



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

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Library Work

B. Ed I Year -Contemporary India and Education

SATYAM COLLEGE OF EDUCATION
NOIDA (GAUTAM BUDH NAGAR)

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INTERNAL ASSIGNMENT
B.Ed. Session – 2019-2021

Submitted by
Name...*RADHIKA AWASTHI*
Roll No...*1029*.....

SNDT WOMEN'S UNIVERSITY, MUMBAI

COURSE 1-CONTEMPORARY
INDIA AND EDUCATION

ASSIGNMENT → 1

TOPIC: ESSAY ON EDUCATIONALIST
THINKER OF INDIA



SAVITRIBAI PHULE

SUBMITTED TO:

Ms. PREETI GOYAL
Ms. NEHA AGARWAL

SUBMITTED BY:

RADHIKA AWASTHI
REG. No (1029)
SEM-1
BATCH . B.Ed.
(2019- 2021)

PREFACE

As a part of the B.Ed curriculum and in order to gain practical knowledge we were required to pen down an Essay on any one Educationalist and their contribution towards the education of our country. To learn and write down about their Philosophy, the aims, their method of teaching and what according to them should be the role of a teacher in our schools.

Doing this assignment has helped me to work intensively to study and go through the life of the first ever Woman Educationist and Teacher of India 'Savitribai Phule' and pen down her life's achievements and the immense contribution she made for educating 'Women' by giving India, the gift of the first ever Women School.

This assignment has truly enlightened me and made me feel blessed and proud of being able to be educated due to Savitribai's efforts.

ACKNOWLEDGEMENT

I would like to express my gratitude to our faculties, Ms. Preeti Goyal Mam and Ms. Neha Agarwal Mam. I would like to extend my gratitude to our Principal Mam, Dr. Bineta Agrawal, who enabled us to feel motivated and complete the project successfully.

I would express my gratitude to Ms. Preeti Goyal mam for her immense support and her continuous guidance towards the completion of the project.

Topic _____

Date _____

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INTRODUCTION

Savitribai Phule, was an Indian social reformer, educationalist and poet from Maharashtra. She is regarded as the first female teacher of India.

Along with her husband, Jyotirao Phule, she played an important role in improving women's rights in India during British rule. She is regarded as the mother of Indian feminism.

Phule and her husband founded the first Indian School for girls in Pune, at Bhide Wada in 1848. She worked to abolish the discrimination and unfair treatment of people based on caste and gender.

A philanthropist and an Educationist, Savitribai was also a prolific Marathi writer. Though, at the time of her marriage she had not been educated because Brahmins forbade it for low caste and gender. Post marriage Jyotirao (her husband) educated Savitribai at home. After completing her primary education with Jyotirao she enrolled in Cynthia Fairman, Ahmednagar to become first Indian woman teacher and headmistress.

Let us take a look into Savitribai's Life Sketch.

LIFE SKETCHSAVITRIBAI PHULE

1831

BIRTH

Savitribai Jyotirao Phule was born on 3rd January, 1831 at Naigaon, about 50 kms from Pune.



1840

MARRIAGE

As was the practice then, at the age of 9, she was married to 12 year old Jyotirao Phule. They had no children of their own but later adopted a son 'Yashwantrao'.



1841

STARTED EDUCATION

She was home educated by her husband seeing her thirst for knowledge.

1846

PASSED EXAMINATIONS

Savitribai trained at Ms. Farar's Institution in Ahmednagar. Passed third and fourth year exams.



1847

STARTED SCHOOL - MAHARWADA

Savitribai Phule along with Sagunabai started school in Maharwada on 1st May, initially 8-9 girls were enrolled but within an year strength reached 40-45.



1848

STARTED INDIA'S FIRST SCHOOL FOR GIRLS

Country's first school for girls was started at Bhide Wada in Pune by Mahatma Jotiba Phule and Savitribai Phule. Savitribai became not only the first woman teacher but was also nominated as India's first lady headmistress on 1st Jan, 1848.

1849

FIRST SCHOOL FOR SHUDRA AND ATI-SHUDRA

Phule couple started school for adults at Usman Sheikh's Wada in Pune, for educating Shudra and Ati Shudra community. Savitribai taught at this school alongwith the first Muslim woman teacher of India, Fatima Sheikh.



1850

FOUNDATION OF RTE and MID-DAY MEAL SCHEME

The Phule couple gave stipends to children to reduce the drop out rate in schools. They took initiative to reduce malnutrition in children by taking care of the health of each and every child in school.

1852

AWARD FROM BRITISH GOVT

On 16th Nov, 1852, Phule family was honoured for their work, in the field of education and awarded 'Best Teacher'.

1852

STARTED MAHILA SEVA MANDAL

It worked for raising women's consciousness about their human rights, the dignity of life.

1853

STARTED INDIA'S FIRST INFANTICIDE PROHIBITION HOME

1854

FIRST INDIAN WOMAN WHOSE POEMS GOT NOTICED

1855

STARTED NIGHT SCHOOL

For agriculturalists and labourers

1863

STARTED ORPHANAGE HOME

1868

OPENED WELL FOR UNTOUCHABLES



1897

DEATH OF SAVITRI BAI

PHILE FROM BUBONIC PLAGUE

PHILOSOPHY OF SAVITRIBAI PHULE

Savitribai Phule, the greatest woman produced by modern India and one of the greatest Indians in all history, the one who lay the foundation for a movement of women's liberation in India.

They wanted to introduce practical philosophy of human being. She and her husband laid emphasis on philosophies like :

- (a) Individual growth through education and knowledge.
- (b) Care and humanism as virtue.
- (c) Self-reliance by being capable in all forms.
- (d) They wanted to interpret Indian tradition in their own liberal way.
- (e) They fought against Indian traditions that were regressive.
- (f) They fought for the right of Education of all.
- (g) They fought for the right of Education for Women of all social class and caste.

In her writings she constantly emphasized the importance of Education and physical work for knowledge and prosperity.

She felt that women must receive an education as they were in no way inferior to men; they

they were the building blocks of the future of a nation.

She had adopted a Feminist Philosophical Aspect of her thoughts through her deeds and writings.

For her work for women education many people called her as JANANAJYOTI (Flame of Education) and KRANTIJYOTI (Flame of Revolution).

In the thoughts of Savitribai Phule, a woman has a right to become intellectual and only through Education women can become intellectual.

She wanted to develop the qualities of Justice, Equality and Humanity through Education.

She also realised that women have not got the self-dependence due to lack of education. She was of the opinion that the development made in society is judged by the extent of education made available to women in society. Therefore she gave in her absolute support to her husband who was in favour of giving Compulsory Education to Women.

The influence of Jyotiba's thought on Savitribai is quite clear in her writings. In one of her writings she said:

In Savitribai's words :

"Let knowledge be your God,
Pursue it all the way with determination,
Attain success,
Don't let your mind sway, knowledge is precious,
It is the greatest gift of all,
One with a treasury of knowledge,
A wise person people do call.

Be self-reliant, be industrious,
Work, gather wisdom and riches,
All gets lost without knowledge,
We become animal without wisdom,
Sit idle no more, go, get education,
End misery of the oppressed and forsaken,
"You've got a golden chance to learn,
So, learn and break the chains of caste.
Throw away the Brahman's scriptures fast."

AIMS OF SAVITRIBAI PHULE

- ① They wanted no discrimination in Education. Education is for all irrespective of their social status, caste and gender.
- ② She wanted women to become Self-reliant, fearless and for that they need to be educated.
- ③ She wanted women to become intellectual, read, write, do craft and art activities; all of which was only possible through Education.
- ④ They wanted Individual growth of each and every citizen by getting education and then implying and applying it in their lives.
- ⑤ They wanted humans to develop the qualities of Justice, Equality and Humanity through Education.
- ⑥ They wanted women to be Self-dependent and realized that the development made in society is judged by the extent of education made available to women, in society.
- ⑦ Right to Education - for all.

- ⑧ She inspired young girls to take up painting, writing and other activities so much so that an essay by Mukta Salve, at that time became the face of Dalit literature and Dalit feminism. Parent teacher meeting was conducted at regular intervals to aware the parents about the importance of education and to encourage children to attend the schools regularly.
- ⑨ She raised her voice against the prevailing practice of shaving of widows' heads.
- ⑩ Supported large number of widows in the Pune city and nearby villages, who were left to be sexually exploited and left pregnant without contraceptives or other measures. She opened a shelter for such women - Infant Prohibition Home - where widows could give birth to their children and leave them there.
- ⑪ To spread the message of Education they even started a Night School where they taught agriculturists, labourers and down-trodden people who had no option to go to schools during day.
- ⑫ To liberate the Shudras and Untouchable castes from exploitation and oppression.

CURRICULUM FOLLOWED BY SAVITRIBAI'S SCHOOLS

By 1851, Savitribai Phule along with her husband was running 3 schools with around 150 female students. For them the 'Curriculum' was not limited to teaching of a few subjects and following a course-structure.

For Savitribai, Education was not simply alphabetical learning, but rather, an evolution of the mind itself. The philosophy of teaching of Savitribai included a course of study- to enable the learner to acquire specific knowledge and skills and also social behaviours and thinking skills.

The curriculum at Bhide Wada included traditional, western curriculum of Mathematics, Science and Social Studies. But, it was not limited to course study. Her innovative way and method of teaching slowly attracted the common people, as the number of girls increased.

The curriculum's objective was the overall development of an individual to make them self-reliant and self-sufficient.

TEACHING METHODS USED

The following teaching methods were used and were implemented by Savitribai for her schools :

- ① She focused on overall development of an individual, which comprised physical development, socially developed and mentally intellect.
- ② She started teaching in an innovative way by telling stories, reading poems and reading short stories.
- ③ She included 'Sports' sessions into the daily routine of school.
- ④ She introduced 'Mid-day' meal scheme and Right to Education Act and provided stipends to children to encourage them pursue education.
- ⑤ Today's 'PTM' concept was well established by Savitribai 181 years ago. There were regular Parent Teacher Meeting to aware the parents about the importance of education and to encourage their children.

⑥ She realised that a 'Healthy Body' can only contain a 'Healthy Mind' and so worked towards reduction of Malnutrition in children of her schools by taking care of each one.

⑦ She published a lot of literary works that she created to spread the message of 'Education' for all.

⑧ Savitribai was the mother of modern poetry stressing the need of English education and educating through her poems in English. Her curriculum included English medium too.

DISCIPLINE OF LIFE

Discipline typically refers to "training someone to obey rules or a code of behaviour, using either punishment or correcting disobedience."

According to the Book, Building Classroom Discipline, there are 5 types of disciplines:

Ⓐ Preventive Ⓑ Supportive Ⓒ Corrective.

Savitribai Phule never practiced the way of punishment or authoritarianism. She was on the other hand, of the belief, to take every one together, learn together, make mistakes and correct together so that we grow together.

She prevented the young generation of women and the adults to differentiate on the basis of caste, creed and status.

She corrected the ugly face of the society for women at that time. She took many steps to bring women into a superior position in society.

She supported her husband Jyotirao Phule in

all his efforts to give the society the much needed reforms.

Her disciplined life helped her to overcome the hard times she faced as a teacher in the school when upper caste orthodox people used to look her down and used to pelt stones and throw dung on her. She was subject to harassment everyday as she walked to the school, but she faced everything courageously.

Only a disciplined person with pious and clear objectives in their minds can face any challenge and still get together to achieve their aim and objectives.

SELF REFLECTION

I am an Indian woman who reads, I owe her.

I am an educated Indian woman, I owe her.

I am an Indian girl who went school, I owe her.

At a time when the rights of women were almost non-existent, Savitribai Phule along with her husband, started the first women's school.

According to Savitribai, Education and Knowledge is the only remedy towards empowerment. They worked towards their dream of a society based on equality, scientific thinking, knowledge and education. But, in today's 21st century also, we witness social divisions in terms of religion, caste and gender. As such, there are many agitations and organizations are trying to maintain social equality among all the people of India, still there exist many issues which are needed to be corrected in the society for its development.

Jotiba and Savitribai were a formidable team, their ultimate aim, the unity of all oppressed communities. They were the first in modern India to launch an attack on Brahminic Casteist framework of society.

✓
Today's young girls and women can learn a lot from the way Savitribai's life:

① We need to be strong enough to face any challenges coming in our way to success.

② Our aim in life and our objectives should consider the growth and development of our society too.

③ Learn to respect other women and work towards their upliftment.

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④ Be a supportive wife and partner of life. Believe on each other's goals and principles and stand strong to support each other.

⑤ Believe and practice equality of all castes, creeds and social classes.

⑥ Believe in the power of Education and try to educate at least one learner in your life. No gift is more valuable than the gift of knowledge.

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⑦ We can all strive hard to become a woman of Savitribai's calibre and achieve the impossible dreams and travel untravelled paths.

English education/ Mathematics education/ Economics

Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching

SATYAM COLLEGE
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ECONOMICS EDUCATION

Assignment-3

Prepare one lesson note on Models
of Teaching.

Submitted to-
Ms. Roopali
Chandra

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

Taba's Inductive thinking Based Lesson Plane on sectors of Indian Economy

Subject: Economics Class: X
Topic: Sectors of Indian Economy Date: 12/11/2021
Methodology: Inductive Thinking Time: 35 min

Aim:

- 1- Students will utilize scientific processes for concept formation.
- 2- Students will develop logical thinking.

Expected Behavioural Objectives:

At the end of the lesson, the students will be able to -

- 1- Enlist different examples of occupation.
- 2- Classify different sectors of Indian economy.
- 3- Define the different sectors of Indian Economy.
- 4- Generate more examples of different types of Sectors.

Material - Flash card, Chart

Topic _____ Date _____

Presentation -

Strategy 1 - Concept formation

	Teacher Activity	Student Activity
Phase 1 - Listing	Development (Brainstorming session) Teacher asks the students to open note book and write the name of different occupation?	Students will prepare a list through Brainstorming session. Possible list may be Service, Business, Farming, Fishery, Tourism, Manufacturing
Phase 2 - Grouping	Are there any that you see that can go together?	We can group - 1- Service, Tourism, Business 2- Farming, Fishery 3- Manufacturing, Business
Phase 3 - Labelling	<ul style="list-style-type: none">Teacher asks students to label the categories they made.Create a sample group together as a class.Talk about these group.	Common groups that the students can label are - Earning profit, Activities that use land, Activities that use water etc.

	Teacher Activity	Student Activity
data collection	Teacher at this stage motivates students to reframe their labels with correction in categories. Final labels they will put in the data chart.	Students can revise the list and reframe under the labels discussed with teacher like primary sector, secondary sector & tertiary sector.
Strategy 2 - Phase 4 & 5 - Identify & explain dimensions and relationships	<p>Interpretation of Data</p> <p>Teacher asks the students to mention the basis on which they have categorized</p> <ul style="list-style-type: none"> • what similarities do you see in various groups? • what are the points of distinction among these groups? 	<p>Students verbalize their observations and may give answers like -</p> <p>Sectors can be categorized on the basis of dominance, components, employment skills, etc.</p>

	Teacher Activity	Student Activity
Phase 6 - Making Inferences	Teacher helps the students to define the various types of sectors of economy on the basis of different characteristics.	<p>Students will make inferences with the guidance of the teacher.</p> <p>Primary sector - It is concerned with exploitation of natural resources.</p> <p>Secondary sector - It is concerned with transformation of natural products.</p> <p>Tertiary sector - It is concerned with various support for the development of Primary & Secondary sector.</p>
Strategy 3 - Phase 7 Prediction	Application of Principle Teacher will ask the students to counter check the characteristics enlisted for	Students ponder over the possibilities

	Teacher Activity	Student Activity
	each category of economic activity. Eg. what will happen if fruits are replaced by fruit jams.	
Phase 8 & 9 - Explain, support & verify Prediction	Teacher asks the students to verify the answer by supporting your answers. Teacher asks to verify the characteristics of sectors of economy.	Students will think and finally find out that there are many types of economic activities. They will find different sectors and can understand their classifications.

Testing / Evaluation -

- Explain sectors of Indian Economy.
- Enlist examples of each sector.

Assignment -

Categorize various types of sectors of Indian Economy that you see in daily life and write the importance of each sector.

Social Science Education

Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching

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ScE

ASSIGNMENTS
B.Ed. Session – 2017-2019

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

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

Topic _____

Date _____

LESSON PLAN BASED ON COLLABORATIVE LEARNING

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2. CONTENT

- (i) Acknowledgement
- (ii) Introduction on Collaborative Learning
- (iii) Advantages of Collaborative Learning
- (iv) Lesson planning
- (v) Self Reflection
- (vi) Conclusion.

Acknowledgement:

I would like to express my special thanks of gratitude to my respected teacher ma'am Preeti Goel (M.A. - B.Ed. of Satyam College of Education) as well as our respected ma'am principal

who gave me the golden opportunity to do an assignment on the topic Equality. Based on Collaborative learning, which also helped me in learning more about going more details into a subject matter and to plan carefully for effective learning teaching process.

Once again I am thankful for the guidance and instruction of advice you have given to us for the benefits of our own knowledge of understanding.

Lastly, I would like to thank my sister for the love and consideration she has shown me throughout my work in which I am able to finish my assignment everything on time.

Introduction On Collaborative Learning:

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas; monitoring one another's work etc).

Collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetric roles. It is refers to methodologies and environments in which learners engage in a common task where each individual depends on & accountable to each other.

Thus collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning or solutions / to create an artifact/product of their learning.

Advantages of Collaborative Learning:

(i) Enhances problem-solving skills:

Collaborative learning involves clear stipulation of an educational task with instructions that required students to discuss the work so as to come up with solutions to the problem.

(ii) Inspires Critical thinking:

An active collaborative learning requires an instructor to view teaching as a method of developing and increasing student's capacity to learn as their role is to transmit information while facilitating the learning process. It includes creating and handling meaningful learning experiences to stimulate students to think through actual and existence problems.

(iii) Improve Social Interactions and Supports Diversity:

It involves students forming groups, and each group handles part of the job so that at the end they all create a complete activity just like a jigsaw puzzle. Use of Jigsaw Strategy-

provides students with the chance to enthusiastically help each other shape understanding as the instructor assigns them to groups that require varying skills.

④ Aid the Development of Self-management Skills.

Collaborative learning requires us to be a good decision maker. It is evident in group-works where you have to be able to and willing to take a difficult task or assignment and break it down so that we can find the solution. It helps us to be a good problem solver, able to think through challenging tasks, examine and scrutinize solutions.

⑤ Development of Oral Communications Skills:

Collaborative learning is dependent on the effectiveness of the group for the students to attend and accomplish their assignments. The entire group discussion relies on strong communication skills (sending information, receiving feedback, and showing it with the whole class). It enables students to communicate both on intellectual and emotional levels by explaining their thoughts, expressing their feelings openly but positively, etc & telling others how they feel through their nonverbal communication.

LESSON PLANNING:

Name: Themthinghangsh

Date: _____

Roll no: 8

Sub: Social Science

Topic: On Equality

Duration: 30 min

Teaching method/technique: ?

Teaching learning aids: ?

Aim of the teaching: to get clarity about Citizen rights.

Objectives and specifications:

① To develop a knowledge about the Civic in Social Science

② To know different types of rights.

- Students will be able to develop the Idea about right to vote.

- Students will be able to differentiate between two kinds of Inequality.

- Students will be able to identify rights on dignity.

Content Analysis :-

EQUALITY

Right to vote

kinds of Equality

Caste inequality

Gender inequality

Recognizing Dignity

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Core Elements: promotion of National Identity, Removal of Social barriers and Removal of Gender disparity
Life Skills and Values: Self awareness, critical thinking, decision making, moral and Educational value.

Task Analysis:

EQUALITY

Right to vote → Demonstration & Games methods.

Other kinds of Equality → Lecture method.

Gender Inequality → Through Flash Cards.

Cast Inequality → Demonstration method

Recognising dignity → Group discussion Activity.

Reflective thinking (Before Activity)

It is assumed that the planned activities during task analysis pupil teacher will be able to achieved its desired objectives.

Previous knowledge:

It is assumed that student have the basic knowledge about Equality.

Introduction:Teacher ActivitiesStudent's Activities

Q In our class room both girls and boys study together what does it show?

Ans:- It shows Equality/unity.

Q In today's world does patriarchal society treats women in the same way as they are?

Ans:- No, but somehow it is slowly changing.

Statement of aim: So today we will learn about Equality of rights & other kinds of

Teaching pointsTeacher's ActivityStudent's Activity

developing
Exercise

Two boy/girl have been elected as the nominee for class head leader.

- Listening
Carefully.

Now each student's will come out one by one & give their vote to their desired elected candidate & put the slit in the voting box.

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- Giving their vote to their respected candidate for the head girl.
- Actively participating.

Draw
Propose

VOTE BOX.

Teaching Points

Teacher's Activity

Student's Activity

What did you learn or observe through this activity?

All the students are giving their desired votes to the candidates.

It is a very important aspects of democratic societies. It means that all adult who are 18 & above Indian Citizen have right to vote whether he is rich/poor, upper/lower, any religion is called universal adult franchise.

Understanding the meaning of Equality and the concept of Voting.

Types of Equality



1) Gender Inequality -

Showing some pictures on the chart.



observing carefully.

Teaching points

Teacher's activity

Students activity.

Q¹ What do you observe in this picture?Q¹ Ans - A boy is not equal to girl (\neq)Q² Showing them more pictures. What do you see?Q² Ans - A boy is given more money & the girl is given less money.

So, this shows that there is a gender inequality. Gender Inequality means when men & women are not treated equally.

Now give me some more eg. of women facing in our society.

- Less opportunity given to educate.

- preferences of male child.

- female infanticide.

- Deprivation of freedom and choice.

V. good.

Teaching points

Teacher's Activity

Student's Activity

② Caste Inequality.

Showing some pictures.



Observing Carefully.

Q. What do you observe?

Ans. A wealthy man discriminating the weak and the poor person.

Caste system means, where people were are categorised into its different social strata or different hierarchy and treated differently according to the caste they belong.

Listening Carefully.

Q. How is Dalit prop-

Teaching
points

Te
Activity

Student's
Activity

ple consider in our
society?

- They are
considered as
50% lower
caste. Dalits
means broken
and by using
this word
itself shows
how much they
are discrimina-
ted

Recogni-
sing
Dignity:-

As Our Coun-
try India is
not only Country
fighting for
Inequality.

Listening
Carefully

So now we'll divi-
de our class into
2 groups.

And discuss
among yourself
how we can
maintain the
Dignity?

- Seating
according
to their
group.

- Actively
participating

Teaching Points	Teacher's Activity	Student's Activity
	<p>Teacher will sum up any points to their answer whenever required</p>	<p>After discussing ↓ Here are the points → ① By changing the attitude and mindset of the people ② Through Education, Education about Civic Responsibility ③ Giving respect to its unique Individuality etc.</p>
<p>Recapitulation</p>	<p>Q. In a democracy why is Universal adult franchise Important?</p>	<p>Ans- It is imp. to promote rights and Equality of a Citizen.</p>

Teaching points	Teacher's activity	Student's Activity.
-----------------	--------------------	---------------------

Q2. What do you mean by Caste system?

- Caste system means a people or a society being differentiated on the basis of its hierarchy.

Q3. Why it is imp. to have gender equality?

Ans:- To flourish in all terms of development as well to become a good nation.

Home Work :- Read and Come all the lessons we have learn today

Give Creative Home work

Closure: So today we have learn about Equality & how to recognize dignity to men & women we will have class test on the topic we have learn

Self Reflection

The activities that I have planned encourage students to think more about humanity, Equality and love and respect for its differences.

And also it makes them to gather and discuss / share their point of view and learn by collaborating one another's Ideas, thinking and suggestion.

They were actively participating and responding to the task I have set during its planning.

This Activities also allows them to be more comfortable in their talking as well as learning process much more easily and grasp new more Ideas.

And gives different responses to maintain the dignity of one's Individual or Society as a whole.

CONCLUSION

During a collaborative learning session, students not only work on academic assignments but also get to develop their social skills and learn together which improves their relationships with others in the class. Being able to accommodate collaborative learning into my teaching plan successfully allow students to engage and involve themselves more actively in the learning process rather than be passive students. It gives them a chance to learn their strengths and weaknesses as they work in groups, as they interact with their peers. Collaborative learning not only enhances the learning process but also makes students happy.

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Knowledge and Curriculum

ASSIGNMENT OF KNOWLEDGE AND CURRICULUM

ON

Topic - "Critical
analysis of existing
curriculum of
Economics"

Submitted to:
Dr. Yogita Groel

Submitted by:
Nidhi Agnihotri
Roll no - 916
Sem - 3

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The word 'curriculum' was derived from the Latin word *curvus* which means 'chariot' or 'runway'. That may curriculum is a course of run for reaching a certain goal or destination. Curriculum of the school, thus, help in the attainment of certain goals.

Curriculum means totality of experiences of the child which go in the school or after school hours so as to develop a balanced personality.

According to FROBEL: "Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race.

In formal education, a curriculum is the planned interaction of pupils with instructional content, material, resources and processes for evaluating the attainment of educational objectives. Other definitions combine various elements to describe curriculum as follows:

• All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.

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CURRICULUM DEVELOPMENT

① Self awareness - Through micro economics student able to know about the monetary aspect of the life. They come to know how the budget and expenditure. It make them aware about the outer reality of business world.

② Decision making - In micro economics student study about the demand and supply and how consumer and producers make decision according to their profit. Economics is all about decision making. Economics helps the person in making effective and profitable decision ~~from~~ through rational management of scarce resources.

But the content of the books given in the next books should be update and according to the new economic policy. The book should include the recent data and examples to make the concept of the student more clear.

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Language across Curriculum

INDEX

1. Definition of multiculturalism & multilingualism
2. Advantages of multiculturalism & multilingualism.
3. Disadvantage of multiculturalism and multilingualism
4. Challenges faced by teachers and student in multicultural and multilingual classrooms
5. Role of teacher
6. Conclusions

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DEFINITION OF MULTICULTURALISM AND MULTILINGUALISM

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MULTICULTURALISM

The presence of, or support for the presence of, several distinct cultural or ethnic groups within a society.

- Multiculturalism is a word that describes a society where several different cultures live together.

MULTILINGUALISM

Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages.

Multilingual means using or having the ability to use several languages with some fluency.

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ADVANTAGES
OF
MULTICULTURALISM
AND
MULTILINGUALISM

Multiculturalism improve positive socialization behaviours among children.

Multiculturalism provide positive self - regard in one's own culture.

Multiculturalism provide positive attitudes toward the culture of others.

- Diversity of cultural origins ~~mean~~ diversity of ideas and perspectives.

- Different ways of approaching problems

- Builds respect among student for their culture.

- Building Empathy in the classroom.

- Fosters acceptance and tolerance in learning environment.

- Encourages critical thinking.

- Multilingual persons have more career prospect available to him.

It create an opportunity for early diversity.

Multilingualism improves a person's working memory.

- Learning one new language makes it easier to learn more.
- Being multilingual allow for individual wisdom to develop
- Person can travel with more confidence because they understand what others are saying.
- The brain benefits from multiple positive cognitive benefits.

DISADVANTAGES
OF
MULTICULTURALISM
AND
MULTILINGUALISM

- In multicultural classrooms, many of the student may understand only some of what the teacher says and may lack the vocabulary to ask detailed questions.

• Teachers of multicultural classes may be at a disadvantage when it comes to communicating with their student's parent.

• Children from ethnic minorities or immigrant families would take time in getting accustomed to a new environment.

• The possibility of a social conflict occurs due to differences in religious beliefs and practices.

• Person might struggle to get along in monolingual societies.

• There might be a lack of skilled educator in community.

CHALLENGES
FACED BY
TEACHER AND
STUDENT
IN A MULTICULTURAL
AND
MULTILINGUAL
CLASSROOM

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- Learn as much about and become as sensitive to and aware of racial, ethnic, cultural and gender groups than your own.
- Infuse multicultural instructional material and strategies in teaching.
- Plan activities within a multicultural framework.
- Never make assumption about an individual based on their perception of that individual's race, ethnicity, culture or gender.
- The non-judgmental attitude of the teacher will go a long way in restoring equilibrium in the multicultural milieu.
- Teacher should be sensitive to learner's individual cognitive and affective differences.

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- Teacher should know how to foster learner's multilingualism.
- Teacher should have highly developed cross-linguistic and metalinguistic awareness.
- Teacher should be multilingual themselves and serve as model for their learners.
- Teaching and learning material should be developed in local languages so as to entirely reflect local cultures.
- Educators and teachers must be trained to teach in a multilingual and multicultural environment.

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Satyam College
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Gender, School & Society

Assignment on:-

Book Reading related
to Gender issue

Submitted To:-

Mrs. Neha

Ma'am

Submitted By:-

Neha Singh

Registration no.

885

Topic _____

Date _____

THE YELLOW WALLPAPER

- Charlotte Perkins
Gilman

"The Yellow Wallpaper" is a 6000 word short story by American writer Charlotte Perkins Gilman, which was first published in the month of January of the year 1892 in the New England Magazine. It is regarded as an important early work of American feminist literature, illustrating attitudes in the 19th Century towards women's health, both physical and mental.

"The Yellow Wallpaper" a tale of one woman's descent into madness is Charlotte Perkins Gilman's response to the male-run medical establishment and the patriarchal structure of the nineteenth-century household. Gilman's short story is a warning to her readers about the consequences of fixed gender roles assigned by male dominated societies of the man's



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role being that of the husband and rational thinker, and the woman's role being that of the dutiful wife who does not question her husband's authority. In "The Yellow Wallpaper", Gilman depicts a marriage in which both the narrator and her husband are trapped in their assigned roles and are doomed because of this.

The story focuses on the narrator's "nervous condition" as she slowly loses sense of reality, the whole time being totally misunderstood and misdiagnosed by her husband, a doctor who is unable to understand a woman's psyche and who believes the best treatment is for her to confine herself to her room & rest. The narrator says, "If a physician of high standing, and one's own husband, assures friends and relatives



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that there is really nothing the matter with one but temporary nervous depression a slight hysterical tendency- what is one to do? Reading "The Yellow Wallpaper" in historical context, Jane Thaikil points out that the nineteenth century medical establishment did not understand how to deal with women's mental health issues, often misdiagnosing whole host of disorder as female hysteria. Thaikil explains that physicians employed the "rest cure" as a way to regain control over a situation they did comprehend. The narrator's "nervous condition" is not hysteria but, rather, probably the result of having recently given birth. Contemporary medicine "did not know what postpartum psychosis was, but that is clearly what the narrator is suffering from, as is evident in the passage in which she remarks, "It is fortunate Mary is so good with the baby. Such a dear baby! And yet I cannot be with him, it makes me so nervous. Gilman's push to raise awareness about misdiagnosis of women's mental health problems stems from the frustration she felt about her own treatment by Dr. Weis Mitchell when Gilman herself was diagnosed



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with a "nervous condition", one of the most obvious cases of a doctor disregarding a patient's words. In "The Yellow Wallpaper", Gilman is showing her readers that the male doctors were not listening to their female patients.

It is these patronizing attitudes that Gilman is fighting against, and she does so by illustrating the way that rigid gender roles have a negative effect on both women & men. John, the narrator's husband, is represented as the rational, respected doctor who is always taken seriously. The narrator on the other hand, is represented as emotional; she is not to be taken seriously. Rather than being described as rational, she is described as being "imaginative". It is seen as feminine & weak.

Significantly, the narrator is cautioned by her husband not to give in to her imagination and her "fancies" such as writing - the narrator says that her husband "hates to have [her] and wallpapering her room. John believes



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that if his wife resumes her creative
usage she will become well again and
assume the role of wife and mother.
Sadly, the narrator internalizes her
husband's advice, acknowledging,
"I meant to be such a help to John,
such a real rest and comfort, and here
I am a comparative burden already".
Because John believes that he is
supposed to function as the thinking
partner in his marriage, he won't
let his wife think for herself. Most
of the time when she asks John
for anything or tries to tell him anything
he ignores her & calls her names, such as
"blessed little goose" and "little girl", these
are names for children; and that is how
John treats his wife like a child. He
says to her, "I am a doctor, dear & I
know. Because he identifies himself as
the more rational, & therefore more intelligent,
partner in the marriage, John assumes that he
knows more than his wife about her condition.

Ultimately shows that in a patriarchal society,
we all are doomed; no one can survive the
rigid gender expectations placed upon
them.



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SCC

• ASSIGNMENT-2

Sub : Human Rights

• Topic : Content Analysis

Submitted to

Vandana
Verma mam.

Submitted by

SHWETA
915

Topic

Date

P.No.

प्रस्तावना

बी. एड. कोर्स के हिस्से के तौर पर
 human Rights Sub के अन्तर्गत कक्षा VII
 Sub सामाजिक और राजनीतिक जीवन

पर रिपोर्ट बनाने का अवसर प्रदान किया जिसके
 लिए मैं धन्यवाद व्यक्त करती हूँ।

मैंने इस रिपोर्ट में मैंने बताया कि कक्षा
 VII में राजनीतिक जीवन को human Rights
 से कैसे Relates करके पढ़ाया जाता है।

विषय - सामग्री

इकाई एक: भारतीय लोकतंत्र में
समानता

अध्याय - 1 समानता

इकाई दो: राज्य सरकार

अध्याय - 2 स्वास्थ्य में सरकार की भूमिका

अध्याय - 3 राज्य शासन कैसे काम करता है।

इकाई तीन: लिंग बोध - जेंडर

अध्याय - 4 लड़के और लड़कियों के रूप में बड़ा होना

अध्याय - 5 औरतों ने बदली दुनिया

इकाई चार: संचार माध्यम और विज्ञापन

अध्याय - 6 संचार माध्यमों को समझना

अध्याय - 7 विज्ञापनों को समझना

इकाई पाँच : बाजार

अध्याय - 8 हमारे आस-पास के बाजार

अध्याय - 9 बाजार में एक कमीज

भारतीय लोकतंत्र में समानता

अध्याय - 10 समानता के लिए संघर्ष

Book name - सामाजिक और राजनीतिक जीवन

Class - VII

Writer's name - चन्द्र भूषण कुमार

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कक्षा- 7 से सम्बन्धित है सामाजिक और राजनीतिक जीवन

यह पुस्तक कक्षा सातवीं से सम्बन्धित है इसका नाम सामाजिक और राजनीतिक जीवन 7 की है।
→ सातवीं कक्षा की पुस्तक में कौन-से मुद्दे लिखे हैं? 'भारतीय लोकतंत्र में समानता' की निहायत जरूरी भूमिका को समझना ही कक्षा सात की किताब का मूल सूत्र है।

यह सूत्र किताब की एक इकाई की विषय-वस्तु भी है। इसके अलावा किताब में चार और इकाइयां हैं - राज्य शासन, जेंडर, संचार माध्यम और विज्ञापन तथा बाजार। प्रत्येक इकाई में दो पाठ क्रम से आते हैं किंतु पहली इकाई में पाठ एक शुरू में और एक, किताब के अंतिम पाठ के रूप में रखे गये हैं। इन पांच शीर्षकों पर केन्द्रित हैं।

प्रत्येक इकाई में दो अध्याय हैं। इस पुस्तक में विद्यार्थियों को यह पढ़ने का मौका मिलेगा कि

लोकतंत्र में समानता क्या है और अन्य लोकतंत्रों में समानता क्या होती है। वे यह भी पढ़ेंगे कि अक्सर सिर्फ समानता ही काफी नहीं होती, बल्कि अपने मौलिक अधिकारों को साकार करने के लिए लोगों को लम्बे समय तक संघर्षों के रास्ते पर चलना पड़ता है। किताब के अखिर में (एक जीवित आदर्श के रूप में ~~संविधान~~ भारत का संविधान) के बारे में दिया है। यह संविधान इस पुस्तक में लोगों के समानता के संघर्ष में हमारे संविधान की भूमिका को उधारण गर मुख्य विचारों को पुनः आपस में जोड़ती है।

मैंने सामाजिक और राजनीतिक जीवन के Content को देखा है क्या ? का जिसके प्रत्येक Content में कहीं न कहीं मानव अधिकारों का उल्लेख हुआ है और इसमें दलित, मुस्लिम, गरीब आदि विभिन्न मुद्दों की चर्चा की गई है।

यदि मैं इस विषय के पहले Content की बात करूँ जो है भारतीय लोकतंत्र में समानता क्या है और क्या आवश्यक है जिसके अन्दर मैंने पढ़ा है कि बिना मानवाधिकारों के लोकतंत्र शास्त्र की बात ही नहीं कर सकते हैं। इस अध्याय में बताया गया है।

कि समानता क्या है और संविधान ने हमें क्या - क्या अधिकार दे रखे हैं। आप राजनीतिक जीवन के पाँचों Chapter को देखें तो प्रत्येक में कहीं - कहीं मानव अधिकारों का उल्लेख है।

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भारत एक लोकतंत्रीय देश है। कक्षा 6 की पुस्तक में हमने लोकतंत्रीय सरकार के मुख्य तत्वों के बारे में पढ़ा था, जैसे - लोगों की भागीदारी, संघर्षों का शांतिपूर्ण समाधान, समानता और न्याय।

'समानता' लोकतंत्र की मुख्य विशेषता है और इसकी कार्यप्रणाली के सभी पहलुओं को प्रभावित करती है। इस अध्याय में आप समानता के बारे में और अधिक जानेंगे - यह क्या है, लोकतंत्र के लिए यह आवश्यक क्यों है, भारत में सब समान हैं या नहीं और उन सभी के मानव अधिकारों को भी बताया गया है और मतधिकार को भी बताया गया है और अन्य प्रकार की असमानताएं और समानता को भी बताया गया है एक कहानी के द्वारा सभी को उनके मानव अधिकारों को बताया गया है।

तो इस प्रकार प्रत्येक Content में मानव अधिकारों को जोड़ने स्पष्ट भी किया है। उन्हें (जनता) (छात्रों) को उनके अधिकारों से अवगत भी कराया गया है।

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COPY WRITING

इस पुस्तक में Copy Writing काफी अच्छी दे रखी है जो छात्रों के लिए शोध्य व उपयुक्त है। सभी शब्दों को समान रूप से लिखा है। और इस पुस्तक की Preading जो है उन्हें बड़े शब्दों में इसरे शब्दों की अपेक्षा लिखा है। बीच-बीच में जिस Point की बात की गई है उनको बड़े बगैरे काल अक्षरों में लिखा गया है।

और इस पुस्तक में बच्चों को समझ में आये उसके लिए कुछ अक्षरों को रंगों से भी लिखा गया है और अलग-अलग box में भी कुछ रंगों का उपयोग करके बच्चों को समझाया गया है।

और Point को लाल रंग से बड़े अक्षरों से लिखा गया है और box में भी रंगों से लिखा गया है जो इस समझ में आये और कार्टून की तरह से उनको समझा गया है चित्र और अक्षरों का भी चित्र के साथ उपयोग किया गया है।

और Underline भी किया गया है। Point को जिससे छात्रों को समझ आये और पता भी चले। Book में काफी अच्छे से Copy Writing की गयी इस Book में छात्रों की class 3-ही Copy Writing को ध्यान में रखकर / Copy Writing की गई है।

BOOKS AND BOOKS COLOUR

जो book में Material दिया गया है प्रत्येक अध्याय में Material को विस्तृत रूप से दिया हुआ है लेकिन इतना भी बड़ा नहीं कि छात्रों को पढ़ने व समझने में परेशानी हो तो जो Material दिया हुआ वो Class व कक्षा को ध्यान में रखते हुए दिया है। Content a Subject से बाहर का कुछ नहीं लिखा गया है।

और प्रत्येक Content को छात्रों, मानव अधिकारों से जोड़ा गया है। Material छात्रों के योग्य, अच्छा दिया हुआ है।

Book का जो Material है उसका Colour से ऐसा है जिससे छात्र अच्छे समझ सकें कोई परेशानी ना हो उनको।

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Teacher Sign.

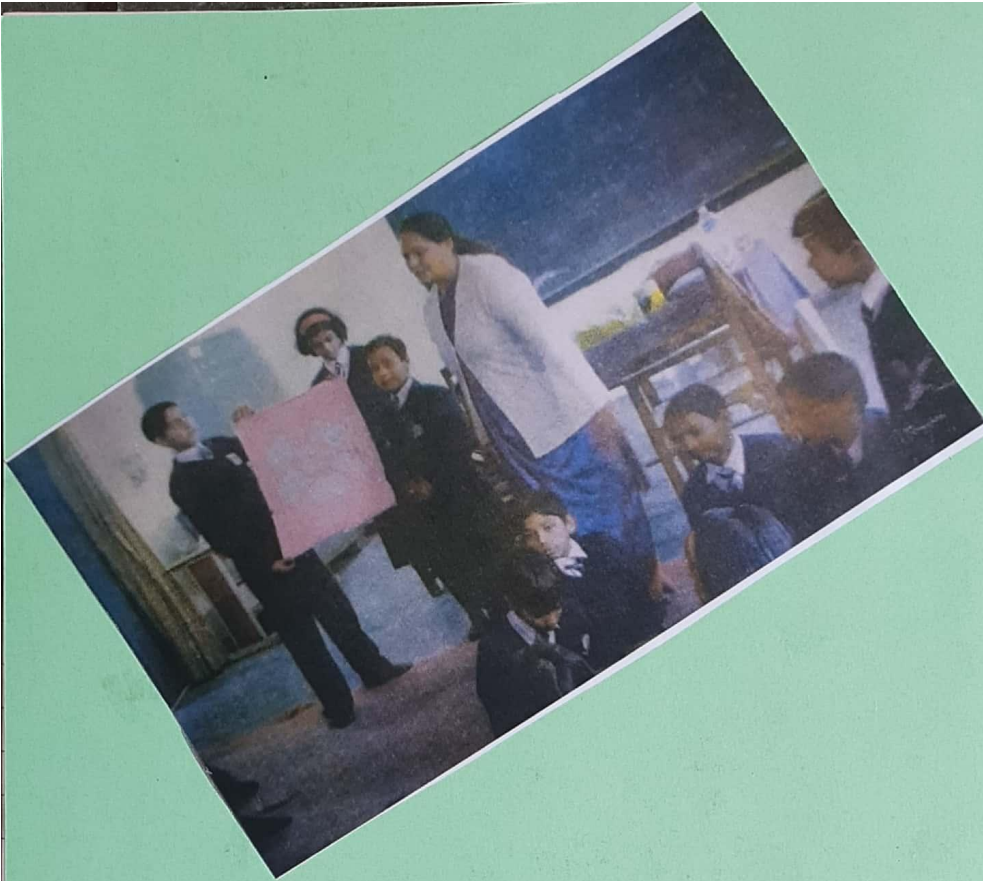
चित्रों का वर्णन उचित प्रकार से किया गया है अथवा नहीं

इस किताब के तीसरे पाठ में भी बहुत ही उचित प्रकार, रंगी चित्रों का वर्णन किया गया है इससे प्रत्येक संभ्रम अपना बॉल पेपर पूरी कक्षा के सामने प्रस्तुत करता है। जो चित्र के माध्यम से छात्रों को समझ में आ रहा है।

चित्र का प्रयोग पाठ-चार में भी कार्टून के द्वारा कहानी की तरह समझाया गया है जिसमें लड़का और लड़कियों के बारे में अलग-अलग कामों को और अधिकारों को बताया गया है।

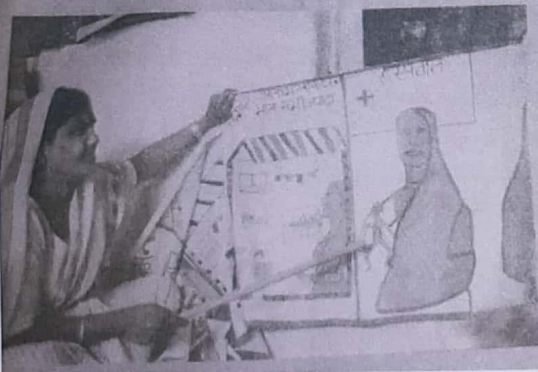
चित्र पाठ-चार में ही महिलाओं के काम और समानता को और गांव में आँगनवाड़ी केन्द्र में बच्चे और महिलाओं के कर्तव्य को बताया गया है चित्रों के द्वारा समझ में आ रहा है।

पाठ-चार में ही चित्रों के द्वारा जागरूकता बढ़ाना और औरतों के अधिकारों को और समाज में जागरूकता को बढ़ाना और महिलाओं



जागरूकता बढ़ाना

औरतों के अधिकारों के संबंधों में समाज में जागरूकता बढ़ाना भी महिला आंदोलन का एक प्रमुख कार्य है। गीतों, नुक्कड़-नाटकों व जनसभाओं के माध्यम से वह अपने संदेश लोगों के बीच पहुँचाता है।



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के आंदोलन का एक प्रमुख कार्य की चित्रों के द्वारा समझाया गया है और उस चित्रों में नुक्कड़-नाटक व जनसभाओं के माध्यम से वह अपने संदेश लोगों के बीच पहुँचाता है। उस चित्र के द्वारा पता चल भी रहा है और कुछ चित्र जो साफ नहीं दिख रहे हैं। उससे कुछ समझ नहीं आ रहा है और उस चित्र का रंग भी ऐसा है कि छात्रों को अच्छे से समझ नहीं आ सकता है।

फिर विरोध के बारे में चित्र के द्वारा समझाने की कोशिश की गई है लेकिन उस चित्र में ज्यादा साफ नहीं दिख रहा है।

अतः उपरोक्त विवेचना से यह स्पष्ट होता है कि इस पुस्तक में प्रयोग किये गये चित्रों का वर्णन उचित प्रकार से किया गया है।

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EVALUATION

राजनीतिक जीवन के अध्यायों में बीच-बीच Evaluation भी हुआ है पाठों के अन्त में प्रश्न - दिये गये हैं। जिससे अध्यापक पाठ को समझने के बाद छात्रों में Question के Answers पूछती हैं जिससे छात्रों का पता चलता है छात्रों ने Content को समझा व जाना है जिससे अध्यापक Content को प्रत्येक छात्र की कमियाँ व ज्ञान का पता चलता है कि मेरे समझने से छात्रों को कितना समझ में आया है और नहीं मेरे समझने में तो कमी नहीं है। सभी प्रकार से पता चल जाता है। Content के अन्त में और बीच-बीच में Question दिये गये जो Evaluation करने में मदद करते हैं।

और book में बीच-बीच में कुछ ऐसे प्रश्न भी दिये गये हैं जिससे बच्चे एक-दूसरे से समझ सकें।

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AUTHENTICITY

इस Book में जो Content दिया गया है। वह छात्रों की Content को देखते हुए बनाया गया है। Content छोटा तो नहीं है और ना ही बहुत बड़ा है। जितना Class VII के छात्रों के लिए होना चाहिए उतना ही दिया गया है। जो छात्रों के लिए है कि छात्र अपने अधिकारों को समझ सकें।

अब छात्रों को Class 6 से ही उनको उनके अधिकारों के बारे में आता है जिससे वे समझ सकते हैं कि book में हमारे अधिकार क्या-क्या हैं। और अधिकारों के साथ अपने कर्तव्य भी जान पाएंगे और अपने राजनीतिक विज्ञान की जानकारी के साथ अपने देश के कानून को जान पाएंगे।

मैं समझती हूँ कि छात्रों के ज्ञान में काफी मदद करती है यह Content जो छात्रों के ज्ञान अधिकारों की Content समझ को छात्रों अच्छे से समझ और जान पाएंगे और उनको अधिकारों को बढ़ा पाएंगे।

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निष्कर्ष

उपरोक्त विवेचना से यह स्पष्ट है कि कक्षा सातवीं की पुस्तक सामाजिक विज्ञान में जिन विषयों का चुनाव किया गया है वे सभी विद्यार्थियों के लिए उपयोगी हैं तथा इसमें मानव के मौलिक अधिकारों की बात की गयी है।

इसके साथ ही इसमें भारतीय संविधान, लोकतंत्र, समानता, लिंग बंध जेंडर, राज्य सरकार, संघीय विभिन्न पट्टुओं की विस्तार पूर्वक से इसमें समझाया गया है। समाज के अलग-2 पट्टुओं के विषय में स्पष्ट तरीके से समझाया गया है।

और नागरिकों के हित में और महिलाओं के हित में समानता के हित में बात की गयी है। अतः इस सब से स्पष्ट होता है कि यह पुस्तक बच्चों के लिए अधिक उपयोगी है।

Handwritten
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