



**SATYAM COLLEGE OF EDUCATION
NOIDA**

(Affiliated to SNDT Women's University, Mumbai)

2.4.7

SAMPLE OF ASSESSED ASSIGNMENTS

Hands On Activity

Sle
English
Assignment
1 & 2

24/04/2019

Submitted to:

Dr. Yogita Goel

Submitted by

Pooja Singh

B.Ed Sem I

36

Activity based learning employs a variety of teaching / learning materials and focus on student interaction to learn new concepts

Examples of Teaching learning Materials-

- Story books
- Manipulatives
- Blocks
- Models
- Videos
- Games
- flashcards
- Visual aids
- posters

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Importance of teaching Aid (Model) in teaching

Teaching aids is a pedagogical strategy aimed at engaging students who have grown up in a media rich environment.

"Don't tell; show": I always believed that theory was best learnt in practice, but we cannot apply theory during our educational career. However using images, Models, video tutorials, I found that these aided me in the understanding and retention of concepts during my studies.

One of the most important aspect of teaching is to motivate the students interest and promote their lateral thinking. It is not a easy task to keep students engaged and

motivated during a lesson.

Models assist students in their understanding of a lesson or a concept. These also help to make a point or enhance a lesson or presentation.

There are different ways to enhance a lesson using models. These can save time for a teacher who needs to prepare a lesson and for the students who need to retain the information from the lesson.

Benefits of Using Models in a lesson-

1) Reduces the time spend on talking.

SPEAK LESS AND DO MORE

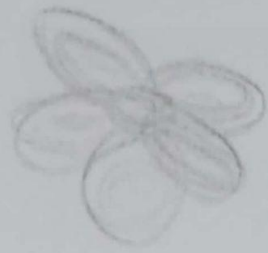
2) Provides a guiding point to refer to throughout a lesson.

3) Makes lesson more dynamic and fun.

4) Assists in remembering of concepts more easily.

Preposition

Model



Here I have made a model for making students understand what are prepositions. Through this model students will be able to remember / memorise what are prepositions in a very easy way. As what we see we tend to remember it longer.

It will not only clear the concepts but would attract students and students would love to learn it with interest.

In this model I have made a 2 floor house, fence, car, bus, chair, dustbin, table, swimming pool, road, tree and shed which explains different prepositions.

- * House is across the road.
- * The shed is before the garden.
- * The shed is over the car.
- * The car is under the shed.

Curriculum

Broad-based Curriculum

(not restricted to limited subjects)

1. Subjects : Literature and languages.
 - Mother tongue, other Indian languages and other foreign languages;
 - Mathematics
 - Natural sciences such as Botany, zoology, physics, chemistry, general science;
 - Health Education
 - Social sciences
 - Agricultural and technical subjects
 - Arts, music, dance etc.
 - Philosophy, psychology and Religion

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What is EXHIBITION?

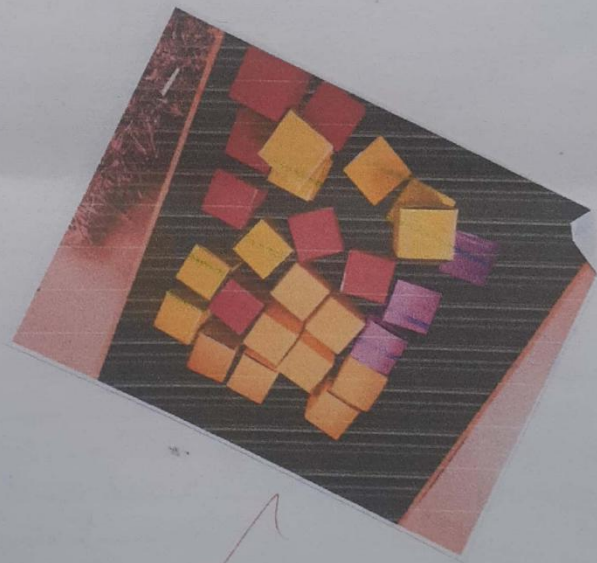
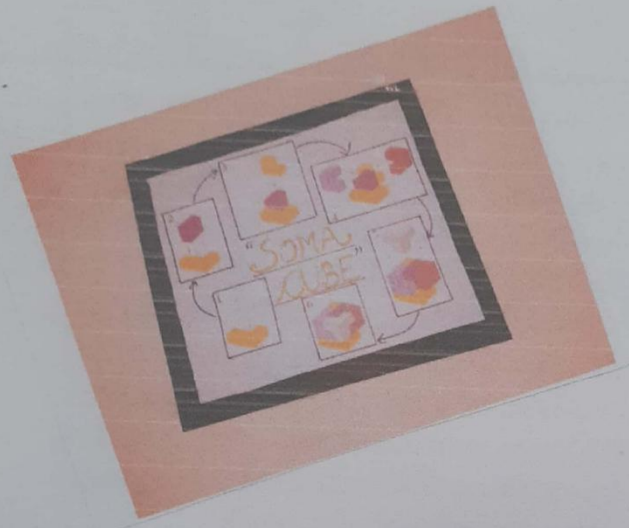
Exhibition is a unique way where we can demonstrate a product / service / an idea in an effective environment. In general, it is an organised presentation and display of selection of items.

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

Why are Exhibitions organised?

Schools and educators may use exhibitions as part of a wide variety of educational and instructional strategies such as community-based learning, project-based learning or proficiency-based learning. Exhibitions may be evaluated by a teacher or a group of teachers, but in some cases review panels of peers, community members and outside experts such as local business leaders or scientists - contribute to the evaluation process. It is important to note exhibitions are typically purposeful teaching strategies designed to achieve specific educational outcomes. Although exhibitions can vary widely from school to

school in terms of structure, evaluation criteria, and learning objectives, they commonly require students to share, explain and defend their project design, theory of action, or results.



Constructing Soma Cube: It took me nearly 3-4 hours at a sketch to construct my game. Four A-4 sheets were folded and cut into to make 32 unit cubes out of which I used 27 unit cubes. Then I joined the unit cubes to construct different 3D shapes which look like the shapes of letters V, Y, T, Z etc. These shapes resemble the ones in the game called 'Tetris' which we used to play in our childhood. At last, I cellotaped the shapes to make them look stable. I was able to rearrange those T shapes in 3 different patterns myself: Cube, castle, church.

Once the game was ready, we submitted it to our method teacher; which was then kept in the laboratory of our college where all the models are kept.

Similarly, different students constructed different models for their internal angle, properties of opposite angles, pythagoras theorem, flash cards on Age calculator, Δ properties, Division models etc.

Execution of Exhibition:→

Last week, our principal announced a date to organise an exhibition to execute / display our models. A day prior to the execution, we also made charts to summarize what our model is all about.

Mathematics exhibition was held on 25th January 2019 along with the commerce & Hindi method students. We gathered in 2 different rooms allotted to us and prepared our models for display.

First of all we arranged the tables along the four walls of the classroom; each student was assigned with 1 table for keeping the model. Maths and commerce students were in the same room. We displayed / hung the chart papers on the wall in such a way that it was visible to the invigilator. Once all the models were arranged in the classroom, principal, Head of department and the staff teachers were invited to attend the exhibition and give their valuable feedback. Our method teacher kept noting down the names of Maths students one by one in order to write the feedback for their models.

Each student gave a verbal explanation of how their respective model works, how it is useful to the students.



Feedback

Feedback from the students: →

According to student's reviews, it was something unique that I had constructed. Although it was a new concept and they had not heard of it before but they found it an exciting game. They even tried arranging the shapes in different patterns. Some of them were able to make the shape of the cube, some were able to construct the shape of a building out of these 7 shapes.

Feedback from the teachers: →

No negative remark was given by either of the teachers. They took interest in listening to me while I was explaining them how it works. When I gave the demo of how to make a 3-dimensional cube one of the teachers even compared it to the famous Rubik's cube.

Overall, it was a positive feedback for my project work.

Self Reflection.

When this project was assigned, I thought it to be a tedious job for me because I have not constructed any working model in Mathematics in my student life ever.

So I referred to the content and videos available online. Finally, this 'SOMA CUBE' caught my interest. My 4 year old daughter was very excited to watch me work on this project. She even voluntarily did the cutting work to some extent. Hence I was able to finish this game in one day.

Executing the project in the Mathematics exhibition was a unique experience altogether. It was a wonderful opportunity to present ourselves confidently and explain the model we constructed and how this model is useful for the Class VII students.

Getting the positive feedback for my model helped me boost my self-confidence. Overall, it was a unique and exciting experience for me to showcase my hardwork on such a platform.

THANK YOU...

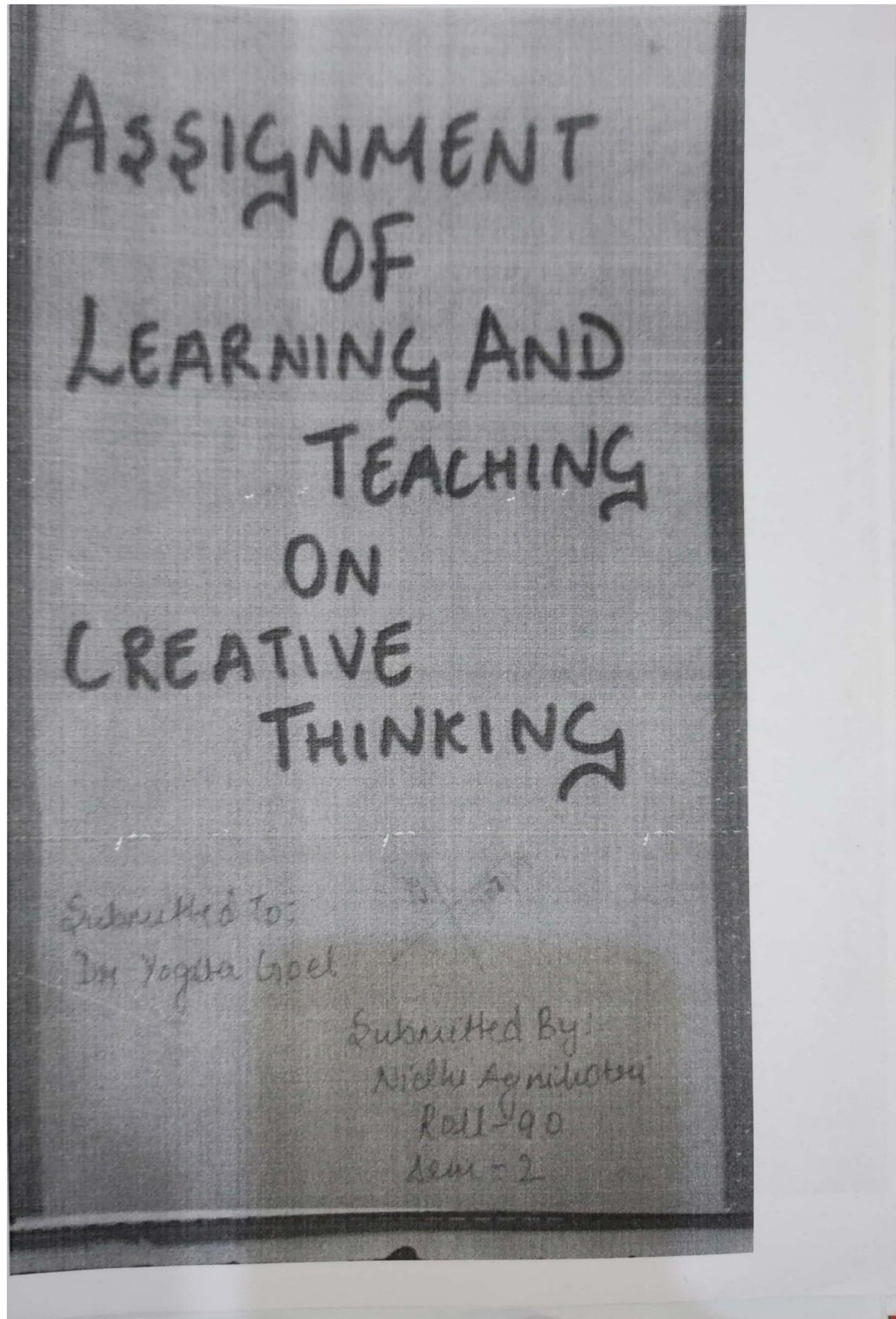
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Aditya

Learning and Teaching

Planning and implementing a lesson to promote creative thinking and writing a report based on experiences obtained



PREFACE

It is a great opportunity for me to have "Bachelor of Education" in Satyam College of Education, Noida. In the accomplishment of this degree, I am submitting an assignment on "Creative Thinking". Subject to the limitation of the time efforts and resources in every possible manner has been made to study the topic deeply. The whole assignment consist of meaning and definition of creative thinking, lesson plan on creative thinking and report on lesson plan. I have tried to prepare this assignment best of my knowledge and ability.

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my teacher Dr. Yogita Inani, who gave me the golden opportunity to do this wonderful assignment of "Literature and Teaching" on "Creative thinking", who also helped me in completing my assignment. 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 finding this assignment within the limited time frame.

Nidhi Agnihotri
Semester-2
Roll no-90

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3. Report on creative thinking

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MEANING

OF

CREATIVE

THINKING

Spearman (1931) said Creativity is the power of the human mind to create new contents by transforming relations and thereby generating new correlates.

Wilson Guilford and Christensen (1974) The creative process is any process by which something new is produced an idea or an object including a new form or arrangement of old elements. The new creation must contribute to the solution of some product.

Thus creativity is the capacity or ability to create, discover or product a new or novel idea by rearranging or reshaping what is already known which proves to be unique experience.

Creative thinking means looking at something in a new way. It is the very definition of "thinking outside the box". Often, creativity in this sense involves what is called lateral thinking, or the ability to perceive patterns that are not obvious.

CHARACTERISTICS OF CREATIVITY

- It is unique personal experience
- Creativity is universal
- It is innate as well as acquired
- It is adventurous and open thinking
- It produces something new
- It is a means as well as end in itself
- It carries ego involvement
- It cannot be separated from intelligence
- Creativity and school achievement are not correlated
- Sociability and creativity are negatively correlated
- Creativity and anxiety go together

IDEAS TO PROMOTE MORE CREATIVITY IN CLASSROOM

- Make room for visual reflection
- Integrate more hands on learning
- Keep classroom layout flexible
- Introduce unconventional learning material.
- Encourage discussion
- Replace hierarchy with collaborative learning spaces.
- Don't limit assignments to one format.
- Incorporate humour into classroom.
- Rewards and recognition are key to motivating your students.
- Visualize goals with timelines

Qualities Creative Teacher Possess

- ❑ Creative teachers are knowledgeable.
- ❑ Creative teaching requires confidence.
- ❑ Creative teachers are committed to helping their learners succeed.
- ❑ Creative teachers are non-conformists.
- ❑ Creative teachers are familiar with a wide range of strategies and techniques.
- ❑ Creative teachers are risk takers.
- ❑ Creative teachers seek to achieve learner centered lessons.
- ❑ Creative teachers are reflective.

TECHNIQUE

1. BRAIN STORMING

Brain storming is a technique to generate ideas. It is a process to create new ideas in a group of people about a specific area.

The initiative of brain storming method was done by Alex Osbourne. This method was presented in 1948 in the book called 'Your creative Power'. Brainstorming is method of thinking up solutions, ideas or new concept.

According to Osbourne "Brainstorming mean using the brain to storm a creative problem and to do so each stormer is allowed attacking the same objective

2. SYNECTIC

The word synectic comes from greek word Synchikos which mean being joined together or being different things unified connection. William Gordon set three fundamental proposition for synectic theory in 1961.

- (i) Creative output increases when people become aware of physiological process.
- (ii) Emotional component of creative behaviour is important than intellectual thing.
- (iii) The emotional and re-national component must be understood.

3. Lateral Thinking

Edward de Bono gave the concept of "Lateral thinking" as a counterpart conventional or vertical thinking.

Lateral thinking involves approaching the problem from new directions literally from the side.

Unconventional thinking deliberately setting out to look at challenges from completely different angles to find great solution that would otherwise remain hidden. Focused on "what could be" will yield multiple creative solutions from which to choose.

BRAINSTORMING

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

In other words brainstorming is a solution where a group of people meet to generate new ideas and solutions around a specific domain of interest by removing inhibitions. People are able to think more freely and they suggest as many spontaneous new ideas as possible. All the ideas are noted down and those ideas are not criticized and after brainstorming session the ideas are evaluated. The term was popularized by Alex Faickney Osborn in the 1953 book "Applied Imagination".

Methods OF Improving Brainstorming SESSIONS

• Avoiding face-to-face groups.
Using face-to-face group can increase production blocking, evaluation apprehension, social matching and social loafing.

• Brainstorming rules should be followed and feedback should be given to members.

• Pay attention to everyone's ideas to make them list the ideas out and ask them to repeat other's ideas.

• Include both individual & group approaches.

• Take breaks so that members have time think things through.

• Do not rush.

• Stay persistent.

• Facilitate the session.

LESSON
PLAN ON
CREATIVE
THINKING

Name of Student Teacher - Nidhi Agnihotri

Lesson NO - 10

Teaching Content - Goods and Service Tax

Aim of the teaching - To clarify about the

Goods and Service Tax

Teaching technique - Brainstorming

Objectives - To develop the interest of student towards commerce

- To develop commercial attitude in student
- Student will able to define the goods and service tax.
- Student will able to explain the features of goods and services.

Previous Knowledge - It is assumed that student have previous knowledge about Tax

Statement of aim - Today we are going to learn about goods and service tax (GST)

Teacher's Role :-

Teacher have given the examples about the taxes and ask the questions from the student for self induction.

Student role :-

student listen and understand the explanation given by the teacher about the topic GST (Good and Service Tax)
Student are divided into five different group and were given different question about the GST for the Brainstorming session.

Group 1: What changes has GST brought in?

student give the answer about the changes of GST

- GST has removed the cascading effect as the tax is calculated only on the value-addition at each stage of the transfer of ownership.
- Changes the Internal business.
- There are no more hidden taxes.

Group 2: Positive impact of GST on the common man.

student answer about the Positive impact of GST

- A unified tax system removing a bundle of indirect taxes.

- Lower prices will increase demand/ consumption
- A unified tax regime will lead to less corruption which will indirectly affect the common man
- Reduced cost means lower product will become cheaper.

Group 3: Impact of GST on Manufacturers, Distributors, and Retailers

student answer the impact of GST

- Declining exports and high manufacturing.
- Multiple indirect taxes had also increased the administrative cost for manufacturers and distributors with GST in place, the compliance burden has eased and this sector will grow more strongly.

Group 4: Taxes replaced by GST

student answer the replaced tax

- Central Excise Duty
- Commercial Tax
- Value Added Tax
- Food Tax
- Central Sales Tax
- Interoit
- Octroi

After introducing the topic "Goods and services tax". Teacher explain the definition and meaning of goods and services tax. Teacher then ask some question about the goods and services tax (GST). And after that teacher explain the features of GST, How will GST benefit and empower citizens & GST Council. Teacher has given the brief explanation about goods and services. To check the knowledge of the student teacher wants to do a brainstorming sessions with the student.

There were 30 student in the class so the teacher made five group and there are 6 student in each group.

Now Teacher ask the question from the group. Each group have given one question and every group have to give point about the question they had been asked to answer.

Group 1: What changes has GST brought in?

Group 2: Positive impact of GST on the common man.

Group 3: Impact of GST on Manufacturers, Distributors and retailers.

Group 4: Taxes replaced by GST

Group 5: Benefits of GST

After asking the question from every group, teacher listens to the answer of every group and write down their points.

After listening the answer of every group, teacher gives a brief summary about the GST and its impact on the people. Through these questions teacher does the brain storming of the student and make the concept of student about GST more clear.

Group 5: Benefits of GST

Student answer the benefit of GST

- GST eliminates the cascading effect of tax
- Higher threshold for registration
- Composition scheme for small business
- Simple and easy online procedure

Through this brainstorming session student get know so many new things and they understand more about GST

REPORT

ON

CREATIVE

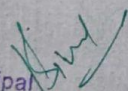
THINKING

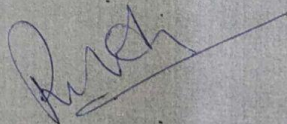
When a student is asked to "invent" a solution to a problem, the student must draw upon previous knowledge skills, creativity, and experience. The student also recognizes areas where new learning must be acquired in order to understand or address the problem. This information must then be applied, analyzed, synthesized and evaluated. Through critical and creativity thinking and problem solving ideas become reality as children create inventive solutions illustrate their ideas and make model of their inventions.

Brainstorming is a good technique. Through this technique student uses their creative and critical thinking. Students were divided into group and then they were given question to answer. Every group was given a different question so that student get to know every aspect of the topic. Student also take interest in the classroom and

various other skills are also get developed through this method i.e. cooperation, leadership, creativity, etc. It increases the confidence of the student and make the concept more clear.

Once the brainstorming activity is done, it have a great deal of information on where to take the topic next. Brainstorming is an excellent teaching strategy to generate ideas on a given topic. Brainstorming helps promote thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills.


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Learning and Teaching (cooperative learning techniques)

SATYAM COLLEGE OF EDUCATION

NOIDA (GAUTAM BUDH NAGAR)



INTERNAL ASSIGNMENTS

B.Ed. Session – 2018-2020

Submitted by

Name.....*Surbhi Mittal*.....

Roll No.....*32*.....

SNDT WOMEN'S UNIVERSITY, MUMBAI

Preface

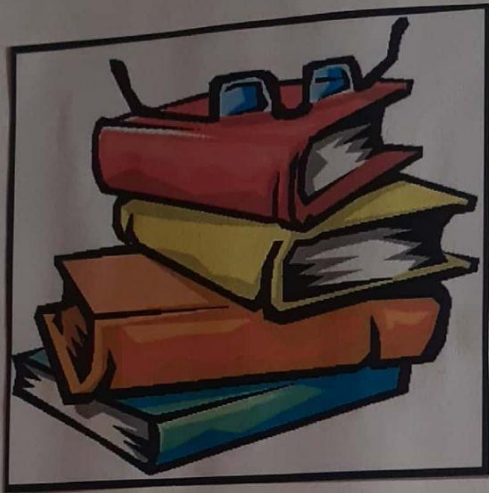
This assignment has been prepared in the fulfilment of the requirement for the subject, English in B.Ed. curriculum (Semester 1) in the academic year 2018-2019.

For preparing this assignment, I was required to make a report regarding Collaborative learning techniques. Through this project I have selected group activity as one of my techniques that would be used in making a lesson plan on formal & informal letter writing. The blend of practical knowledge and learning acquired during my making of the lesson plan is presented in this assignment.

The information presented in this assignment is obtained through an indepth studies of the N.C.E.R.T Book and other English based websites.

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Acknowledgement

It gives me immense pleasure of working on this assignment. This assignment was a joyous and great learning process. The presentation of this project in the way required has been made possible by the contribution of various people.

First of all, I would like to express my deepest gratitude to our principal ma'am Dr. Bineta Agarwal to provide this opportunity and to be a part of this curriculum and whose contribution in stimulating suggestions and encouragement helped me to coordinate my assignment.

I would like to express my gratitude to our English teacher, Dr. Yogita Goel who gave the permission to use all required information and material to complete this assignment.

Lastly, I would like to thank my family and friends for their constant support throughout the process.

Surbhi Mittal

Meaning Of Collaborative Learning

Collaborative teaching, sometimes called cooperative teaching or team teaching involves educators working in tandem to lead, instruct and mentor groups of students. Collaboration most often occurs among professionals from various disciplines including core subjects special education, elective courses, library science or guidance programs.

On some occasions, teachers from the same department or grade level may team up to teach the target multiple levels of learning to provide a greater variety of supervised activities for students to practice skills.

Collaboration can be implemented across all instructional levels and subject areas.



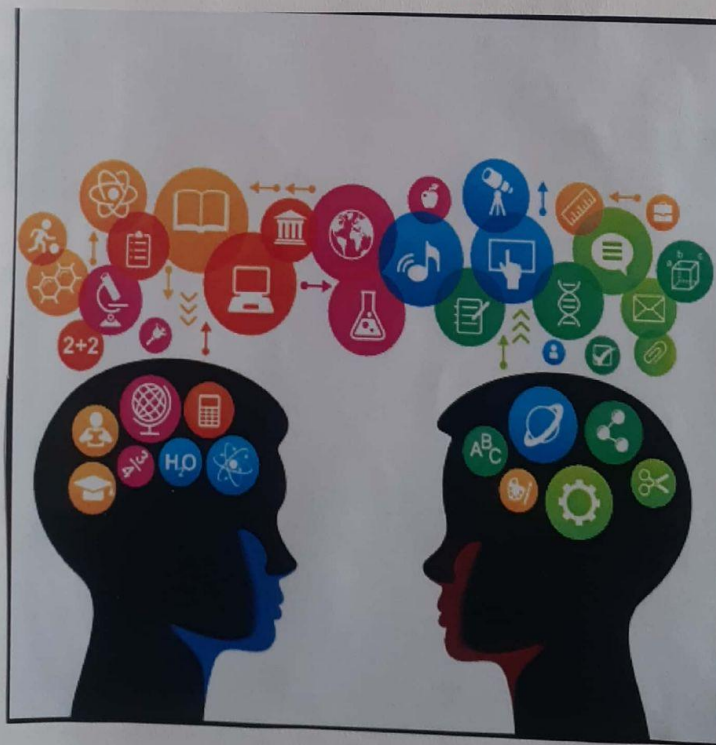
The Anatomy Of Effective Collaborative Learning

To be effective, the art of collaboration requires thoughtful consideration, on the part of educators. Time must be set aside for developing lessons and deciding on appropriate learning approaches to use with specific students or groups. In many schools, administrators set up collaboration schedules a year ahead in order to ensure that teachers will have shared planning times. Even so, many collaborative teachers spend time before and after school to coordinate their efforts.

Collaborative teachers need to bring their best strengths and practices to the team while remaining flexible to adapt new methodologies, that can benefit the student's learning.

In this way teachers continue to grow in their professional skills and students gain understanding from variety of instructional approaches.

Team teachers must also present a united front so that student perceive each as being of equal importance in knowledge and authority thus leading to most respectful learning environments.



Types Of Teaching Collaborative

There are a variety of collaborative teaching styles and many are used interchangeably by team teachers. Particular models include the following:-

- Lead, Observe, Assist

One teacher present new content while the co-leaders observe students and assist any who may be off-task or struggling with concepts.

- Teach and Re-Teach

The lead teacher present new material and activities while the co-instructor



reviews previous information and skills for retention process.

- Simultaneous Teaching


The class is divided into two smaller groups and both teacher presents the same material at the same time.

- Supplement Teaching

While one teacher instructs the majority of learners, the other takes a small group aside to work on different instructional goals related to readiness or literacy skills.

- Co-teaching Rotation

Both teachers present new information rotating between presentations and support roles during the lesson.



Benefits of the Collaborative Instructions.....

Collaboration is a wonderful teaching tool. Teachers have the opportunity to assess and differentiate instruction for students more readily and they can learn new instructional techniques from one another to expand their teaching repertoire.

Cooperative teaching experiences also provide mutual support and assistance for planning and implementing lessons, assessing student's progress, sharing professional concerns, and addressing students learning needs.

Most importantly, teaming allows opportunities for students to understand and connect with content thereby maximising individual learning potential.

Considering the number of ways that team teaching can be used effectively in the classroom, it is no wonder that it remains a popular instructional model.

Collaborative teaching allows teachers to impart information to a broader range of learners using approaches that spark 'students' imaginations while supporting individual learning differences.

COOPERATIVE LEARNING



Lesson-Plan

Name of the Subject-Teacher : Surbhi Mittal

Subject : English

Date : January 28, 2019

Class : 6th

Duration :

Resources used : English workbook , websites

Topic : Writing Skills

Sub topic : Formal/Informal letter

General Objective:-

- to enable students to read and write correct English.
- Develop students interest in writing.
- To enhance students' writing skills'.

Specific Objectives:-

- To enable students to make simple and correct answers.
- To enable students to make difference between formal and informal letter.

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Knowledge and Curriculum

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

Topic _____

Date _____

Pg No. _____

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परियोजना परिचय

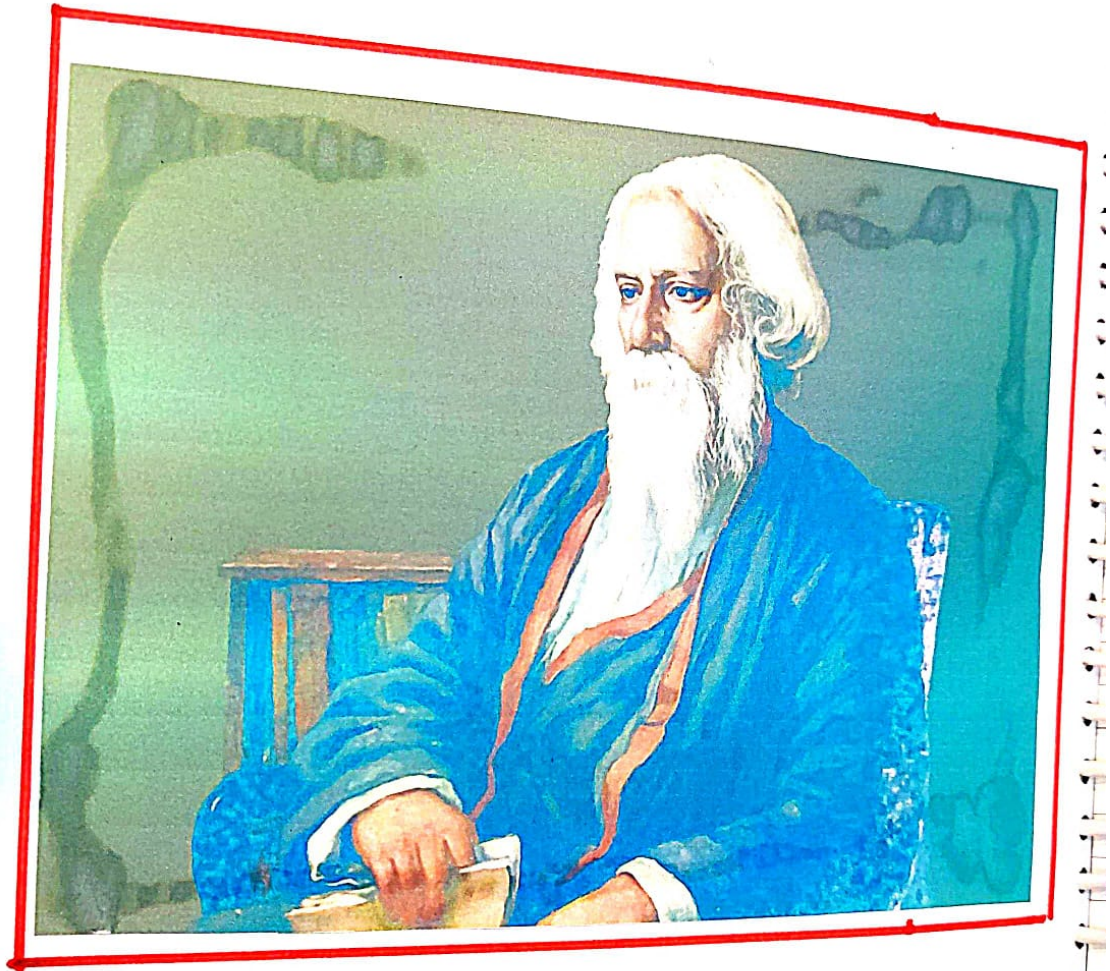
परियोजना सक्षमपूर्ण है। क्योंकि एक अच्छी तरह से काम किया गया पाठ योजना शिक्षण सीखने की प्रक्रिया के मूल के रूप में कार्य करती है। शिक्षण - शिक्षण प्रक्रिया को और अधिक चिकनी और आसान बनाती है। योजना के माध्यम से यह ज्ञात है कि लक्ष्य क्या है और वांछित लक्ष्य कैसे प्राप्त करें।

मैंने कक्षा 6 के लिए पाठ - योजना तैयार किया है जो "सामाजिक विज्ञान के विषय से है जिसका प्रकार "नगरिय - रहन - सहन और नगरपालिका" है। मैं अपना पाठ-योजना रवीन्द्रनार के आधार पर बना रहा है, इस के अन्दर मैंने कृषि विषय और समूह क्रियाकलाप करवाया गया है। जिस कारण छात्रों के मानसिक विकास में प्रोत्साहित है। समूह चर्चा से छात्र एक - दूसरे के साथ करके नये - नये विचार उपन्न करते हैं समूह चर्चा से पाठ-योजना से काफी छात्रों को अच्छा व समझ में आता है। यह पाठ-योजना काफी अच्छी रहती है।

रवीन्द्र नाथ -

द्वार
का

परिचय



रवीन्द्रनाथ टैगोर

रवीन्द्रनाथ टैगोर का जन्म 7 मई, 1861 को कलकत्ता में हुआ था। वे 'ब्रह्म समाज' के महात्मा नेता महात्मा रवीन्द्रनाथ ठाकुर के सबसे बड़े पुत्र थे। बचपन में रवीन्द्रनाथ की शिक्षा घर पर हुई। घर पर शक शिक्षक उन्हें पढ़ाने आता था। उनके पिता जी उन्हें उपनिषद् उपाधि एवं संस्कृत पढ़ाया करते थे। कुछ समय के लिए वे कलकत्ता के सेण्ट जेवियर स्कूल में भी पढ़ने गए। लेकिन स्कूलों की परम्परागत पढ़ाई से रवीन्द्रनाथ को घृणा थी। उन्हें वह प्यारी रटने वाली फक्टरी बताया करते थे।

उन्हें 1913 में उनके काव्य संग्रह "गीतांजलि" पर नोबल पुरस्कार प्राप्त हुआ। रवीन्द्रनाथ टैगोर प्रकृतवादी थे। शिक्षा जगत में उनकी तुलना केवल रूसो से किया जाता था। उनका कहना था कि शिक्षा बालकों को केवल सूचना नहीं देती बल्कि बालकों को सही प्रकार के अस्तित्व के साथ हमारे जीवन को समरूपता में लाती है।

रवीन्द्रनाथ टैगोर का कहना था कि बालकों को शिक्षा पाना करते-करते अध्ययन करवाना बालकों से वाद-विवाद करवाना, क्रमिक विविध के द्वारा शिक्षा प्रदान करना, बालकों को पूर्ण रूप से स्वतंत्र होकर शिक्षा ग्रहण करवाना और वह कोई भी भाषा का प्रयोग कर सकता है। शिक्षा को संगीत के द्वारा भी

करवाना चाहिए, लोग ने शिक्षा का अर्थ व्यापक
 अर्थ में लिया है। उन्होंने अपनी पुस्तक में
 लिखा है - "सर्वोत्तम शिक्षा वह है, जो सम्पूर्ण
 व्यक्ति से हमारे जीवन का सामग्र्य स्थापित
 करती है। सम्पूर्ण व्यक्ति का अभिप्राय है संसार
 की चार और अक्षर जाड़ और चेतन, सुजीव
 और निर्जीव सभी वस्तुएं। इन वस्तुओं से
 हमारे जीवन का सामग्र्य तभी हो सकता है।
 जब हमारी क्षमतायां पूरी रूप से विकसित हो
 पायें। 7 अगस्त 1947 को भारत के इस महान
 कवि शिक्षाविद्, साहित्यकार का देहान्त हो
 गया था।

रवीन्द्रनाथ टैगोर का सिद्धान्त

1. सौहार्द-पूर्ण सम्बन्धों का सिद्धान्त

रवीन्द्रनाथ मानवीय सम्बन्धों की सौहार्द-पूर्णता के समर्थक थे। वे यह सम्बन्ध चाहे स्वयं मनुष्य के दूसरे मनुष्य के साथ हों या उसके अपने परिवेश के साथ या फिर समुची मानवता के साथ। उनका कहना था कि शिक्षा के सहारे मनुष्य को अपनी सामाजिक व्यवस्था में स्वयं अन्यन्त सौहार्दपूर्ण व्यक्ति के रूप में विकसित होकर आना चाहिए। उनके शब्दों में सर्वोत्तम शिक्षा वह नहीं है जो हमें केवल ज्ञान प्रदान करती है।

2. स्वतंत्रता का सिद्धान्त

रवीन्द्रनाथ के मत से बच्चों को उतनी स्वतंत्रता अवश्य मिलनी चाहिए कि वे अपनी इच्छानुसार अपना विकास और निर्माण कर सकें। उन्हें अपने दिल, दिमाग और संकल्प की स्वतंत्रता होनी चाहिए। उन्हें आत्मनिर्वाह की स्वतंत्रता भी होनी चाहिए। इस प्रकार के स्वतंत्र वातावरण में प्रकृति स्वयं बालक को शिक्षा प्रदान करेगी।

और इतने अच्छे ढंग से करेगी कि बालक अपने सामाजिक परिवेश में एक अत्यंत सफल व्यक्ति के रूप में उभर कर सामने आसगा। उसके लिए शिक्षा का अर्थ होगा "सौर देवी से व्यक्ति को कृषि"।

3. रचनाशील आत्मशिल्पि व्यक्ति का सिद्धान्त

स्वीन्डनाथ बालक के सिर्फ बौद्धिक विकास के पक्षधर नहीं थे। उनका कहना था कि बालक को रचनात्मक आत्मशिल्पि व्यक्ति को प्रोत्साहित किया जाना चाहिए। उनके अनुसार विविध हस्त कला, संगीतकला, चित्रकला तथा अभिनय कला के द्वारा ऐसा किया जा सकता है। उनका मानना था कि यदि आजर्कि के पूरे माहौल में बच्चों को रचनात्मक स्थितियों में आत्मशिल्पि व्यक्ति की स्तुति दी जाए तो ऐसी स्थिति में बालक स्वयं जो कुछ करेगा वह अत्यन्त मौलिक कार्य होगा।

4. प्रकृति के साथ सम्प्रेषण का सिद्धान्त

स्वीन्डनाथ टैगोर का मानना था कि बच्चों की शिक्षा धरो तरह प्रकृति के सानिध्य में दी जानी चाहिए। इससे मनुष्य रूप प्रकृति के बीच पुल से विद्यमान सम्बन्ध और अधिक मजबूत हो सकते हैं। मनुष्य और प्रकृति एक ही सृष्टि की रचनाएं।

ए। अतः बच्चों द्वारा प्रकृति के बीच उठने - बैठने, पढ़ने-
लिखने से उन बच्चों के बीच के आध्यात्मिक सम्बन्ध
और अधिक ठोस तथा अधिपूर्ण हो सकते हैं।
स्वीन्फ्राथ का प्रकृति के प्रति यह दृष्टिकोण प्रसिद्ध
शिक्षा - विद्गुरुओं के प्रकृति सेवक प्रेम और सीद्दिक
से परिपूर्ण है।

Satyam College of Education

NOIDA

Lesson Plan -

Date -

Name of the Student Teacher : ललिता कुमारी

Name of the School :

Medium : Hindi / English Teaching Subject : सामाजिक विज्ञान Lesson No.:

Std.: 7th Unit: नागरिक शासन Teaching Content : नगरीय सदन - सदन संप नगरपालिका

Teaching Method / Techniques : प्रश्न विधि , व्याख्यान विधि , प्रदर्शन विधि

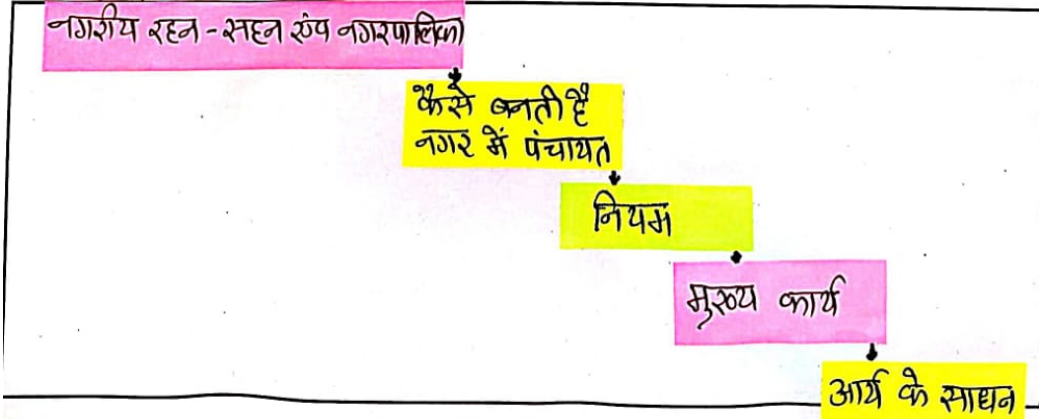
Teaching Learning aids : चार्ट

Aim of the teaching : छात्र-छात्रा नगरीय सदन-सदन संप नगरपालिका के बारे में

Objectives and Specifications : विस्तृत ज्ञान प्राप्त करेंगे ।

- छात्रों की सामाजिक विज्ञान के प्रति रुचि उत्पन्न होना ।
- छात्रों की कल्पनाशक्ति का विकास होना ।
- छात्र नगर पंचायत के विषय में बता सकेंगे ।
- छात्र नगर पालिका , परिषद और नगर-निगम के विषय में लिख सकेंगे ।
- छात्र नगर नियम की समझ-याँ बताना सकेंगे ।

Content analysis



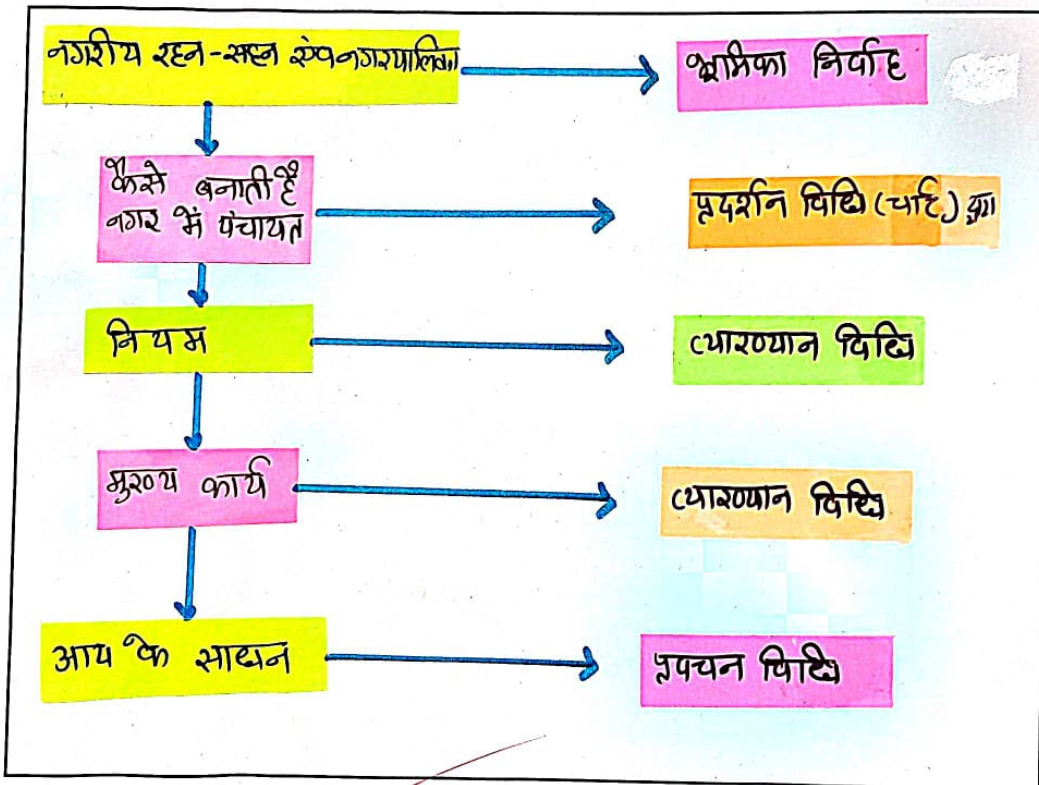
Core elements

सामाजिक अवरोधों को दूर करना ।

Life skills and values

आत्मजागरूकता और गहन सोच, शैक्षिक मूल्य ।

Task analysis / Task planning flow chart



Reflecting thinking (before activity)

मेरा ऐसा अनुमान है कि उक्त पाठ की पुरस्ती मेरे द्वारा शुरू बनाए गए योजना के अनुसार होने पर मैं अपने उद्देश्यों को प्राप्त करने में सक्षम हो सकूंगी ।

Previous Knowledge: छात्र-छात्राएँ नगरीय रक्षण-संरक्षण एवं नगरपालिका की सामान्य जानकारी रखते हैं।

Introduction:

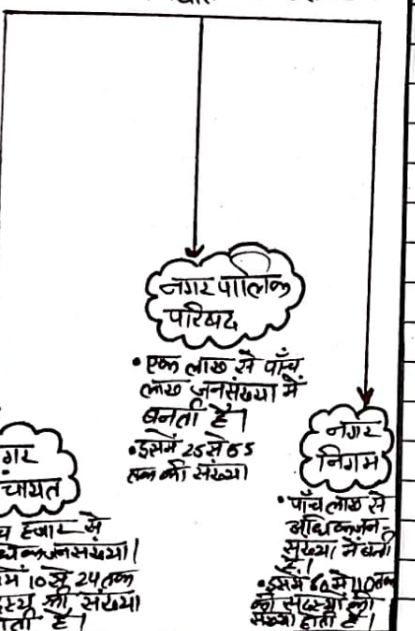
Teacher Activities	Student's Activities
1) क्षेत्र पंचायत के सदस्यों को क्या कहते हैं?	1) क्षेत्र पंचायत के सदस्यों को वी.डी.सी. मेम्बर कहते हैं।
2) जिला पंचायत के सदस्य कितने वर्षों के लिए चुने जाते हैं?	2) जिला पंचायत के सदस्य 5 वर्षों के लिए चुने जाते हैं।
3) जिस तरह गाँव की समस्याओं का सुलझाने के लिए ग्राम, क्षेत्र और जिला पंचायत होती हैं, उसी तरह नगर की समस्या का सुलझाना	3) बच्चे असमर्थ रहें।

Statement of Aim: आज हम नगरीय रक्षण-संरक्षण और नगरपालिका के बारे में पढ़ेंगे।

Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
नगरीय रक्षण-संरक्षण एवं नगरपालिका	<p><u>कृमिका निर्वाह</u></p> <p>गाँवों की छुट्टी के बाद जब भीरा रहीं थीं तो उसके साथ उसका भाई भी पहली बार शहर आ गया।</p> <p><u>गोकुल</u> :- (दरवाज़े-दरवाज़े देखते हुए) दीदी, नींद क्यों बड़े-बड़े भ्रमण भरकर्य हो रहा है।</p> <p><u>भीरा</u> :- उनहीं तुमने देखा ही क्या है? गाराखाने हैं, जहाँ बहुत उद्योग-धन्धे हैं। गाँव से आने-आते हैं।</p> <p><u>गोकुल</u> :- दीदी, यहाँ तो पैदल चलने हैं और सड़कों भी</p>	<p>गाँवों के द्वारा कृमिका निर्वाह किया जा रहा है। और अन्य लोगों देख रहे हैं।</p> <p>1. रुक जाते गोकुल हैं। 2. रुक जाते भीरा हैं।</p>

Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
	<p>प्र०] गोकुल नगर में किन किन समस्याओं को देखा था ?</p>	<p>उ०] गोकुल नगर में निम्न समस्या को देखा।</p> <ol style="list-style-type: none"> 1. सड़क पर पैदल चलने की कोशिश नहीं थी। 2. सड़क के किनारे पानी के लिफ्ट नल पर खड़े थे। 3. सड़क की हालत नहीं थी।
<p>कैसे बनती है नगर पंचायत / नगर-पालिका परिषद और नियम</p>	<p>प्र०] नगर की इन समस्याओं को दूर करता है तथा उन पर काम करता है?</p>	<p>उ०] नगर पंचायत बड़े नगरों में नगर पालिका परिषद तथा बहुत बड़े नगरों में नगर नियम काम करती है।</p>
	<p>नगर में पंचायत के स्तर</p>  <pre> graph TD A[नगर पालिका परिषद] --> B[नगर पंचायत] A --> C[नगर निगम] B --> D[नगर पंचायत] C --> E[नगर निगम] </pre> <p>नगर पालिका परिषद</p> <ul style="list-style-type: none"> • एक लाख से पांच लाख जनसंख्या में बनती है। • इसमें 25 से 55 तक की संख्या। <p>नगर पंचायत</p> <ul style="list-style-type: none"> • पांच हजार से अधिक जनसंख्या। • इसमें 10 से 25 तक सदस्यों की संख्या होती है। <p>नगर निगम</p> <ul style="list-style-type: none"> • पांच लाख से अधिक जनसंख्या में बनती है। • इसमें 15 से 10 तक की संख्या की संख्या होती है। 	<p>दयानपूर्वक देख लें समझ रहे हैं।</p>

Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
	ग्राम नगर में पंचायत के कितने स्तर होते हैं ?	ग्राम नगर में पंचायत के तीन स्तर होते हैं।
	ग्राम नगर पंचायत कितने जल-संख्या वाले क्षेत्र में होती है ?	ग्राम नगर पंचायत पांच हजार से अधिक लाख तक की जल-संख्या वाले क्षेत्र में होती है।
नगर पंचायत नगर-पालिका परिषद् और नगर निगम के नियम	ग्राम नगर पंचायत के लिए नियम कौन बनाता है ? नियमः	ग्राम नियम काबू न व राज्य सरकार के द्वारा बनाती है।
	<ul style="list-style-type: none"> • तीन स्तरों को 6 वर्षों के लिए बनाती है। • 18 वर्ष/उससे अधिक के लोग चुनाव में वोट डाल सकते हैं। • चुनाव बढ़ाने के लिए कम से कम 21 वर्ष की आयु होनी चाहिए। • तीनों स्तरों में कम से कम एक तिहाई महिला सदस्य होनी चाहिए। • नगर निगम में एक अध्यक्ष होता है, जिसे मेयर कहते हैं। 	द्वितीय स्तर के देख कर समझकर अपनी-अपनी उत्तर पुस्तिका में लिख रहे हैं।
	ग्राम तीनों स्तरों में कितनी महिला सदस्य होनी चाहिए ?	ग्राम तीनों स्तरों में कम-से कम 1/3 महिला सदस्य होना चाहिए।
	ग्राम नगर निगम के अध्यक्ष को क्या कहते हैं ?	ग्राम-निगम के अध्यक्ष को मेयर कहते हैं ?

Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
मुख्य कार्य	<p>पूर्ण दृष्टि पंचायत कैसे कार्य करती है ?</p> <p>"ठीक इसी तरह नगरों में भी तीन स्तरों को पंचायत समितियाँ में कार्य करती है।</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>जार्ज</p> <p>↔</p> <ul style="list-style-type: none"> • सड़कों की व्यवस्था, पानी की व्यवस्था, सड़कों पर शहरी की व्यवस्था करना। • शहर की सफाई - सफाई करवाना, कचरा ठठकाना। • बाजार एवं सर्जरी कक्षा की सफाई की व्यवस्था करना। • शहर में होने वाले जन्म और मृत्यु का लेख-जोख रखना। • पुस्तकालय, पाठशाला, बाग, पार्क आदि बनवाना। </div>	<p>नेटि-नेटी समिति बनाकर कार्य करती है।</p> <p>ध्यानपूर्वक व समझकर अपनी पाठ्य-पुस्तक में लिख रहे हैं।</p>
आय के साधन	<p>शहर में जिनके निजी मकान या जमीन हैं, उन पर टैक्स देना पड़ता है।</p> <p>2. पानी, सड़कों बिजली और शहर के लिए टैक्स लिया जाता है।</p> <p>3. दुकानों पर भी टैक्स लगाना पड़ता है।</p>	<p>ध्यानपूर्वक सुन रहे हैं।</p>

Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
पुनरावृत्ति	संघट्ट क्रियाकलाप	
	अध्यापक द्वारा समूह क्रिया दिया जा रहा है।	ध्यानपूर्वक सुन रहे हैं।
	"नगर को ठीक से व्यवस्था करने के लिए सरकार को क्या कार्य करना चाहिए" संघट्ट के निर्देश।	एक ग्रुप में बात
	1. एक बात समय देखा	1. एक समय देखा
	2. एक बात विचार को नोट करेगा।	2. सभी बच्चों के विचार लिख रहे हैं।
	3. सभी बात मिलकर वाद्य-विवाद करेंगे।	
	अध्यापक द्वारा बच्चों को तीन संघट्ट में बांटा गया A, B, C	
व्यवहार्य	अपने नगर की समस्याओं की सूची तैयार करें।	ध्यानपूर्वक अपनी पाठ्य-पुस्तक में लिख रहे हैं।
समापन कथन	आज हमने नगरिये रहन-सहन विषय के बारे में पढ़ा कल ब्लू प्रिंट के पूरन-उतार करेगा।	ध्यानपूर्वक सुन रहे हैं।

आत्म .
प्रतिबिम्ब

आत्म-प्रातेर्बैव

मैंने इस पाठ योजना को रवीन्द्रनाथ टैगोर के अनुसार बनाने के बाद यह अनुभव किया कि लोगों को क्रियाकलाप कृषिदान, अन्न द्वारा तथा वाद-विवाद आदि के द्वारा शिक्षा देने से लोगों का सर्वांगीण विकास होता है। इसीलिए रवीन्द्रनाथ टैगोर कि किलासमी अनुभविक महत्वपूर्ण है। अतः मैंने इस पाठ योजना में कृषिदान, वाद-विवाद क्रियाकलाप डाला है। और मैंने देखा कि लोगों को वह पाठ अच्छे से समझ आया है।

इस पाठ-योजना को बनाने के बाद मैंने रवीन्द्रनाथ टैगोर के सभी शिक्षण पद्धतियों को समझा जो कि क्रियाकलाप आदि द्वारा लोगों को करायी जाती है।

~~9/10/2023~~
इसी एक पद्धति में मैंने लोगों के लिए कृषिदान, नर्सरी और वाद-विवाद क्रियाकलाप को तैयार किया। इसे लोगों को आपसी असंबन्ध का विकास होगा तथा व पुरी तरह से सक्रिय रहेंगे। लोगों को स्वतंत्र होकर कोई भी कार्य दिया जाय तो वह उसे बहुत अच्छे से ही प्रकार से होगा तथा इस विकास होगा।

जान अज्ञान प्रकृति में माघ जुड़ते हैं तो वह कानि कुछ सीख पाते हैं। इसे अनुसार कसमठा से प्रकृति से संचार में विकसित करते हैं। तथा सभी क्रियाकलाप से कुछ-कुछ सिखते रहते हैं।


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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:

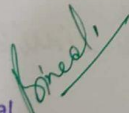
Nishu Agnihotri

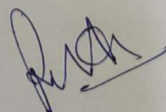
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1. What is Inclusive Education?
2. Special educational need
 - hearing impaired
 - visually impaired
 - locomotor disabled
 - learning disabled
3. Infrastructural provision
4. Adaptation in curriculum
5. Adaptation in Evaluation
6. Final report & self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


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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 classrooms 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 maximum.

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✓ 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.

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.

ADAPTATION IN CURRICULUM

• 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.

• 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.

• 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.

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 be 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.

✓
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.

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SATYAM COLLEGE OF EDUCATION NOIDA

COURSE - LANGUAGE ACROSS THE
CURRICULUM

ASSIGNMENT - 1

To prepare learning material in the form of written script based on different technique to enhance teaching learning transaction of language.

SUBMITTED TO
Ms. Ruby Tyagi

SUBMITTED BY
Puja Bhatia
Reg. No. - 999

Topic _____

Date _____

Page No. _____

ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my teacher Ms. Ruby Tyagi as well as my Principal Dr. Bineta Agarwal who gave me this golden opportunity to do this wonderful assignment on the topic, "To prepare learning material in the form of written script based on different techniques to enhance teaching learning transaction of language: debate, elocution, role play, mock conversation, dramatization, quiz, cross word puzzles, riddles which also helped me in doing a lot of research and I came to know so many new things.

I am really thankful to them.

Topic _____

Date _____

Page No. _____

CONTENT

S.NO.	TOPIC	PAGE NO.
1.	Introduction: What are different techniques?	1-3
2.	Techniques chosen and why?	4-5
3.	Learning Material	6-11
4.	Self Reflection	

R

INTRODUCTION: What are different techniques?

Language education may take place as a general school subject or in a specialized language school. There are many techniques to enhance teaching learning transaction of languages. Some of them are given as follows:

Debate -

Debate is a process that involves formal discussion on a particular topic. In a debate, opposing arguments are put forward to argue for opposing viewpoints. Debate occurs in public meetings, academic institutions, and legislative assemblies. It is a formal type of discussion, often with a moderator and an audience, in addition to the debate participants. It can be an effective and engaging way for students to analyze different concepts and to develop critical thinking and public speaking skills. They are also a useful technique for achieving greater participation in class and for discussing controversial issues in a structured environment.

Elocution -

Elocution can be defined as the skill of speaking clearly and with an accent that is considered correct. The word elocution comes from the Latin word 'elocutio' which means 'a speaking out' or 'manner of expression'.

Elocution is a skill used by many people who must speak in public or as part of their job. Proper elocution involves speaking clearly with a neutral accent. It's a skill that can be learned and must be practised.

Role play -

Role play is a technique that allows students to explore realistic situations by interacting with other students in a managed way in order to develop experience and trial different strategies in a supported environment. Participants are given particular roles to play in a conversation or other interaction, such as an email exchange, typical of their discipline. They may be given specific instructions on how to act or what to say, and afterwards there will be discussion about the interactions.

Mock Conversation -

A mock conversation is an emulation of real life experience situations like interview, call conversation etc. The conversational exercise usually resembles a real situation as closely as possible, for the purpose of providing experience to students. It can help students to understand what is expected in a real situation, and can help students to improve his or her self-presentation.

Dramatization -

The dramatization teaching technique refers to a collection of teaching tools that include traditional drama techniques, such as improvisation, storytelling, role playing and games. This technique is used to help students gain deeper

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insights into lessons, build on concepts and themes or as a means to test student knowledge. These creative techniques often bring a bit of chaos into the learning process, and teachers guide their students through this creative chaos while staying within the framework of the curriculum.

Quiz -

The quiz is a very powerful technique that can meet many teaching needs, from simple, multiple choice knowledge tests to complex, self-assessment tasks with detailed feedback.

Crossword Puzzle -

A crossword is a word puzzle and word search game that usually takes the form of a square or a rectangular grid of white and black shaded squares. The game's goal is to fill the white squares with letters, forming words or phrases by solving clues, which lead to the answers.

Riddle -

Riddle can be defined as a type of question that describes something in a difficult and confusing way and has a clever or funny answer, often asked as a game.

Example - "Three eyes have I, all in a row; when the red one opens, all freeze". The answer is traffic light.

Technique chosen and why?

I have taken role-play and quiz techniques for the assignment. I have taken these two techniques because:

Role play

Role play is one of the most effective way of acquiring language.

- It develops communication and language skills.
- It allows students to act out and make sense of real-life situations.
- It allows students to explore, investigate and experiment.
- It develops social skills as children collaborate with others.
- Through role play students learn to empathize with others taking part in a role play activity would usually mean that you are taking on the role of character which will teach children about the empathy and understanding of different perspectives.
- It helps students learn about different cultures.
- It encourages students to express their ideas and feelings in a relaxed environment.
- It develops children's awareness of themselves and others.
- It sparks creativity and imagination in students.

Quiz

Quizzes help students to learn as they involve retrieval practice, or thinking back to information previously learned and bringing it to mind. But quizzes do more than just jog student's memories.

- It gives teachers feedback. Frequent quizzes give the teacher an idea of how well the class as a whole grasps the concepts.
- It increase attendance.
- Quizzes promote test expectancy in addition to coming to class students may pay closer attention to the material when they are expecting to be quizzed.
- Studying is more efficient after a quiz.
- Quizzes help students identify what they know and what they don't know. The students then have a better idea of how well they are grasping the material, and motivating them to study.

Learning Material

The prepared learning material is for class 7. It is based on the chapter 'Gopal and the Hilsa fish'. The technique opted for this learning material are Role-play and Quiz.

1. Role play

Gopal and the Hilsa fish

Students, today we will start a new chapter. This new chapter is a story which is revolving revolving around a fish known as Hilsa fish. We will understand this story by role play technique. I have divided the role of different characters in this story.

The assigned roles are as follows:

Narrator - Student 1
Fish seller - Student 2
Courtiers - Student 3
King - Student 4
Gopal - Student 5
Child - Student 6
People - Student 7
Guard - Student 8

Role play Script

Scene 1 : At Market

Narrator : It was the season for hilsa fish fishermen could think of nothing but hilsa fish.
Fishmongers sold nothing but hilsa fish.

Fish seller : come, buy. The price of Hilsa is down today.

Scene 2 : The Household

Narrator : Householder could talk of nothing but hilsa fish.

Wife : How much did you pay for that Hilsa ?

Husband : You wouldn't believe it if I told you.

Scene 3 : In the Palace

Narrator : And in the Palace to the courtiers could discuss nothing but hilsa fish.

Courtiers : you should have seen the huge I got it was.....

King : stop it ! Are you a courtier or a fish man ?

Narrator : the courtier fell silent with downcast eyes. The king felt guilty.

King : I am sorry I lost my temper. It is the season for Hilsa fish and no one.....

not even Gopal can stop anyone from talking about hilsa fish. Not even for 5 minutes !

Gopal : Oh, I think I could ,Your Majesty.

King : Then let me see you buy a huge Hilsa in Ringgit to the palace without anyone asking you
a word about it !

Gopal : I accept the challenge , Your Majesty.

Scene 4 : Gopal's Home

A FEW DAYS LATER

Wife : Why is your face half shaven?

Gopal : I'm dressing up to buy a fish.

Wife : What's the matter with you ? Why are you smearing yourself with ash ?

Gopal : I told you I 'm dressing up to buy a Hilsa fish .

Wife : Listen to me ! Please. You can't possibly go out in those disgraceful rags ! What are you
up to ?

Gopal : How many times must I tell you woman ? I am out to buy huge Hilsa fish.

Wife (thinking) : It's happened to him ! He's gone mad !

2. Quiz

Today we will take a quiz to know how much we understood the story 'Gopal and the Hilsa fish'.

But before starting the quiz we will make some arrangements.

The instructions are as follows:

- The class will be divided into ~~two~~ teams - A and B.
- Each team will contain ~~5~~ students.
- ~~Two~~ students will be time keepers.

Rules

- A team gets 30 seconds to answer the question intended for it, and is awarded 20 points for answering it.
- If the team, the question intended for gives a wrong answer, the teacher will give the correct answer.
- If the team that the question intended for passes it. The next team get 15 seconds to answer it and is awarded 10 points for the right answer.
- The team members can discuss before giving the answer.
- If a team cannot answer a question they can pass it or after 30 seconds it gets automatically passed to the next team.
- If a team is answering a question and the time passes, then the team gets to complete the answer and is awarded points for the right answer.
- No buzzer will be used in this quiz.

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- No buzzer will be used in this quiz.

Quiz Questions

Question 1.

The king was fed up:

- (a) with the daily routine
- (b) of the talk of Hilsa fish
- (c) of his courtiers
- (d) of lying down

Question 2.

Gopal was clever so he:

- (a) cheated the king
- (b) disguised himself
- (c) went to the king's courtiers
- (d) made his arguments, strong

Question 3.

The king challenged Gopal to bring the huge hilsa:

- (a) in the open place
- (b) to show to the public
- (c) to the palace
- (d) to sell It In the market

Question 4.

Gopal wished to fulfill the dream

- (a) of his master
- (b) of his employer
- (c) of the king
- (d) of the courtiers

Question 5.

It was important to execute things:

- (a) which were against his wishes
- (b) which were three in number
- (c) which were not liked by his
- (d) as he was ordered by the king wife

3

Before you read



0251CH03

Have you ever read a comic book? A comic book contains stories told mainly through pictures.

Gopal and the Hilsa-fish



IT WAS THE SEASON FOR HILSA-FISH. FISHERMEN COULD THINK OF NOTHING BUT HILSA-FISH.

EVERYONE WAS TALKING ABOUT HILSA-FISH. COME, BUY THE PRICE OF HILSA IS DOWN TODAY.

HOUSEHOLDERS COULD TALK OF NOTHING BUT HILSA-FISH.

HOW MUCH DID YOU PAY FOR THAT HILSA?

YOU WOULDN'T BELIEVE IT IF I TOLD YOU.

AND IN THE PALACE TOO THE COURTIERS COULD DISCUSS NOTHING BUT HILSA-FISH.

YOUR MAJESTY, YOU SHOULD HAVE SEEN THE HUGE HILSA I CAUGHT, IT WAS...



ONLY THEN DID THE KING REMEMBER THE CHALLENGE HE HAD THROWN TO GOPAL.



Self Reflection

Through this assignment, I got the opportunity to learn about how to prepare learning material in the form of written script based on different techniques to enhance teaching learning transaction of language. The chapter that I have taken for this learning material is 'Gopal and the Hilsa fish' of class 7. The techniques that I have taken for this learning material are role play and quiz. There are many other techniques which can be used to enhance teaching learning transaction of language such as drama, elocution, crossword puzzles, riddles etc. But I have taken role-play and quiz because these two techniques cater maximum requirements of students in less time.

Also during the preparation of learning material I learned the importance of learning material. It helps in teaching the lesson more effectively as it helps to better interpretation and appreciation of the concepts, contents as well as the subject matter. It significantly increases students achievement by supporting student learning.

Thus, this learning material provided me an important aspect of teaching. I learned a lot from this and I feel my knowledge has greatly expanded as a result of this experience.

good!

Rinky

SATYAM COLLEGE OF EDUCATION



Assignment No. 1

Optional course 12

(Guidance and counseling)

Topic

**REPORT ON EXECUTION OF CAREER
INFORMATION EXHIBITION**

(Media and Film making)

SUBMITTED TO:

Preeti Agrawal

SUBMITTED BY:

Mrigakhee Pandit

Regn No. 849

B.Ed 4th Semester

Topic _____

Date _____

Acknowledgement

At first, I owe my sincere regards to my teacher Ms Preti Agrawal for her guidance and constant inspiration throughout the course of my assignment.

I would like to thank our Principal, Dr Binetta Agrawal for her constant motivation during the progress of my work.


I sincerely express my gratitude to the faculties of our college for ~~our~~ their encouragement and suggestions.

I am also thankful to my parents as well as my classmates and team mates for helping me complete my assignment.

Principal

SATYAM COLLEGE OF EDUCATION, NOIDA
Affiliated to SNDT Women's University, Mumbai

CAREER INFORMATION EXHIBITION 02.03.2020



CAREER INFORMATION EXHIBITION 02.03.2020

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Introduction

Career counselling is the process of helping an individual come up with a personal career plan by collecting, collating and evaluating various information about the self and the world of work to help the client meet his/her life goals and take the necessary steps to implement the plan.

The career counselling exhibition was a part of our theory paper "Guidance and Counselling".

The career counselling exhibition was organised on 2nd March 2020, under the guidance and supervision of Ms Preeti Agarwal.

The exhibition showcased different career options in details. The students were divided into groups and the groups included careers of Teaching, Media and Filmmaking, Medical, Engineering, Short-term courses, Management, Banking were the different groups.

I including 9 other members worked on the topic Media and Filmmaking and this assignment consists of a detailed report on the planning, preparation & Organisation of it.

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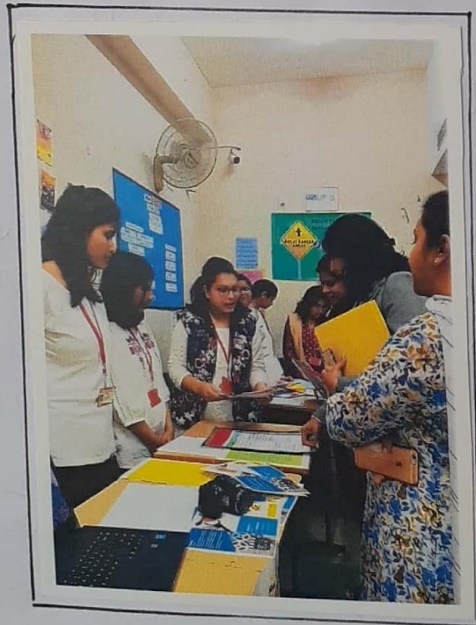
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Planning and Preparation

- The students of the class who opted for guidance and counselling paper were divided into groups assigned with particular topic
- A period of one week was given for proper planning and collection of detailed data about the topic
- All the group members were assigned work individually like making concept maps, chart, flash card, brochures were made, PPT were made
- Students were given the sequence to speak up their allotted part
- Printouts of various movie posters, educational institutions, scholarships were also arranged for a systematic discussion of the career.

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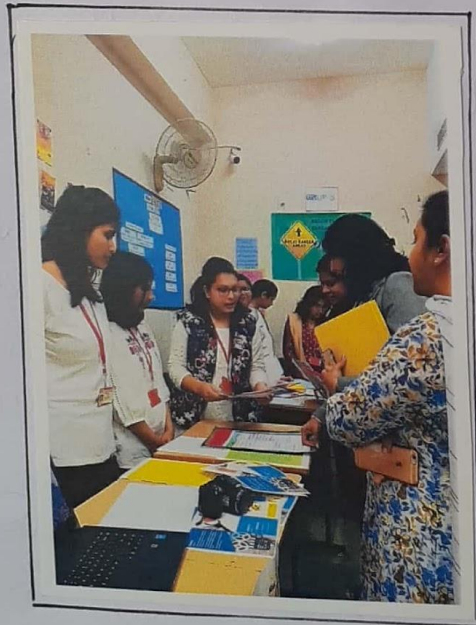


Organisation

- The exhibition on Career Counselling was organised on 2nd March 2020 in Satyam College of Education.
- The groups for the presentation were allotted space.
- Each group displayed their topic as well as relevant materials on the wall.
- Our group 'Media and Filmmaking' displayed concept map, different newspapers, magazine samples, movie posters, different names of institution were shown.
- The group members spoke one by one on their allotted topic.
- Queries by the observers were answered confidently by the students.
- Information on career opportunities were divided under different headings like

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Career opportunities, job sector, institutions in India, institutions abroad, salary, eligibility, scholarship facilities for students, VISA facilities

- Information about courses were given in detail under certificate courses, diploma courses, graduate and post-graduate courses.
- Miscellaneous courses were also discussed under filmmaking under different streams
- The judges / observers of the exhibition were very interested to know more about this career option. They raised different questions to judge our capability.
- They provided good feedback for all the group members.
- All the students gave their best to make the exhibition successful.

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Report

The Career counselling event organised by the students of Guidance and Counselling made the event a great success.

The information provided by each group was very informative and gave detailed knowledge of the topic.

The observers gave feedback to each group and also gave few tips to improve in near future.

The exhibition provided the students to develop the skill of team work and co-operation.

The information provided by each group were of great help for the other group members.

Everyone attained a detailed idea about different career options.

The students of guidance and counselling were highly benefitted from this exhibition as they got the exposure to work and give guidance on career to the people.

Through this activity they not only learnt how to plan, prepare and organise but also developed their communication.

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Self-Reflection

The Career Counselling exhibition was organised in Satyam College of Education to develop the students skill of guidance and counselling.

The event was a great success and met the needs of the students.

The careers were discussed in detailed and the information provided were very fruitful for the students.

As a budding teacher, the exhibition has helped me to develop the team-work spirit, co-operation and also develop proper collaborative and communication skill.

The exhibition was overall a very informative one. The feedback attained was positive and it has encouraged me to work more effectively and efficiently in the field of career counselling.

Thus, the 4th semester B.Ed students had a great exposure to a detailed and informative career exhibition.

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