



**SATYAM COLLEGE OF EDUCATION  
NOIDA**

(Affiliated to SNDT Women's University, Mumbai)

**2.4.7**

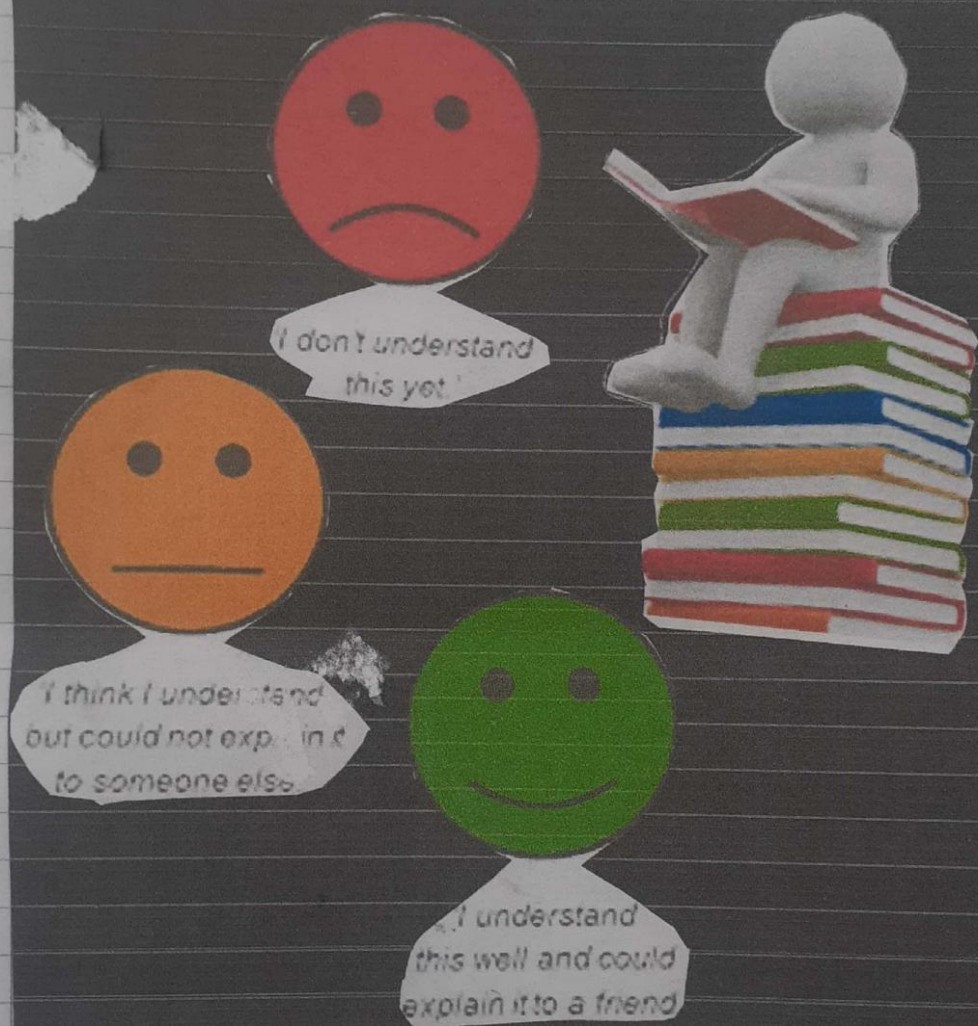
**SAMPLE OF ASSESSED ASSIGNMENTS**

**Field Exploration**

## Childhood and Growing Up

Subject: Childhood & Growing Up (Gr 1)

Assignment: Case Study of a Learner



Submitted  
To : Dr. Priti Pathak

Submitted By:  
Garima, Suri  
Roll No. 83  
B.Ed. (Semester I)

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305



# PREFACE

This assignment has been prepared as a part of our practical work as prescribed in the semester I of our B.Ed curriculum. The objective of this assignment is to conduct a case study on a learner who is suffering from a life long disability. The task was given to us in order to study such a special learner from psychological, sociological and academical point of view.

Here, I have chosen to study a 16 year old student from class XI, Ragini Rao, who suffers from learning difficulty. She has been a slow learner. I have interviewed her and her mother to know more about her. Her mother showed me her psychological assessment/evaluation report, prepared recently by one of the renowned psychological consultants. I also saw her record of achievement from her previous school. Due to her disability, she had been advised to join an open school to pursue her further Secondary & Higher secondary education.

Apart from interviewing her, I also studied about what a learning difficulty is? I came to know that it is a life long disability and can never be healed. Finally, I have added few words from my point of view on this specific disability.

# INDEX

	Pages
o Acknowledgement	1.
o Case Study- An Introduction	2.
o Learning Difficulty- Types	3.
o Profile of a Learner	7.
o SW-LD Analysis of Learner	8.
o Profile of the Parents	10.
o Interview 1 (Learner)	12.
o Interview-2 (Mother of Learner)	14.
o Psych-Evaluation Report of Learner	16.
o Assessment of Learner (Conclusion)	17.
o Photocopy of the Xth Marks sheet	19.

# ACKNOWLEDGEMENT

I will take a brief moment to express my gratitude for Satyam College of Education, Noida and my special thanks to my subject teacher Dr. Riti Pathak who gave us this opportunity to touch the life of a special learner and prepare a report on the same.

Living a life with such a disability is an impossible thing for a normal human being like me to imagine I actually got to know the in-depth, up-close shortcomings and difficulties faced by such a learner on a daily basis; whether it is people around us or the academic goals we are required to fulfill at this age etc.

My heartfelt thanks to the subject of my case study, Ragini Rao and her mother Rao; both of them were very polite and cooperated with me fully in providing the valuable information for my report.

# 5 Basic Steps Followed In Case Study Writing

## 1. Pick Your Topic

The best starting for writing a case study is to pick your topic. The key is to pick a topic of a case study as possible. Also, pick a topic that is already been research and analyze has already been done or it.

## 2. Research

The fastest way to get going on your case study is to do the research first. Then develop your thesis later. Don't ever postpone writing.

## 3. Develop Your Thesis

Try to make it seem as specific as you can. It just needs to develop direction on where your case study writing help is going. Try to cover the stuff you often's sources so that it all flows together.

## 4. The Body

Come up with the number of paragraphs you want, what each paragraph and the sentence is specifically talking about, and put things in their respective paragraphs.

## 5. Introduction and Conclusion

Now you're ready for the introduction and conclusion paragraphs. Typically develop introduction paragraph by putting your study topic in some sort of context. The initial sentence starts introducing the topic after that each sentence leads more and more to the final sentence.



## What is a CASE STUDY?

It is a process or record of research into the development of a particular person, group, or situation over a period of time.

In the social sciences and life sciences, a case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions.

Here, the case being studied may be an individual, organization, event or action, existing in specific time and place.

{ In this report, I have conducted a case study of a learner with learning difficulty. }

### 5 Basic Steps to be followed in Case Study Writing.

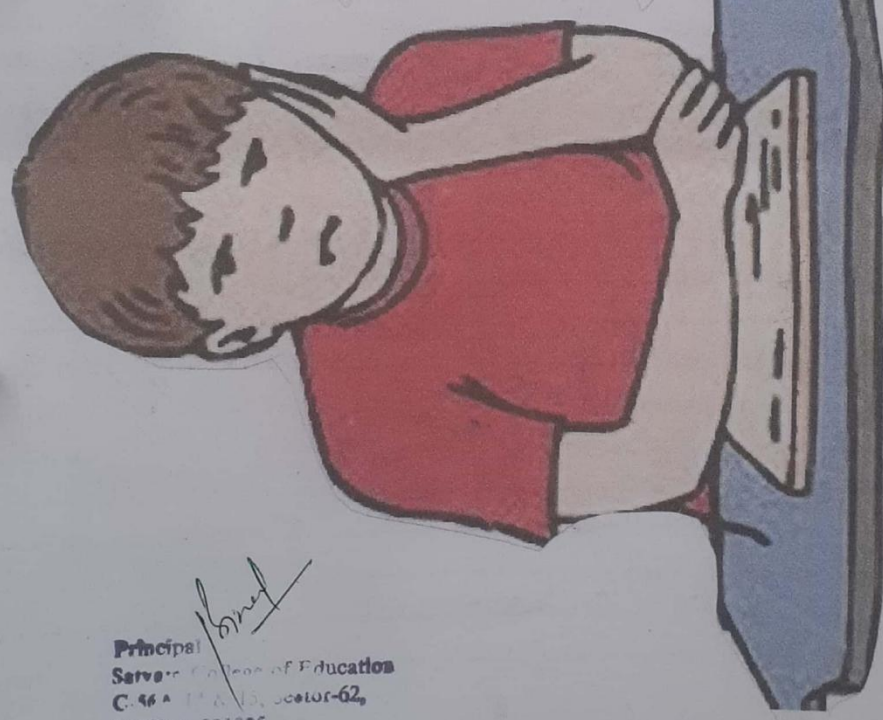
1. Pick Your Topic.
2. Research
3. Develop Your Thesis
4. The Body
5. Introduction & Conclusion

I have ~~dism~~

~~dislolem~~

~~dislec~~

I can't spell



Principal  
Sardar College of Education  
C-46 A T.A. 13, Sector-62,  
NOIDA-201305

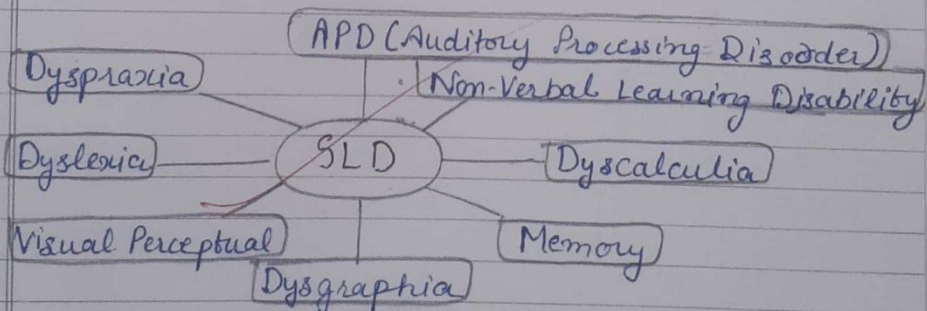
# LEARNING DIFFICULTY - An Introduction

**Definition:** It is a neurologically based processing problem which can interfere with learning basic skills of reading, writing and/or maths.

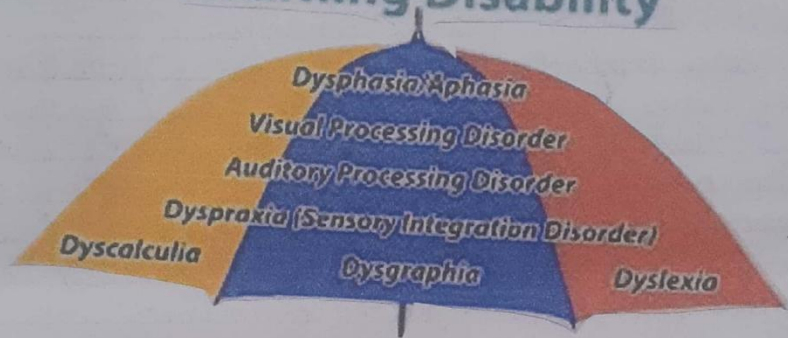
Signs & symptoms of such a problem are mostly diagnosed during the school years because that is the time period when difficulties such as reading, writing etc. are easily recognisable.

Some individuals with learning problems may never receive an evaluation and go through life, never knowing why they have difficulties with academics. It is a life long challenge; however with appropriate support, people with learning difficulties can achieve success in school, at work & in the community.

## TYPES of SPECIFIC LEARNING DISABILITIES



# Learning Disability



*Principals*  
*Setia*  
*C-36*  
*NOID-201305*

*Principals*  
*Setia*  
*C-36*  
*NOID-201305*



- © APD (Auditory Processing Disorder): A condition that adversely affects how sound that travels unimpeded through ear is processed by brain.
- © Dyscalculia: Affects a person's ability to understand numbers and learn math facts
- © Dysgraphia: Affects a person's handwriting ability and fine motor skills
- © Dyslexia: Affects reading and related language based processing skills
- © Non Verbal Learning Disability
- © Visual Perceptual / Visual Motor Deficit: Affects the understanding of the information that a person sees or the ability to draw or copy
- © Dyspraxia: Causes problems with movement & co-ordination, language & speech & can affect learning.
- © Memory: 3 types of memory important to learning
  - Ⓐ Working memory
  - Ⓑ Short-term memory
  - Ⓒ Long-term memory

Difficulty in any or all of these types of memory, the ability to store and retrieve information requires to carry out the tasks can be impaired.

*Princal*

Principal  
Satya College of Education  
C-56A, 11 & 15, Sector-62,  
NOIDA-201305

Name: RAGINI RAO

Gender: M ☐ F ☒

Date of Birth: 11 November 2002

Chronological Age: 16 yrs 1 month

Grade: XI



Father's Name: ANIL RAO Mother's Name: RACHNA RAO

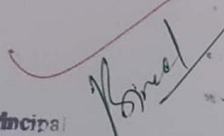
Address: CG-6, 303, Supertech Capetown,  
Sector-74, Noida, Uttar Pradesh, 201301

Present School: Appearing from Open School

Last School Attended: St. Xavier's School, Rajpur Road, Delhi

Medical History (If any): Suffering from learning disability,  
memory retaining issues.

About the Family: Lives with parents, grandmother  
and a younger sister (Aarti)

  
Principal  
Satyam College of Education  
C-56, Sector-62,  
NOIDA-201305

# STRENGTHS - WEAKNESS      LIKES - DISLIKES ( RAGINI RAO )

Strengths	Weakness
<ul style="list-style-type: none"> <li>Keen to help others</li> <li>Positive Attitude</li> </ul>	<ul style="list-style-type: none"> <li>Trusting others very easy</li> <li>Soft-hearted</li> </ul>

Likes	Dislikes
<ul style="list-style-type: none"> <li>Stone Paintings</li> <li>Envelope Making</li> <li>Music</li> <li>Playing Badminton</li> <li>Collecting Funds</li> </ul>	<ul style="list-style-type: none"> <li>Electronic Gadgets</li> <li>Hate being Tech-savvy</li> </ul>

Special Achievement : Ragini has been a global messenger of special olympics and have travelled abroad thrice in past 1 year for the same.

Principal  
Satyam College of Education  
C-56, 14 & 15, Sector-63  
NOIDA-201305



FATHER'S PROFILE

Name: Sh. Anil Rao

Gender: Male

Date of Birth: 15 July' 1976

Address: CG-6, 303, Supertech Capetown,  
Sector-74, Noida, 201301

Medical History/Allergies (If any): NIL —

*Principal*  
Principal  
Savitri College of Education  
CG-11 & 13, Sector-62,  
Noida-201305

MOTHER'S PROFILE

Name: Smt. Rachna Rao

Gender: Female

Date of Birth: 31<sup>st</sup> December 1978

Address: CG-6, 303, Supertech Capetown  
Sector-74, Noida, 201301

Medical History/Allergies (If any): suffering from  
Bronchitis; allergic to smoke / smog

Principal  
Smt. Rachna Rao  
C.S. 13, 13, 13  
Noida, 201301  
62

## QUESTIONNAIRE

Subject of the Interview: Ragini Rao

1. Describe your family.

My family is very supportive, shows me the right path & keeps encouraging me all the time.

2. Describe your present school environment.

More comfortable studying in an open school because here there are other kids just like me, who require special needs too.

3. How were the teachers and peers like in your previous school?

Except 1 or 2 teachers, all others including my classmates made fun of me and sidelined me out of all the activities and discouraged me throughout.

4. Did the school treat you differently? If yes, How?

My previous school was not supportive at all but NIOS has given me a very comfortable environment and I now speak with confidence.

5. With whom do you like to spend some quality time and why?

I am happy spending time with my friends from NIOS and my younger sister too.

6. Any trauma/any incident in the past, that caused severe health issues for you?

Yes, sudden demise of 2 family members within a month put me into the state of severe depression; I did not even feel like coming out of my bed at that time. I had to be treated for the same.

7. What are you passionate about?

I wish to work for the special people with special needs just like me.

8. What do you dislike the most and why?

I hate the mindset of the people who do not want to take initiative to understand my mental barriers & other related issues and who always degrade me morally.

9. Is there anything you wish to be different in your life?

No. I do not regret anything in my life at all.

10. Where do you see yourself in next 5 years?

I wish to become a teacher and set an example for others.

Principal

Sd/-

C-62

MOIDA-201305

Principal

Sd/-

C-62

MOIDA-201305



## QUESTIONNAIRE

Subject of the Interview: Smt. Rachna Rao (Mother)

1. Briefly describe your family environment.

We treat our daughter normally irrespective of her condition and do not like to compare her with the kids of her age.

2. Did you notice any delay in achieving the developmental milestones right after her birth?

Yes, all motor milestones of development & acquisition of speech and language skills were also delayed.

3. At what age did you realize that Ragini is different than her friends academically, socially and behavior wise?

We realized it when she flunked in 18<sup>th</sup> grade; then one of the teachers suggested to take her to NIOS (National Institute of Open Schools).

4. How often do you take her to social gatherings? How does she behave there?

We do take her out but she is quite interested and does not really talk much to any one outside the family.

5. Does she have friends at school or home?

No, she does not have any friends at all.

6. What kind of co-curricular activities she participates in?

When she joined NIOS, she participated in special olympics and plays Badminton and table tennis there.

7. How is her relation with her sibling?

Her sister is quite understanding & helpful in all matters

8. How does she like to dress herself up?

She is least bothered of her physical appearance. Does not really have any specific choice in dressing up.

9. Does she takes interest in family conversations? In what way she likes to express herself?

Yes, she is fully involved. We do not opt her out of our discussions.

10. She is more comfortable with

Me (Mother)

**Observed Behaviour :** Ragini presents as a weak, passive young girl for his stated age and was accompanied by his parents and sister. She did not show any anxiety and remained quiet while her parents discussed. Her responses were slow. She co-operated well during the session. It seemed she lacked confidence and has a very low self esteem as a person and especially as a learner. She lacks enthusiasm and activity. She appeared to lack motivation and interest and was distressed by her failures but was calm and quiet. During the assessment she frequently gave explanations as she tries to explain a lot to satisfy others and when she is confused, she gives up very easily. She is emotional, soft at heart and polite, well mannered young girl.

**Results :** The results on Malin's Intelligence Scale for Indian Children (MISIC)

Verbal Subtests	Assesses Abilities	Int. Quo.
Information	to acquire knowledge about environment	82
Comprehension	to understand social situations	67
Vocabulary	Vocabulary / expressive language	60
Arithmetic	Computational skills at oral level	90
Similarities	Abilities to reason by analogies	75
Digit Span	Auditory memory span for digits	75
		<hr/> 449

Performance Subtests	Assesses Abilities	Int. Quo.
Picture Completion	Abilities for Visualization and sorting missing details	64
Block Design	Abilities for Visual Perceptual Analysis	63
Object Assembly	Abilities for Gross Visual Motor Coordination	--
Coding	Abilities for Fine Visual Motor Coordination	109
		<hr/> 236

Verbal I.Q. = 75  
 Performance I.Q. = 79  
 Full Scale I.Q. = 76

Principal  
 Satya ... of Education  
 C-56 ... 15, Sector-62,  
 NOIDA-201305

Coordinator IQAC  
 Satya ... of Education  
 C-56 ... 15, Sector-62,  
 Noida-201305



## SELF ANALYSIS / ASSESSMENT

→ Evaluating my subject of the case study

I have known Ragini for a year now. She looks like a very innocent girl of her age and quite sophisticated and very well mannered.

After interviewing her, I have learned that Ragini has been facing problems in academics right from the beginning. She repeated class IX from the same school but could not cope up with the school work & examination system, so in the mid of the session, she was advised to go for an open school.

Although she was a turn child but all motor milestones of development and acquisition of speech and language skills were also delayed.

Analysis of her psychological report: On MISIC Ragini obtained verbal IQ of 75 and performance IQ of 79 and full scale IQ score is 76 which falls within borderline range.

This shows that among the verbal subtests she scores the best; however delay in the academic progress can be accounted by

Principal  
Sarva College of Education  
C-56, T-8, Noida, Sector-62,  
NOIDA-201305

17

Coordinator IQAC  
Sarva College of Education  
C-56, T-8, Noida, Sector-62,  
NOIDA-201305



intellectual factors.

Conclusion: Ragini is a slow learner and is showing delay in her cognitive development with a borderline I.Q. level. She is not able to meet the expectations of teachers and parents which has created a low self image and as her continuous failures has lowered her self esteem and negative, pessimistic attitude in her mind.

- Suggestions for Ragini:
- At this stage, she needs to be dealt as a normal child having some developmental delay.
  - A sense of achievement and regular motivation to improve her self-esteem.
  - Change of attitude towards her while dealing with her is extremely important.
  - Supportive guidance and counselling to deal with her and to help her in her learning process & life skills.

At last, I wish her all the best for all her future endeavors!!

18.

Principal  
Satyam College of Education  
C-56/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56/14 & 15, Sector-62,  
Noida-201305

## Contemporary India and Education

Contemporary  
India

Re

Assignment 1 : Topic

Dairy System

Prii  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

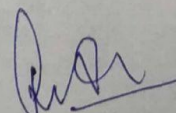
Submitted to :  
Dr. Mamta Sardana

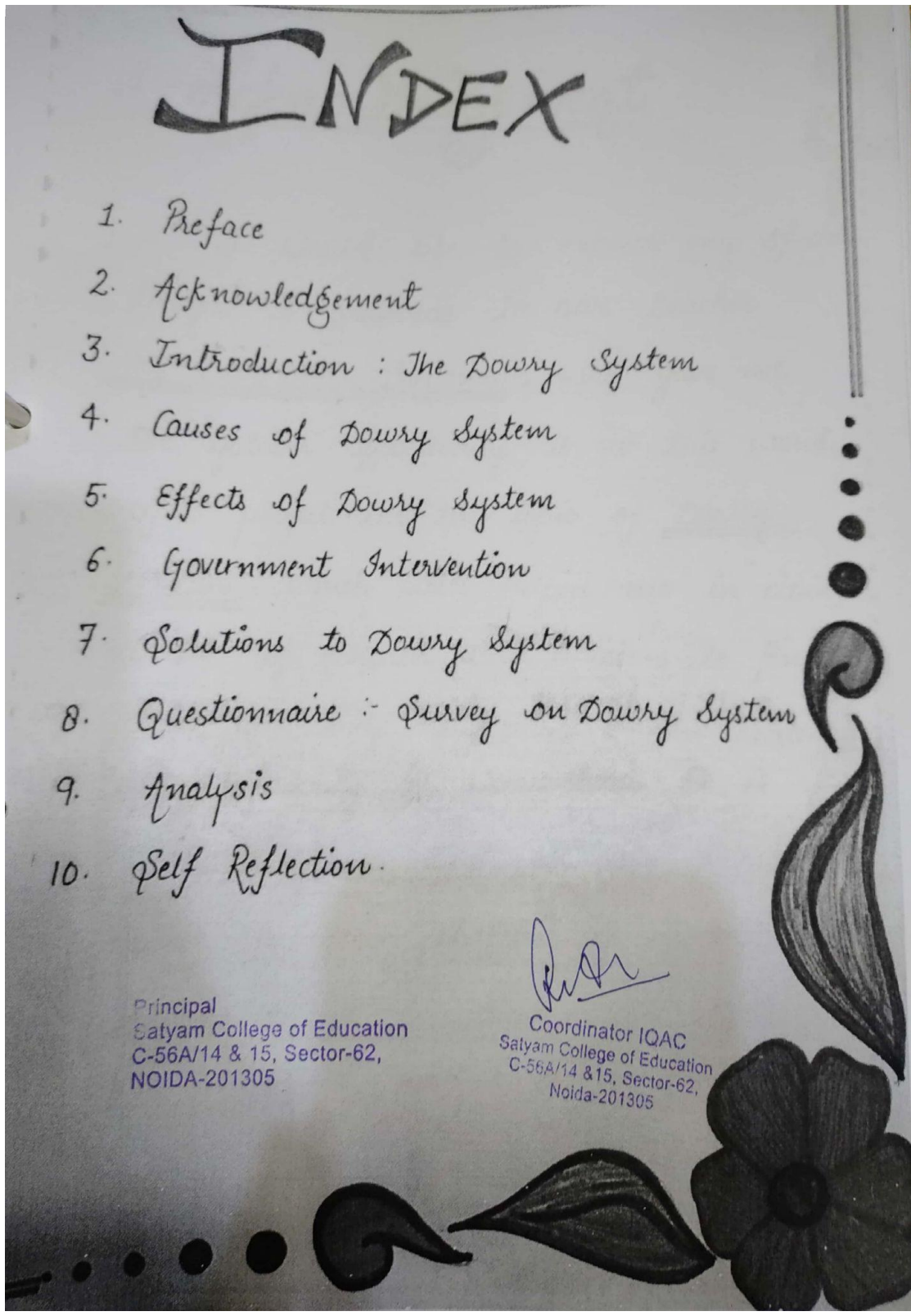
Submitted by:  
Pooja Singh  
I Sem (A)  
Roll no. 36

# INDEX

1. Preface
2. Acknowledgement
3. Introduction : The Dowry System
4. Causes of Dowry System
5. Effects of Dowry System
6. Government Intervention
7. Solutions to Dowry System
8. Questionnaire :- Survey on Dowry System
9. Analysis
10. Self Reflection.

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

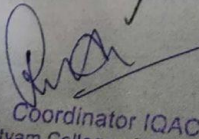




# Acknowledgement

I would like to express my special thanks of Gratitude to our teacher Ms. Dr. Mamta Sardana, who gave me the golden opportunity to do this wonderful project on the topic of 'Dowry System', which also helped me in doing a lot of Research and 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.



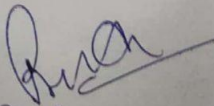
Pooja Singh

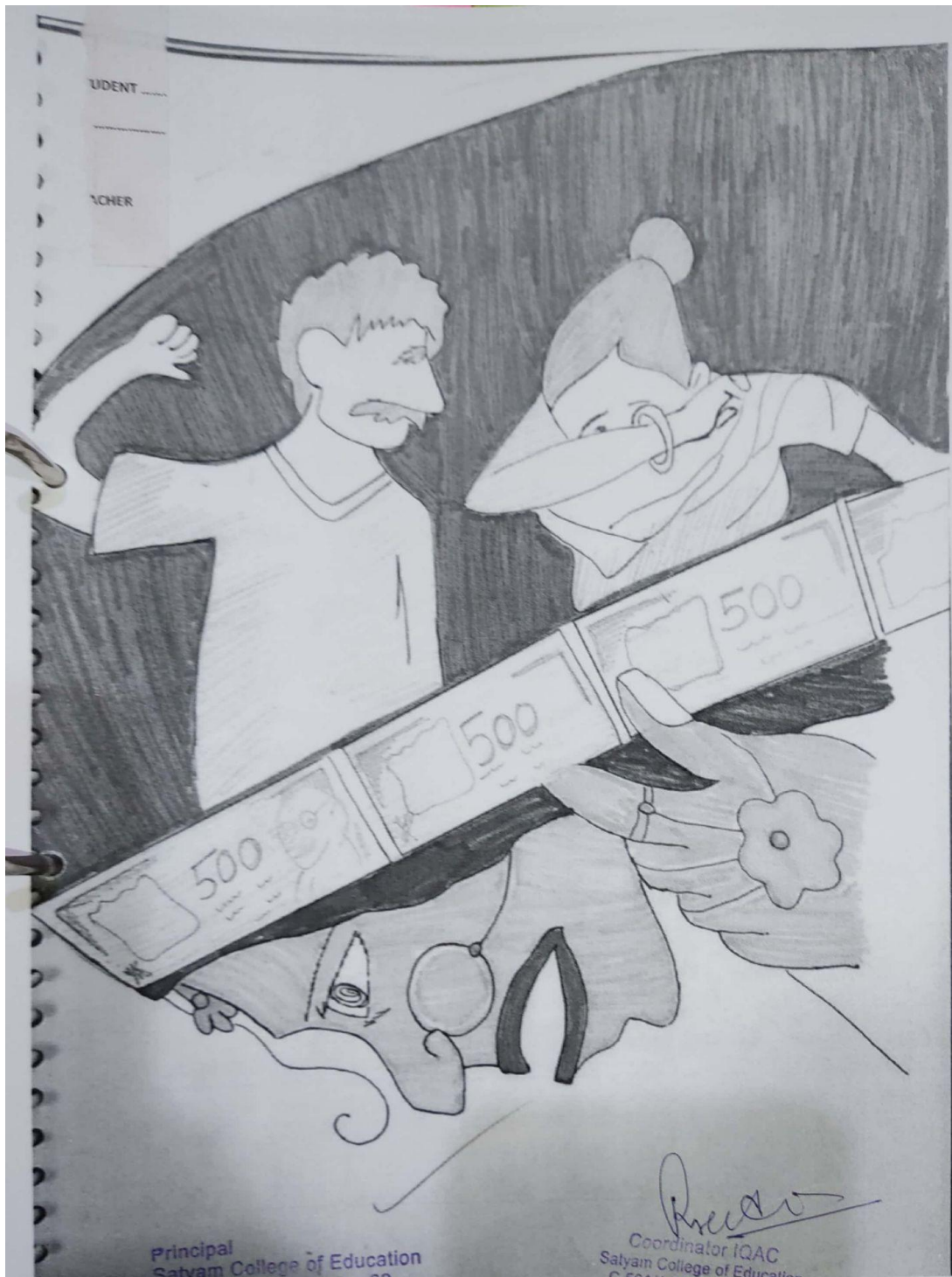
B.Ed I Sem (A)





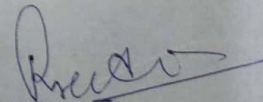
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305



STUDENT \_\_\_\_\_  
TEACHER \_\_\_\_\_

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

## Introduction : The Dowry System

A dowry is a transfer of parental property, gifts or money at the marriage of a daughter. The dowry system in India refers to the durable goods, cash and real or movable property that the bride's family gives to the bridegroom, his parents or his relatives as a condition of the marriage. It is a very common practice in India, a marital tradition which dates back centuries. The dowry buys in to people's pride and desire to "save face" and the system has substantial consequences for families and women in general.

The tradition of the Dowry

The Origin of the Dowry system in

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education



India have been greatly debated. One theory is that historically parents of the bride nominally provided gifts such as jewellery and everyday household items to the bride which evolved overtime to providing a sum of money to the grooms family. Another more patriarchal view, alleges that daughters were 'given' away and that grooms were offered gifts as somewhat of a bribe to ensure the fair treatment of the woman. The exact sum of money was dictated by the groom's education and social standing however its initial intension was to act as a safeguard should something happen to the groom in his lifetime rendering him no longer able to provide for his wife and eventual children. The practice became



With fathers who were looking to ensure a strong family bloodline paying top price for grooms of good ancestry.

### The Dowry today

While the dowry system still exists in India today, its function has changed somewhat, becoming an unspoken mandate and being viewed these days as something of a bargaining chip when arranging marriages. The more educated a groom is, the more money his family can demand as a dowry. Parents start saving for their daughters' dowries from birth, placing a financial burden on families of low socio-economic backgrounds.

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

### The dark side of the dowry

#### The Underbelly of the dowry system

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62

revolves around the treatment of brides. Referred to as "bride burning", the act of maiming or even killing brides whose families cannot or will not meet a groom's dowry demands is a worrying practice in India. The National Crime Records Bureau reports that in 2010 alone there were 8391 dowry related deaths in the country, representing 0.1% increase from 2009 and almost double the number of dowry related deaths recorded two decades ago.

Only a third of all reported cases result in conviction of the offenders.

Some people can be seen supporting the dowry custom too. They argue that as there are single families in vogue, the newly wed couple would need support to settle down in the married life this way.

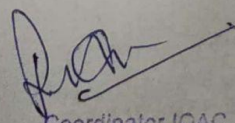
infanticide and felicide in India, though exact figures relating to this are difficult to determine. According to 2011 census data in the age group 0-6 years, there are 914 girls to every 100 boys in India.

Ultimately, the dowry custom remains a social evil because it negatively affects the stability of the society. The present society is based on the equality between man and woman. The dowry strikes at the very root of this value system in the society as it only fortifies the unequal status of women. It has lowered the status of women in the society and also encourages the tendency to earn black money and undertake criminal acts. The dowry system has become a tool for harassment as against being a social custom, in



Which negative and intimidating methods are applied in order to extort money from the bride side, which often results in murder or suicide. If brides don't bring enough dowry, the groom side and husband often subject them to physical violence as well as mental harassment and this goes to the extent of committing a murder of the bride. The evil effect of continuing with the dowry custom has its repercussions on not only the individual or family but also the entire community and society.

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305



women are deliberately kept from schools either due to certain superstitions or from the belief that educating girls will take away from their eligibility as good wives.

7. Propulsion towards adhering to customs  
Indians value traditions alot and they tend not to question customs. They follow traditions blindly and provide dowry because it is the norm handed down through generations.

8. Urge to show off : Dowry is often a means for showing off social stature in our country. One's worth in society is often measured by how much one spends in daughter's wedding or how much gold one gives to them. This perspective heavily justifies the practice of dowries demands.

# Effects of Dowry System

## 1. Short term Effects of Dowry System -

These effects of the dowry system are immediate and are a permanent fixture in the daily news.

a. Injustice towards girls : dowry bears a huge financial obligation for the bride's family. As a consequence a girl child is viewed a possible source of drain on the family's finances, ultimately an onus. This view evolves in to gigantic proportions taking the shape of infanticides and feticides of girl child. Girls are often marginalised in the areas of education where boys of the family are given preference. They are thrust towards domestic chores from a very early age. A host of restrictions

are imposed on them in the name of family honour and they are made to stay indoors

b. Violence against women - Contrary to hopeful parents, dowry is often not a one time pay up. Demands are continuously made by the husband's family as a never ending source of finance. Inability by the girl's family often leads to verbal abuse, domestic violence and even deaths. Brides being burned by the in-laws are hardly a novelty in this country. Continuous physical and mental torture instigates women to go in to depression and commit suicide.

c. Economic burden - getting a girl married is associated with a hefty amount of money by Indian parents due to direct or subtle demands for dowry by groom's family.



d. Gender inequality : the idea of paying dowry in order to get a girl married generates an increased sense of inequality among the genders, placing men superior to women. Young girls are kept from schools while their brothers are given access to education.

2. Long Term effects of Dowry system - the short term effects lead to the following long term consequences-

a. Gender imbalance - the much abhorred practices like abortion of female fetuses and killing of girl babies have resulted in to an unnaturally skewed child sex ratio (CSR) in India. In states like Haryana and Rajasthan where these practices are most prevalent the CSR stands at 830 girls per 1000 boys. This in turn leads to peculiar



practices like polyandry and an increase in violence against women.

b. Loss of self-esteem in women - In a country which has experienced centuries of inferior attitude towards women, it is very hard to maintain a very high level of self regard if you are a woman. Naturally women themselves are bound in the shackles of an idea that they are incapable of any contributions to the society. Their sense of self worth hits rock bottom and they are increasingly subjugated to injustice.

c. Status of women - Practices like dowry are social evils and a huge deterrent towards improvement of social status of women in India. Inferiority of women has been impressed up on the minds of the nation time and again by the demands of dowry.

# Government Intervention

The blowout of the dowry system forced the government to take action in the middle of the last century, introducing the Anti Dowry Act in 1961 which outlawed the giving and receiving of dowries. After its introduction, the act received little support and was not strongly enforced leading to a rampant and thriving illegal market for dowries. It wasn't until later in the twentieth century when women's rights groups were campaigning strongly against dowry and former Indian Prime Minister Indira Gandhi organised the marriage of her son without accepting a dowry from the bride's parents, that the public really took notice, leading to the Anti Dowry Act.

## Legislations regarding Dowry

The Government of India has accepted the dowry custom as a social evil and has enacted a law to prevent it in 1961. Under it both giving and taking dowry as a criminal offence, and if it is given, it is considered the woman's property. As this act continued to be ineffective, it was amended in 1984 and then in 1986 as the dowry prohibition act, 1984 and 1986.

### Dowry Prohibition Act, 1984

Under this act, giving or taking dowry has been considered a cognizable offence and both parties can be sentenced to six months in jail, extendable up to two years and a fine of ₹ 10,000. Despite this enactment, the demand for Dowry continued unabated so the need was felt to register the gifts



## Solutions to Dowry System

1. Law : Several laws has been enacted to prohibit the practice of dowry and injustice against women stemming from it.
2. Enforcement : It is never enough to just introduce acts and amend sections to fight against a social evil. This requires strict and ruthless enforcement of such laws. That aspect still leaves a lot to be desired. Government needs to ensure a zero-tolerance policy for such offenders and ensure enforcement of the law through systematic changes.
3. Social Awareness : Creating a widespread awareness against the evils of the dowry system is key first step towards eradicating the practice. Campaigns should be designed to reach the deepest strata of the society.




and aim to spread knowledge about the legal provisions against dowry. There also is the need to promote the need for educating the girl children.

#### 4. Education and self-dependence of women -

Education is not just required to find your vocation in life, it is essential to gain eyes and ears to a world beyond the one you can immediately see. It is important for all of us to emphasize on educating the girls in order to fight widespread social evils like dowry.

#### 5. Overhaul of mindsets -

India as a country requires major overhaul of its existing mindsets in order to push back against the iniquitous custom of dowry. Women themselves need to come out of the belief that they are inferior to men.



# Survey on Dowry System

# Survey on the Dowry System

## Questionnaire

Name : Radhika Singhal  
Gender : Female

Age : 22  
Residence : Urban / Rural

1. Are you in favour of taking and giving dowry?

Yes ☐

No ☒

2. Do you think that dowry system is the main cause of female foeticide?

Yes ☒

No ☐

3. Do you think government should ban dowry?

Yes ☒

No ☐

4. Are you aware of Dowry Prohibition laws?

Yes ☒

No ☐

5. Do you think an unsuitable bride gets a suitable groom by means of Dowry?

Yes ☐

No ☒

6. What do you understand by Dowry?

Dowry means gift, money which a girl got from her parents at the time of her marriage.



7. State how Dowry is practised in India?

Basically, Dowry means a gift. Traditionally, it was a ritual of society, but nowadays people use Dowry for their selfishness or love or money.

8. How Poverty in India causing Dowry system?

Child Brides are more likely to be poor and to remain poor. Where poverty is acute, giving a daughter in marriage allows parents to reduce their expenses: one less person to feed, clothe and educate.

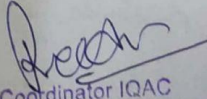
9. Do you think dowry system is a serious issue?

Yes. According to me, Dowry System is a serious issue because if there is no any discrimination between men and women and then why it is a ritual to give dowry to the groom's family only.

10. Would you like to suggest any reform in Dowry system?

People must be educated to promote awareness among the society. Education is the primary catalyst of growth in any nation. If we really want to decline the ritual of Dowry we have to firstly spread education and awareness.

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305



Childhood and Growing Up

Case study of one learner and writing a report

# Assignment Childhood And Growing Up

Submitted To

Dr. Priti Patheke  
Satyama College of Education

Submitted By

VIDHI SACHDEVA

Roll.no -56 /92



# Preface

Adolescents happen to be the most affected person of the society. He is still not matured enough to have developed his own personality to assert his views or attitudes. The society of adults has ever been ignoring the ideas and views of adolescents, entailing a constant struggle between an established society and society labouring to be emerged. Since authority is vested in adult society, the adolescents have to struggle hard to establish their identity. Adolescence is the period when one moves towards climax of development - physically, mentally & emotionally. A rough handling, blind to the developmental nature of adolescence and his needs may spoil this most creative period of life of a person. So parents, teachers & society must realise their responsibility so that this period may actually prove to be a channel to lead child through, to the stage of wholesome adulthood.

(1)



# Index

Sr.No	CONTENT	PAGE-NO
1.	Preface	(i)
2.	Acknowledgement	(ii)
3.	Introduction	3-8
4.	Biography of Adolescent 1	9-10
5.	Survey Questions	11-13
6.	Biography of Adolescent 2	14
7.	Survey Questions	15-17
8.	Conclusion	18-20

# Acknowledgement

I would like to express my special thanks of gratitude to my teacher **Dr. Priti Pathak** and the curriculum of **SNDT University** who gave me the opportunity to do this wonderful assignment on the topic '**ADOLESCENT DEVELOPMENT & PERSONALITY ENHANCEMENT**' which also helped me in doing a lot of survey and research and I came to know about so many things and problems associated with the life of adolescents.



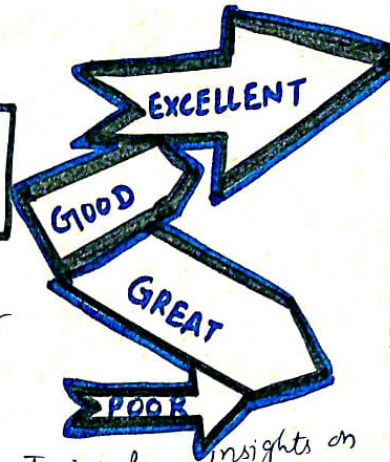


# Introduction

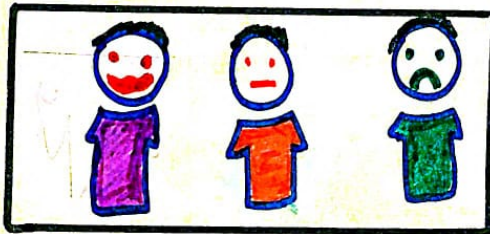
# RVEY



YOUR  
OPINION  
MATTERS



Survey is a research method for  
ing data from a pre defined  
group of respondents to gain information & insights on  
various topics of interest. It can be carried out in  
many ways depending on methodology chosen & objectives  
to be achieved.



## TYPES

OF

## SURVEY

1. Questionnaires
2. Face to Face Interviews
3. Web Survey
4. Telephone survey
5. In public places
6. At Home or workplace.

Principal  
Satyam College of Education  
C-56A 14 & 15, Sector-63,  
NOIDA-201205



# Adolescence

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood.

It is a period of rapid physical & biological changes which may lead to confusion, tension, frustration and feeling of insecurity. Many adolescent students resort to socially destructive and personally devastating ways of coping with this stress as evident by increased rate of crime, alcoholism, drug addiction, suicides, accidents etc.



## Characteristics of Adolescence

- \* Biological growth & development
- \* Undefined status
- \* Increased decision making
- \* Increased pressure
- \* Search for self



# Stages of Growth & Development

Stages of life span	Age Range
Pre-natal period	Conception to Birth
Infancy	First 2 years of life
Childhood	2-6 years
Later childhood	6-12 years
Adolescence	12-19 years
Adult	19 and older

## Needs of Adolescence

Need for security → The adolescent need emotion, social and economic security in addition to physical security. The person who lacks the feeling of security may become maladjusted.



2. Need of LOVE → Affection or love is one of the most basic psychological needs of the adolescent. They have a strong desire to love and to be loved. The individual who is not loved will not develop proper attitudes and concepts concerning his own worth.

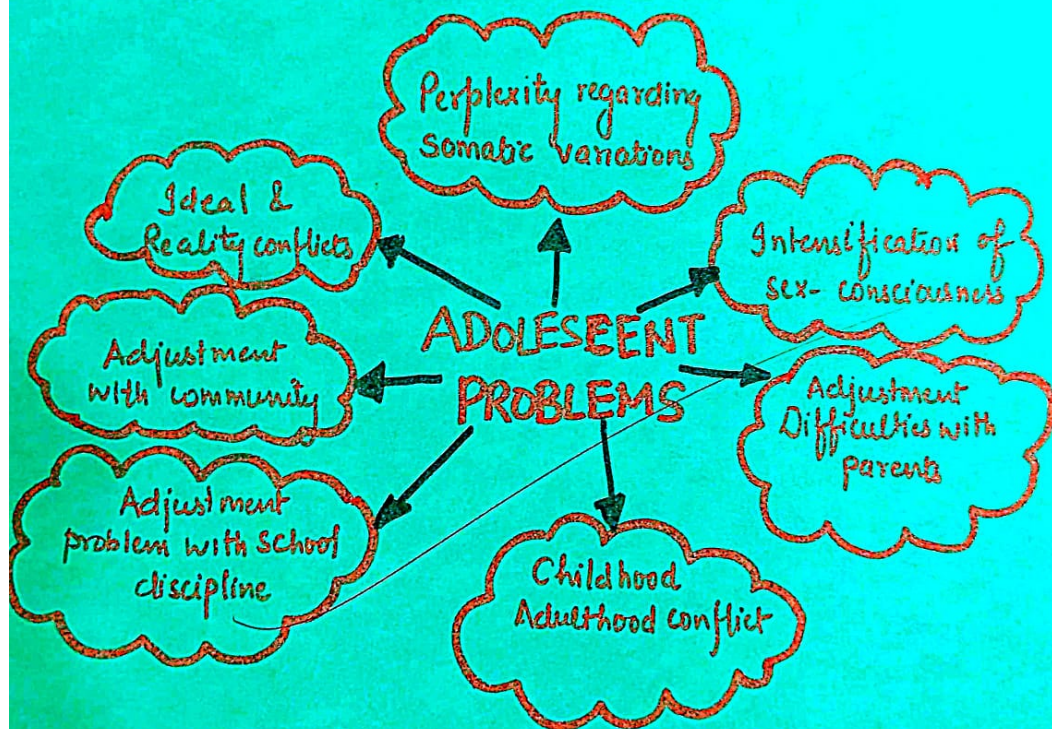
3. Need for APPROVAL → There is a craving for recognition in adolescents. His ego gets satisfaction when he is recognized and approved. The adolescent desires that he should be centre of attraction for opposite sex and his abilities, intelligence & capacities should be recognized by others.

4. Need for FREEDOM & INDEPENDENCE → It is the time when the individual is striving to wean himself away from control of parents & elders. He wants the right to give expression to his feelings, emotions & ideas.

5. Need for SELF EXPRESSION & ACHIEVEMENT → Every adolescent has an inherent desire for expression of his potentialities. He experiences satisfaction when he succeeds in them and failure makes him depressed and disappointed.



# Problems of Adolescents





# Biography of JASLEEN

(AN ADOLESCENT FROM UPPERCLASS)

"Your imagination is your preview of life's coming attraction"

Albert Einstein

This is Jasleen's life mantra since her birth in Ghaziabad, Uttar Pradesh. She is 17 years old. Her mother is a home maker and father is working as a Manager in private company at Noida. She has made it a point to strive for her goals which are nothing less than her grandest dream. She wants to be a singer.

**EARLY LIFE & ACHIEVEMENTS** - She completed her high school for Delhi Public School, Indirapuram where she tried to make most of her time & participate in as many extracurricular activities as possible. She is an active member of music club & theatre department.

In her spare time, she always tries to keep herself busy practicing & engaging in music competitions at different levels. She loves spending time with her family. She has been very dedicated & hardworking when trying to achieve her goals. She never let any obstacle get in her way.

# Biography & Questionnaire





**Q1** As a girl, have you ever felt that you are being biased by your family?

Never, my parents have made me feel very special always. They have provided me with all possible facilities, quality of life and good education.

**Q2** What is the role of school in development of an adolescent?

School is the place where we come in contact with one another while indulging in curricular & co-curricular activities like games, sports, outing, picnics or tours and so on. All this makes an adolescent very social which helps in multi-faceted development.

**Q3** According to you, what is the importance of parents & teachers in the life of an adolescent.

Parents and teachers must provide proper guidance in making suitable choice of social group. If urge for companionship makes one blind as to its nature, he/she may ruin his/her career. The parents should not loose temper and the role of teacher should be that of a facilitator, supporting the onward journey of a learner.



**Q.4** What is the impact of society on youth development?

Teachers, mentors, coaches, employers, religious leaders, service providers and community owners all deeply influence an adolescent. Lacking the exposure, limited opportunities, financial planning, balance at work all affects the development of youth.

**Q.5** How can one pass on the stage of adolescence smoothly without any distress for development of better personality?

Adolescence is the period of grief, anxiety and frustration. If the energy released by these emotions is utilised properly for eg involving in activities like outing, tracking, music, drawing, painting, composing & reciting poems, expressing oneself in literary or artistic form. This will moderate the emotions & channelize force for development of better personality.

**Q.6** What is the role of caste of this individual on learning and development?

Adolescents today are becoming very much conscious of their future vocations, and they experience great difficulty in securing information and training required for them. The reservations in jobs, education, favoritism and partiality in selection create resentment in adolescents.



**Q. 7** Do you think parents can help up cope up with the problems of adolescence?

yes my parents have been very supportive throughout. It is an adolescent who happens to be the most affected because of generation gap. An adolescent is still not matured enough to have developed his own personality. He/she will always remain in state of tension to have his life own way in any respect let it be dress, fashion or way of talking. So parents can definitely provide proper guidance & counselling and guide to right path.





# Biography of Mouni

## AN ADOLESCENT FROM WORKING CLASS

Mouni, a 15 year old adolescent who hails from rural area of Ghazabad and works as a domestic maid. Her mother is also working as a domestic maid and father is appointed as a security guard for a society. She has been a continuous support to her ailing mother and lives in a family of 6 members. She has 2 elder brothers and 1 younger sister.

**EARLY LIFE-** She completed her class 6 from a nearby school in her locality but has to drop-out later on to support her family and take care of her mother. She loves studying and in her spare time she always engages herself in reading books and learning new things.

decision making ability. But due to lack of education in our society we are still dominated by males.

**Q.7** Do you think parents are helping you cope up with problems of adolescence?

My mother is very helpful and she listens to me at all times she even supports me whenever required. She does empower me & promote healthy attitude that enables me to respond to real life situations in positive & responsible ways.

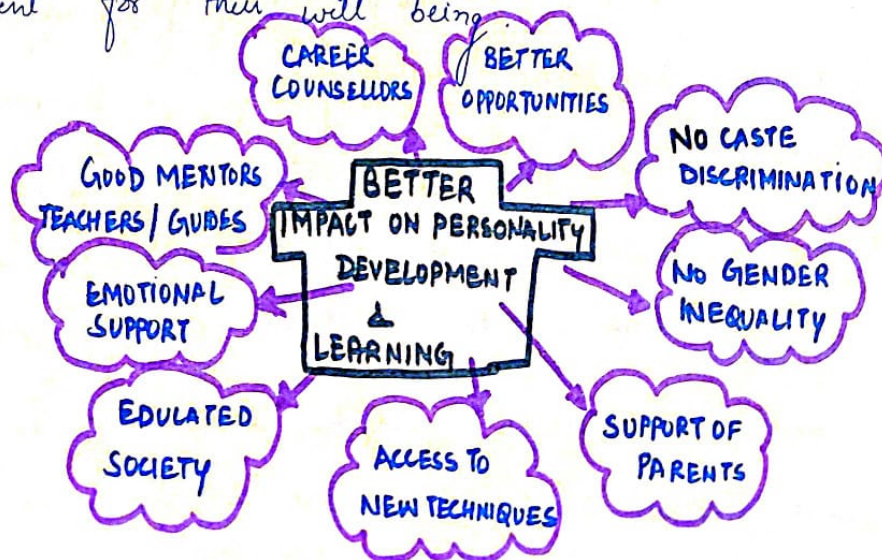


# Conclusion

On the basis of survey conducted for 2 adolescent girls of different social strata. One with urban background belonging to upper middle class girl and another belonging to rural area from working class it can be concluded -

The girl belonging to urban background is least affected by gender and caste discrimination. Boys and girls both get same education priorities, same quality of life, all luxuries and experience same behaviour from parents. This enhances their personality and provide them better environment for their well being.

→





In education itself she is getting so much exposure as to new things like music, drawing, drama, sports, academics that student can choose from very beginning which can help shape their future at early stage. These activities also moderate their emotions & channelize force for development of better personality.

→ Suitable environment is provided by parents to pursue the same.

→ Environment provided by social circles also help in multi-faceted development.

→ Better teaching methods like learning by doing, discovery or inquiry methods, project method, interactive teaching can enhance overall development of an adolescent thus shaping better personality.

She girl belonging to rural background when interviewed was deeply affected by gender inequality at home where household is characterized by family violence and male dominating society. There are certain barriers that inhibit efforts to become more independent also create frustration and despair for youth, generating mental health problems.

They have very limited rights to express their opinion, move about freely & access money which restricts their

ment & learning. Moreover they have to dropout from  
 . which limits ability to learn. lack of proper  
 & career counselling because of financial  
 ruins the personality and hurl them more  
 becoming irresponsible citizens of society.



*Page 29/10/19*

*[Signature]*  
 Coordinator IQAC  
 Satyam College of Education  
 C-56A/14 & 15, Sector-62,  
 Noida-201305

*[Signature]*  
 Principal  
 Satyam College of Education  
 C-56A/14 & 15, Sector-62,  
 NOIDA-201305

**SATYAM COLLEGE OF EDUCATION  
NOIDA**

**CRITICAL UNDERSTANDING OF ICT**

**Assignment - 1**

With the use of online survey tool  
collect information about an  
educational problem and write a  
report.

**Submitted to-  
Ms. Jyoti Dhor**

**Submitted by-  
Deepali Verma  
1049  
B.Ed. (1st year)**



# INTRODUCTION

## Google Form

Google forms is a free online software that allows you to create surveys, quizzes, and questionnaires. It is part of Google's web-based apps suite, including Google Docs, Google Sheets, Google Slides and many more. It's a versatile tool that can be used for various applications, from gathering RSVPs for an event to creating a pop quiz.

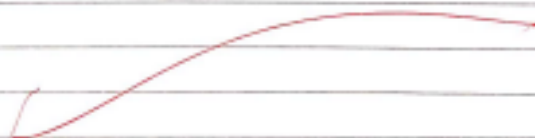
### Advantages of using Google Forms-

- i- It is a free online tool, that allows you to collect information easily and efficiently.
- ii- The interface is very easy to use. Any user with an average Internet knowledge can create forms using this tool.
- iii- Google forms stores the feedback received so that it can be analyzed in detail.
- iv- We can send the forms by email, integrate it into our website or send the link by any means.

## Survey

A survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. It can have multiple purposes, and researchers can conduct it in many ways depending on the methodology chosen and the study's goal.

The data is usually obtained through the use of standardized procedures to ensure that each respondent can answer the questions. The process involves asking people for information through a questionnaire, which can be either online or offline.



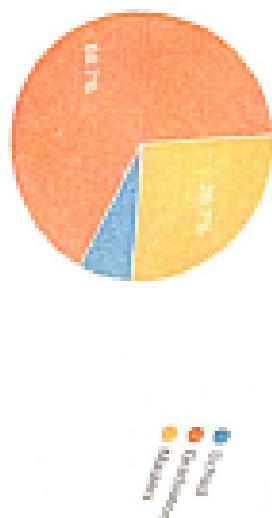
## Educational Problem-

I choose hybrid learning as the educational problem because it is important to understand some of the key challenges of hybrid learning. Education needs to find ways to overcome them and deliver an excellent learning experience for students who are physically present and for those who are learning remotely.

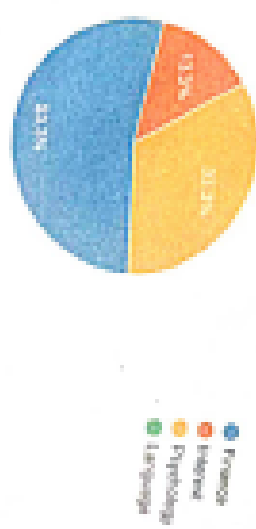
Possible problems that may arise is the emergence of technical and network issues. These can take many different forms. Many traditional classrooms have a computer present for students and teachers. Some traditional classrooms have even more than one computer depending on school budgets. Blending learning usually requires that all students and teachers have a computer, tablet or laptop. Needless to say, this is expensive to implement and maintain for those who are from financially weaker sections.



### Education 13 responses



### Main struggle in completion of education by Melville and Lower Glen 12 responses

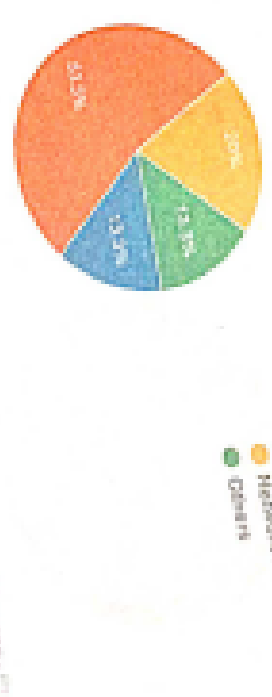


### Reason of dropout by poor students 11 responses

### Reason of not having internet access at home 11 responses

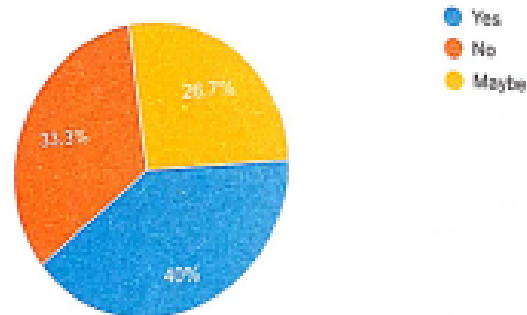


### Reason of having limited internet access 11 responses



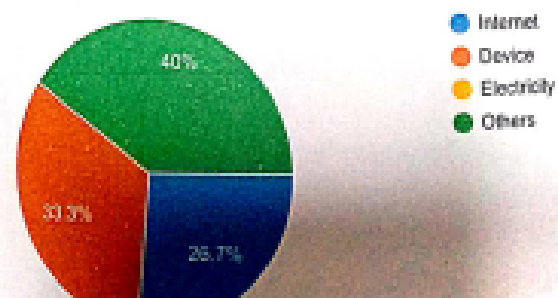
Were you able to continue your studies during COVID-19?

15 responses



Main restriction faced in continuation of studies during pandemic

15 responses



## Analysis of the Survey

The survey is conducted from the age group 16 to 30 years. The target group is school, graduates and masters students. From the survey it can be analysed that the main struggle in completion of education by middle and lower class is finance supported by 53.3% of the respondents.

The main reason of drop-out by poor students is family condition supported by 43.3%, lack of interest 13.3% of respondents.

When the target group is asked about the major problems arising in education due to finance, the response is mixed yet similar where 33.3% of respondents believe dropouts and poor opportunities as the reason, ~~and~~ 20% The main restriction faced in continuation of studies during pandemic was device and internet. Most of the respondents believed that they find the internet as costly.

~~From~~ <sup>From</sup> the above survey it is found that Finance is one of the major problem in education.



graphically; either in bar charts or pie charts, the choice is ours. It also gives an option to create our own dashboard of responses.

Overall experience of using the tool is good because with such a variety of graphics, it was rather easy for me to collect and analyse the data at the same time.

THANK  
YOU...

Principal

Satya

C-5

NOIDA-201305

Kunal

Director of Education  
Sector-62

26.

Reem

Coordinator, RAC  
Satya College of Education  
C-5, Sector-15, Sector-62,  
Noida-201306

## Assignment 2

Add label



Deepali Verma 8:13 pm

to jyoti.dhor@satyamedu... ✓



Respected Ma'am

Please find the attachment below.

Regards

Deepali Verma  
1049



ICT assignment 2

← Reply

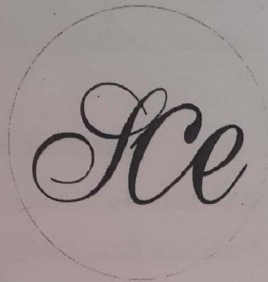
↩ Reply all

➡ Forward

## Commerce Education

**SATYAM COLLEGE OF EDUCATION**

NOIDA (GAUTAM BUDH NAGAR)



**INTERNAL AND PRACTICAL WORK FILE**

**B.Ed. Session – 2016-2018**

**Submitted by**

**Surbhi Mattoo**



Topic \_\_\_\_\_

Date \_\_\_\_\_

# COMMERCE ASSIGNMENT

Submitted To:

Ms. Ankita Bhatia

Submitted By:

Surishi Mattoo

B.Ed.

20

Topic \_\_\_\_\_

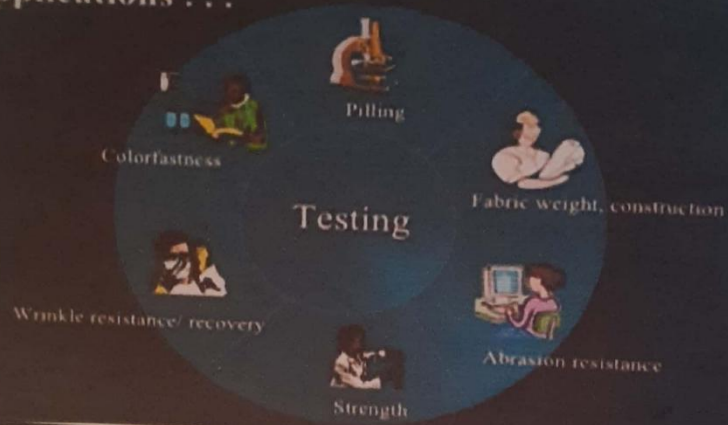
Date \_\_\_\_\_

REPORT ON

INDUSTRY

VISIT

Applications . . .





# INTRODUCTION

The Department of Apparel production Management, Institute of Apparel Management an Industrial visit to TEXEN LAB GURGAON for observation of fabric Quality.

I along with my friends started the Industrial trip.

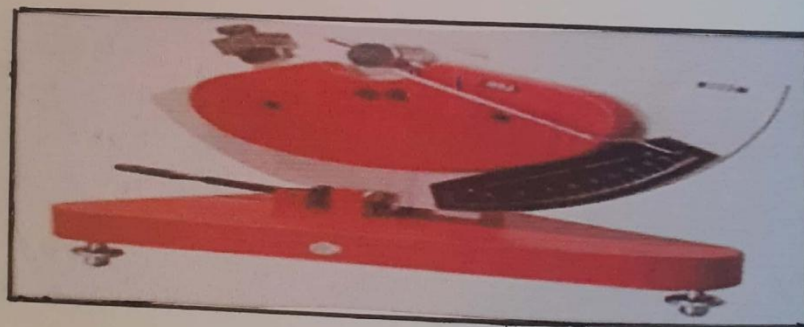
- \* We started the trip to TEXEN LAB, Gurgaon on 30<sup>th</sup> sept 2015.
- \* We reached Texen Lab at 10:30 Am
- \* Discussion session about Fabric Testing was conducted by company
- \* We started observation about fabric quality & fabric testing

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

## PHYSICAL TESTS

BREAKING STRENGTH  
TEARING STRENGTH  
BURSTING STRENGTH  
PILLING PROPENSITY  
AIR PERMEABILITY  
ABRASION RESISTANCE



# OBSERVATION ABOUT FABRIC TESTING & QUALITY

## \* Breaking Strength Test

The breaking strength was used to test the effects of destructive forces upon a woven fabric including sunlight, abrasion, laundering, etc.

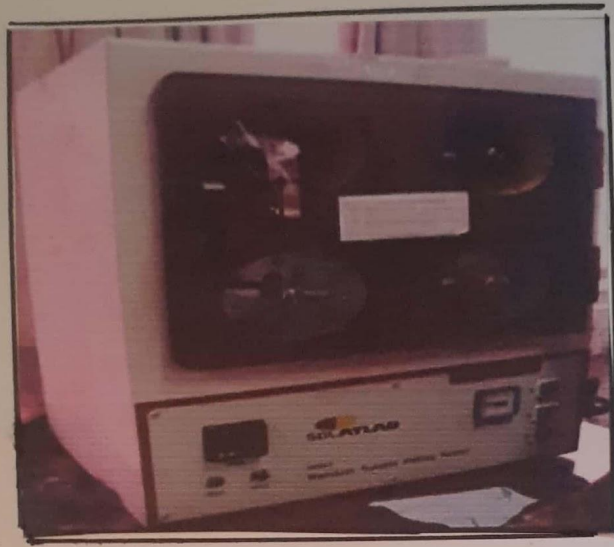
## \* Tearing strength

Tearing strength test is carried out and the average is taken to determine the tear strength.

## \* Bursting Strength

Bursting strength required to rupture a fabric. Bursting strength is used in the expression of pounds.





### \* Pilling Propensity

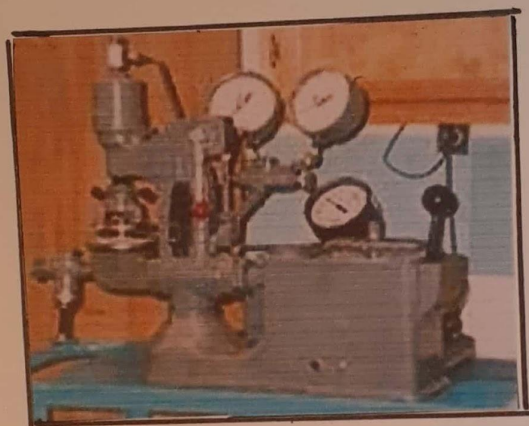
Pilling usually occurs during normal wear and also used in clothes are in the dryer. It is related with accounting the size, number & visibility.

### \* Air Permeability

Fibre content, lower air permeability  
yarn size, lower air permeability

### \* Abrasion Resistance

Garments that are made from fibres both high breaking strength and abrasion resistance, signs of physical wear appear.





After that we went for the chemical solubility test, that included seven different solubility test.

\* Colorfastness to Sunlight

In this they explained us, that there are differences in washing procedures of different fabrics.

Example:- wool fabrics cannot be washed like cotton.

\* Colorfastness to Washing

In this, they told us about the washing temperature i.e. it should have a great effect on colors.

\* Colorfastness to Dry cleaning

"specimens of the textile in contact with a cotton fabric together with non-corrodible steel discs is agitated in perchloroethylene, then squeezed or centrifuged and dried in hot air"



Our last Observations was about the Dye and Dyeing process.

It consist of 5 main observations which we were guided by the employees of the company.

\* Direct Dyeing

Direct dyeing are mostly used on cotton, paper, leather, wool, silk and nylon. It is also used as PH indicators & the stains as well.

\* Reactive Dyeing

It is utilized as a chromophore attached to a substituent for directly reacting with the fibre substrate.

\* Acid Dyeing

It is mainly used to fibres such as silk, wool, Nylon & using neutral to acid dye baths.



### \* Basic Dyeing

They explained us about basic dyeing  
it is mainly used in the coloration  
of paper

### \* Vat Dyeing

It is mostly insoluble in water and  
incapable of dyeing fibers directly.

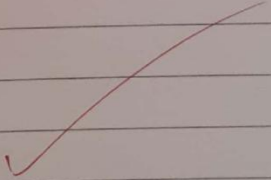
Example:- The color of denim is due to  
the indigo, the original vat dyeing

# CONCLUSION

Industrial visit to Texan Lab it was organized by our own friends & group. Through this visit we came to know about different process & testings.

It will also help us in our practical life & bring a positive change, Apparel Industry.

The Manager, Assistant Manager and the employees were very helpful and supportive to us. They explained us each & every testing part and guided us.



Topic \_\_\_\_\_

Date \_\_\_\_\_

The Session was conducted By:-

Mr. Mehta (Manager)

Mr. Lalit (Asst. Manager)

Employees of organization

Principal  
Satyam College of Education  
C-56A/14 & 15 Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305





## Social Science Education

# SATYAM COLLEGE OF EDUCATION

NOIDA (GAUTAM BUDDH NAGAR)



INTERNAL WORK FILE

B.Ed. Session – 2018-2020

SUBMITTED BY

NAME...*Babita Negi*.....

ROLL NO...*54*.....

SNDT WOMEN'S UNIVERSITY, MUMBAI

# REPORT ON Visit to Nehru Planetarium



Submitted To:  
Ms. Preeti Goel

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201306

Submitted By:  
Babita Negi  
Roll No. 54  
B.Ed (Sem II)

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201306



Topic.....

Date.....

# ACKNOWLEDGEMENT

I have taken efforts of many persons in this assignment, without them I would 'nt be able to accomplish it.

Firstly, I would like to thank my God for providing me with everything that I required.

Secondly, I would like to thank my teacher MS. PREETI GOEL mam for her guidance as well as providing necessary information regarding the assignment and also for her unconditional support.

I would also like to express my deep gratitude to my principal DR. BINEETA AGARWAL mam and our university SNDT university for giving us such a wonderful and interesting learning opportunity.

Lastly, I would like to thank all those who have directly and indirectly guided me in the completion of this assignment.



Topic.....

Date.....

# PREFACE

The Nehru Planetarium is officially known as 'Nehru Memorial Museum and Library'. Earlier it was the official residence of India's first Prime Minister, Pandit Jawaharlal Nehru and now a museum in his memory.

In 1964, Jawaharlal Nehru Memorial Fund was set up to promote astronomy education.

Nehru Planetarium is the name given to the five planetariums in India, named after India's first Prime Minister, Jawaharlal Nehru. These are located in Mumbai, New Delhi, Pune, Bangalore and Allahabad.

Satyam College of Education organised a visit to the Nehru Planetarium for the Social Science students on July 13, 2019, so that the students would be able to prepare a report on the visit of planetarium and accomplish their assignments.

I sincerely hope that the efforts made in this assignment will throw a flash light on the information which I have gathered through my visit to Nehru Planetarium and the Sky Theater shown to us.

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IOAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

Teacher's Sign.....

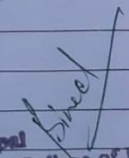
Rachna

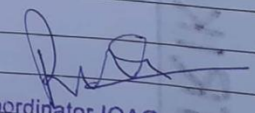
Topic.....

Date.....

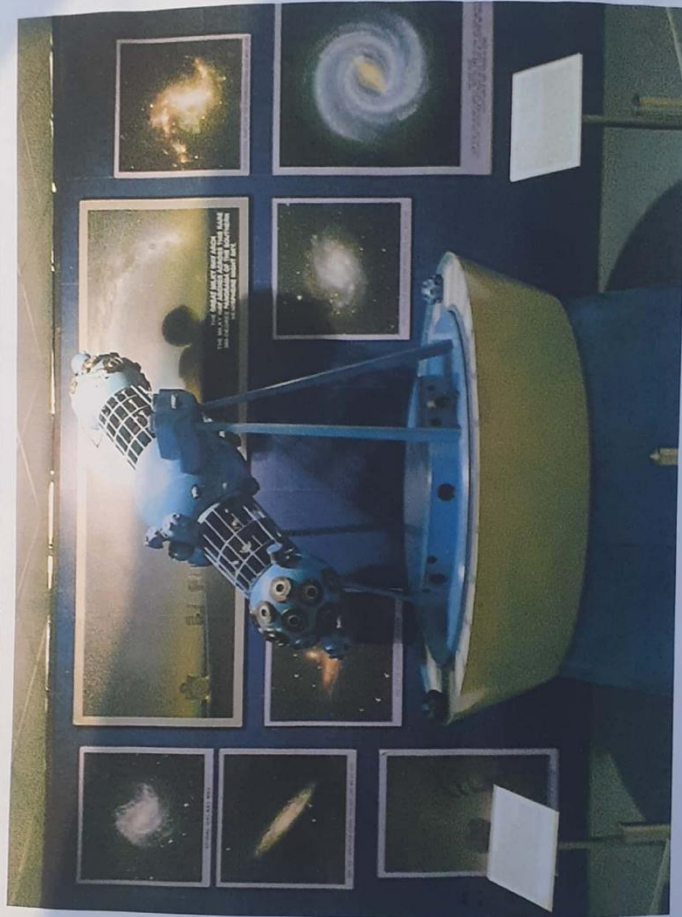
# OBJECTIVES

1. To promote experiential and contextual learning
2. To develop critical thinking
3. To develop enquiry based learning
4. To provide qualitative and effective learning experiences.
5. To develop observational skills.
6. To collect specific information about the 'Planetarium'.
7. To collect specific information about the planets and their position.

  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

# ANTRIKSHA MASTER PROJECTOR



OBJECTIVES



Topic.....

Date.....

# Introduction

Nehru Planetarium is named after India's first Prime Minister, Jawaharlal Nehru. It is located in New Delhi. It is situated on the grounds of Teen Murti Bhavan, officially known as 'Nehru Memorial Museum and Library'.

In 1964, the Jawaharlal Nehru Planetarium was built by the Jawaharlal Nehru Memorial Fund with its aim for the promotion of astronomy education.

Nehru Planetarium was established on 6 February 1984 by Smt. Indira. This planetarium is not only an attraction for the astronomers but also the kids who throng to get up close and personal with planets and stars in the sky. The official residence of Prime Minister Jawaharlal Nehru has been converted into museum, planetarium and also the various activities for kids to enjoy and to know about our solar system.

It also has the dome shaped theater which shows planets. About 200,000 visitors visit this show per year. The shows are displayed in English as well as in Hindi language. The show period is 30-35 minutes. Therefore, the show is a big attraction for school children.

Rachna

Teacher's Sign.....

Topic.....

Date.....

College students and amateur astronomers. Tourists are mainly attracted by the dome-shaped Sky Theater that shows various details about constellations, planets, and other celestial bodies. Visuals like cartoons, computer animations, special effects, video clippings, paintings etc are used in these sky theater shows.

At present, the program - Chandra A stellar life is available for public viewing at the planetarium.





Topic.....

Date.....

# REPORT

**THEME:** Visit to Nehru Planetarium.

**REPORT:** Visit to Nehru Planetarium for students of Social Science (B.Ed Sem II)

**DATE :** Saturday, July 13, 2019

## **EVENT REPORT**

Satyam College of Education organised a visit to the planetarium for the students of Social Science (B.Ed Sem II)

I (Babita Negi) reached Planetarium at 9:50 am on Saturday i.e. July 13, 2019 as instructed by my teacher. Nehru Planetarium was not much far from my residence so, I came there by my two-wheeler.

The Nehru Planetarium in New Delhi is situated in the green surroundings of the Teen Murti House, previously the official residence of India's first Prime Minister Pandit Jawaharlal Nehru and now a museum in his memory.

There is a SKY SHOW which starts at 11:30 in the morning. So, to begin with we took the ticket that cost Rs. 30 and to save our time we walked towards the

Rachna

Teacher's Sign.....

Topic.....

Date.....

museum where I gathered information about Pandit Nehru's phases of life also his active role in India's political management and also his journey to become the first prime minister of our country. The walls of the museum was covered by number of old photographs, weaving stories of the struggle for the freedom and the changes or developments that took place in our country after independence. I also observed the different rooms where Pandit Nehru carried out his daily routine and works when he resided there. There were various models of space shuttles that were used to travel into space and gadgets that were used to make observations and recordings.

Now, we entered to watch the show at 11:30 am in the sky-dome theatre situated in the planetarium.

The show started with the information of ancient time. It featured information about planets, constellations, celestial objects and specific objects such as invention of telescope, lunar lake in Maharashtra and one by one with the specific quality of all planets and their revolution around the sun. In the theatre, the projectors project the sky on the dome as seen by our naked eyes. The show was for 30-35 minutes and it also gave the information that Venus and Mercury



Topic.....

Date.....

were the first observations made by telescope and Venus as the brightest and the hottest planet rotate in clockwise direction. Pluto as a dwarf planet was discovered in 1930 and was originally considered to be the ninth planet from the sun.

On the whole the sky-show provided us with the information about solar family.

Therefore, it was an exciting and amusing trip for me. It gives very informative knowledge about the Universe/Space in a simple and scientific way. Everyone should visit this planetarium so that they can educate themselves and inculcate scientific understanding of heavenly bodies in the minds of their children. We all enjoyed the enriching experience.

Babita Negi

Roll No. 54

B.Ed (Sem II)

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

Rachna

Teacher's Sign.....





## Social Science Education

Writing a report based on visit to any one place such as Agro tourism Places, Dairy Project, and, agriculture colleges/schools/university.

**SATYAM COLLEGE OF EDUCATION**  
NOIDA

*Ice*

**ASSIGNMENTS**  
B.Ed. Session – 2017-2019

**SUBMITTED BY**  
Name.....*Thunthigla Khangrsh* Roll No.....*8 (Eight)*

Affiliated to S.N.D.T. Women's University, Mumbai-20

# CONTENT

1) Preface

2. Acknowledgement.

3. Introduction

4. Planning, preparation, Execution, Objectives of the study, factors influencing facility location of Mother Dairy in Delhi/ NCR Region.

5. About the organization -

- Establishment

- No. of Staff, Vision & mission

Objectives of the org.

- Its procurement of milk, processing of milk, distribution of milk.

- 3-4 pictures of Mother Dairy

- Its functional departments.

6. Importance of Mother Dairy in the Society

7. ~~Aim of Selecting Mother Dairy~~

8. ~~Self Reflection / Report.~~

9. Conclusion



## PREFACE

As a part of B.Ed Curriculum & in order to gain knowledge & experience of field trips for Social Science Subject-Method we are required to write a report on 'Field trip to Mother Dairy India Ltd plant'. The basic objective behind this project is to get the practical knowledge of how to organise a field trip, how one should organise a trip, how we have to plan & execute for Educational purpose.

In this project I have written a report on my visit to Mother Dairy India Ltd, its main purposes, its contribution to the society, its procedure for operating its dynamic functioning of plant and its ability to serve the society without any insufficiency etc.

Through this field visit I am very much motivated to learn new thing about what actually I am consuming and how it is beneficial as well as manufacture. It is a very eye opening knowing and fully understanding by its actual students.

I have written this report on what I have observed and learn about after my visit to Mother Dairy plant.

## ACKNOWLEDGEMENT:

I would like to express my sincere gratitude and thanks to my respected teacher ~~madam~~ Preeti Goel (MEd-BEd Satyam College of Education). Who has given me this golden opportunity to experience and learn new things which I have never been before, on the project - (Report on Field Visit to Mother Dairy). This visit on the dairy plant has let me to understand and have more knowledge about how the milk we are consuming is been process, such as collection of Milk, its processing procedure, distribution, its other products of Mother Dairy such as ice cream, operations etc.

Without your guidance and considerations I would not have been able to visit its field. It has given me more light to the products I am consuming, and its benefits as well as its precautions that we have to do such as its need of boiling a milk about 10-15 minute to prevent from infection of bacteria just in case for the betterment of health; avoiding the direct consumption (as means of precaution).

Finally I would like to thank my whole classmate who have been there on visit together for the wonderful trip & also the authority of Mother Dairy.



# Introduction

Social Science is a major category of academic disciplines, concerned with society and the relationships among individuals within a society. Social Science as a whole has many branches, each of which is considered a social Science. The social Sciences include, but are not limited to anthropology, archaeology, economics, history, human geography, political science, public health, sociology etc. It is specifically referred as 'Science of Society'. The aims and objectives of social Sciences are also a part of its specific branches. Field trips, excursions, Educational tours etc. are its part of Social Science Subject. It gives an opportunity to students in order to expand learning by access in real thing. This project is about a field trip to a Dairy plant i.e. Mother Dairy Indis. Ltd. It is located in Patparganj, New Delhi.

This field trip has a detailed report on the visit, its steps of processing milk, planning, aims & objectives, importance of it in the society, self reflection, preparation, Execution, Opinion and feedback, functioning of different department.

This project has let me to understand more in details & its Contribution to the Society.



## PLANNING & PREPARATION FOR FIELD VISIT:

### ② Planning of Visit:

Planning of visit is done with the basic information necessary for its visit in "Mother Dairy Plant". We carry our Student ID card as well as uniformity coat prepare for its visit. Ms. Neha was our guide in "Mother Dairy" visit. The project on Dairy visit was very appropriate and help us to increase our knowledge. Our guides was very informative and she taught us about how the system works inside the plant, what are its uses, how it is process, She also show us videos, big posters. Information that we received through its research was very helpful and meaningful.

### ⑥ Preparation of field trip:

The plant of Mother Dairy is situated in Patparganj New Delhi. For me Laxmi Nagar was the nearest metro station to reach the venue. plant opens at 9:30 AM for visitors—

and closes in the evening near about 5 P.M. The employees of the plant are guiding us where we have to put our phone off, only one representative were allowed to use phones for capturing the photos, we follow the information she is pointing out as well demonstration of checking of contamination was wellly shown. And finally preparation on the visit of our field trip to Dairy plant was free of cost without including our fare for travelling and it was so much excitement and fun learning & seeing new things.

## EXECUTION OF FIELD TRIP:

- Students were present on time before its opening of the plant in the venue.
- Students were there in group, and the group leader manage the students on their attendance as well as its certain discomin of rule to be followe?
- Recording of field trip - video recording, manual recording on paper.
- Our trip was the best & very meaningful learning.



## Objectives of the Study

- To study the distribution channel in the retail chain of Mother Dairy.
- To identify how plant work and how many employees are working there.
- To identify the issues related to "Mother Dairy plant".
- To know its various functions of the departments.
- To observe and give favourable feedback and recommendation to be implemented in its functions.



## Factors Influencing Feasibility Location of Mother Dairy in Delhi/NCR Region:

### (i) Availability of Raw Materials:

Mother Dairy, Patparganj, Delhi, is presently manufacturing and selling 8.5 lakh litres of toned milk through bulk vending shops. As manufacturing company requires the raw materials to be converted into finished goods it must be located near the sources of their raw materials. Hence the Patparganj location serves as the main source of supply for various mother dairy products.

### (ii) Availability of Power:

Industries using electricity have to be located at a place where electric power is available regularly and at cheap rates. Power is very essential factor to move the wheels of the industry. Delhi is being the Capital do not have any shortage of Electricity. The electric power is available in plenty.

### (iii) Availability of Labour:

Labour is an important factor in the production of goods. The development of the plantation industry in India has been mainly due to the availability of adequate labour & abundance of skilled labour in location like Delhi.

# MOTHER DAIRY INDIA - LIMITED:

## About the Organisation:

Mother Dairy is one of the largest liquid milk company in Asia. Mother Dairy Indialtd. was commissioned in 1974 as a wholly owned subsidiary of the National Dairy Development Board (NDDB). It was operated under Operation Flood, the biggest dairy development program launched to make India a milk sufficient nation.

Mother Dairy focused on building a sustainable "Quality and Food Safety Program". It follows the slogan of Sri Lal Bahadur Shastri ("Jai Jawan, Jai Kisan"). It focuses on uplifting the Jawans (Soldiers) of our Country, Mother Dairy booths are all run by Ex-Servicemen personnel, they have only the access licensed to run the booth of Mother Dairy products.

It has ever since been gaining the trust of the consumer and farmer-



through its uncompromised service.

Mother Dairy commit themselves in providing the best quality of milk for a society or. "Happy Food Happy People". It supplies over 25 million consumers around Delhi and NCR. It has supplied its services of milk and milk products to other regional like South, North, East and West.

Mother Dairy is an ISO 9001:2008 (QMS), ISO 22000:2005 (FMS) and ISO 14001:2004 (EMS) Certified Organization.

### Establishment :-

Mother Dairy India Ltd was Commissioned during the time of 'White Revolution' in the year 1974 as a wholly owned subsidiary of the National Dairy Development Board (NDDB).

### No. of Staff Working in Mother Dairy Patpargand New Delhi plant :-

The total number of Staff working in Mother Dairy Staff member is Approx 800 people.

### Vision and Mission of Mother Dairy :-

#### (a) Vision :-

It is to 'provide quantity -



food and beverages to Consumer at affordable prices while ensuring fair returns to the producers".

### Mission:

Mother Dairy's heritage is intrinsically linked to the cooperative movement in India. With determination and pride we will continue to serve our farmers, rural India and our consumers. Our values reflect who we are and what we firmly believe in.

### Objectives of the Organization:

① Mother Dairy firmly follows the slogans of Sri Lal Bahadur Shastri ("Jai Jawan, Jai Kisan"). It focuses on the upliftment of the retired Jawans (Soldiers) of our Country as well better welfare of the farmers of our Country.

② Unlike other organization their objective is not to maximize the profit. They are more interested in giving the best price for the farmers for their Milk than in making a large profit. Thus they look at the price given to their suppliers as not a cost but as an objective

III) Mother Dairy had, as its main objective, "Carrying out activities for the economic development of agriculturists by efficiently organizing marketing of milk and dairy produce, agricultural produce in raw and/or processed form and other allied produce". This was to be done through:

A) Common Branding

B) Centralized Marketing.

C) Centralized Quality Control.

IV) It provide clean, hygiene, non-sul-tation of milk, milk products at the competitive prices.

V) Ensure that milk producers & farmers, regularly and continually receive market prices by offering quality milk, milk products and other products to consumers.

VI) Uphold institutional structures that empower milk producers and farmers through processes that are equitable.

VII) It is formed on building a sustainable "Quality and Food Safety Program".



## PROCUREMENT OF MILK:

Milked is received through insulated road/rail tankers at very low temperature thus retaining the freshness of the Milk. The Milk then undergoes more than 23 stringent quality tests before it is accepted for processing.

Mother Dairy sources significant part of Fresh Milk from State Co-operatives and Mother Dairy owned new Generation Cooperatives (NGC). Milk received from individual producers is checked for all basic quality parameters meeting Company specifications and requirement at respective collection and chilling centers.

Milk is then supplied to the Dairy units through insulated Milk Tankers at  $4^{\circ}\text{C}$  through road/rail tankers, thus, retaining freshness of milk.

They check organoleptic (taste, Odour & Appearance), Physico-chemical (e.g. Temperature, foreign matter, % fat % SNF, % acidity, % protein etc), Microbiological (e.g. MBRT), also presence of any adulterations in Milk (e.g. Urea, Starch, Sugar; Maltodextrin, nitrate, Salt, Hydrogen peroxide, neutralizer, ammonium compound and fat adulterations).



## Processing of Milk:

At Mother Dairy, processing of Milk is done through State-of-the-art microprocessor technology which integrates and completely automates all functions of milk processing and ensures high product quality, reliability and safety. The various stages of milk are given below:-

### (I) Standardization:

To make uniform in composition its fat and SNF percentages are adjusted as per FSSAI norms.

### (II) Clarification:

The chilled milk from the silos goes to the clarifier after pre-heating. The clarifier spins the milk at very high speed, removing all dust particles that are invisible to the naked eye.

### (III) Homogenization:

Homogenization of milk breaks down fat to give evenly consistent white and thick milk.

### (IV) Fortification: At this stage milk is fortified with Vitamin A and Vitamin D.

### (V) Pasteurization: At this stage milk is heated to $72^{\circ}\text{C}$ for 15 seconds & then rapidly cooled down to $4^{\circ}\text{C}$ .

make milk ready for direct consumption.

## Distribution of Milk:

After processing of milk is dispatched in hygienic and sterilised milk tankers or packed in food grade material and transported under cold chain to nearest milk shops. Everyday, as part of quality assurance process, milk samples are collected from milk shops randomly and are tested.

The above processes helps in maintaining stringent quality control standards, to ensure that milk is fresh, pure & healthy.

After dispatching, it is important to keep notes of its availability. Company's milk tanker are fitted with a wireless set of GPS. This helps in close monitoring of milk distribution. The control room is very vital for efficient distribution of milk to all the retail outlets across the city. It organizes the tanker routes so that shops do not run out of milk.

As soon as the person in the Control Room learns that a shop is running out of milk, he contacts the tanker nearest to the Shop on wireless which can deliver the milk to the Shop.



Topic \_\_\_\_\_

Date \_\_\_\_\_



Fig: Mother Dairy India Ltd.

# Pictures of Mother Dairy plants & its services:



Fig: Milk processing system



Fig: Milk Storage tank.



→ Milk Shops



→ Franchise Shops



→ kiosks



→ Container on wheels.



Fig: Mother Dairy plant also gives importance on the maintenance of favourable Environment.



### (iii) Marketing Department :

It helps the organization in promoting the products publically and to bring revenue through sales. It does the function of creating demand in people and generates sales from it.

### (iv) Human Resource Management :

The HRM function or personnel department function in Mother Dairy is indeed vast. All major activities since working of a worker - from the time of his/her selection into an organization until he/she resigns or get retired on leave job for any reason comes under the purview of Human Resource Management.

The HR planning in Dairy is very smooth and transparent. It made Mother Dairy a huge big family of many employees.

In Mother Dairy Major attention is given on the welfare and safety of the employees. All this functions are performed by HR in Mother Dairy.

## Importance of Mother Dairy in the Society:



- Mother Dairy focused on providing clean hygiene, non-adulteration of milk & milk products to ensure the safety of consumers. i.e. "Happy food Happy people". And ranked 39<sup>th</sup> among India's top 100.
- The Company of Mother Dairy empowers society structure and farmers in the production of milk through the process that are equitable.
- Mother Dairy has become a household name in the branded Milk segment. The immense brand loyalty it has generated has allowed the brand not to expand its markets but also to enter new product markets.
- Mother Dairy is constantly evolving, spoiling its customers for choice. With varieties of milk, dairy products like lassi, probiotic curd, fruit Yoghurt, flavoured milk etc to the range-



of fresh fruits, vegetables, Mother Dairy has ensured their customers are lining up at their neighbourhood milk booth for years to come.

- As along with the past of the years the organization along with its home brands such as Dhana (edible oil), Safal has gained a loyal customer support, with its help it has brought much-needed convenience to the hectic life of the modern city dweller and has become a house brand with market leadership and help economically as well maintain social harmony within the country & presence across country.

## Aim of Selecting Mother Dairy:

The primary aim of selecting Mother Dairy India Ltd at Patparganj New Delhi was to find out about how Mother Dairy Manufacturing -



plant operates, how it is function, how they are keeping the products safe for consuming, to learn the inside of what we don't know and gained a new knowledge, how they are maintaining its quality in its product. And to have a basic knowledge about whole of the system in the plant.

- The aim was also to get information on the organization, its establishment, its purpose - i.e. Vision & Mission, no. of people working in the plant, its objective of the organization, contribution of mother dairy in the society.

- Also to get the knowledge on different quality checks that the products go through.

- Its accomplishments and recognition awards.

- The main importance is to get an educational knowledge on how the milk we get is been process & how safe it is and also what precautions we need to have as a consumer.

- Lastly it is to excite ourselves to learn about how we can carry out or organise a field trip on the subject Social Science etc.

## Suggestion / opinion for Improvement:

- ① In order to improve and maintain quality, total quality management measures should be appointed.
- ② It should come up with schemes for consumers along with retailers, as it would be a real boost or upliftment to the sales and also to gain its lost customers.
- ③ It should try to adopt a relatively, short period incentive system in order to make it more friendly and achievable.
- ④ It should have given a different margin by the LADS to the retailers depending upon the location and sale.
- ⑤ Mother Dairy can utilize this in positive way to diversify itself in regard to expansion as well as product differentiation.



## Self Reflection:

This field visit on Mother Dairy plant was a real life experience, It has taught me on how to plan for a field visit / trip, how it has to prepare and how it has to be executed for a meaningful & purposeful outcomes of its visit on every subject.

Through this visit it has taught me so much about the differences in learning by exposed to real life situation, It does have more long term benefits for our knowledge in every way.

It has helped me to learn how the raw milk were collected & its procurement of milk, processing of milk for better quality & benefits in our health, and its various availability of its Mother Dairy products distribution. It aims & objectives, its vision & mission and as well as its contribution to the welfare of Society.

This project on field visit to Dairy plant does not only focused on the consumption, productivity of Dairy Milk, but this organization follows various precautions for the Environment, it has installation of Rain Water harvesting in the premises of plant for maintaining ground water level, also Effluent treatment plant and Solar panels for treatment of Sewage & Energy.



# CONCLUSION

Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Mother Dairy is determined to provide better services to farmer members and pay good prize for its milk to its member and continue supply good quality milk, ghee, etc to the consumers at a reasonable prize.

The mother Dairy provide up different variety of milk product like, ice cream, lassi, butter etc. They always try to provide best & hygiene product to a customers. They maintain their processing plant very well.

The union is making reasonable profit to enable dairy to distribute profit to farmers through Society. The Coordination and Confidence in the management shows the bright future of its organization.

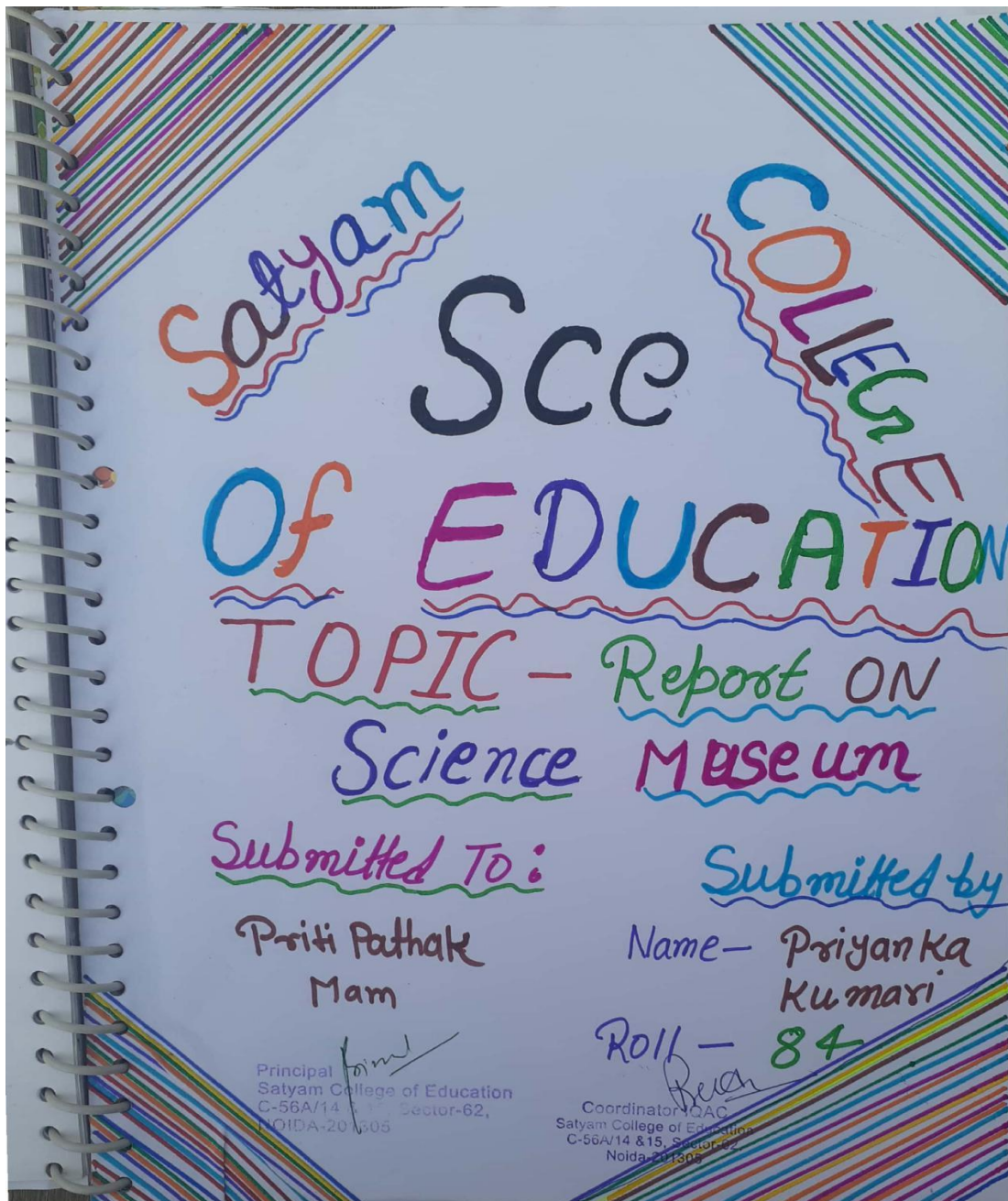
They give employment to many people. Because of their employment many people get employment like farmers, workers etc.

They provide a good & healthy services to the Society. Mother Dairy has been able to strike a proper effective balance between the ever increasing expenses & comparative revenue without compromising on the quality of the product. When I went to Mother Dairy, it was a wonderful experience. I got much better knowledge about dairy products is the best.

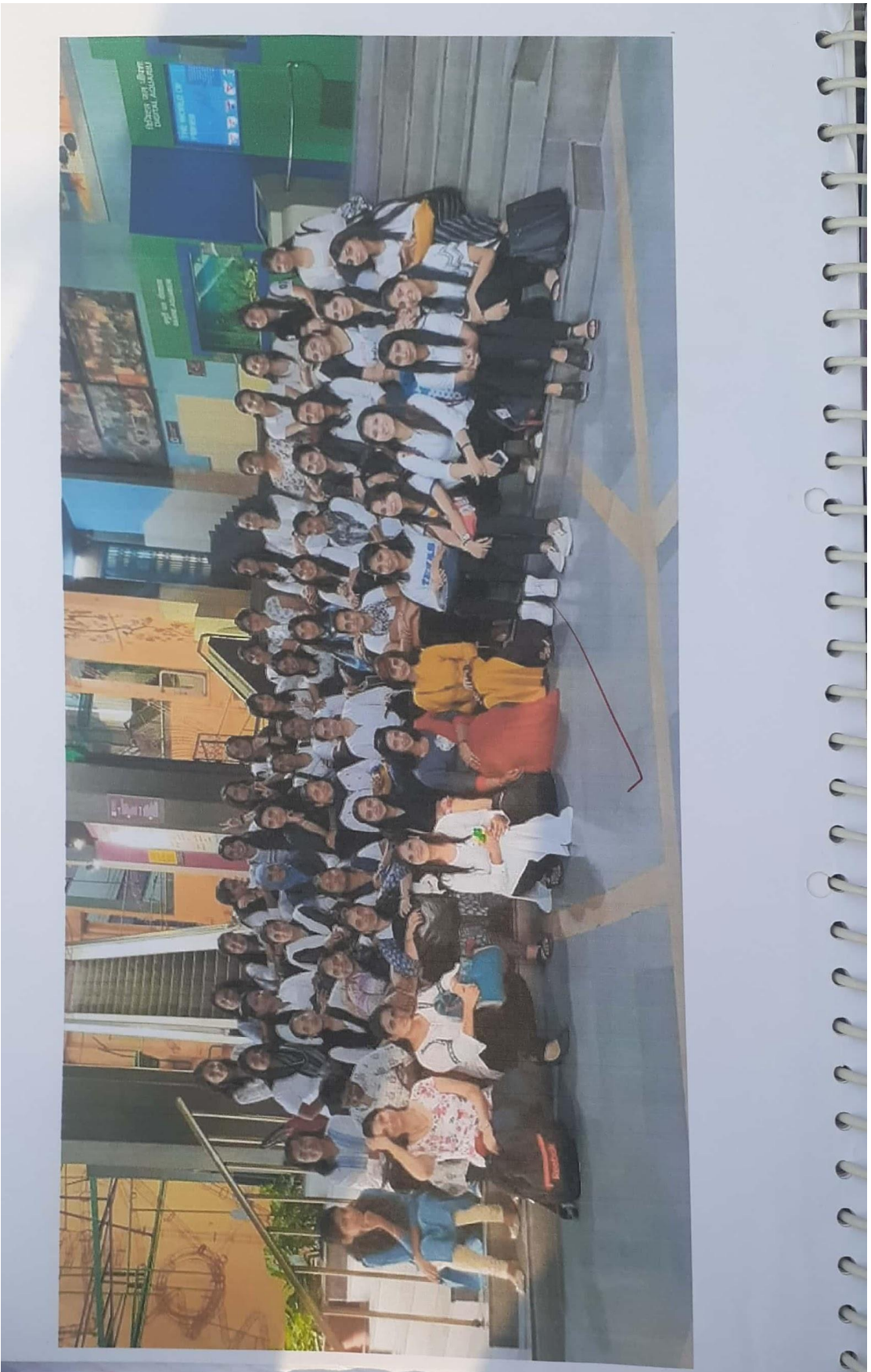
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62



## SCIENCE AND TECHNOLOGY EDUCATION









# ACKNOWLEDGEMENT

मैं प्रियंका कुमारी B.Ed (2nd Semester)  
में सत्यम कॉलेज ऑफ एडुकेशन का  
धन्यवाद करना चाहती हूँ तथा  
साथी साथ ही साथ मैं अपनी  
विज्ञान शिक्षिका प्रीति पाठक मैम  
को भी धन्यवाद करना चाहती  
हूँ जिन्होंने मुझे राष्ट्रीय विज्ञान  
केंद्र, दिल्ली पर अवलोकन करने  
का अवसर प्रदान किया।  
मैं अपने दोस्तों को  
भी धन्यवाद करना चाहती हूँ  
जिन्होंने मेरे साथ मिलकर यह  
रिपोर्ट तैयार करने में सहायता  
प्रदान की।

धन्यवाद

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305



Designer





# INTRODUCTION

राष्ट्रीय विज्ञान केंद्र की स्थापना 1992 में, एक है विज्ञान संग्रहालय में दिल्ली, भारत। यह नेशनल काउंसिल ऑफ साइंस म्यूजियम (NCSM) का हिस्सा है, जो भारत के सांस्कृतिक मंत्रालय के अधीन एक स्वायत्त निकाय है। यह पुराना किला के सामने पुराने मैदान के गेट नंबर 1 के करीब है।

केंद्र में प्रवेश प्लाजा अपने आंगणों का स्वागत करता है, जो चार मंजिलों में फैले एक विशाला प्रदर्शनी के साथ दुनिया में सबसे बड़े प्रदर्शनी में से एक है, "एनर्जी वॉल्स" जिसमें नायलॉन के तौले छह इंच व्यास के हैं हैं, जिन्हें पचास फीट की ऊंचाई तक उठाया जाता है, उन्हें संभावित ऊर्जा को ऊर्जा प्राप्त करने दें।

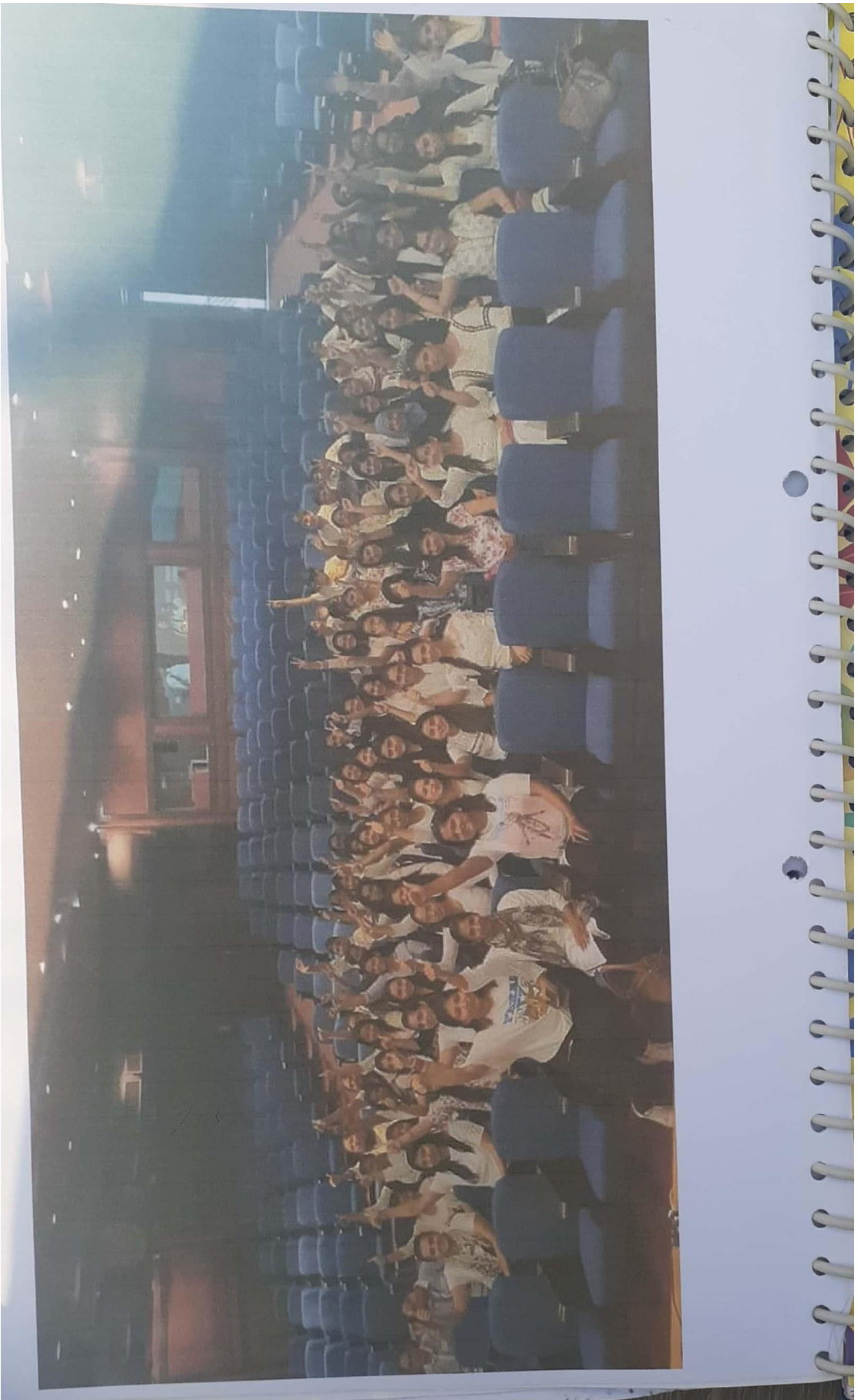
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator ICAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305



Designer





# Report SCIENCE MUSEUM

20 September 2018  
राष्ट्रीय विज्ञान केंद्र  
दिल्ली का शैक्षिक भ्रमण के रूप में  
राष्ट्रीय विज्ञान केंद्र, दिल्ली का दौरा  
किया। विज्ञान केंद्र एक विज्ञान  
संग्रहालय है जो छात्रों के बीच  
लोकप्रिय बनाने में लगा हुआ है।  
इस यात्रा का उद्देश्य यह है कि  
छात्रों में वैज्ञानिक जागरूकता और  
वैज्ञानिक स्वभाव विकसित करना था।  
केंद्र में दिलचस्प  
और छात्रों से भाग लेने वाले  
प्रदर्शनों से भरपूर छह स्थायी हॉल  
हैं। प्रदर्शनी हॉल, विशेष रूप से,  
दीर्घाओं हमारे विज्ञान और जैविकी  
विरस, सूचना क्रांति के मार्ग  
और जल जीवन का अस्त, का  
लेकर हम सभी छात्रों को उत्साहित थे।  
इसके आलावा, छात्रों को लैब्ररी  
रखने वाले मैजिक टैंप की तरह  
प्रदर्शित होते थे जो बिना किसी  
इंजल्ट के अंतर्दि में पानी को









रीक देते हैं, एक वीणा, जहाँ  
केवल हाथ हिलाने से संगीत  
पैदा होता है और दर्पण का  
एक चक्रव्यूह होता है जो  
भ्रम पैदा करता है जो छात्रों  
में उनकी रूचि पैदा करता है।

हम सभी छात्रों में  
विज्ञान के विभिन्न पहलुओं पर  
आधारित शौ में भी भाग लिया  
जो केंद्र द्वारा आयोजित किया  
गया था। ये शौ बहुत जानकारीपूर्ण  
थे और हमने इनका भरपूर  
आनंद लिया। साइंस शौ, 3-डी  
डायनासोर शौ, स्फीयर शौ पर  
एल्यूमिनेट साइंस, कम्युनिकेशन  
सागा और न्यूक्लियर पावर प्लांट  
ऑपरेशन शौ। पूरी दिन हमने  
नया-नया चीजों को सिखा।

SOS Theater, 3D Movies, Hand-on  
activities, workshops and Science  
Gallery को दिखाया गया।

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305



English Pedagogy:

# SATYAM \* COLLEGE OF EDUCATION \*

Report on: Problem of English  
teaching.

Submitted to:

Ruby Tyagi Ma'am

Satyam college of  
Education.

Submitted by

Komal Goswami

Reg.no 1118

B.ed 1st year

SATYAM COLLEGE  
of EDUCATION



# Acknowledgement

\*

\*

I would like to express my special thank of gratitude to my teacher Ms. Ruby Tyagi Ma'am who gave me the opportunity to make this report based on problems faced by English teaching during teaching. I got to know many new things. She has been very concerned and helpful through the entire period of time. Secondly I would like to thank my parents for their support.

Komal Goswami

B.ed 1<sup>st</sup> year

Regn. no. 1118

Satyam college of  
Education

# INDEX

- English as a second language
- Concept of English language teaching
- Problems of English teaching (Based on interview)
  - Disturbed environment of class
  - limited teaching resources
  - larger no. of students in a class
  - limited time for lecture
  - Students hijack lesson
  - Students disturb the class
  - Students depend on teacher
  - Using native lang. in class.

# ENGLISH

as a second language

## Introduction

Teaching English as a second language refers to teaching English to students whose first language is not English. Usually offered in a region where English is the dominant language and natural English language immersion situations are apt to be plentiful. Usually focused on essential vocabularies such as family names, household objects, basic adjective, place names, high-frequency verbs and modal experiences. People wishing to teach in K-12 public school system in the United States will need a state teacher certification at a minimum.



---

## Concept of English language teaching:

Practice and theory of learning and teaching English for the benefit of people whose first language is not English.

Four basic language skills are:-

- Listening
- Speaking
- Reading
- Writing

With an overall goal is to be able to communicate clearly and effectively in the language they are learning. Because English crosses culture, countries and industries. As student progress through stages they develop two types of language proficiency: social and academics.

## Problems of English teaching:

Students belong to different countries where the English language is not a native language, they learn the English as second language

Now-a days learning the English language is very important for the students. They join different institutes for learning the English language. Where the English teachers teach the language to them

Based on interview of Ms. Avantika

English teacher at Mother's public school

Interview taken by Komal Goswami

Teaching the English language to non-English speaker is not an easy job for the teachers.

---

The quality of a good teacher is to recognize the problems and facilitate the best ever environments for the students and encourage them to learn.

### Problem faced by teachers in teaching English language

- Disturbed environment of class

Environment matters most in learning and teaching the English language. Mostly the English teacher faced environmental problems in teaching the English language. Disturbing environment of the classroom distracts the teachers and affects the teaching of the English language.

A suitable and comfortable environment of the classroom distracts the teachers and affects the teaching of English language.



### Limited \* teaching \* resources :-

Not only the English language, Teaching anything mostly depends on the resources.

Resources which are essential for delivering the lectures of effective learning are not provided to them.

The resources includes speakers, mite, projectors computer systems and other kind of digital devices

It became very difficult for the teachers to teach without the resources essential for the lectures.

### Large number \* of students in classroom:

A large number of students in the classroom produce a lot of disturbance and stress for the teachers because teaching a large no. of students the teachers have to do more effort and hardworking

---

- limited time for lecture to teach:

Time is the most important thing in learning the English language. It takes time for the teachers to observe their students and teach them at their level. This one of the most difficult tasks for the teacher to teach in less time. This is probably not possible to cover the topic.

- Student hijack lessons:

Mostly the students aren't interested in learning the English language. They hijack the lessons and do other kinds of activities and the English learning process is defeated.

- Students disturb the class:

Sometimes the student get bored and try to do other activities during the lecture which disturb the teacher.

---

• Students depend on teacher!

Another noticeable problem faced by the teachers is the students completely depend on the teacher. They didn't try to learn and speak. Those students every time look to the teachers for helping them.

• Students bored and not interested in learning the English language.

• Using other languages in the classroom!

Speaking other language or speaking in the native language is the most noticeable issue faced by English teacher.

Seen!

By  
4/10/21



## Creating an Inclusive school

# ASSIGNMENT OF CREATING AN INCLUSIVE SCHOOL

ON TOPIC

SPECIAL EDUCATIONAL  
NEED, PROVISION ON INFRASTRUCTURE,  
ADAPTATION IN CURRICULUM  
AND EVALUATION MADE FOR  
SPECIAL CHILDREN

Submitted to:

Dr. Manita Sandana

Submitted by:

Nishu Agnihotri

916

Sem-3

# PREFACE

It is a great opportunity for me to have the Bachelor of Education from Satyam College of Education, Noida. In the accomplishment of this degree, I am submitted an assignment on Special educational need of exceptional student, infrastructural provision, adaptation in curriculum and evaluation made for special children. Subject to the limitation of time effort and resources in every possible attempt has been made to study about these students.

# ACKNOWLEDGEMENT

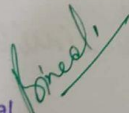
I would like to express my special thanks of gratitude to my teacher Dr. Manita Sandhu, who gave me the golden opportunity to do this wonderful assignment of creating an Inclusive School on Special educational need, instructional provision, adaptation in curriculum and evaluation made for special children, who also helped me in completing my assignment. Secondly, I would also like to thank my parents and friend who helped me a lot in finalizing this assignment within the limited time frame.

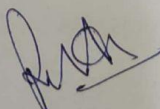
Nidhi Agnihotri  
Sem - III  
Roll no - 916



# INDEX

1. What is Inclusive Education?
2. Special educational need
  - hearing impaired
  - visually impaired
  - locomotor disabled
  - learning disabled
3. Infrastructural provision
4. Adaptation in curriculum
5. Adaptation in Evaluation
6. Final report & self reflection.

  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

# INCLUSIVE EDUCATION

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions and supports that enable them to meet success in the core curriculum.

The school and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities. Therefore, all students can be full participants in their classrooms and in the local school community. Much of the movement is related to legislation that students receive their education in the least restrictive environment (LRE). This means they are ~~to~~ with their peers without disabilities to ~~the~~ the maximum.

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

degree possible, with general education  
the placement of first choice for all  
students.

Successful inclusive education happens  
primarily through accepting, understanding,  
and attending to student differences and  
diversity, which can include physical,  
cognitive, academic, social and emotional.  
This is not to say that students never  
need to spend time out of regular  
education classes, because sometimes  
they do for a very particular purpose -  
for instance, for speech or occupational  
therapy. But the goal is this should  
be the exceptions.

The driving principle is to make all  
students feel welcomed, appropriately  
challenged, and supported in their  
efforts. It's also critically important that  
the adults are supported in their efforts.  
It's also critically important that the  
adults are supported, too. This includes  
the regular education teacher and  
the special education teacher, as well  
as all other staff and faculty who are  
key stakeholders - and that also includes  
parents.



According to UNESCO "Inclusive education is concerned with all barriers to learning, with the participation of all learners vulnerable to exclusion and marginalization. It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level and enhancing access, participation and learning success quality basic education for all".

# ✓ SPECIAL EDUCATIONAL NEED

## Hearing impaired students.

- equipment, such as a radio aid or soundfield system to help them hear their teachers.
- Support from a Teacher of the Deaf (ToD), communication support worker (CSW) or a learning support assistant.
- Requires preschool, speech and language training.
- Staff teaching in a deaf-friendly way, for example not talking when turning away from the class to write on the board, making sure your child has understood tasks, and making sure videos have subtitles.
- Use of sign languages, Sign provide a visual reinforcement to the spoken word.
- Use of facial expression, gestures and other body language.

### Visual impaired students.

- The visually impaired children will have to rely on sensory modalities other than the vision to acquire information. But they are to use their remaining advisable for partially sighted children.
- A closed circuit television reader has been developed to aid partially sighted students in western countries.
- Magnifying glasses and hand magnifiers.
- The children should be provided with large print material.
- Visually impaired children who cannot read regular print even with a magnifying device or large print material should be trained to use Braille.
- Talking calculators for mathematical calculations.

### Locomotor disabled students.

- A short ramp on steps to enable children in wheel chairs or crutches to enter the building.
- These children should be taught self-reliance, initiative and the ability to make choice. They must learn to plan ahead for mobility and assistance.



- The school must develop creativity in the children with reference to art, rhythm, music, drama, social experience and opportunity for personal development must be encouraged.
- Rubber mats over slippery section of the floor within the classroom.
- Taping paper to the desk for the children having poor hand co-ordination.

### Learning disabled students.

- To assist the regular class teacher in establishing a system of support for special education student in regular class settings.
- To adapt the methods of presenting information in the regular classroom to accommodate the specific need of each student.
- To adapt the methods assessing a student's knowledge of a subject in the regular classroom to accommodate the specific needs of each special education students.
- To adapt the regular classroom environment to accommodate the special education student.
- To help the student determine and demonstrate appropriate behaviour in the regular classroom.
- To assign a student mentor who will provide academic tutoring and social cues.

# INFRASTRUCTURAL PROVISION

- The path from the gate to the school building and play ground.
- All entrances and doorways in the school should be between 4 to 5 feet wide.
- The toilets inside the school should be accessible to CWSN and these toilets should be fitted with grab rails.
- Modification of furniture to provide convenience to the child with braces.
- A ramp instead of steps enabling the children with wheelchairs or crutches to enter the school conveniently.
- Removal or rearrangement of desk to make space for wheel-chair ~~to~~ to move about.
- Equipments helpful in mobility to physical handicapped children should be provided to them.
- Equipment helpful in positioning while sitting, standing or working.

- Obstructive portions of the school building, classrooms, laboratory and library should be removed or modified to address the need of the disabled children.
- The edges of the corridor or place near the assembly hall should be engraved for granting mobility aid to the blind.
- The drinking water outlet should be accessible to CWSN also.
- The walk way should be clear of protruding obstruction.
- There should be enough window to allow adequate ventilation and lighting.



# ADAPTATION IN CURRICULUM

## 1. Simple curriculum

There must be simple curriculum for the mentally challenged children. Such children instead of learning lessons must be given vocational training. They must be taught manual skills so that they may become independent in life.

## 2. Flexible curriculum

It is essential that the curriculum must be flexible to meet the varied needs and capacities of SEN learners depending their types and degree of disability.

## 3. Multiple & diversified curriculum

Curriculum should be framed in such a way that fulfills all requirements of SEN learners according to the philosophy of inclusive education. i.e it should be multiple and according to the diversified needs of learner.

① Curriculum must be designed in a manner that provides maximum opportunities for cooperative activities.

② Curriculum must ensure the provision of adequate facilities and must also teach the proper use of these facilities.

③ Need and interest based curriculum  
Reading material must be available to the students according to their need and interests.

④ Curriculum ensuring participation in games.  
Keeping in mind their physical and mental abilities the children must be encouraged to participate in games.

⑤ Curriculum ensuring utilization of maximum resources.

Curriculum must ensure the utilization of maximum teaching aids and appliances.

⑥ Participation in co-curricular activities

The student must be allowed and encouraged to take part in co-curricular activities and must be taken out on field visit and excursions.

# ADAPTATION IN EVALUATION

- 1- Permission to get an Amanuensis  
The amanuensis must be a student of a class lower than the one for which the candidate is taking examination.
- 2- Suitable space for the candidate and a special Assistant Superintendent.  
Superintendent of examination is liable to arrange for a suitable room for the candidate and will appoint one special assistant superintendent to supervise the examination.
- 3- Remuneration for the Amanuensis  
Fee prescribed for using amanuensis is to paid by the candidate.
- 4- Allowance of Additional time  
The normally maximum additional allowance of time ranges from 15 minutes to one hour.
- 5- Allotment of Nearest Examination Centre.  
The disabled children can have the nearest examination centre of their choice and the seating arrangement should be made according to their needs.



### - Permission for Explaining the Question paper

The disabled children have the facility to get the services of an assistant superintendent to explain the question paper to them.

### - Exemption from Drawing maps, figures and Graph.

Blind, Spastic, physically disabled and learning disabled candidates are exempted from drawing maps, figures and graphs etc. and the marks for these are to be increased proportionately.

### - Permission to offer one language

Learning disabled, spastic and children with visual and hearing impairment can offer one compulsory language instead of two languages for the board examination.

### - Relaxation in Mathematics paper

Students of dyscalculia are allowed to give examination of 7<sup>th</sup> grade mathematics and work experience of total 150 marks instead of Algebra and Geometry.

### - Exemption from Physical Education paper

Physically handicapped children undergoing physiotherapeutic treatment can be exempted from having the physical education paper.

# SELF

# REFLECTION

## And Final Report.

Inclusive education responding to special needs will thus have positive returns for all pupils. "All children and young people of the world, with individual strengths and weaknesses, with their hopes and expectations, have the right to education.

It is not our education systems that have a right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children.

Like in Reglar Global School there is inclusive education. There is minimum one or two special child in their every class. In some classes, there are one special teacher with those children. Special children have less syllabus as comparative to other students in the classroom. The special children have

✓  
choices in the subject. like in class x1  
there is a choice that they can opt for  
Physical education, arts, dance or  
music instead of science and maths.  
Special children get modified questions  
according to their mental level. They  
also arrange different activities and  
programmes for these children. These  
children are treated same as other  
student in the class. This type of  
Inclusive education is very beneficial  
for the special children as they feel  
motivated and respected. It increase  
the confidence level of these student. All  
school should adopt the inclusive  
education.

*Binet*  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

*M/*  
20/12/19  
*Rina*  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305



**Gender, School and Society**

SATYAM COLLEGE OF EDUCATION



*Assignment No. 1*

*Core course 11*

*(Gender, school and society)*

Topic

**Visiting an NGO Working for Women  
Empowerment & Writing a Report**

SUBMITTED TO:

Ms. Neha Aggarwal

SUBMITTED BY:

Mrigakhee Pandit

Regn No. 849

B.Ed 4<sup>th</sup> Semester

# Introduction

Women empowerment refers to making women powerful to make them capable of deciding for themselves.

Women have suffered a lot through the years at the hands of men. In earlier centuries they were treated as almost non-existent. To empower the women and bring change in the status of women, many government as well as non-government organisations have started to take initiatives to improve the status of women.

An NGO is a non-profit organization which works towards the betterment of society.

NGOs are organized on local, national and international level to serve specific local and political issues.

Mala Smriti Home is such an NGO, which works for the progress of women, girl child by providing education, feeding, lodging for poor as well as orphan children.

The organisation's main aim is to make each individual women independent and self-sufficient so that they can live their own life with freedom and independence without getting dominated by others.

Principal  
Satyam College of Education  
C-56/A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56/A/14 & 15, Sector-62,  
NOIDA-201305





# Report

## Details of the NGO :

Name : Mala Smriti Home

Address : A-36, Nehru Garden, Khora Colony, U.P.

Email : mgu.sansthan@gmail.com

Phone : 9717432007

Estd : 2006

Founder : Dr Biswas (opened in memory of his mother)

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

'Mala Smriti Home' is a non-government organisation serving about 30 girl child at present. The NGO is located in Khora Colony and is established by Dr Biswas in memory of his mother, Mala Biswas. Before the establishment of this organisation, Mrs Mala served the poor, homeless child and provided them shelter as well as education. She had a dream to uplift the status of women in all aspects of life.

Dr Biswas established the NGO in 2006 starting with very few children and slowly the number of children increased and the family with collaboration with few donors had set up





Dr Biswas is very keen in serving the society. As a professional Doctor, he arranges free medical camps, eye-check ups and provides free consultation to the poor.

His 'Mala Smriti home' focusses on the overall development of the girl child. In his organisation, he provides proper spacious rooms, entertainment facilities, tutors for the students and a proper secured home.

The students of the home are provided proper educational facilities, they are sent to nearby schools like Maharaja Agrawal Public school and G.C. public school. He also takes care of proper health and sanitation facilities for the girls.

The NGO also organises field trips for the children with educational significance like India Gate, Red Fort, Mughal Garden, Science museum etc. They are given full exposure to the ~~the~~ outside world so that they have the capacity to face them and compete with them.

Dr Biswas, works for the NGO wholeheartedly and arranges more exposure for the girls in participating in competitions related to art, craft, sports, karate etc.

He has also arranged special trainees for the



girls for karate, Taekwondo and also self-defence.

He focusses on the fitness of the girls and provides a healthy diet for all.

Regular medical check ups are organised to keep them healthy.

Lion's club as well as Rotary club provides fund to the home. They even take the girls for participating in different competitions held in different states.

Workshops on different handicraft making are organised to make the girls self-sufficient. Few self-help organisation groups are also involved in this NGO which trains the girls in different vocational activities so that they can become independent.

Dr Biswas also takes care of proper discipline of the children. Proper yoga and meditation are arranged every evening, prayer service is conducted timely.

Dance and music training is also provided to the interested students.

Thus, we can say that the visit to Mala Smriti Home has really inspired us and has also offered us a chance to give our helping hands to the children.

# Self-Reflection

The visit to 'Mala Smriti Home' has highly inspired me.

The organisation has given us the detail of how they are working to empower the women of our society.

Through this visit we came in terms with many girls who are very talented in different fields and this has motivated us to help such children nurture their talents.

The children of the home are given proper facilities by the organisation and the learning environment is worth mentioning.

All the girls are provided with books, study tables. Educational tutors also serve this organisation at free of cost.

The security arrangements for the girls are proper.

The sponsors of the organisation also makes sure to visit the place once in a month and spend time with the girls by discussing on various issues and problem.

Thus this is a worth mentioning service provided by Dr Biswas and his wife for the development of women of our society.

Note: *[Signature]*



Principal  
Sanyam College of Education  
C-56A/14 & 15, Sector-62  
Coordinator IQAC  
Sanyam College of Education  
C-56A/14 & 15, Sector-62



## Guidance and Counseling

# Satyam College of Education

## GUIDANCE AND COUNSELING

Topic: Report on Interview of a School Counselor



### SUBMITTED TO:

MS. PREETI AGARWAL,  
FACULTY, SCE

### SUBMITTED BY:

AAYUSHI PANDEY  
SEMESTER IV (B.Ed)  
Reg NO - 919



# Satyam College of Education

## GUIDANCE AND COUNSELING

Topic: Report On Interview of a School Counselor



### SUBMITTED TO:

MS. PREETI AGARWAL,  
FACULTY, SCE

### SUBMITTED BY:

AAYUSHI PANDEY  
SEMESTER IV (B.Ed)  
Reg NO-919

# Satyam College of Education

## GUIDANCE AND COUNSELING

Topic: Report On Interview of a School Counselor



### SUBMITTED TO:

MS. PREETI AGARWAL,  
FACULTY, SCE

### SUBMITTED BY:

AAYUSHI PANDEY  
SEMESTER IV (B.Ed)  
Reg NO-919


# Preface

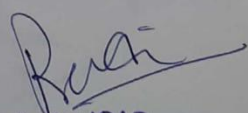
As a part of the B.Ed Curriculum and in order to gain practical knowledge and holistic understanding in the subject of Guidance and Counseling, I was required to make a report on "Interviewing a School Counselor".

The basic objective of this assignment was to understand the work and thoughts of a school counselor. Through the interview, I have tried to get an insight into the duties and responsibilities of a school counselor.

In this assignment, I have interacted with the school counselor of ~~St. Thomas School~~, MS. Swati Bhastar regarding her duties as a counselor and various challenges that she may face with different learners.

While I was writing this report, it helped me to enhance my knowledge regarding the counseling of the learners.

  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305



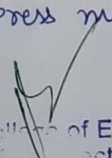
# Acknowledgement

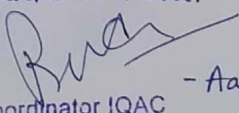
Inspiration and motivation have always played a key role in the success of any project.

I would like to sincere thanks to Dr. Bineta Agarwal, Principal, Satyam College of Education, Noida.

I would like to pay a deep sense of gratitude to Ms. Preeti Goel, HOD, Satyam College of Education, Noida. to encourage me to the highest peak. I am immensely obliged and indebted to my subject teacher Ms. Preeti Agarwal, Faculty, Satyam College of Education who gave me the opportunity to make a report on Interviewing a school counselor. Her constant support, kind supervision, valuable guidance has helped me in shaping and completing my assignment with utmost ease.

Last but not the least, my parents and friends, who were a constant support and guidance for me, I express my heartfelt thanks to them.

  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305


  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

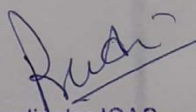
- Aayushi Pandey

# Content

- Introduction
- Profile of the School Counselor
- Interview Questionnaire
- Report

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305



ST. THOMAS SCHOOL



MS. SWATI BHASKAR (RIGHT) WITH OTHER  
STAFF MEMBERS



# Introduction

According to the B.Ed curriculum, and in order to gain deeper knowledge in the subject of Guidance and Counseling, we were asked to Interview a School Counselor and write a report on it.

In this assignment, I have interacted with the School counselor of St. Thomas School, Ms. Swati Bhaskar regarding her duties as a counselor and various challenges that she may have faced during her term at the school.

Through the interview, I have tried to get an insight into the duties and responsibilities of a school counselor.

Ms. Swati Bhaskar have completed her two years at St. Thomas School, Rajpat Nagar and is still continuing there.

She believes every problem can be solved when a person is ready to deal with it instead of running from it.

Principal  
Satyam College of Education  
Noida-201305

Coordinator IQAC  
Satyam College of Education  
Noida-201305

# Profile

## School Counselor

NAME : Swati Bhaskar

POST : School Counselor

SCHOOL : St. Thomas School

QUALIFICATIONS : M.A. in Psychology  
B.A. in Psychology

CONTACT : 7982360823



Ms. Swati Bhaskar has been with St. Thomas School for two years now.

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

# Interview Questions

Q- What is your philosophy of school counseling?

⇒ As a school counselor, I believe that all the students can learn if given the proper support and the opportunity to do so. I understand that a student's ability to learn can be impacted by many things outside of the school day, and these factors need to be taken into consideration in order to help the student succeed and gain the tools necessary to continue the learning process throughout life.

Q- Describe your ideal school counseling program?

⇒ An ideal school counseling will address student outcomes including student achievement, attendance, behaviour, and school safety to meet the needs of student's academic, career, or personal/social development.

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Q- Describe the program or activity you developed which you are proud of.

⇒ During my tenure, I have developed multiple programs keeping in mind the needs of the students. Consulting with teachers to schedule and

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305



present school counseling curriculum lessons based on developmental needs and needs identified through data. Also, advocating for students at individual education plan meetings, student study teams, and school attendance review boards, as necessary.

Q- In your starting days, what things/activities you established to promote a positive working relationship with teachers?

- ⇒ It is the school counselor's responsibility to work collaboratively with school staff, administration, the community, parents, and students to create the best environment with each student. Every school counselor must abide by the professional school counseling code of ethics and work in the best interest of the student.

Q- A student comes to you and shares that she is being picked on by those who used to be her friends. She says that the problem has been going on for over two months and now it is getting worse. What do you do?

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

- ⇒ This situation may vary person to person. As the student has said that her bullies are her past friends, we can try to create opportunities for connection. Fostering a sense of community in the classroom can lower bullying incidents and facilitate healing for target students. The students who have bullied can be given individual

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

counseling and hence the root problem can be found.

Q- Name and describe three different roles of the school counselor.

⇒ In a broader way, following are the basic roles of a school counselor:

- promoting student advocacy
- eradicating educational practices such as student tracking that inadvertently maintain inequities among disadvantaged students and stratify opportunities.
- using data to identify educational practices that may help or hinder student progress.

Q- What are the limits of confidentiality?

⇒ Exceptions to confidentiality exist, and students must be informed when situations arise in which school counselors have a responsibility to disclose information obtained in counseling relationships to others to protect students, themselves or other individuals. For example, in the case of self-harming activities or activities like substance use, etc.

Q- One advice for all the teachers that they should keep in mind:

⇒ Not every student seeks the help of a school counselor for various reasons. Hence, as a teacher one should be confident enough to provide guidance and counseling to their students whenever necessary and whenever a student seeks their help. A teacher should be emotionally connected to the students.



# Report

With the questions I raised in front of Ms. Swati,  
she was able to provide a deep insight of her  
duties and responsibilities in the school.

The position of a counselor is of utmost importance, hence as a counselor, one must stick to the ideals and follow the favourable techniques with each individual learner. When facing a serious issue, as a counselor and an adult, it is their responsibility to tackle the issue along with the learner without breaking the code of confidentiality. Maintaining a trustworthy relationship is the key to achieving success with learners of all age groups.

Keeping in mind  
that every word  
holds power,  
a counselor  
must choose and  
deliver the  
advice very  
carefully.



Principal  
Satya  
of Education  
ector-62,

Coordinator IQAC  
Satyam College of Education  
C-50A/14 & 15, Sector-62,  
Haryana-201305



## Sustainable Development



### SATYAM COLLEGE OF EDUCATION, NOIDA

Affiliated to S.N.D.T. Women's University, Mumbai (India)

Paper Name : Sustainable (Code)  
Development

Assignment Title


Conduct a survey in your local area regarding awareness among people about renewable sources of Energy.

SESSION: 2019-2021

Submitted to:

Faculty Name


1. Dr. Bineeta Aggarwal
2. Dr. Jyotsna Kohli

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

Submitted by:

Student's Name

Varsha Singh

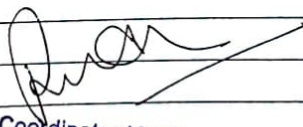
  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Topic.....

Date .....

# INDEX

Contents	Page No.
1. Renewable Energy	1
2. Advantages of Renewable Energy	2.
3. Need Importance	3
4. Objectives	3
5. Tools	4
6. Methodology	4
7. Data Collection	5
8. Findings	5
9. Conclusion	6
10. Self - Reflection	7



Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

Principal  
Satyam College of Education  
C-56A/14 & 15 Sector-62,  
NOIDA-201305

Teacher Signature .....

Ritika

Topic.....

Date .....

①

# Renewable Energy

Renewable energy, often referred to as clean energy, comes from natural sources or processes that are constantly replenished.

For example: Sunlight or wind keep shining and blowing, even if their availability depends on time and weather.

This type of energy source stands in contrast to fossil fuels, which are being used far more quickly than they are being replenished.

Renewable energy often provides energy in four important areas: electricity generation, air & water heating/cooling, transportation, and rural energy services.

Renewable energy resources and significant opportunities for energy efficiency exist over wide geographical areas, in contrast to other energy sources, which are concentrated in a limited number of countries.

It would also reduce environmental pollution such as air pollution caused by burning of fossil fuels and improve public health, reduce premature mortalities due to pollution.

Teacher Signature .....

Ritika



Topic.....

Date .....

(2)

## Advantages of Renewable Energy

- Renewable energy won't run out.
- Maintenance requirements are low.
- It saves money.
- It has numerous health and environmental benefits.
- It lowers reliance on foreign energy sources.
- Zero carbon Emissions.
- Renewable energy creates new jobs.
- It is sustainable.

Teacher Signature .....

Ritika

## Need & Importance :-

In today's scenario, we have increasingly innovative and less-expensive ways to capture and retain wind and solar energy, renewables are becoming a more important power source. The expansion in renewables is also happening in our country from large to small scales, especially of solar light.

As renewable energy use continues to grow, it is needed to know about the awareness of new generation or college students about the renewable energy use and resources.

As they are the future of our country, they need to be well aware of new technologies that are sustainable and cheaper.

## Objectives :-

- To examine the awareness of college students about renewable sources of energy.
- To understand the attitude of college students toward renewable sources of energy and its uses.

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

Teacher Signature .....

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305  
Ritika



Topic.....

Date .....

(4)

## Tools :-

The questionnaire prepared was used to collect data. There were total 20 questions in the questionnaire. The questions were based on the general information about renewable energy and its uses, the government schemes related to the renewable energy.

This survey is used to examine the awareness of renewable energy among college students.

## Methodology :-

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

① RESEARCH DESIGN → The present investigation is done with the help of questionnaire survey. The present survey aims to examine the awareness about renewable energy resources, its uses, and government schemes to promote renewable energy among college students only.

② Sample → In the present survey, sample of 20 college students has been taken for survey.

The questionnaire was made on google forms and responses had been recorded on the same.

Teacher Signature .....

Ritika

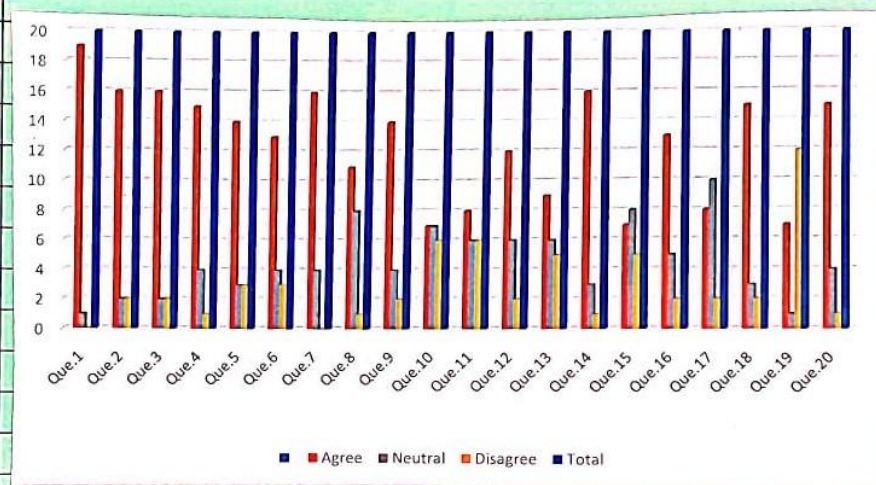


Topic.....

Date .....

5

### ② Data Collection :-



### ③ Findings :-

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

63%	Agree
22%	Neutral
15%	Disagree

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

This findings shows that about 63% college students are aware about renewable sources of energy, its uses, and government schemes related to it.

But still 22% students are neutral about this information.

And, 15% students are disagreed with the renewable sources of energy.

Those 15% and 22% students need to be aware.

Teacher Signature .....

Ritika

Topic.....

Date .....

(6)

## Conclusion

The objective of this survey is to examine the awareness and to understand the attitude of college students about renewable sources of energy, its uses and the efforts government is putting to promote the renewable energy.

The survey's findings shows that about 63% students are well aware of all about renewable energy. They agreed that the renewable energy is best to use and cheaper in cost.

While still 22% students are neutral about the information related to renewable energy. And 15% students are disagreeing with the facts such as renewable energy is low maintenance, best to use, non-polluting, etc.

We can see that more than half of the students are aware about the technological shift in energy which is sustainable as well.

But still the awareness need to be spread among students. As they are the future generation, they need to understand the advantages of renewable sources of energy.

Coordinator IQAC

Satyam College of Education

Teacher Signature N/A & 15, Sector-62, NOIDA-201305

Principal

Satyam College of Education

C-56A/14 & 15, Sector-62, NOIDA-201305

