting the illness and getting the child cured. Most of the time the reason behind such illness is largely due to social causes.

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Main points of discussion:

1. Nowadays mental illness in children are becoming very common
2. The causes of mental illness can be varying like mental health issues of parents, socio-economic condition, bullying, physical or sexual abuse, drug or alcohol abuse
3. The common mental illnesses are ADHD, anxiety, depression, autism.
4. The signs of mental illness are irritability, aggressiveness, sadness, mood swings, difficulty in sleeping, unable to perform, outbursts etc.

Conclusion:

Mental illness is becoming common in children nowadays. Most of the time these illness are caused due to social issues. As parents or teachers we need to identify the signs of mental illness in children like anxiety, depression etc. If the mental illness is diagnosed at proper time and age, then treatment can be carried out. Common treatment options are modelling, medication, psychotherapy. When dealing with mental illness, one should be patient, observant to help the child suffering from mental illness.

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Enhancing Professional Capabilities (EPC–2) I

Reading & Reflecting on Text

Evaluation Sheet

3. **Reading text & participation in group discussion**

Name of Student –Teacher: ESHA GOEL Roll No. : 4

Subject: ENGLISH Date: 31/05/2021

(5 Marks)

Sr. No.		Nature of Activity	Excel-lent	Very Good	Good	Aver-age	Satis-factory
I		**Reading text & participation in group discussion**	✓				
	i)	Understanding the theme/issue	✓				
	ii)	Expression of own point of view	✓				
	iii)	Notes taking	✓				
	iv)	Time Management	✓				
	v)	Active Participation in discussions	✓				
	vi)	Leading the discussion	✓				
	vii)	Novel idea presentation in discussion	✓				
	viii)	Decentralization of participation	✓				
	ix)	Report Writing	✓				

Feedback

good expression of own point of view

Date :

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readandspell.com/how-t 5

How to teach spelling words

Most children begin to learn English spelling words and spelling rules in the first and second grades, at the same time as they are learning how to read and write. And while being able to spell is not necessarily a reflection of a child's intelligence, it's a skill that is important to master.

That's because poor spelling habits will follow a student as they move into higher grades and their vocabulary grows. Misspelled words are distracting for teachers who are correcting assignments and can be embarrassing for adults who still make mistakes in professional communication.

More importantly, problems with spelling alert teachers and parents to the presence of

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an un-diagnosed learning difficulty, such as dyslexia.

In a language in which there can be multiple ways to represent the same sound in writing, knowing the correct way to spell a word is not always evident. There are some general patterns that have enabled educators to write lists of rules.

However, there are also exceptions to these rules and plenty of notoriously hard to spell words. Adult learners who did not master spelling at a young age will have fossilized errors they need to unlearn. ELL students also have the difference between British and American spelling to consider.

For educators charged with introducing spelling words, explaining the rules, motivating learners and correcting a child's early written work, teaching spelling may prove challenging. But with fun teaching strategies in place, spelling instruction is less tedious and can even be enjoyable, particularly when learners excel to the point of participating in whole school competitions and regional spelling bees.

How do kids learn spelling?

Kids learn how to spell in the first and second grades. Most early spelling words need to be memorized. This is particularly true of high frequency service words. Teachers will often

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group them in sets and provide weekly quizzes.

Rules will be explained and terms that follow the same rule may be taught together, to help learners recognize patterns. As students become stronger readers, they encounter familiar words more often. This helps them with spelling.

The more students use their words in writing activities, the greater the chances they will learn them by using the correct form, referencing it or making a mistake which they must later correct.

Sound-letter mapping

Children spend the first few years of life learning how to speak their native language. They acquire a certain amount of words in their vocabulary and then begin learning the alphabet and phonics.

In this way, they can identify the sounds words contain and match them to letters and letter combinations. These are essential pre-literacy skills that every child needs in order to start reading and writing.

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As spelling involves sound-letter mapping, some words can be spelled by ear.

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However, this requires learners to be a[illegible] hear every sound the word contains. Not

everyone can do this. Children who have a hearing impairment, which often occurs in kids with Down syndrome, may struggle with spelling because they simply cannot pick out all of the sounds in a word.

Identifying phonemes is also a particular challenge for children with dyslexia.

Dolch words

Many early spelling words come from the Dolch list, a selection of terms that make up 50-75% of all of the text in children's books and school materials.

Also called Sight Words, learning to recognize and spell these words makes it easier for kids to focus on harder and less frequent terms in reading and writing activities. Made up of prepositions, verbs, adverbs, adjectives and conjunctions, there is an additional list of common nouns that teachers may choose to introduce.

Learn more about teaching Sight Words.

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Enhancing Professional Capabilities (EPC-2) I

Reading & Reflecting on Text

Lesson Plan

4. Searching Material and Presentation before a group

Name of Student –Teacher: ESHA GOEL Roll No.: 4

Subject: ENGLISH Date: 27/05/2021

Searched Material: TIPS FOR TEACHING SPELLINGS

Source of Material: www.readandspell.com
INTERNET

Details of Searched Material :

Most children start to learn English spellings and words at an early stage at the same time when they learn to read and write. And while being able to spell is a skill. Problems in spellings is distracting for teachers, also a sign of poor learning ability in children. In a language in which there can be multiple ways to represent the same sound in writing; knowing the correct way to spell the word is not always evident. There are certain rules to be followed Teachers can use different techniques like encouraging to read, using flash cards, through games, touch typing, explain mnemonics, sound letter mapping etc.

Date :

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Enhancing Professional Capabilities (EPC-2) I

Reading & Reflecting on Text

Evaluation Sheet

4. Searching Material and Presentation before a group

Name of Student –Teacher: ESHA GOEL **Roll No. :** 4

Subject: ENGLISH **Date:** 31/05/2021

(5 Marks)

Sr. No.		Nature of Activity	Excel-lent	Very Good	Good	Aver-age	Satis-factory
	i)	Related to the subject	✓				
	ii)	Use of various resources	✓				
	iii)	Summary of the theme by using various resources	✓				
	iv)	Multimedia Presentation	✓				
	v)	Overall Performance	✓				

Feedback overall Performance, exceelent.

Signature of the Observer Professor

Date :

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HOW RECENT TRENDS SHAPE ENGLISH LITERATURE

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Abstract

This paper aims to study and illustrate how recent trends such as the ebook technology, digital media, blogging and other forms of social networking play a significant role in English literature today. These trends are useful in promoting the exchange of ideas and access to vital information that assists the analysis of literary works. Digital Media also proves to be important in improving the access and academic analysis of English literature. Literary works can be reviewed, and individuals may discuss various issues through social media. Studies that would previously take much time and work are simplified by increased access to literary works in the form of ebooks and audio versions of novels and stories. Moreover, research articles and reviews are availed in various blogs that a scholar may access. However some thinkers feel that social media, in particular, is inhibiting the development of art and literature. Various disadvantages are associated with modern technology regarding the decrease in quality of literary works.

Keywords: social networking digital media exchange of ideas easy access quality of literary works

MAIN TEXT

The recent trends such as the ebook technology, digital media, blogging and other forms of social networking play a significant role in English literature today. The primary aspect of English literature that the modern media affects is how modern scholars perceive literature and how they study literature. Recent trends are useful in promoting the exchange of ideas and access to vital information that assists the analysis of literary works. E-booking and other digital forms of written literature are known to foster interests in reading alongside improvements in reading and writing skills. Some authors (Lamy et al.197), argue that modern trends such as social media have a rather positive impact on English language and literature. Other writers also agree that globalization implies that writing styles ought to change and that social media helps to effect the change in literary writings. However, other thinkers feel that social media, in particular, is inhibiting the development of art and literature. For instance, there are too many stories in social media such that twitter journalism is replacing the novel reading culture (Morris et al.1). The proposition is that art and literature should be separated from social media. Public events that expose literary and artistic works are a way of keeping social media and literature separated. Social media is also perceived to have typical values that do not support the spontaneity of literary products.

A blog can be defined as a forum on the internet in which the members share their ideas. Once a member, one can offer their profile to other members. Moreover, the posts appear in chronological order, and a visitor can read the latest discussion in progress. Blogs allow non-technical users to comment on particular topics and share ideas by just posting their thoughts (Tufts University). Moreover, some blogs

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enable the user to message other users of the same blog. Social media includes blogs, virtual worlds, social networks, micro-blogs and video sharing forums such as Youtube.com. Social media involves the computer generated tools, applications, and programs that allow the user to exchange information such as ideas, jokes, and advertisements with the public through the internet and comment on other people's posts that are availed on the user's computer screen. Some of the distinguishing characteristics of social media include the quality and accessibility. Social media is quite popular in modern culture and studies suggest that the average person spends more than 22% of their time visiting blogs and pages every day (Tufts University). Through mobile social media, exchange of ideas through pictures and videos is faster, inexpensive and accessible for many users. The various trends such as digital and social media are important in increasing the convenience in handling different forms of literature. The advantages of such trends include the ability to access quick information on literature for studying or literary works by others. However, various disadvantages are associated with modern technology regarding the decrease in quality of literary works.

The e-book technology should also be reviewed if we are to discuss extensively the role of modern technology in English literature (Schiff, n.p). The e-book is an abbreviation for an electronic book or a digital publication of an actual book. The digital books can be accessed by use of particular e-book readers that are availed in computers and devices such as smartphones and tablets. Social media, digital media, and the e-book technology have a profound impact on culture and how we perceive literature. Digital media and e-book technology affect the way we study literature and increases access to written literature. Social media influences culture including how we read and write English literature and art.

Social media, for instance, plays a significant role in English literature as it provides a larger forum to expose one's ideas to the world. The significance of research to the world increases as social media progresses in popularity. Social media is important in enabling English literature to achieve its purpose. While social media is good for literature, it affects writing quite extensively; to the extent that famous poet William Shakespeare owns a twitter account (Morris et al. 57). Moreover, there are many writers who have commanded the attention of readers through social media keep emerging. Social media has thus been a significant factor in the development of English literature and many writers are adapting to the social changes that are resulting from social media. Blogs have been a primary forum for discussion and analysis of various literary works. Older works and traditional forms of English literature have a role in modern literature as many digital forms are being availed through social networking. Scholars still investigate the benefits and disadvantages posed by the involvement of social media in literature. However, authors such as Noor and John assert that social media increases the connections between the writer and the readers, eventually creating better writers who have connections with their audience (12). There are various famous writers who produced some of their works through Instagram and Twitter. Examples of such writers include Nicholas Belardes, who wrote the novel *Small Places* using 900 tweets in 2008 (Tharakan, n.p). Writers also keep in touch with their readers through blog posts. Blogs have also been an active forum for the discussion of various topics in the study of literature. Twitter accounts of historical authors and writers such as Charles Dickens and William Shakespeare play a significant role in evoking interest in English literature. Social media has, to a considerable extent, promoted a reading culture and increased access to English literature.

In as much as social media is hailed for its role in the development of social media in the digital age, there are concerns about the possible adverse effects on literature. The nature of social media and digital media is commercial and consumer-based. Internet articles, for example, have adopted the culture of twisting the information and even using exaggerations to achieve the interest of the reader. Fictional writing is thus thriving through the influence of social media. However, some literature and art require high levels of contemplation and reflection. Social media does not allow for literary works that need ample time for reflection and deep thought, unlike the traditional libraries. Social media and its viral nature make it extroverted while many creators of English literature are not (Morris et al. 1). Computerized social networking involves algorithms based on items with which the user may be interested. Artists with works that require longer periods to understand and judge are at a disadvantage when using social media alone as their means of communicating their literary products. The recommendation suggested is that literature and art should be separated from social media such that literature and literary products may be accessed only through public events.

Digital media plays a vital role in the modern literature regarding influencing the way that people perceive literature. Digital media fosters increased access to already existing literary works and provides the tools to review and study English literature. According to Poplawski, digital media is instrumental in assisting the review of large amounts of data thus making it easier for scholars of literature to access information that supports the study of literature (623). On that note, digital tools have the potential to deliver knowledge on

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literature in simpler forms that are accessible to the student or teacher for review. Electronic texts through the e-book technology make it possible to analyze older literature. From available electronic books, one notices that much of the early modern English literature is based on the much earlier works. Instead of piling up collections of books, one can study many books and store them through the use of e-books. Digital media and the "Electronic Revolution" are factors that have played a role in the study of literature. Teaching and learning of literature are also increasingly comfortable with the introduction of ebooks and digital media. For instance, Web-based learning has facilitated the growth of English literature scholars.

In conclusion, the recent trends play a significant role in modern English literature. Trends such as the use of social media have led to the emergence of new writers. Social media is a forum that has encouraged the growth of writers who use social media sites such as Facebook, Instagram, and Twitter to expose their literary works. Older writers are also adopting the culture of social media to promote their writings and to increase their readership. Social media also provides an opportunity for writers and readers to connect and communicate. Moreover, literary works can be reviewed, and individuals may discuss various issues through social media. Facebook, Twitter, and Instagram are also instrumental in mobilizing people against social vices. Moreover, Facebook and other social networking forums are useful tools for discussion and analysis among scholars of English literature. Digital Media also proves to be important in improving the access and academic analysis of English literature. Studies that would previously take much time and work are simplified by increased access to literary works in the form of ebooks and audio versions of novels and stories. Moreover, research articles and reviews are availed in various blogs that a scholar may access.

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Enhancing Professional Capabilities (EPC–2) I

Reading & Reflecting on Text

Lesson Plan

5. Reading & Reflecting

Name of Student –Teacher: ESHA GOEL **Roll No. :** 4

Title of the Article: HOW RECENT TRENDS SHAPE ENGLISH LITERATURE **Date:** 29/05/2021

Author's Name: ERCAN GUROVA

Sources of Article: SOCIOINT 2016, International Conference on Education. 23-25 May 2016 - ISTANBUL, TURKEY

Main points of the Article:

The recent trend in literature is to read e-books, use digital media, blogging and other forms of social networking. With the advancement of Technology the e-books and blogging are becoming more and more popular but some also argues that quality of work decreases.

Relating own Experiences with Article:

Digital media proves to be important in improving the access of wide variety of literature work to people all over the world thus providing higher accessibility. For example, nowadays I indulge myself into lot of reading of different types of books at the comfort of my house and without paying anything as a lot of e-books have free download options. Literary works can also be reviewed and individuals can discuss various issues through social media.

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Application of Article for solving own problem:

1. With the advancement of Technology, nowadays most of us started reading e-books and e-journals. So with this I too developed reading habit.
2. Earlier I never used to get so much of time to read the e-books at any time on my mobile.
3. Now we can read the books for free because most of the books are available for free online which can also be downloaded. So we need not pay anything to buy books.
4. We also do not need to go to the libraries and borrow books.
5. Through online even journals and their reviews are also available.
6. Now accessing any book is very easy.
7. I have also started encouraging my children to read the e-books.
8. At times, the lost books and stories are also available online.
9. I can also read the reviews of any particular text or book first before starting to read it.
10. Our books are now always available with us all the time in our mobile.

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Observer Professor

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Enhancing Professional Capabilities (EPC-2) I

Reading & Reflecting on Text

Evaluation Sheet

5. Reading & Reflecting

Name of Student –Teacher: ESHA GOEL Roll No. : 4

Subject: ENGLISH Date: 3/06/2021

(5 Marks)

Sr. No.		Nature of Activity	Excel-lent	Very Good	Good	Aver-age	Satis-factory
	i)	Summary Writing	✓				
	ii)	Critical Comments on text	✓				
	iii)	Relating one's own experiences	✓				
	iv)	Application for solving own problems	✓				
	v)	Presentation of Summary	✓				

Feedback

Reflecting Summary writing very good.

Date :

Signature of the Observer Professor

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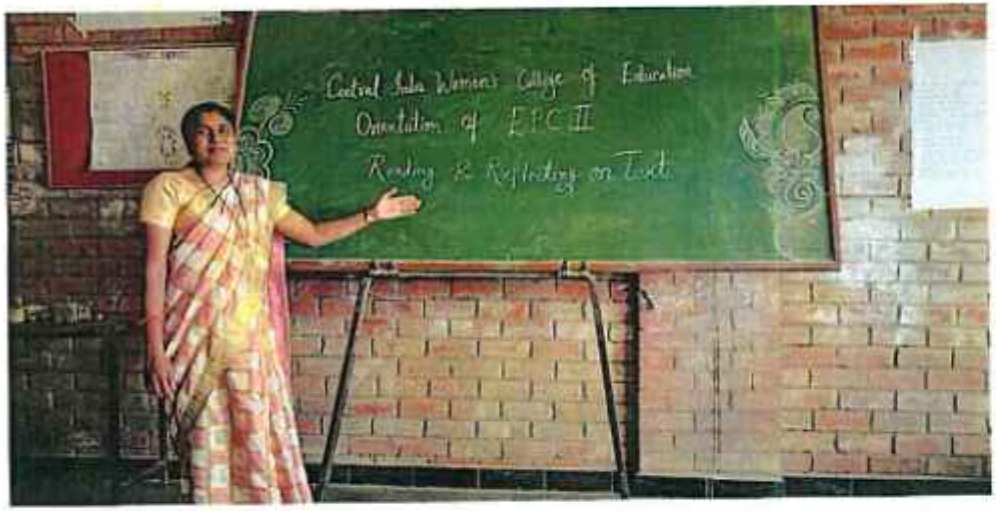
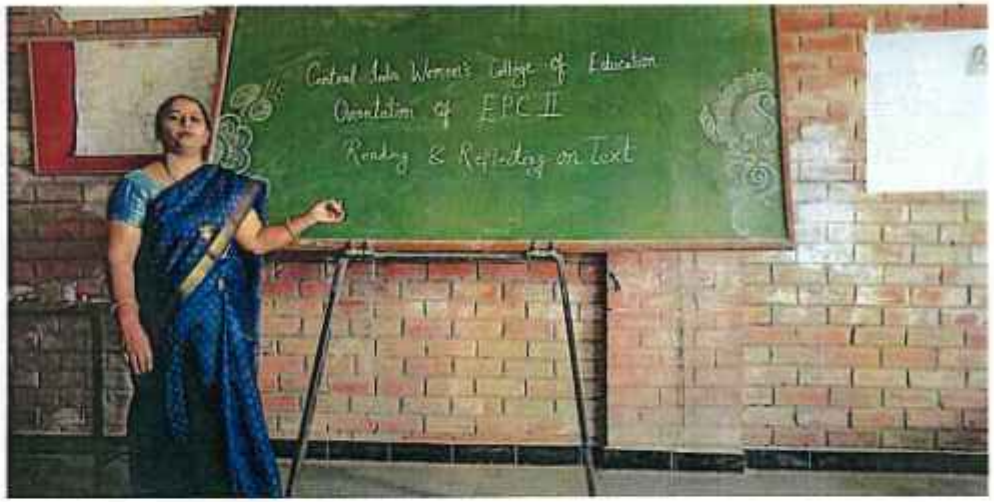
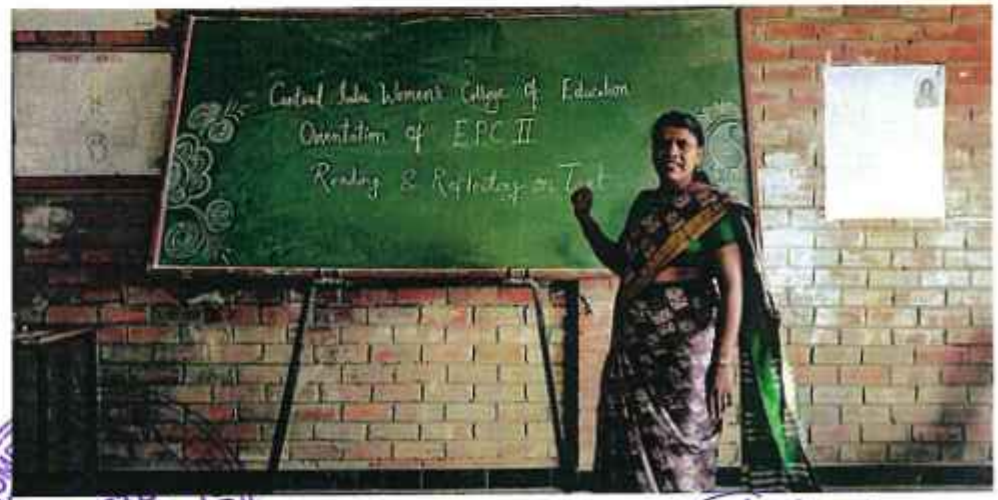
ENHANCING PROFESSIONAL CAPACITIES







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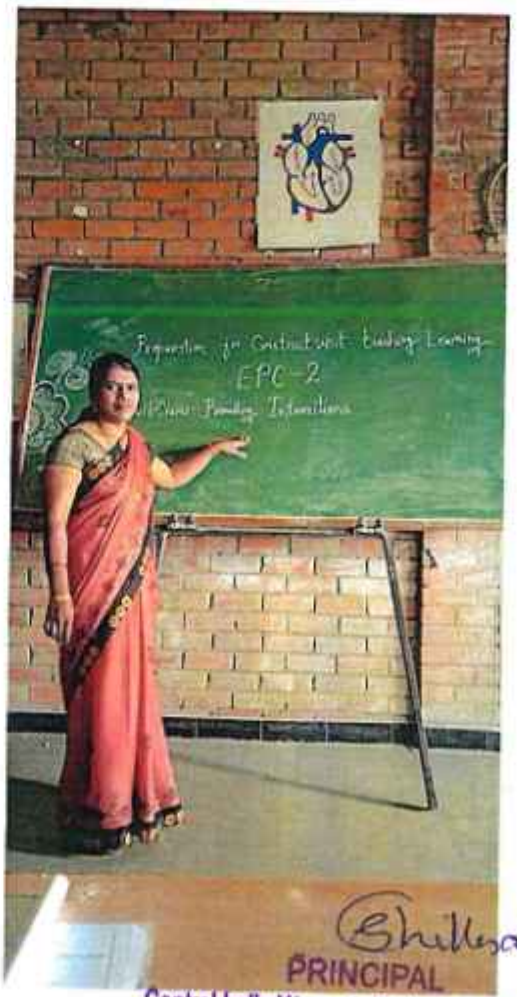

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