

GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY



AWADH CENTRE OF EDUCATION



INSTITUTE OF VOCATIONAL STUDIES
BACHELOR OF EDUCATION PROGRAM

SESSION 2021-2023

SUBMITTED BY: GURIYA KUMARI

SUBJECT: PRELIMINARY SCHOOL ENGAGEMENT

ENROLMENT NO: 122211203299

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PROGRAMME: B. ED 1st SEMESTER

COURSE CODE: PSE 1

SUBMITTED TO: Ms. SHAILJA GUPTA

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1.	Reflective Journal (Interview)	Ms. Shailja Gupta
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1ST YEAR B.ED -PRELIMINARY SCHOOL ENGAGEMENT



PSE (PRELIMINARY SCHOOL ENGAGEMENT)

Has a practical utility for B.Ed. trainee teachers. It is a platform for would-be teachers to gain a handful of experiences and to prepare them for future challenges in the teaching profession. Students enhance their confidence level and learn how to deal with the students in the class during the teaching-learning process. This training program helps them to polish their teaching skills and to deal effectively in different situations as well as with learners of different backgrounds. The purpose of the preliminary student engagement is to reflect the learning and learning experiences of different methods, by preliminary school engagement. Students are taught by different teachers the most important purpose of this course is to ask the student teachers to know about the different aspects of education. In education student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or

Otherwise “disengaged.” Stronger student engagement or improved student engagement are common instructional objectives expressed by educators.

Reflective journal THE REFLECTION OF THE SCHOOL EXPERIENCE on observation of different class teaching during PSE 1



WHAT IS A REFLECTIVE JOURNAL?

A reflective journal is a place to write down your daily reflection entries. It can be something good or bad that has happened to you that you can self-reflect on and learn from past experiences. A reflective journal can help you to identify important learning events that had happened in your life.

A reflective journal is used as a tool for learning and critical analysis of any subject matter it helps to document the thought which may be positive or negative and help you in self-development it does not have any speech form of writing that you have to follow.

ADVANTAGES OF WRITING REFLECTIVE JOURNAL

- It will help you stretch your thinking and you can solve your problem by yourself.
- This will help you to improve your skill of writing that you may not have experienced beforehand.
- It provides you with a stage where you can put down your opinion, thoughts and learn together.
- Self-reflection will help you to bring up the questioning attitude towards various problems and issues.

1. Reflection
2. Meaning
3. Objectives
4. Need
5. Benefits
6. Importance

Reflection involves describing, analysing and evaluating our thoughts. There are some patients with leaves and actions. It is about how we learn but it also aids in improving academic skills.

Objectives

1. Reflection
 - Students will be able to understand that critical reflection is an essential part of PSE which is preliminary school engagement.
 - Learn the four C'S of reflection continuous, connected, challenging, and centralised.
 - Explore the forms of reflection and determine which one is better for the learning.
 - To comprehend how critical reflection is used to assess student learning
 - To understand how critical reflection can empower the students to move beyond the two other forms of political engagement
 - To understand how reflection can facilitate students and can change the characteristics of students.

Need

We all are learners At any and every stage of life we need to learn the important thing is that to collection is the most important part of the learning process and whatever is not reflected is usually not learn and retain the only way for us to grow and improve is to take a good look at watch working and it's not for us.

As according to John Dewey, he quoted "we do not learn from experience field on from reflecting on experience by John Dewey".

Benefits

- It helps you learn from your mistakes.
- It gives you great ideas.
- I reflect on things that I am currently doing or that are going on in my life if I reflect on something that works well for me I think about Dubai behind it and share that to same was with my failures and mistakes.
- It helps you to help others.
- I realised by reflecting upon myself I have gained a lot of insights which I find it may be a valuable learning experience for others as well I can share what I have learnt to help others going through the same things I began the year with the hope that some of the things that I have learnt in the past couple of years can help others I am simply humbled that I could help people and inspire them.

It makes you happier

When we reflect on the things we did write the things and relationship that we have is allowed us to celebrate on the little things and it will success in life it allows us to realise how much we have done right the good things we have done in a life and empower us to do even more without reflection It's too easy to forget these things and focus instead on our failures

It gives your perspective

We are caught up in troubles in our busy daily life a mistake a failure as stressful project or anything similar can sing like it means all the world it can be extremely overwhelming however it if we take a minute to step back and reflect on these problems and how in the Grand scheme of things they don't mean all that much it can come us down and lower or stress levels we gain perspective and empowers to focus on what's more important to us.

It helps you to understand yourself better

Importance

Reflections are used to explore situations from a personal perspective but generally within the context of learning from students own experiences

they are used to reflect on in and for action common questions arising from deflections are :

What happened (reflecting on actions)

Why did it happen (reflecting on actions)

What can be learnt from this for future actions (reflecting on actions)

SCHOOL PROFILE

Vision and Mission of SARASWATI VIDYA BAL MANDIR.



Set amidst the Serene and tranquil ambiance a 'Gurukul' in culture and a Public School in practice and curriculum, Saraswati Bal Mandir, Hapur was founded by a Vibrant group of industrialists and businessmen with fervent inclination to social- Service and Visionary approach and lofty ideas in the year 1970. It is an unaided private school run under Vidya Bharati Akhil Bhartiya Shikshan Sansthan. Saraswati Bal Mandir, Hapur is affiliated to the Central Board of Secondary Education, Delhi, the largest education Board in the country, and is duly recognized by the Vidya Bharti

– the greatest non-governmental Education organization established by the visionary members of Rashtriya Swayamsevak Sangh (RSS) founded by Dr. Hedgewar from its inception with merely 11 Students at Kothi Gate Hapur to Mondinagar Road, Hapur on March 20, 1998, till the day, Saraswati Bal Mandir, Hapur. Saraswati Bal Mandir offers a conducive, comprehensive, and holistic education and stands for excellences. Saraswati Bal Mandir is the first English-Hindi medium School that survives and flourishes even after such a long time and enjoys unprecedented prestige in Hapur.

PSE 1 REFLECTIVE JOURNAL FROM 11/02/2022 TO 25/02/2022

I would like to thank the respected Principal of our college MS. MANDIRA GUPTA for allowing us to join the first PSE. Also, I respect and thank MS. SHAILJA GUPTA our teacher-in-charge of Preliminary school engagement, for providing us an opportunity to do the observation in the allotted school GLT SARASWATI VIDYA MANDIR, NEHRU NAGAR, and giving us all support and guidance which made me complete the PSE 1 file duly. I am extremely thankful to her for providing such nice support and guidance, although she had a busy schedule managing the other affairs.

Day 1 - Date : 11-02-2022

The thrill of excitement and gratitude I felt when I found out that our first preliminary school engagement has just started. Teaching is the centre of all education-related topics. So as a student of the Institute of Education & Research, we had to teach and observe in a real classroom environment. Before starting teaching in a real classroom environment, it helps a practice teacher to acquaint them with the process, method, of teaching if they observe a class of a certain level before entering a class as a teacher.

In the first semester of the B.Ed. the program, I had my observation experience of the School GLT Saraswati Bal Vidya Mandir for 15 days,

and for the first day, I was allotted class tenth observation. Students were very kind towards teachers.

The school was well organized and disciplined. There was good coordination among the staff members both teaching and nonteaching the principal mam was helpful and teachers were very co-operating.

The day started with excitement for PSE 1as our journey started we entered the school on time at 8:00. The day started with the assembly where the lovely prayer was sung by all the students gathered for assembly. After the prayer, the first bell rang and students started going to their respective classrooms.

school staff and the principal madam visited us. The principal mam welcomed us with very warm wishes and words of gratitude, guidance, and teaching we remember our golden days of schooling when we were students meanwhile today, we are here as trainee teachers. Principal madam told us about our work, then the headteacher of the school allotted our duties and classes. We had given classes to observe and my subjects were English and social science so I had to observe the class 9th and 10th 11th and 12th regular teachers of the school helped us in many ways.

Our teacher coordinator Ms. Gayatri mam explained our work and classes to be observed and to follow covid rules and regulations and to maintain discipline while the observation of our classes.

On the 1st day

Date 11-02-2022 Friday

Observation of the class 10th C

Teacher- Ms. Jyotsna Ahuja

Time – 9:20 to 10:10

Class duration: 40 minutes

In the observation, we observed that teacher, greeted students Student and grated teacher, and then she appointed a monitor to observe the whole class during attendance

After that class teacher announced the unit test of the lesson Sermon at Benares of English subject.

In the question paper, she asked questions on the significance and word meanings difficult word meanings, and glossary and grammatical words in the lesson.

After that teacher focused on the vocabulary part and pronunciation where the teacher had to read aloud the words which are difficult and to pronounce them well.

Also, the teacher was observing students while they were writing whether they were maintaining notes or not. The teacher also highlighted the key points of the lesson and at last reading and continuation of the paragraph one by one by the students. She also appreciated the students' hard work and motivated them to use advanced vocabulary in day-to-day life as well as in the class and also, she focused on dialogue writing to enhance their conversation. Atlas class and dad and teacher gave them homework for the next class.

We were present to observe the class in which we learned so many things by observing and listening to many speaking skills and teaching skills.

Observation day 2 date 12-02-2022

The begins with full of energy this is because it was Saturday and students were absent it was the second Saturday so that students were on leave.

I enjoyed the day and explored so many things like cutting, pasting, artwork, decorating board borders, attaching border sheets to each notice board of the classrooms, our teacher co-ordinator Ms. Gayatri madam taught about rules and regulations of the school and as being a trainee teacher, I was observing her actions and explaining abilities so eagerly. I completed all works given by my teacher co Ordinator and I handed over all the things which were given by her for art and craftwork.

The day ends with being busy all day long.

Day 3 was Sunday, date 13-02-2022 no observation was held on this day.

Class observation day 4

Date 14-02-2022 Monday

Class: 7

Teacher: Ms. Parul

Class duration: 40 minutes

Online class observation

Class begins with chanting the OM mantra. All students chanted the mantra enthusiastically; they greeted the teacher and sat in their places in the class.

After that teacher greeted students and she was observing whether students have joined or not if not, then asked them to join there was a class test and the teacher announced that she will provide questions and they have to answer orally.

and the students who were unable to answer teacher work were asking them to read the lesson and find out the answers for the upcoming examination.

After the test teacher appreciated it, students who asked well, requested them to read the lesson thoroughly. After the class test, she started the new lesson with the best story from the English subject.

Firstly, she asked the students whether they know about the lesson before or if they have read it before or not are they familiar with it and if they are familiar with it they have to summarise the lesson. at the end of the class, she told them to read carefully the chapter and its vocabulary. and class ends.

Class observation 2nd day 4

Date 14-02-2022 Monday

Class 7th standard

Teacher - Ms.Lakshita

Class duration - 40 minutes

Subjects - civics revision class

The teacher started explaining about the civics lesson shirt in the market. Before starting the lesson, the teacher asked students whether they have read the lesson before or if they have any information regarding the topic of the lesson shirt in the market. Asked the students about the procedure of marketing and also told them that the main focus should be on the lecture not on the books so she requested that the book should be kept upside down so that students will focus more on the explanation. one good thing which I liked the most is that she was teaching online as well as offline. so students were observing her teaching online also.

one thing which I like the most is the questions that were not in the book she was trying to ask questions wrong just to know that students are focusing or are they attentive in the class or not.

But one thing which I felt during the class was that the teacher was just simply sitting on a bench and she was explaining the lesson orally and there one thing was lacking. She had to point out the key points on the board so that children would be able to recall or retain the key points more visually.

And one more thing that I learned and observed was that during the explanation of the lesson she was interlinking the situations of the current situation to the topic of the lesson through our day-to-day life activities.

At last, the teacher give a few questions from the lesson and told them to write the answers to it and revise the lesson thoroughly before that and their next class. and class dispersed.

After that, I also did craftwork for board decoration.

Class Observation Pse1

Date-15-02-2022

Holiday On Account Of Ravidas Jayanti

No Class Observation Was Held On This Day.

Class Observation Day 6

Date 16-02-2022 Tuesday

Class 10th C

Subject: English

Teacher: Ms. Jyotsna

Class Duration: 40 Minutes

During my 40-minute observation in the classroom of Ms. Jyotsna, 10th standard classroom I was able to get a good feel for her teaching style. She manages the class well. She mainly focused on writing skills rather than speaking activities while children were writing. and she started a new topic about the letter-writing and format of the letter writing and salutation, receivers address, and the subject was to leave the line, where to write Thanksgiving what to write in the thanksgiving, where to add the address, subject of the letter, reason of the letter and everything and students faithfully practicing the letter writing format for the upcoming examination and she was making clear that students are ready with their task that was given previously.

After the class observation, we went for our lunch and after the lunch, we were involved in class board decoration and we learned flower making. The art teacher was nicely demonstrating flower making. and then we realized that our PSE is meant not only for observation but for our ability to improvise our learning skills.

Class Observation Day 7

Date 17-02-2022 Wednesday

Class – 8th C

Teacher- Ms. Parul

Class Duration – 40 Minutes.

Subject English -Topic- The Bear Story.

Started the class summing up the previously completed lessons and glossary and difficult words which have been done in the previous class after revising the previous task she started the new lesson called the best story and she asks students whether they are familiar with that have they read it somewhere or they heard it from their grandparents or somewhere else. if yes explain it or no then try to relate with this lesson. Before explaining the lesson she started the lesson with delighted facial expressions because it was the best story and just to make them enjoy the story. told them to read aloud first so that they could be familiar with the difficult words and new words which haven't been heard before and she asked them to be attentive with every word and vocabulary in the lesson students one by one read the paragraphs of the lesson and narrated the story the weather assumed it and after all the reading activity teacher narrated the story very nicely to the students and also taught them new words and their meaning and how to use such meanings in their day-to-day life and at the end of the class, she gave a few questions regarding the lesson for their homework and then class dispersed.

Observation days 8 and 9

Date: 18-02-2022 and 19-02-2022

As today no observation was held because at the next day on 19th February there was a program to be held on the theme ARTIFICIAL INTELLIGENCE, AND PARENT TEACHER MEETING WAS GOING TO BE HELD ON THE NEXT DAY SO THAT WE ALL TRAINEE TEACHERS INVOLVED IN DIFFERENT EXTRA CURRICULUM ACTIVITIES LIKE FOR GARDENING, PHOTOGRAPHY, ARTIFICIAL INTELLIGENCE, SPORTS, YOGA, PUPPET SHOW, JAGGERY CHOCOLATE MAKING, INSTRUMENTAL MUSIC, POSTER MAKING, ELECTRICITY WORK. THEY THE co-Ordinators selected each one of us for each activity we made posters on our themes in among all themes my theme was to help yoga teacher WHO WAS INCHARGE OF YOGA SESSION REKHA ARORA MAM, with her to assist students for their asanas. And luckily, I learned so many postures of yoga, the benefits of doing them, and asanas which were very interesting and beneficial. so these two days we did all

activity-related work and we learned so many different things.here are few beautiful clicks of the event.





I learned so many interesting facts with yoga expert Shivangi ,alumni of the school



Day 10 Was Sunday – A Holiday For All

Day 11 I Was Absent Due To Health Issues For Three Days I Took Leave From 21-02-2022 To 23-02-2022

Day 12 – I Was Absent As I Have Mentioned Above.

Day 13 – I Was Absent As I Have Mentioned Above.

Class Observation Day 14

Date – 18-02 -2022 Friday

Class- 8th Standard

Subject- English

Class Teacher – Ms. Shipra

The teacher entered the room on time. during the teacher's Arrival, The students were doing their things and other stuff teacher recapped the previous lesson for a minute and after the recaption, she proceeded to discuss the lesson. During these discussions, 22 students out of 30 were doodling in notebooks. The teacher asked questions in between discussions, a kind of formative assessment. while the teacher was asking questions 20 students out of 30 were talking to their seatmates and five to six students out of those 20 or 30 children give the incorrect and 10 correct answers during the recitation teacher proceeded with the discussion of the lesson at the end of the class teacher summarise the lesson for 30 seconds or less then the class was pulled out for the school activity. Then class dispersed.



Class Observation Day 15

Date: 24-02-2022 Thursday

Class: 12th F

Subject: English

Class Teacher: Ms. Jyotsna

Class Duration: 40 Minutes

There were 30 students in the class and students in this class have learned the vocabulary grammar passage and how to use the words into sentences and grammar was the key focus of the class however in half class they did the poem A THING OF BEAUTY POEM BY JOHN KEATS.

The teacher focused on the key points of the poem where revision of the poetry rhyming scheme, alliteration and poetic devices difference between simile and metaphor, personification everything was clearly explained by the teacher and she started discussing each point very clearly with students and at last she asked the questions regarding the exclamation points of the poem .what is alliteration, what is a poetic device, what is a metaphor, how we use it in the poetry, and difference between them and a few new words from the poem. And definitions of all key points and depth meaning of the words and techniques used in the

poem. . after the class madam allowed us to speak with children and tell them about exam preparation because there were more than ten minutes so we were 2 trainee teachers together taught the students how to prepare well for the upcoming examination. I am adding the pictures of the class which we me and my classmate trainee teacher conducted in the class.



And for me, it was a very interesting class to observe and we learned many teaching techniques from the teacher. She is the teacher; among all the teachers I like the most. at last, she gave homework to all the children to revise the revision questions once again for upcoming exams. Also, she taught us many things, how to handle the class and how to be very calm in the classroom.

After the class observation, we visited the sports room, music room, auditorium, canteen area, and the sports ground with the permission of the principal madam.

Class observation day 15

Date-25-02-2022

Class 8th B

Teacher: Ms Shipra

Class Duration -30 Minutes

Subject – English Online Class, Revision

The teacher started by asking some questions about lessons. she tried to speak to the level of the student to explain the topic Audible to all students. Few students were enthusiastic as it was the revision session of the English subject, few students were not attentive being the reason it was a language subject when I asked them to be attentive they simply replied that they are not interested as they have finished their revision. But the teacher was very attentive she was explaining every point so nicely and elaborately. I like the way the teacher introduced what they were going to do in the class she gave clear instructional objectives at the time the way she punish the students who didn't bring their notes, was also very good and it seems that the students didn't feel that they were being punished she also double-checked and had students to show her then notes to make sure every student has their notes interestingly she did that is not very serious facial expression and she was not mad on them .so that students still felt comfortable but surely they were embarrassed and regretted.

And for me, it was a very interesting class to observe and we learned many teaching techniques from the teacher. She is the teacher; among all the teachers I like the most. at last, she gave homework to all the children to revise the revision questions once again for upcoming exams. Also, she taught us many things, how to handle the class and how to be very calm in the classroom.

After the class observation we all trainee teachers engaged in art and craft activities we all explored the working management techniques as I am attaching the pictures of our activities and teachers and faculty helped us very nicely. We also learned madhubani paintings and decoration making skills with the art teacher Ms. Gayatri .

material. Thus, the whole education program of a school leads to creating a cooperative attitude and love for the school.

Importance of School Profile

Improved School Organization and Administration—The entire organization and administration remain under the principal's supervision. The principal, the head of the school, looks after the administration and other works like management of equipment, educational materials, and other requirements. Thus, a better school profile tries to keep the individuals' safety and comfort. The school profile keeps effective curricular and co-curricular activities.

The School Profile gives important information about the teaching staff, non-teaching staff, students, school records in academics, and extracurricular activities. It is important to help the individuals to reach their maximum potential, thus the curriculum is developed in a way such that it could build a strong foundation for students' learning.

OUTLINE OF THE SCHOOL WHERE WE WERE ALLOWED FOR OUR PRELIMINARY SCHOOL OBSERVATION.

GLT SARASWATI BAL MANDIR

SENIOR SECONDARY SCHOOL

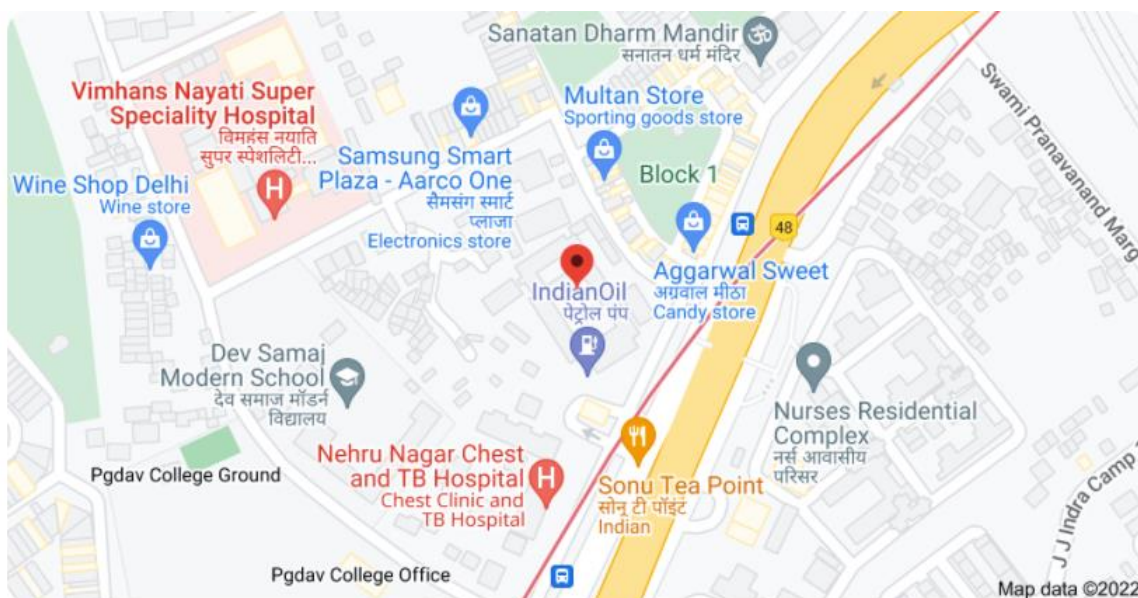
RING ROAD, NEHRU NAGAR

SOUTHEAST DELHI.

LOGO OF THE SCHOOL



LOCATION OF THE SCHOOL



Glt Saraswati Bal Mandir Senior Secondary School

Ring Rd, Nehru Nagar, Lajpat Nagar, New Delhi, Delhi 110065

About The School

GLT Saraswati Bal Mandir is a Senior Secondary School run by Samarth Shiksha Samiti, flourishing under the aegis of Vidya Bharti, the largest Educational Organization in the world. Established in 1971, the school is located at Ring Road Nehru Nagar New Delhi. A vibrant techno savvy school modern campus, it caters to the needs of new generation learners. Beautifully designed classrooms, state-of-the-art infrastructure, and a

child-friendly atmosphere provide a safe and stimulating environment for young learners. The bricks and mortar it is built with binds the unifying spirit and the palpable energy one can feel as one enters the portals of this great institution.

The school represents the transformation of education globally. Driven by the latest research, the school uses innovative teaching methodology with special emphasis on extra-curricular and co-curricular activities, sports, and communication skills. Values form an intrinsic part of the curriculum. We strive towards building a positive attitude in our students and encourage them to appreciate diversity. Familiarising the students with our rich and varied heritage, they are encouraged to value traditions and learn to do the right things exhibiting socially responsible behavior. This is represented in our logo "Humanity First". We endeavor to transform young minds into future thought leaders ready to take their place under the sun.

ADMISSION CRITERIA OF THE SCHOOL

 I am looking admission for
Please select 

☐ Compare

 Notify Me

 Shortlist

Admission Criteria & Eligibility

2022-2023  Pre-School (Nurs... 

Eligibility (Age Qualification)	Eligibility (Marks)	
3 Years to 4 Years as on 31 March, 2022	NA	
Total Seats	Written Test	Student Interaction
NA	NA	NA
Parents Interaction	Form Availability	Form Payment
NA	Online	Online
School Timing	Office Timing	
NA	NA	
Documents required at the time of application/admission		
 Birth Certificate	 Residence Proof	
 Photograph - Child	 Photograph - Parents/Guardian	
 Aadhar Card - Child	 Aadhar Card - Parents	

- The school was established in: 1977
- GLT Saraswathi Bal Mandir is a co-ed school affiliated to Central Board of Secondary Education (CBSE)

- It is managed by Samarth Shiksha Samiti
- Academics
- Medium of instruction: English

Vision And Mission OF SARAWATI VIDYA BAL MANDIR.

Set amidst the Serene and tranquil ambiance a 'Gurukul' in culture and a Public School in practice and curriculum, Saraswati Bal Mandir, Hapur was founded by a Vibrant group of industrialists and businessmen with fervent inclination to social- Service and Visionary approach and lofty ideas in the year 1970. It is an unaided private school run under Vidya Bharati Akhil Bhartiya Shikshan Sansthan. Saraswati Bal Mandir, Hapur is affiliated to the Central Board of Secondary Education, Delhi, the largest education Board in the country, and is duly recognized by the Vidya Bharti – the greatest non-governmental Education organization established by the visionary members of Rashtriya Swayamsevak Sangh (RSS) founded by Dr. Hedgewar from its inception with merely 11 Students at Kothi Gate Hapur to Mondinagar Road, Hapur on March 20, 1998, till the day, Saraswati Bal Mandir, Hapur. Saraswati Bal Mandir offers a conducive, comprehensive, and holistic education and stands for excellences. Saraswati Bal Mandir is the first English-Hindi medium School that survives and flourishes even after such a long time and enjoys unprecedented prestige in Hapur.

Academic Stats

Classes Offered

**Pre-School (Nursery) -
Class 12**

Language of Instruction

English

Academic Session

NA

School Format

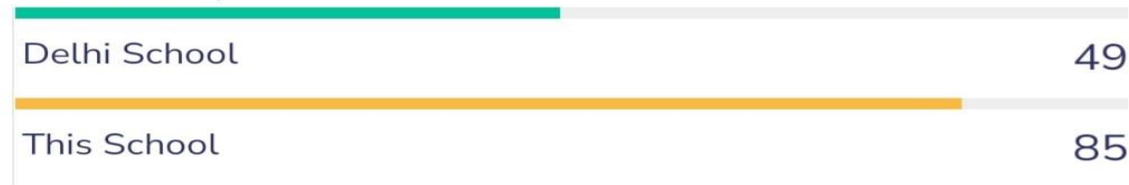
**Day School, Disable
friendly**

Student Faculty Ratio

23:1

Delhi Ratio : **22:1**

Total Faculty





Roles and responsibilities of Principal, Teachers and Non-teaching staff

School is a resource through which one finds the opportunity to enhance its personality. School organization has some agents, sources, and bodies which work together to make the education process and the organization function. But these elements do not work independently as they all come

under the head of the school. The principal or Headmaster is the leading agent of the school who is responsible for the management of material, teaching aids, and other facilities.

The role of a principal: The role is to manage the planning and evaluation of the teaching-learning process inside and outside the classroom. The key role of a principal is to evaluate the education process in its school and mark for the improvement required. Also as an executive council of the school, the principal ensures appropriate pieces of advice for the staff and students to improve the teaching-learning process. Thus, the principal has various roles in the school such as:

1. Keeping Discipline in the school premises: The principal plays role in maintaining the discipline in the school premises. If the child is creating a nuisance, then he or she can be taken to the principal's office. This is where the principal will take appropriate steps against it. The principal can have council sessions with the child or also can approach the parents.
2. Staff Supervision: The principal is the supervisor of the staff. If he finds a teacher is uninterested in teaching or not bringing the results, then he can have teachers' counseling. This can be done either in a teaching staff meeting or an individual meeting. Also, the principal looks after the work done by the school administrative office like maintaining the school records. He is responsible for the orientation program for all teachers new to his staff.
3. Professional Development: The principal is active in selecting, planning, and implementing professional development activities for the staff. Also, he can conduct meetings and in-service training to improve the professional skills of the staff.
4. Right Environment: As the educational process requires a correct environment, thus it becomes the principal's responsibility to create a good environment in the school. For this, he can have a meeting with the teachers to give them directions to create a friendly environment in the class. Thus, it will improve the learning process.

5. Improve the Learning Process: Principal plays an important role to improve the learning process. Here, the principal can improvise the teaching methods with new ideas of engaging the children in education.

6. Health and Safety: The principal ensures to take precautions to safeguard the health and well-being of staff and students. To enhance the security, the principal can install the procedure of accessing visitors to the school can be monitored and controlled.

The role of Teachers:

The teacher has the responsibility to lead students toward success and achievements. He works to improve the student's intellectual, emotional, psychological, and social growth. The teacher is an educated and knowledgeable agent who imparts the right knowledge with the right method. Thus the teacher through a good environment provide better learning to the students,

Some major roles of teachers in school are:

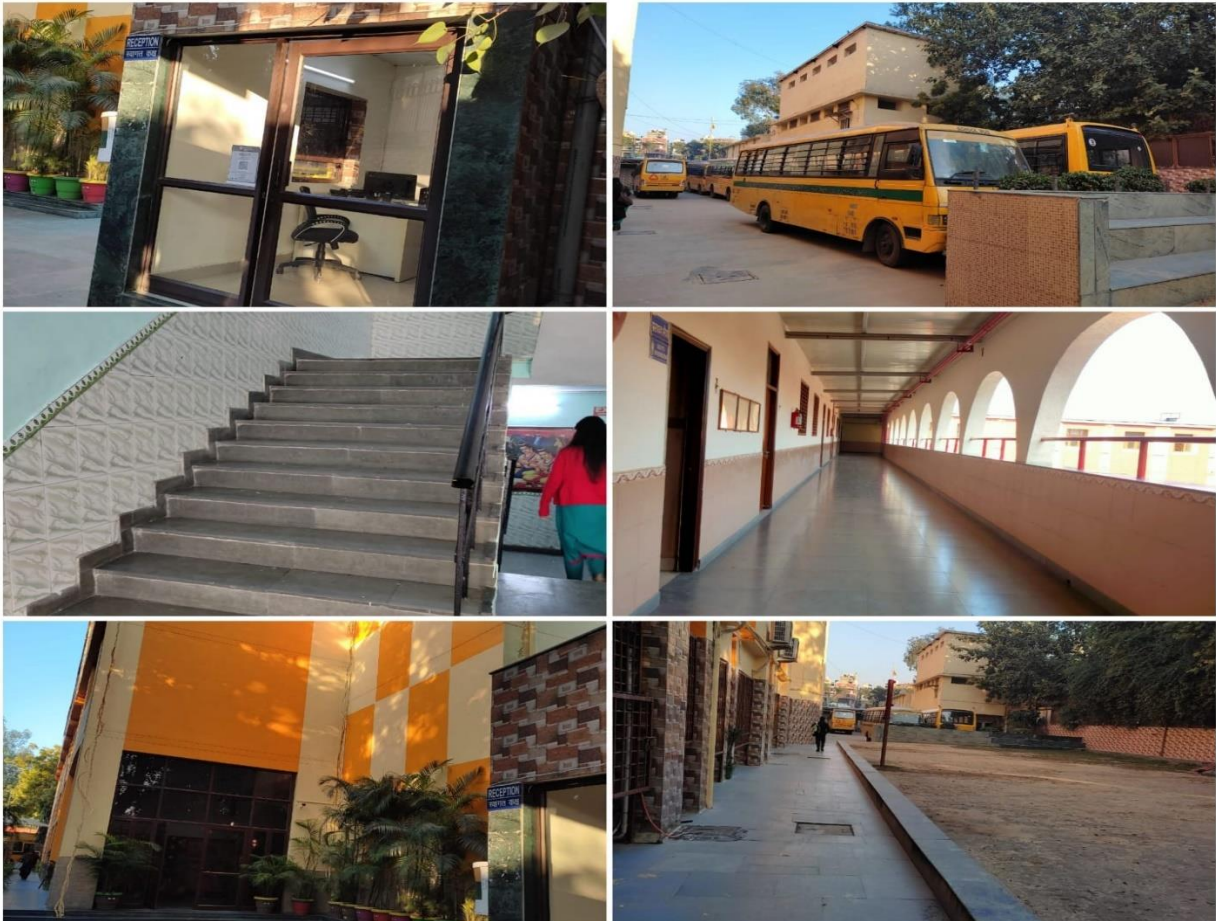
1. Maintain discipline in the classroom.
2. Create a friendly environment for effective learning.
3. Assist the student in the learning process.
4. Treat every student equally and evaluate their progress.
5. Guide the student correctly.
6. Attend the faculty meeting and the professional meeting called by the administration.

The role of non-Teaching staff:

The nonteaching does not indulge with the teaching classroom. But, still has an important role in the school premises. The non-teaching staff of a school is the administrative office, security guard, Gardner, etc. They don't work to teach the students but to maintain the school. For example, the administrative office works to keep the records of school, classroom

records, etc. The security guard keeps the school premises safe. Thus the nonteaching staff carries out the administrative tasks, cleaning responsibilities, maintaining records in the laboratories, etc.

School infrastructure



Classrooms



Observation: -

1. The classrooms have all the essentials required in the teaching-learning process.
2. The classrooms have a blackboard, chalk, and duster.
3. The classrooms also have ICT applications like Projectors and the whiteboard for the projections.

4. This indicates that the school is progressing towards the use of technology to make student learning more beneficial, interesting, and productive.

Role of In-charge: -

1. In charge of the classroom is a teacher who is always responsible for the discipline in the room.
2. It is the duty of in charge to look after the cleanliness in the class to provide a better learning environment to its students.
3. The classroom equipment must be used during teaching.
4. Use the ICT application to create an interesting learning environment.

Suggestions for Classroom: -

1. In some classes, the windows are covered with iron cages and well protected but in other classes the windows were broken.

Library –

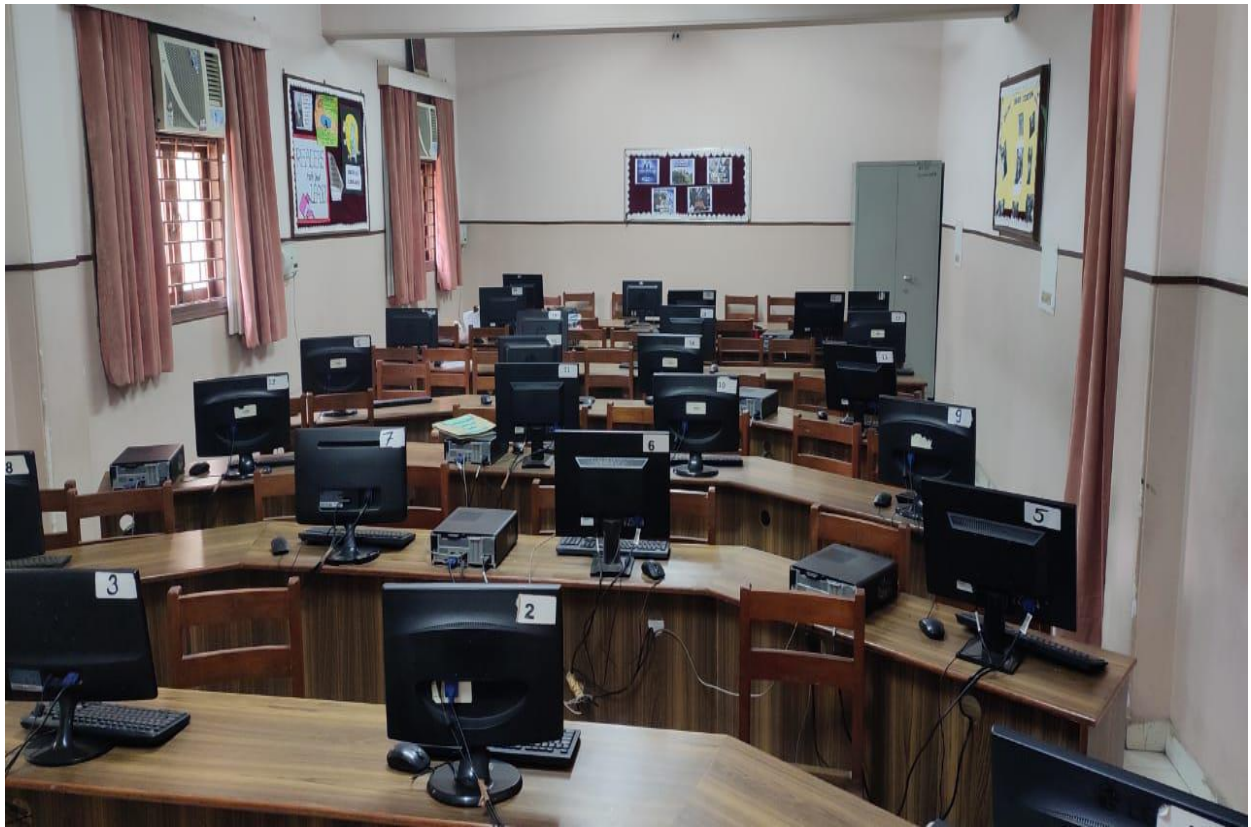


Observation: -

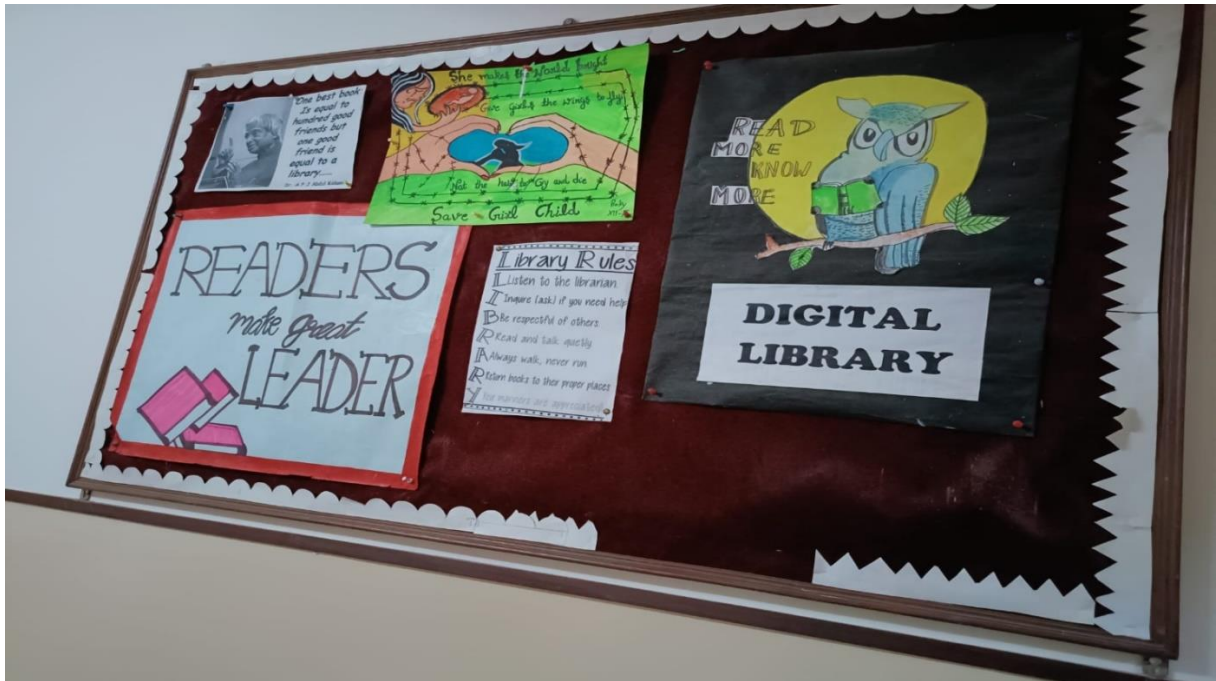
1. The library room is very spacious and it can accommodate a wide population of students at once.
2. It has approximately the updated stock of 15000 books.
3. The collection of books includes reference books, general reading material, journals, and magazines. newspapers as Nava Bharat times, and times of India.pratiyogita darpan,aavishkar.
4. The books of different disciplines like Arts, Science and Commerce are available among the other books which can be found in 112 shelves available in the library.



Digital library



The computerized aesthetically designed school library in addition to being well-stocked and well-furnished is designed to encourage research and independent study. It provides a comfortable and quiet bower for those looking to get lost in the world of distant seas or mysteries of a different world. Apart from a vast collection of books and periodicals, the library has a resource center with reference material and e-books available at the click of a mouse.



Role of in Charge: -MADAM Ms. Renu suyal.

1. Librarian is the role of in charge in Library.
2. It has the role to provide books to the teachers, and students.
3. It is his|her duty to keep notes on books in the Library.
4. The in charge can instruct the students to sit quietly in the library and also to keep the book properly.

Suggestions: -

1. There should be enough library periods in a week.
2. The library periods will let the child engage with silent reading.

Canteen

Due to covid there was no facility of eateries provided b y the canteen byt teachers can bring their home made tood in their tiffin boxes sit in cateen for the lunch.



SCHOOL CAMPUS



A premier educational institution from Nursery to Senior Secondary under the umbrella of 'GLT Saraswati Bal Mandir' provides holistic and value-based education with modern infrastructure and a conducive environment. The Unique structure of the campus comprises the specious and ventilated school building, lush green gardens with an exclusive collection of flowering plants, sports complexes, and playgrounds.

SMART CLASSES

Smart Class

Smart Classroom is a comprehensive strategy for digital education. This program has an overall positive impact on students more in terms of generating curiosity and grasping complex concepts. Our classrooms are well equipped with Interactive and Audio-visual equipment, allowing the teachers to teach using a wide variety of technology. This technology opens up possibilities for innovation in teaching also.

Science Laboratories



The School has Laboratories ranging from Chemistry, Physics, Biology, Home Science for different levels. To build up a scientific temperament, curiosity to know and experience the wonders of science in everyday life, the School is well equipped with the latest technology in all the Science laboratories

4. The lab facilitated Ammeter, Batteries, Resistance, Volt Meter, Prism, Glass Bars, and other measuring instruments.

Observation of the lab.

1. The biology lab has charts, models, specimens, and other materials.
2. The lab has preserved specimens to understand the concept and theory clearly.
3. Students of XI and XII are allowed to do practical work there.
4. The students are guided and helped in creating models and projects.
5. The developed projects are also taken to the science exhibition at the national and regional levels.

Role of in Charge: -

1. The role of in charge is to ensure that the material objects are available for the students to do practical.
2. The role is to make sure that the equipment is clean and safe to use.
3. Take notes on every issued laboratory essential.

Chemistry Laboratory



Observation: -

1. The chemistry lab is equipped with the apparatus to perform practical activities using chemicals.
2. There are three PGT chemistry teachers and one lab attendant.
3. Class XI and XII students come to the lab for two periods.
4. The lab has a variety of chemicals to be used in practical activities.
5. The lab has a fire extinguisher.

Role of in Charge: -

1. The in charge has a role to ensure the apparatus doesn't break while the students are working with them.
2. To observe that the students are not wasting the chemicals.
3. No harmful chemical is taken by the student without permission.
4. To ensure that the lab has a proper water supply.
5. The fire extinguisher is near the students.

Suggestions: -

1. The harmful or more dangerous chemicals must be out of the reach of students.
2. Most of the dangerous chemicals must be placed in a safe place like Almirah.

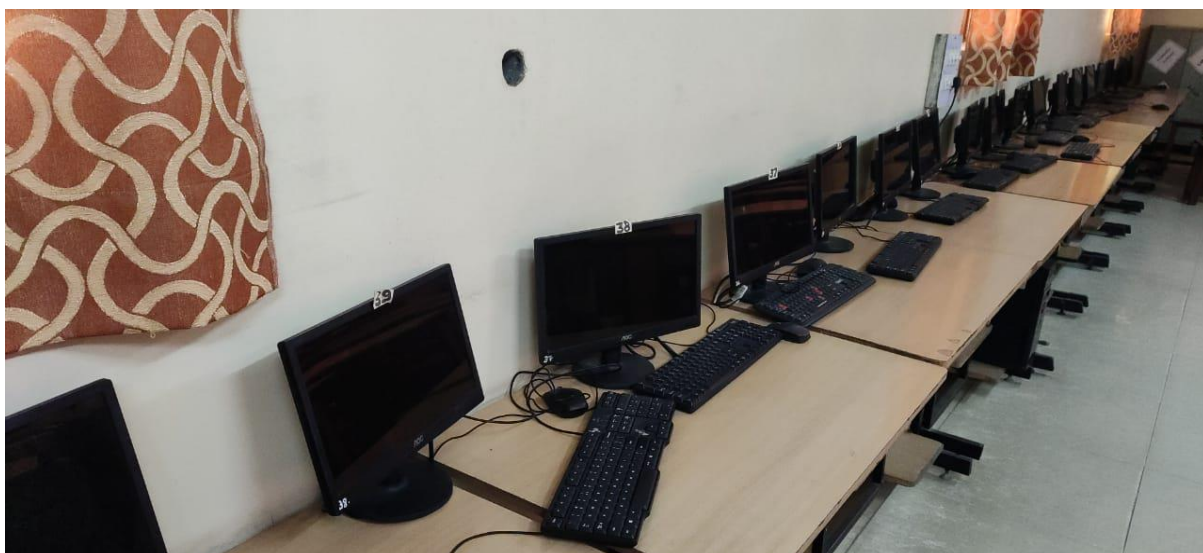


Toilets and washrooms

The washrooms and toilets were clean and in very good condition. Each floor of the school maintained washrooms in every floors.and there was attached toilets for boys and girls.



Technology lab



We have two Computer Labs in addition to Presentation Rooms with the latest Pentium-based multimedia machines for providing hands-on experience to students from Std. I to XII. The infrastructure ranges from desktops and laptops. Interactive boards and LCD projectors are used to make teaching and learning an interesting, enjoyable, and effective process. Licensed Microsoft-based software with Computer Aided Learning (CAL) packages are loaded in all the machines to facilitate computer-aided teaching and learning. In addition, the Internet facility enables the students to draw the latest information from Computer networks all over the world. Training sessions and workshops are organized for teachers and students to make them user-friendly.

Music area : Music Room





The Performing Arts such as music and dance help develop body awareness and encourage creative expression. Students are exposed to a wide range of music & dance from different cultures and genres. Our teachers are experts at spotting talent and grooming children accordingly. The children learn not only vocal music but also learn how to play a variety of instruments that cater to both Indian classical and western music.



MUSIC ROOM : Observation: -

1. Spacious room to indulge in musical activity and practice.
2. Variety of instruments like Dholak, Tablas, Harmonium, Tanpura, and Swarmandal are available.
3. Focus on the Sikh traditional music and divinities.
4. Tablas and Harmonium are majorly used, especially in the morning divinity assembly.

Role of in Charge: -

1. To make sure that all the instruments are in good condition.

2. To focus on the practice and rehearsal of musical compositions.
3. To motivate and enhance the skills of the students.

Suggestions: -

1. The room has a variety of instruments but the individual instruments are low in number.
2. The instruments are old and seem to be in bad condition.
3. In the era of technology, there should be an ICT application to utilize in the music learning process.

Sports room and field.



The school offers a variety of sports and games catering to all students. Courts are provided for Basketball, Badminton, grounds for Football, Cricket, and Volley Ball. The school aims at the all-around development of the students, proportionate emphasis is laid on the physical growth along with academic progress.

Sports facilities

Any school must-have sports facilities and a proper area for the students to play games. Their sports facilities are given to the students. It gives

them opportunities to play Volleyball, Basketball, and Cricket inside the premises.

Not only these, but there are some other games as well such as Badminton, Table Tennis, and Hockey. The school allows the students to participate in Inter school sports completion. The school has made teams like a Basketball team, Volleyball team, badminton team, etc. which further takes participation in inter-school sports competitions.

Kids Zone - The Pre-Primary Play Area



THE RECREATIONAL AREAS





Keeping in view the importance of large motor skill development at this tender age, there is a separate play area consisting of different colourful and attractive swings.

Pre primary students KIDS ART AND CRAFT AREA



Neat and clean activity area , all needs provided for colouring , painting , cutting ,pasting.

Book store.

The prescribed set of books will be available in the school Book Shop. Other stationery items such as notebooks, files folders, maps are also available. Students must buy the stationery from the shop, as it bears the school's name. This is mandatory because it ensures uniformity. Students will not be allowed to leave their classes to make purchases. Parents are requested to buy books for their wards to ensure that the students do not miss their classes.

Art room

Role of in Charge: -

Observation: -

1. Variety of materials and kits are available in the art room.
2. The materials and kits contain glue, paper, scissor, charts, etc.

3. The Art room has an Almirah and a decorated notice board.
4. Colourful paintings are on the walls.
5. The art room is divided into two categories – Primary classes and Secondary classes.



Drawing is one of the most important activities as it not only provides the basis for other creative activities - like painting, sculpture, and printmaking - but it is also linked with reading, writing, mathematics or science, etc. There is a connection between drawing and geometric shapes and measurements of art available. Art nurtures inventiveness and creative expression as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, self-motivation, and catharsis

An assortment of activities is offered to inculcate a love of aesthetics. The artwork of students is regularly displayed within and outside school to motivate young artists.

Assembly area

Our day starts with shlokas reverberating throughout the campus (the school has a sophisticated sound system). This creates a warm, welcoming ambiance for the children when they enter the school in the morning. At morning assembly, students gather in the large and spacious assembly area where they conduct the morning proceedings. The occasion is a lively one with students playing musical instruments like the

harmonium and tabla to accompany the prayers, hymns, and songs performed by the school choir. National and religious festivals are also commemorated by way of speeches, skits, and other artistic forms. After the assembly is over, the children disperse in an orderly manner to a slow marching beat.



Auditorium

Situated on the ground floor, more popularly known as the 'सुमंगलम सभागार', is equipped with the most modern and state-of-the-art audio-visual facilities. The auditorium hosts various events i.e. award functions, inter and intra-school competitions, and ceremonies. In addition, it is also a venue for various workshops, seminars, and conferences.



Observation: -

1. The auditorium is huge enough to accommodate the students of 5 classes.
2. The room has a proper lighting facility.
3. The auditorium has projectors, speakers, a laptop, and a mic as well.
4. The structure of the floor is like a staircase giving each student in the backside of the room, an uninterrupted view of the screen.

Role of in charge: -

1. The role of in charge is to ensure the electricity supply.
2. The role is to make sure the audio and video are reaching each of the students.
3. The role of in charge is to ensure that the sound is not too loud as it could echo in the auditorium.

Parent's Teachers Meeting

The parent's teacher meeting allows the teacher to interact with the parents of school students. The meeting is held according to the school calendar. The meeting is conducted between 9:00 A.M to 12.00 P.M. The students on this are expected to wear the school uniforms only and come to school accompanied by their parents. The school has a provision for special meetings at the request of parents or teachers for the benefit of the student. Also, the school allows parents to make an appointment to meet the Vice-Principal and the Principal of the school.

Fee deposit rules

The fee payment has to be done only through cheques because the school does not accept cash. During the fee payment, the school asks guardians to pay the amount by the first week of the month, or else the late fee payment will have charges of Rs. 10 per day. According to the rules, one can submit the late fee only through the principal's preference. In case, if the 10th of the month happens to be a bank holiday, then the fee can be paid on the following working day without a fine.

Availability of Electricity at school

The electricity is sufficient in the school. Every classroom has an appropriate electricity supply which remains throughout the school hours. Even for an emergency, the school has a power backup system to provide electricity.

Water supply facility

The drinking water is available on every floor of the school. The water supply runs all the time during school hours. The school has installed a water cooler system to provide chilled water on summer days.

In the sanitation rooms as well, the water supply is not compromised. The taps are running properly and fulfilling the need for water.

Transportation facility



The school has provided bus facilities to every student whose residence is away from the location. GLT SARASWATI VIDYA MANDIR SCHOOL is strict with its discipline, the rules are also applied on the bus as well. If an individual creates indiscipline in the bus, then he or she can face withdrawal from the bus facility. There are some rules by which each student has to abide for their safety. The buses have to reach the school by 7:50 A.M and the departure time is 1:30 P.M.

School expectations from Pupil-Teachers.

The school management expects Pupil-teacher to perform their duties sincerely. There is a variety of jobs that a pupil-teacher has to do other than teaching only. These jobs are as follows:

1. Maintaining the discipline of students in the classroom and school corridors.
2. To be punctual as per the timings of the school and classroom.
3. The pupil-teacher has to be prepared for the class teaching. He must have sorted the lesson plan.
4. To stay disciplined.

5. Motivate the students towards the learning process.
6. Bringing results in the academic performance of the student.
7. Appropriate guidance to the students.

INTERVIEW: QUESTIONNAIRE WITH THE FACULTY TEACHER

TEACHER: Jyotsna Ahuja

AGE: 47 years

QUALIFICATION: B. SC IN Computer Science

M.A IN ENGLISH IN ANNAMALAI UNIVERSITY

B.Ed.: from Kurukshetra University

currently teaching in G L T Bal Saraswathi Vidya Mandir

TEACHING SUBJECT: English

TEACHING EXPERIENCE: since 2002 to 2022- 20 years of teaching experience

PLATFORM: online: zoom, Edu next app.

OFFLINE: need to come to level of students

hybrid and challenging

1. Online or offline mode is very reliable for teaching in classrooms?

offline teaching is the ultimate solution for our education Technology. reasons being personal problems can't deal with their obstacles online.

2. the feeling of online teaching

A new experience, and learning new techniques of teaching can be said that its a boon for teachers as well as students. to keep their studies intact.

3. What Teaching aids do you often use for your students?

Videos of relevant authors, poets, philosophers, great personalities, and for grammar examples, I show them a few videos, so that they learn quickly by audio-visual aids.

Newspapers

Posters

Flashcards

Charts

4. Is your school an inclusive school what strategies were provided to such children?

I did not find any children with special needs in my school some facilities like a wheelchair and separate toilets are there.

5. How do you handle the problems of indiscipline in your class?

I ask some questions related to my topic those students who are in discipline and able to do it then I tell them they are wasting the time for no reason and I don't punish them I just tell them to revise and ask their doubts tomorrow I will ask you in the next class.

My Experience

During the PSE at GLT SARASWATI VIDYA MANDIR SCHOOL, I had the opportunity to engage with students in the classroom. This situation was not ordinary because I have to approach a student to understand its psyche here. To understand the psyche of a student, one has to think critically about it and analyse the behavior of the child. Also, the school profile plays an important role in the development of the child. Thus, it was also essential to look critically at the aspects of school and its facilities provided to students. The overall experience while observing the school profile helped me comprehend the functioning of the school. The school profile observation gave me an overview of how the school works and what aspects are important. As a school student, I never realized the importance. But as I can relate the theories I study now; I have gained a critical view of the school and its function.

MY FIRST EXPERIENCE OF PSE WAS AMAZING I WOULD LIKE TO ATTACH A FEW MEMORIES OF MY PSE 1 JOURNEY. I AM VERY THANKFUL TO THE PRINCIPAL MADAM, MS. MANDIRA GUPTA. AND OUR TEACHER-IN-CHARGE OF PSE 1 HUMBLY AND GENEROUSLY MS. SHAILAJA GUPTA, MADAM FOR ALL HER EFFORTS FOR ALLOTMENT OF SCHOOL ENGAGEMENT PROBLEMS, BEING SO MUCH BUSY BUT SHE HANDLED EVERYTHING WITH GREAT CALMNESS, AND PATIENCE. THANK U SO MUCH, MADAM.





Conclusion

After observing GLT SARASWATI VIDYA MANDIR SCHOOL, I conclude that the school is uncompromising with its discipline. The rules and regulations are developed for the personality transformation of the students. And, if anyone violates the rules or remains indisciplined, the school takes steps against it. Amazingly, the discipline does not apply only in the school premises, but also in the school bus facility. I believe that discipline maintenance is one priority because it is an aspect of one's enhanced personality.

On the other hand, the school aims to the overall development of a child by focusing on intellectual and physical development as well. Along with the studies, the school is also helping the child to find out its talent hidden inside. The school is offering various co-curricular activities like Music and Arts in the search of talent. Also, the school has made a sports team allowing students to grow in sports and games.

Reflection on school experience involves changes in the way we usually perceive teaching and our role in the process of teaching teachers who explore their teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit that professional growth as teachers. as well as improve the kind of support they provide their students like other forms of self-Inquiry reflective teaching is not without its risks general writing self-reporting or making recordings of lessons can be time-consuming however teachers engaged in reflective analysis of their teaching report that is a valuable tool for self-evaluation and professional growth reflective teaching suggests that experience alone is insufficient for professional growth but that experience coupled with reflection can be a powerful impetus For teacher development.



GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY



AWADH CENTRE OF EDUCATION



**INSTITUTE OF VOCATIONAL STUDIES
BACHELOR OF EDUCATION PROGRAM**

SESSION 2021-2023

SUBMITTED BY: GURIYA KUMARI

**ASSIGNMENT (COURSE TITLE): CHILDHOOD AND
GROWING UP**

ENROLMENT NO: 122211203299

ROLL NO: 111226108318

PROGRAMME: B. ED 1ST SEMESTE

COURSE CODE: B.ED-101

SUBMITTED TO MS. ARADHANA JHA

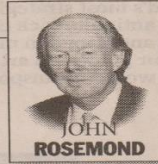


Greeting's madam

I am GURIYA KUMARI Studying B.Ed. first year. Presenting my assignment on the subject of School organization and management on the topic of timetable construction. I Would like to thank you, madam, for providing us with an open opportunity to do this assignment work at the Guru Govind Singh Indraprastha University under the Institute of Vocational studies. Giving us also support and guidance made us more enthusiastic about our assignment. my presentation was about newspaper articles on the issues of parenting and childhood.



Parents act like satellites orbiting their children



When I was a child, back in the Parentocentric Era, your parents were the most important people in the family. They paid the bills, bought your clothes, prepared the food you ate, drove you to where you needed to be, tucked you in, and kissed you good night.

Your parents acted like they were bigger than you were, like they knew what they were doing and didn't need your help making decisions. When they spoke to you, they didn't bend down and ask for your cooperation. They spoke in no uncertain terms, and they thought you were smart, so they only said anything once. The rule was very simple: They told you what to do, and you did it, because they said so.

Your mom and dad paid more attention to one another than they paid to you. It was just the way it was. But looking back, you sure are glad you weren't the center of the family universe. You were a satellite, orbiting around their solid presence. They even told you, on occasion, that you were just a little fish in a big pond. You didn't understand what that meant until you got out in the big pond and began to realize that putting oneself into proper perspective greatly improves one's life.

They bought you very little, so you appreciated everything you had. You loved your mom and dad, but you left home as early as possible because you were absolutely certain you could make a better life for yourself.

Elementary school classes often held more than 40 children, most of whom came to first grade not knowing their ABCs. Your mother didn't give you much, if any, help with your homework. Yet at the end of first grade those kids

were outperforming today's kids in every subject.

Today's parents still pay the bills, buy the clothes, prepare the food, and so on, but by some strange twist, they treat their children as if they are the most important people in the family. When they talk to their children, they get down to their level, like they're petitioning the king. The rule seems very simple: Parents ask children to do things, and children take their requests under consideration.

Today's typical mom and dad pay a lot more attention to the children than they do to one another. They also talk more to them, do more for them, and take more interest in them. It would seem that today's parents are the satellites, orbiting around the children, who are big fish and getting bigger all the time. And so, today's kids leave home later, and many of them come back home, because they never learned certain fundamentals, as in don't spend more than you earn.

Sometimes people accuse me of what's called "Golden Age" thinking. I "idealize" the 1950s, they say. I disagree. I only say what is statistically verifiable: The 1950s was a better time for kids. According to mental health statistics, we were happier than today's kids, by far. The latest research finds that obedient children are much happier than disobedient children, and that kids from homes where their parents' marriages are strong do better in school, regardless of IQ. There I go again — idealizing common sense.

Family psychologist John Rosemond answers parents' questions at www.rosemond.com.

Here in the article, the issue has been raised about helicopter parenting. Helicopter parenting is an extremely involved parenting style. Helicopter moms and dads attempt to exert positive control in many areas of a child's life. As a child grows and develops, helicopter parents have difficulty letting go and maybe intrusive or controlling. Helicopter parenting is so named because a helicopter mom or dad tends to hover.

WHAT IS HELICOPTER PARENTING?

Helicopter parenting is a hyper-involved type of parenting, especially in an academic context. Parenting demands involvement and a certain degree of control. The difference with helicopter parenting is that helicopter parents exert more control than is developmentally appropriate. This can make it difficult for the child to learn to do things on their own.

Child sexual abuse: Awareness the only way to protect your children

Ritu Goyal Harish reports on a CSA awareness workshop conducted for staff and parents by The Orchid School, Baner at the start of the new academic session



A friendly neighbour, a tutor, an uncle, brother's friend, sister's boyfriend or sometimes even a parent... India's statistics for Child Sexual Abuse (CSA) show that our children are in grave danger from adults around them.

The statistics - 53% of all children are abused at some point in their lives, half of them boys (and these are reported cases) - bring home the reality of this repugnant evil and its prevalence in society.

And yet, a veil of silence and stigma dissuades parents from reporting cases of this abhorrent act that can impact children in a very grave manner (*see Box*). Worst of all, the lack of awareness of what constitutes abuse confuses children leading to feelings of anxiety, fear, anger, guilt and even self-loathing.

To break the silence around CSA, The Orchid School, Baner, conducted awareness sessions with parents, teachers and students as well as the support staff, the *akas* and the *maistis*, for the past three years. In spite of this, last year, a teacher from this school was arrested for allegedly molesting at least 22 girl students.

Lakshmi Kumar, Director, The Orchid School said, "The idea is to create an environment of awareness where we understand what is abuse,

how to recognize its signs, how to help our children and what to do (report the offender etc.)."

This year the session was conducted by Dr. Bhoshan Shukla, child and adolescent psychiatrist and psychotherapist, who was featured in *Satyameva Jayate's* episode on CSA in its first season and Mumbai-based NGO

Arpan that works in the field of CSA. According to Arpan, "any act, using a child for the sexual gratification of the more powerful person" constitutes CSA. Members of Arpan took the parents through an extensive presentation and an interactive session. Terms like 'sexual gratification' (any act that arouses or satisfies a person sexually

either through contact (touching etc.) or non-contact (showing private body parts, photographs or videos etc.) and 'powerful person' (any adult who is in a more powerful locus than the child in age, or position) were unequivocally explained.

When a concerned parent wondered how a mere awareness session could

help, Dr. Shukla who has created an awareness video on CSA called *No Bad Touch* that can be showed to children 4 years old and above, remarked, "One cannot keep their children under lock and key to protect them from predators, but by becoming aware of what is needed to be done, we can create an environment of protection."

According to him, it is essential that an environment of trust and respect is created so that children communicate with their parents openly about what makes them uncomfortable. Parents' lack of time, energy and patience precipitates lack of trust and children lock up incidences of abuse in the recesses of their tender minds in grave consequences.

Dr. Shukla also advised parents against the one caretaker-one child concept fast gaining acceptance in nuclear families with working parents. "It is better to have multiple caretakers and multiple children, or one child and multiple children to substitute day care centres over live-in maids."

At the workshop parents were also given inputs on the recently-amended POCSO Act. It is but a small step in dealing with abusers legally.

'Let kids speak to us with confidence and trust'

The Orchid School (TOS), Pune has been making a concerted effort to keep their students at the centre of their focus. The school's director and founder, Lakshmi Kumar, spoke to Ritu Goyal Harish on the eve of the CSA workshop for 2014. "As a school we (TOS) believe that we have to stop beating about the bush and stop hiding from or negotiating with the Act (Protection of Children from Sexual Offences Act, 2012 - POCSO)" said Lakshmi at the outset, answering a question on the role of the school in CSA awareness, reporting of incidences and the law. "We have to understand our responsibility as a child minder and must stand up for the good intent of the law," she added.



Lakshmi Kumar

does not victimise you. It is the right of the child and gives a voice to the child." Admitting that it is not possible to create a sterile environment for children even in school, she said that in a grievous case like CSA a balanced view is necessary. While the school is not responsible for all the ills, there should be no attempt at family bashing either. She said, "The attempt to implement the law (by the school) should be genuine." According to her, awareness sessions and workshops are the only way to sensitise parents to the need to hear their children. "The voice of the child is not a Western idea. In India the role of the child was different and therefore the cultural context of a child's rights and voice were different."

Today, the only way a child would be heard is when adults silence themselves. "Let them speak to us with confidence and trust" she said.

The prevention of sexual abuse aims to stop sexual assault before it has a chance to happen. It is possible to create communities and environments where everyone is treated with respect and equality. This is done through promoting safe behaviours', healthy relationships, and thoughtful policies.

Preventing child sexual abuse requires a collective effort to further understand the causes of child sexual abuse and approaches to tackle it. The CDC provides several strategies that aid in reducing or preventing sexual violence. The strategies are promoting social norms that protect against sexual violence, teaching skills to prevent sexual violence, providing opportunities to empower and support girls and women, creating protective environments, and supporting victims/survivors to less harm.

Centre drafts child protection policy

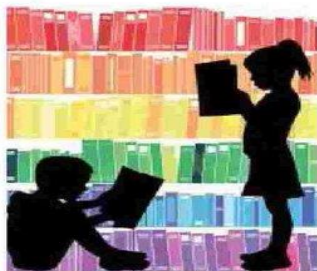
Move comes in the wake of Muzaffarpur home case

JAGRITI CHANDRA
NEW DELHI

A code of conduct for employees of all organisations and a declaration signed by them agreeing to ensure the safety of children are some of the provisions included in the Centre's draft national child protection policy, prepared on the prodding of the Supreme Court in the wake of the Muzaffarpur shelter abuse case.

The Ministry of Women and Child Development has placed the draft policy on its website and invited comments from stakeholders until January 4. This will be the first policy dedicated to the protection of children, an area that until now was only a part of the broader National Child Policy, 2013.

The Supreme Court had earlier directed the CBI to investigate allegations involving 17 shelter homes for children, destitute women, beggars and senior citizens in Bihar following the case of sexual abuse of more than 30 girls in a shelter home in Muzaffarpur in the State. The Supreme Court had also asked the Centre to consider framing a national policy on



The policy will apply to all organisations, both public and private. ■ GETTY IMAGES

protection of children.

As per the draft, the policy will apply to "all institutions, and organisations (including corporate and media houses), government or private sector".

The draft policy recommends that all organisations must have a code of conduct based on "zero tolerance of child abuse and exploitation". It requires organisations to lay down that employees don't use language or behaviour that is "inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate".

Institutions should also

designate a staff member to ensure that procedures are in place to ensure the protection of children as well as to report any abuse. Any individual who suspects physical, sexual or emotional abuse must report it to the helpline number 1098, police or a child welfare committee.

Role of States

Unlike the National Child Policy, 2013, the latest document doesn't talk about children who may need special protection: including those affected by migration, communal or sectarian violence, children forced into begging or in conflict with the law, and those infected with HIV/AIDS. It also doesn't talk about the role of the State for ensuring the protection of child rights or addressing local grievances.

"We welcome the decision, but its subsequent versions will need to go into a greater detail," said Priti Mahara, Director (Policy, Advocacy and Research) CRY. "It needs to define what child protection is as well as what it means by institutions or organisations."

Here the article ... aims to identify potential risks of harm to children and young people at the Service and to implement strategies to prevent and minimize those risks.

A child protection and safeguarding policy is **the first formal commitment to keeping children safe**. ... The policy should clearly articulate the fact that the organization values the physical and emotional wellbeing of all children in its care. The policy should also explain how this will be ensured. a child protection policy **helps create a child-safe organization**. It is designed to protect children (from abuse and exploitation by staff), staff (by providing guidance and laying out a just process for handling allegations), and the organization (from damage to its reputation0)**Protecting children's rights and their best interests**. Placing the child is the priority when dealing with all identified or suspected cases of child abuse. Empowering and educating children on their rights, personal safety, and steps they can take if there is a problem.

'Anti-child labour cells need support'

Study Shows Lack Of Coordination With Govt; Activists Say They Are Helpful

Indrani Basu | TNN

New Delhi: Anti-child labour laws and their strict implementation have not been able to contain the problem of child trafficking in the city. Children are still being trafficked from states like West Bengal, Jharkhand, Andhra Pradesh and Assam to work in factories and households in inhuman conditions.

Industrial estates like Okhla, Wazirpur and Jhilmil Colony see a number of such children steadily working when they are guaranteed free education under the Right to Education Act.

While Delhi Police's anti-human trafficking cell is over a year old now, and has helped rescue child labourers, there are several areas that need to be worked upon.

Ravi Kant, Supreme Court advocate who is conducting a study on several such cells in Delhi and across the country said, "There is no convergence between the ministry of women and child welfare and these cells and both agencies are working in isolation. The ministry needs to support the work of the police." Kant's study will form the India Country Assessment Report for the



Sumet Keswani

LIVING IN SHADOW OF HARD LABOUR: Children from other states are still being trafficked into the city

KIDS SAVED

YEAR	NO. OF CASES	NO. OF CHILDREN RESCUED
2008	18	286
2009	45	793
2010	106	996
2011	135	1,144
2012*	34	149

*Up to April 30

ministry of home affairs.

"While district level sensitization is going on, the justice delivery system needs to be strengthened. The legal aid system does not properly support the victims right now as the victims have to travel between states and testify in a court. While the travel expenditure is taken care of by the court, the state does nothing to ensure their accommoda-

tion," he said. Many times, the victims and their families do not show up in court due to social stigma. "There is need to conduct these cases over video conferencing to encourage victims to testify. Right now, employers are not getting convicted in a lot of cases because of this," he added.

Activists also say that the creation of these cells have helped the process of rescue of

child labourers. Till April-end this year, 34 cases of child labour have been reported and 149 such children rescued. In 2011, 135 cases were reported and 1,144 children rescued.

Activists say that responsive nodal officers have helped them crack down on employers faster. Increase in registration of cases of missing children is a positive step in this regard. "Each of these state cells are given Rs 35 lakhs per year and a jeep to help them in raids. Video cameras have been provided by MHA for detailed recording of these rescue operations," said Rishi Kant of NGO Shakti Vahini.

Currently, the cell in each district is headed by one inspector with sufficient number of upper subordinates and supporting staff. "In case of any organized trafficking racket that comes to notice, instructions are that the probe of that case shall be transferred to Anti-Kidnapping section of the Crime Branch for further necessary action," explained a senior police officer.

While 33 persons - including 22 women - have been arrested under the immoral trafficking (prevention) act already this year, 121 such persons were arrested last year.

The Indian government has adopted several laws in the past few decades to combat child labour. These laws include the Bonded Labour (Abolishment) System Act of 1976 and the **Child Labour (Prohibition and Regulation) Amendment Bill of 2016**. Anti-child labour laws and their strict implementation have not been able to contain the problem of **child trafficking** in the city. Children are still being trafficked from states like West Bengal, Jharkhand, Andhra Pradesh and Assam to work in factories and households in inhuman conditions. Industrial estates like Okhla, Wazirpur and Jhilmil Colony see several such children steadily working when they are guaranteed free education under the Act. While Delhi Police's anti-human trafficking cell is over a year old now and has helped rescue child labourers, several areas need to be worked upon.

LET'S NOT SCAR THEIR INNOCENCE	
	43 lakh child labourers, aged 4 to 15 years, in India as per 2011 census
	➤ Sarva Siksha Abhiyan has taken up a survey to identify school dropouts and count child labourers
	222 children rescued and violations detected as per district labour dept data between 2014 and 2018
	41 cases filed under Child Labour (Prohibition & Regulation) Act
	181 cases filed under section 20 of AP Shops & Establishment Act, 1988
	➤ Employers of any child worker, aged below 14 years, is punishable with imprisonment term from 6 months to 2 years for repeated offence

The above article is all about child labour. Child labour is illegal employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially or morally dangerous and harmful. The [Child Labour](#) (Prohibition and Regulation) Act of 1986, which was amended in 2016, has posed a challenge to the government departments concerned with the incomplete elimination of child labour, even as the district is striving to be child labour free. The district child protection officials from the women and child welfare department and labour department officials with the help of NGOs have been rescuing child labourers during periodic drives and getting them admitted to schools.



HOW A CHILD FALLS IN THE ADDICTION TRAP

To get time for themselves, working parents often keep their kids as small as 4 or 5 years busy on smartphones and/or tablets

Parents glorify when their toddler learns to open smartphone pattern lock or search videos on internet by voice commands

Children watch online videos, play games and even surf the net at night, gradually becoming addict to the internet

UNTANGLE YOUR KID FROM THE 'NET'

Remember that you are the role model of your child. Find if you too are addicted to the internet. If the answer is yes, do the needful

Encourage activities like outdoor sports. Encourage them to socialize with people. Plan outing to places like Van Vihar or the Tribal Museum with other kids.

Enable 'parenting control' on gadgets your child use. Maintain a record of their usage.

Understand that use of tech is a necessity today. Therefore, teach your child healthy use of the internet

Schools can include topics like 'healthy use of technology' on their curriculum

Expecting a child? Get counselling on parenting

Is your child an internet addict? Here are the symptoms...

- Remains glued to the smartphone even when you go out with him/her or when any guests visit your house
- Develops a rebel attitude and gets irritated when you take away the smartphone
- Academic performance is declining; There is also sleep disorders like sleep cycle reversal
- Neglects hygiene; doesn't sticks to routine plan. At times, your child also says no to going to school or coaching classes

BECOMES HYPERACTIVE ON SOCIAL MEDIA PLATFORMS & PREFERS ISOLATION IN REAL LIFE

... and the causes

- Kids suffering from mental disorders like Attention-Deficit Hyperactivity Disorder (ADHD) are more prone to internet addiction as it satisfies their novelty-seeking behaviour
- Lack of proper communication with you may lead to their internet addiction
- Conflicts between parents is also one of the main reason which forces kids to internet addiction
- You do not spend quality time with your child

DO NOT ALLOW YOUR KID TO SURF THE INTERNET AT NIGHT AND KEEP A CHECK ON THEIR BROWSING HISTORY




The above article of the times of India shows that, over 32-50 City children and teenagers the Aim referred to psychiatrist every month for mobile de-addiction the parents are really worried mental health experts believe that internet addiction among children and teenagers is turning out to be more dangerous than drugs or substance abuse reason is socially acceptable and gives the same kick to the human mind as substance abuse here the article shows that mental health experts say that internet addiction is causing depression and loneliness among children and teenagers they remained isolated in their social media world suffering and it in meeting people face to face sleep disorders and poor eyesight have become common among children parents do not even notice when their child as young as five years get addicted to using the internet over smartphones or computer and Falls prey to various mental disorders internet addicts suffer from various medical problems like a problems pain in backbone , joints, loss of appetite ,and constipation .many already fallen victims to cyberbullying , sexting, and online extortion.

THE WAY OUT

- Never treat your child as your property 
- Promotes a relationship with your children based on willingness and choices, rather than demands and rules
- Teach children to do what is good by using positivity and patience, rather than fear or punishment
- Let kids take power naps in the afternoon

- Allow kids to help you in the kitchen or cleaning home 
- Make them busy in crafts or in their hobbies
- Develop your kids interest in reading without forcing them 
- Ensure that your kid gets ready to online classes as they get ready for school
- Learn something new yourself to encourage your kids 



Here, in the above article, it shows that parenting is a pandemic; Bond emotionally and don't be authoritative with kids say, experts.

Psychosocial support for mental health and well-being of students during the pandemic and beyond is an initiative of the ministry of education as part of art manager Bharat Abhiyan is addressing the issues faced by parents and kids during Corona here the article explains the power of naps in the afternoon are important for the overall development of kids but unfortunately it is not happening despite children remaining at home all the time getting kids involved in helping you out the kitchen or cleaning the home or car with father keep them busy and. Happy making them busy in crops are in their hobbies also helps reduce the screen time of kids regarding online classes parents should first take online classes seriously before expecting that gets to be serious parents have to ensure that those kids get ready as if they are going to school and not just sit on the bed with laptop attending the class in schools is often try to speak out correct answers to impress their teachers but the same is not seen in online classes parents need to ensure that for assignment and homework is done on time. here, in the above article, it shows that parenting is pandemic; Bond emotionally and don't be authoritative with kids say, experts.

HOOKED TO DEVICES



ABETTING ADDICTION

- **SUBSTITUTIONAL PARENTING** | Parents hand cellphones over to young children. Phones have become **tech nannies**
- **PEER PRESSURE** | Pre-teens and teenagers are driven by 'Fear of Missing Out' or FoMo. In gaming, a bid to outdo fellow gamers leads to more screen-time
- **EMULATING ADULTS** | A child will ape a parent who is always on a mobile device
- **SAFETY CONCERNS/EASY ACCESS** | Concerned about their ward's safety, parents give children cellphones at a young age. This can lead to mobile addiction

File photos

AGE GROUP PREFERENCE

14-16 GAMING, YOUTUBE VIDEOS, PORN, WEBSERIES

16-22 SOCIAL MEDIA (INSTAGRAM, WHATSAPP, FACEBOOK, YOUTUBE), SELFIES, PORNOGRAPHY

SOURCE: MANOVIKAS MANASOPCHAR & DHYAN KENDRA SURVEY

HEALTH EFFECT

- Obesity ➤ Lack of concentration
- Blood sugar fluctuations
- Migraine ➤ Backache

“Children need at least eight hours of sleep. Most children stay up late to play games on their devices. This causes daytime sleepiness and the children fail to concentrate in schools. Earlier, migraines were not common among children. Today they are. They are triggered by the blinking or bright lights on cellphones. Children also don't go out to play. This sedentary lifestyle leads to obesity— **Uma Alurkar** | DOCTOR

TEACH BY EXAMPLE

A JAY DUDHANE, the chairman of the Manovikas Manasopchar & Dhyan Kendra, which is Maharashtra's first internet and cellphone de-addiction centre, provides some precautionary tips:

- **DON'T LET CHILDREN USE INTERNET AFTER THEY RETURN FROM SCHOOL**

- **As parents, do not constantly be on your cellphones while spending time with the children. Make a timetable for cellphone, laptop and TV use**
- **Split the screen time for children. Let them enjoy three-four installments of 30-minute screen-time each day. Say no to 24x7 screen-time**
- **Do not allow mobile devices and gadgets in the child's bedroom or during meal times**

SUICIDE PREVENTION HOTLINES

- **CONNECTING** | +919922001122
- **SNEHA INDIA FOUNDATION** | +914424640050

Gadgets help us in various ways in life. But when any of us use it for more than the required time, it means we are addicted to this technology. From kids and teenagers to grown-ups, this technology has attracted a person of every age group. gadget addiction became one of the common issues in today's generation. It is affecting not just kids; even adults are developing an obsession with their devices. People think they should stay online not to miss something interesting. Whether it is games or birthday celebration posts by friends or relatives, they want to stay updated. As a result, they regularly check their devices. as result parents are responsible for the addiction to gadgets in children.

Drawbacks of technology

DRAWBACKS OF TECHNOLOGY	
➤ Study conducted in Singapore according to WHO guidelines ➤ Television was most commonly used device and associated with longest viewing time ➤ Excessive screen time in childhood linked to range of health problems	 ➤ Such children have increased risk of obesity and reduced cognitive development

“ I hardly see children on the ground as parents prefer to keep them at home or send them to activity class, rather than undertake any physical activity. Parents do not have enough time for their children due to their busy schedule; giving mobile in their hands or putting on the TV is easy for parents, as it keeps the children busy

MANISHA MAHATME | SENIOR TEACHER,
ST JOSEPH'S CONVENT JUNIOR COLLEGE

Preschool children aged 2 to 3 who spent more than three hours a day during screens such as mobile tablets television grow up to be less physically active at age 5 years according to the article which has been shown above, In the article says the study revealed that children of the same age group for screen time was less than 1 hour per day were more likely to have held their behaviour in later life one way that children viewing may influence health is by replacing time that would otherwise be spent doing something else such as physical activity and sleep.



Attitude towards teacher

A forgotten stotram

Parents must inculcate the right attitude towards a teacher in their children. Never belittle teachers in front of children says Saba Khan

'Guru Bramha, Guru Vishnu, Guru Devo Maheshwaraha'

This famous Sanskrit stotram tells us that Guru is equal to God, who generates knowledge and destroys the darkness of ignorance in a student's life. We must feel great reverence for teachers as we feel for God. According to a famous couplet by Kabir if God and guru are standing together then you ought to greet the Guru first as he imparts knowledge which is the most pious thing in the world.

Alas! These values are hardly seen in today's generation.

Most of the students just feign respect, disobey their teachers, answer back and mocking teachers is very common.

Indian Values are our perennial assets and they shouldn't change with time. In the old days though teachers were very strict yet we used to love and admire them. Respecting and obeying teachers was inculcated in us by our parents. Even if children complained about teachers parents used to scold them and it was a firm rule



that teachers did it for the sake of your betterment.

In today's scenario parents' attitude have changed. Nowadays due to nuclear and small families parents are more possessive about their wards and for small things they rush to school and confront the school staff in front of the child who is listening carefully how his parents are treating his teachers. This attitude damages the image of teachers in a

child's tender mind.

Parents feel as they are paying the fees no one has a right to reprimand their child.

This infuses the negative thought in a child that my parents are there to defend me even if I make a mistake. Many times children lie or alter their statement, make up stories just to seek their parent's attention. It is one of the common signs of attention seeking behaviour. In future these children will face lots of behavioral issues and become emotionally unstable.

Parents must support children to deal with uncomfortable situations, feelings of guilt, peer conflicts, resentment etc.

These situations make them strong emotionally. It is said that when an egg is broken from outside life inside ends but when an egg is broken from inside new life begins. So let children face all emotional trauma bravely and encourage them to accept their mistakes instead of complaining and becoming defensive.

Teachers on the other hand are

well aware about prohibition of physical punishment in school. A teacher has to be firm to foster discipline and manners among students without being harsh.

Sometimes the improper behavior of a single teacher is enough to vilify the name of a school. It is the responsibility of institutes also to train teachers before giving them charge of students.

If your child is complaining frequently about the ill treatment of teachers then you should first cross check with teachers before coming to any conclusion. And make sure to keep your child away from the scene.

Your attitude should kindle respect of teachers not demean the image of teacher in your child's heart.

Always remember a teacher is a guiding angel in every student's life. And don't forget our ancient values which teach us 'Guru is God'.

— The author is the head-mistress of Saptaha Experimental School

A forgotten stotram

"Guru Bramha, Guru Vishnu, Guru Dev Maheshwara"

Parents must inculcate the right attitude towards the teachers in their children. Never belittle teachers in front of children says, Saba Khan. This Sanskrit stotram tells us that Guru is equal to God, who generates knowledge and destroys the darkness of ignorance in a student's life. We must feel great reverence for teachers as we feel it for God. According to a famous couplet by Kabir if God and Guru are standing together then you ought to greet Guru first as he imparts knowledge which is the most pious thing in the world. these values are hardly seen in today's generation.

The above article shows that Most of the students just feign respect, disobey their teachers, back answer and mocking teachers is very common. Indian Values are our perennial assets and they shouldn't change with time.in the old times though teachers were very strict yet we used to love and admire them. Respecting and obeying teachers was inculcated among us through our parents.

OUR CLASS DISCUSSION

Our teacher Conducted a group discussion in the class on the topic of parenting and childhood issues.

We discussed how parenting affects child development and we also discussed parenting techniques and challenging behaviours. Our teacher enlightened the gathering about the role of parents in the Holistic development of the child. The close bonding between parent and child for enhancing the child's confidence and self-esteem. In the enactment session, students role-played different life situations and energetic interactive sessions began between the teacher and students. It was an enriching experience for all of us.

Group discussion was divided into groups of students 5 in each group and my Group was group number 4. My topic of the discussion was the negative effect of parenting where I explained how the effect of Negative parenting on children.

effect of negative parenting on children. In my group, we discussed a few major topics like - Elma Siddiqui- what is parenting? Himadri- talked about overprotective parents, Himanshi on shyness and I Gudiya Kumari on negative effects of parenting last but not the least Khushi -discussed affinity towards Gadgets, and I must say it was a wonderful experience to discuss all these topics.

Coming to my point of discussion ... which is the negative effect of parenting, my explanation is as follows

Parenting is not as easy a task as it may seem. Trying to strike a balance between protection, freedom of space and the right-upbringing of a child can prove to be a tough ordeal. Therefore, it is common for some parents to make the mistake of being overprotective and refusing to let go. Overprotective parenting causes numerous negative effects, the most common being the inhibition of learning, the limitation of growth, and behavioural problems. Firstly, one of the negative effects of overprotective parenting, is that children are inhibited from learning in the early stages of their lives and, hence, do not develop some of the fundamental skills during that period. Overprotective parents can essentially make children prisoners.

Child-rearing methods (poor supervision, poor discipline, coldness and rejection, low parental involvement with the child) distinguished between three styles of parenting namely authoritarian, permissive and authoritative. Authoritarian style is the bossy parents who do not consider their children's opinion, demanding and rather could have been found to hurt the children.



To conclude

I have added the above image to show that a secure attachment with parents helps promote a child's cognitive, emotional and social behaviours. the healthy involvement of parents in their children's day to day life helps ensure that their kids can perform better socially and academically.





Thank you

GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY



AWADH CENTRE OF EDUCATION



**INSTITUTE OF VOCATIONAL STUDIES
BACHELOR OF EDUCATION PROGRAM
SESSION 2021-2023**

SUBMITTED BY: GURIYA KUMARI

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Introduction

Philosophy: -

The term philosophy is derived from two Latin words "Philo" and "Sophia". Here, the word "Philo" means love and "Sophia" means wisdom. Thus, the literal meaning coming out from the combination is "love of wisdom". Wisdom consists in knowledge plus the ability to utilize its properly in different situations. With wisdom the man, then, gets the perspective to relate and understand the universe, nature and purpose with him and other people.

In terms of education, philosophy identifies and clarifies the beliefs, values and understandings of an individual or group with respect to education. Defined in this sense, it may be thought of as a more-or-less organized body of knowledge and opinion on education, both as it is conceptualized and as it is practiced.

A philosophy of this sort is critical in defining and directing the purposes, objectives and focus of a school. It should also serve to inspire and direct educational planning, programs and processes in any given setting. A philosophy of education may influence what subjects or topics are taught, how they are taught, and perhaps more importantly, the supporting beliefs and values that are taught, both implicitly and explicitly, within and around the core curriculum.

Education: -

The term Education is derived "Educere", "Educare" and "Educatum". Here, "Educare" means to "draw out or to nourish", "Educere" means to "to lead out" and "Educatum" means "to teach". Many philosophers and thinkers have their own definition based on their perspectives and experiences. According to Dewey's education is life long, continuous process which brings behavioral changes, improve an individual's competency and it cannot be confined to school only.

Gandhiji on education says "By Education I mean all-around development, drawing out of the best in the child-man body, mind and spirit."

According to "Rigveda" Education is something which makes a man self-reliant and selfless.

It is not mere communication or flow of information and acquisition of knowledge by pupils, but the fact is that of the total development of the socially expected personality. In other words, education is concerned with the entire man, this makes either life of an individual comes under the purview of education.

Philosophy and education are said to be the two faces of the same coin where philosophy is like a soul to the body of education. It determines the real destination toward which education has to go

the philosophy deal with the ends and education is a field in which philosophical theories and speculation are tested and made concrete.

Educational Thinker 1 –

Mahatma Gandhi



Mohan Das Karam Chand Gandhi, a great leader and philosopher was also an educational thinker of great repute. He wanted to establish a free and casteless society with no exploitation and racial discrimination. For this purpose, he used education as an instrument. His philosophy of education was the outcome of his long experiences of political, social, and economic life of the country. The meaning of education, according to Gandhi ji, is to promote the physical, mental, and spiritual development of an individual. According to him, reading and writing is only a means of education, and it is not all.

For Gandhi ji, no education is worth the name unless it makes boys and girls good citizens. His idea on education was the practical embodiment of his philosophy of education. The main aim of basic education was to purify the heart and mind of all people and create a society free from all exploitation and aggression.

Gandhi ji has a contribution to education is unique. He was the first Indian who advocated a scheme of education based upon the essential values of Indian culture and civilization. The methods and

techniques advocated by him and the environment he prescribed revolutionized Indian thinking and way of living.

His philosophy of education is a harmonious blending of idealism, naturalism, and pragmatism. It may be noted that there is no inherent conflict between the three philosophies. Idealism is the base of his philosophy whereas naturalism and pragmatism are the helpers in translating that philosophy into practice. He advocated the ideals truth, nonviolence and moral values to achieve the ultimate truth of self-realization. He is a devotee of naturalism when he speaks about the development of the child according to the nature and he becomes a pragmatist when he advocates learning and doing by experience. All this leads to integration, so essential to effective education and development of the total personality.

Meaning of Education

According to Gandhiji “literacy is neither the beginning nor the end of education. This is only a means through which man or woman can be educated”. While giving the definition, he says “by education I mean an all-round drawing out of the best in child and man- body, mind, and spirit. This is only a means through which man and woman can be educated. “By “All-round” he means the harmonious development which ‘Drawing out the best’ potentialities coiled up in the child which can be realized or developed to its perfection through education. It is the development of human personality in terms of physical, intellectual and spiritual aspects. Education should take care of the child transforming the individual’s personality. It should be the function of education to bring about a harmonious development of all the aspects of human personality so that it can grow to its highest stature and serve the society at its best.

Aims of Education

1. **Vocational aim:** Gandhiji wished that each child, through his education, should be able to learn a productive craft to meet his future needs of life by adopting some industry or business. Hence, he advocated education for self-reliance and capacity to earn one’s livelihood as the main aim of education. By this aim he did not mean to make the child a laborer. He wished that each child should earn while engaged in learning and earn something while learning. He said, “Education ought to be for them (children) a kind of insurance against unemployment.”
2. **Cultural aim:** He advocated that vocational education and cultural advancement should go side by side. He considered the cultural aspect of education as more essential than its academic aspect. Culture is the main foundation and an essential part of education. Gandhi ji said that he attaches more importance to cultural factor of education than its literary

factor. Culture is primary and basic thing which the girls should receive from school. It should show in the smallest detail of your conduct and personal behavior, how to sit, how to walk, how to dress etc.

3. **Character aim:** Gandhiji also believed that one of the essential aims of education is the moral development or character development. According to Gandhiji, the end of all knowledge should be the building up of character. Character building implies cultivation of moral values such as courage, strength of mind, righteousness, self-restraint and service of humanity. He believes that education will automatically develop an ability in the child to distinguish between good and bad.
4. **Perfect development aim:** Gandhiji said that the real education develops the body, mind and soul of children entirely. He also said that the man is neither mere intellect, nor the gross animals' body, nor heart or soul alone. A proper and harmonious contribution of all the three is required for the making of the whole man and constitutes the true economics of education.
5. **Liberation aim:** The fifth aim of education According to Gandhiji is that education should liberate body, mind and soul. By liberation he meant two kinds of liberation. One was the liberation all kinds of economic, social, political and mental slavery. The second was the liberation of the soul from worldly pursuits and devote itself to higher forms of spiritual living. Education should provide this spiritual freedom for self-growth and realization of the self.
6. **Dignity of Labor:** Gandhiji wants that education should develop students in such a manner that they may stand on their own legs after completing their education. Gandhiji says that after seven years of education from the seven years of age to fourteen years, the child should be able to earn. The students must learn the dignity of labor. They should not feel shy while doing some work with their hands.
7. **Training for leadership:** Gandhiji believed that for successful democracy, good leaders are needed. Education should imbibe the education of good leaders. That way only the students will be able to shoulder the responsibilities in a satisfactory manner.

8. **Social and individual aim:** aims of education, as advocated by Gandhiji, have been both social and individual. Gandhiji rightly believed that the individual and society are dependent upon each other, because one affects the other in all situations of life. He wanted individual perfection and a new social order based on “Truth” & “Non-violence”. Education trains an individual and makes him an ideal citizen who will help his nation.

Gandhi ji Views on Education

1. **Objectives of education:** The ultimate objective of the new education is not only a balanced and harmonious individual but also a balanced and harmonious society – a just social order in which there is no unnatural dividing line between the people and everybody is assured of a living wage and the right to freedom.
2. **Education through craft:** The uniqueness of this scheme is that education is to be given through village crafts. The core of his proposal was the introduction of productive handicrafts in the school curriculum. The idea was not simply to introduce handicrafts as a compulsory school subject, but to make the learning of a craft the centerpiece of the entire teaching program. Knowledge of the production processes involved in crafts, such as spinning, weaving, leather-work, pottery, metal-work, basket-making and bookbinding had been the monopoly of specific caste groups in the lowest stratum of the traditional social hierarchy.
3. **Curriculum:** Curriculum in Gandhi’s scheme is activity centered and craft centered. For him craft occupies a vital position in human life as it develops the skills and talent with higher values of life. The subject in the curriculum includes in the following:
 - **Basic craft** – Agriculture, Spinning, Weaving etc.
 - **Language** - Mother tongue.
 - **Social Studies** – social and economic life of the community, culture, history of craft etc.
 - **General Science** – nature study, zoology, physiology, hygiene, physical culture, anatomy etc.
 - **Arts** -Drawing and music.

Reflection on the Education Philosophy of Thinker 1 -

- 1. Skill Development:** - As Gandhiji emphasized on the development of skill through vocational studies added in the curriculum of school, I observed this aspect of his philosophies followed. During PSE session, I noted that Guru Harkishan Public School has offered the curriculum allotting periods to the students to indulge them with skill development like games, music, art, etc. Gandhi Ji believed that education should develop all the capacities of the child so that he becomes a complete human being.
- 2. Education in Mother Tongue:** - Gandhiji said that education should be imparted in mother tongue of the student. It is important to use the mother tongue or regional language in the process of education because the students would understand the concept and topic effectively. During the observation in Guru Harkishan Public School, I also noted that some teachers are using Hindi in the process of education. The entire classroom took place in the regional language, where the students also contributed by replying in Hindi only. By this, I interpreted that the use of mother tongue in the classroom can result in an effective teaching and learning.
- 3. Moral Development:** - By Gandhi ji's definition of education, one can find out that a true transformation of a man is only possible when he is morally, spiritually developed. There was a divinity seminar in the Guru Harkishan Public School which students had to attend. The purpose of the seminar was to screen short stories on Guru Nanak Dev ji and impart education focusing on their moral development. The teachers later, took out the examples from the screening and referred them to impart knowledge.
- 4. Spiritual Development:** - Everyday, Guru Harkishan Public School conducts the morning assembly to generate the morals, ethics and values and to build up an inner peace which is very essential component required in students. And in Reception area, there is also a White board which displays the quote of the day with meaning.
- 5. Sound Body, Mind and Spirit:** - The school is providing appropriate space and opportunities to the students to play sports games. He focused on learners morally sound, individually independents, socially constructive, economically productive and responsible future citizens. His idea behind it was to create a citizen which can prove helpful in solving the problem of unemployment by making youth self-employed by giving them skill training. Guru Harkishan Public School offers sports like Badminton, Basketball, Hockey, Table Tennis etc. This contributes in the health and physic of the students.



Relevance in Contemporary Education

- His views on early childhood education are quite relevant today. The most important point in Gandhi's scheme of education is its emphasis on relating school education to the needs of the society.
- He wanted to achieve the objective of a system of learning while earning. There he wanted each individual to engage with craft making skills, which can further help them to earn from it.
- He gave an important place to the learning of craft.
- It will be seen from the curriculum of the present-day schools that work experience and socially useful productive work find an important place.
- Today the curriculum in many ways is contracted to develop the child entirely and transform him into an ideal man.
- The relevance of Gandhi's education also proves to flourish the life of a learner through craft education.
- Today, numerous people are engaging with these activities and leading their life towards success.
- He promoted vocational studies in his time and now this idea has become relevant. The school has included this into its curriculum so that the learner can find new opportunities for better life.

Educational Thinker 2

John Dewey

John Dewey was an American Philosopher and educator, founder of the philosophical movement known as Pragmatism. He is a pioneer of functional psychology and a leader of the progressive movement in education. Dewey's ideas on education were evident in his theory about social learning where he believed that school should be the representative of a social environment and that students learn best when in natural social settings. His ideas impacted education in another aspect because he believed that students were all unique learners.

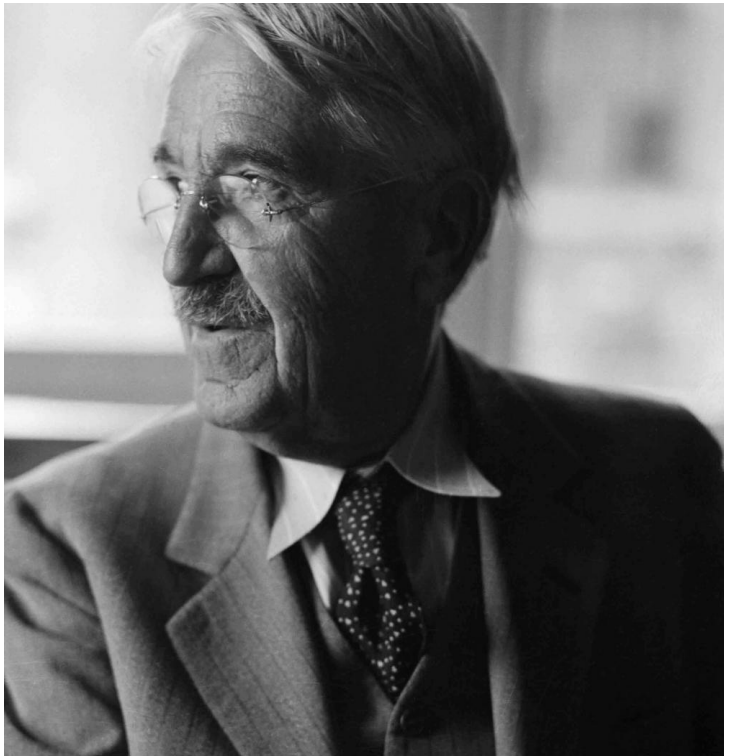
To Dewey, the school is an essential social and psychological institution. The school is not a place where some dry knowledge is imparted. For Dewey, the school is a place where the child learns by his own personal experiences.

Considering the school as a psychological necessity he wanted the ideal school to be like the ideal home.

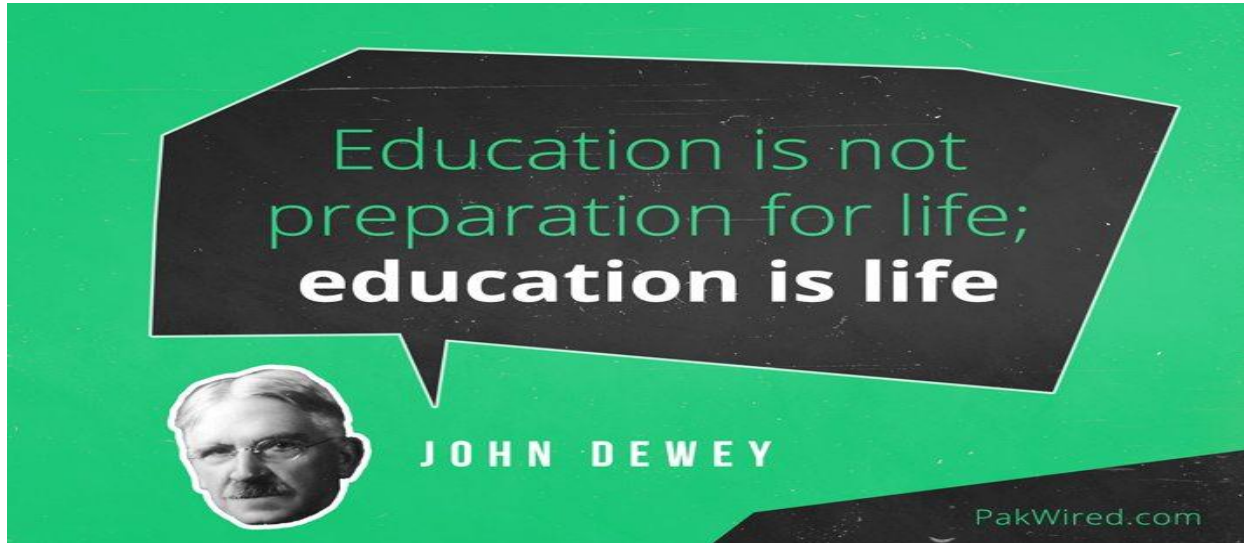
Dewey criticized the limitations of the view of formal education, particularly for its limitations in enabling students to draw from their past experiences in constructing new meaning. He called for the need for formal education to realize the importance of freedom and flexibility in education by allowing the expression of even immature feelings to enable learning.

He agrees to the function of education as preparation for life, if it refers to life now and the immediate future. Pupils, he said, are not interested in the distant or remote future. Any such attempt would not stimulate them to learn. Education should ensure adequate preparation for immediate life. This will encourage the pupil to learn. Dewey also agrees with the aim of education as self-realization of the individual.

Dewey did not believe in an ultimate aim of education. He provides no fixed and final goal of education. He always speaks of immediate or proximate aims. To him education is experience which is subject to constant change with the changing pattern of life. The process of education is a continuous process of adjustment. The individual has always to adjust and re-adjust himself to the environment.



He liked his ideal school to be an ideal community like the family where the pupils are engaged in common pursuits and educative experiences. “The school, in fact, should be an enlarged family, in which discipline the child receives more or less accidentally at home is continued in a more perfect form with better equipment and more scientific guidance”, said Dewey.



Education as a process actualizes itself in and through various aids and devices, which are mostly psychological in nature. These aids and devices used in the teaching and learning process are known as methods of education. Dewey accepts that the method of teaching and learning must be individualized, that education must begin with a psychological insight in the child's capacities, interests and habits. His emphasis on the freedom of the learner, child centered education and learning by doing, are all aspects relevant to the present-day educational system. Dewey proposed project method, experimental method and reasoning according to inductive logic.

For Dewey, teacher has an important place, who should focus more with the pupil's impulses and interests rather than the inculcation of knowledge. According to Dewey's philosophy of education, a teacher's duty is to maintain a proper social order and to see that the children grow in a social atmosphere. His main function is to guide the young through the complexities of life. The teacher has to help the children so that they can adjust successfully with the contemporary conditions of life.

Dewey supported and emphasized on the freedom of children. As he proposed child centered education, he talked about better environment for children. But this freedom, according to his philosophy, has to be regulated and organized by the teacher and it should be exercised in the interest of the society as well. The teacher is not to impose his personality or his ideology on the child, but his business is to select the influences which should enrich the child's experience and to help him so that he can properly respond to such influence. Thus, according to Dewey, the main purpose of school discipline is the cultivation in the pupils of social attitudes, interests and habits,

and ideals of conduct through the conjoint activities of the school which has been organized as a community.

Reflection on the Education Philosophy of Thinker 2: -

1. **Child Centered Education:** - John Dewey proposed child centered education where the whole agenda of education revolves on the child and its development. According to him, the education revolves around the realization of one's full potential and the ability to learn and utilize the skills. As the process of education is focusing on child, the whole system of education is Child centered education. The school is successfully implementing the concept of child centered education. The teachers are including every student in the classroom activities and focusing to resolve the issues regarding the topic and life.
2. **Freedom to the Child:** - The children were given freedom in the class to engage with environment and studies on their own. As Dewey's philosophy talks about important role of a teacher, it gives allow the child but in a controlled manner. The children in the school were given freedom in the class. The English ma'am set the students free to engage with the poem on their own. In this way, the children will attempt to understand the concept on their own. Thus, it becomes the knowledge contraction through experience.
3. **Teacher's Role:** - According to Dewey, teacher is an important agent in the education who works to influence the children with its selected ideas and behavior. These selections will contribute in the enrichment individuals' life. This is what I witnessed in the classroom where the teacher directed the students not to compare with their score marks with each other. Explaining children about the negative effects of comparison in any grounds will direct them towards enhancement of life.
1. **Discipline:** - The philosophy of education by Dewey emphasized on the school discipline as it is the cultivation in the pupils of social attitudes, interests and habits, and ideals. Dewey argued that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. Thus, Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also as a place to learn how to live. With the observation, I found the school has implied discipline for students. The discipline began with Divinity prayer. Also, the no student was spread wrappers in the corridors thus keeping it clean.

John Dewey Educational Philosophy

- **Basic principles of education**
- **Aims of education**
- **Concept of school**
- **Methods of teaching**
- **Role of teacher**
- **Discipline**



Relevance in Contemporary Education

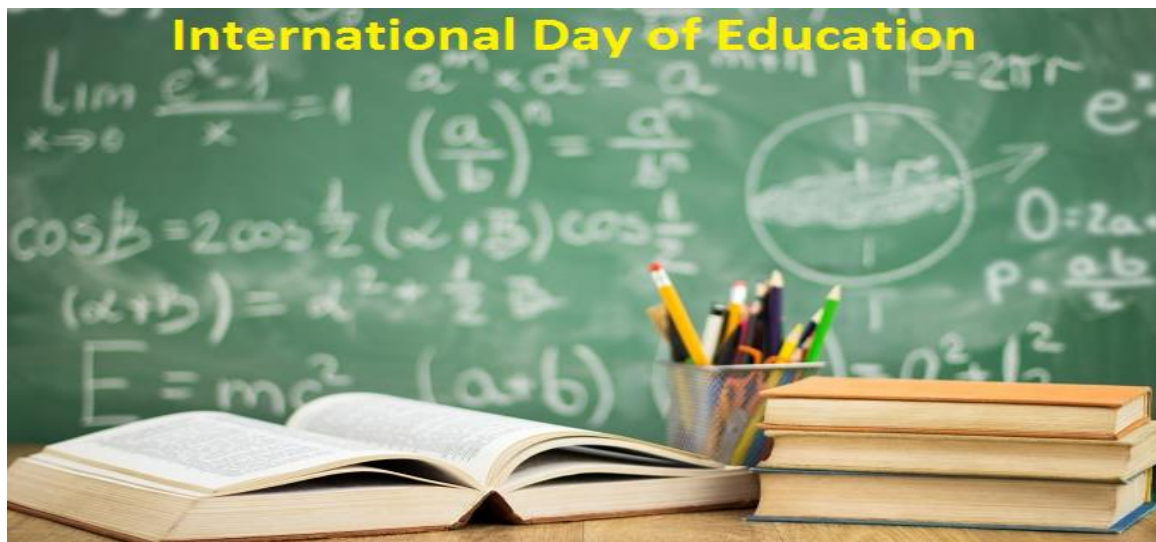
1. Dewey was an original thinker and a practical teacher. Dewey gave a practical shape on the various ideas of education and a progressive outlook to education. His ideas have had a great impact on the contemporary educational system.
2. **Creation of Experimental Schools:** Dewey established an experimental or laboratory school. But today there are many experimental institutions and research institutes in different places for trying various theories in the field of education.
3. **On Aims of Education:** Dewey as such didn't have specific aims of education but the point at which he focused while discussing on education is the teaching of democratic values.
 - a. He insisted on developing social and democratic qualities in the child. This viewpoint on education has been accepted as valid in the contemporary school system.
 - b. For example, the student in English was not able to perform well. Thus, the teacher called him in the front seat so that both can focus on the learning process. Here, the child was not left behind but included in the class to improve his knowledge and skills.
4. **On Discipline:** Dewey's concept of free discipline, self-discipline and social discipline attracted the attraction of the modern educationists.
 - c. While observing the school, I noted the discipline is being followed by the students and also the staff. The school has strictly followed the schedule. It begins with morning assembly to give a positive start to the entire day sharp at 8:00 a.m.
 - d. Then the classes begin on time where the teachers enter the classroom at a determined timing. Also, the students have to follow proper dress code and follow to maintain silence in the corridor. Here, I noticed the quality of self-discipline.
5. **On Curriculum:** The important impacts of Dewey's ideas on curriculum are given to the introduction of life centered, child centered, community centered and correlate curriculum. Importance is attached to manual skill subjects and vocational subjects in the modern curriculum. Moreover, due place has been given to various kinds of games and sports. As Dewey has given his ideas on curriculum, the schools have transformed the teaching method. It shifted from teacher centered to child centered, where the entire procedure revolves around the children and their development of skills. The school has included wide aspects where the students can have adequate place to play sports and games. Also, they are offered to perform other activities like crafts, music and divinity.
6. **On Educational Methods:** The greatest impact of Dewey's ideas is seen on the methods of education in more recent times. He emphasized the place of motivation, interest in learning, learning by living, learning by doing, learning by experience, etc. Dewey's most important methods of teaching like project method, activity method, and problem influenced in modern teaching techniques.

Conclusion

Mahatma Gandhi and John Dewey have their own philosophies of education. But interestingly, both these philosophies are visible in the contemporary educational system. Gandhi ji focused on vocational studies and emphasized that it should be the part of curriculum. The idea of including the vocational studies in curriculum was appreciative because it will contribute in the individuals' skill development. Thus, the developed skills can further develop the capabilities in a person to earn through appropriate utilization of the skills.

John Dewey concentrated on the child-centered education where the teacher is important, but the learners' activities are more crucial. According to John, the child must be given freedom by a teacher in controlled manner and environment. He believed that the aim of education will vary according to needs to the needs of society. Thus, he didn't emphasize on a particular aim of education.

In the Indian context, the education system is implementing these philosophies in schools. The teaching approach has transformed from teacher-centered to child-centered education. Now, the whole process of education revolves around the children and their development. Teachers' responsibilities and duties are more crucial and important than before in the right guidance for students and learners. In the previous ages, skill development was placed as extracurricular, but now skill development studies are added as a part of the central curriculum. These philosophers have their viewpoints and perspectives which they have generated from their experiences. Now these philosophies are visible in the current curriculum of Indian education system.



Thank You!

NAME : Guriya Kumari

ENROLLMENT No: 122211203299

Submitted to : SHAILJA GUPTA

Subject : language across the curriculum

Course code: 105

College : Institute of vocational studies

Report

3 in the class discussion on “ NEW EDUCATION POLICY 2020 : with respect to languages and multilingualism ” under the guidance of our teacher Ms. Shailja Gupta. It was organised by Ms. Aditi sahani and ms. Guriya Kumari on digital platform MS Teams on 28 – 29 December , 2021 , 11:10 AM onwards.

This program started with the opening remarks by the program convenor Ms. Aditi sahni while the welcome address was delivered by Ms. Guriya Kumari.

Ms. Priyanka discuss about the multilingualism and it's importance regarding NEP 2020 . She emphasize that the multilingualism has been a underline Principle of this Policy. The power of language for strengthening and understanding of Indian cultures and values has been laying foundation of this policy

Ms. Sadaf highlighted that children learn language at the very young age , in their foundational stage that is upto 8 years they have built-in capabilities of learning more and more languages.

Mr.Pritish in his speech mentioned appreciation of NEP 2020 with special reference to make home

language , mother tongue and regional language as the medium of instruction upto class 5 and said this may create a long term impact in nation building.

Ms. Shivani Namdev in support of pritish opinion mention that imparting school Education in Mother tongue or Regional language may bring drastic changes in the ongoing process of human resource development and learning mother tongue will also help future generations to forge a relation with their own social and cultural fabric.

Mr. Maxwell talked about the importance of mother tongue . He further added that teaching in mother tongue will infuse the sense of ownership and pride in one's own culture and heritage and linguistic inheritance.

Ms. Shimpi Gupta shared his views on imparting education in mother tongue and also emphasize on

the importance of learning English language at early age so that student can attain certain amount of knowledge and development to compete globally.

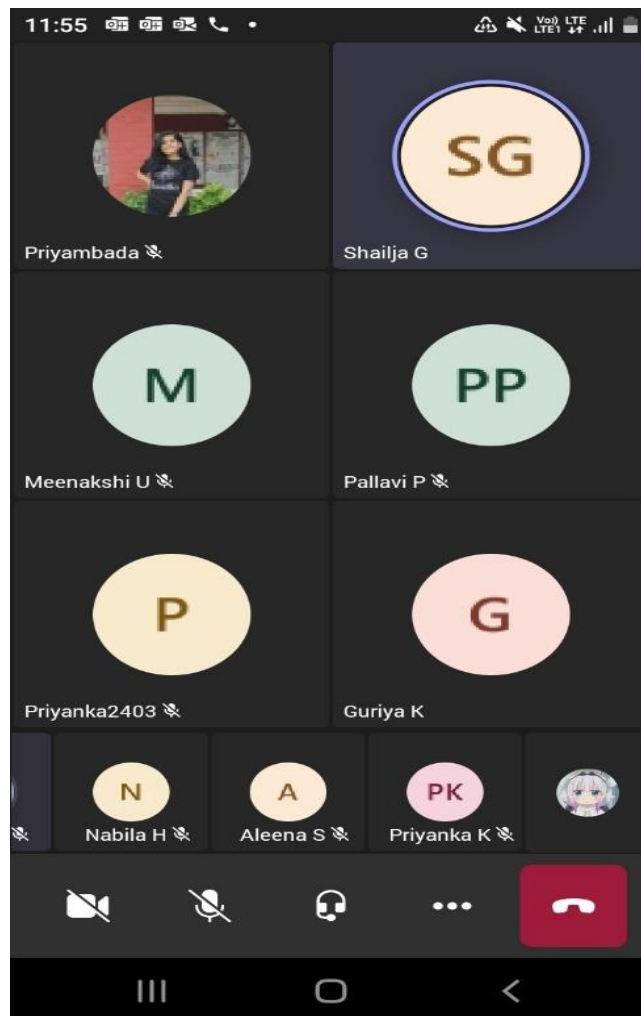
Mr. Mohit Gupta shared his views on language. He mentioned that language is not about speaking , reading or writing it's about knowledge , understanding each other's cultures , race and ethnicity . It's a diverse topic .

Minakshi upadhyay conclude the session by sharing her veiws on NEP 2020 . She highlighted that NEP 2020 is stepping in a right direction and our country is going to see a large scale improvement there are certain limitations like lack of infrastructure , resources , teachers etc. But that can be worked out if all the stakeholders come together and work out. And ancient wisdom combined with modern science is going to help the students in learning education .

During the interection session , questions from different students came up and there was a healthy interection between the participants.

The program ended with the vote of thanks being proposed by the convenor of the program Ms. Aditi sahni.

PHOTOGRAPHS



GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY



AWADH CENTRE OF EDUCATION



**INSTITUTE OF VOCATIONAL STUDIES
BACHELOR OF EDUCATION PROGRAM
SESSION 2021-2023**

**SUBMITTED BY: GURIYA KUMARI
ASSIGNMENT (COURSE TITLE): UNDERSTANDING
DISCIPLINE AND SUBJECTS
ENROLMENT NO: 122211203299
ROLL NO: 111226108318**

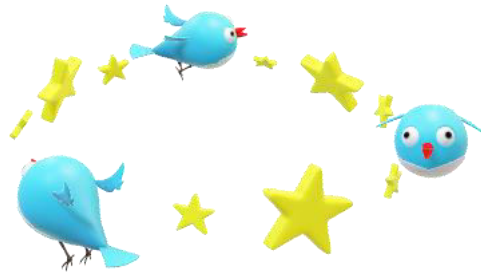
**PROGRAMME: B. ED 1st SEMESTER
COURSE CODE: B. Ed-107**

SUBMITTED TO: MS. ANURADHA DEHARIYA

Honeycomb

TEXTBOOK IN ENGLISH
FOR CLASS VII





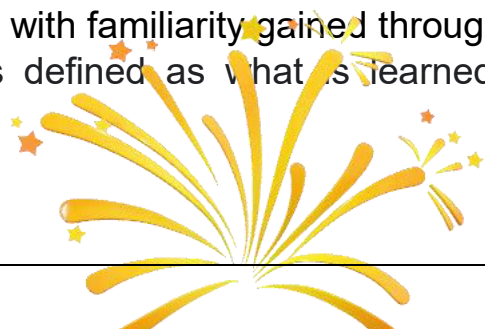
NCERT For Class 7 English Honeycomb

- Chapter 1 Three Questions
- Chapter 2 A Gift of Chappals
- Chapter 3 Gopal and the Hilsa Fish
- Chapter 4 The Ashes that Made Trees Bloom
- Chapter 5 Quality
- Chapter 6 Expert Detectives
- Chapter 7 The Invention of Vita – Wonk
- Chapter 8 Fire Friend and Foe
- Chapter 9 A Bicycle in Good Repair
- Chapter 10 The Story of Cricket
- Garden Snake (Poem)
- Dad and the Cat and the Tree (Poem)
- Chivvy (Poem)
- Meadow Surprises (Poem)
- Mystery of the Talking Fan (Poem)
- The Rebel (Poem)
- The Shed (Poem)
- The Squirrel (Poem)
- Trees (Poem)

Analysis of school textbooks to construct and discuss nature and types of knowledge and Pedagogic element

What is knowledge?

the fact or condition of knowing something with familiarity gained through experience or association. Knowledge is defined as what is learned,



understood, or aware of. An example of knowledge is learning the alphabet. An example of knowledge is **having the ability to find a location**. ... The fact of knowing about something; general understanding or familiarity with a subject, place, situation, etc.



sources of knowledge

According to Donald Ary, Lucy Cheser Jacobs, and Christine K. Sorensen, the major sources of knowledge can be categorized under five headings: **(1) experience, (2) authority, (3) deductive reasoning, (4) inductive reasoning, and (5) the scientific approach**. Experience is a familiar and well-used source of knowledge.

The four sources of new knowledge include **intuition (beliefs), authority** (the influence of someone with more experience), rational induction (relating to previous knowledge or tying two ideas together to create a new one), and scientific empiricism (programmatic research).

Types of knowledge

Disciplinary knowledge: An academic discipline or academic field is a branch of knowledge. It incorporates expertise, people, projects, communities, challenges, studies, inquiry, and research areas that are strongly associated with a given scholastic subject area or college department. For example, the branches of science are commonly referred to as the scientific disciplines,



e.g. physics, mathematics, and biology.

- Interdisciplinary knowledge:

interdisciplinary studies involve the combining of two or more academic disciplines into one activity.

- Cross-disciplinary: Viewing one discipline from the perspective of

another; for example, the physics of music and the history of math

- Multidisciplinary: The juxtaposition of several disciplines focused on one problem with no direct attempt to integrate

- Pluridisciplinary: The juxtaposition of disciplines assumed to be more or less related; e.g., math and physics, French and Latin

- Transdisciplinary: Beyond the scope of the disciplines; that is, to start with a problem and bring to bear knowledge from the disciplines.

Pedagogy

According to Merriam-Webster, pedagogy is the “art, science, or profession of teaching.” This broad definition covers various aspects of teaching, and there are many moving parts to pedagogy that include teaching styles, feedback, and assessment. The term pedagogy boils down to the study of different teaching methods.

Pedagogical elements

1. Game components refer to the curricular, instructional, and learning dimensions of a serious game. Learn more in Educational Serious Games Design.

- ❖ overviews (previews)
- ❖ introductions.
- ❖ outlines (text, bullets, or graphics)
- ❖ focus questions (knowledge and comprehension questions)
- ❖ learning goals / objectives / outcomes / competencies / skills.
- ❖ case problem.

Summary about book

The book which I have chosen for a book review is a NCERT English Textbook of Class 7.

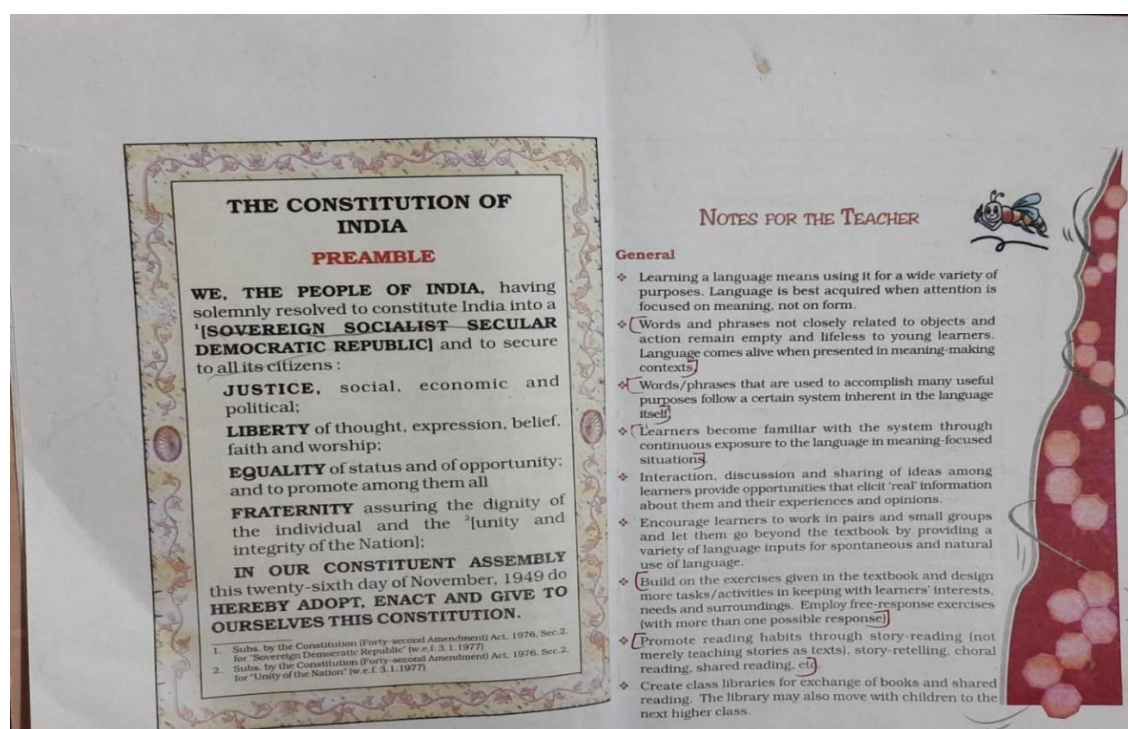
The book is based on the guideline enshrined in the National Curriculum Framework 2007.

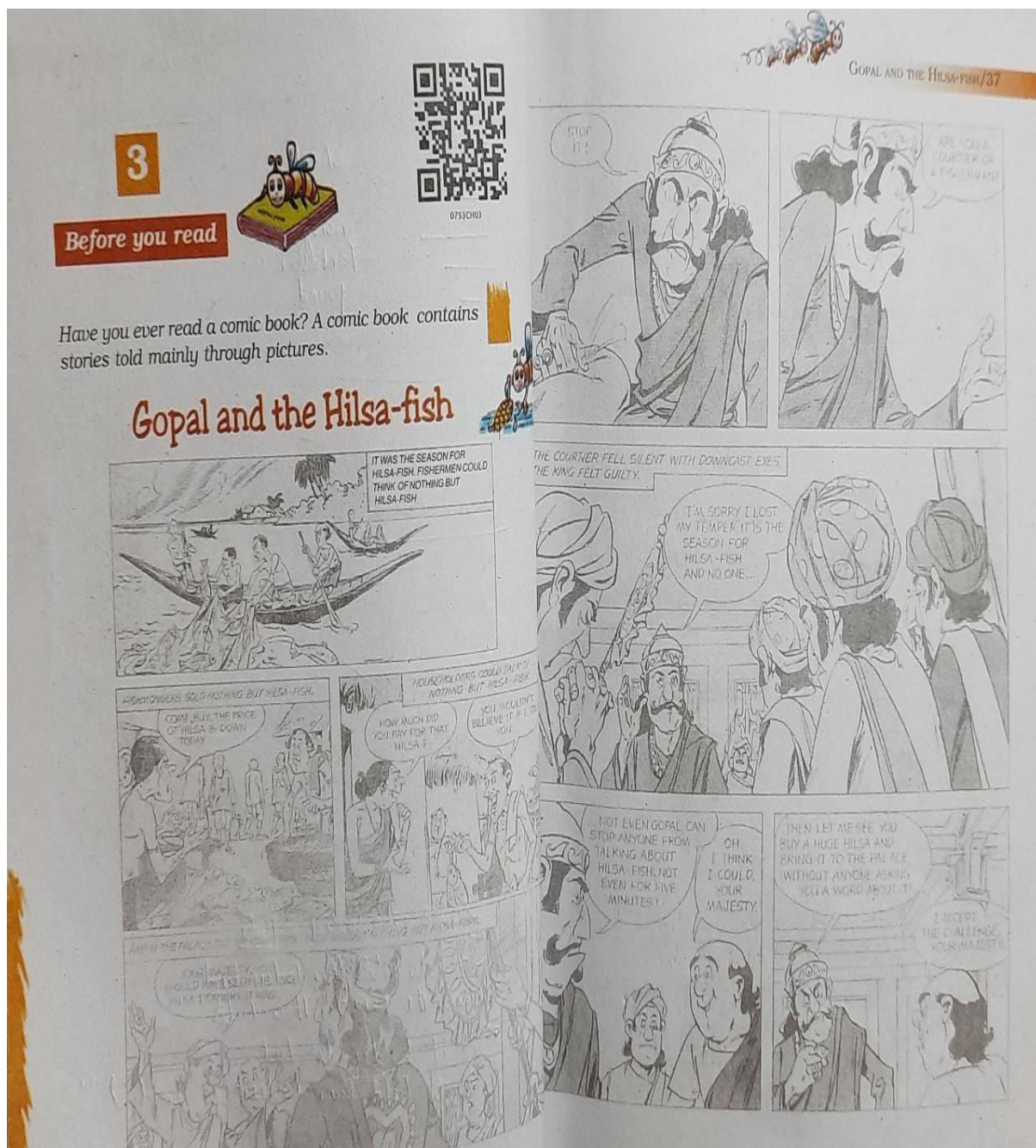
- ❖ The book

Consists of 10 chapters and 8 poems total no. of pages are 151.

Highlights of the book **analysis**

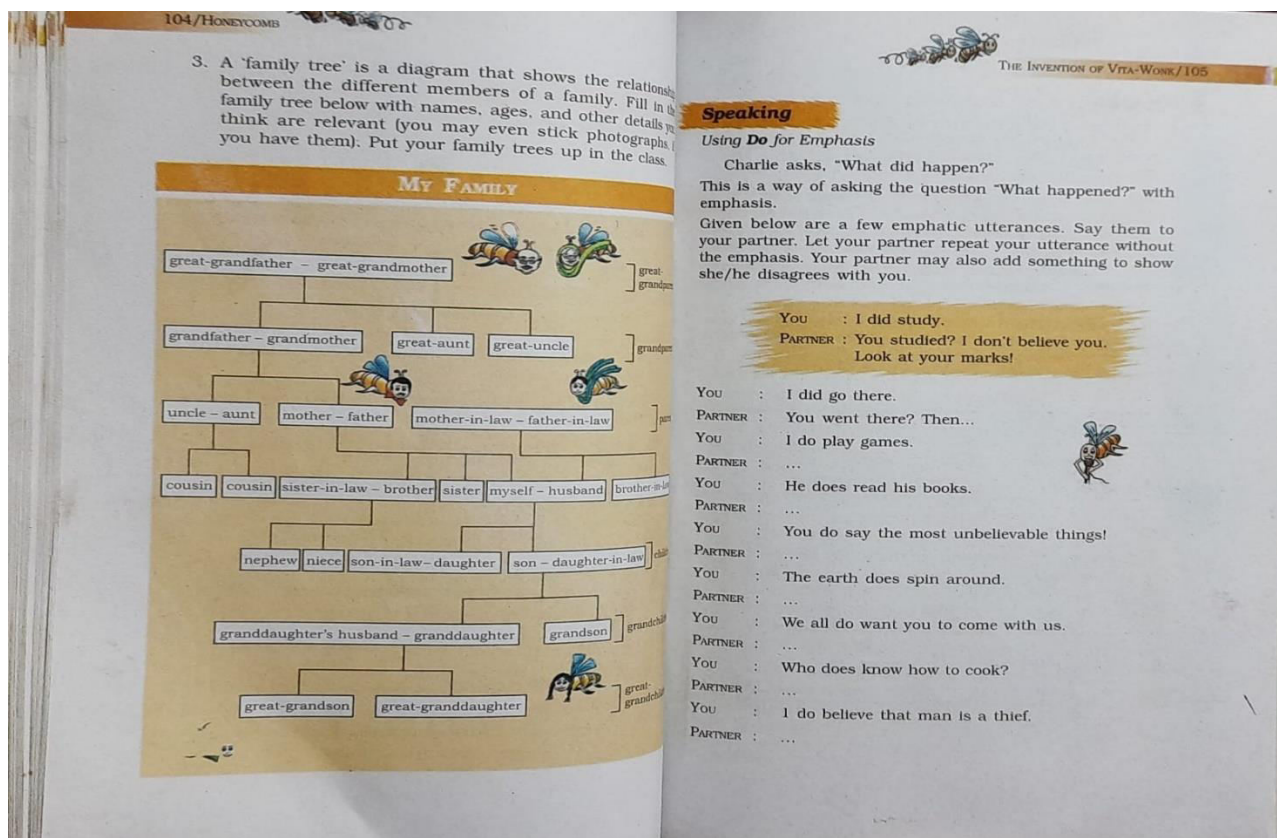
I liked the fact that the Indian preamble is mentioned in such a way that It grabs the student's attention and interest.





The pictorial presentation representation as above are precisely attractive and easy to learn

Significance of the textbook merits and demerits question and answers



- ❖ Family tree diagram on the lesson invention of Vita wonk is a new technique of engaging children to develop their self-thought.
- ❖ Picture reading while speaking and writing is very helpful to imagine the word limits for children as I have shown in the above picture.
- ❖ Before you read option with every lesson is very e helpful word meanings besides the lessons very informative.
- ❖ Providing QR codes for every lesson and poem is a very modern concept to scan and explore.

anecdotes are described to show interest and believe it will generate a lot of individual contribution.

- ❖ introducing advertisements on social concerns such as educating girl children and protecting the environment.
- ❖ Comprehension check at the end of each section is a recall of what they have read so far.
- ❖ Every page has a column for words and meanings.

designs while reading comprehension exercises in the form of factual comprehension questions, multiple-choice questions and or completion of sentences, etc.

- ❖ phrases like were one hard on one sleeve beautifully to make learners more informative.
- ❖ activities given in the book are a combination of open-ended as well as text-based responses.

using concepts each concept may be recited as an independent unit.

- exercises accompanying the poem are more for understanding the poem as a whole than for teaching language items.
- Words are used very precisely and vocabulary is easier to understand.
- Comprehension check
- working with the text
- working with the language
- speaking and writing

And adding the point Do you know, it makes me more enthusiastic.





The Shed

- ❖ Ask children to look for words/phrases in the poem suggesting the neglected state of the shed like "spid web hanging", "rusty" in the first stanza. There are more in the second stanza.
- ❖ Let children cull out three or four pairs of rhyming words that come at the end of lines.
- ❖ Activity 2 will generate a lot of individual contributions. Children may even make up spooky stories and quote them as 'real' experiences. Show interest and believe each anecdote.

For the Teacher

Have a discussion in the class on the wordle given below. Sensitise the learners towards digital mode of payment.



0713081



1

Before you read

A king has three questions and he is seeking answers to them. What are the questions? Does the king get what he wants?



Three Questions

I

He thought came to a certain king that he would never fail if he knew three things. These three things were: **What is the right time to begin something? Which people should he listen to? What is the most important thing for him to do?**

The king, therefore, sent messengers throughout his kingdom, promising a large sum of money to anyone who would answer these three questions.

Many wise men came to the king, but they all answered his questions differently.

In reply to the first question, some said the king must prepare a timetable, and then follow it strictly. Only in this way, they said, could he do everything at its proper time. Others said that it was impossible to decide in advance the right time for doing something. The king should notice all that was going on, avoid foolish pleasures, and





SUGGESTIONS

- It may include more activity by which a Students can learn more by doing such activity.
- ICT based approach can be introduced to make students updated with science and technology.
- Some facts and new thoughts, ideas related to reality is given that student can relate with them.
- Overall a pretty engaging book to read for all ages.

CONCLUTION

- **Overall, we can conclude after this review that this book is fulfilling the requirements of students as well as teachers.**
- **It can be improved by using more ICT approaches.**
- **Book has been perfectly designed for 7 th standard but the set goals can be achieved fully only when each and every activity will be performed by the students.**

*Thank
You*



GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY



AWADH CENTRE OF EDUCATION



INSTITUTE OF VOCATIONAL STUDIES
BACHELOR OF EDUCATION PROGRAM

SESSION 2021-2023

SUBMITTED BY: GURIYA KUMARI

ASSIGNMENT (COURSE TITLE): ICT

ENROLMENT NO: 122211203299

ROLL NO: 111226108318

PROGRAMME: B. ED 1st SEMESTER

COURSE CODE: B. Ed-109

SUBMITTED TO: MS. PRIYANKA GUPTA

I have chosen questions from general knowledge. I Choose Gk questions because each student should be aware of general awareness and the current situation. My questions are very important for the students.

I have added multiple-choice questions to my question paper general knowledge.

General knowledge questions will enhance students' ability to perform well in every field, Like sign social history mathematics, and environmental science.

5. Under which project, India has proposed to undertake deep ocean mining? *



- ☐ Samudrayaan
- ☒ Chandrayaan
- ☐ sooryayaan

Your email

2.chandrayan-2 spacecraft has now how many modules? *



☐ 2

☒ 1

☐ 3

Where was the electricity supply first introduced in India – *



- ☒ mumbai
- ☐ deheradun
- ☐ darjileeng
- ☐ chennai

The Central Rice Research Station is situated in?

✱



- ☐ chennai
- ☒ cuttack
- ☐ banglore
- ☐ quilon

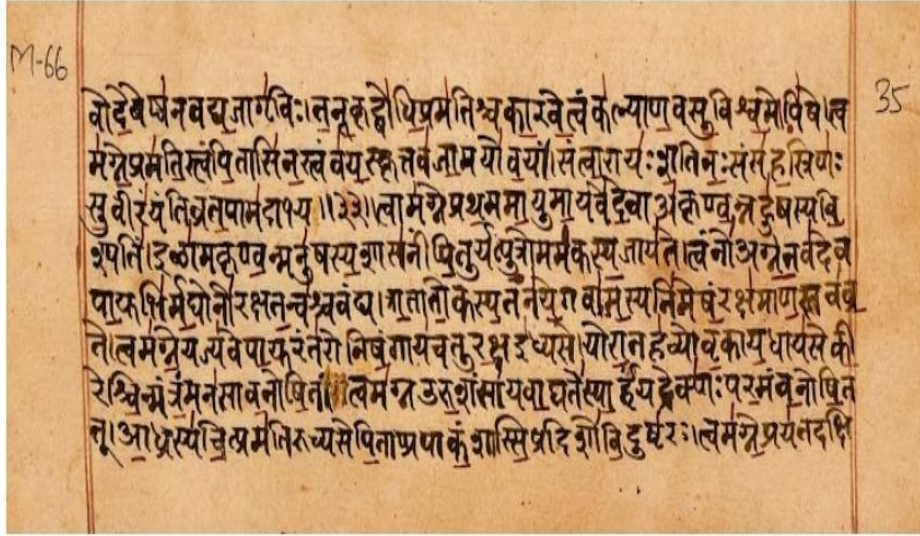
4. According to ISRO, chandrayan-2 moon mission will explore which area of the moon ? *



☒ moon's south pole

☐ moon's north pole

Who among the following wrote Sanskrit grammar? *



- ☐ Kalidasa
- ☒ Charak
- ☐ Panini
- ☐ Aryabhatt

6.The picture given below was built by : *



- ☒ krishnadevraya
- ☐ vikramaaditya
- ☐ sinhavishnu
- ☐ amoghavarsha

Where was the electricity supply first introduced in India – *



- ☒ mumbai
- ☐ deheradun
- ☐ darjileeng
- ☐ chennai

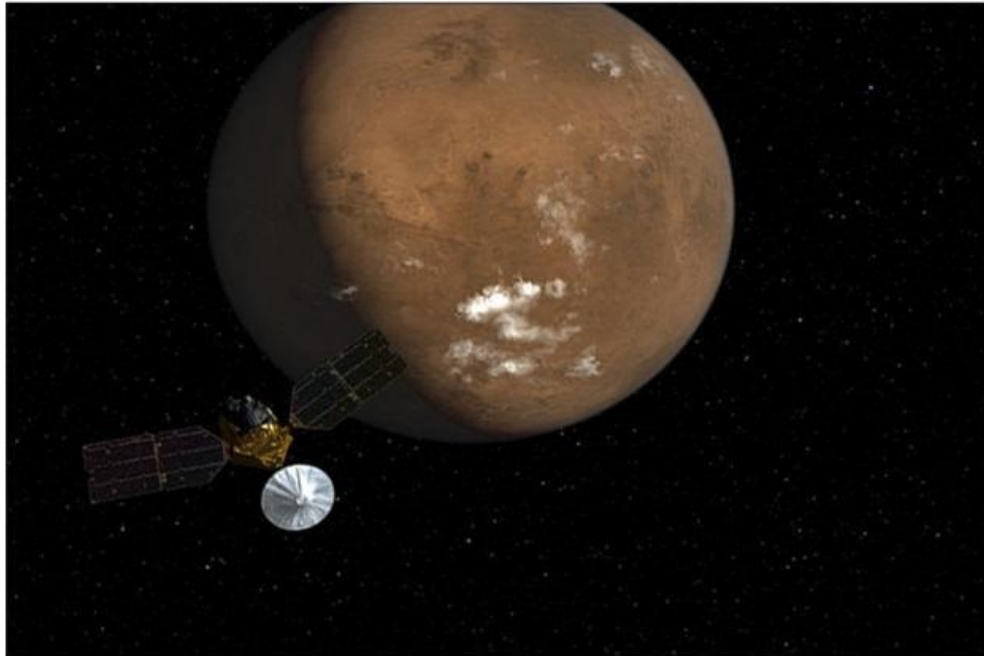
The Central Rice Research Station is situated in?

*



- ☐ chennai
- ☒ cuttack
- ☐ banglore
- ☐ quilon

3. what is the Orbiter mass of chandrayan-2? *



☒ 3480

☐ 1268

☐ 2379

Submit

Clear form

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Google Forms



Google spreadsheet link :

<https://docs.google.com/spreadsheets/d/1g1wfc4VfCKSBPWIP7Mm4dYSqIQNPXmMFqJ-ToU3a5h4/edit?usp=sharing>

Few students / my friends gave their responses and yes they did great , and I hope they enjoyed all my questions .

Google form link :

https://docs.google.com/forms/d/e/1FAIpQLSeAg7IHBh1u_GBhvtEI5TT54GxmdUN_S3YmcZEeDvbdEd1A/viewform

Name of the institute : INSTITUTE OF VOCATIONAL
STUDIES

Program : B. ED 1st YEAR

Course Title : SCHOOL ORGANISATION &
MANAGEMENT

Course code : BED-111

Submitted by : GURIYA KUMARI

Enrolment no. : 122211203299

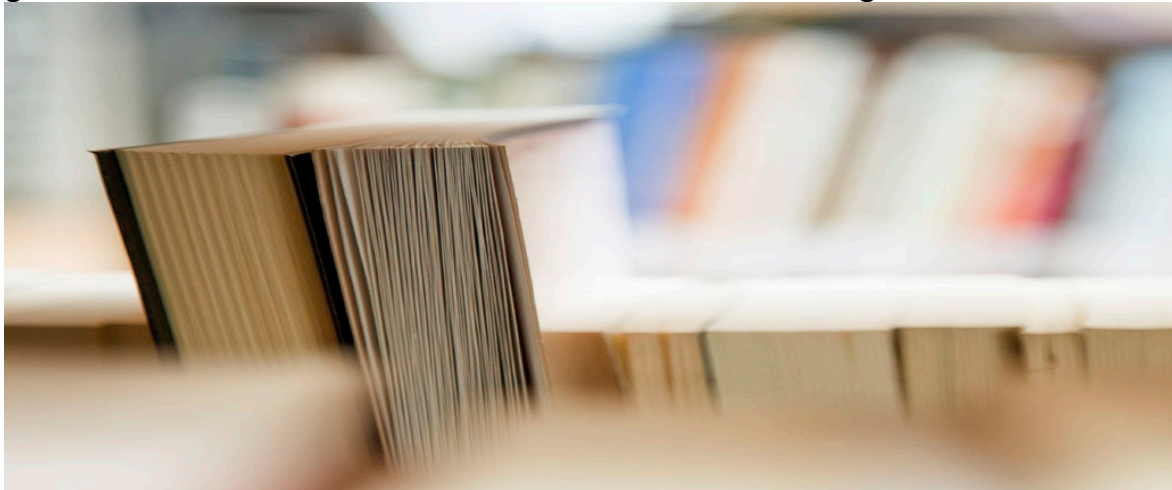
Submitted to : Ms.Nazia Hasan



SCHOOL ORGANISATION AND MANAGEMENT ASSIGNMENT

GREETINGS MADAM

I am GURIYA KUMARI Studying in B.Ed. first year. Presenting my assignment on the subject of School organization and management on the topic of timetable construction. I Would like to thank you, madam, for providing us an open opportunity to do this assignment work at the GGSIPU Institute of Vocational studies. Giving us also support and guidance made us more enthusiastic about our assignment.



Firstly, I would like to explain what the timetable is?

The timetable is a framework to run the school properly. The timetable is a mirror that reflects the entire educational program followed in the school. A timetable can list homework, study times, work schedules, appointments, and other activities of the school. A timetable is the complete guideline for the Teachers. How to write a timetable is like a calendar that coordinates students and teachers with the classroom and periods of the school day.



Types of timetable

There are seven broad types of a time-table:

(a) The Consolidated Time-table:

It is a combined timetable of all the classes in a school. A copy of it should be kept in the principal's office as well as the staff room.

(b) Class-Wise Time-table:

A copy of this should be kept in the concerned class, while the second and third copies should be with the class teacher and the principal's office. In some schools, a class-wise timetable is put up on a board near the main notice board where it can be seen by everyone.

(c) Teacher-Wise Time-table:

This is useful for teachers as it indicates where he/she will be going and to teach which subject. Each teacher should be given a copy of his/her timetable. A consolidated version of all the teachers' timetables should be available in the staff room as well as the principal's office. Teachers' timetables should also indicate a schedule of their non-academic duties.

(d) Teachers' Free-period Time-table:

A copy of this should be with the principal so that he/she can use this to arrange for a proxy/substitution when one of the teachers is absent.

(e) Games Time-table:

This indicates the games in which each class will be involved at a particular time. This timetable provides for better utilization of the school playground and games or sports equipment.

(e) Co-curricular Activities Time-table:

It shows various activities undertaken by each class at a specified time, the name of the teacher-in-charge, and the venue. This avoids duplication of efforts and wastage of time and energy. It helps students to select appropriate activities of their choice,

(f) Home-work Time-table:

This indicates the number of time students will devote to each subject every week. These days, this type of timetable has become more important because with already heavy syllabi and uncoordinated manner of giving homework students have become overburdened inducing stress and anxiety in them.

Principle and techniques of timetable

There are 11 principles of timetable

- Principal of type of school- it shows Whether the school is girls' boys or coeducation in rural or urban secondary or senior secondary. determine the nature of activities involved in the school accordingly special needs of a school is to be taken into consideration while framing the timetable.
- Principal of department regulations- the state Department of Education fixers the length of the school year and its terms.
- Principle of time availability- Time table is framed keeping in view available time Like the length of the school year and the total number of holidays.
- Principle of maximum utilization of resources-The qualification experience room size should always be kept in mind to make the maximum use of resources Wastage for underutilization of resources.
- Principle of variety- Change of work is suitable for both students and teachers the same subject should not be stretched for too long or type subject that will cause fat and difficult lessons should be kept at the alternate position.
- Sufficient place for activities- Activities must find an honourable place in the timetable.
- Principle of Justice- timetables give responsibility to teachers of suitable subjects. Teachers should qualify as such a subject they should not teach in more than two departments and the teaching load should be equal.
- Principle of flexibility- The timetable should be flexible enough to suit the changing needs and requirements of the people and environment please in other International School circumstances and the latest trends of education.

- Principle of free periods for teachers- a good timetable should provide free periods for teachers to increase their efficiency and also provide time for their correct work.
- Principle of flexibility- The timetable should be flexible and not rigid; it should be designed to make necessary changes according to the circumstances.
- Principle of rest and Recreation-There should be periods for recreation like play and games, physical exercises and craft, and other activities intervening between periods of serious study.

NOW WE WILL DISCUSS THE IMPORTANCE OF TIME TABLE.

Now the question arises: what is the importance of the timetable? Here we go...

- It ensures orderly work and assigns the proper person for particular classes during appropriate periods in a proper manner.
- It is a very important element in the internal economy of the school and is indispensable from the pupils, teachers, and principles point of view, therefore called the school clock.
- It ensures proper distribution of work among teachers.
- It's time energy for teachers and pupils by preventing duplication and overlapping.
- It indicates habit of orderliness regularity and alertness in pupils and teachers.
- It gives its object and activity the place of attention and Emphasis that it deserves.
- It ensures the most effective use of the time at the disposal of the school.
- it helps to maintain discipline and order.

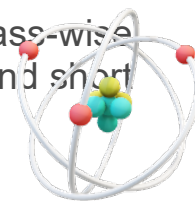


Techniques of the timetable preparation

Time tables have been described as the very heart of school life as they are by every member of the school community; they are also fundamental to the **successful** administration of the schools. Techniques of timetable preparation are as follows-

- List the number of teaching spaces available in the school these rooms include classrooms Laboratories outdoor teaching areas gymnasium library etc.
- Not all limiting factors.
- List the number of subjects and identify each as either core or optional. Our subject is one that all students study; an optional subject is one that a student can opt not to study.
- List your teachers by name and subjects including the classes to be covered and the expectation of teaching loads.
- Ensure that the timetable allotment is prescribed by the authority.
- Collect data on people's preferences in optional subjects and modify in terms of step 4 above.
- After collecting all the information, prepare the timetable class-wise and teacher-wise try to use short names for the teachers and short names for the subject.

Verify the school routine again before disturbing it.



Information to be included in the school timetable

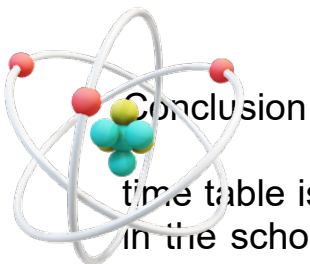
Some factors that influence time table include-

- The length of the school day.
- week and year.
- The number of required contact hours recommended periods.
- The number of subjects in the curriculum.

- the number of teachers, and
- The availability of facilities.

Teacher's Time Table- M/s Guriya Kumari									
PERIODS		1	2	3	4	5	6	7	8
TIMINGS		8:15-8:55AM	8:55-9:30AM	9:30-10:05AM	10:05-10:40AM	11:00-11:40A	11:40-12:15PM	12:15-12:50PM	12:50-1:25 PM
MONDAY			VII-A	VIII-B	VI-A				VII-B
TUESDAY				VIII-A	VIII-B		VI-A		
WEDNESDAY				VIII-B		VI-A		VII-A	
THURSDAY				VIII-A	VIII-B		VI-A	VII-A	
FRIDAY					VII-A	VI-A			VIII-B

According to the timetable shown above, It is a teacher's timetable. Where, I am the teacher of English subject, for the classes 6th, 7th, and 8th. In the school Guru Harkrishan Public School India Gate.



Conclusion

A time table is the method by which the curriculum is brought to the pupils in the school. A timetable is a methodical arrangement of studies and activities, allotment of time among the various subjects' activities and classes, which shows the time allowed to different items of the work, the teaching load of each teacher, the length of each period, and the time interval.



