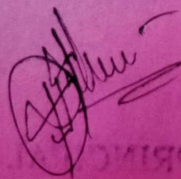


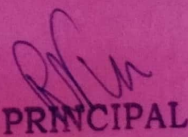
# English

PROJECT

2023-24



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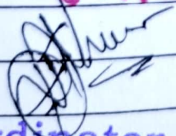
Roll No - 02

Class - S.Y.B.ED (SEM-III)

Academic year - 2023-24

PROF. INCHARGE

DR. MRS. R. K.  
VIKRU Ma'am



GUIDED BY

Khalida  
MUKHTAR  
Ma'am.

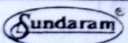
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Topic-

Do a review &  
Present a Paper on  
Any One of R.K  
Narayan's Book

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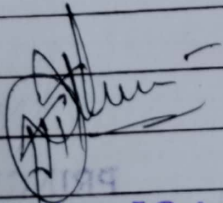
BOOK Review

03-20

04

Reflection.

21.

  
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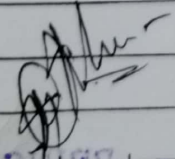


# Introduction-

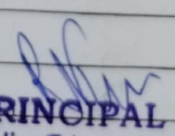
## What Is a Book Review?

You may prosper, "what is Book Review?" Book Reviews are commonly used to assigned students to allow them to show a clear understanding of Novel. And to check if the students have actually read the Book. The Essay format is highly important for your consideration, take a look at the Book review format below.

BOOK reviews are assigned to allow students to present their own opinion regarding the author's Idea, writing technique & quality.

  
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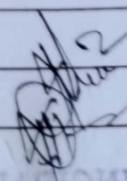


# Definition ....

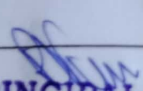
**Rewrite** ~ To examine or consider something again in order to decide if changes are necessary

**Rewrite** ~ To look at or think about something again to make sure that you understand it.



  
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R.K. Narayan

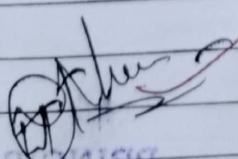


Centenary - 2000

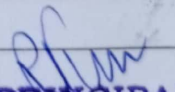
# The Guide



The  
Guide  
By  
R.K.  
Narayan

  
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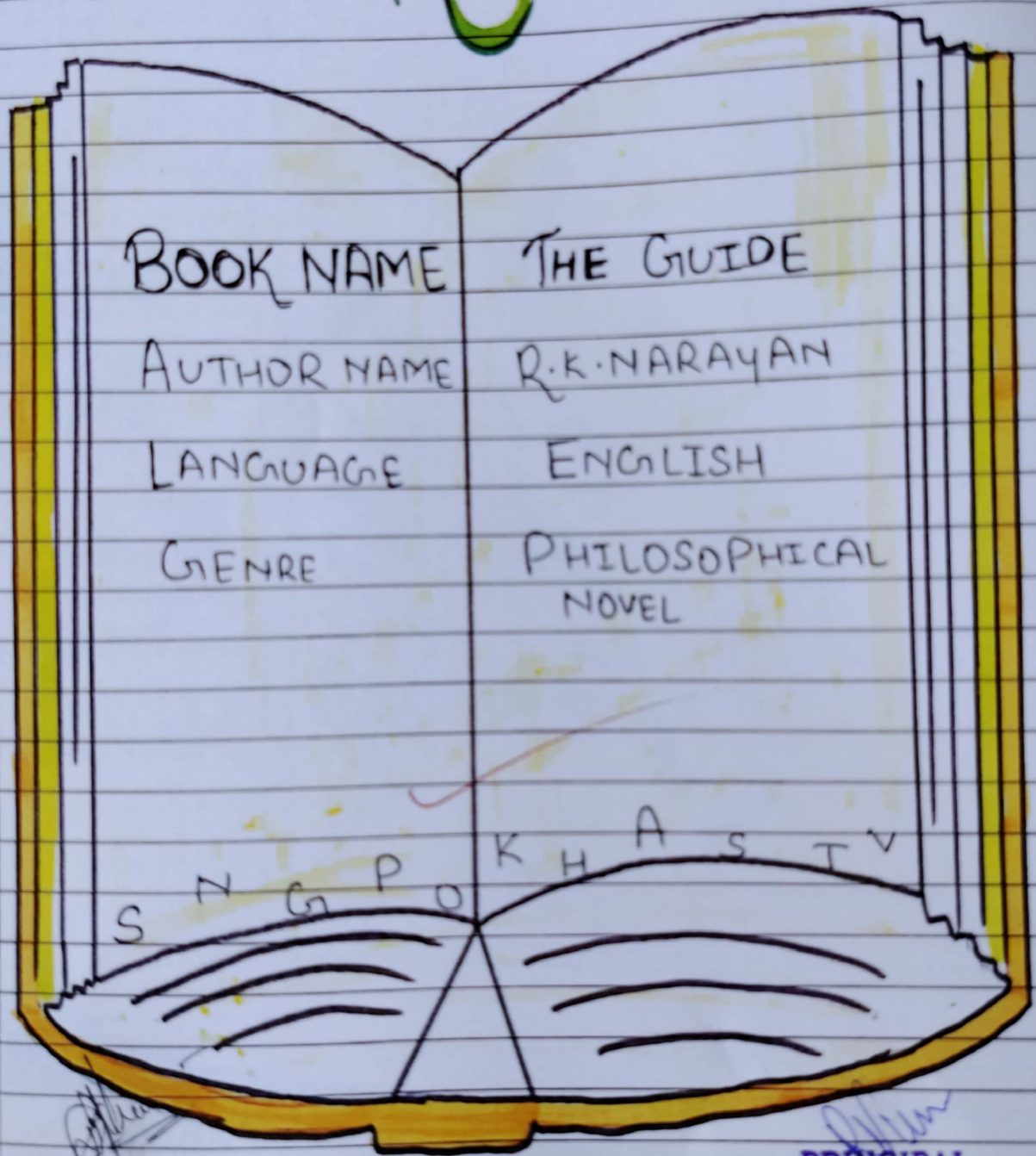
  
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# INTRODUCTION



BOOK NAME

THE GUIDE

AUTHOR NAME

R.K. NARAYAN

LANGUAGE

ENGLISH

GENRE

PHILOSOPHICAL  
NOVEL

S N G P O K H A S T V

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# ABOUT THE AUTHOR

◦ RASIPURAM KRISHNSWAMI

IYER NARAYANSWAMI generally known as R.K. NARAYAN.

◦ Narayan was an INDIAN NOVELIST understood for his words set in the Pictitious South Indian village of Malg. He was a prominent writer for the First Indian Literature in English.

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# ABOUT THE BOOK

In 'The Guide' book Key.  
Raju is crouching by a riverside statue when he is erroneous for a religious man the invalidity. Raju was just discharged from Jail for forging the signature of a woman with whom he has a confusing relationship. The woman is wedded to another man but she has an affection for dance and her spouse needs her to give up such priorities.

# CHARACTERS

Raju

The Sait

Raju's Father

Rosie

Raju Mothers

Raju's Lawyer

Velan's Brother

Mani

Raju's Uncle

Velan's Sister

Macro

Malone

Gaffur

Joseph

Velan

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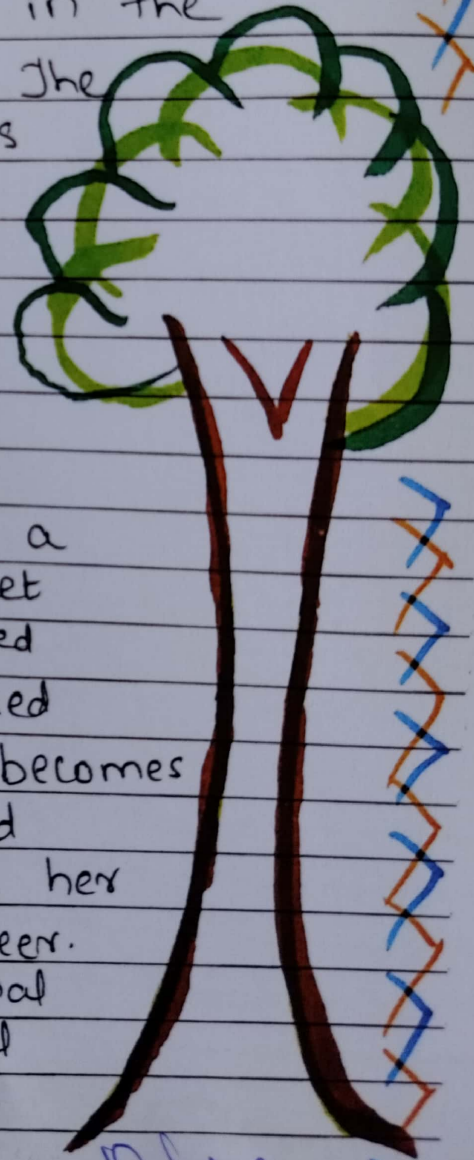
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# STORY

"The Guide" by R.K. Narayan is a Multifaceted Novel that follows the life Journey. Raju set in the fictional town of Malgudi. The story begins with Raju as a charismatic tour guide, known for his to engage tourists with captivating stories about the town's history and its signs.

Raju's life takes a dramatic turn when he meet Rosie, a beautiful and talented dancer trapped in a troubled marriage with Macro. Raju becomes her confident, manager and eventually her lover, helping her achieve success in her career. However, this is unconventional relationship leads to scandal





and Raju's imprisonment on charges of forgery.

While in prison, Raju undergoes a transformation. He studies religious texts and becomes a spiritual guide upon his release. He moves to a remote village and gains a reputation as a holy man, offering guidance to the villagers. Raju's spiritual journey is a mix of genuine faith, manipulation.

As his influence as a spiritual guide grows, Raju becomes entangled in a web of lies and misunderstandings. The novel culminates in a dramatic set revelation that challenges Raju's identity and authenticity of his spiritual role.

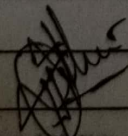


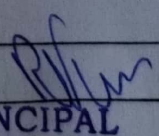
# STORY START

## With

# Raju's Life Story

The Novel focusses on the life and growth of Raju. Born in Malgudi. Raju was the son of sweet-shop owner. Raju learns how to run his father's shop and continues their family business after his father passes away. And Raju's life take a dramatic change.

  
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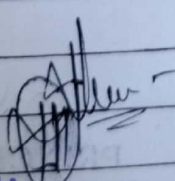
  
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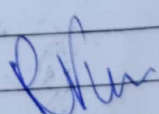
# Raju Obsession For Rosie

Tempted by the material pleasure like money and comfort. Raju soon finds himself drawn to another source of pleasure - Rosie. Rosie is the wife of Macro, an archaeologist obsessed with ancient art forms. Macro and Rosie visit Malgudi and meet Raju as a guide.

Rosie and Macro Marriage is an unhappy marriage. Raju realized that Rosie must've married Macro only for his money. Taking advantage of this weak marriage, Raju used his tempting words on Rosie and start a love affair with her.

  
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# Rosie Becomes Famous -

Raju appreciates her dance. Rosie becomes a famous dancer in cosmopolitan circles because of her talented impressive marketing skills as her manager. They both start living together. Raju's mother does not approve this & this she ultimately leaves the house & start living with her brother.

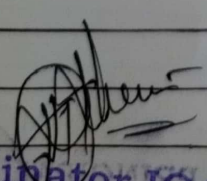
However, greed takes over Raju, which leads to his fall. Macro sends jewellery for Rosie, tempted by which Raju forges her signature - thinking that no one would be able to catch him. But Macro recognizes this forgery and Raju is Jailed for two years.



# Raju is Free

After he's freed from prison, Raju is free reluctant to go back to malgudi because he'll be disgraced there as a former prisoner. After that Raju became an spiritual guru.

Velan is fully convinced of Raju being a guru, even when Raju reveals his entire life story. Velan's sister, who has refused to marry as per the family wishes, is brought to Raju. Raju successfully convinces her to marry as per the elders wishes. Hence further the idea of him being an enlightend personality.

  
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# Raju's Death....

Although, Raju remains hungry, he finds himself a new sense of fulfilment. His body grows weaker day by day.

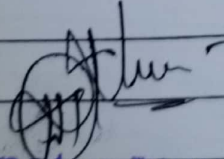
Raju death is bittersweet and the ending of novels is not a definite one but is rather open to interpretation. Raju asks the villagers to take him to the river, where he used to visit daily as a part of his ritual, and there he utters his final words,

"Velan, it's Raining in the hills. I can feel it coming up under my feet ~~up~~ my legs".



# Message

'The Guide' Explores themes of identity, self-discovery, the consequences of one's actions and the complex interplay between spirituality and worldly desires. It is a tale of transformation, redemption, and the intricate facets of human nature, told against the backdrop of a changing Indian society.

  
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# Reflection....

R.K. Narayan's 'The Guide' is a fine example of realistic potrays of Indian scenario as this techniq-ue was used by in tragedy King Lear Shakespeare skillfully exposed the chaos, illness and turmoil of Lear's dominion. with the same skill R.K. Narayan potrays the journey of different phases of Raju's life like station food vendor, a tourists guide, a sentimental adulter, a manager of Rosie, a jailbird, martyed Swami while potraying transformation of Raju from Railway to spiritual awaker Narayan put forward different religious, cultural, social, economic aspects of Indian society.

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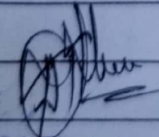




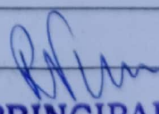
# Topic~

Activity: Take few  
Passages from Science, Social  
Science & Maths textbooks  
of any one class (VI-~~X~~)  
& Analyze.

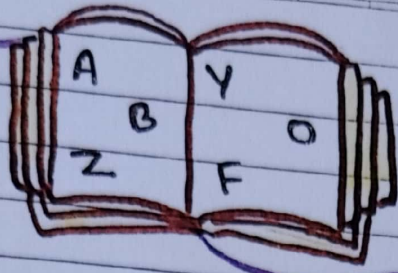
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# INTRODUCTION

## WHAT IS TEXTBOOK?

A textbook is a book that contains comprehensive information about course or a subject that a student needs, to get through the academic year. This has a set of chapters, questions-answers & exercise included in the curriculum to improve the learning standards of students.

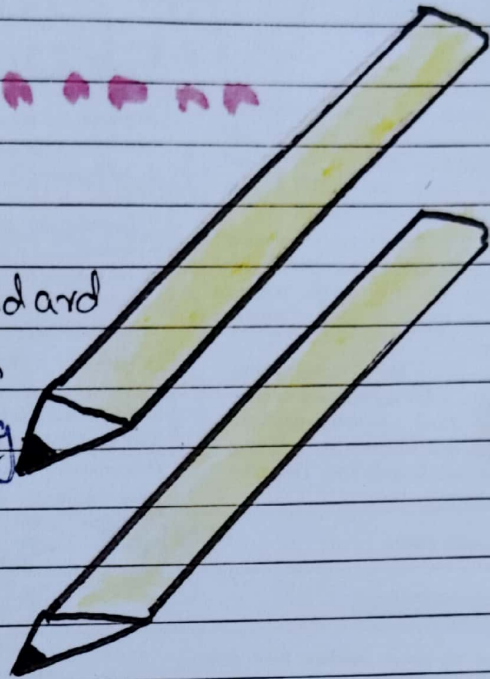
Textbook is not only helpful for the students but also helpful for teachers with their teaching course.

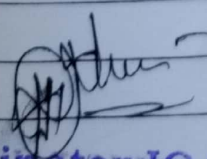
Further, Textbook help teacher to maintain uniformity in teaching standards for different classes.

# Definition

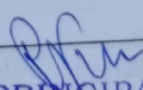
1) "Textbook is a standard work for any branch of study" - Andres Lang

2) "Textbook is the half apparatus of teaching" - Kating



  
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## 4. Nutrition in Living Organisms



### Let's recall.

1. What is malnutrition?
2. Which are the ways to prevent malnutrition?

### Nutrition

Some life-processes go on continuously in living organisms. Substances which are **digested** and **assimilated** for obtaining energy and for the growth and health of our body are called foodstuffs.

We get several types of nutrients from foodstuffs. Nutrients can be classified into two types, namely, **macro-nutrients** and **micro-nutrients**.

Nutrients like carbohydrates, proteins and fats are required in large quantity. These are macro-nutrients. Minerals and vitamins are required in very small quantity. They are called micro-nutrients.

### Autotrophic plants



### Can you tell?

How do plants produce their own food?

Plants also need food for their growth. They can produce their own food. With the help of sunlight and **chlorophyll**, plants make their food in their leaves, using water and nutrients from the soil and carbon dioxide from the air. This process is called as **photosynthesis**.

The process of taking in and using food, which takes place in living organisms is called **nutrition**.

### Need for nutrition

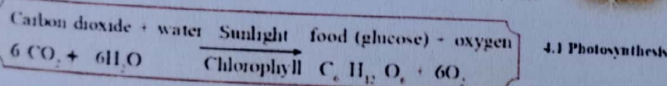
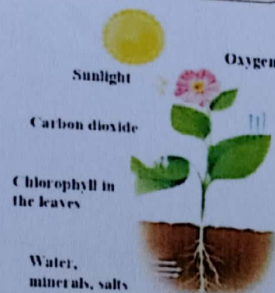
1. To supply the energy required for doing work.
2. Growth and development of the body.
3. To replace the damaged cells and repair tissues.
4. To fight diseases.

### Autotrophic nutrition

Some organisms can produce their own food and thus nourish themselves. This is called **autotrophic nutrition**.

### Heterotrophic nutrition

Some organisms depend on other organisms, plants or animals, for their food. This is called **heterotrophic nutrition**.



26

Science  
Textbook  
(Class - VII)

1) How the Different Register of Language have been introduced?

-> English - Formal language have been introduced in this passage.

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2) Does the Language clearly convey the meaning of the topic being discussed?

→ Language is a tool that use to convey the Meaning. The topic is 'Nutrition' and it is clearly conveying the passage.

3) Is the Language are learner friendly?

→ Yes, The language used in this passage is learner friendly. The familiar words are used.

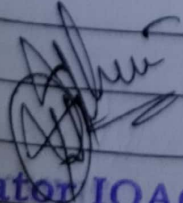
4) It is the Language too technical?

→ Some words are technical in this for example - Chlorophyll. But the language used is not technical.



5) Does it help in language learning?

→ Language is crucial to the teaching & learning of science. It is used in negotiating defined outcomes in science learning. Words, senses & sentences structured use in communicating science concepts affect the way learner response during a teaching learning encounter. Through non-verbal modes of communication (Signs, body movements, gestures, shapes, structure & color patterns) can aid teaching, vocal or verbal communication appear to be more effective humans.

  
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## 6 Empowerment of Women and other Weaker Sections

Women had participated extensively in the freedom struggle. Women have also made important contributions in all fields in the post-independence period, too. That is what we will study in this chapter as also the laws enacted for women and other weaker sections.

### Know this.

Number of women per one thousand men

No.	Year of Census	Number of women
1	1951	926
2	1961	941
3	1971	930
4	1981	934
5	1991	927
6	2001	933

Find out the reasons why the number of women per one thousand men in the population has been decreasing

When we study the condition of women in India we realise that the roots of several of the problems they face lie in the mentality of men. Even in the twenty-first century, we have not been able to rid ourselves of this male-centred mentality.

Vinoba Bhave made use of woman power in the Bhoodan Movement which he had started placing his faith in Mahatma Gandhi's philosophy. Women volunteers carried the message of Bhoodan to all parts of India. Women played a significant role in the Telangana Peasants Armed Struggle which challenged the rule of the nizams and the feudal system. As their region became free from bonded labour, women also found freedom from this torment.

### Manifestation of woman power:

Women, who have to face the brunt of scarcity of supplies and rising prices, gave a show of their strength as an organised entity in 1972. Under the leadership of



Mrinal Gore

the socialist leader Mrinal Gore, women in Mumbai participated in a demonstration which came to be known as the *laatni morcha* (the rolling pin demonstration). Commodities like oil, ghee, rava, maida, would become scarce just as Diwali was near at hand. Kerosene had become very expensive. Women came together brandishing their rolling pins and took part in the demonstration. This movement met with success and the public got a glimpse of the united power of women.

**The Chipko movement:** Another show of constructive woman power was seen during the Chipko movement in 1973. Trees from the forests in the foothills of the Himalayas were to be cut down for commercial purposes. Chandiprasad Bhat and Sunderlal

Bahuguna had started a movement to prevent this. Women followed the strategy of holding hands and encircling each tree. As their method consisted of protecting the



Sunderlal Bahuguna

# History Textbook (Class IX)

How the Different Register of Language have been introduced?

Formal - English language have been introduced in this passage.

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2) Does the language clearly convey the meaning of the topic being discussed?

-> Yes, All kind of information about people used in this passage are revealed through the ways they express themselves linguistically. All kind of meaning are revealed through language.

3) It is the language learner friendly?

-> Yes, the language are learner friendly.

4) Is the technical language is used?

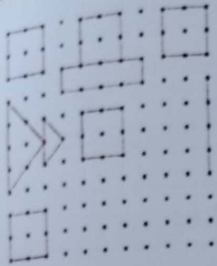
-> No, the language is too simple.

5) Does it help in language learning?

-> No, Reading History textbook is really a challenge for student.



Let's discuss.



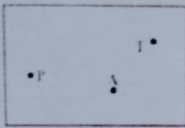
- Complete the rangoli. Then, have a class discussion with the help of the following questions:
- (1) What kind of surface do you need for making a rangoli?
  - (2) How do you start making a rangoli?
  - (3) What did you do in order to complete the rangoli?
  - (4) Name the different shapes you see in the rangoli.
  - (5) Would it be possible to make a rangoli on a scooter or on an elephant's back?
  - (6) When making a rangoli on paper, what do you use to make the dots?

Let's learn.

Points

A point is shown by a tiny dot. We can use a pen or a sharp pencil to make the dot. The dots in the rangoli are the symbols for points.

A point can be given a name. Capital letters of the alphabet are used to name a point. The points P, A and T are shown in the figure alongside.



Line Segments and Lines

Take two points A and B on a sheet of paper and join them using a ruler. We get the straight line AB. Can we extend this line further on the side of point B? On the side of point A? How far can we extend it?



We can extend the line in both directions till the edges of the paper. If the paper is very big, the line can be very long, too.

How long would the line be on a playing field?

Mathematics  
(Part-2)  
Class - IX

1) How the different registers of language have been introduced?

-> The language Register in Maths textbooks is usually a Frozen (English) language because no one can change mathematical or logical theories they prefer to use. Formal language is also the register in maths textbook.



2) Does the language clearly convey the meaning of the topic being discussed?

→ Yes, Topic is about Basic concept & it is clearly conveying the topic

3) Is the language are learner friendly?

→ So Easy language is used for better understanding of student-

4) Is the language too technical?

→ No Technical language is used in this passage.

5) Does it help in language learning?

→ Every textbook help in language learning

# Reflection

Under the framework of linguistic Analysis, I learn that language is the most important & the best human ability to communicate what we feel, want & many other type of expression. The English language is one of the most important language around the world.

In textbooks the language should be always learner friendly so that student convey the meaning easily. And if technical words are used so it should always provide meaning for it. Through textbook student learn language, concept by Analysing textbook I think that as a pupil teacher the language is seriously meaning to know & learn because in order to teach the language to future possible.



Student, we need to really know what we are talking, and we need to be able to handle every aspects of the language we are improving.

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Gender  
School  
& Society



# INDEX

Sr.No.

TOPIC

Sign

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6. Women depiction in Films.
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8. Reflection.
9. Exhibition
10. Street play.
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13. Slogan Competition.
14. Interview
15. Reflection.



# Introduction

Now a days, a fast growing and everlasting forms of communication could be done only with the help of media. A majority of people in India consciously or unconsciously tend to believe that movies or for that matter media. In general are often said to be the reflection of the society.

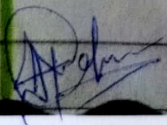
As far as showing women in advertisement is concerned, things seem to have only worsened over time. In most of the development of advertisement of recent times too, a woman is either washing clothes and utensils, cooking, sewing food to family members or trying to make her husband feel better who's at that time reading a newspaper or suffering from cold.

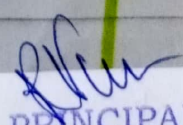
A woman does all the work on household chores even when she has a headache or backache. These advertisements arguably encourage sexism. By and large the media scene in India is that media does not address serious issues about exploitable and unequal treatment to women is different on women.



Sr.No.	TOPIC	Sig
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- 1- Introduction.
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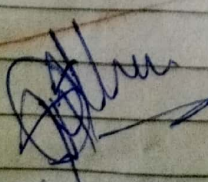
  
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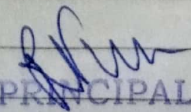
  
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# Problem and Issue of Women Education in India

- Development of immorality.
- Suitable Curriculum for the education of girls.
- Lack of social consciousness among women
- Scarcity of lady teacher.
- Lack of proper physical facilities.
- Unwillingness of lady teacher to serve in rural area.
- Financial difficulties.
- Problem of co-education.
- Barrier to girls due to poverty, child marriage and gender based violence.

  
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# History of Women in India

The status of women in India has been subject to many changes over the span of recorded Indian history. Their position in society deteriorated early in India's ancient period, especially in the Indo-Aryan speaking regions, their subordination continued to be reified well into India's early modern period.

## Medieval Indian Women

Medieval India was not women's age it is supposed to be 'dark age' for them. Medieval India saw many foreign countries conquests, which resulted in the decline in women's status. They are not allowed to move freely and this lead to the further deterioration of their status. Now they began to consider a girl as misery and a burden, which has to be shielded from the eyes of intruders and need extra care. Whereas boy child will not need such extra care and instead will be helpful as an earning hand. Thus a vicious circle started in which women was at the receiving end. All this gave rise to some new evil such as ~~child~~ child marriage, Sati, etc



Sati



Jayher



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The ritual of dying at the funeral pyre of the husband is known as 'Sati'. According to some of the Hindu scriptures women dying at the funeral pyre of her husband go straight to heaven so it's good to practice. Sati was considered to be the better option than living as a widow.

In this custom wives immolated themselves while their husbands were still alive. When people of Rajput clan became sure that they were going to die at the hands of their enemy then all the women arrange a large pyre and set themselves afire while their husbands were fighting the last decisive battle known as 'Shaka'.



girl  
Education



Child  
Marriage



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The girls of medieval India and especially Hindu society were not given formal education. They were given education related to household chores. But a famous India philosopher 'Vatsyayana' wrote that women were supposed to be perfect in sixty four arts which includes cooking, spinning, grinding, knowledge, etc.

Girls were married off at the age of 8-10. They are not allowed access to education and were treated as the material. The child marriage along with it brought some more problem such as increased in birth rate, poor health of women due to repeated child bearing and high mortality.

  
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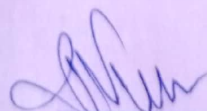
# Women Depiction in Advertisement

Advertisement is one of the prominent role of the Television most of the television channels run out of advertisement only. It plays huge target of attracting and struggling. Involve is the crucial sexual harassment also which shows between advertising, consume product industries. Why women are used in advertisements. Women's goal is to attract on man. so her boy is excited as an ads where male gaze would be there and the product would be sold out easier in India 75% of women in television are commoditized in ads where she plays a glamorous, skimpily dressed, sexual object, etc. whereas men are shown for ads cars, business jobs, laptops, Companies (Acer, HCL, Sony) and job websites. like Monster.com, Time job, like social ads depict women in a glamorous manner. Being fair is now a day's claim by various unfair women where fair and lovely, fair focuses on women. should be fair then only they could get a handsome boy.





  
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# Reliance Fresh

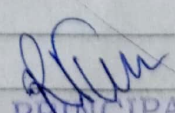
## #Jeele Zara.

In this ad a woman being the caregiver of her family dedicates her life to them, often leaving her with no time to pursue her interest.

The ad by Reliance Fresh showcases a woman excited to go a *lyoa* on a vacation with her girl gang. The husband is baffled by his wife's decision, and is shown *cribbing* throughout the film. But she patiently listens to his arguments and counters it with a smile saying "Ab main pachaas ki hun." "Ab main *lyoa* nahi jaungi toh kab jaungi"?

This ad embarks that women, it is time to live your life for yourself.

  
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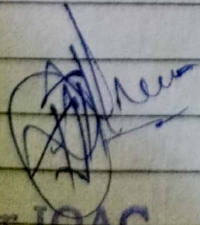
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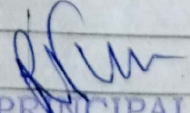
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# Slice

The Slice advertisement uses the sexual connotation associated with certain sweet food items such as chocolates and applies it to mangoes. This sexuality is also evident through the semi-bau Katsira kaif in the ad. This advertisement can badly affect the environment specially to the youngsters.

  
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# Women Depiction in Serials.

Television has made a huge impact in the last decade. Serials have been moved a great deal on portraying strong characters of women in 1980s.

Udhaan, Rajini Kalyani which impressed all kinds of women. Today there is an overdose of serial and focuses women on ruthless, brutlers, ignoring characters.

Popular serial called by star network, to Zee Tv Bahuramain, hargar Kuch kabla hai, Sony Tvs Thodi Khushi Thodi Gam and Khwahish, etc. These homemade shows focus women as an family

oriented relationship. The concept clearly says that women could be only as a homemaker maintains the household, being a good wife and good mother to her kids. But she is exploited in the

means of serials like characters which are unrealistic, ignoring characters when she is not represented in a right position

at all, Women are shown billion who go for power of hunger in the role of stereotyping which comprises full of vices.







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# Balika Vadhu

Balika Vadhu is an Indian television serial, it deals with child marriage that had been a prevalent practice in several parts of India continuing even today in many a rural places. The serial focuses on the character Anandi, who was married off in her childhood and traces her journey through all kinds of situation down through adolescence to adulthood. Within the main plot concerning the story of Anandi in the house of her in laws and how she epitomizes all the virtues that defines as 'ideal bahu' in Indian society.

The division of projection make it clear once again that more often media attempts to fall back to propagating inorganized stereotypical notions and securing their own position.

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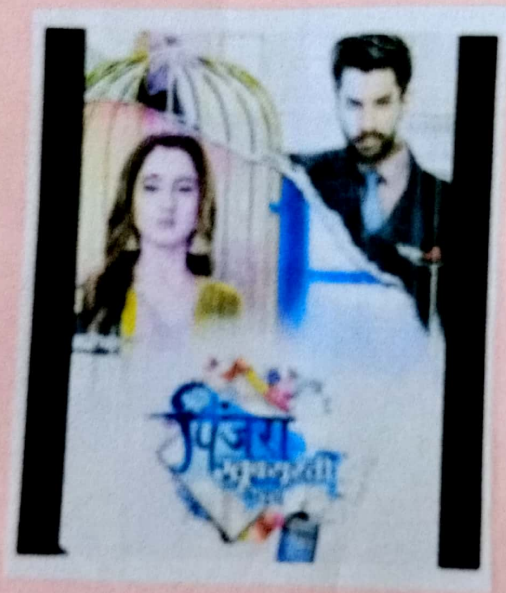
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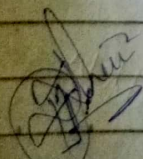
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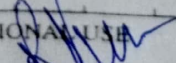
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# Pinjra Khubsurati ka

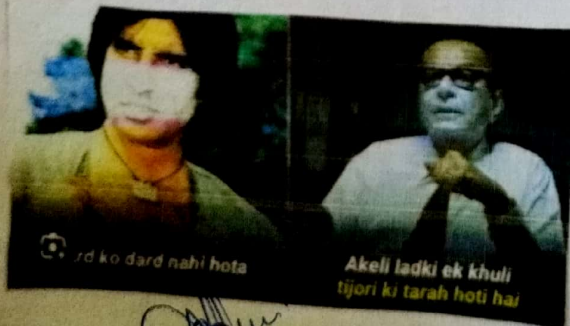
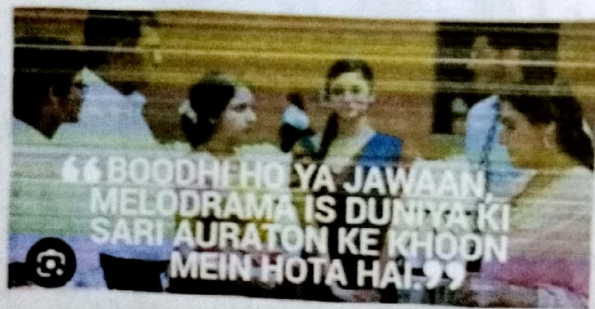
Mayura a young woman, leads an unhappy life because the people around her recognize her for her beauty and not for her skill and accomplishment. Mayura a young woman, leads unhappy life because she was suffering from the bad environment in which we can see that its the scenario of the today's society where women are identify as a good personality and beautiful by their looks only.

  
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LADKI JAB ROTI HAI NA BAHUT  
SAARE REASONS HOTE HAIN.. PAR  
JAB LADKA ROTA HAI.. REASON  
LADKI HI HOTI HAI



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# Women Depiction in Films.

It could be said without women there is no cinema at all. From the early beginning of cinema she is own as one centre part of attraction. Most of women shown in Indian films are depicted as gently, heartless, ruthless, subservient. Often women are need a village girl or city dweller. Women in cinema started with a object of love and ends in marriage. All films which as shown oriented with her and she is used as a colourful splash to the storyline. From 1980s this trend is ongoing and showing women as glamorous for MadhuBalla to Kani Mukajjee, Simran to shya, Arnaal to Dimple Kapadia, Aishwarya to KatreenaKaif where they are all used as sexual objects in Indian Cinema who are expressing their lips and wiggle their hips to the audience.

Moreover our aged heroes act with 18 year old heroines which is biggest trend going where our old heroes may dance with them, sing with them what a crucial <sup>new</sup> one it is how women are considered ~~an~~ old man who is father status to the women.

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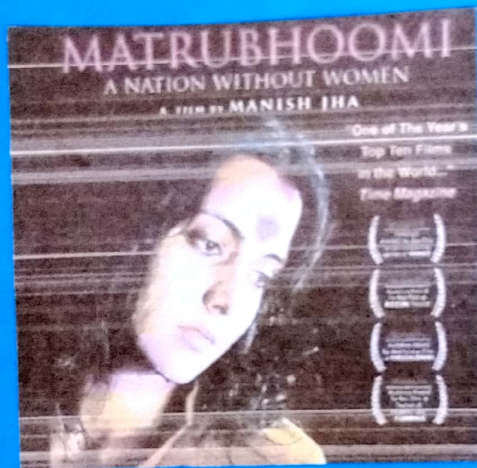


# Pati Parmeshwar

Early in the 1970s, film portrayed women as a submissive docile and ignorant. This is well shown in the movie "Pati Parmeshwar", where as normal Indian culture tends to the female lead is domesticated and portrayed as the ideal wife. The movie is about devoted Hindu wife, Rekha (Sudha Chandran) and her husband. Through the movie, the husband spend most of his time with a mistress and despite knowing this truth Rekha determined to make the marriage work and does not leave him. Even when her husband fall sick, she goes to the extreme of taking her husband to his mistress in hope that this will help him recover sooner. After few months, the husband recover and repents his action. He ask for forgiveness and she accept him.

Thus from the movie we get to know that women is submissive and the point is that wives should be subjected under the husband and no matter what the husbands action should ideally forgive them.





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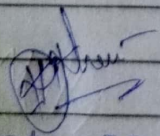
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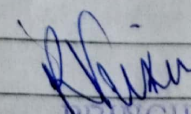


# MATRUBHOOME

A Nation Without Women, is one of the most disturbing Hindi films. It presents several taboo issues and graphic image such as: A graphic image of child being drowned in milk, gang rape, serial rapes, polygamous marriage, human slaughter, etc. Here, in the movie only one female was remain in the village and she was the only woman who left a side and every body have evil eye on her. They sexually abuse her and used her as a product. This movie shows social change in the society.

  
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# PRINT MEDIA

## 'GENDER EQUALITY SHOULD NOT BE ABOUT RIGHTS OF WOMEN ALONE'

BY ANITA K. SHARMA  
SHE SHOULD NOT BE LASHED AT FOR THE WAY SHE THINKS

It is a common misconception that gender equality is about women's rights alone. In fact, it is about the rights of all people, regardless of their gender. The concept of gender equality is not a new one. It has been around for centuries, but it has only recently gained widespread attention. This is because of the increasing awareness of the rights of women and the need for equality between men and women. However, it is important to remember that gender equality is not just about women's rights. It is about the rights of all people, regardless of their gender. This means that we need to focus on the rights of men as well as women. We need to ensure that everyone has the same opportunities and rights. This is the true meaning of gender equality.

### After what has happened with Karan Oberoi, we have initiated 'MenToo' movement: Pooja Bedi



After what has happened with Karan Oberoi, we have initiated 'MenToo' movement: Pooja Bedi. The article discusses the impact of the Oberoi case on the entertainment industry and the need for a 'MenToo' movement. It highlights the importance of addressing the rights of men and the need for a balanced approach to gender equality.

IF MEDIA ENTHUSIASTICALLY REPORTS WOMEN'S RIGHTS, MEN, IT SHOULD SHOW THE SAME CONCERN FOR CRIMES AGAINST MEN BY WOMEN. IF WE CONSTANTLY TALK ABOUT MAINTAINING DIGNITY, RESPECT AND HONOUR OF A WOMAN, WE NEED TO THINK ABOUT THE DIGNITY, RESPECT AND HONOUR OF A MAN TOO. THE SILENCE OF SOCIETY, MEDIA AND LAWMAKERS TOWARDS ISSUES THAT MEN FACE IS BLINDLY AND STAGGERINGLY FURLING A GREAT AMOUNT OF LIES.

**BY IT'S IMPORTANT TO**  
**KEEP THE RECORD AND THE**  
**STATE'S IDENTITY A CHECK**  
The article continues to discuss the importance of maintaining records and the state's identity. It emphasizes the need for transparency and accountability in the legal system.

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Media is the communication outlets or tools used to store and deliver information or data. The term refers to components of the mass media communication industry, such as print media, publishing, the news media, photography, etc.

## Classification of Mass Media

### Print Media :

#### i) Newspaper :

Newspapers are print media and for the news gathering organization that produce them. They are meant to inform the general public about recent events, especially public affairs.

Nevertheless, Newspaper plays an important role. In 1980s, women issues find comparatively little space in newspapers. The general apathy among newspapers and periodicals towards women's issues has given way to some awareness and better coverage. Earlier, women and their issues or problem news figured on the front page of a newspaper and women were predominantly depicted as victims of atrocities. On the other hand, a few newspapers that carry a women's page, are popular continuous the transition of defining the women's world on Terms of beauty, tips, recipes, fashion, etc.



## ii] Magazines :

A magazine is a publication usually a periodical publication which is printed or electronically published magazines are generally published on a regular schedule and contain a variety of content.

There is a tendency to portray women as sex or fashion object and homemakers. In media these stereotypes mostly do not acknowledge women in work or that they can be more than homemakers. Therefore people may also acquire value, norms and customs through media one of the most perplexing and complex issue currently facing advertisement.

## iii] Pamphlets :

Over the year, including now a days, wherever we see we can find pamphlets and posters of women promoting some of the other products. I want to ask one question that why mostly we find women selling products not men? Women have been portrayed as men would like to use them. Beautiful, creative, mother, efficient have kept but nothing else.

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Support  
Media

Print  
Media

Broadcast  
Media

Digital  
Media

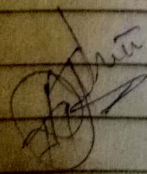
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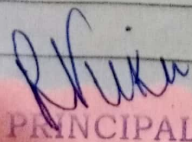
# Reflection

Through this project I understand that India mass media have come so far yet have a long way to go to escape from the clutches of men-oriented movies and to make story oriented movies lets clap for the positive changes in the post royal women characters and lets work on making it even better.

It is time that films, social media, serials, ads and print media seeks a redefinition of women as objects of male gaze women's experience and dilemmas as points of narration as the need of the hour. Going beyond the stereotypes will do a great help to the cause of women in India society. Untill the media and the advertising industry develop a newfound respect for women, the struggle to be taken seriously and viewed as equals will continue.



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• Newspaper

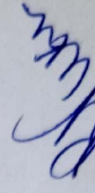
• Advertisements

• Consumer Magazines

• Business Magazines



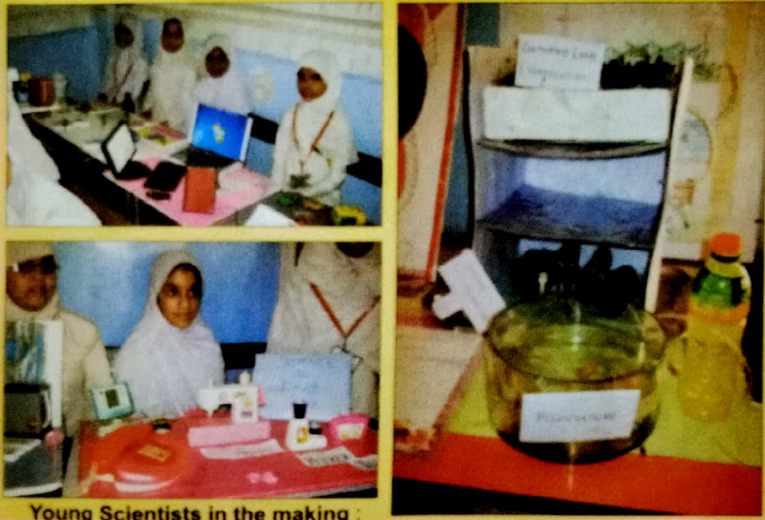
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SCIENCE EXHIBITION



Young Scientists in the making :

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# Exhibition

An exhibition, in the most general sense, is a organized presentation and display of a selection of items. In practice, exhibition usually occur within a cultural, or exhibition, educational setting such as museum, art gallery, park, library, exhibition hall, or World's Fair. Exhibition can include many things such as art in both major museums and smaller galleries, interpretive exhibitions, natural history museums and history museums, and also varieties such as more commercially focused exhibition and trade and fair.

In British English the word 'exhibition' is used for a collection of items placed on display and the event as a whole, which in American English is usually an 'exhibit'. In both varieties of English each object being shown within an "exhibitions" are considered temporary and usually scheduled to open and close on specific dates.

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# Street Plays

## Meaning:

It focuses on the social and political issue of people with aim to create awareness among all the people. It focuses more on bringing change in the society. Street play as a tool of bring change has many advantages. It convey the message keeping the entertainment factor alive which attracts a lot of audience.

It is essentially a mindful practice to help build children's self confidence and public speaking abilities. If we encourage our children to participate in street plays, you will observe that over time they appear better educated, aware, and empowered.

School will set the venue or location for the Annual function and the date.

## Step-4: Conduct Annual function:

While conducting the annual function the welcome song the street play will held.



# Aqsa Girls High School

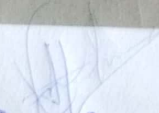
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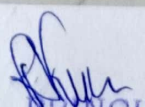
2 Jan 2024

Exhibition, Street play, Debate, Poster Competition, Slogan Competitive and Interview.

It is to inform you that the students of from class 6<sup>th</sup> to 10<sup>th</sup> be ready for the above competition which will held on \_\_\_\_\_

For Further information please contact undersigned:

  
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# Street play on Domestic Violence

Script outline for role play [Afrilyn & Andrea]

Andrea looking tired and sleepy.

Afrilyn: Andrea? Are you okay?

Andrea: I couldn't sleep well at all last night

Afrilyn: Why?

Andrea: I heard noises from my neighbor's house.

Afrilyn: What kind of noises did you hear from them?

Andrea: sounds of fighting, screaming and woman's crying.

Afrilyn: Really?

Andrea: I could hear the husband's & wife's voice very clearly. I could hear the daughter's crying sound too. The husband yell at his wife and say she is useless or something.

Afrilyn: I think this family is facing domestic violence, the wife and the daughter are facing



# Aqsa Girls High School is conducting street play on "Domestic Violence"

Step 1: Send Notice:

- Class teacher will send notice to the class to aware the student about the street play on their Annual function.

Step 2: Selection of Participants:

Then teacher will select the student for their role in their street play and make their list.

Step 3: Set the Date and Venue.

School will set the venue or location for the Annual function and the date.

Step 4: Conduct Annual function:

While conducting the annual function after the Welcome song the street play performance will held.



# Street Plays

physical and emotional abuse by the husband.

Andrea: What is domestic abuse and what do you mean by physical and emotional abuse?

Afrilyn: No, there are actually many types of domestic abuse. Physical abuse is the type that involve a lot of violence acts. Meanwhile emotional abuse is way to control another person by using emotions, critic, embarrass or anything that hurt the victim feeling.

Andrea, when was the last times you talk to the wife?

Andrea: Hmmm the last time I talk to the wife was two days ago may be. I do notice there is a bruise on her right hand and a bandage on her forehead. She didn't really want to talk about it, so I just left her alone. Well, the problem now is how do we help them?

Afrilyn: Firstly, for today I would go home with you and have a deep conversation with her. She would not feel all alone and she might speak up later.



# Street Plays

Andrea: We can go to nearby police station and lodge a police report.

Afrilyn: What time does her husband always go home from work?

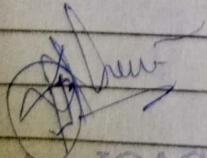
Andrea: He always come home around 8pm.

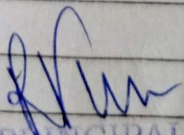
Afrilyn: Do you have her phone number?

Andrea: Her name is Milly. Yeah I do have her phone number.

Afrilyn: We can start our plan today but lets go to cafe first. We both are hungry.

Andrea: OK then. Lets go.

  
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# Debate

A debate has a chairman who conducts the debate and a timekeeper who records the time of each speaker. There are two teams: an Affirmative - the team that agrees with the topic and a Negative - the team that disagrees with the topic. Each side consists of three members; first, second and third speakers.

Aqsa Girls' High School is conducting a Debate Competition.

Step 1: Plan the theme of the debate:

Firstly the school will decide when the debate should happen and what would be the theme of it.

Step 2: Send Notice:

Then the class teacher send notice to their respective classes.

Step 3: Make list of Participants:

Then the teacher of their respective class will make the list of the participants.



# Debate

Step 4: Set Date and Venue.

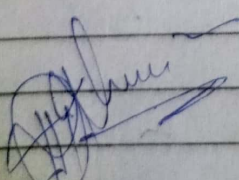
Set Date and Venue for the Debate competition and prepare the students for the Debate.

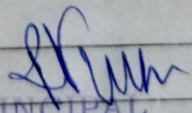
Step 5: Conduct Debate.

Conduct your debate on the location and finalize the score of the students.

Step 6: Distribution of Certificate & Awards:

After the finalization of score and then the participants should be provided with certificates and winners should get their awards by Judges.

  
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# Debate

## Is Educating A Girl Child Waste of Money.

Yes

No

Educating a girl is not at all waste of money if a woman is educated the whole family gets educated. A better family moulds into a better society as well as a good citizen for the survival of society & family.

Its a waste of money to educate a girl child because they are not going to need that kind of education in their future. They should stay at home to take care of their family members.

Educating girls is important because only if the girls is educated the nature is also free from all other problems. People think educating a boy is better than educating a girl because a boy can earn more.

Educating a girl child is a burden for the parents and parents cannot afford their education. They feel educating a girl cannot be a source of earning at their place because she will get married & go to their in-laws.

Its the era which we are dealing with technology! So by making a mindset that women are just housewife is wrong concept.

Women should stay home to cook, clean & care for their family, rather than follow the path of new science and technology.



# Debate

Investment on women is investment for nation's development first girls will educate one house and after marriage the next house.

Rather than, investing money on the girls. Invest money on boys is the concept as he will be a source of earning for family.

Girls have to be educated because they have to make their family and also give an educated world a name and fame.

As the women gets educated they want to live a fashionable life so to fulfill their wish they try to hinder outside, which is a wrong concept according to our society.

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# Poster Competition

Poster Making Competition  
held by Asa Girls High  
School on 2<sup>nd</sup> Jan 2024  
in the Auditorium.

Step 1: Send Notice.

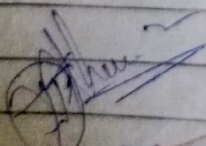
Step 2: Set the Date and Venue.

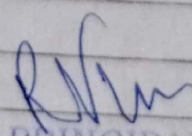
Step 3: Make the list of the participants.

Step 4: Conduct competition.

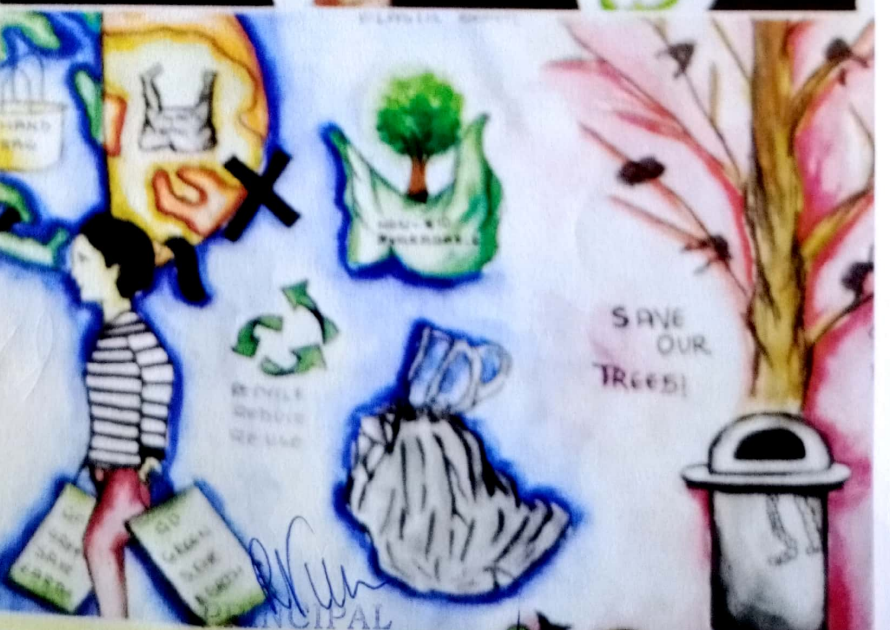
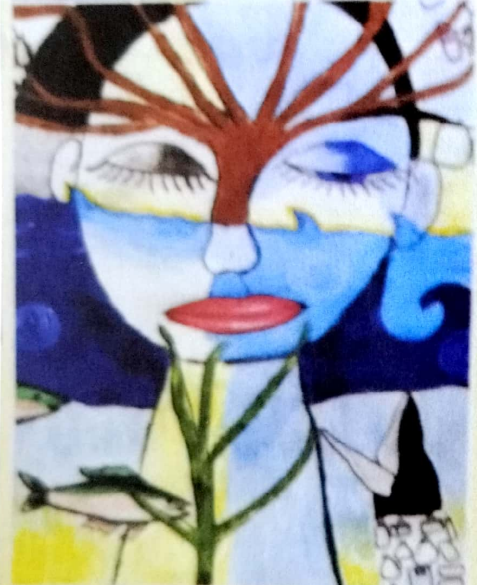
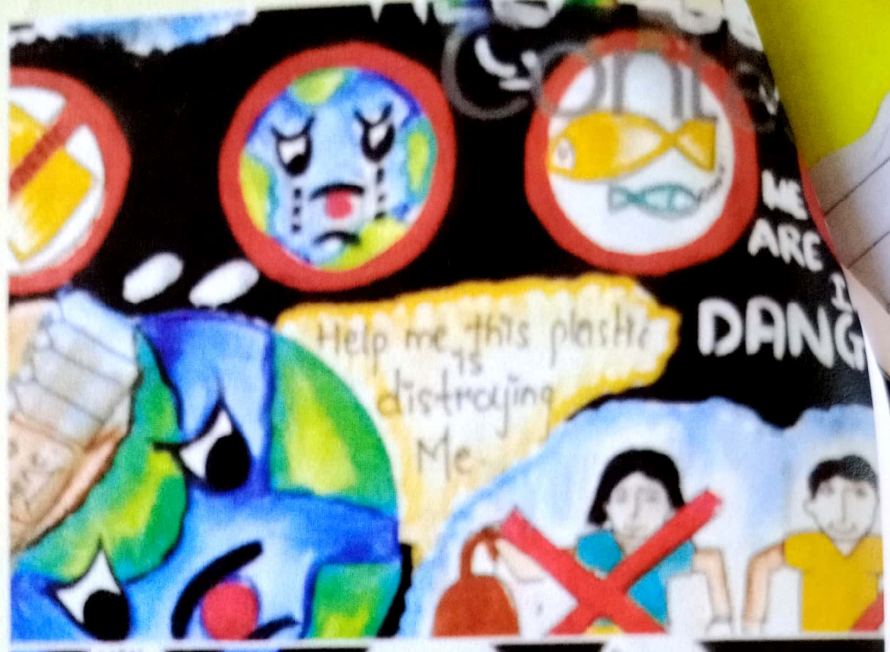
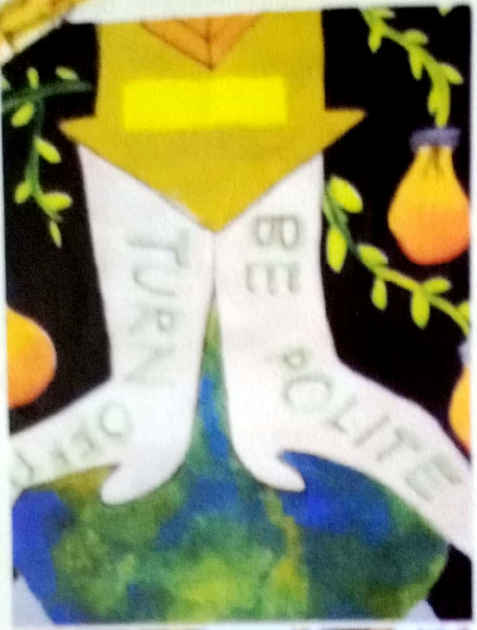
Step 5: Finalize the Winner.

Step 6: Award distribution.

  
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# SLOGAN COMPETITION

## Slogan Competition Conducted by "Aqsa Girls' High School".

Step 1: Send Notice to the class

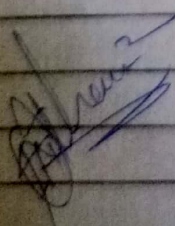
Step 2: Make list of the participants

Step 3: Decide Date and Venue

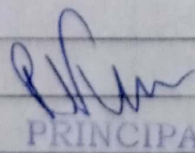
Step 4: Conduct slogan competition

Step 5: Finalize the Winner

Step 6: Certificate & Award distribution.

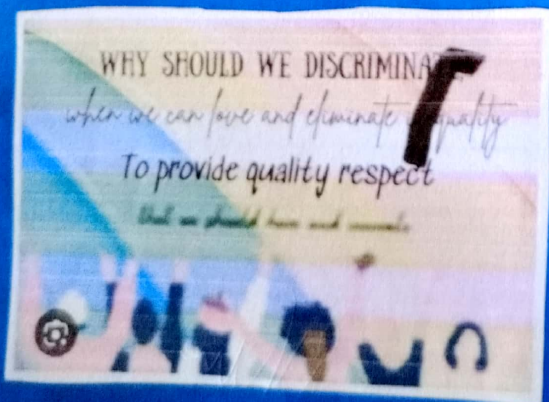
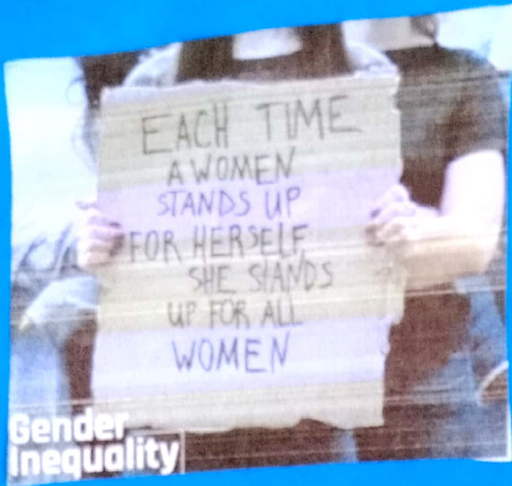


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# Gender Equality Is A Human Right Not A Female Fight.

All the humans much remained determined and keep on fighting now so that through not tomorrow but in the coming years things will get better and women will feel equally safe, and supported.



# Interviews.

The interview is a commonly used data collection method. We have faced interviews all the time.

An interview is a structured conversation where one participant asks questions and the other provides answers. Interviews usually take place face-to-face in person, but the parties may instead be separated geographically as in videoconferencing or telephone interviews.

## Definition :

Lybson and Hanna define "An interview as a face-to-face interpersonal event in which at least one person has planned to achieve a specific goal".

## Objective :

- Getting information
- Giving information
- Persuading
- Problem solving
- Counseling
- Job seeking or hiring
- Receiving complaints

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# Interviews.

1: What do you understand by gender issues?  
→ Gender issues refers to all the concerns and issue which relate to lives and situation in society of women or men.

2: Does gender equality also a human right?  
→ Absolutely, as per the fundamental principle of UN charter gender identity and equality is the core of human right.

3: How will you enable gender equality?  
→ Gender equality involves fostering, awareness, education and policy changes.

4: How will you spread awareness on gender equality?

→ I spread awareness on gender equality by using social media and making awareness in my circle of friends and sources.

5: What is the impact of gender equality?

→ Gender equality has a profound impact as it increases the family income, eradicates poverty and provide education.

6: Family laws are applicable to?

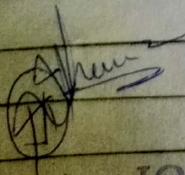
→ Family laws are applicable to marriage, divorce, adoption & inheritance.



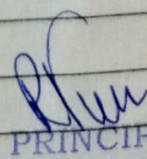
# REFLECTION

The entire gender project that I have made including street play, slogan debate, poster, interview, exhibition provided many new thoughts and ideologies regarding women's welfare. After performing all the activities, I concluded that women are struggling in society by facing so many problems such as sexual abuse, discrimination, violence, dowry, poor nutrition and low education facilities.

Although women play vital role in the development of society but irony is that they have never been appreciated in a patriarchal society.



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# Knowledge & Curriculum

Guided by:  
Khan Dr. Nafiya f  
Momin Shabeema.

Co-ordinator IQAC  
Konkan Muslim Education Society's

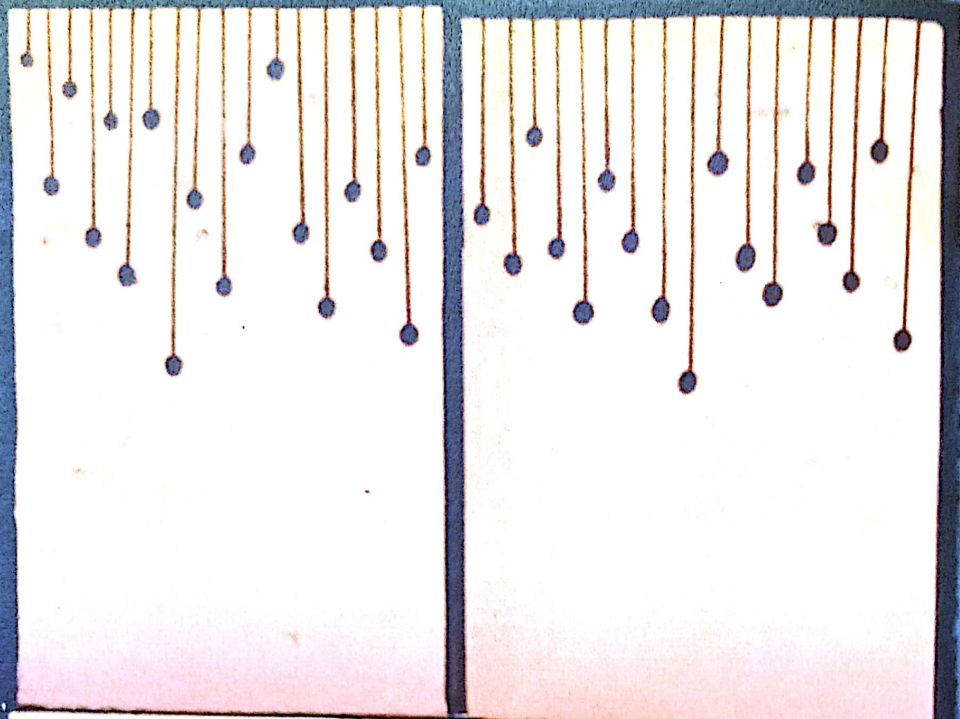
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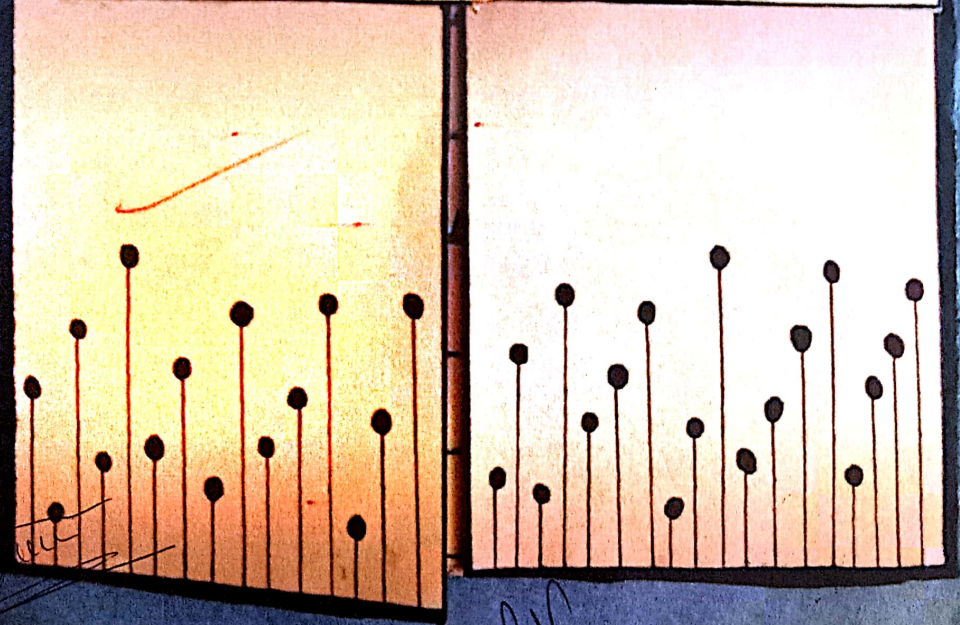
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J A D E X



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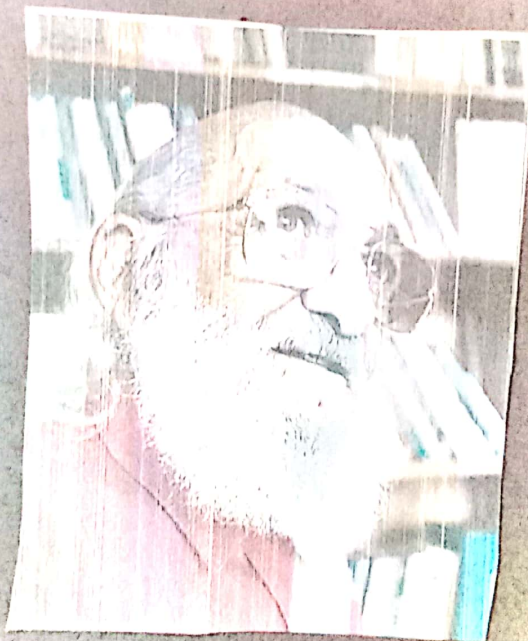
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Sr No.	Topic	Sign
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3.	Need.	
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5.	Dialogue Method.	
6.	Banking Education.	
7.	Problem Solving Education.	
8.	Some Ideas.	
9.	Good Affects of Dialogue.	
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11.	Example of Dialogue.	
12.	Reflection.	





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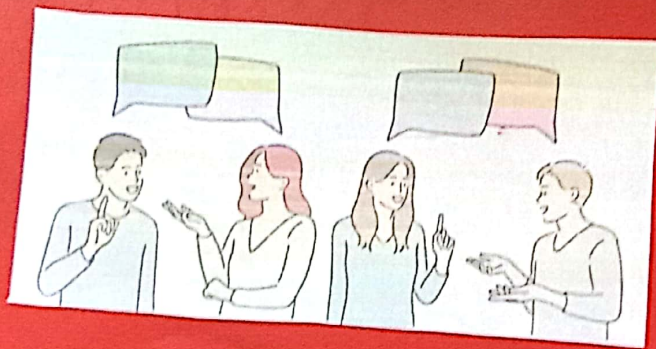


# Biography

Paulo Freire was a Brazilian educator and philosopher who a leading advocate of critical pedagogy. He was born on 19 September 1921 to a middle class family in Recife Brazil. Freire became familiar with poverty and hunger during the 'Great Depression' of the 1930 and 1933 his father died. Freire stated that poverty and hunger severely affected his ability to learn.

Paulo Freire enrolled in law school at the University of Recife in 1943. He also studied Philosophy and Psychology of language. In 1944, he Elza Maria Costa de Oliveira, a fellow teacher in 1967, Freire published his first book, 'Education as the practice of freedom'. He followed it up with his most famous work, 'Pedagogy of Oppressed', which was the first published in 1968. After a positive international reception of his work, Freire was offered a visiting professorship at Harvard University in 1969. The next year, 'Pedagogy of the oppressed' was published in Spanish & English, vastly expanding its reach. Freire died of heart failure on 2<sup>nd</sup> May 1997, in Sao Paulo.





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# Introduction

The roots of the word dialogue come from the Greek word 'dia' and 'logos'. 'Dia' means 'through' and 'logos' means 'word' or meaning. Dialogue is basically a conversation between two or more people. In fiction, it is verbal conversation between two or more characters. Sometimes it is a self-talking dialogue, they are known as 'Monolog'.

Dialogue can be written or spoken. It is found in some poetry and makes up the majority of play. Dialogue is also a way to "show" rather than "tell" because you are letting the reader hear the exact words the characters say, rather than giving them a summary.

## Definition :

"An exchange of ideas or opinions on a particular issue, especially a political or religious issue, with a view to reaching an amicable agreement or settlement."



Need

Significance

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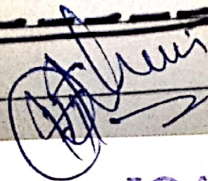
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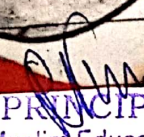
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- ◆ to actively engage.
- ◆ Encourage engagement.
- ◆ Shift from monologue to dialogue.
- ◆ Encourage decision making.
- ◆ more meaningful learning.

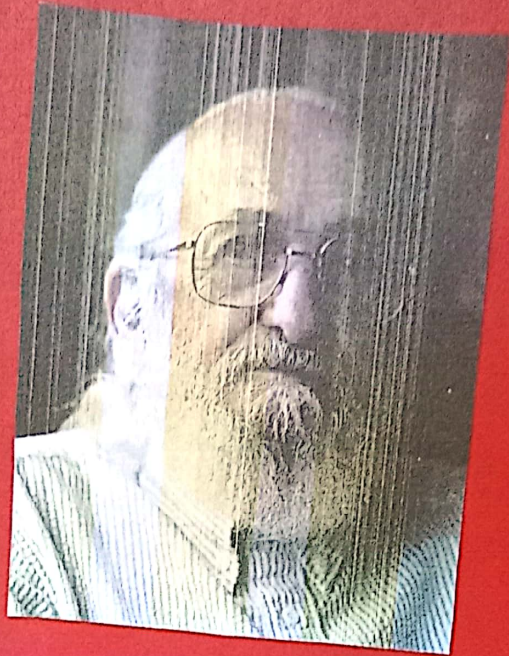
- ◆ Learners are invited to actively engage.
- ◆ More meaningful learning.
- ◆ Shifts the focus of education from what the teachers says to what the learner does.
- ◆ Mutual respect and open communication.

  
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Dialogue Method

by Paulo Freire

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Paulo Freire [1970] states that human nature is dialogic, and believes that communication has a leading role in our life. We are continuously in dialogue with others, and it is in that process that we create and recreate ourselves.

Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue teacher can elicit students' everyday common sense presentation, engage with their ideas and help them overcome misunderstandings. Dialogue based educational approach, which was put forward by Paulo Freire [1921-1997], one of the most significant thinkers of radical education approach, was designed in such a way to enable teacher and students to carry out research together. Freire proposes this educational approach as an alternative to the traditional educational model which he calls as 'banking education'.

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# Banking Education

The term banking model of education was first used by Paulo Freire in his book. Freire describes this form of education as "Fundamentally character" with teacher as the subject. Paulo Freire called the traditional system of education as "banking education" because knowledge is deposited into the empty accounts of students in a similar manner one operates a bank account. The traditional as conceived by Freire, is an act of depositing in which the students are the depositories & the teacher is the depositor. In this system of education, the teacher lectures & the students receive, memorize & repeat. The scope of action allowed to students extends only as far as receiving, filling & storing the deposits.

Banking education follows the transmission model of education. This model views education as a specific body of knowledge that is transmitted from the teacher to the students. This model is most often used in university settings and lecture halls when there is a class of over 100 students. The easiest method of education is through lecture where the teacher stands at the front of the class & dictates.



# Problem Posing Education

Problem posing Education, coined by the Brazilian educator Paulo Freire in his book 'Pedagogy of the oppressed' [1970], is a method of teaching that emphasizes critical thinking for the purpose of liberation. Freire used problem posing as an alternative to the 'Banking Model of Education' because this type of educational work corresponds to the core of the conscious and puts communication into practice. Therefore problem posing education is a Libertarian educational work.

The philosophy of problem posing education is the foundation of modern critical pedagogy. Problem posing education solves the students-teacher contradiction by recognizing that knowledge is not deposited from one [The teacher] to another [The student] but is interred formulated through dialogue between them.

Freire's argument concludes that authentic education is not carried on by 'A' for 'B' or by 'A' about 'B' but rather by 'A' with 'B'. Knowledge emerges only through invention and reinvention through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world & with each other.







According to Freire without dialogue there is no communication & without communication there can be no true education. True dialogue cannot exist unless the partners engage in love, humility, faith, trust, hope and critical thinking.

**Humility** : People who lack humility cannot come to the people, cannot be their partners in naming the world. Dialogue cannot exist without humility.

**Hope** : Dialogue cannot be carried on in a climate of hopelessness. If the dialogue expect nothing to come their efforts, their encounters will be empty.

**Faith** : Faith in people is an a priority requirement for dialogue, the dialogical person believe in other people even before meeting the face to face.

**Love** : If I do not love the world. If I do not love life. If I do not love people. I cannot inter dialogue.

**Critical Thinking** : Only dialogue is capable of generating ~~critical thinking~~ critical thinking.



Good Effect of Dialogue

Bad Effect of Dialogue

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- The dialogue method arouses interest in the learners for learning as they can share their thoughts and ideas.

- It also encourages self-reflection and self-introspection among students.

- Students are allowed to encourage their perspectives openly in this method.

- Encourages maximum participation of the learners which fosters an inclusive learning environment in class.

- It increases and improves the engagement in the teaching-learning process.

- Students can get disrupted without learning properly.

- Due to the increase in interaction, the teacher may get distracted and their attention may stray off from the topic.

- Since dialogue encourages talking, students can get loud and create a noisy atmosphere in the classroom.

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# Conversation between teacher and student about exam preparation.

Student: Good Morning, sir.

Teacher: Good Morning.

Student: Sir, my examination is around the corner. Can you give me some instruction as to how I should prepare?

Teacher: Certainly! But at first, get rid of your mobile. That is a major distraction.

Student: Ok, sir.

Teacher: Read your textbooks thoroughly, for you must have all the information while you study. Instead of learning, try to understand it. And also you must solve old question papers because those will help you get acquainted with the format of the question.

Student: Thank you, sir.

Teacher: Your welcome, and All the best.

Co-ordinator IQAC



# Reflection

Through this assignment, I learned about dialogue method, which is introduced by Paulo Freire. I got the chance to learn this technique, that I can use in my future. I came to know about many things, which inspires me to teach in actively and totally agree with the view of Paulo Freire. Dialogue Method is a child centered approach that is very beneficial for the students.

I learned and understand how dialogue method can implement in class.





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7.	Reflection.	



# Introduction

The educational system of every society is not unconcerned with implicit and explicit to transfer norms and distinctive approaches to the learners. The students spend a long time in school which constitutes the most influential periods of the personal development. They are introduced to explicit and designed educational programs and obtain experiences which shape their culture and values. The effectiveness of these experiences is much more than direct methods and informed educational endeavors. The hidden curriculum consists of teaching items which are not officially intended and developed by school and educational system.



The Hidden Curriculum refers to the unwritten rules, values and normative pattern of behaviour which students are expected to conform to learn in school. Hidden Curriculum in educational, refers to the way in which cultural values and attitudes such as obedience to authority, punctuality and delayed gratification are transmitted through the structure of teaching and the organization of school. This is different from the manifest or formal curriculum that is subject based.

Philip Jackson's classic work on "Life in the classroom" points to three aspects of the hidden curriculum: crowds, praise, and power. Sociological research has been considered with undesirable aspects of the Hidden Curriculum, whereby schools are said to sustain inequality through sexism, racism and class bias.

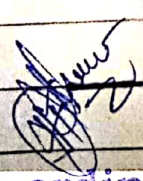


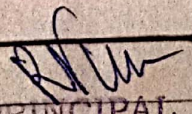
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School as the educational institution, which contain age group from pre-school to pre-university, which has a dominant role in socializing children and teenager. The best and the most important period of growth and evolution are in Scholastic age.

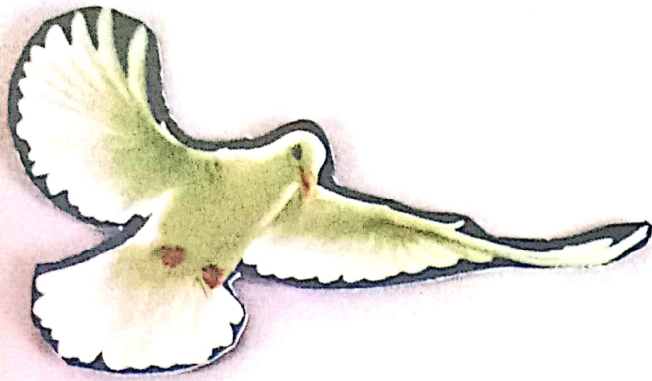
So appropriate with each of Educational periods and considering substantial, mental and emotional properties, special educational programs should be prepared for them.

Critically examined the role of Hidden Curriculum in school [Aqsa girls High school] with reference to school rituals, celebration and rules and disciplines.

  
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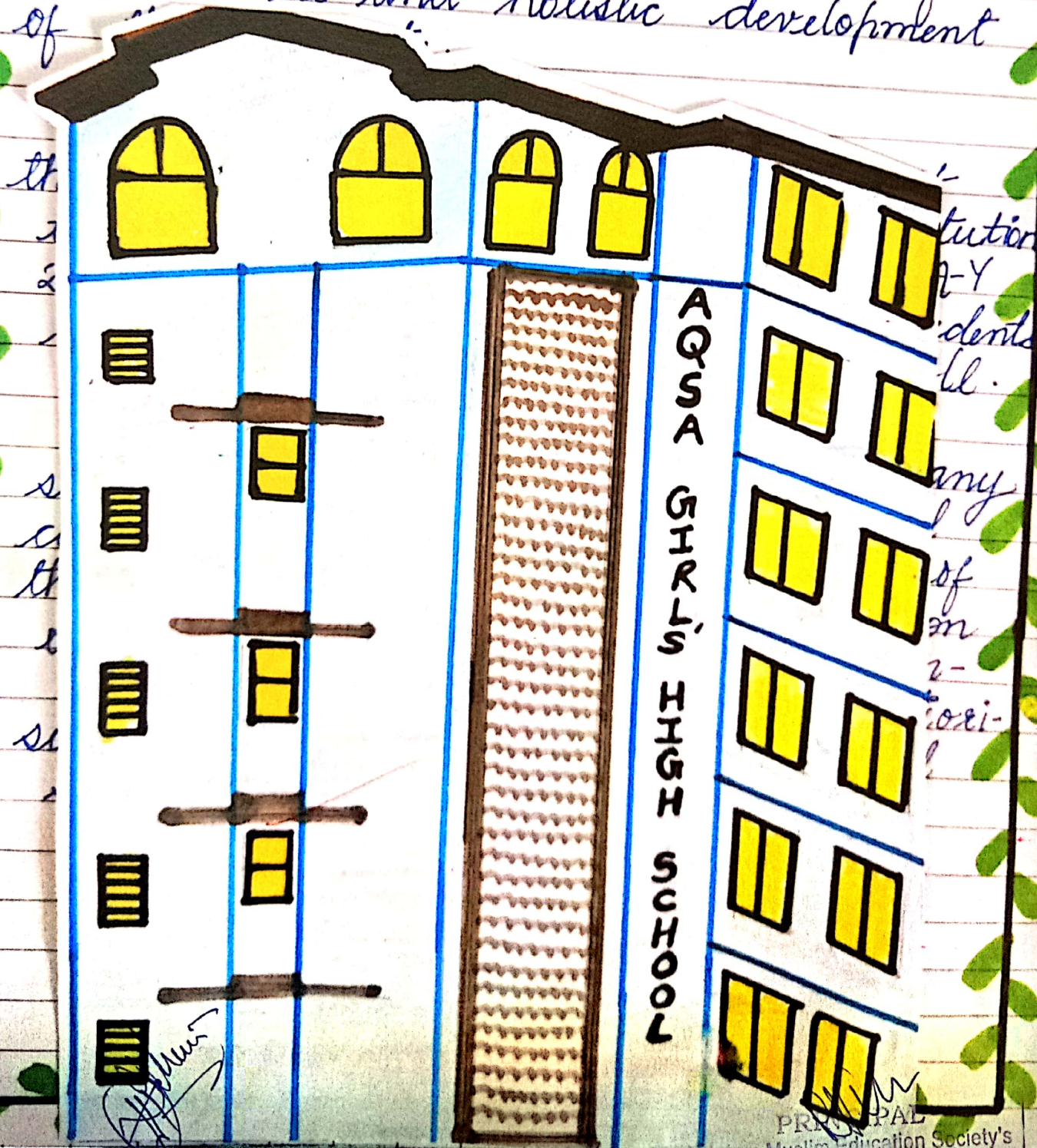
AQSA EDUCATIONAL SOCIETY'S  
**AQSA GIRLS' PRE-PRIMARY,  
PRIMARY & HIGH SCHOOL**  
(ENGLISH MEDIUM)

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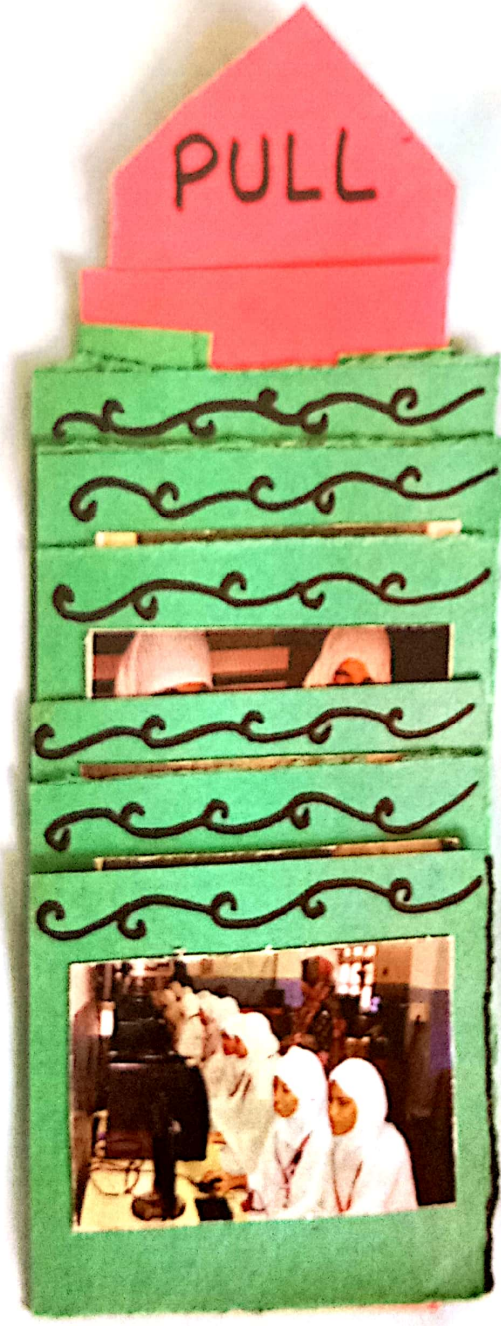
Established in 1987, "Aqsa  
 Girls High School" has a long tradi-  
 tion of excellence in the education of  
 girls. This school avail as an inform-  
 ative centre and holistic development  
 of "



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Q School's culture sends signals not only to students but also to staff. Teacher and school leaders also must work to build positive norms related to their own work. Building a strong culture is not an overnight task. Relational trust is not something that can be achieved simply through some workshop, retreat or form of sensitivity training although all of these can be helpful. Rather relational trust is forgotten daily in social exchange. "Creating and maintaining a strong culture for student and teacher alike also depends on their understanding of the definition of the situation." For relational trust both staff and students must be able to make sense of their work together in terms of what they understand as the primary purpose of the school.

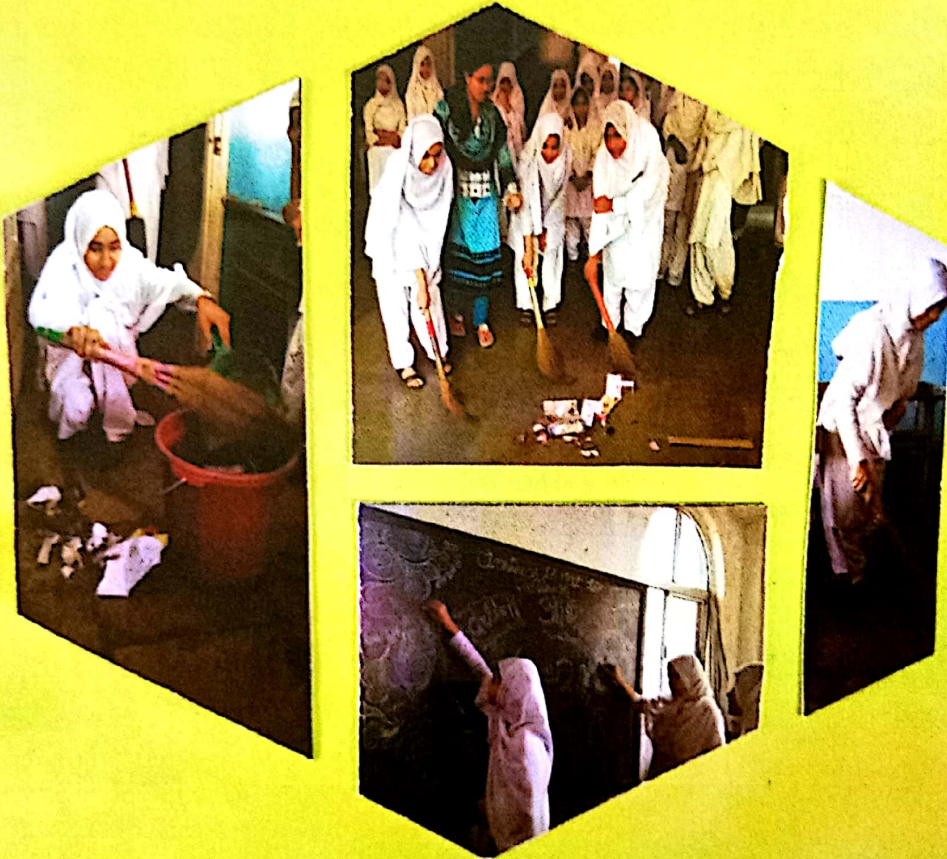
One of the most important daily rituals in a classroom setting is greeting each child at the door with a welcoming personalized hello. Through a





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**AQSA GIRLS' ENGLISH PRIMARY SCHOOL**

79, Bhusar Mohalla, Near Jama Masjid, Bhiwandi - 421 302



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simple morning rituals you can communicate the following message to students i.e We value and include all people with respect. We consider it good manners to greet each person by name. Good manners help others feel comfortable.

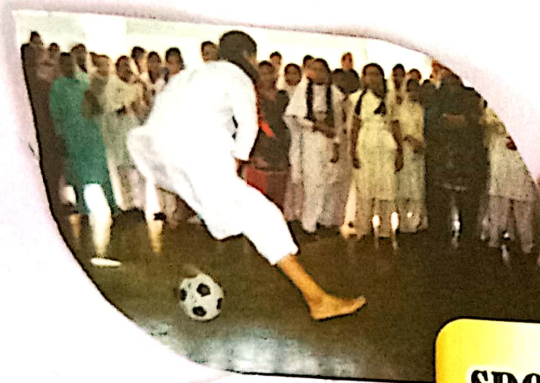
Assembly is an integral part of the Calender activities at the school. Each morning, entire school gathers in the auditorium to recite the prayer, sing the National Anthem and also recite pledge of our country. This is all that influence the hidden curriculum.

In school, teacher addresses the support staff or non-teaching staff politely and kindly, the students indirectly learn the value of respecting other.





**Marathi Day**



**SPORTS**

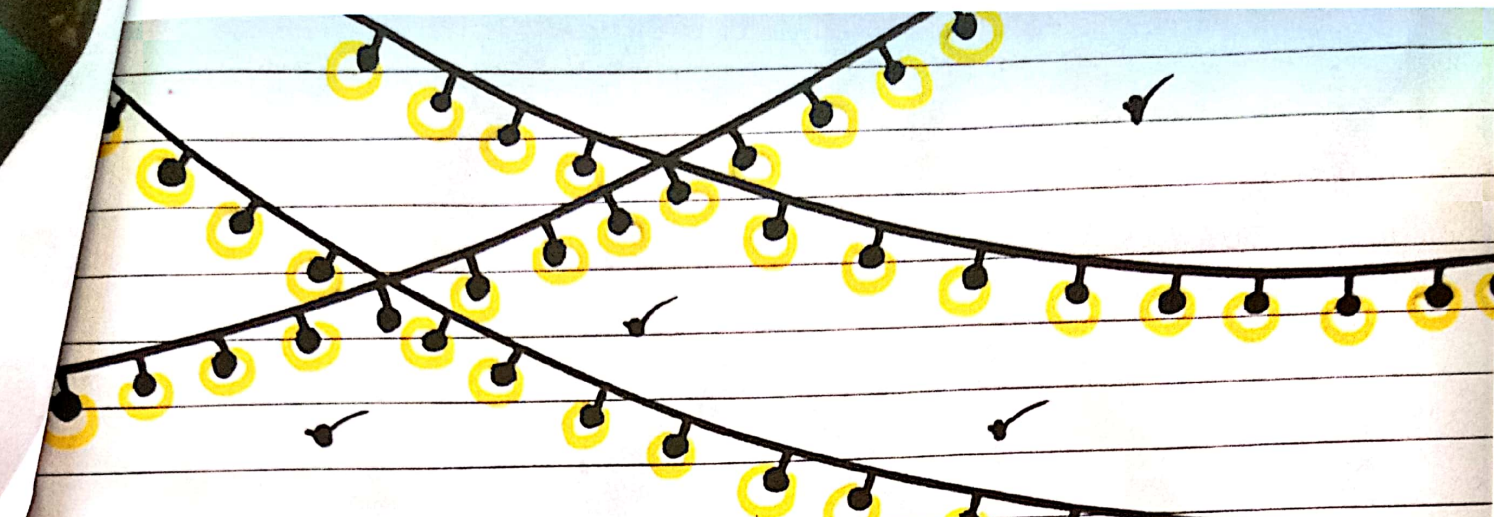


**National Science Day**

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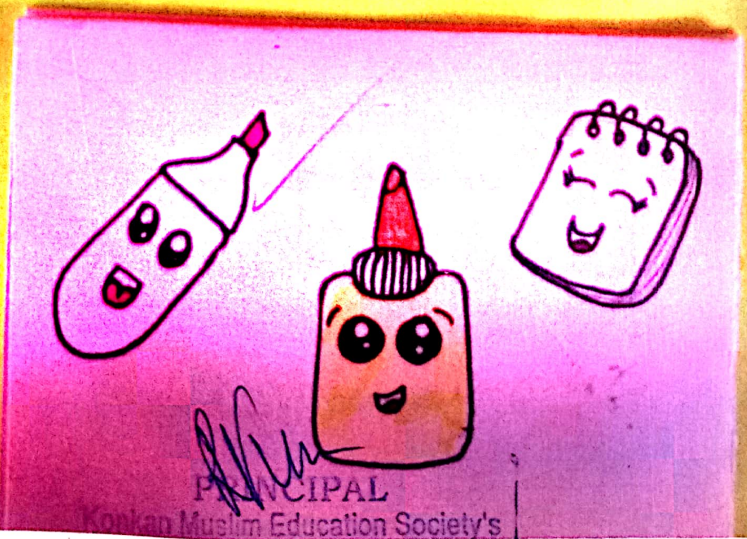
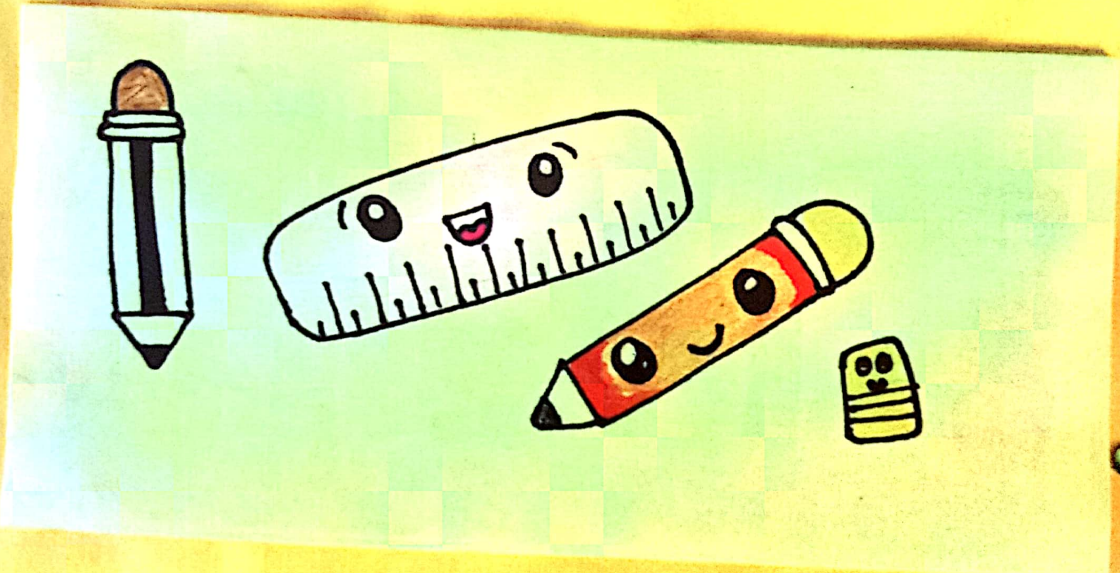
Celebrating events and festivals in school have become an integral part of learning and building a strong cultural belief in children. As a girl's High School encourage students to embrace other traditions and culture just like the way they do with their own. As a part of school efforts to inculcate in students for appreciate and respect to India's heritage and diversity, and also to reinforce in them national pride and respect for all, the school celebrates a number of functions including Independence day, Republic Day, Teacher's Day, Diwali and Eid. School also celebrate Tree-planting Day, Swachta Bharat Abhiyan, Yoga Day which is also concerned with the environmental or social problems.

There are various co-curriculum activities like English calligraphy, Mehendi celebration which also inculcate hidden talents of students. Through this students showcased their innovative capabilities and abilities.

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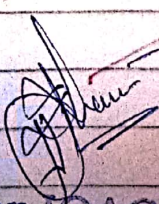
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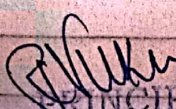


Apart from building relationship, confidence and friendship, such as celebration which will bring happiness, and love among every student. Keeping it values in contact 'Aqsa Livi High School' wish to offer the right kind of educational system which is based on moral ethics.

Education is about fostering self esteem, openness and self concept for students. Breaking away from the hidden script of schooling and recognizing alternative celebrations hurts no one. Instead having school ceremonies that reflect all cultures only serves to validate more children and boast the way they look at themselves.

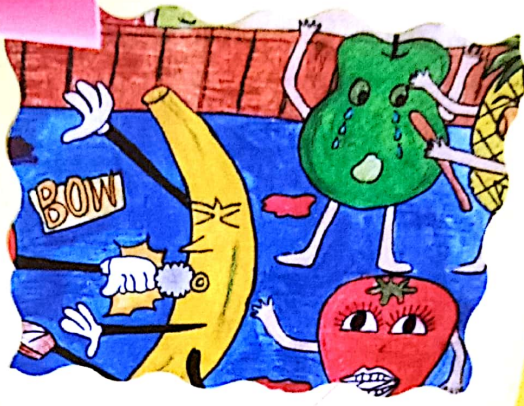
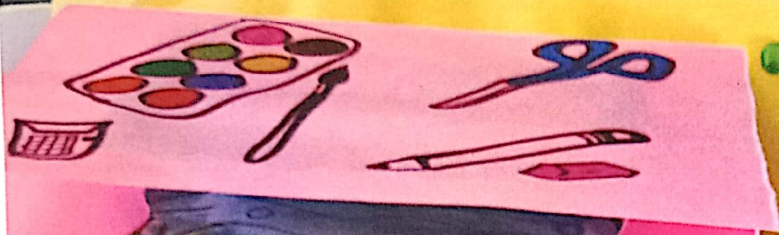


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Guests enjoying the event blissfully



From (left to right) Dr. Mrs. Kimaya Dhule, Miss Memon Tabassum, Miss Shifa Shamim speaking during the Independence Day celebration



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# Hidden Curriculum

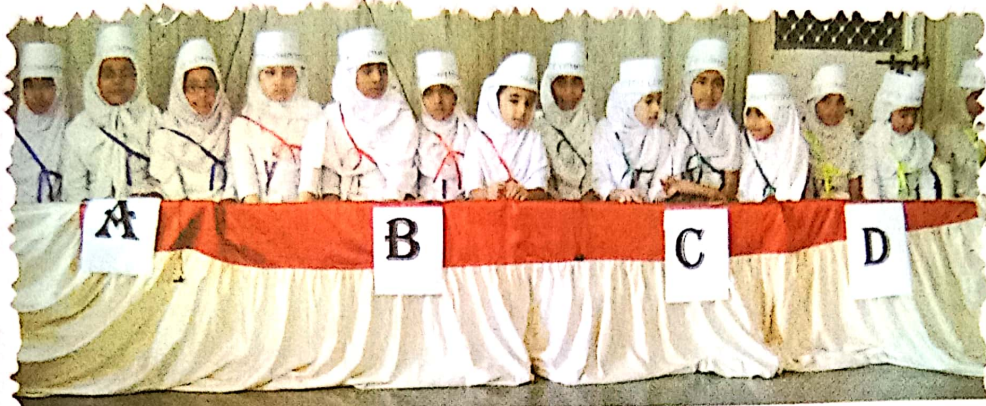
## with Reference to Rules.

The school rules have been established in partnership with the community over a longer period of time. They reflect the school community expectation in terms of acceptable standards of behaviour, dress, personal presentation in the widest sense. Students are expected to follow the school rules all the time when on the school ground, representing the school, attending school activities or while they are clearly associated with the school.

### General Conduct :

Students are representatives of school from leaving home until they return and thus they are expected to set themselves a high standard of behaviour that inside and outside the school. This way, students learn that how it should. There are several rules and regulations in the school for students which they are expected to strictly follow by the students.





In Good Company ..... Computer Quiz Contest



Rack your brains ..... Information Technology is the need of the hour



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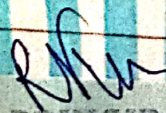


## The School Uniform And Grooming :

This should be worn tidily and correctly both at school and between home and school. Jewellery should not be worn. Students hair must be cleaned and tidied all the times. Make-up must not be worn. This doesn't matter to children as well as to school authorities. The reason behind this is hidden curriculum that is operation. Unknowingly students follows the rules which developed cleaned, punctually, self-worthy into the personality of them.

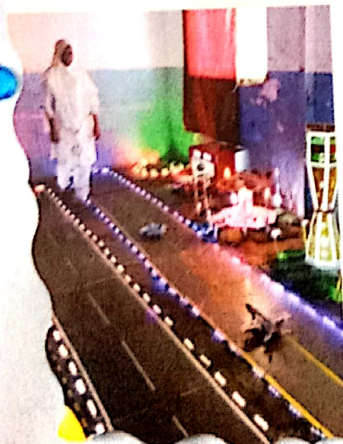
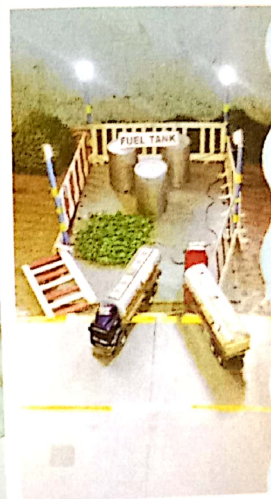
## Bullying:

Any form, verbal or physical or any means of bullying or any victimisation is strictly forbidden. The interpersonal relationship that are evident in the school impact the hidden curriculum with the rules which students developed in a manner of



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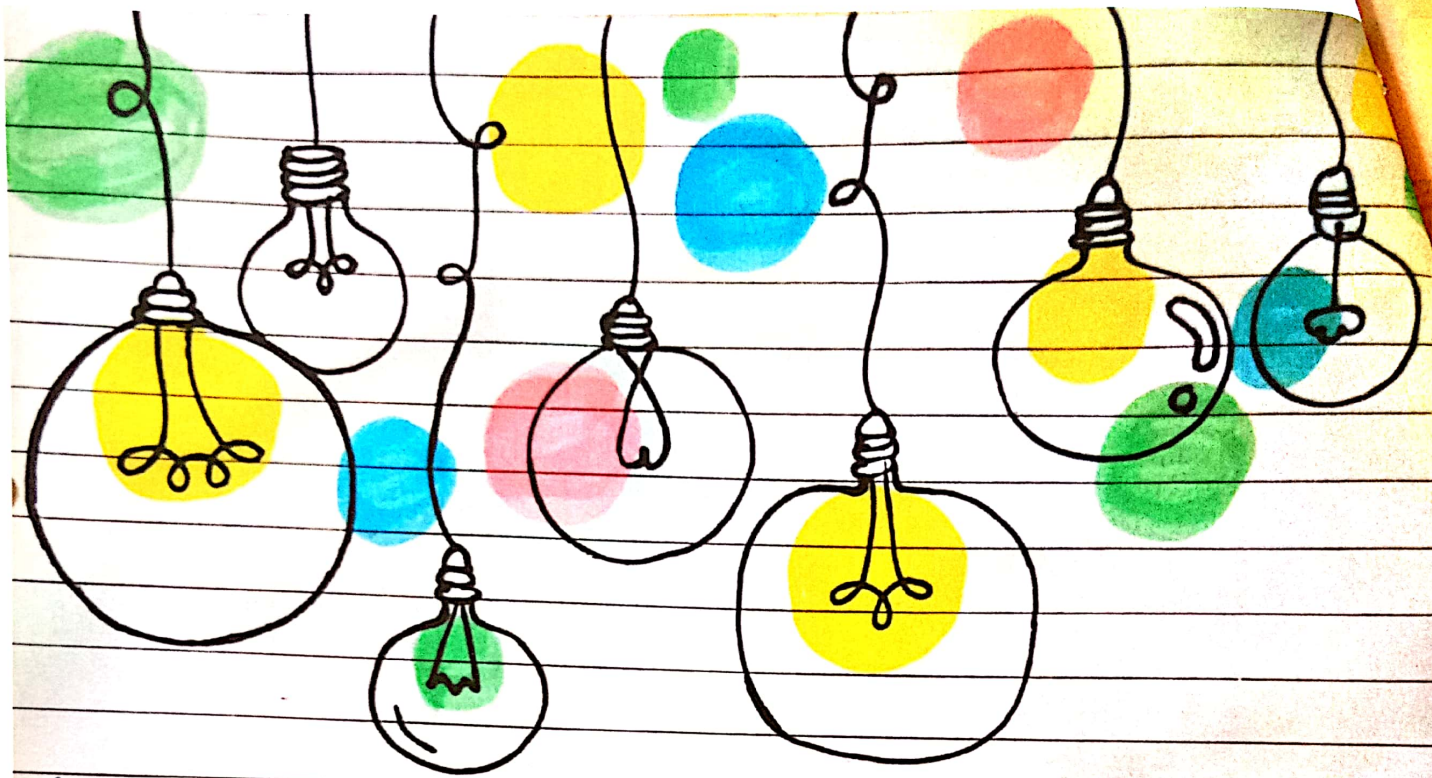




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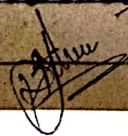


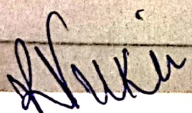


behaviour, they know has to treat with other students neglecting their status and socio-economic backgrounds.

### Exeat Passes :

In school students are required to attend all classes & remain in the school ground. No student should leave the school ground during lunch time without prior permission. This will also serve as the hidden curriculum which influences punctuality in students. School provides safe and clean environment to the student. Without the information of all these things to the students, this all are included in Hidden Curriculum.

  
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# Reflection

The Hidden Curriculum is as important to consider within any institutions in which developing professional are taught.

I have done the task to critically examined role of Hidden Curriculum so, I examined "Aqsa girls High school" and I have observed that school conduct various activities where students are trained and helped in developing their personality. The school celebrate important days to access students with cultural values & respect for one nation.

I have learnt from this task that how school trained their students and developed cultured values in them and also brings out their inner abilities. Because a child spend longer period of time in school, so school plays an vital role to trained children for their future.



Teaching  
is  
a  
great  
way  
to  
keep  
learning

Learning  
And  
Teaching

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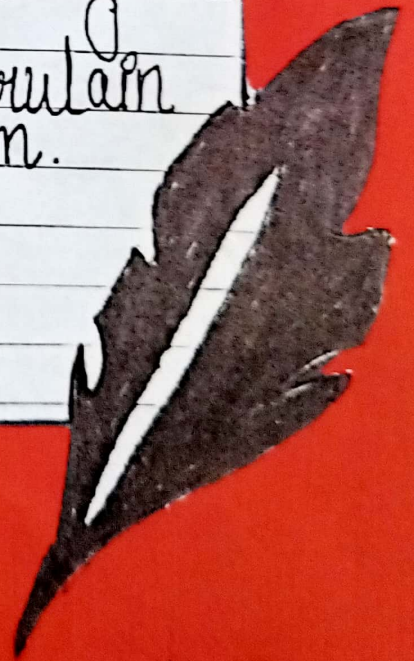
Name :- Shaikh  
Ankal Fahim.

Roll No :- 26

Class :- J.Y.B.Ed

Subject :- Learning And  
Teaching.

Guided by :- Prof. Noorulain  
mam.



*Shaikh*

*Noorulain*



# Acknowledgement

I would like to express my special thanks of gratitude to my teacher - Mr. Noorulain mam, who gave me the golden opportunity to do this wonderful project on Leavening and teaching who also helped me in completing my project. I came to know about so many new things. I am really thankful to them.

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

Shaikh Ankal Fahim  
F.Y. B. 4P.



# KMES College of Education

Documental

## Certificate

This is to certify that Miss Shaikh Ankaq Fahim Roll No-26 Class-F.Y.B.Ed has undertaken and completed the assignment on the topic Thinking style and Transfer of Learning during the academic year 2022-2023 under the guidance of Professor Noorulain Mam.

Principle,  
Dr (Mrs) R.K. Vilku.

Professor Incharge  
Noorulain

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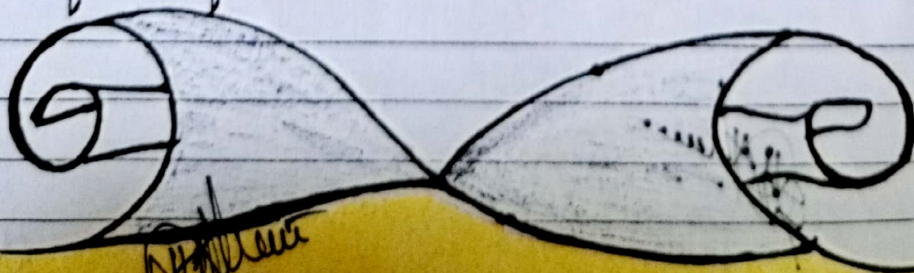


# Experimental Psychology

## Introduction

We studied introspection method and observation method used in psychology of learning. But these methods lack scientific objectivity and validity. Experimental method is the most scientific and objective method of studying behaviour. It is the method which is responsible for assigning the status of science to psychology.

Experimental psychology refers to work done by those who apply experimental methods to psychological study and underlying processes. Experimental psychologists employ human participants and animals as subjects to study a great many topics, including sensation and perceptions, memory, cognition, learning, motivation, emotion, developmental processes, social psychology, and the neural substrates of all of these.



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# Defination

"Learning is acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates in an individual's attitude to overcome obstacles or to adjust to a new situation. It represents progressive changes in behaviour, it enables him to satisfy to attain goals".

"Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience".

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J.W. best describes  
"Experimental research" is the descrip-  
-tion of what will be or what  
will occur under carefully  
controlled conditions."

"Learning is the modi-  
-fication, behaviour thro-  
-ugh experiences?"

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Learning is the central idea in educational process. Learning is a primary concern of educational psychology and the decision maker is teacher. Education are interested, in knowing how learning takes place and how to identify factors that make learning more efficient and effective. Teachers can use this information to provide better learning opportunities in their classrooms and thus improve the levels of academic achievements in their classes.

Children learn, from more than the skills we consciously teach them; for example, self-concept and the social aspects of personality are learned. How children feel about themselves depends on their experiences. Habits, attitudes, values, motives and to some extent emotions are learned. Helping teachers understand the learning process is a major contribution of educational psychology.

In fact, every moment we learn something or the other, because of the varied experiences we have in our life. Our learning influences most of what we do or do not. In fact, what we learn and how we learn influences our actions and inactions. Learning, therefore, is a key to the structure of our personality and behaviour. Both direct and indirect (vicarious) experiences, mould and shapes the behaviour of the individual from initial stages of growth and development. All the conclusions resulting from direct and indirect experiences bring about a definite change in the behaviour of the individual. These changes in behaviour about by experience are commonly known as "Learning".



# Transfer of Learning



Learning for transfer is the application of skills and knowledge learned in one context being applied in another context. An example would be the knowledge and skills learned in sales training being applied on the job with a customer. Because the learning context is often different from the context of application, the goal of training is not accomplished unless transfer occurs. Successful transfer of learning requires that training content be relevant to the task, that the learner must learn the training content, and that the learner must be motivated. Instructional designers need to determine whether the skills being taught require near transfer or far transfer so that they can design instruction accordingly.

Transfer of Learning is one of the most general phenomena of learning and by means of its influence, almost all learned behaviour is interrelated in complex ways.

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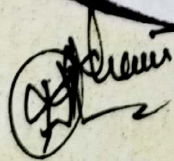


According to Crow and Crow  
(1973)-

"The carry-over of habits of thinking, feeling or working, of knowledge or of skills, from one learning area to another usually is referred to as the transfer of training."

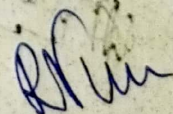
According to Perkins -

"Transfer of learning is the application of skill, knowledge and attitudes that were learned in one situation to another learning situation"



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# Transfer of Learning

1) Positive Transfer - Transfer of learning is said to be positive when the learning carried out in one situation proves helpful to the learner in another situation.

Examples -

- The knowledge and skills related to school mathematics help in the learning of statistical computation.
- Learning to play badminton may help an individual to play ping pong (table tennis) and lawn tennis.

2) Negative Transfer - Transfer of learning is said to be negative when learning in one situation hinders, interferes or weakens the learning in another situation.

Examples -

- Having learned to pronounce "but" correctly, the child find it difficult to pronounce "put" correctly.
- One who is driving an auto-start motor Honda scooter may find difficult to driving Bajaj or Vespa a scooter.





3) Near Transfer - Near-transfer refers to transfer between very similar contexts.

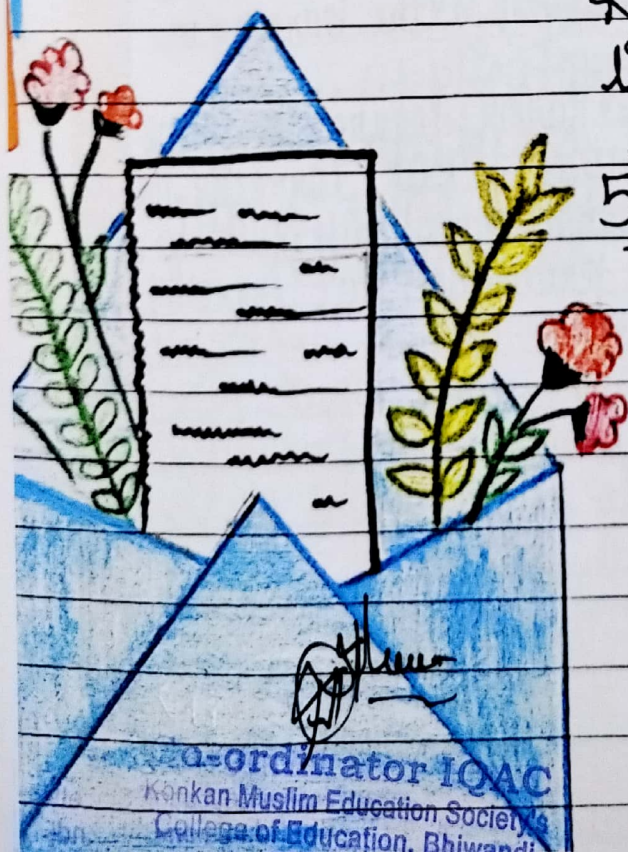
Example - • When students answer similar questions in tests those they have practised in class.

4) Far Transfer - Far-transfer refers to transfer between contexts that, on appearance seem remote and alien to one another. Far transfer is used to refer to the transfer of learning from school context to a non-school context.

Example - • Skills learned mathematics such as taking care and checking all alternatives, when used in making investment decision.

5) Low Road Transfer - Low-road transfer refers to developing some knowledge/skill to a high level of automaticity.

Example - Shoe tying, keyboarding, or steering a car.



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# Inking Style

Aim :- To study the process of learning by trial and error method. To discover the amount of transfer in a novel situation from one hand to another (bio lateral transfer)

Material :- Mirror, drawing for skill copy of a star pattern with double line dressing.

Experimental :- Shaikh Noorulain Ma'am.

Subject :- Shaikh Ankaif Fahim Ahmed.

Procedure :- 1) Place the star pattern in such a way that the star can be seen only through the mirror directed. Top star pattern is not allowed. Cover the pattern is not a sheet of dressing paper. Subject should begin dressing the figure from the arrow mark. Place the figure of close mark direct as seen the mirror we careful to see that your tracing in between two line crossing of the lines into be counted as an error.

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2- In the first trial ask subject to trace the pattern with its left hand.

3- Ask him to trace the pattern with his or her right hands for eight trial in the tenting trial. Ask him to trace the pattern again note the time and error in each trial.

## Introspections

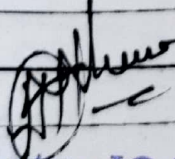
It is find out numbers of error and trial and calculate the error and draw the star through see in the mirror.



# Education Implication :-

1- We have seen that Transfer takes place because of similarity of content, techniques and methods or because of generalisation. If a student fail to detect the similarity in two situation transfer will not take place. Remember that transfer of learning does not take place automatically, we have to teach with transfer in mind.

2- Teachers manytime teach specific facts, without getting meaningful generalization. In the teaching to geometry students are generally taught bisecting a single angle in a particular position. Many of them fail to bisect the angle of triangle simply because they are acquainted with the bisection of an angle. In one particular position teachers should provide varied experiences problems in algebra should not be works out only with unknowns  $x$  and  $y$  but without unknown also such as  $m, n, h, a, p, r$  and so on.

  
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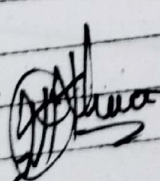
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3. Make the learning experience as much as possible similar to life like situations. If democratic way of life is accepted by the society it should be practised in the school through various activities such as election of the student council.

4. Some time opportunities for transfer are lost because teachers do not alert students to look after relationship and to see how materials vehicle is learned, can be used in future. In studies of the transfer values of foreign languages it has been found that the greatest effect on english vocabulary occurs when relationship between english vocabulary and their taken french and Spanish words are shown as a plan passed of the teaching process.

  
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5-Bad habits of work may transfer from situations to another and may have a detrimental effect in learning student develop faculty habits of study in the early of schooling, which they carry over at a later stage. Even when they join a college teachers should their for pay attention to the development of proper method of study and habits of work.

6-It is now well established, that greater transfer subject matter, can be achieved by changing the method of teaching. If the subject matter is taught in isolation from the problems of daily life. The utility of the knowledge gain is extremely limited in one study 16% increase in transfer was obtained by simply telling the students that the materials they were learning would be used in other situations.

7- Learning teaching would be useful in other transfer is not accomplished and equal faculty for unequal.



## Four Types Of Thinking Style

Not only do we have preferred learning styles, we also have favourite thinking styles. Anthony Grey, professor of curriculum and instruction at the University of Connecticut, has divided these into four groups.<sup>14</sup>

- \* Concrete sequential.
- \* Concrete random.
- \* Abstract random.
- \* Abstract sequential.

We're indebted to SuperCamp consultant John LeTellier for adapting the Gregorc model and providing the checklist on the next three pages.<sup>15</sup>

We stress, however, that no thinking style is superior; they are simply different. Each style can be effective in its own way. The important thing is that you become more aware of which learning style and thinking style works best for you. Once you know your own style, you can then analyse the others. This will help you understand other people better. It will make you more flexible. And perhaps we can all pick up tips from each other on how to be more effective.

Once you've made a graph for yourself on page 358, consider these explanations to improve your own ability to learn, think, study, work and enjoy life:

*Concrete sequential thinkers are based in reality, according to SuperCamp co-founder and president Bobbi DePorter. They process information in an ordered, sequential, linear way. To them, "reality consists of what they can detect through their physical sense of sight, touch, sound, taste and smell. They notice and recall details easily and remember facts specific information, formulas and rules with ease. 'Hands on' is a good way for these people to learn." If you're concrete sequential—a CS—build on your organisational strengths. Provide yourself with details. Break your projects down into specific steps. Set up quiet work environments.*

*Concrete random thinkers are experimenters, says DePorter. "Like concrete sequentials, they're based in reality, but are willing to take more of a trial-and-error approach. Because of this, they often make the intuitive leaps necessary for true creative thought. They have a strong need to find alternatives and do things in their own way." If you're a CR, use your divergent thinking ability. Believe that it's good to see things from more than one viewpoint. Put yourself in a position to solve problems. But give yourself deadlines. Accept your need for change. Try and work with people who value divergent thinking.*

*Abstract random thinkers organise information through reflection, and thrive in unstructured, people-oriented environments. Says DePorter, "The 'real' world for abstract random learners is the world of feelings and emotions. The AR's mind absorbs ideas, information and impressions and organises them through reflection. They remember best if information is personalised. They feel constricted when they're subjected to a very structured environment." If you're an AR, use your natural ability to work with others. Recognise how strongly emotions influence your concentration. Build on your strength of learning by association. Look at the big picture first. Be careful to allow enough time to finish the job. Remind yourself to do things through plenty of visual clues, such as coloured stickers pasted up where you'll see them.*

*Abstract sequential thinkers love the world of theory and abstract thought. They like to think in concept and analyse information. They make great philosophers and research scientists. DePorter again, "It's easy for them to zoom in on what's important, such as key points and significant details. Their thinking processes are logical, rational and intellectual. A favourite activity for abstract sequentials is reading, and when a project needs to be researched they are very thorough at it. Generally they prefer to work alone rather than in groups." If you're an AS, give yourself exercises in logic. Feed your intellect. Steer yourself toward highly structured situations.*

### Reference:

Dryden G., & Vos J. (1993) *The learning revolution: A lifelong learning programme for the world's finest computer users to maximize brain.* Auckland: Profile books.

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# Test Your Own Thinking Style:

Follow the instructions to find out your thinking style!

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## To test your own thinking style

Read each set of words and mark  
The two that best describe you

1.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	imaginative investigative realistic analytical	9.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	reader people person problem solver planner
2.	<input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	organised adaptable critical inquisitive	10.	<input type="checkbox"/> a. <input type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	memorise associate think-through originate
3.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	debating getting to the point creating relating	11.	<input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	changer judger spontaneous wants direction
4.	<input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input checked="" type="checkbox"/> d.	personal practical academic adventurous	12.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input type="checkbox"/> c. <input type="checkbox"/> d.	communicating discovering cautious reasoning
5.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	precise flexible systematic inventive	13.	<input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	challenging practising caring examining
6.	<input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input checked="" type="checkbox"/> d.	sharing orderly sensible independent	14.	<input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input checked="" type="checkbox"/> d.	completing work seeing possibilities gaining ideas interpreting
7.	<input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input checked="" type="checkbox"/> d.	competitive perfectionist cooperative logical	15.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input type="checkbox"/> c. <input checked="" type="checkbox"/> d.	doing feeling thinking experimenting
8.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	intellectual sensitive hardworking risk-taking			

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Do it in style

After you have completed this page, please return it to the previous page chair

After completing the test on the previous page:

In the columns below, circle the letters of the words you chose for each number. Add your totals for columns I, II, III and IV. Multiply the total of each column by 4. The box with the highest number describes how you most often process information.

	I	II	III	IV
1.	C	D	A	B
2.	A	C	B	D
3.	B	A	C	D
4.	B	C	A	D
5.	A	C	B	D
6.	B	C	A	D
7.	B	D	C	A
8.	C	A	B	D
9.	D	A	B	C
10.	A	C	B	D
11.	D	B	C	A
12.	C	D	A	B
13.	B	D	C	A
14.	A	C	D	B
15.	A	C	B	D
TOTAL:	5	4	10	11

I	5	x 4 =	20	Concrete Sequential (CS)
II	4	x 4 =	16	Abstract Sequential (AS)
III	10	x 4 =	40	Abstract Random (AR)
IV	11	x 4 =	44	Concrete Random (CR)

*[Handwritten signature]*

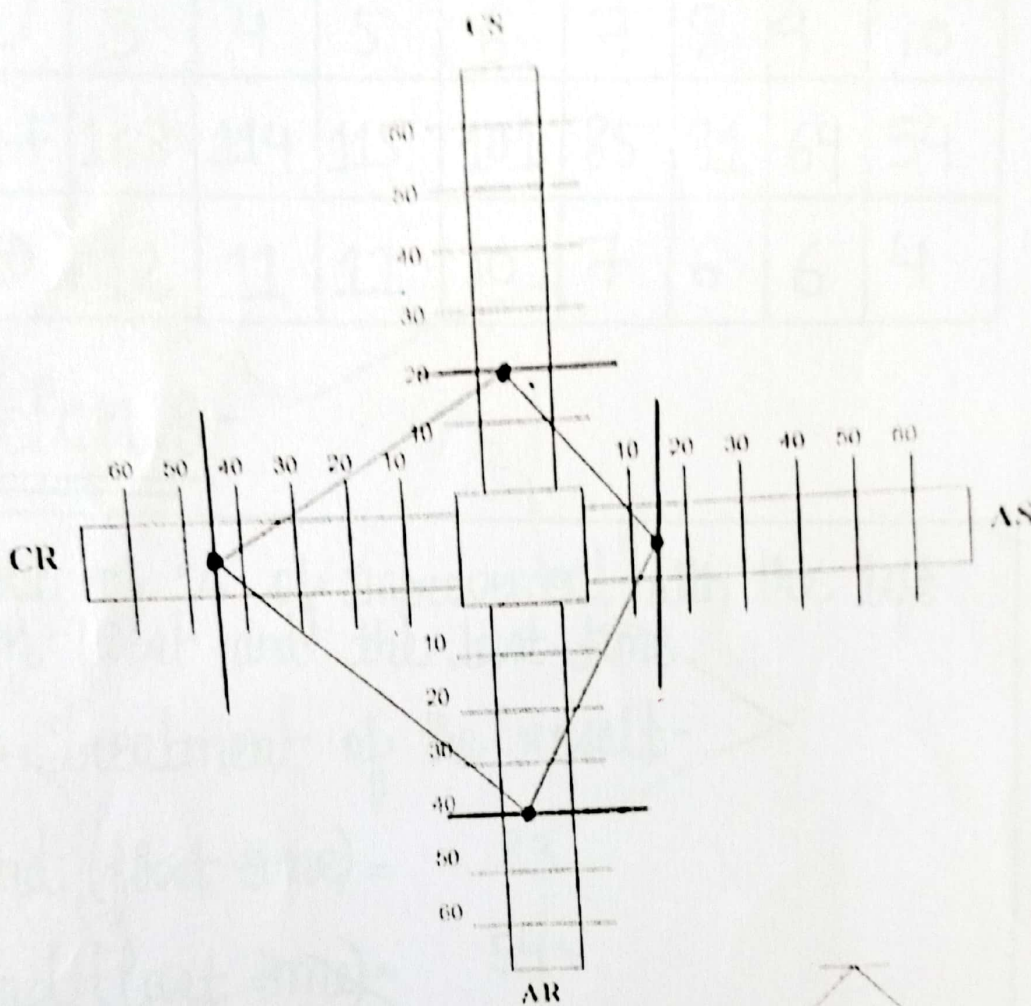
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After you have completed your personal thinking-style test on the previous page chart your results below



To graph your preferred "thinking style" just place a dot on the number that corresponds to your score in each of the classifications on the previous page, and link dots as shown in the miniature diagram.

Our thanks to John L. Follen and Dell Publishing, 606 Fifth Avenue, New York 10103 for permission to reprint this test from *Quantum Learning*, by Bobbi DalPorter. The test is based on research by Professor Anthony Gregory.

*[Handwritten signature]*

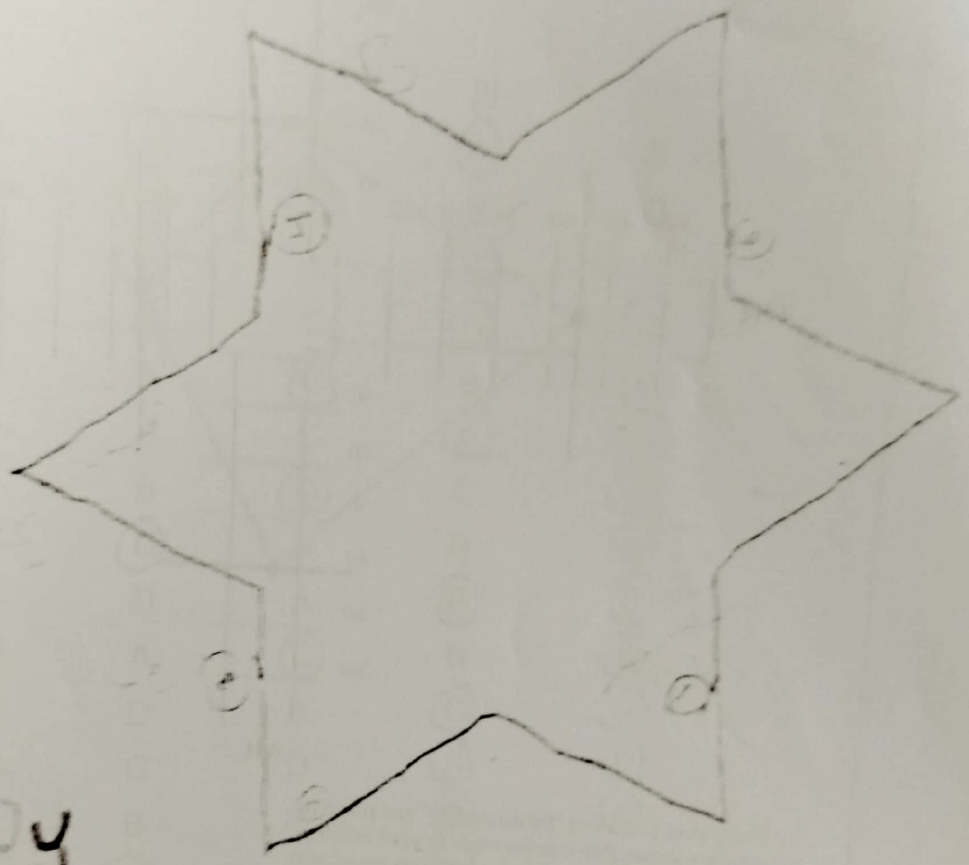
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## Observation Table:-

trial	1	2	3	4	5	6	7	8	9	10
time(sec)	83	147	168	114	115	101	85	81	69	54
error	6	10	12	11	11	10	7	6	6	4

## Calculation:-

Calculation of % of improvement with the left hand in first and the last time.

∴ Treatment of the result-

• Left hand (first time) = 83

• Left hand (last time) = 54

• Left hand error (first time) = 6

• Left hand (last time) = 4

$$= \left\{ \frac{\text{First time} \times \text{Last time}}{\text{First time (in sec)}} \right\} \times 100$$

$$= \frac{83 \times 54}{83} \times 100$$

$$= 54 \times 100$$
$$= 5400 \text{ Sec.}$$

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Percentage of improvement of error  
first hand error to last hand error.

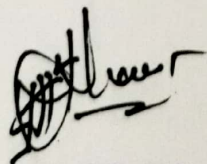
$$= \frac{\text{First error} - \text{last error}}{\text{First error}} \times 100$$

$$= \frac{6 - 4}{6} \times 100$$

$$= \frac{2}{6} \times 100$$

$$= 0.3 \times 100$$

$$= \boxed{30\%}$$



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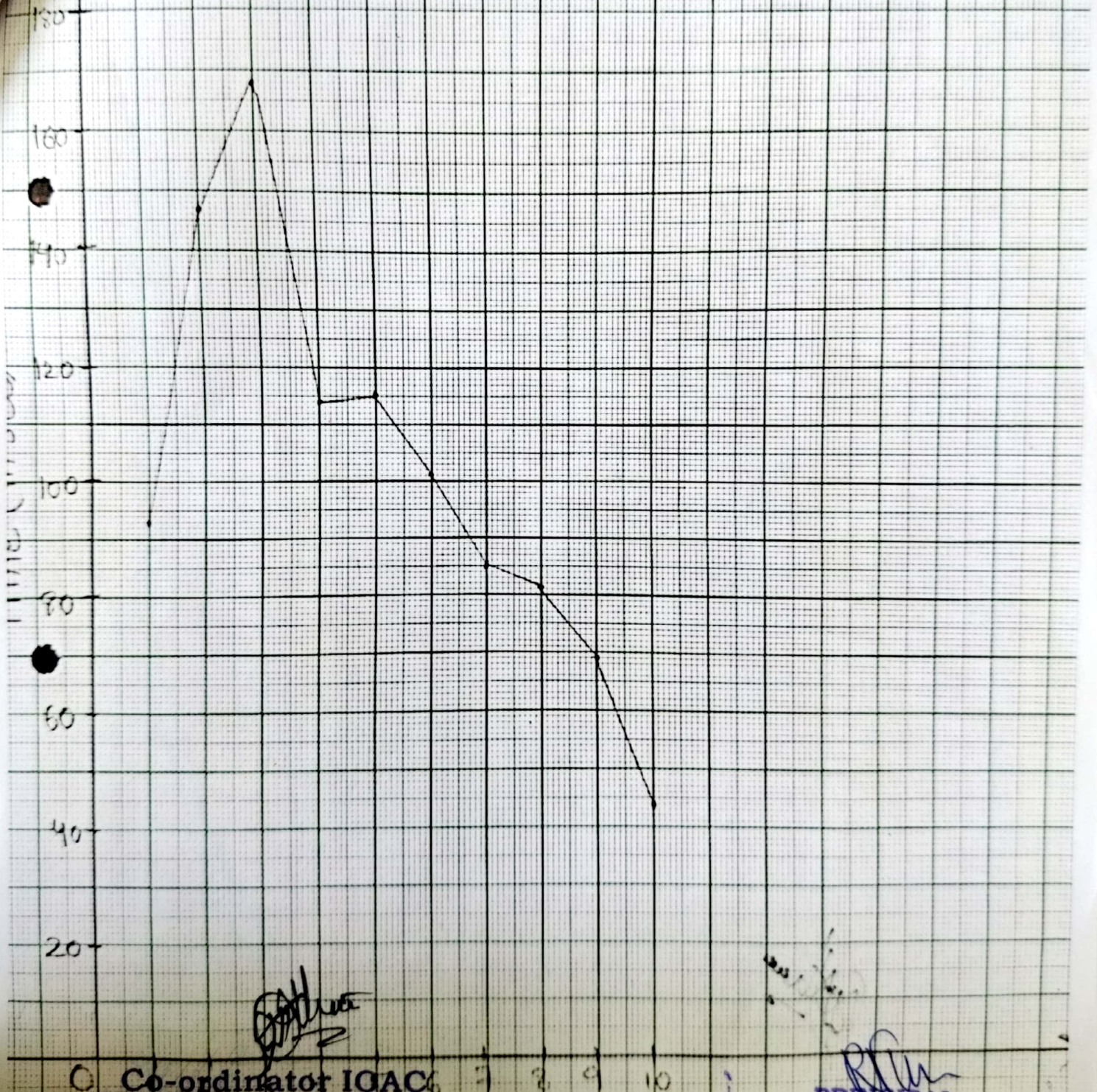
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Scale

X-axis = 1cm = 1 hr

Y-axis = 1cm = 20 sec



*[Handwritten signature]*

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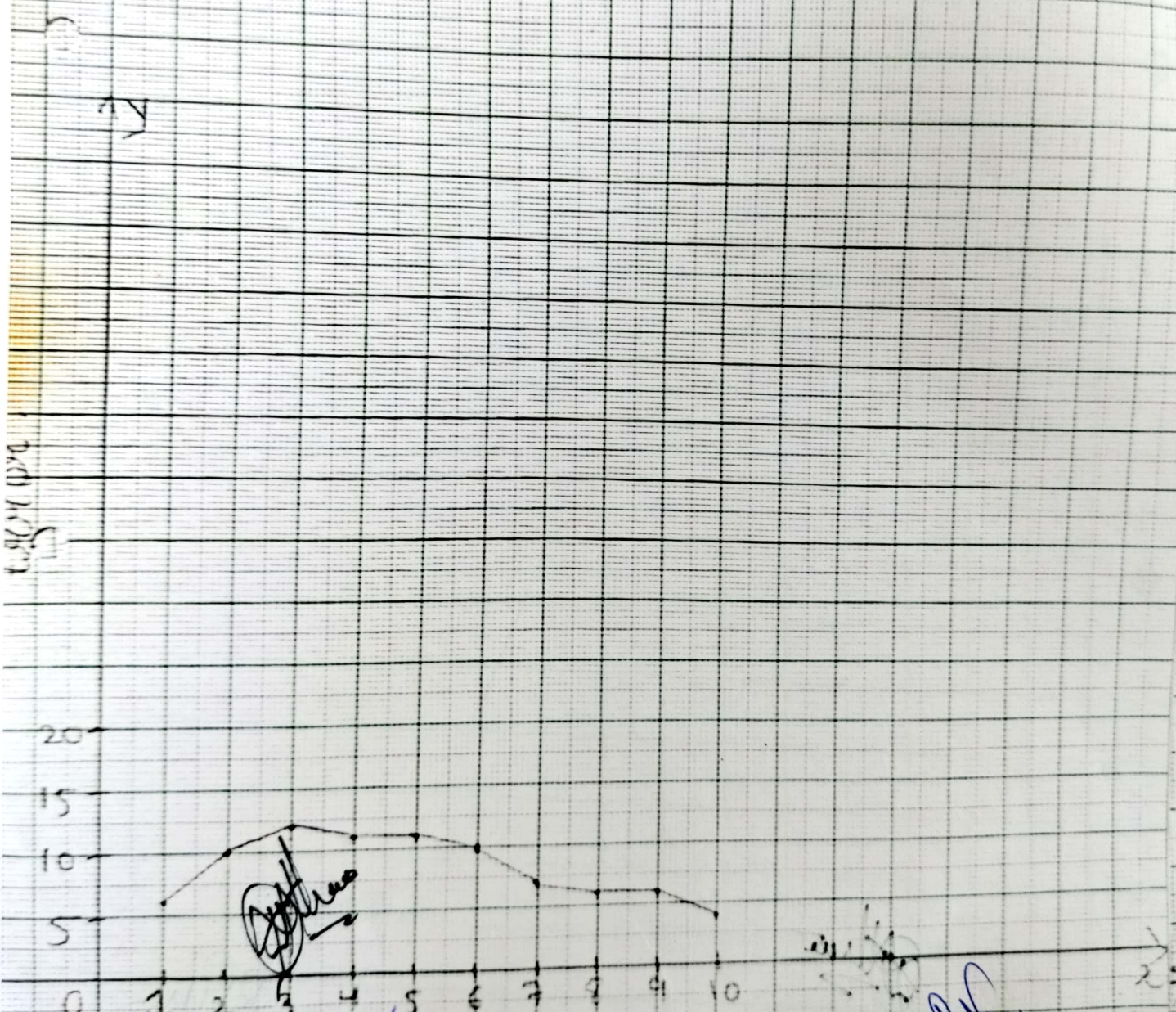
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Scale

X-axis = Term

Y-axis = Term Score



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# Introduction

Thinking, also known as "cognition", refers to the ability to process information, hold attention, store and retrieve memories and select appropriate responses and actions. The ability to understand other people and express oneself to others can also be categorised under thinking.

Thinking is essential for interacting with a product, as the user needs to process the information from the product interface and decide what to do. Many different aspects of thinking may be involved.

## Thinking Styles-

Thinking styles exist at the interface between cognition and personality traits. Thinking styles are preferred ways of applying one's intellectual abilities and knowledge to a problem. Two people may have equal levels of intelligence but differ on how they focus their ability on a task. Research indicates that some thinking styles promote creativity whereas others diminish it.





Not only do we have preferred learning styles. We also have favourite thinking styles. Anthony Gregore, professor of curriculum and instruction at the University of Connecticut, has divided these into four separate groups :-

## Concrete Sequential

Concrete Sequential thinkers are based in reality, according to Superlamp co-founder and president Bobbi DePorter. They process information in an ordered, sequential, linear way. To them, "reality consists of what they can detect through their physical sense of sight, touch, sound, taste and smell. They note and recall details easily and remember facts, specific information, formulas, and rules with ease." Hands on is a good way for these people to learn."

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## Concrete random

## Abstract random

Concrete random thinkers are experimenters. They create sequentials, they're based in reality, but are willing to take more of a trial-and-error approach. Because of this, they often make the intuitive leaps necessary for true creative thought. They have a strong need to find alternatives and do things in their own way.

Abstract random thinkers organise information through reflection, and thrive in unstructured people-oriented environments. Says DePorter: "The 'real' world for abstract random learners is the world of feelings and emotions. The AR's mind absorbs ideas, information and impressions and organises them through reflection."

## Abstract Sequential

Abstract Sequential thinkers live in a world of theory and abstract thought. They like to think, to concept and analyse information. They make good philosophers and research scientists. DePorter says: "It's easy for them to zoom in on what's important, such as key points and significant details. Their thinking provides one logical, rational, and intellectual. A favourite activity for abstract sequentials is reading, and when a project needs to be researched, they are very thorough. It's usually they prefer to work alone rather than in groups."



# Reflection

Thinking style allow us to constantly learn and grow from our experiences. It enables us to improve for the next rounds.

Transfer of learning is about the mind detecting or capturing the concentration between the eye centre of the mirrors. Transfer of learning refers to the application of skill, knowledge or attitudes that are learned in one situation and applying in another situation.

As a pupil teacher I have learnt to apply the knowledge of transfer of learning in my teaching method.

The most important is that I have to express less emotion from others and react less emotionally to sequential elements.

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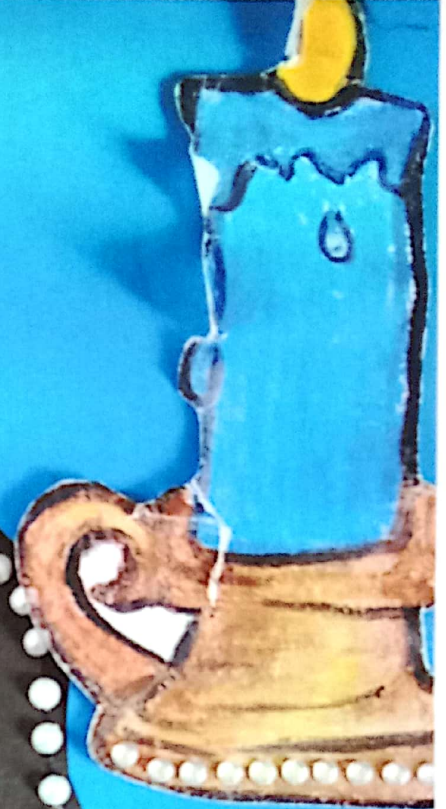


Childhood

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NAME

MOMIN NABA NAVEED

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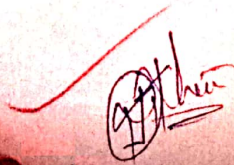
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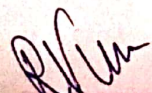
# Childhood & Growing Up

Guided by:

ShaiKh Noorulain F Momin  
Sumaiya



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# INDEX

Sr.No	Topics	Sign.
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1-	Introduction of Case study.	
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2-	Types of Case study.	
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3-	Adolescence	
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4-	Case study of a child.	
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5.	Interview.	
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6.	Reflection.	
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7-	Emotional Intelligence	
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8-	Reflection.	
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# Introduction

Case study is a research methodology, typically seen in social and life sciences. A case study is an intensive, holistic description and analysis of a social unit such as an individual, a group, an institution or a community. It is necessary to perform a case study in order to find out problems existing among the students in an educational institution. A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study, as well as its related contextual conditions.

The resulting body of discipline of case study research has long had a prominent place in many disciplines, and professions, ranging from psychology, anthropology, sociology and political science to education, clinical science, social work and administrative science.



# Case Study

In doing case study research, the "case" being studied, may be an individual, organization, event or action existing in a specific time and place. For instance, clinical science has produced both well known case studies of individual and also case studies of clinical parties. However, when case study is used in an abstract sense, as in a claim, a position, or an argument such a case can be the subject of many research methods, not just case study research. Another suggestion is that case study should be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Case study research can mean single and multiple case studies, can include quantitative evidence and benefits from the prior development of theoretical proposition.



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Illustrative  
base  
Studies


Cumulative  
base  
Studies


R. R. Kulkarni



Exploratory  
Case  
Studies.

Critical  
Instances  
Case  
Studies.

  
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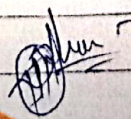
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# Adolescence

Adolescence is derived from the Latin word 'adolescere', "to mature", is a transitional stage physical and psychological development that generally occurs during the period from the puberty to adulthood. For example, puberty now typically begins during preadolescence, particularly on females. Age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon precise definition of adolescence.

The WHO defines adolescence as the period of life between 10 and 19 years of age. The contrast, in the United States adolescence is generally considered to begin somewhere between ages 12 and 14 and end at 19 and 20.



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# Characteristic

- Adolescence is a Transitional Period.
- Adolescence is a period of change.
- Adolescence is a Problematic Age.
- Adolescence is a time of search for identity.
- Peer Relationships.
- Adolescence is the threshold of Adulthood.
- Independence and Testing Boundaries.
- Self centered Attitudes.

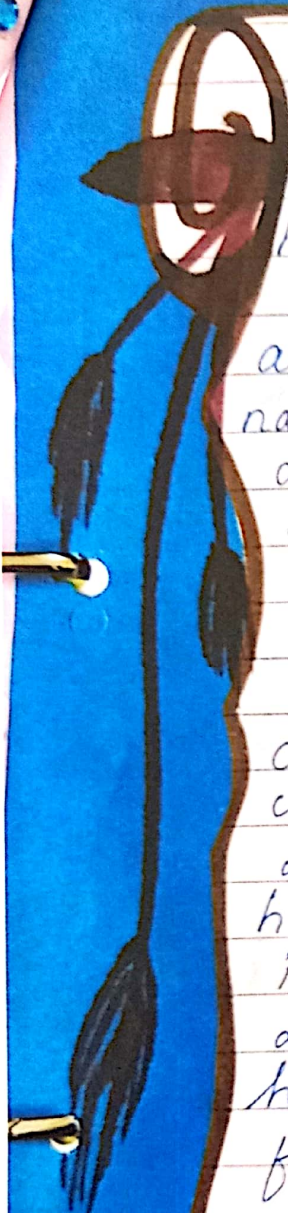


# Case Study of a Child.

This study refers to a child named Momin Ali Naveed. He is studying in 7<sup>th</sup> standard in the scholars English High School. During the case study, I had observed that the boy tends to be slow to warm up in social structure. He faces difficulties in meeting people, initiating and maintains conversation.

From his school teacher, I found out that he was unable to give any answer of any question properly. He always tried to stay alone and did not show any interest to make friendship with other students. Even he did not go to participate in any competition. Therefore to know the reasons behind his problem, I have taken up this study so that I can help him to deal with his problems and can show better performance in his academic career.





Though he is attentive in the class, he was unable to perform any academic tasks given or the questions asked in the class. Because of his shy nature he always wanted to stay alone. Shyness and introversion both are different psychological traits of human beings.

After a few observations I was confident about his nature who is unable to share his problems neither with his classmate nor with his teacher. This is the rationale behind identifying this boy to study up and to help him to deal with his problems has been suffering from so long.



I visited his home and talked with his parents.  
were very responsive & cooperatively answered my questions.

# Physical Status

# Mental Status

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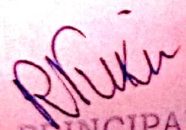
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Growing Up.



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# Family

The boy belongs to a middle class family. His father name is Naveed and mother name is Nilofar. He stay with his parents and he has two brother and one sister. His father is a businessmen and mother is a teacher.

His parents are aware about his introvert nature but they are not so much concerned about his problems. At his home also he talks very less and always like to stay alone and he is very much addicted to mobile phone. So, he has very less interaction with his family members.



# Interview



1. What is your age?  
⇒ I am **13** years old.

2. Who lives with you?  
⇒ My parents, two brother and a sister.

3. Which standard do you study?  
⇒ I study in VII<sup>th</sup> standard.

4. What do you like except study?  
⇒ I like to play mobile / computer games.

5. What is your favourite subject?  
⇒ English.

6. What you want to be in future?  
⇒ I want to be a doctor.

7. Do you feel scared, of something?  
⇒ Yes, I am scared to stay alone.

8. Do you like to work in a group?  
⇒ Yes, but sometimes.

9. What kind of game do you like?  
⇒ Cricket & Kabaddi.



# Suggestion

- Parents should motivate him to talk or communicate with others.
- It is the duty of teacher to make him feel secure during classes & teacher should encourage him to make friends.
- Parents should be aware of the behaviour of other students towards him.
- Special attention should be given to his mental development by his parents and teachers.
- Special attention should be given by his parents towards his extra curricular activities.
- Teachers should always motivate him for the confidence building.

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# Reflection

This study is basically about a child of 13 year age who is studying class VII<sup>th</sup>. Through through this study, I have tried to find out the problems that the boy is dealing with. This case study about adolescence children. I have come across about his shy and introvert nature.

From his family member I have come to know that the boy is very introvert from his childhood. I have also taken a personal interview of a child and he communicate with me very gently.

Through this study I also get a complete information about an adolescence children and how they physically, mentally, emotionally and socially develop

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# Motivation

Take the initiative of setbacks.



# Self Awareness



# Self Management



# Relationship Management



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Motivation is the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and seek out opportunities.

Emotional Self Awareness is the ability to recognise what you are feeling, understanding habitual emotion responses and recognising how your emotions affect your behaviour.

Emotional self management is the ability to stay focused and think clearly even when experiencing powerful emotions.

Relationship Management is the ability to manage, influence and inspire emotions in others.

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# Emotional Intelligence

Emotional Intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work and achieve your career and personal goals.

Daniel Goleman's emotional intelligence theory outlines five components of EQ: self-awareness, self-management, motivation, empathy, and social skills.

## Empathy



# The Practical EQ Emotional Intelligence Self-Assessment

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to your life. It does not pretend to be a validated psychometric test and the answers you give might vary depending on your mood when you take it.

It is based on the five-competency model of emotional intelligence by Daniel Goleman in the book Emotional Intelligence

How to complete the questionnaire

Complete each competency page (example below) and use the last page to chart your scores

1. I can explain my actions:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>3</b>
2. Other people don't see me as I see myself:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>2</b>
3. I understand the feedback that others give me:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>3</b>
4. I can describe accurately what I am feeling:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>3</b>
5. Things that happen in my life make sense to me:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
Total for Self-Awareness:					<b>15</b>



### Self-Awareness

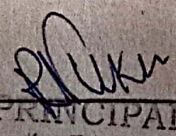
1. I can explain my actions:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
2. Other people don't see me as I see myself:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>1</b>
3. I understood the feedback that others gave me:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
4. I can describe accurately what I am feeling:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
5. Things that happen in my life make sense to me:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
Total for Self-Awareness:					<b>17</b>

Emotional Self-Awareness is the ability to recognise what you are feeling, understanding your habitual emotional responses to events and recognising how your emotions affect your behaviour and performance.

When you are self-aware, you see yourself as others see you and have a good sense of your own abilities and current limitations.



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# Self-Management

1. I can stay calm, even in difficult circumstances:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4
<b>3</b>				
2. I am prone to outbursts of rage:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	3	2	1	0
<b>4</b>				
3. I feel miserable:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	3	2	1	0
<b>3</b>				
4. I get irritated by things, other people or myself:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	3	2	1	0
<b>4</b>				
5. I get carried away and do things I regret:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	3	2	1	0
<b>4</b>				
Total for Self-Awareness:				<b>18</b>

Emotional Self-Management is the ability to stay focused and think clearly even when experiencing powerful emotions.

Being able to manage your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret.



### Motivation

1. I am clear about my goals for the future:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	1	2	3	4
				4
2. My career is moving in the right direction:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4
				3
3. I find it hard to maintain my enthusiasm when I encounter setbacks:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	3	2	1	0
				0
4. I feel excited when I think of my goals:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	1	2	3	4
				4
5. I act consistently to move towards my goals:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	1	2	3	4
				4
Total for Self-Awareness:				15

Motivation is the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

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# Empathy

1. My colleagues are uncommunicative:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	3	2	1	0
				<b>3</b>
2. I get on well with each of my work colleagues:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	1	2	3	4
				<b>4</b>
3. I find it easy to "read" other people's emotions:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4
				<b>3</b>
4. It's unpredictable how my colleagues will feel in any given situation:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	3	2	1	0
				<b>1</b>
5. People choose to work with me in preference to equally-talented colleagues:				
Almost Never	Rarely	Sometimes	Usually	Almost Always
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4
				<b>1</b>
<b>Total for Self-Awareness:</b>				<b>12</b>

Empathy is the ability to sense, understand and respond to what other people are feeling.

Self-awareness is an essential underpinning of empathy. If you are not aware of your own emotions, you will not be able to read the emotions of others.



# Relationship Management

1. I encounter difficult people:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	2
2. I am comfortable talking to anyone:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	4
3. I achieve win/win outcomes:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	4
4. I feel uncomfortable when other people get emotional:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	4
5. I get impatient with incompetent people:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	4
Total for Relationship Management:					18

Relationship Management is the ability to manage, influence and inspire emotions in others.

Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

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Total Scores

	Self-Awareness	Self-Management	Motivation	Empathy	Relationship Management
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					
Totals:	17	18	15	12	18

Key

For each area, write the total in the bottom line and shade in the box against the appropriate number to give a graphical representation of your overall score.

14-20	This area is a strength for you
7-13	Some attention given to the aspects of this area you feel are weakest will pay dividends
0-6	This is an area you need to give priority to developing

You can find practical suggestions on how to develop each competency area in the How to Develop Your Emotional Intelligence guide at [www.practicalEQ.com/products/](http://www.practicalEQ.com/products/)

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# Reflection

From this Psychological test [ Emotional Intelligence test ] I get to know about myself and at what level I am knowing myself and what is lacking in me.

I got information about Daniel Goleman's emotional intelligence theory outlines five components of EQ: self awareness, self management, motivation, Empathy and Relationship management.

From the above five elements I understand how to manage my emotions in positive ways to relieve stress, communicate effectively, empathize with others overcome challenges and defuse conflict and how to manage Relationship with other.

This assignment is very interesting and I feel very good to know about myself.



# Community Work

NAME: MOMIN ARSHI

FAYYAZ AHMED

ROLL.NO: 72

CLASS: S.Y.B.ED

YEAR: 2023-24

GUIDED BY: Prof. Shabeena  
Momin ma'am



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# Certificate

This is to certify that **Ms. Momin Arshi**  
**Fayyaz Ahmed**, Roll No: **72** has successfully  
completed the **Community Work Project** as a  
part of **S.Y.B.Ed** curriculum under the  
guidance of **Prof. Momin Shabeena ma'am**

Principal

Dr. (Mrs.) R.K.Vilku



Teacher-in-charge

Prof.Momin Shabeena



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## Acknowledgement

I extend my deepest gratitude to all those who have contributed to the success of our community work project. Firstly, I would like to express my sincere appreciation to our teacher-in-charge **Prof. Shabeena Momin ma'am**, for her invaluable guidance, mentorship, and unwavering support throughout the duration of the project. Her expertise and encouragement were instrumental in shaping our project and ensuring its successful implementation.

I am also grateful to the principal of **K.M.E.S. College of Education – Dr. (Mrs.) R.K. Vilku** for providing us with the opportunity to undertake this meaningful project and for the continued support and resources.

Furthermore, I extend my heartfelt thanks to the members of the local community who graciously welcomed us and actively participated in our initiatives. Their enthusiasm, generosity, and willingness to collaborate were integral to the accomplishment of our project goals.

  
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Additionally, I would like to acknowledge the dedication and hard work of each member of my project team. Their commitment, teamwork, and perseverance were indispensable in overcoming challenges and achieving success.

Lastly, I express my gratitude to our families, friends, and loved ones for their unwavering support, encouragement, and understanding throughout this endeavor.

Without the support and collaboration of these individuals, our project would not have been possible. I am deeply grateful for their contributions and partnership in making a positive impact on our community.

**Arshi Momin**

  
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## Introduction

In an era marked by burgeoning environmental concerns and a growing call for community engagement, initiatives that promote sustainability and civic responsibility stand as beacons of hope. It is within this framework that our community work project, undertaken as part of our Bachelor of Education (B.Ed) curriculum, finds its purpose and significance.

The essence of education extends far beyond the confines of classroom walls. It encompasses the holistic development of individuals who are not only knowledgeable but also socially aware and environmentally conscious. With this ethos in mind, our project aimed to merge educational objectives with tangible actions that contribute positively to the community and the environment.

The primary objectives of our project were twofold: to actively participate in environmental conservation efforts and to foster a sense of responsibility and stewardship among ourselves and the broader community. To achieve these goals, our group embarked on a journey that involved planting saplings and cleaning a designated area within our locality.

  
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Nurturing the environment through tree planting serves as a potent symbol of our commitment to sustainability. Trees, the silent guardians of our ecosystem, not only beautify our surroundings but also play a crucial role in mitigating climate change, purifying the air we breathe, and providing habitats for countless species of flora and fauna. Similarly, our endeavor to clean the designated area reflects our collective responsibility to preserve and protect the spaces we inhabit.

As future educators, we recognize the profound impact of experiential learning on our professional growth and development. Engaging in hands-on community work not only reinforces theoretical knowledge but also instills in us invaluable life skills such as teamwork, problem-solving, and empathy. Moreover, it offers a unique opportunity to bridge the gap between theory and practice, thereby enriching our understanding of the complexities inherent in real-world contexts.

This report serves as a testament to our collective efforts and the transformative power of community engagement. It encapsulates our journey from inception to execution, highlighting the challenges we encountered, the lessons we learned, and the achievements we celebrated along the way.

  
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Through this narrative, we hope to inspire others to embark on similar endeavors and contribute meaningfully to the betterment of society and the environment.



A handwritten signature in black ink, appearing to be 'S. N. K.', is written over the printed name of the Co-ordinator IQAC.

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A handwritten signature in black ink, appearing to be 'R. M.', is written over the printed name of the Principal.

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## **Background Information**


### **Importance of Community Service in Education:**

Community service projects play a pivotal role in education, transcending traditional classroom learning by offering students practical opportunities to apply theoretical knowledge in real-world settings. Engaging in community service fosters a sense of civic responsibility, empathy, and social awareness among students, shaping them into well-rounded individuals who are not only academically proficient but also actively involved in the betterment of their communities.

### **Relevance of Environmental Conservation:**

Environmental conservation stands at the forefront of global discourse, as humanity grapples with the escalating challenges posed by climate change, biodiversity loss, and pollution. Recognizing the interconnectedness of human well-being and environmental health, initiatives aimed at preserving and restoring natural ecosystems have garnered widespread attention and support. By actively participating in environmental conservation efforts, individuals contribute to the collective endeavor of safeguarding the planet for present and future generations.

  
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## Impact of Planting Trees and Cleaning Areas:

Planting trees and cleaning up areas are two fundamental activities with profound implications for environmental sustainability and community well-being. Trees serve as nature's guardians, performing a myriad of vital functions such as carbon sequestration, air purification, and soil stabilization. Moreover, they enhance biodiversity, provide habitat for wildlife, and beautify urban landscapes. Similarly, cleaning up areas not only improves aesthetic appeal but also prevents pollution, reduces health hazards, and fosters a sense of pride and ownership among community members.



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## Project Planning

### Identification of Objectives:

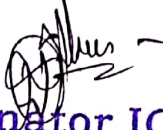
At the outset of our project, our group convened to delineate clear and attainable objectives. These objectives were multifaceted, encompassing educational aims derived from our B.Ed curriculum and broader aspirations related to environmental stewardship and community engagement.


### Selection of Project Activities:

Following rigorous deliberation, we opted to undertake two primary activities: planting saplings and conducting a clean-up campaign in a designated area within our locality. These activities were chosen for their potential to effectively contribute to our overarching goals while offering valuable learning experiences.

### Location Scouting and Assessment:

A meticulous process of location scouting and assessment ensued, guided by considerations of accessibility, environmental significance, and community relevance. After careful evaluation, we identified a suitable site that met our criteria – Adarsh Park, nr Shivaji Chowk..

  
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## **Resource Allocation:**

Efficient resource allocation was paramount to the success of our project. We procured essential supplies, including saplings, brooms, dustbins and trash bags. Roles and responsibilities within the group were clearly delineated to optimize coordination and task execution.

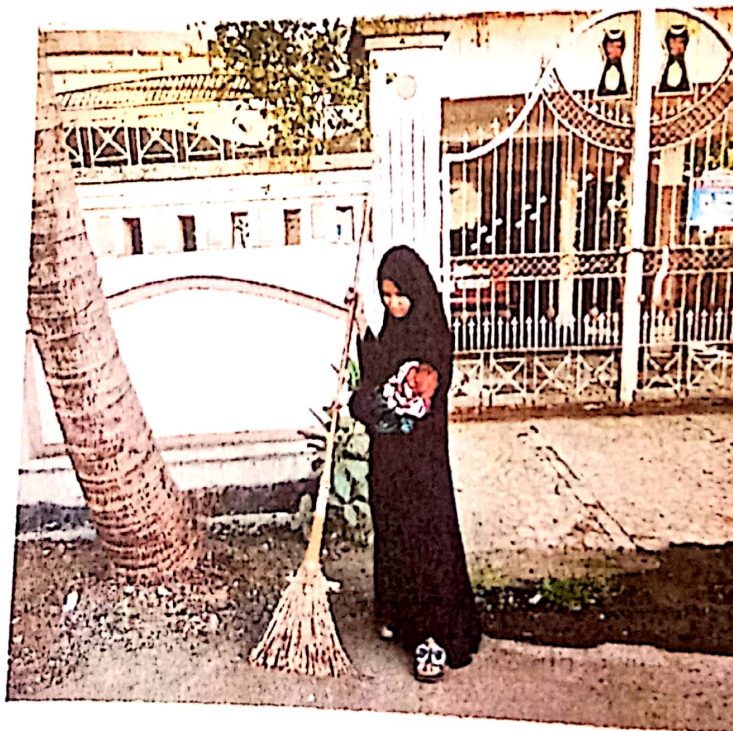


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## Implementation


### Cleaning the Designated Area:

Our team embarked on the task of cleaning the designated area- Adarsh Park, nr Shivaji Chowk. Armed with broom, dustbin, trash bags, and determination, we set out to rid the environment of unsightly litter and debris.

The process of cleaning unfolded methodically, as we scoured the area meticulously, combing through bushes, scouring riverbanks, and collecting litter from every nook and cranny. We encountered a variety of waste, ranging from plastic bottles to discarded wrappers, each representing a poignant reminder of the ongoing battle against environmental degradation.

With unwavering resolve, we worked tirelessly to restore the area to its former glory, filling bag after bag with collected debris. The satisfaction derived from our efforts was palpable, as the once cluttered landscape gradually transformed into a pristine environment teeming with potential.

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## Planting Saplings:

The planting of saplings commenced with meticulous planning and organization. Our group, equipped with necessary tools and materials, congregated at Shivaji Chowk on 8<sup>th</sup> March 2024. We began by preparing the soil, ensuring proper drainage and aeration to facilitate optimal growth conditions for the saplings.

Each member of the group was assigned specific tasks, ranging from digging holes to carefully planting saplings at appropriate intervals. We adhered to recommended planting techniques, ensuring that saplings were positioned at the correct depth and adequately supported with soil to promote root development.

As we worked tirelessly under the sun's sweltering rays, a sense of camaraderie and purpose permeated the air. Encouraged by our collective efforts, we planted a diverse array of indigenous tree species, ranging from sturdy oaks to graceful maple trees. Through our actions, we endeavored to not only beautify the landscape but also contribute to the preservation of local biodiversity.

  
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## Achievements


### **Environmental Impact:**

One of the most significant achievements of our community work project lies in the tangible environmental impact we have made. Through the collective efforts of our group, we successfully planted a diverse array of saplings, contributing to the expansion of green spaces within our locality. These newly planted trees serve as vital carbon sinks, helping to mitigate climate change, improve air quality, and enhance local biodiversity. Additionally, our clean-up efforts have resulted in the removal of significant quantities of litter and debris, restoring the natural beauty of the environment and safeguarding it from further degradation.

### **Community Engagement and Empowerment:**

Our project has fostered a sense of community engagement and empowerment, catalyzing positive change and inspiring others to take action. By actively involving community members in our initiatives, we have cultivated a shared sense of ownership and responsibility for environmental stewardship. The participation of local residents in planting saplings and cleaning up the area underscores the power of collective action and highlights the transformative potential of grassroots initiatives. Through our outreach efforts and

  
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collaborative partnerships, we have empowered individuals to become agents of change within their communities, sparking a ripple effect of environmental awareness and activism.

### **Educational Value:**

From an educational standpoint, our project has provided invaluable learning experiences and opportunities for personal and professional development. Through hands-on involvement in community work, we have gained practical insights into environmental issues, honed essential life skills, and deepened our understanding of the interconnectedness of human society and the natural world. The project has served as a catalyst for experiential learning, bridging the gap between theory and practice and enriching our educational journey with real-world relevance. Moreover, it has instilled in us a profound sense of social responsibility and civic duty, equipping us with the knowledge, skills, and motivation to effect positive change in our communities and beyond.

### **Long-Term Sustainability:**

Our achievements extend beyond the immediate outcomes of our project, laying the foundation for long-term sustainability and impact. By planting trees and cleaning up the environment, we have created lasting legacies that will

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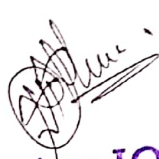
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endure for generations to come. The trees we have planted will continue to grow and thrive, providing myriad benefits to the environment and future generations. Likewise, our clean-up efforts have helped to instill a culture of environmental stewardship and responsible citizenship within the community, setting a precedent for ongoing efforts to preserve and protect our natural resources.

### Recognition and Appreciation:

Our achievements have not gone unnoticed, garnering recognition and appreciation from various stakeholders and members of the community. We have received words of praise and gratitude for our efforts, affirming the positive impact of our project on the local environment and community. The outpouring of support and encouragement has served as a source of motivation and validation, affirming the significance of our endeavors and inspiring us to continue our efforts in the pursuit of a more sustainable and equitable future.

  
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## Reflection

Participating in our community work project has been a transformative journey, deepening our appreciation for the environment and heightening our awareness of pressing environmental challenges. Through hands-on involvement in tree planting and clean-up efforts, we've witnessed first-hand the beauty and fragility of the natural world, recognizing the interconnectedness of all living beings and the importance of preserving and protecting ecosystems. Collaboration within our group has fostered camaraderie and mutual support, teaching us the power of teamwork and effective communication in overcoming obstacles. We've honed problem-solving skills, learning to adapt to changing circumstances with resilience and resourcefulness. Engaging with the local community has underscored the importance of grassroots activism, empowering individuals to become agents of change in their communities. Personally, this project has been a journey of growth and self-discovery, bolstering our confidence, resilience, and leadership abilities. It has prompted deep introspection, challenging us to re-evaluate our values and priorities. Inspired by our experiences, we're committed to continuing our service and advocacy efforts, confident in our ability to contribute to a more just, equitable, and sustainable world.


  
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## **Conclusion**

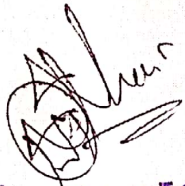
In culmination, our community work project embodies the essence of collective action and shared responsibility towards environmental stewardship and community engagement. From the meticulous planning and organization to the hands-on execution of tree planting and clean-up activities, our journey has been characterized by resilience, collaboration, and personal growth. Through our concerted efforts, we have not only left a visible imprint on the landscape but have also sown the seeds of environmental consciousness and civic participation within our community. As we reflect on the challenges overcome and the achievements attained, we are reminded of the transformative power of grassroots initiatives in effecting meaningful change. Beyond the tangible outcomes of our project lies a deeper legacy of empowerment, as we have inspired individuals to recognize their agency in shaping the world around them. Moving forward, we are emboldened by our experiences to continue our advocacy for social and environmental justice, knowing that our actions have the potential to ignite a ripple effect of positive change in our communities and beyond. As stewards of the environment and champions of equity, we embrace the responsibility to cultivate a future where sustainability, justice, and compassion prevail, fueled by the enduring spirit

  
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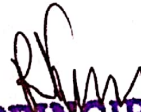
  
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of collaboration and commitment that defines our collective endeavor.



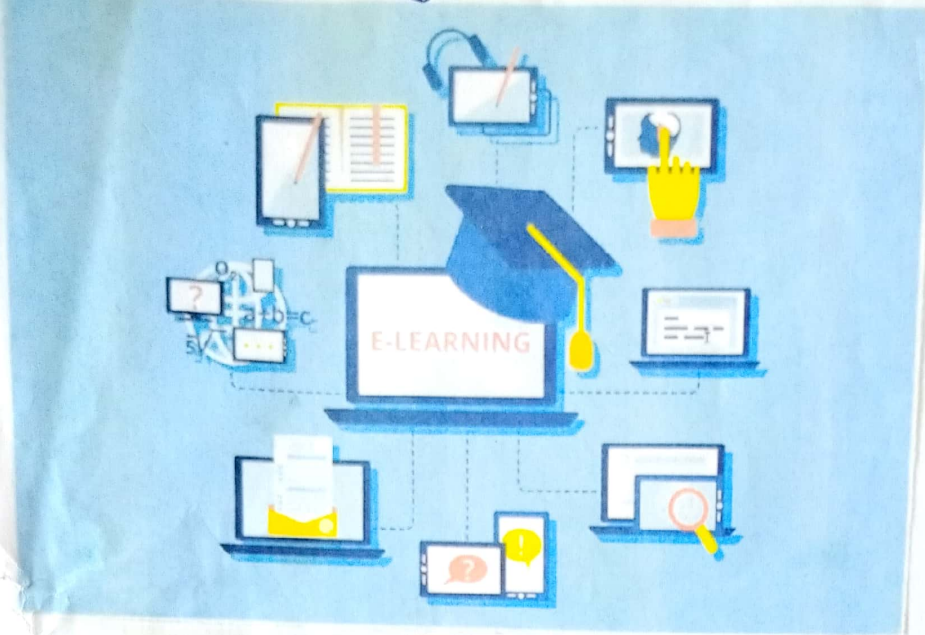
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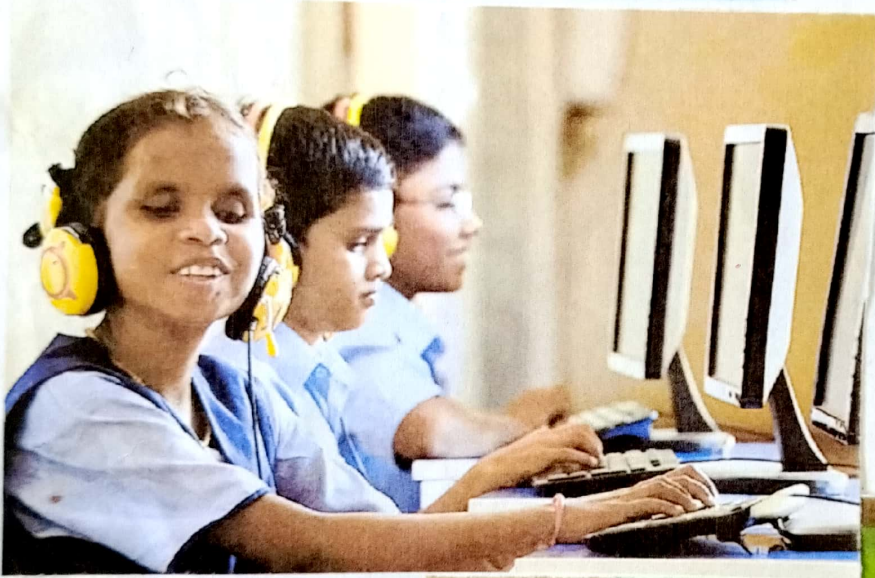
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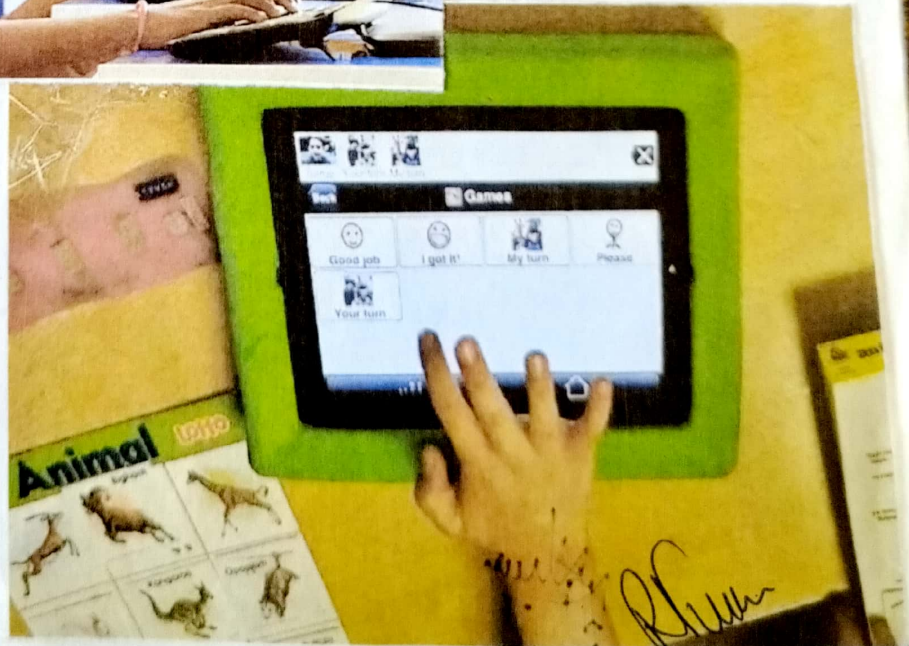
# Creating An Inclusive School.



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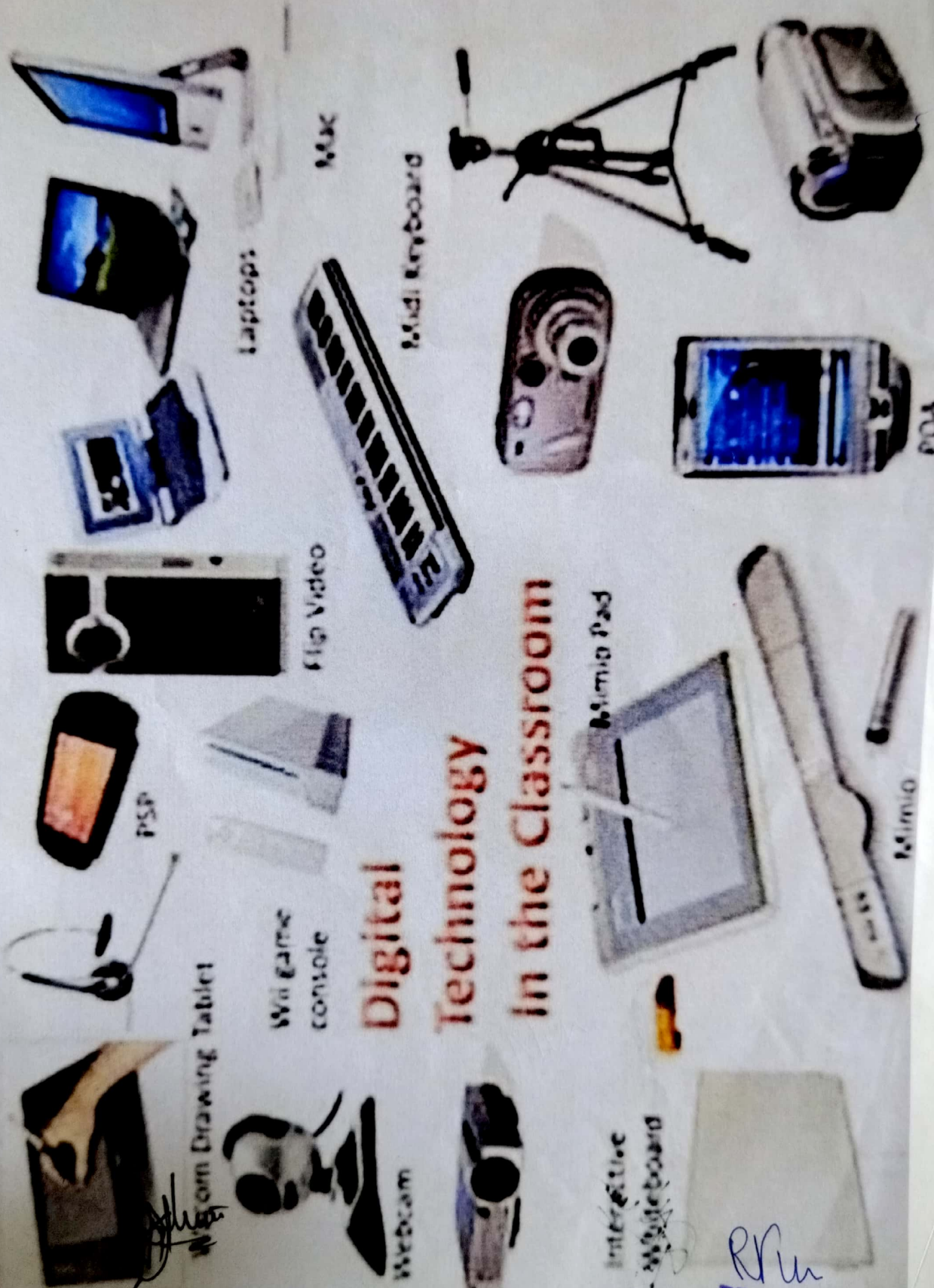
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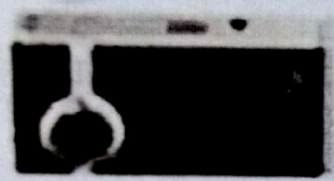


Laptops  
MAC

Midi Keyboard



Flip Video



PSP



Wacom Drawing Tablet



Wii Game console

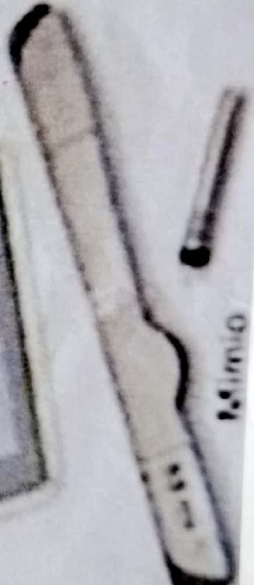


# Digital Technology In the Classroom

Mimio Pad



Mimio



Interactive Whiteboard



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I.C.T

# Assistive Device.

Assistive technology is an umbrella term that includes assistive, adaptive and rehabilitative devices for people with disabilities elderly population while also including the process used in selecting, locating and using them.

Assistive devices and technologies are those whose primary purpose is to maintain or improve an individual's functioning and independence. to facilitates participation and to enhance overall well beings

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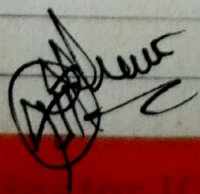
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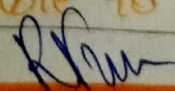


JCT stands for Infor-  
-mation and communice  
-tion Technology. It  
is defined as a

"diverse set of techno-  
-logical tools and resour-  
-ces used to communi-  
-cate and to create  
disseminate, store  
and manage informa-  
-tion

Information and  
communication have  
the potential for making  
significant improvements  
in the levels of persons  
with disabilities allow-  
ing them to enhance their  
social, cultural, politic-  
al and economic integ-  
-ration in communities by  
enlarging the scope of  
activities available to  
them.





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What  
is  
ICT?

ICT for  
Persons with  
Disabilities.

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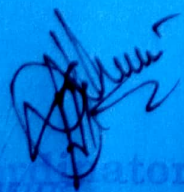
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1	Introduction	
2	Existive Devices.	
3	Different ICT Tools.	
4	Reflection.	



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# ICT Technology



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(B.Ed & 20.Ed).

Name :- Shaikh Ankaf  
Fahim.

Roll No :- 26.

Class :- S.Y.B.Ed.

Academic year :-  
2023-2024.

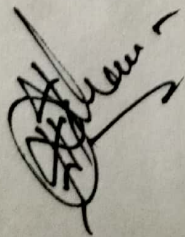
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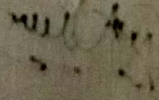
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Touch screen  
Text Input.



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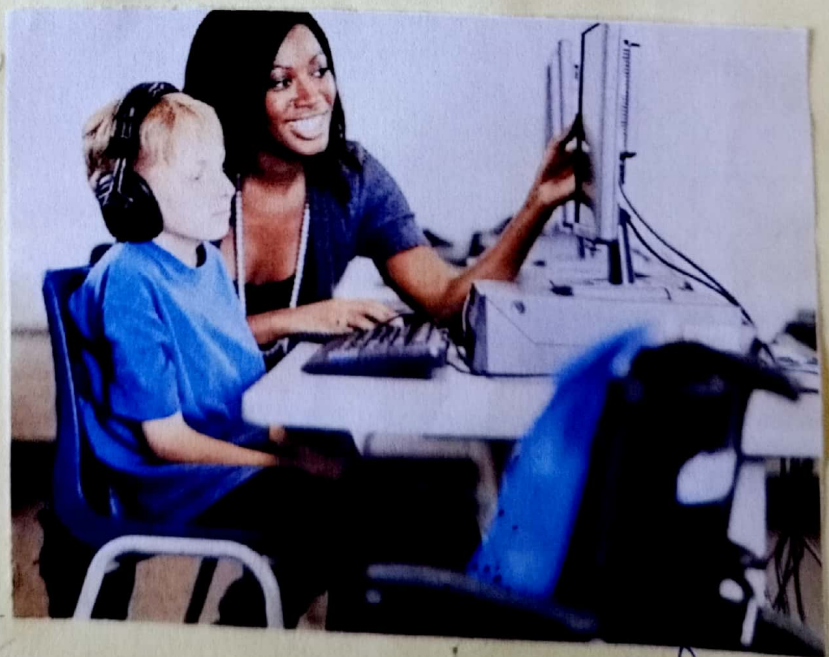


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Founded  
by Hong Kong  
Society for the  
Blind.

Developed a mobile  
app to provide simple  
mode of operations  
for the visually imp-  
aired persons. It can  
capture an image of  
chinese or English  
texts using the built  
in camera and then  
recognize and read  
out the text messag-  
e via the built in  
voiceover function.



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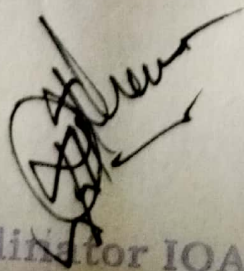
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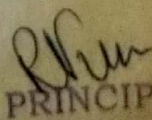
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by  
Freedom  
Communications Limited



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This project developed a mobile app based on the Braille input software "easy-Dots", to provide four Chinese input methods for the visually impaired persons.



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Text-to-speech  
software

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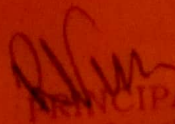
It is needless to say, the assistive technology of text to speech software is helping people with various disabilities

all-powered text-to-speech tools that come with multitudes of flexible customization of tone, speed and audio conversion into multiple languages. The most human like audio conversion of your favorite text is just one click away.

It requires minimal effort from users just to listen to their favorite book, magazine, blog or audio tour into an online store - everything is made possible within reach of the click.

The development teams of website voice created this text-to-speech software, making all types of online content accessible for people with disabilities, speech-to-text tools are great on hand tools for normal people, let alone disabled people.

  
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AI-Powered Smart Care.



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Information

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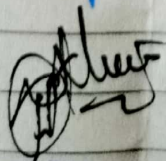


Millions of people depend on visual impairment tools, for instance, white canes to live an independent life. Assistive technology smart canes into more intelligent and more life-changing tools.

The built-in speech assistant can start taking commands for several different functions.

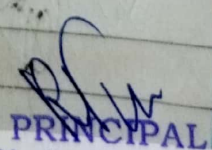
For instance, the high-tech handles and installing smart sensors that identify road blocks, obstructions and hindrances on streets, roads and parks and alert the user.

Not only that, but the users can also connect their smart canes with their smart devices to find the different locations and receive information on public transportation.



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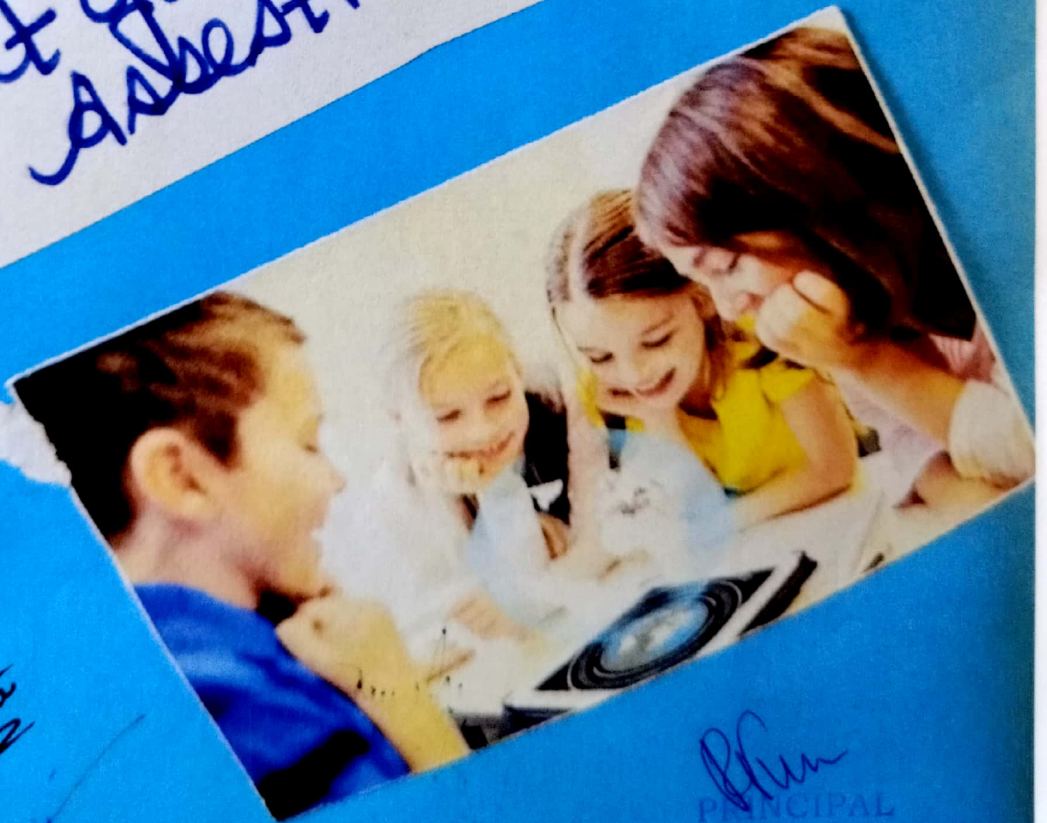
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Smart classes  
as an alternative  
technology

Smart classes as an  
Alternative Technology.



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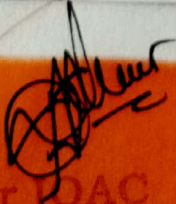


The amalgamation of AI and ML invented smart glasses that have the capability of navigation by just head movements. These intelligent glasses are designed for electric wheelchair users to control and use a wheelchair.

The process is typically, which involves connecting your smart devices with glasses to receive alarms, messages, calls and notifications.

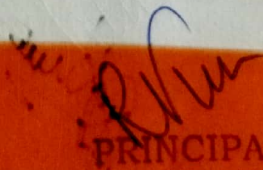
The smart sensor of the glasses automatically pick up the head gestures and control the wheelchair accordingly.

The users can take photos, share, adjust seat positions and send emergency messages with the built-in cameras.

  
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# Adaptive Keyboard



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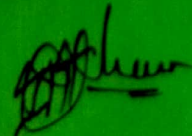
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Keyboards for people with visual impairments look like braille keyboards they are well versed with comfort, speed and accuracy while preventing issues like strain.

The assistive technology is employing its efforts to build smart keyboards with smart finger sensors.

Although there are several customized keyboards designed for the special needs of people with different type of impairment. Some keyboards have higher keys as compared to normal keys to make people find the keys easily. The raised keys help you avoid keystrokes and typos.

  
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Hearing Aids.

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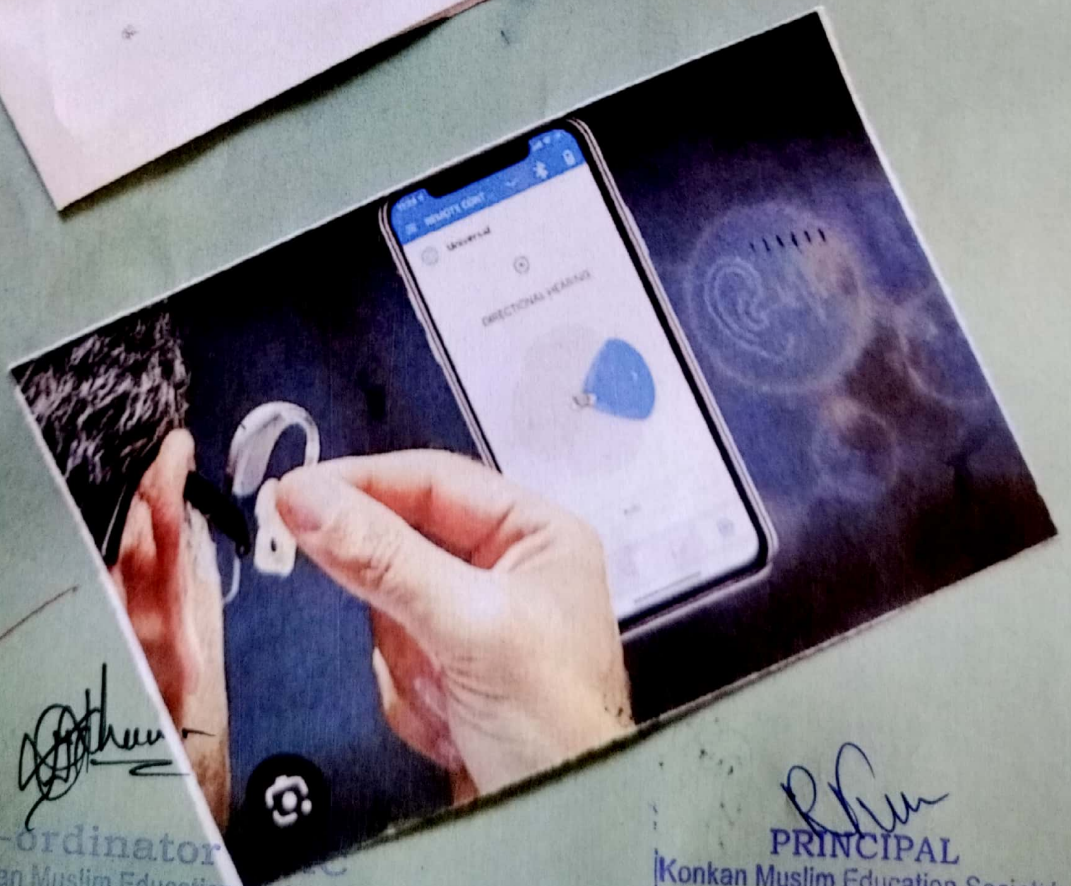
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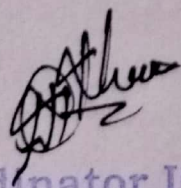


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Closing  
Thoughts.



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A hearing aid is a small electronic device that you wear in or behind your ear. It makes some sounds louder so that a person with hearing loss disabilities can listen communicate and participate more fully in daily activities.

A hearing aid can help people hear more in both quiet and noisy situations.





assistive technology tools are among the most celebrated but essential interventions to assist people with special needs. When it comes to making the virtual world accessible to these people, the equal accessibility of online learning becomes the greatest need.

Assistive technology has been playing the role of a silent hero, overcoming the limitations of people with disabilities. There are perfectly imperfect people who are able to live efficiently.

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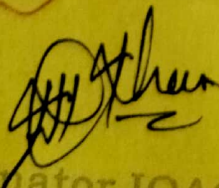
# Reflection

Through this project I learned what is the ICT device for children with special needs. The purpose of this project is to highlight some ICT device and their information.

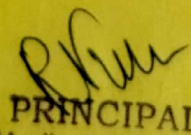
I think disability is not inability. A disability is only, actually disability only prevents someone from doing what they want or need to do, technologies and communication devices help reduce physical barriers.

Information and technology provide a model to allow people with disabilities to better integrate socially and economically into their communities by supporting personal access to information and knowledge, learning and teaching and access to education administrative procedures.

This assignment is really helpful and knowledgeable to me.



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Rollno: - 14 Class: - S.Y.B.Ed

Sub: - E.P.C

2023-24

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Sr. No	Activity	Sign
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1-	Unit one: Text and Reading Activity 1(a) Activity 1(b) Activity 2 (a) Activity 2(b) Reflection:	
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2-	Unit two Text & Reflection Activity 1(a) Activity 1(b) Activity 1(c) Activity 2(a) Activity 2(B) Reflection	
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3-	Unit 3: Reflection Reading & writing:- Activity 1(A) Activity 1(B) Activity 1(C) Activity 2 (a) Activity 2(b) Activity 3 Reflection	
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4-	<del>Activity 1</del> <del>Activity 2</del> <del>Activity 3</del> <del>Activity 4</del>	
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# Module-I

## Unit-I

### Text and Reading

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EPC-1

Unit-1

Text and  
Reading

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# Activity-I (a)

Discuss with the student what they have read in recent times, classify these as literary and non-literary.

Reflect and share how these have mentioned you

• Introduce the terms Narrative, Expository, Technical and persuasive text through suitable example Display different samples as the above and Identify their special features.

• Identify samples as the above text type from school textbooks compare and find which textbook are more likely to use narrative text, which textbook are more of expository text.

## \* Literary text :-

Literary text are the text which consist of stories, dramas, poems, which are in the textbook, newspaper etc. The given example is the poem from the textbook of English subject from the [Std - VIII], named as walk in the sunshine these text is trying to describe the happiness and joys of life by comparing it to the walk in sunshine here sunshine is refer to the happiness in one's life.



## \* Non-literary text :=

Non-literary text are text which contains or consist of describe facts, events, formal documents, letters etc here the given example is the newspaper article cutting from the "paper mumbai mirror" printed on the date 15<sup>th</sup> Nov, 2016 here the text describe the working condition of Bank on the daily 24x7 basis.

## \* Reflection :=

### \* Literary text :=

everyone needs happiness and joys in the life to be successful and happy in their own's life. Here the writer explains the various ways to be happy and joyful by comparing the walking in the sunshine and enjoy the amusement.

### \* Non-literary text :=

Here the given text describe working hours in Bank which in turn can help people to exchange their old not with their new one.

### \* Narrative text :=

Narrative is a telling of story, the ~~succession~~



of events in given chronological order. In this narrative text, given example is from newspaper "mumbai mirror" some action it describes the funny bone as the humans and makes him happy.

### \* Expository:

The expository text consist of facts and information here the given example is selected from the newspaper 'DNA' dated on 20<sup>th</sup> Nov, 2016 on the sports column. The given text describe the record of goals made by Ronaldo in his football career.

### \* Technical text:-

Text works in a stepwise manner. here, I have selected an example at maths problems which is being solved in a systematical manner.

### \* Persuasive Text:=

Persuasive text is a text in which author tries in to convince reader to take a certain opinion or perform certain action into their life.

I had selected a topic for debate on information technology - gain or loss to society?

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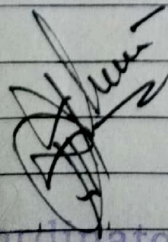
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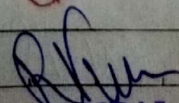


from studying of different types as text in the above mentioned. I had identified that mostly narrative text are present in languages textbooks like English, Urdu etc. and science and mathematics feedback mostly uses expository texts.



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# Activity-I (b)

- Expose student to the different text by showing samples. Identify the factors at these text.
- Discuss how they are relevant in education.
- Some of these text are useful when we actually teach in a classroom. These students create expository text in their own subject.
- Expose students to local/regional text so that they can connect with the text and its significance to their lives eg ethnographic writings on people of their town or village, a narrative about an incident that has occurred locally.

## 1- Empirical text:-

These are the texts which are result of research and are submitted in form of thesis, article etc. They help to know current research findings.

Example: Snell's law

Science text book at std IX)

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## 2) Conceptual text :-

These are related to concepts. It may be in maps or graphs.

Example: newspaper article on daily crimes in the Mumbai Mirror.

(Mumbai Mirror dated on 15<sup>th</sup> Nov)

## 3) Empirical text :-

These texts are including letters, documents, treaties, diaries, newspaper archives, which are helpful in education.

Example: Letter and newspaper report from history textbook of Std VII.

## 4) Policy Documents :-

Example: Policy of Demonstration at Indian currency (newspaper article dated on 24<sup>th</sup> Nov, 2016)

## 5) Expository Text :-

In education, these can be used to present facts and information.

Example: newspaper article from Times of India dated on 1<sup>st</sup> November on topic promoting health apps in rural areas.

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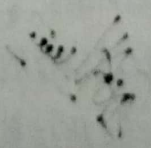
# THE NEW SUNDAY EXPRESS

## 200 schoolkids to participate in science festival

Over the next two days, 200 children from Class 8 across 40 schools in the city will take part in several experiments, lectures and practical classes to learn more about the air and its multiple facets including pollution, aerodynamics and other qualities as part of the Parkma Festival of Science which started in the city on Saturday. The children will participate in workshops which will teach them about weather patterns, impact of air on insect and bird flight. They will also get to learn about the measurements of air quality.

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## \* Relevant in education :=

### 1) Empirical :-

Snell's law

Through this students can learn about the various relation of light and angle of incidence, refraction of light etc.

### 2) Conceptual :-

Crime graphs in Mumbai area

It helps student to gain knowledge about danger areas and safe areas in locality.

### 3) Empirical text :-

Letter and reports news from history

It helps the student to gain knowledge about the old newspaper printing and their writing style.

### 4) Policy document :-

The policy document in demonstration can help student to make difference between black money and white money and exchanging as notes can affect the economy of the India's

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## Expository text :-

Student can learn about the development level of the rural areas live government is promoting mobile based application in rural area of India.

## \* Ethnographic text :-

I had visited a hill station called "Manali". It was our college industrial visit to the Manali, we all student get assemble at the Kalyan station at 7:00 am and reached Chandigarh station next day 4:00 am and from there we took a taxi to the hill station because of no service available at hill station we reached Manali in the afternoon 4:00 pm we visited a temple at Buddha call Hindimba Temple

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# Activity-II (a)

- Exercise in reading comprehensive and then analyse the various component skill.
- Ask a school student to read and analyse his/her comprehensive skills. create a rubric to analyse. compose findings in small group.
- Is reading comprehensive only restricted to language subject? If the reading comprehensive is not satisfactory, how can the learning of mathematics, science, social science be affected? carry out a discussion after reflecting on questions as these.

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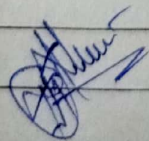
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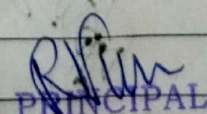


Name of the student:  
Standard:

Sr.No	Reading Ability option	yes/No
1]	Reading ability	yes
2]	Proper pronunciation	yes
3]	Proper voice Modulation	No
4]	Proper Information	No
5]	confidence	yes
6]	Gesture	yes



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## Group discussion in the given text :-

Our group had taken the newspaper article from 'DNA times' dated on 21<sup>st</sup> Nov 2016 and article was on 'gadget addiction' making children emotionally detached. It is the main and major issue for the generation of children. They are becoming addicted and more attached to the gadgets and technical inventions they are getting detached from the family, friend, outer world, activities, outdoor game etc, thus making them mentally and physically dull.

## \* Reflection on the text and group Discussion :-

My reflection on this text is that we should take proper steps towards the technical advancement to our children we should provide limited time for them to use gadget, mobile, internet etc. We all should make a healthy relationship between the technical and natural world. Both are for our children and ourselves betterment in health and hygiene maintenance.

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# Activity-II CB

Administer the reading comprehensive text to these student and at any class from VI to X by choosing a passage from a text book. Identify the obstacles faced in comprehending the text. Use Davis nine component to evaluate the reader. prepare a report of your observation by elaborating how these can be eliminated. show your report with two peers. Now add a conclusion paragraph to your report based on your findings and those of your peers.

## Comprehension-1

- 1) where we live?  
→ we lived in a world of machines.
- 2) what are electronic devices used in the paragraph?  
→ computer fax machines are the electronic devices used in paragraph.
- 3) what the author feeling to answer?  
→ The author telling to answer the telephone call.
- 4) which box is mentioned in the paragraph?

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Yin. Zihan

Jan 22, 2013

English

## Birds Migration

Birds are flying creatures that like to stay in warm places. The movement of birds flying from one place to another is called migration. The dexterity of the bird's body make flight easier. In order to accomplish the long journey, the heart give birds a lot of energy. Even though birds have a strong body, there are still a lot of places that birds could get injured. When birds become tired, they take a break at their stopover sites. When birds flies from North to South, they will need water, food, and shelter. Every fall the birds fly from North to South, for the warmer climate and to find food. Humans help birds when injured and create stopover sites to help birds during migration.

Birds migrate because they need to get a warmer place, and in order to complete the journey, their body helps them a lot. Birds have a streamlined body and a lightweight skeleton. The streamlined body of the bird helps to minimizes the air resistance. And the lightweight skeleton with hollow bones inside conserves the birds' energy. In addition to the lightweight skeleton, birds have well-developed pectoral muscles. The combination of the pectoral muscles and the special avian structure called the forelimb creates the flapping of the wings. The long feather are like

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A cold metal box is mentioned in the paragraph.

What kind of person author is searching for?

The author is searching for a person who knows what the author needs.

What is author trying to explain in the paragraph?

The author is trying to explain his loneliness and sadness towards society.

### Comprehension-2

In which season birds will flow from/to south for warming?

In winter season birds will flow from/to south for warming.

Who was looking for something to eat?

The bird was looking for something to eat.

What was broken from the bird that he cannot fly away?

The bird wing was broken.

To whom bird is asking the permission to stay?

Bird was asking permission to the Beautiful Birch tree to stay.

Who cried in front of the bird?

The oak tree cried in front of the bird.

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# GST Collections Grow 13% in Dec to ₹1.3 L Cr

Dec 27 revenue 13% higher than Dec 2019, showing strong bounce from pre-Covid levels

With a 13% increase in GST collections in December, the government has shown a strong bounce from pre-Covid levels. The revenue for the month was ₹1.3 lakh crore, which is 13% higher than the same month in 2019. This indicates that the economy is recovering well from the impact of the pandemic.



## Tax Revenue

The government has reported a 13% increase in GST collections in December, which is a positive sign for the economy. This growth is attributed to the recovery in various sectors and the implementation of new tax measures.



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What was the passage about?  
The passage was about the bird asking permission from the valmiki trees for staying till spring time until his friends come back.

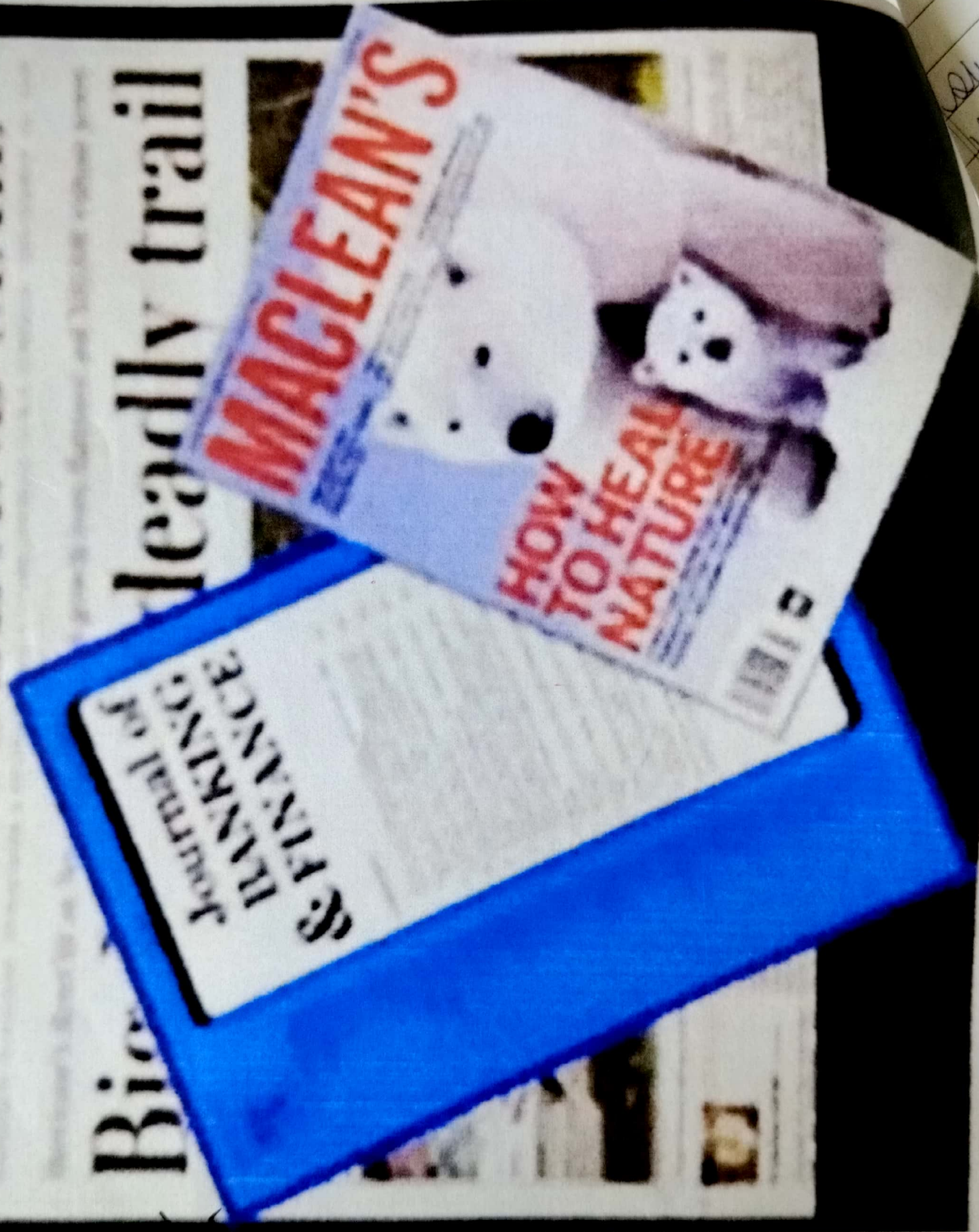
## Comprehension-3

- 1) What is the given passage is about?  
→ The given passage is about the use of kites in war.
- 2) In which century, kites are used for lifting military observers?  
→ In 19<sup>th</sup> century, kites are used for lifting military observers.
- 3) When was world war II happened?  
→ From the 1939 to 1945, world war II took place.
- 4) How was doing his almost to invent aeroplanes?  
→ Hargrave was doing his utmost to invent the aeroplanes.
- 5) Which military kites are famous for these?  
→ French military kites are famous for these.



THE GLOBE AND MAIL

deadly trail



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## Reflection: =

Firstly, I have given just comprehension to the student of Std IX, Ansari Zaurab Faisal for reading of the passage. I asked her some question about the passage. Some of her answer are right and some are wrong then I helped her in connecting the answer.

Secondly, second comprehension was given to std VII student named Ansari Muniza Zahere from English medium, she justly read out the whole paragraph. All of her answer were correct I appreciated her with good comments.

Third comprehension was given to std VIII student named Ansari Hamza Iqbal from English medium. He find difficulty in analyzing and summarizing the passage. I helped him to summarize and then ask him question. All the answer were correct.

## \* Conclusion: =

Through this, I had experienced teaching student from 3 different standards. I had learned that all the comprehension texts are necessary for student development. They all are satisfied by the knowledge gained.

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# Reflection

From module-7 unit 1 named Texts and reading topic, I had come to know about various types of texts, their types, their specific role in the knowledge giving etc. We have performed various activities in this module unit 1 for better understanding of the texts.

For the first activity we all had gone through classification, reflection and their importance in the field of education. How different types of text can make a difference in understanding the topics like expository text and technical text are to be stepwise process. In persuasive text we come to know about the real life problems and solving it by everyone's opinion. We have also performed activity in group to know each and everyone's opinion about the texts and its content type.

For the second activity, we had examine student skills of comprehension from different standard. We analyse their reading abilities and make connection in them.

I had gained my knowledge about the different text and their educational importance thoroughly.

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# Unit-2

## Text and

## Reflection

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Yes! Patriotism has been lost...so they are now openly using dirty language, abusing women and manufacturing WhatsApp photoshopped rumours.

Yes! Patriotism has been lost...so the so called flag bearers of "nationalism" are importing fake twitter accounts to prove their own manufactured lies. (Lies is not upholding the intense meaning of it)

Yes! Patriotism has been lost...so the "maia jop" (harping on about) of nationalism is compelled to produce and air the fake and doctored videos to prove others' anti-nationalism.

Yes! Patriotism has been lost...so they are feeling proud, attacking people, journalists, professors (guruzi), in court premises. Intoxicated nationalism has made them forget that judicial court is one of the most sacred places a nation has!



At the end contrary to what Blum said, "this is not the patriotism which made them lose their all five senses but, people are hiding their own all five senses which they have lost under the curtain of nationalism. So my journey which started with

title: Yes!

been conf... never well patri...

eh...

plac

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# Activity-1

Title: Yes!!! Patriotism has been  
Lost

Author: Musaddiq mubeen

\* First paragraph:-

In the article i.e "yes!!! Patriotism has been lost". The author discussed about the news which contain hated content about patriotism by reading the news, he then flashback into his memories about William Blum, who is an American historian about patriotism

\* characters:-

William Blum  
Sanjiv Bhatt  
Samuel Johnson's

\* place: INDIA

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## \* Conclusion :=

In this article the author says that when he heard some thought on television his mind flashed to William Blum, an American Historian. In this he discussed about Sanjive Bhatt thinking about waving the Indian flag in the public doesn't make us patriot. Instead of this uploading its underlying values is important.

In this writer writes the various aspects of the people, who make people patriot and at the end writer's journey which is started from the William Blum end up with the Samuel Johnsons saying "patriotism is the last refuge of a scoundrel"

## \* Read with purpose :=

### Text-to-text-connection :=

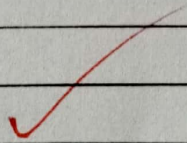
We have studied about the patriotism and its importance in the patriotism and its importance in the school subject like social science etc.

## \* Summary :=

From the above text, we can conclude that



to become a patriot towards the nation, one should not just wave flag and showing respect to national flag patriotism is not a concept in that people made them lose their all five sense but people are hiding their own all five senses.



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# Activity-2

\* What is text about?

The given text is about the UDAN project of Indian Government.

\* Importance :=

UDAN (UDEN DESH AAM NAGRIK) is a Government plan which is under process for making the airways cheaper and affordable for common people in India.

\* Text structure :=

The given text is written in sequence.

\* Language of the text :=

Author := Aditya Anand

Target := Here the target is Indian people

Voice Tone := The given text have a polite tone towards the people of India.

Exercise ~~Answer~~ the Text :=



The text is narrative in nature.

Content of the text :-

The given text is written information for the sharing of information about the UDAN project at Juhu Airport for the people of India which will be written for just sharing the information.

\* Social-cultural diversity of the text :-

The given text makes the people of India aware about the current situation of UDAN project of the government which possesses developmental factor.

Impact :-

positive impact by showing the status and information of UDAN project.

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# SIZING UP THE SOLAR SYSTEM

Students learn about the notion of scale

By Heidi Wulke, Meredith Paul Rogers, and Vladimir Karpov-John

When you ask "What is a model?" and your student responds "A very accurate answer," you can't help but laugh. However, this was not quite the response I was hoping for. As I probed a little further, I realized that most of my elementary students have little knowledge about what models are, and even fewer know how they are used in science. What could I do?

The American Association for the Advancement of Science (AAAS 1993) states that by the end of fifth grade, students should understand that models such as those we often see depicting the solar system, is a smaller version of the real product, making concrete physically work with understanding learn from. However, for students and even adults, understanding the size and distance of the solar system is hard to grasp (Harrison and Park Rogers 2008). Thus, learning about the solar system in the classroom becomes a challenging task and helping students understand the scientific "model" is a challenge worth to be said next. We describe one approach teachers can use to check students' misconceptions about the distance between planets in our solar system. Using this information, they can then address the importance of scale in scientific models.

## Problems With Current Models

Numerous solar system models are created online and in kits to help students understand the position of the planets and their size in the solar system. However, rarely do these models depict the distance between planets and the Sun accurately, often leading to misconceptions (Larson 2007). Jovanov, Strahl, and Grossnickel (2005) explained that presenting students with inappropriate models can help them learn to form their own visual

representations for computing and extrapolating ideas from the system. Therefore, having students construct their own critical scientific models has the potential of providing students with the experience necessary to meet the goals of conceptual understanding described by AAAS (Jovanov, Strahl, and Grossnickel 2005).

## Addressing the Problem

The following activity is designed for upper elementary students and could take two to three days to complete. The purpose of the lesson is to help students understand that models are scaled representations, often created as more evidence is gained, and are used to explain scientific phenomenon that cannot be directly observed (Harrison and Park Rogers 2007). The lesson begins with a preassessment of students' understanding of models in the form of an entrance slip. An entrance slip helps students assess their prior knowledge concerning the daily lesson topic and allows teachers to understand what the students already know about the topic. A common misconception found through this preassessment is the placement of planets in relation to each other and the Sun. The activity that follows the preassessment addresses this problem.



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# Activity-3

What are the eight planets which revolve around the Sun?

→ Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune are eight planets that revolve around the Sun.

Q] What is the centre of the solar system?

→ Sun is the centre of the solar system.

Q] What is the period of revolution?

→ A time taken by a planet to complete one round around the Sun is called as the period of revolution.

Q] What does the figure/diagram show?

→ The diagram shows the solar system.

Q] What is the temperature at the surface of the Sun?

→ The temperature at the surface of the Sun is about  $6000^{\circ}\text{C}$ .



# THE TEXTILE INDUSTRY IN INDIA LOOKING FOR REFORMS

The Indian textile industry is considered amongst one of the leading textile industries in the world. It is divided into three segments, namely cotton, synthetic and other textiles such as jute, wool and silk. Apart from providing the basic necessities in the life of Indian people, it plays a significant role in the country's economic growth.

**E**ither directly or indirectly it has been estimated that one of every six households in the country depends on the Indian textile industry for its livelihood. The strong roots of production of cotton yarn and single-knitted and double-knitted fabrics and other export potential are the major characteristics of the Indian textile industry. This is a traditional, rich and well-established industry enjoying considerable demand in the domestic as well as global markets.



## Role of the textile industry in Indian economy

India's textile industry contributes about 11 percent to the country's GDP, 4 per cent to the country's gross domestic product (GDP) and 17 per cent to its export earnings. Further, it is a source of direct employment for over 25 million people, which makes it the second largest provider of employment after agriculture.

India has the advantage of abundant resources of raw materials. The Indian textile industry has the strength of a strong export base. It is one of the largest

export of cotton yarn to the world and there are good resources of fibres. The country has a wide range of cotton fibre and has a rapidly developing synthetic fibre industry.

The increase in the production of cotton yarn has helped the Indian economy.

### Cotton production in India

The production of cotton yarn increased from 1.45 million bales in 1991-92 to 11.57 million bales in 2012-13. The growth rate accounted by about 10 per cent per annum. Over the years, countries has achieved significant quantities increase in cotton production. In 1950s, India

used to export massive quantities of cotton in the range of 25 to 30 million bales per annum.

However, after government launched special schemes such as intensive cotton production programme through cooperative farm plan, cotton production increased the country growth through increase in area and average yield of cotton increased to 20.

Since then, the country has become self-sufficient in cotton production, starting a few years in the late 60s and early 2000s when large quantities of cotton had to be imported to meet crop production

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# Activity-4

Part A := In the past cotton textile industry was cottage industry. Cottage textile industry is a traditional industry. Recently modern machinery is used in cotton textile industry. The first textile mill was set up by Karsaji Nanabhi Dabhe in 1854 in Mumbai. Humid climate, availability of cheap labour, transport facilities, investment by capitalists, availability of large market were the factors which contributed to the prosperity of the cotton textile industry in Mumbai. At present the most of cotton textile mills of Mumbai have been closed down.

Part-B :=

In the [redacted] cotton textile industry was cottage textile industry is a traditional industry. Recently modern machinery is used in cotton textile industry in Maharashtra. The first textile mill was set up by Karsaji Nanabhai [redacted] in [redacted] in Delhi. Humid climate, availability of cheap labour, transport facilities, investment by socialist, availability of large market were the factors which contributed to the prosperity of the cotton textile industry in Mumbai. At present most of the cotton textile mills of Mumbai have been open up.



## KEYWORDS =

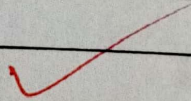
i) Past - Present

ii) 1854 - 1856

iii) Mumbai - Delhi

iv) Capitalists - Socialists

v) Closed down - open up



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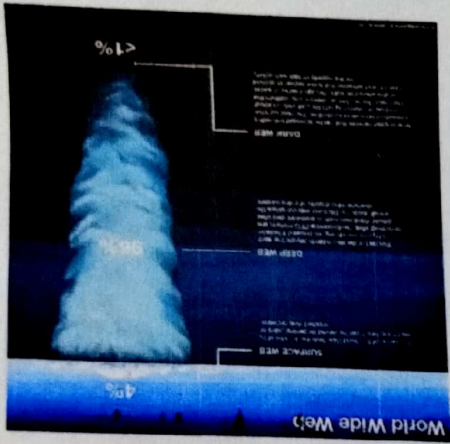
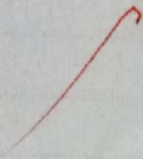
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# Activity-5

## \* Pre-reading :=

Technology plays a vital and crucial role in human development day by day. Technology is developing and moving the human life more and more easier and comfortable on the mouse click of the computer. Beside the whole world and its information anyone can search anything on the internet.

## \* Actual-Reading := By Reading the given text

I had come to know and the world wide web (www) It is a very unique service used to transport number of data and documents like image, picture, text or audio etc through emails and internet. It plays an important role of exploring the whole world information on the mouse click. Anyone can share and find any information of any size through www in very little amount of time.

## \* Post-reading :=

By reading the given text and reviewing it come to know about the world wide web as a unique service by the internet for transferring the information to the whole world.



## Prediction :=

World wide web is the oldest technique which is normally used by the computer user to get information. Nowadays, Information Technology had made progress in all the aspect of sharing and sending data all over the world. Search engines and offline searching is developed by the developers for whom that donot have internet access that means without internet we can share and search any type of data or information through search engines etc for example google, mozilla, firefox etc.

## \* Conclusion :=

By doing activity on this module I (understanding text and reading) unit 2 (Text and Reflection) had gained more knowledge about reading the text in different ways. In this unit we had done total 5<sup>00</sup> activities of reviewing and reflecting of the text its structure etc.

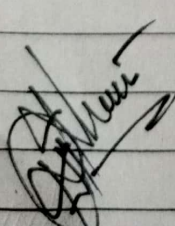
Here, we have done activities based on text which are very much of type. we judge about the text type here. Its genre, view of the author and effect on the audience / reader's mind. It was a quite different way to understand about various texts and phrases but by doing this activity, it had improve my reading and writing skill alot.



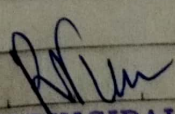
# Module-II

## Unit-3

### Expressive Reflection

  
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# Activity-I (a)

## ⇒ Reflective Journal

### Describe :=

By studying and going through the text, I had come to know about the various substances and according to their properties their classification into elements and further into metal and non-metal in the text. It also discuss about the smallest part of the element which is called as atom. The structure of different element are varied from atomic structure. There are total 118 element discussed till date in which 92 are natural and rest are made in laboratory.

\* Analyse := By analyzing the text, it is very effective in making aware about the natural element and its properties. It also gives knowledge about the various element in nature and laboratory made element. It also discussed about the various element in nature and laboratory smallest part called atom and its significance.

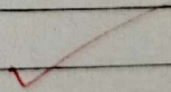
\* Evaluate := The text is very important and plays an vital role in developing the scientific knowledge of the reader by stating the most basic knowledge about the element and their



characteristic about them. It helps to clear the concept of atom and its properties. It will be more useful for the future by knowing about various elements and their usage in Day to Day life.

### \* Overall Reflection :=

This text tells us about the natural substances present in the nature which are further divided into elements. They are very useful in day-to-day life. For example, iron is used in making benches and furniture etc. Then further elements properties are discussed and divided into two major groups according to their behaviour and usage: metals and non-metals. These are two major classifications done in elements for their proper usage and proper handling.



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# Human Organs: Liver

The liver is the largest, solid organ within the human body, weighing about 1.5 to 1.6 kg. It is considered an accessory organ of the digestive system but has many varied functions. These include the peak of bile, detoxification of blood, storage, and metabolism of nutrients, protein production, and balancing hormones. It is located on the right side of the abdominal cavity, inferior to the diaphragm.

## Blood Flow

The liver receives blood from 2 different sources: the hepatic artery and the hepatic portal vein.

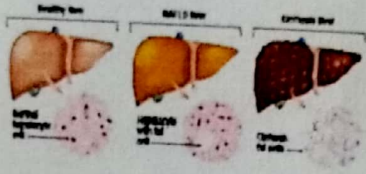
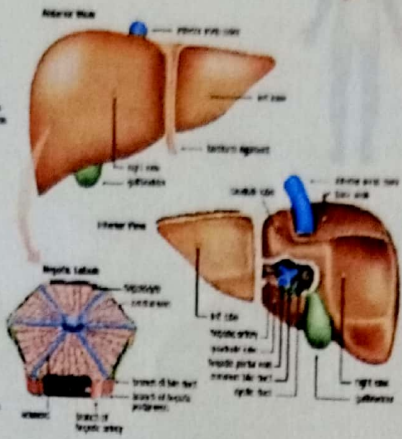
The hepatic artery delivers oxygenated blood to the liver. The hepatic portal vein carries blood from the digestive tract, which contains nutrients, proteins, and toxins, and the liver is where it is processed.

## Cells

The liver has 2 types of cells: the hepatocytes and the connective tissue and ductal cells.

The hepatocytes are the main cells of the liver. They are arranged in cords and are responsible for the majority of the liver's functions, including the production of bile, storage of glycogen, and detoxification of blood.

The connective tissue and ductal cells are responsible for the structural support and the transport of bile.



**Liver Diseases**  
 Chronic liver disease and cirrhosis are the 2nd leading cause of death in the US, according to the CDC. Over 100 million people have chronic liver disease in the world, and the number is increasing rapidly. It is often asymptomatic until it is advanced, at which point it is irreversible.

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# Activity-1 (b)

⇒ flow-chart

Human-being Body  
formation



System level  
formation

→ Nervous System



organ level  
formation

→ kidney, Heart



Tissue level  
formation

→ Connective tissue



Cell level  
formation

→ unicellular animal

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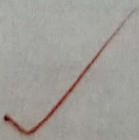
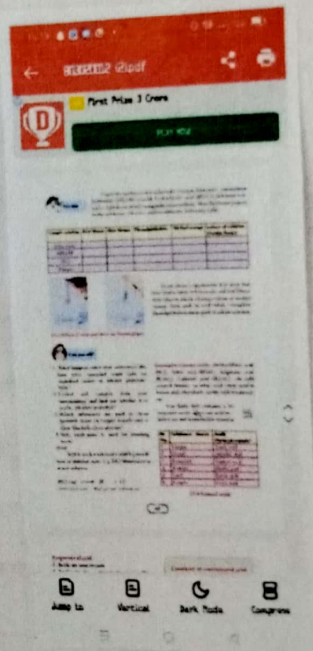
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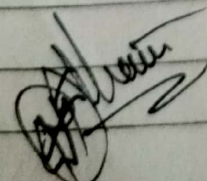


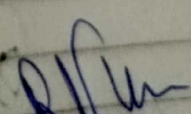
# Activity - I (c)

## \* Compare & Contrast :-

\* Compare: The given text is an experiment process which is done to find whether the given solution is Acidic or Basic in nature by taking or doing litmus paper test. Here one solution is taken which is lemon juice and other is quick lime. Both solution is tested by dipping litmus paper in it. The red red litmus remains red in lemon juice and it turns blue in quick lime. This shows that solutions are different from each other.

\* Contrast :- In some part of the text, it gives information about the various natures of solution or soluble thing. It shows the experiment and differentiating between the solution into acids and bases according to their litmus paper test.

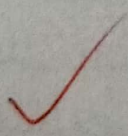
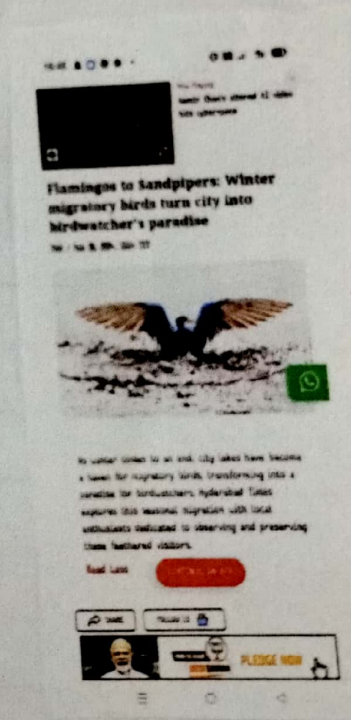
  
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# Activity - II case

## \* Standard notes :=

- The fresh water is used mainly for agriculture, industries, domestic properties etc.
- Water scarcity in most cases is caused by over exploitation, excessive use and unequal access to water among different regions.
- The desert areas of world are mainly suffering from water scarcity.

## \* Cornell Notes :=

### Key words

water scarcity

over exploitation

Drought prone areas

### Main Ideas

Day by Day decrease in level of fresh water  
destroying or developing the resource excessively  
areas where drought is very common which means never have supply of water

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# Activity-I (b)

critically reviewing the text:-

Background information of the text is to make people or readers aware about the condition of old women and their difficulties.

\* Information about the work:-

- i) Title - old women
- ii) publication - eg english textbook [Std XII]
- iii) Statement of topic and purpose:-

The purpose of writing this text is to make people or readers aware about the problems and feelings of the old women towards the behaviour of the world.

\* Thesis statement indicating writer's main reaction to the work:-

The text gives us information about daily difficulties various faced by old women waiting in queue etc

ii) Summary:-

In this text, there are feelings of an old woman is discussed towards the world and its qualities towards



## i] The work's organisation :-

There is organization of text in a manner that express all the mix feelings of old women and its critical condition during winter. The text explains various feelings of old women in each paragraph.

## ii] The work's style :-

The text gives expressive information as it express the feelings of the old women in detail.

## iii] Effectiveness :-

The text has positive impact on the reader's. It makes the reader aware about the feelings of an old women.

## iv] The topics treatments :-

The title of the text is related to the topic of text. The title perfectly suits the author saying about the women in the text. The text must contain the problems more clearly rather than ~~complexly~~.



**. I Walk In The Sunshine**

I Walk In The Sunshine

I Walk In The Sunshine

You live in the night

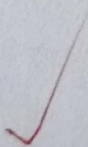
You're not where I'm going

My future is bright

I'll live in the sunshine

I've chosen the light.

Adeline Foster



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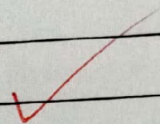
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2) Appeal to the particular audience :=

The given text had a great influence towards making reader aware about the women problems and daily difficulties



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# Activity-II

Revisiting the text - impact of the text on the reader  
recreating from the text new perspective.

\* Activity-1 := write a review or summary of the text with comments and opinions

The text gives us information about the various functions of skin. It is listed in the particular manner. Skin protects bones, organ system etc. The main function to synthesize Vitamin 'D'

Comment/opinion :=

The text should be more focus on basic functions of skin and its regular use. The text must contain more features or uses of skin.

\* Activity 2 := write from reader's perspective developing a new angle to the text.

The text must contain the readings more clearly and the function of skin should be listed in more particular manner. The text must contain introduction and importance about the skin.

Instead of listing the functions in a systematical manner it can be done in a paragraph way for better understanding of the students.



## Functions of Skin

### Epidermis

Melanin is one of the several pigments found in the epidermis, which acts as the skin's outermost layer of defence and a waterproof shield.

### Dermis

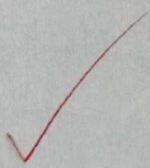
The dermis is the layer that is found below the epidermis. In addition to being composed of hair follicles and sweat glands, it is composed of dense connective tissue.

### Hypodermis

After this layer comes the dermis, which is succeeded by deeper subcutaneous tissue that is composed of fatty tissue and connective tissue.



bybra



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Activity 3 := Extract useful text, provides and write about impact, / effect it has on you as a leader.

In this text function of skin are listed which make us aware about the various function of skins like synthesizing vitamin 'D'. Synthesizing means absorbing. Skin helps in preserve muscle of the body etc. The sensory organ of the body is skin. The text gives many knowledge about skin.

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# Reflection

From this module - I unit 3 of Reading and reflecting texts named "expressive reflection", I had gained many knowledge about various aspects of text reading and reflecting.

This unit contain total III activities. The first activity is divided into 3 part (a), (b) and (c). In the first part we gained knowledge about reflective journal preparation of describing and analyzing the skill of the text. The second part discussed about comparing and contrasting of the text.

The third activity deals with reviewing the text and making the perspective of the reader and making lexime or proverbs.

I had gained knowledge about the various skill of text reviewing and reflecting.

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Unit-4

Reading

Beyond

Text

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# Activity-I (a)

Sticky Notes	Book Title	Type of Connection	Explain your Connection
newspaper article from sports column	Sense of team bonding makes PBL exciting	<input type="checkbox"/> Text to Text <input checked="" type="checkbox"/> Text to Self <input type="checkbox"/> Text to World	The given gives or describe about the team bonding which is the basic skill which was taught to us when we were participating in NCA Trophy (under 13) in our school days.

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# Activity - I (b)

Sticky  
Notes

Book  
Title

Type of  
connection

Explain your  
connection

Text  
from VII  
standard  
science  
Textbook

[Soil]  
from  
Science  
and  
Technology  
[std - VII]

Text to text

Text to self

Text to

The given text explains about the soil and its formation. Soil formation and its formation and its importance. planning for purpose plantation was being taught in the college day celebration called "Annapurna" Divas.

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### Chapter 9 Soil Formation

Multiple Choice Questions

1. The study of the formation of soil is called soil formation. It is a process that involves the weathering of primary and secondary minerals, the accumulation of organic matter, and the development of soil horizons.

#### Introduction

In this paper, we examine the process of soil formation, emphasizing factors that influence it and the role of the organic matter. Soil formation is a process that involves the weathering of primary and secondary minerals, the accumulation of organic matter, and the development of soil horizons. The process is a complex one, involving the interaction of physical, chemical, and biological factors. The rate of soil formation is influenced by factors such as climate, parent material, and topography.

We discuss the subject of soil formation with a broad perspective, focusing on the process of soil formation as a whole. The process of soil formation is a complex one, involving the interaction of physical, chemical, and biological factors. The rate of soil formation is influenced by factors such as climate, parent material, and topography.



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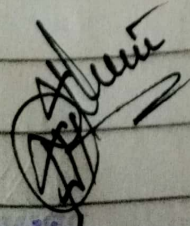
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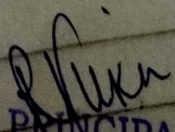
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# Activity-I (c)

Sticky Notes	Book Title	Type of Connection	Explanation your connection
Article from Daily magazine	Palikrama Humanity foundation	<input type="checkbox"/> Text to Text <input checked="" type="checkbox"/> Text to self <input type="checkbox"/> Text Toward	The given text tells about the humanity foundation and its role helping towards education of the poor people and especially girls. It relates us to the community work project in which our group had helped poor and needy people.

  
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# Activity-1cd)

Sticky Notes	Book Title	Type of connection	Explain your connection.
Chapter 10 English Textbook Std. VI	"What's in a name?" from English Textbook	<input type="checkbox"/> Text to Text <input type="checkbox"/> Text to self <input checked="" type="checkbox"/> Text to world	The given text describes about the dead sea and uniqueness in its name. The world saltier water sea which is present in the games of 3 countries which are Jordan, Israel and Palestine.







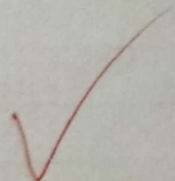
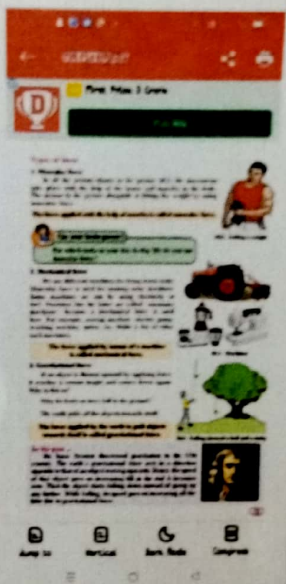
# Activity-Ice

Sticky Notes	Book Title	Types of Connection	Explain your connection.
Newspaper article from Times of India	"Life skills not Taught in classroom"	<input checked="" type="checkbox"/> Text To Text <input type="checkbox"/> Text To self <input type="checkbox"/> Text To world	The given text is an survey report of school on the topic life skill teaching. It relates to various survey report present in all curriculum of contemporary India and Education subject.

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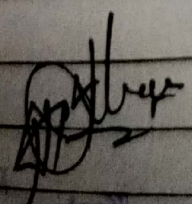
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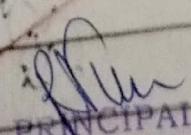
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# Activity-1 (cf)

Sticky notes	Book Title	Type of Connection	Explain your connection.
Text from science textbook VI	"Mechanical force" from the chapter force	<input checked="" type="checkbox"/> Text to Text <input type="checkbox"/> Text to Self <input type="checkbox"/> Text to World	The given text describes about the mechanical force and its application in daily use. It relates to the broader and vast concepts thought in higher classes and specialized courses.

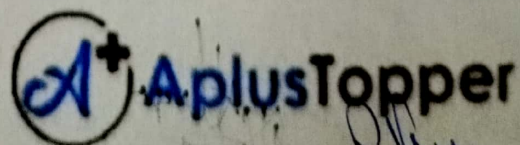
  
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# UDAN SCHEME

- The Central Government launched the "Udan" Scheme.
- The primary purpose of the scheme is to enhance connectivity in the rural and among the lower and middle-class people of the country.
- Udan means, Ude Desh ka Aam Naagrik.
- Civil Aviation Minister Ashok Gajapati started the scheme on the 21st day of October 2016.
- With the help of this scheme, the government is aiming at reducing the flight fares.



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# Activity - IV

## Educational perspective:

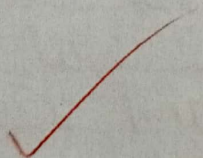
### Summary :=

The given text is about the promotion policy of Indian government for the promotion of Handloom and Textiles Department in Andhra Pradesh.

### Reflection :=

By reading the given text and their views for promoting handloom and Textile industries in Andhra Pradesh, is a great thought and must be given importance. It will create jobs and labour for the low or poor of the society and will help them gaining employment. It will directly improve the production of textile and their export can take place. The article should be more clear about the working of this policy and their consequences on the people of Andhra Pradesh.





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# Activity - I

## Multicultural Perspectives:-

### Group Discussion:-

Here we chose 4 different cultures which are listed below:-

- (i) Muslims
- (ii) Christian
- (iii) Buddhist
- (iv) Jains

By selecting these cultures, we all group members discussed about their cultural thinking, their dressing about style, their eating food and rituals etc. We all had a few new-new knowledge about the various cultures such as about the Christians and their sound prayers and their beautiful wedding ritual about Muslims, we discussed about their safe and sound rituals and progress their unity and belief in their Almighty about Buddhist, we discussed about their unique culture like with martial art etc. About Jains, we discussed about their ritual of being unmarried till death and travelling places by places barefoot for their good.

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# Activity - III

## Summary of the text =

The given text is the scheme for the inclusion of disabled children at secondary stage in school of government school and local bodies. It discussed about the article of Act for present disabilities shall be given admission in normal and regular school etc.

## Reflection :-

From the given text it is clearly stated that person with any disability is equally liable to study and get education in the same school unlike others here the learner does not feel any type of discussing feeling about their disabilities after reading this text, the knowledge and my concept is crystal clear about the inclusive education in India.

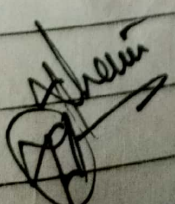


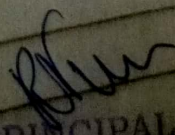
# Conclusion:-

By doing activities in this module II (Reflective Reading and unit 4 (Reading beyond text)) had made us aware about various text and their selection in many perspectives.

In this unit, we had total 4 activities which are based on text from which we had to relate it to our life, our culture and our nation.

It had many activities like multicultural perspective in which we had studied about different culture and their uniqueness. Inclusive perspective activity had made me understand about inclusion in all in all for example unity is strength is our country motto. In educational perspective we had learnt about various improvement of the country.

  
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