GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20-D, CHANDIGARH
NAAC ACCREDITED GRADE 'A'

राजकीय शिक्षा कॉलेज
आसक्त तमसो ज्योति
ASCEND FROM DARKNESS TO LIGHT
चण्डीगढ़

3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-II
TEACHING LEARNING AND EVALUATION

CRITERION 2

KEY INDICATOR- 2.3 Teaching Learning Process

2.3.1 – Multiple mode approach to Teaching - Learning

INDEX

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

2.3.1 COURSE WISE DETAILS OF MODES OF TEACHING AND LEARNING ADOPTED IN 2022-23

Sl. No.	Name of the programme	No. of Students	Mode of Teaching Learning Adopted	
			Online	**Offline**
1	B.Ed	213	Google Classroom, YouTube, Online webinar, Workshop training, smart board classes, Google Forms, Whatsapp, learning material from egyankosh, Different subject related PDF files, Video lectures, and various other online learning material via – pdf, link etc	Lecture cum Demonstration, ICT tools, Discussion, Brainstorming, Experiential learning, Collaborative learning, Cooperative learning, Discussion tutoring, Project method, Field excursion, Critical analysis of textbook, Curriculum, and recent education based policies, Pre – Internship and School Internship.
2	M.Ed	12	Google Classroom, YouTube, Online webinar, Workshop training, smart board classes, Google Forms, Whatsapp, learning material from egyankosh, Different subject related PDF files, Video lectures, and various other online learning material via – pdf, link etc	Exposure to various research based activities (survey, case study, dissertation) and prescribed syllabus based practical (guidance counselling and psychology). Lecture cum Demonstration, ICT tools, Discussion, Brainstorming, Experiential learning, Collaborative learning, Cooperative learning, Discussion tutoring, Project method, Field excursion, Critical analysis of textbook, Curriculum, and recent education based policies.
3	PGDG&C	18	Google Classroom, YouTube, Google Forms, Whatsapp, learning material from egyankosh, Different subject related PDF files, Video lectures, Video conferencing. Online Classes were conducted through Zoom, Cisco WebEx and Google meet.	Internship, Field activity, Observation, Experiments, Case studies, Career Counselling and Lecture cum Demonstration, Discussion, Brainstorming, Experiential learning, Collaborative learning, Cooperative learning, Discussion tutoring, Project method, Field visit and Psychometric assessment.

Principal
Govt. College of Education
Sector 20-D, Chandigarh

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GUIDANCE AND COUNSELLING PRACTICES IN RELATION TO ACHIEVEMENT MOTIVATION OF THE STUDENTS OF TIBETAN SCHOOLS IN INDIA

A DISSERTATION

SUBMITTED TO PANJAB UNIVERSITY, CHANDIGARH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

MASTER OF EDUCATION
SESSION 2020-2022

SUPERVISOR

Dr. Sheojee Singh

Associate Professor

Govt. College of education

Sector 20.D, Chandigarh

INVESTIGATOR

Tsering Dhundup

M.Ed. student

University R. No. 64548

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GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20-D, CHANDIGARH

CERTIFICATE

This is to certify that **Mr. Tsering Dhundup** student of M.Ed. Session 2020-2022 of Government College of Education, Sector 20-D Chandigarh, has completed his dissertation titled **"GUIDANCE AND COUNSELLING PRACTICES IN TIBETAN SCHOOLS IN RELATION TO ACHIEVEMENT MOTIVATION"** under the supervision and guidance of Dr. Sheojee Singh, Associate Professor, Government College of Education, Sector 20-D Chandigarh. This is his original work. I approve the dissertation for submission.

PRINCIPAL

Dr. Ajay Kumar Srivastava
Govt. College of Education
Sector 20-D Chandigarh

SUPERVISOR

Dr. Sheojee Singh
Associate Professor
Govt. College of Education
Sector 20-D Chandigarh

Dated: 20.08.2022

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ACKNOWLEDGEMENT

I feel great privilege and honor to express my deep sense of gratitude to my esteemed supervisor, **Dr. Sheojee Singh**, Associate professor, Government College of Education, Sector 20-D, Chandigarh, who guided me in this endeavor and offered his valuable advice at every stage of this work. Despite his compulsive commitments, he attended to my queries whenever I needed his guidance.

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I also want to express my gratitude to all the schools' principals, counsellors and students, without whom collection of data would be impossible.

I am grateful to my family for their persistent support and encouragement given to me from time to time.

Tsering Dhundup

M.Ed. student

University R.No.64548

Dated: 20.08.2021

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CHAPTER V
SUMMARY AND CONCLUSION

5.1 INTRODUCTION

One of the most important factors that lead to their goal is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life; be it - personal or professional. The drive may come from an internal source or external source. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity.

5.2 EMERGENCE OF THE PROBLEM

In today's world guidance and counselling have become imperative due to multiplicity of problems that a person faces in important domains of life. Most of the schools in India didn't have guidance and counselling cells until recently when CBSE mandated the formation of guidance and counseling cell in schools. Now, many schools have well-qualified counselors to cater to the guidance-counseling needs of their students. Many studies have shown the importance of guidance and counselling for the school-going students as they are in their childhood and early adolescent's age where they do not possess the ability to cope with minor and major issues, and are unable to make correct choices on their own. These things can affect the students' achievement motivation. The investigator had also felt the need of such services during his school days, and also during his internship programme of B.Ed. So, when the opportunity arose, it was decided to take this important topic for further investigation.

5.3 STATEMENT OF THE PROBLEM

"GUIDANCE AND COUNSELLING PRACTICES IN RELATION TO ACHIEVEMENT MOTIVATION OF THE STUDENTS OF TIBETAN SCHOOLS IN INDIA"

5.4 OBJECTIVES OF THE STUDY

The study will be conducted to attain the following objectives.

1. To study the specific guidance and counselling practices in Tibetan schools in India.

2. To ascertain the adequacy and comprehensiveness of the existing model of guidance and counselling practices in Tibetan schools in India.

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3. To study the role of present guidance and counselling practices provided to the students of Tibetan schools in India and find out the extent to which these are helpful in their cognitive, affective and conative development.

4. To find the correlation of the achievement motivation of students in relation to guidance and counselling practices in Tibetan schools in India.

5.5 HYPOTHESIS OF THE STUDY

The study was conducted to test the following hypothesis:

1. The current guidance and counselling practices of the Tibetan schools in India are adequately comprehensive and effective.

2. The role of present guidance and counselling practices provided to the students at Tibetan schools in India is very positive and is very helpful in their cognitive, effective and conative development.

3. The student's achievement motivation is positively correlated to the frequency of guidance and counselling sessions conducted for the students at Tibetan schools in India.

5.6 TOOLS

1. Qualitative data of guidance and counselling questionnaire through google forms will be obtained.

2. Deo Mohan Achievement motivation scale will be employed to find out the scores of student's achievement motivation.

5.7 STATISTICAL TECHNIQUES USED

Descriptive and inferential statistics were used to analyze and interpret the data that will be obtained from the questionnaires, interviews and other sources.

5.8 DELIMINATION

The study was conducted on the students of a sample of 100 students from classes 9, 10, 11 and 12 of the secondary and senior secondary Tibetan schools in India only.

5.9 FINDINGS AND CONCLUSION

The principle of guidance and counselling in schools is to make progress in academic achievement, increase acquisition and application of conflict resolution, promote affirmative study attitudes, behaviour and reduce school drop outs of the children. Even at institutions, adolescents have stress of academic performance, selecting field of specialization and career as well. Guidance and counselling in schools is imperative for the students. CBSE has also mandated the presence of guidance in the schools.

This study shows that students have high positive achievement motivation with the presence of guidance and counselling cell in school. Out of the five schools 3 have very positive correlation between the guidance services and achievement motivation. 2 have average/ mild positive correlation between the guidance services and achievement motivation relatively.

Hence all three hypotheses stand accepted.

1. The study has shown that the current guidance and counselling practices of the Tibetan schools in India are adequately comprehensive and effective.

2. It has also shown that the role of present guidance and counselling practices provided to the students at Tibetan schools in India is very positive and is very helpful in their cognitive, effective and conative development.

3. The student's achievement motivation is positively correlated to the frequency of guidance and counselling sessions conducted for the students in Tibetan schools in India.

5.10 EDUCATIONAL IMPLICATIONS

Educational implication of this research is very high. It is very significant in the sense that it shows that educational guidance and counselling is essential part of nurturing of students in the school background. The study shows that the better is counselling services in school, higher the achievement motivation of the students. This means if we want our future generation to have higher level of achievement motivation, higher level of achievement in life, higher level of enthusiastic responses to the

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problems and challenges of future, then we must provide them adequate guidance and counselling facilities as an integral part of their schooling process.

Many schools have guidance and counselling cell and qualified counselors, but many schools do not have such facilities. In many of the schools we find that, when the counselors are present, they are not given the duty of counselling, rather they are asked to teach various subjects in place of subject teachers. This is not a good practice. There is urgent need for provision of separate counselors to the schools so that the students can visit counselors without any hesitation to address their problems, solve their problems in educational, personal and vocational domains and emerge as happy, balanced and self-confident individuals ready for taking the challenges and opportunities of life properly.

5.11 SUGGESTIONS FOR FURTHER STUDIES

This study was conducted only on the students of selected Tibetan schools. Similar studies can be conducted on a larger population, with different schools like residential schools, the rural schools and urban schools, schools administered by CBSE, AISSE and other boards etc. This will provide a better world view for the inclusion of guidance and counselling cell in schools.

Researchers in future can study, the guidance and counselling services in colleges and universities also as with increasing load and complexity in syllabi, students at higher levels also may need such services for their holistic development as many colleges even today do not have such facilities. Various studies of guidance and counselling can be performed in relation with academic achievements and in relation with various subjects or disciplines.

Terra Cotta Pot

Art by- Bharti Dadhwal

Fusion Glass Art

Art by- Bharti Dadhwal

Mannequin Fist

Art by- Bharti Dadhwal

Aquamarine Carve

Art by- Bharti Dadhwal

Pop Art Tile

Art by- Bharti Dadhwal

Placid Portrayal
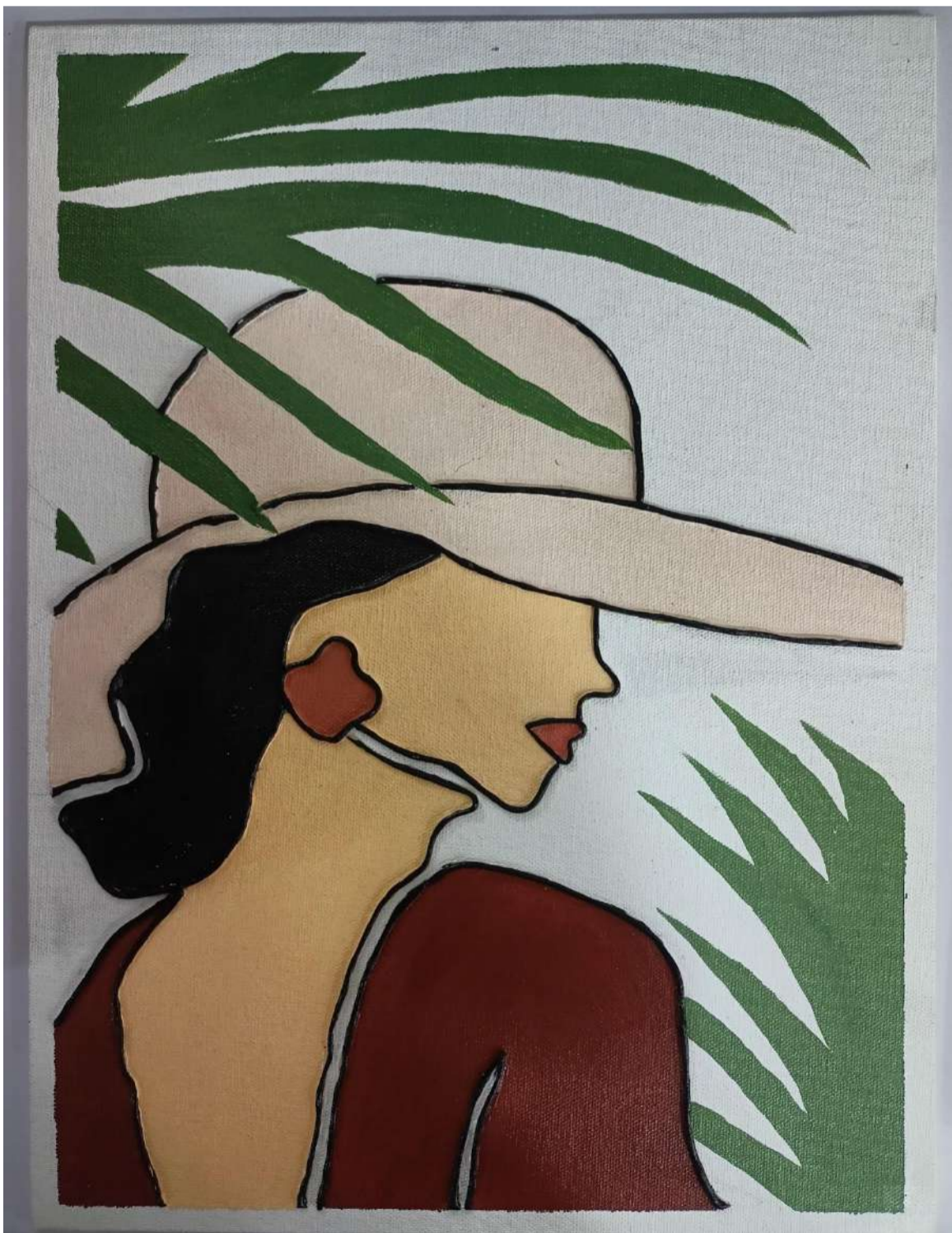
Art by- Bharti Dadhwal

Earth Toned Mural

Art by- Bharti Dadhwal

F-4.5
READING AND REFLECTING ON TEXT

UNIT – II
LINGUISTIC AND READING SKILLS

SUBMITTED TO:

Dr. Aarti Bhatt

Assistant Professor

GCE- 20 D, CHD

SUBMITTED BY:

ROLL NO.	NAME	TOPIC
67	SHIVARTI	Skills involved in reading
69	DIPALI	Mechanics of reading- environment and posture
71	SURBHI	Development of language skills, discussion and questioning as tools of language learning
73	DEEPA	Special study of cognitive reading basis of reading
75	PRIYA	Stages of learning to read, reading ability
77	ADITI	Analysis of the texts involved in reading. Motivation to read

INTRODUCTION AND DEFINITIONS:

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so; and a language is any specific example of such a system. The scientific study of language is called linguistics.

- **According to Sapir:** "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols."

- **According to John Dewey:** "Language exists only when it is listened to as well as spoken. The hearer is indispensible partner."

- **According to Wardaugh:** "Language is a system of arbitrary vocal symbols used for human communications."

CHARACTERISTICS OF LANGUAGE

- Language is a means of communication
- Language is arbitrary
- Language is non-instinctive and conventional
- Language is symbolic
- Language is systematic
- Language is vocal
- Language is a form of social behavior
- Language is human
- Language is open ended, easily extendable and modifiable
- Language is structurally complex
- Language uses discrete symbols conveying infinite messages
- Language has to be learnt

DEVELOPMENT OF LINGUISTIC SKILLS

RECEPTIVE SKILLS

- LISTENING
- READING

PRODUCTIVE SKILLS

- SPEAKING
- WRITING
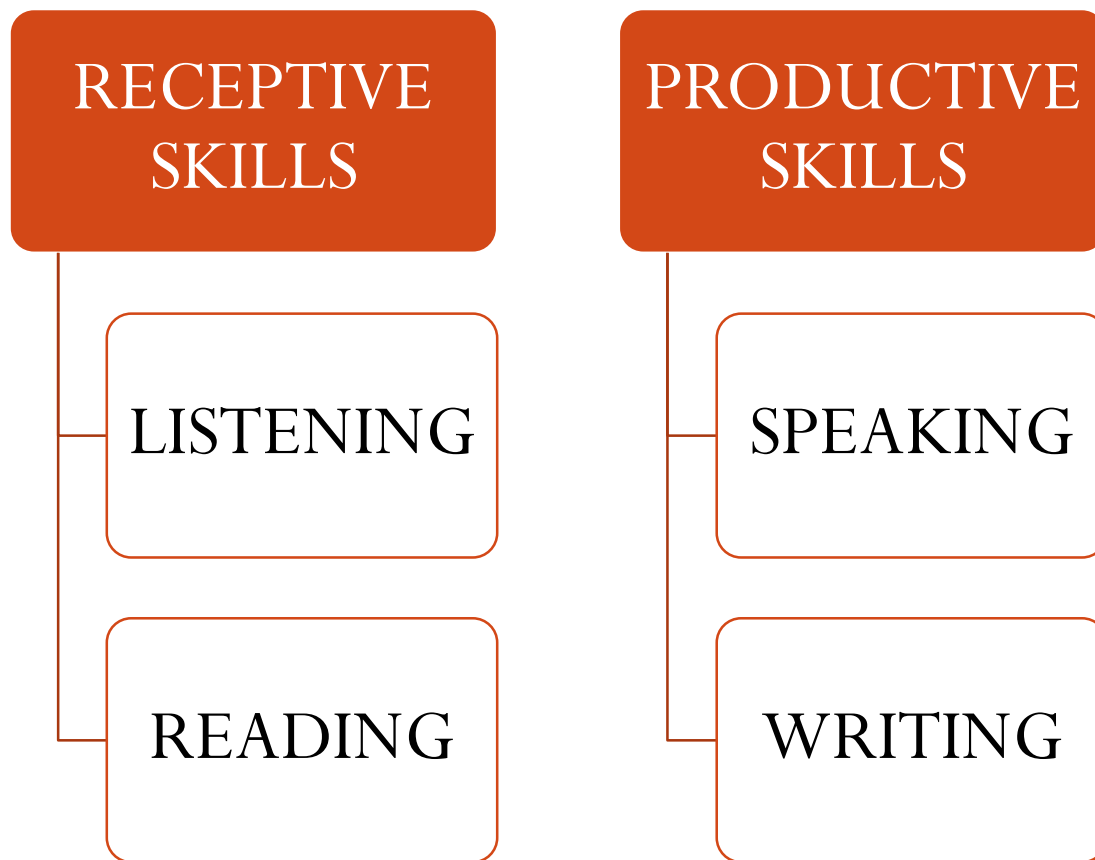
- **INTRODUCTION**

In order to become a well rounded communicator one needs to be proficient in each of the four language skills. These four skills give learners opportunities to create context in which to use the language for exchange of real information evidence of their own ability and most important evidence of their confidence. Listening and reading are the **receptive skills** because learners do not need to produce language they receive and understand it. These are called **passive skills.** The **productive skills** are speaking and writing because learners are applying these skills in a need to produce language. They are also known as **active skills**.

- **Listening**

  Listening is a receptive language skill wihich learners usually find the most difficult. The listener need to be attentive. In everyday life the speaker and visual clues all help us to decode oral messages. One should be able to concentrate on understanding the message thoroughly. Listening skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of word. In intensive listening two features of people songs, folk songs TV shows and programs will ultimately help a student to understand more on the accents to be used and exact pronunciation of words.

- **Speaking**

  Language as a tool for communication. We can communicate with others to express our ideas and to know others ideas as well. In primary schools elocution and recitation are the main sources to master the sound, rhythms and intonations of the language through simple production of poems and articles. Teamwork activities are sources to learn to speak a language. This skill could be improved by understanding paralinguistic attributes such as voice quality, volume and tone along with voice modulation, articulation, pronunciation etc. This could be further enhanced with the help of debate and discussion.

- ### Reading

  Reading is a learning skill. It helps you to improve all parts of the language-vocabulary, spelling, grammar and writing. It helps to develop language intuition in the correct form. Then the brain imitates them producing similar sentences to express the desired meaning using skimming and scanning technique to read quickly is Highly Effective. While reading underlining of keyword is must. Reading skills help the students grasped the content and draw conclusions. The student should also make it a point to familiarise themselves with the jargons and new words by making reading a habit be it reading newspaper, articles, books, magazines etc.

- ### Writing

  Writing provides a learner with physical evidence of his achievements and he can make it is improvement. It helps to consolidate their grasp over vocabulary and structure and complements of other language skills. It helps to understand the text and write composition. It can Foster the learners ability to summarise and to use language freely. To write flawless language is to excel in the writing skills with the help of various methods. Importance should be given to composition and creative writing. One should focus on coherence and Cohesiveness when it comes to writing a language. With these four skills address equally while language learning the learners can be assured of having good communication skills a great necessity in today's competitive world.

DISCUSSION AS A TOOL OF LANGUAGE LEARNING

In the classroom environment discussion is the best way of promoting conducive learning and convenient teaching situation it provides an opportunity to the students to express their Views or opinions or only on certain issues.

- **According to Risk**

  Discussion means "thoughtful consideration of the relationship involved in the topic or problem understand. The relationships and analysed compared and evaluated and conclusions may be drawn."

- **According to Webster**

  "To discuss issues to consider, examine or investigate the way these sides of question topic on problem. The discussion method ranges all the way from a narrow question and answer technique to unknown directive approach with the teacher playing a laissezfaire role. This technique is an essential part of the democratic process."

PURPOSES OF DISCUSSION

- It is used to obtain information and ideas from a large group of students
- It is used to share ideas and information with the large group
- It is used for making decisions concerning future action
- It is used to clarify ideas
- It is used to check or evaluate students' progress
- It is used to encourage all the students to participate in teaching learning process
- It is used to create sensation and awareness about the problem
- To develop tolerance to listen to others' views
- To develop cooperation and other social values
- To develop the art of questioning and answering

TYPES OF DISCUSSION

PANEL DISCUSSION

SYMPOSIUM

DEBATE

SEMINAR

BRAINSTORMING

IMPORTANT POINTS TO MAKE DISCUSSION EFFECTIVE

- The student should be well acquainted with the significance of the topic- its nature and scope and causes why the class is supposed to discuss it
- Interest of the students should be maintained
- Someone should be ready to lead
- The students should be free to express their views and ideas without pressure
- The students should be encouraged to make interpretations and avoid arguments
- Important facts and point of view should be evaluated critically
- Certain doubts should be made clear
- Cooperation rather than competition should be encouraged
- Efforts should be made to develop Team Spirit
- Goals of discussion should be kept in view
- Only few students should not be allowed dominate classroom discussion

PROCEDURE OF DISCUSSION
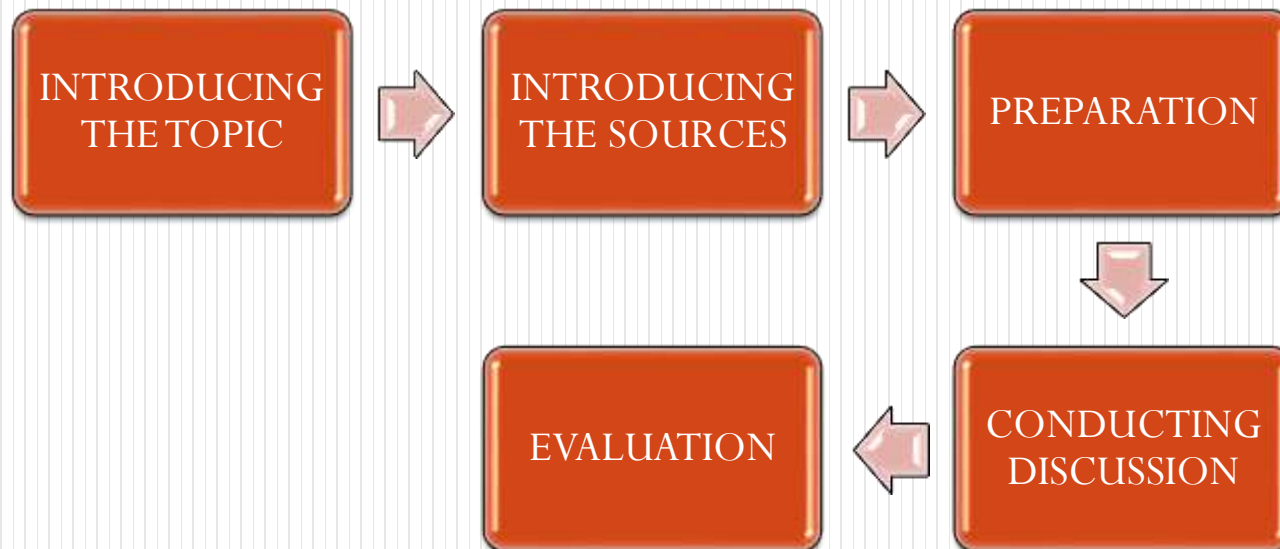
MERITS OF DISCUSSION METHOD

- The method is useful both for the juniors and seniors. On the lower level children learn through conversation and discussion and on the upper level children plan and discussion problems as well as text with the whole group and in smaller units a group learn together and presents important information make suggestions shared responsibility shows interest respect the opinions and ideas of others understand the topic evaluate the findings in summarises results.

- Discussion health in clarifying and stopping the issues

- Discussion help the pupils to crystallize that thinking

- Tu discussion students may come to know and understand the difference in future need not result in disaster and that people may believe in the same thing for different and acceptable reasons

- Discussion help the students in discovering what he did not know what he has overlooked

- Discussion gives knowledge a round trip

- Discussion is valuable in that it presents a type of intellectual teamwork

- Discussion engenders tolerance for views which are at variance with those one holds

- Discussion can help the teacher in discovering students who have a spark for becoming genuine leaders

- Discussion activate thinking along with the lines of self evaluation

LIMITATIONS OF DISCUSSION METHOD

- Where is the lack of such teachers who can very well organised discussion
- It is not suitable for all types of students
- It is not suitable for all topics
- Something discussion turns into debate in place of cooperative process
- It is very time in energy consuming method of learning
- It is not applicable for primary classes
- Discussion may be dominated by few students
- It is likely to go off the track
- It may involve unnecessary arguments

QUESTIONING AS A TOOL OF LEARNING

- Questioning is a major form of human thought and interpersonal communication. It involves employing a series of questions to explore an issue an idea or something inquiry upon. Questioning is the process of forming a building that serves to develop answers and Insight. Questioning is one of the important strategies of teaching. Successful teaching depends upon the questions a teacher asks.

- **According to Parker**

  "Questioning is the key to all educative activity."

  According to Thring

  "Teaching means skilful questioning to force the mind to see ,to arrange, to act."

- **<u>Why the Questioning method</u>**?

  To develop the interest and motivate students to become actively involved in the class

  To develop critical thinking

  Review learning

  To stimulate students to pursue knowledge on their own and ask their own questions

TYPES OF QUESTIONS THAT CAN BE ASKED

- Probing questions

- Factual questions

- Divergent questions

- Higher order questions

- Problem solving

- Affective questions

- Structuring questions

TECHNIQUES INVOLVED IN QUESTIONING METHOD

- Ask questions to whole class
- Proportionate distribution of questions
- Wait time
- One time at a time
- Sequencing of questions
- Repetition of questions
- Changing structure
- Avoid excessive question
- Cover backbenchers
- Proper communication
- Reinforcement
- Speed of questioning
- Use pauses

MECHANICS OF READING

- Reading is nothing but a transfer of auditory signs to visual signs which the child has already learned. Mechanics involve specifies like the actual order of reading from top to bottom , left to right , and one page at a time . They also include the concept of beginning, middle and end of a story .during the uneven jumps there are short pauses or fixations which enables the eyes to recognize the words or phrases. The number of words taken is one pause of fixations is called 'perception span '.

- **<u>Good reading involves a number of factors :</u>**

  Projecting letters (I, p, g, q, d) are easy to read than non projecting letters (a, c, e, o ,u).

  Shape of words like receive, deceive, believe "often confuse the beginners.

  Familiarity of the reader with language , association of visual signs (letters)and speech (phonemes) ability to interpret a group of words and the range of learners experience with objects and ideas matter in reading .

HOW DO WE ACTUALLY READ?

- When light falls on the printed text, it becomes visible to us through our eyes. Eyes focus on the written material. Eyes recognize words and phrases at a glance known as eye – span. Reading ability depends upon the many factors: age and maturity of reader, His experience, Shape of words, Interest of reader.

READING SPEED

- After acquaintance with the alphabet, the beginners start with reading single words (cat, bat, rat , etc), then they attempt phrases (a black cat , a red rose , a blue pen etc .)

- With regular practice, a child goes on improving his reading ability.   Now he becomes fluent reader , reading full sentences and skipping over words and phrases. Reading speed depends upon age , maturity , vocabulary and interest in the subject .

HOW TO FIND THE READING SPEED

 Readers vary in their reading speed. There may be slow moderate or fast readers. We can assess their reading speed through the following procedure:

- Choose an unfamiliar, but easy, piece of text.

- Count the total number of words in the chosen text.

- Ask student to read out the text one by one.

- Tabulate the time taken by each student for reading the given text on a chart.

- Keep the record of time taken by a student for reading the given text by using a stop watch.

ENVIRONMENT AND POSTURES OF READING

Every activity requires suitable environment. A calm atmosphere where are no distractions is most suitable for reading. The following points will make it more clear about the environment of reading.

- **Lighting:** we should be able to see the page without stress and strain. Glaring light is not good. Too much light is not good. Too much light or too little light will cause strain and pressure on the eyes. So lightening should be convenient.

- **Reading position:** Uncomfortable position will cause fatigue and strain. It should not be lying down position.

- **Ventilation:** There should be plenty of fresh air and the convenient temperature to create a congenial environment.

- **Distance from the book:** we should keep the books at an appropriate angle and distance. The book should be kept at a distance of about 1.5ft from the eyes.

- **Distractions:** Pay attention to only one thing at a time. We should sit at a place that aims to focus our attention and concentration on the book.

SKILLS INVOLVED IN READING

- **WHAT IS READING?**

  Reading skills refer to specific abilities that a person to read with independence and interact enable with message. Reading is a complex interaction between the text and the reader shaped by the reader's prior knowledge and attitude, a process of language communication and sharing information and ideas.

- Acc to Dechant [1991] cited by Macceca [2007] "Reading is a visual process that begins with one's ability to use ones vision to interpret graphic symbols."

MEANING OF READING SKILL

- **Meaning of skill** – a skill is a ability to perform an action with determined results often within a given amount of time, energy,or both skills can often be divided into domain-general and domain-specific skills. Skills usually require certain environmental stimuli and situations to assess the level of skin being and used.

- **Meaning of reading skill** –Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. When students understand written text ,and combine their understanding with prior knowledge, they are able to perform the following **three** reading—Comprehensive skills:

   -Identify simple facts presented in written text [literal comprehension].

   -Make judgments about the written text's content [evaluating comprehension].

   -Connect the text to other written passages and situations [inferential comprehension].

READING COMPREHENSION SKILLS

VOCABULARY
Students learn, practice and decipher new vocabulary in texts.

REFLECTION
Students reflect on what they learn not only to themselves but with an audience to hear different ideas.

SUMMARIZATION
Students authentically recognize the main idea and details of an article and share them with an audience.

FACT CHECK
Students use strategies to check the validity of sources.

SUPPORTING CLAIMS
Students use evidence from the text to support their thoughts.

COMPARE & CONTRAST
Students compare and contrast both texts and perspectives.

Global project-based learning motivates students to develop critical reading comprehension skills as students collaborate together! PenPal Schools connect students from around the world with authentic reading and writing opportunities.

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SKILLS INVOLVED IN READING

- **<u>FLUENCY-</u>** Fluency refers to a mix of different factors. Reading fluency is important because it provides a bridge between word recognition and comprehension. Fluency takes a lot of practice and effort. When students can read quickly and without making too many errors they are called "fluent readers".

- **Role of teacher-** an average student need to see a word for many a times but a student with dyslexia can see it upto 40min teachers needs to provide specific instruction, practice to improve word recognition. It is important to pick books that have right level according to a student need.

- **<u>VOCABULARY:</u>** a vocabulary is a set of familiar words within a person's language .a vocabulary developed according to age. Having a strong vocabulary is a key component of reading comprehension

- **Role of teacher**-teacher can build child's vocabulary by having frequent conversations on a variety of topics. Various word games can be played on regular basis.

- **SENTENCE CONSTRUCTION AND COHESION**:

  Understanding how sentences are built might seem like a writing skill. Connecting ideas within and between sentences which is called cohesion. Knowing how ideas link with sentences helps students get meaning from entire texts called coherence.

- **Role of teacher**- teachers can work with students on connecting two or more thoughts, through both reading and writing.

- **REASONING AND BACKGROUND KNOWLEGDE:**

  Students must have background knowledge about the text when they read. They also need to be able to "read between the lines" and have ability to extract meaning from it.

- **Role of teacher–** the teachers should aware about the knowledge through reading, movies, TV shows etc. help students with new knowledge and existing knowledge.

- **WORKING MEMORY AND ATTENTION:**

  These two skills are both part of a group of abilities known as executive function.

  When students carefully read attention allows them to take in formation form of text.

  Working memory allows them to retain the information and use it thereafter.

  These will help the students to self monitor themselves.

- **Role of teacher**-there are number of games and everyday activities that can build working memory. To increase students attention provide them with interesting reading material .when a child reading make sure that reading sentences should have meaning.

SPECIAL STUDY OF COGNITIVE BASIS OF READING

- It refers to perspective of learning to reading comprehension or simply reading, is the ability to construct linguistic meaning from written representative of language

| Reading Comprehension | → | Language Comprehension (Ability to construct meaning) |
| | → | Coding (Word recognition) |
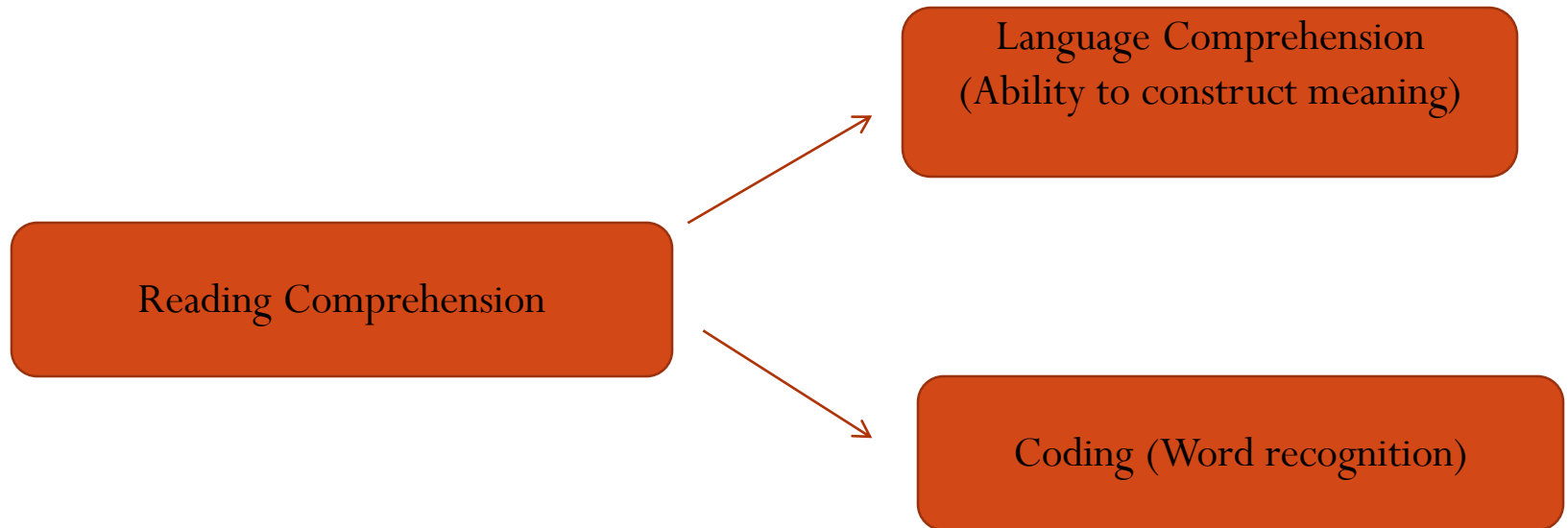
LANGUAGE COMPREHENSION

1. **Linguistic knowledge:**

   Knowledge that underlies competence in a language can be divided into three language domains.

   - **Phonology**(knowledge of sound structure of the a language):
   - **Semantics**(Meaning components of language):
   - **Syntax**(Rules of language):

2. **Background Knowledge:-**

   It is about knowing how the everyday world works, both in terms content and procedure. It represent the substance on which language operates.

DECODING (WORD RECOGNITION)

- It is the ability to recognize both type of relationship between written and spoken words. And both of these are necessary for successful word reorganization. These systematic relationships help to read many new words that we have never before encountered.

DECODING

CIPHER KNOWLEDGE

LEXICAL LANGUAGE
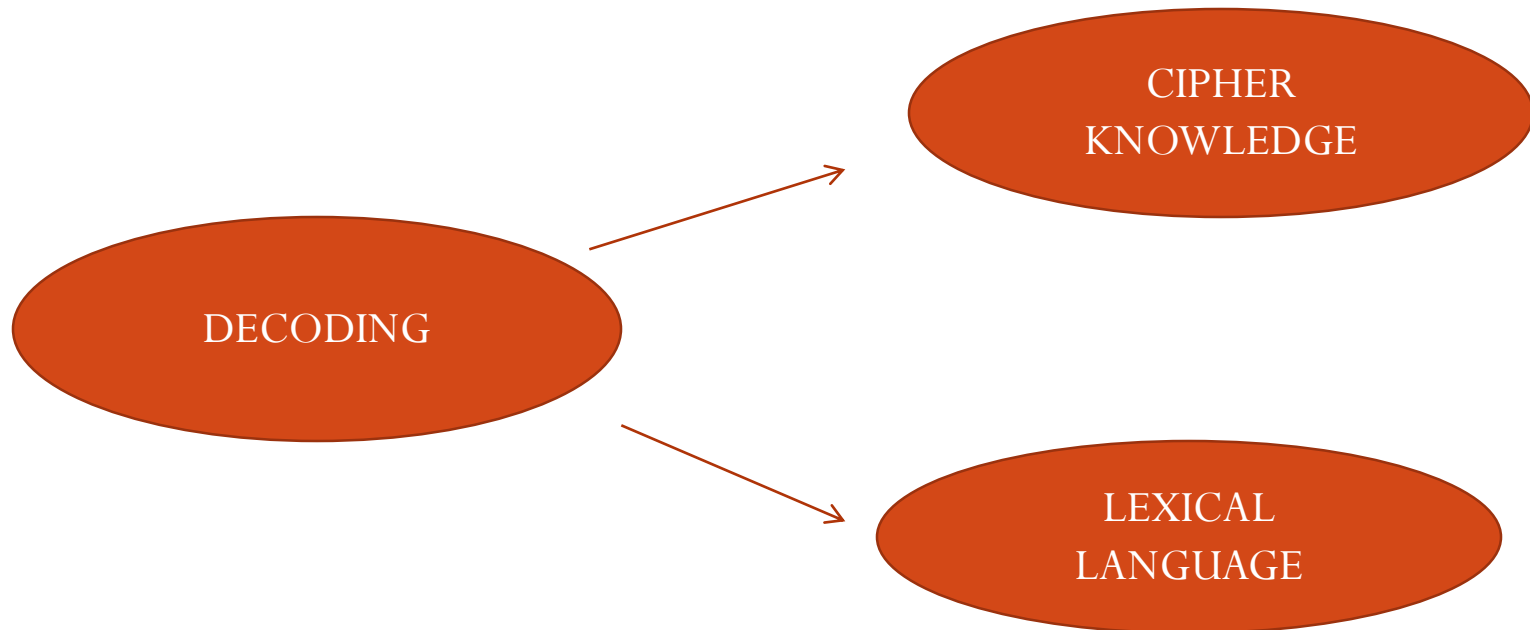
ANALYSIS OF TEXTS INVOLVED IN READING

Teachers make a difference in the success of their students when they hold a fundamental belief that all children can learn to read and when they have the skills and determination to make it happen. These teachers base their classroom practices on sound reading theory, provide instruction that meets the specific learning needs of their students, create an organized and stimulating learning environment, and regularly assess their students' reading achievement in relation to the expectations of the Ontario language curriculum. They do not work alone but see themselves as part of a school team committed to ensuring that every child is able to read by the end of Grade 3.

MOTIVATION TO READ

Teachers have a pivotal role in helping children to develop and maintain a positive attitude towards learning and literacy. Motivated readers read more, use more complex cognitive strategies, and thus become better readers. To motivate children to read, classroom teachers:

- demonstrate a passion for reading;

- act as model readers for their students;

- know how children perceive the value of reading, and aim to enhance the perceived value by linking reading with the children's own interests and goals;

- know how children perceive their own ability as readers and support them in developing a positive self-image by having them work with texts that are at their current reading level and by providing them with enough time to complete their reading tasks;

- encourage children to apply learned reading strategies when they are not sure about the text (e.g., rereading, reading ahead, using pictures, looking at the initial consonant, and asking, "Does it make sense?");
- make learning meaningful, taking into account the age, interests, and needs of children;
- provide a rich and varied literacy environment that includes interesting reading material, displays, and engaging multimedia resources (e.g., audio, video, and overheads), and that reflects the cultural diversity of the school and community;
- provide opportunities for children to choose their own reading material and develop a sense of control over the reading process;
- provide opportunities for discussion, teamwork, and other social interactions that make reading interesting and fun;
- integrate reading into other activities to show that it is an essential, everyday skilwith practical value;
- focus on the internal reward of personal satisfaction and the achievement of goals that matter to the individual child.

IMPORTANT POINTS TO REMEMBER

- **Providing Knowledge and Skills**
- **Motivating Children To Read**
- **Planning and Organizing**
- **Observing and Assessing**
- **Promoting Teamwork**
- **Making Cultural Connections**
- **Pursuing Professional Expertise**

STAGES OF LEARNING TO READ

- **अधिकतर बच्चे वचन – व्यवहार** दौरान एक ही पैट्रन एवम श्रंखला का प्रयोग करते हैं। जैसे वह लिखा हुआ पढ़ते हैं, पढ़ने का दिखवा करते हैं तत्पश्चात वर्णों की पहचान सिखाते है अंत में पढ़ना शुरू करते हैं। पठन – अधिगम की निरन्तरता दौरान बच्चों में विशिष्ट वचन- व्यवहार द्वारा विकास के कुछ विशेष पढ़ाव दिखाई देते हैं। वचन- विकास के पड़ावों को पहचान प्रदान करने हेतु विद्वानों एवम अन्वेषकों ने विभिन्न नामों एवम शब्दों का प्रयोग किया है। बेशक इन पड़ावों के विकास की कार्यविधि से प्रत्येक सहमत नहीं होता। इन पड़ावों संबंधी ज्ञान प्राप्त करके बच्चों के माता–पिता एवम शिक्षकों को यह अनुसार हो सकता है कि बच्चे लिखित संकेतों को कैसे समझते एवम पढ़ना सीखते है।

- डोर्न एवम सकौफस(2011) द्वारा बच्चों में व्हाचन- विकास के पांच पड़ावों का निम्नानुसार वर्णन किया है I
- वाचन- पड़ाव की जागरूकता एवम जाँच (विशेषत :Pre-kg का पडावं)
- **आकस्मिक\आपाती वाचन पड़ाव** (emergent reading stage){pre–K से KG का स्तर }
- **प्रारम्भिक वाचन पड़ाव** (Early reading stage) {KG से प्रथम कक्षा का प्रारम्भिक पड़ाव}
- **माध्यमिक वाचन पड़ाव**(Transitional reading stage)[प्रथम कक्षा के अग्रिम पड़ाव से दूसरी कक्षा का पड़ाव]
- **धारा – प्रवाह वाचन पड़ाव**(fluent reading stage)(तीसरी कक्षा एवम उच्च कक्षाओंका पड़ाव)
- कुछ अन्य पड़ाव जिनके बारे में कई विद्वानों नए विचार किया है I

- **पूर्व –शाब्दिक या वर्णानुक्रमक अवस्था-** इस पड़ाव पर बच्चे मूलतः शब्दों को पहचानते एवम उन्हें याद करते हैं I बच्चो के लिए शब्द चित्रों की तरह की हैं और वर्ण उन्हें संकेत देते हैं I

- **आंशिक शाब्दिक अवस्था** – इस पड़ाव पर बच्चे जब किसी उच्चित शब्द को उनके एक या अधिक वर्णोकी ध्वनियो के साथ जोड़ क्र याद रखना शुरू करते हैं तब वह लिखित शब्दों की 'सीमाओं 'को पहचान सकते हैं वह वर्णों को उनके आरंभिक और अंतिम वर्ण शब्द ध्वनियो द्वारा पहचान सकते है I

- **सम्पूर्ण शाब्दिक अवस्था** – इस स्तर पर पहुंच कर बच्चे वर्णो से उत्पन्न सभी ध्वनियो को पहचानने में सक्षम हो जाते है और किसी शब्द के किसी भी वर्ण को पहचान कर शब्द सरलता से पढते है।

- **संयुक्त शाब्दिक अवस्था** – इस स्तर पर पहुंचे बच्चे परिचित शब्दों के मध्य की बहुवर्णीय श्रंखला के प्रति जागरूक हो जाते है इसके अतिरिक्त बच्चे शब्दों एवम ध्वनियो के सम्पूर्ण समूह जैसे 'काल' 'कल' 'कील' आदि को याद रख सकते है।इस प्रकार के सामूहिक करण को 'chunking' कहते हैं I

फ्रिथ-1985- ब्रिटिश मनोविज्ञानिक यूटा फ्रिथ ने मस्तिष्क द्वारा वाचन-योग्यता ग्रहण करने हेतु प्रयुक्त की जाने वाले विधि निम्न स्तर मॉडल प्रस्तुत किया हैI

- **चित्रात्मक पड़ाव (Pictorial stage):** इस पड़ाव पर बच्चे का मस्तिष्क शब्दों के चित्रों को ग्रहण करता है और वर्णमाला के वर्णों के आकार अनुसार दृश्य रो में अनुकूलित होता है I

- **ध्वन्यात्मक पड़ाव(Phonological stage):** दुसरे स्तर पर बच्चे का मस्तिष्क अक्षरों को ध्वनियों के रूप में पहचानने लगता है I

- **वर्ण –विचार पड़ाव(Orthographic stage):** इस पड़ाव को वर्ण-विचार पड़ाव कहते हैं यहाँ पहुंच कर बच्चा वर्णों को शीघ्रता एवम शुद्ध रूप से पहचानने में निपुण हो जाता है I

READING ABILITY

- वाचन योग्यता\कौशल – वाचन- योग्यता को ' भाषा –
कौशलोके समूह ' के रूप में परिभाषित किया जाता है I
उरकहार्ट एवम वेइर (1998) अनुसार , " विषय\पाठ के
साथ अंत: क्रिया करते समय व्यक्ति द्वारा प्रयुक्त ज्ञानात्मक
योग्यता को वचन योग्यता कहते है I"(A reading skill can be
described as, " a cognitive ability which a person is able to use
when interacting with texts."

वचन कोई एकाकी कौशलनहीं है I वास्तव में यह दो कौशलोंका मिश्रण है Iये दो मुख्य कौशल निम्न है I

- गति

- सूझ –बुझ\समझ –सामर्थ्य(Comprehension)

- गति के कौशल- तिर्व गति से पठन हेतु , किसी व्यक्ति में कौशलो का अस्तित्व अनिवार्य है I   आयु के विभिन्न स्तरों पर प्रशिक्षण द्वारा इन कौशलो को ग्रहण किया जा सकता है –

- इन कौशलों में प्रथम कौशल अवरोध के अनसित्त्व एवम विशाल दृष्टि –क्षेत्र (eyes- spans) से सम्बंधित है I जितना व्यापक दृष्टि – क्षेत्र होगा , आँख उतनी की कम रुकेगी I परिणामत:व्यक्ति अधिक तीव्रता से पढेगा I

- सहज ढंग से , पठन से बचाव भी एक ऐसा अन्य कौशल है जिसके द्वारा वाचन में गति उत्पन्न होती है I जब कोई व्यक्ति एक –एक शब्द का उच्चारण करते हुए ऊंची आवाज में पढने का प्रयास करता है तो उसकी वाचन – गति में अवरोध उत्पन्न होता है I

- अपनी दृष्टि को केन्द्रितकरने के स्थान संबंधी ज्ञान प्राप्त करना भी एक कौशलही है Iअपनी दृष्टि को पृष्ट के बायीं या दायी ओर किसी भी हाशिये पर केन्द्रित नहीं करना चाहिए , क्योंकि यह ऐसे स्थान है , जहाँ कोई शब्द मोजूद नहीं होता है अत : किसी की दृष्टि-केंद्र की ओर ध्यान अवश्य देना चाहिए ऐसा करने से अतिरिक्त परिश्रम से बचाव हो सकता है I

- **समझ कौशल(Skills of comprehension):** गति कौशलों का सम्बन्ध वचन –क्रिया के शारीरिक पक्ष से है , तो वाचन संबंधी समझ कौशलमानसिक पक्ष से सम्बंधित है I
  ए.जे.हैरिसने इन वाचन कौशलों का विभाजन तिन उच्च वर्गों में किया है –
- (क) विकासात्मक वाचन (Developmental reading)
- (ख) कार्यकारी वाचन (Functional reading)
- (ग) मनोरंजक वाचन Recreational reading)

- **विकासात्मक वाचन** – (i) वाचन की कार्यविधि संबंधी कौशल
  विशाल स्तरीय शब्दावली का विकास I
  अच्छी दृष्टि – डालने की आदत I
  उचित स्थान पर बैठ कर , पुस्तक को सही ढ़ग से पकड़ना और पढना की आदत का विकास I
  मौंन वाचन द्वारा तीव्रता से धरा –प्रवाह पठन I

(ii) वाचन –समझ के कौशल- 1.सम्पूर्ण व्यापक एवम उचित शब्दावली को ग्रहण करना

2.वाक्यांशों ,वाक्यों ,अनुच्छेदों और सम्पूर्ण पाठ की इकैयो के
अर्थो को ग्रहण करने का कौशल।

3.विशिष्ट प्रश्नों के उतर ढूढ़ने का कौशल

4. मुख्य विचारो का चयन एवम समझने का कौशल।

5. विवरण को समझने और याद करने का कौशल।

(ख) कार्यकारी वाचन – इस कौशल में निम्न वाचन – कौशल शामिल है –

1. वचन को खली समय की ऐच्छिक गतिविधि के रूप में
विकसित करने का कौशल।

2.रोचक एवम आनन्ददायक वाचन –सामग्री की खोज करने की
योग्यता का विकास।

3.मौजूद मनोरंजन रुचियों एवम अभिरुचियो को वचन द्वारा
सन्तुष्ट करने का कौशल।

4.वाचन- अभिरुचियो को अधिक विविध ,अधिक परिपक्व तथा
अधिक संशोधित बनाने के कौशलमका विकास।

5.दुसरो का मनोरंजन करने के साधन के रूप में मौखिकवचन का विकास करना।

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[Pedagogy of English]

Activity file
Action Research
Case Study & assessment Record

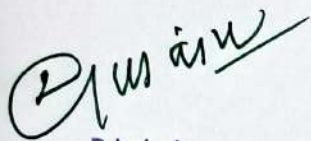Submitted to
Dr. Anjali Puri

Submitted by
Rashi Aswal
Roll no 215
B·Ed - III sem
PU no - 22053124

Government College of Education Sector 20D
Chandigarh   Pincode - 160020

ACTION

RESEARCH

Principal
Government Model Sr. Sec. School
Sector 35 D, Chandigarh

School Principal

Signature

Submitted by

Rashi Aswal

Roll no 215

B.Ed III Sem

Action research is a philosophy and methodology of research generally applied in the social sciences. It seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection. Kurt Lewin, then a professor a MIT, first coined the term "action research" in 1944. In his 1946 paper "Action Research and Minority Problems" he described action research as "a comparative research on the conditions and effects of various forms of social action and research leading to social action" that uses "a spiral of steps, each of which is composed of a circle of planning, action and fact-finding about the result of the action".

Action research is an interactive inquiry process that balances problem-solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change.

After seven decades of action research development, many methods have evolved that adjust the balance to focus more on the actions taken or more on the research that results from the reflective understanding of the action

Action research challenges traditional social science by moving beyond reflective knowledge created by outside experts sampling variables, to an active moment-to-moment theorizing, data collecting and inquiry occurring in the midst of emergent structure. "Knowledge is always gained through action and for action. From this starting point, to question the validity of social knowledge is to question, not how to develop a reflective science about action, but how to develop genuinely well-informed action – how to conduct an action science".[1] In this sense, engaging in action research is a form of problem-based investigation by practitioners into their practice, thus it is an empirical process. The goal is both to create and share knowledge in the social sciences.

Input	Transformation	Output
Planning Preliminary diagnosis Data gathering Feedback of results Action Planning	**Action** Learning processes Action planning Action steps	**Results** Changes in behavior Data gathering Measurement
Unfreezing	Changing	Refreezing

Feedback loop A   Feedback loop B

Feedback loop C
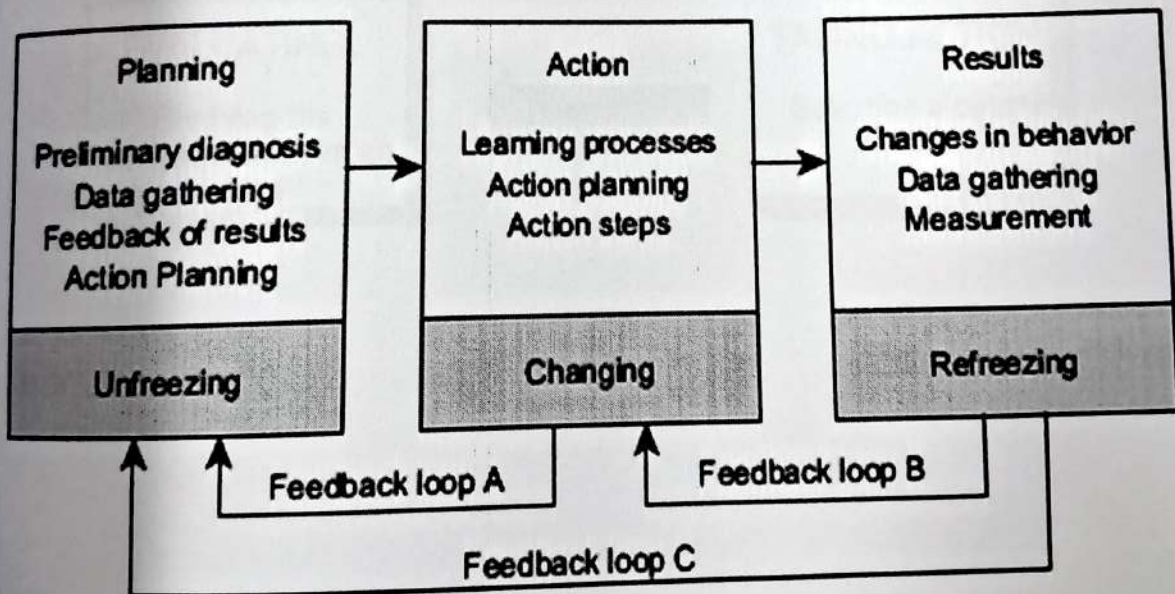
Gerald Susman (1983) gives a somewhat more elaborate listing. He distinguishes five phases to be conducted within each research cycle (Figure 2). Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.

DIAGNOSING

Identifying or defining a problem

ACTION PLANNING

Considering alternative courses of action

TAKING ACTION

Selecting a course of action

EVALUATING

Studying the consequences of an action

SPECIFYING LEARNING

Identifying general findings
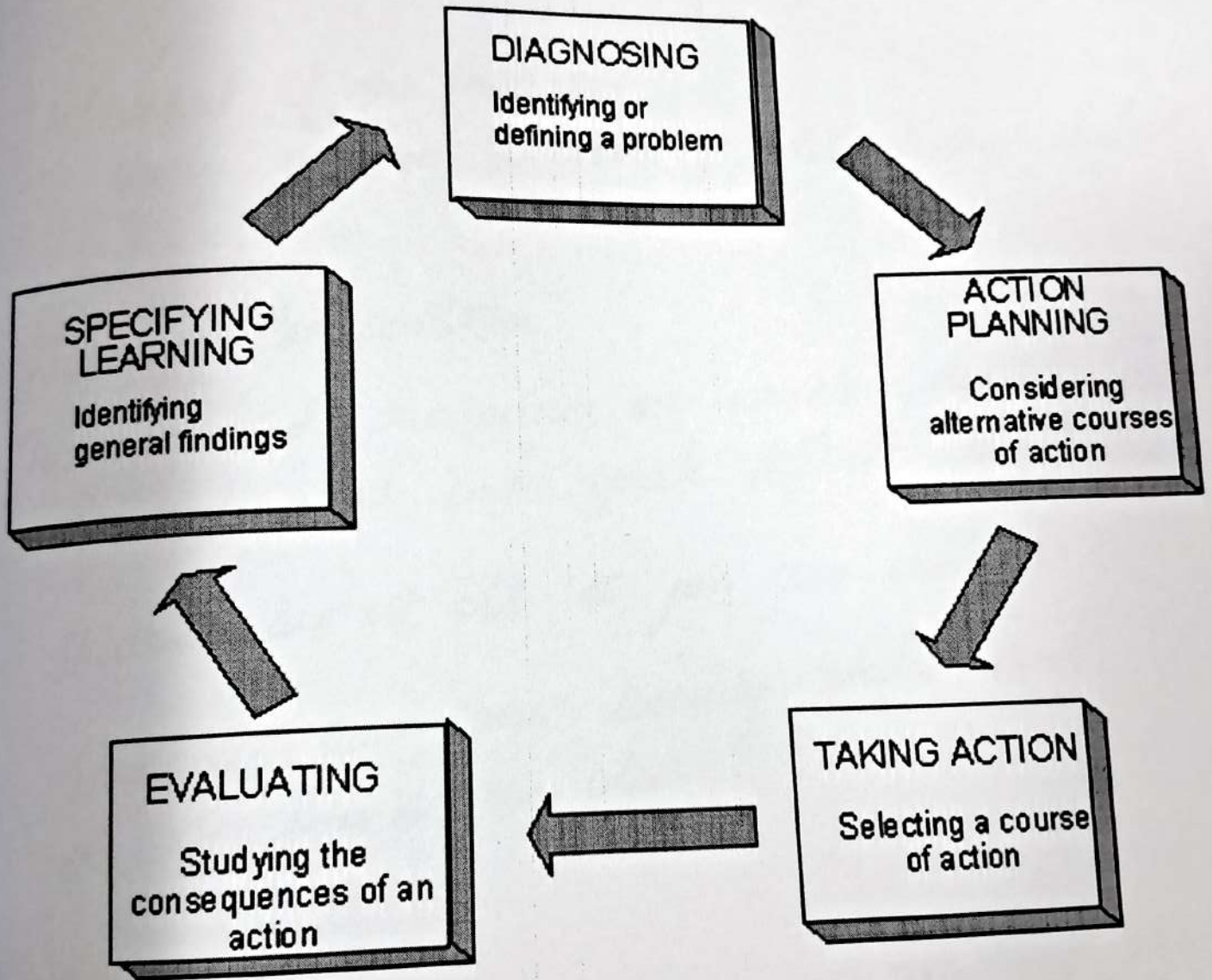
Background of Problem

Problem of poor vocabulary skill in english. students are not able to understand the content of the books because of this.

Statement of the problem

To study the poor vocabulary skill among students

Defining the problem

1. Students cant pronounce the words properly and cant read and speak difficult words

2. Students are not able to join the sentences.

3. Students have poor listening skills and do not focus in the class

Causes

1. Social problem - Students are not socialised in english because of their societal background.

2. work load - students have to do house work because of which they cant read and do self study

3. Lack of audio visual aids in class.

4. Lack of motivation among students.

Suggestions→

1.) use of audio visual aids to enhance the interest of the students. Students often get bored with books and hence various aids are needed to keep their interest on.

2.) Story telling and library period should be there in schools. It should be a compulsory period and not optional or free.
This will enhance the silent reading among students.

3.) Loud reading - students should read loudly to enhance their speaking and reading skills. It will improve the incorrect pronounciation.

4.) Additional readeup in class so that students get familiar with the new wovels and subconciously inculcate them.

5.) English conversations so that students become more familiar with the English language.
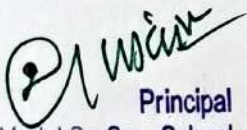
UNIT TEST MARKS LIST

Subject : English
Total students : 45

Class VIII A

Rno	Name	Unit test 1	Unit test 2	Unit test 3	Unit test 4	Average (100)
1	Aditya Bhandari					60
2	Aditya bidla	18	20	22		48
3	Aditya pratap	10	13	10		41
4	Akash Yadav		15	11	15	84
5	Arnav	20	22	24	15	54
6	Balkaran		19	20	18	25
7	Chandransh			14	15	89
8	Divyam	18	24	22	11	93
9	Nikhil	18	25	25	25	70
10	Pratyush	12	19	17	25	44
11	Rudraksh	6	9	11	22	20
12	Sagar	5	7	8	18	24
13	Sathvik	4	5			29
14	Angad	4		11	15	38
15	Anmol	10	15	13	14	62
16	Gourav	12	18	11		38
17	Gurveer	3	8	15	21	11
18	Hakamjeet			11	12	30
19	Harsimran		9	9		76
20	Ishav attri	14	19	21	12	37
21	Jagroup	4	9	13	22	12
22	Jujhar			12	11	19
23	Mankirat	1	7	9		91
24	Adil	19	23	25	2	30
25	Dilraj	4	11	15	24	50
26	Kulwinder	7	15	11		40
27	Manpreet	5	10	14	17	39
28	Sonakshi		11	12	11	60
29	Simran Kaur	13	18	14	16	70
30	Alankrita	11	18	19	15	47
31	Amrit kaur		17	19	22	51
32	Anika	16	18	17	11	94
33	Darsheen kaur	20	25	25		53
34	Himanshi	9	22	22	24	66
35	Lakshika	18	22	23	21	89
			24	25	22	

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36	Manpreet	7	18		14	39
37	Naina	1	11	13		25
38	Navneet kaur	20	23	25	22	90
39	Nivedita	19	22	25		66
40	Ojasvi	14	22	15		51
41	Prabhgun	15	15	16		46
42	Prabhleen	20	25	25	23	93
43	Rajika	13	11	15		39
44	Rojina	15	14	15		44
45	Shivya	18	25	25	24	92

CASE STUDY

Principal
Government Model Sr. Sec. School

School Principal

Signature

Submitted by

Rashi Aswal

Roll no 215

B.Ed III Sem

A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon. Case studies are commonly used in social, educational, clinical, and business research.

A case study research design usually involves qualitative methods, but quantitative methods are sometimes also used. Case studies are good for describing, comparing, evaluating and understanding different aspects of a research problem.

A case study is an appropriate research design when you want to gain concrete, contextual, in-depth knowledge about a specific real-world subject. It allows you to explore the key characteristics, meanings, and implications of the case.

Case studies are often a good choice in a thesis or dissertation. They keep your project focused and manageable when you don't have the time or resources to do large-scale research.

You might use just one complex case study where you explore a single subject in depth, or conduct multiple case studies to compare and illuminate different aspects of your research problem.

Once you have developed your problem statement and research questions, you should be ready to choose the specific case that you want to focus on. A good case study should have the potential to:

- Provide new or unexpected insights into the subject
- Challenge or complicate existing assumptions and theories
- Propose practical courses of action to resolve a problem
- Open up new directions for future research

While case studies focus more on concrete details than general theories, they should usually have some connection with theory in the field. This way the case study is not just an isolated description, but is integrated into existing knowledge about the topic. It might aim to:

- **Exemplify** a theory by showing how it explains the case under investigation
- **Expand** on a theory by uncovering new concepts and ideas that need to be incorporated
- **Challenge** a theory by exploring an outlier case that doesn't fit with established assumptions

CASE STUDY

RESEARCH   DATA   CONDITIONS EXAMINATON   METHOD   IN-DEPTH   ANALYZING   RESULT
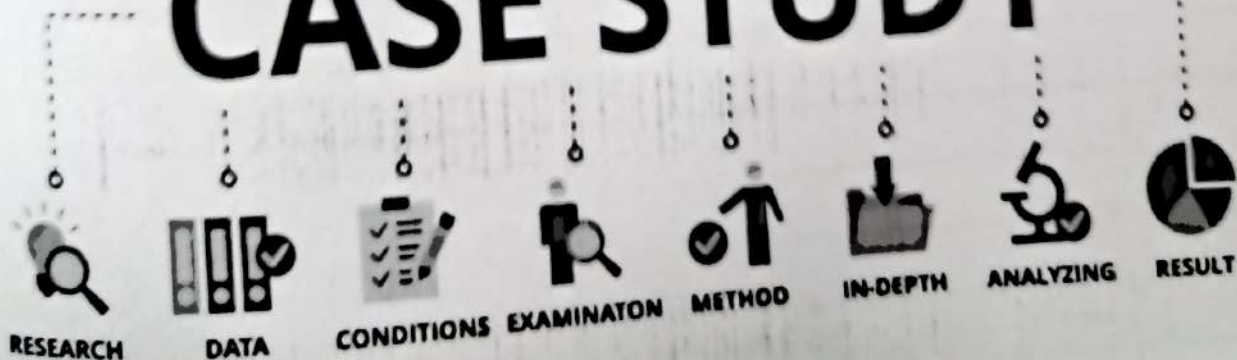
Name - Ravi
Age - 12
class - VI B
School - Government Model Senior Secondary School
sector 35 D.

Fathers name - Gurpreet Sharma
Mothers name - Shabnam
DOB - 22-Aug-2011.

Fathers occupation - Clerk in PGI
Mothers occupation - Nurse.
Address - 361D 35D chandigarh.

Study time - 3 hours.
Play time - 1 hour

Hobbies- Drawing, dancing.
Handwriting - legible.
Classroom behaviour - active in studies

favourite subject - music
Disliked subject - Maths.

Problem in English- Tenses (grammar)
Health- fit
Concentration - low.

↳ Extra classes were given to her

↳ Positive atmosphere at class and
at home helped her.
She was asked to confront this
problem to her parents so that they
can have a healthy conversation.

↳ PT talked with her classmates
and explained to them to not
make Ravi feel left out and
cooperate with her.

↳ Pupil teacher made her more
confident by positive reinforcement
whenever Ravi answered questions.

↳ Pupil teacher advised her to follow
her hobbies so that she can
cope with her emotions.

Conclusion

Ravi is an allrounder child but had
to face some problem due to lack
of attention. PT gave some remedial
measures to her and helped
her become strong.

GOVERNMENT COLLEGE OF
EDUCATION, 20-D, CHANDIGARH

Co-Curricular Activity, Action Research and Case Study

(PEDAGOGY OF ENGLISH)

SUBMITTED TO

Dr. Anjali Puri
G.C.E. - 20D

SUBMITTED BY

Jasleen
Clg. Roll No. - 241
Univ. Roll No. - 22050381
B.Ed. 3rd Sem
(2022-24)

Action Research

Introduction-
The basis of all good education is research. Individuals and instructions those are involved and dedicated to improving education realize that the varied problems of education can be completely solved by employ-ing appropriate research techniques. This appro-ach is the basis of improved school practices in new educational system. In educational field, action research means 'a scientific approach to solve the problems relating to teaching learning programme'. It is carried out by teachers, principals oe head masters because they are concerned with learning experience of pupils and it is their duty to provide better environment to them.

CHARACTERISTICTS of Action Research

1. Action research is totally an informal research.
2. It is of flexible type.
3. It deals with some situational problems.
4. Its goal is to bring about improvement in the situation.
5. It does not aim at generalisation of any type, only few suggestions are added to it.

6. Its outcomes are not taken up in a formal way
7. The problem is very real as it is taken out of classroom situations.
8. Action research is self evaluative.
9. The use of action research is direct and immediate.

Advantages -

1. It helps in bringing up decentralization in research.
2. It makes teachers fully interested in their work.
3. It infuses in the teachers, the quality of research mindedness.
4. It helps in filling in the gap between theory and practice.
5. It helps teachers to solve the immediate problems of the classroom.

Limitations -

1. Generally the teachers having a heavy workload are called upon to conduct action research.
2. The result of action research are situation specific. A teacher having been transferred cannot take along with him/her the mount of research work done in previous school.
3. It is not valid and also less scientific.
4. The researcher is unable to generalize the results

5. The quality of action research is also comparatively poor.

Topic of the Research – 'Reading skill' is an important component in any language development process. Since english is taught as second language in most of India, the process of its development among children who do not listen to english sounds at home should be viewed as a challenge for the teachers. Integrated language skill development is the best strategy for helping beginners learn the second language.

Investigator – Tasleen, Roll No. – 241, Section 'A', student of Government College of Education, Sector 20D, Chandigarh.

Objectives –
1. To diagnose the problems faced by students in reading.
2. To provide them with necessary inputs for overcoming the above problem.
3. To study whether the inputs provided bring any change in them.

Importance of Research – The habit of being regular in the studies, reading books, and

reading activities will help students to enhance their performance in academics and also improve their academic record of students.

Steps or Procedure -

1. **Selection of the Area** - The area selected for particular action research programme is the problem of class VIII students not having good reading skills in English language.

2. **Selection of Problem** - The student of class VIII have problem in understanding the english language, how to pronounce words correctly, poor comprehension and slow reading speed.

3. **Analysis of the problem** - The problems of students were analysed while, when pupil teacher asked them to read prose or poem in a class.

4. **Cause of the problem** -
   a) Lack of interest in english subject.
   b) Lack of emphasis on reading part by teachers.
   c) Using grammar translation method

d) Poor phonemic awareness.

e) Lack of reading activities in school or classroom

5. <u>Evidence of the problem</u> -

a) By observing the students in the classroom.

b) Poor reading skills.

c) Hesitant to read.

d) Fumbling while reading.

e) Wrong pronunciation.

6. <u>Tools</u> - The following tools were used for doing action Research -

- Conducting a reading activity in classroom.

- Making students read aloud in the class by using textbook.

- Taking students to library.

- Encouraging use of new vocabulary

- Comprehension activities.

<u>Action programme</u> -

Action programme was done through activities in class by pupil teacher.

<u>Activity 1</u> - The investigator (pupil teacher) in order to develop reading skill among students by conducting an activity called

"Reading Aloud" Task. Pupil teacher provided text and split into paragraphs then advised that each student in the pair/group must read one of paragraph aloud. If a person has an issue pronouncing it, he/she must circle it, and come across a word they don't understand, they must underline it. students were allowed to discuss their problem areas with pupil teacher.

Activity - 2 - Pupil teacher presented some pictures in front of students and asked them to form sentences, by what they see or observe. Then pupil teacher will introduce new words or synonyms and will ask them to use it. Pupil teacher will write words on chalkboard and will tell students to pronounce is loudly in class and form a sentence using it.

Activity - 3 - The next activity conducted was 'Story Map'. After reading any prose or chapter from the book. Pupil teacher with help of chalkboard will ask students to give an oral summary of story and then will discuss with them about the characters, plot and theme. Pupil teacher provide a template of story map to students, and they will answer it. Pupil teacher asked questions like — who are the characters,

when did story takes place?, where did story takes place, what lesson did the story try to tell you?

Students took note of these questions and read the text or chapter loudly or silently.

Post Action Research -
Pupil teacher observed that there was improvement in reading skills of some students in the class, and students were more confident in reading. Students engaged in the activities enthusiastically and were enjoying it.

conclusion -
Pupil teacher (Investigator) observed that students were able to take more interest in reading english and participated in the class activities. Students were more enthusiastic and motivated. Students were encouraged to read more books and went to library regularly. The permanent and long lasting improvement can only take place through consistent effort. It is necessary to continue this effort over a long span of time.

Case Study

Introduction - Case Study is a form of qualitative descriptive research that is used to look at individuals as small group of participants or a group as a whole. It is a qualitative method of study emphasizes detailed contextualised analysis of a limited number of events or conditions and their relationships.

Characteristics - a) This method is applicable to an individual case or an institution.
b) This method involves an individual having behavioural problems or an institution with some problems.
c) This method employs the method of diagnoses and method of treatment.
d) There are various stages of diagnosis.

For my case study. I chose a boy of class VIII th of my class which I taught during my internship in G.M.S.S.S. sec-27C, Chandigarh.

Personal Details
Name – Gautam Bhat

Age – 13 years

Class – VIII th

School – Govt. Model senior sec. school, sec-27(

Father's Name – Abhinav Bhat

Mother's Name – Nandita Bhat

Date of birth – 02.08.2010

No. of Siblings – 2

Hobbies – Drawing, art and craft

classroom behaviour – Attentive and Responsive

Achievements – came first in model making competition for science and social studies.

– came first in Reading contest.

Family Details –
Mother's Details
Name – Nandita Bhat

Age – 40 years.

Educational Qualifications – Graduate

Occupation – Housewife

Father's Details –
Name – Abhinav Bhat

Age – 43 yrs.

Educational Qualification – Graduate

Occupation – Civil engineer

GAUTAM

Educational history –

Gautam started going to school at the age of 3 years. He has been pursuing his education from this school only, since Play way.

Social history –

He is a loveable and highly intelligent and talented student. He loves to take part in co- curricular activities. He is extrovert and gets annoyed when teased by fellow mates. He is liked by all teachers.

Vocational History –

He loves to make new and creative things. He is very passionate about what he does and always eager to learn something new.

Psychological Record –

Gautam bears good attitude. He is a disciplined boy and devotes equal time for studies and co- curricular activities. He does his home work regularly and is very hardworking.

Problem faced by child -

Gautam is a student who is special or gifted child. and is very hyperactive in class. He loves to be given attention by teachers and sits at first bench in the classroom. Due to this hyperactiveness, sometimes it becomes difficult to cope with his behaviour. If attention is not properly provided, he gets annoyed and loses interest in class.

Conclusion - Gautam is well-behaved and active child but only problem is that he needs more attention as compared to other students and is hyperactive. He is a 'gifted child'.

Remedial Measures - Gautam is a gifted child and multi-talented, his problem of hyper activeness is not a major problem or issue but still I followed or did some remedial measures.

→ Pupil teacher praised gautam for being an all-rounder.

→ Pupil teacher encouraged him to participate in activities related to model making, participating in morning assembly and other co curricular activities.

→ Pupil teacher created an inclusive and

enriching learning environment by conducting small activities in class as to engage him more and channelise his creativity and activeness to something useful.

→ Pupil teacher gave external rewards too as to motivate him.

→ Pupil teacher encouraged him for in depth learning and gives him chance to share his findings, knowledge and creativity with other students.

→ After the end of topic taught in class pupil teacher asked for or put out extra set of questions which are open-ended and let him suggest multiple answers and shared it in the class.

<u>EPC: 4.2</u>

COMMUNICATION, EMPLOYABILITY AND RESOURCE DEVELOPMENT SKILL

Government College of Education, Sector-20, Chandigarh.

Session- 2021-2023

Submitted To:

Mr. Sanjeev Kumar

GCE, sector-20 D

Submitted By:

Amisha

B.Ed– 4thSem.

Roll No: 21101945

EPC 4.2

COMMUNICATION, EMPLOYABILITY AND RESOURCE DEVELOPMENT SKILL

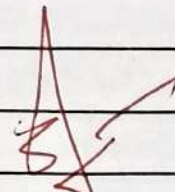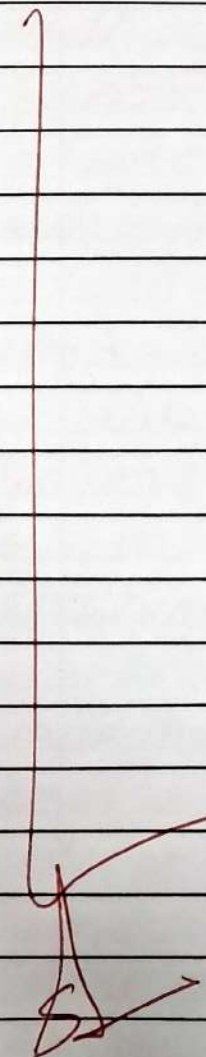Submitted to - Mr. Sanjeev Kumar

Submitted by - Amisha

Class- B·Ed (II) Semester - IV

Roll No. - 08

Date of Submission- 5th May, 2023

Signature of teacher-

INDEX

ARTICLE : EFFECTIVE COMM-UNICATION IN CLASSROOM

Communication and education go hand in hand and the success in education is determined by the success of communication. Education with its correlated activities of teaching and learning involves communication as well as reciprocal interaction between teacher and pupils, as channels of realising its objectives. It is basically a process of interaction with people and their environment. So, communication is an act by which a person shares the knowledge, feelings, ideas, information etc. in such a way that each gains a common understanding of the meaning, intent and use of the message. In the words of Brooker, " Communication is anything (information, knowledge, idea, feeling) that conveys meaning and carries a message from one person to another." Thus, in communication three words are to reflect upon.

Message → Process → Message to be received

(Content)   (giving and receiving)

Effective communication is crucial for the success of an institution. Being an effective communicator in our professional and personal lives involves learning the skills to exchange information with clarity, empathy and understanding. When we communicate effectively, both the sender and receiver feel satisfied.

Communication occurs in many forms, including verbal and non-verbal, written, visual and listening. It can occur in person, on the internet (or forums, social media and websites), over the phone (through apps, calls and video) or by mail. These all are the ways to communicate. Each of the categories has its own method and way to make the communication effective. Verbal communication is a method that uses speech in the form of speaking, to convey a message or information. It is the most popular and effective mode of communication, usually practised during one on one conversation, classroom interaction, meetings and conferences. Non-verbal communication is basically a practice of gestures, facial expressions and body language to send information

Written communication is all about typing, printing, symbols, numbers, letters and writing to send a piece of information for evidence, referal purpose, to communicate through books, pamphletes, memos and letters. Visual communication includes photographs, sketches, graphs, charts and drawings to plan and pass on the information. It is oftenly used during presentations to add visual effects.

Classroom communication is an integral part of the teaching learning process. Teaching is a social activity that involdes both teacher and the learners. It is therefore important that two way communication exists between them in order to trigger learning. Moreover direct communication between a teacher and learner allows the teacher to get immediate feedback that can help him/ her gauge learner's under-- standing of what has been taught. Based on such feedback the teachers can improve his/ her communication. Communication is must for good classroom and educational outcomes. Studies confirm that teachers who communicate better lead classes to

better grades and retention rates, while higher drop out rates are partially attributed to poor classroom communication.

Communication in the classroom can result in positive actions, but can also become less effective due to some barriers. These barriers may include, message not being stated clearly if the room is noisy or students may be unsure about the choice of words used by the teacher. Such barriers may lead to loss of concentration of students in the classroom. Overcoming barriers to communication are clarity and competence, proper use of language, clarity and unity of thoughts, gestures and tone. Teachers should use proper and relevant words to make communication more effective. Students also enjoy, if the communication is effective in the classroom.

To conclude, we can say that, communication is a two way street and a mark of good learning. The success of classroom communication lies in enabling the students to

apply the knowledge gained and develop critical thinking so that they are able to make informed choices for the common good of society and humanity.

FREE EDUCATIONAL RESOURCES ON INTERNET (PROS AND CONS)

ARTICLE

Free and open educational resources are learning, teaching and research material in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no cost access, re-use, re-purpose, adaptation and redistribution by others.

Free educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, softwares and any other tools, materials or techniques used to support access to knowledge.

Indian education system has been consistently evolving over a while. Online learning has added more benefits to the current education system. During the launch of 2020-21

financial year budget, the government announced the new education policy, which showed the vital role played by online education. According to reports, the Indian E-learning market will grow by 15.64% and exceed $ 48 billion by the end of 2020, the main reason cited for this is the increased use of internet for learning.

Online Educational Resources often have a close connection with E-learning. E-learning is not only a technology but also a collection of various pedagogies to learn and teach. It can also incorporate OER or free Educational Resources as a pedagogy that can facilitate quality learning. The main benefit of free educational resources is that it is freely accessible for both students and teachers. Apart from attending classes online, students can use these resources to gain more insights into a particular topic. With changing times and technology, distance education is gaining more popularity. The National Knowledge Commission has suggested an increase in the number of Open Educational Resources to address the changing trend.

Free Educational Resources are normally

stored in repositories available through websites. These repositories are used for storing and handling the contents.

India adopted the open educational Resources movement in the year 2007 after gaining support from the government and other agencies. The Indian OER movement is an effort to digitilize the current educational system and enriched students with quality learning procedures.

List of Resources for Students & Teachers.

1. DIKSHA Portal
2. www.cbseacademic.nic.in
3. E-Pathshala.
4. http://nroer.gov.in
5. http://swayam.gov.in
6. www.swayamprabha.gov.in
7. DTH channel no. 27 (Panini)
8. Youtube Channels : NIOS & CBSE
9. NDL or National Digital Literacy of India.
10. IIT Pal
11. Shodhganga
12. Project OSCAR
13. NCERT
14. NPTEL
15. iMATHAS
16. Khan Academy > various subjects

17. HARVARD X MOOCS > Harvard's Massive Open Online Courses (MOOC's)

18. Wikiversity

19. Wikieducator

As with any educational resources, there are both advantages and disadvantages associated with using OERs in the classroom. Advantages of using Open Educational Resources include -

→ Expanded Access to Learning → Students anywhere in the world can access OERs at any time, and they can access the material repeatedly.

→ Schedule Flexibility - Online learning helps the students to learn according to their flexibility. Students can do their readings throughout the day in between other commitments.

→ Scalability - OERs are easy to distribute widely with little or no cost.

→ Modify course resources to better align with learning outcomes - OERs can be modified, reorganised, remixed or revised to better support the learning objectives to each section of a course.

→ Augmentation of class materials - OERs can supplement textbooks and lectures where deficiences in information are evident.

→ Enhancement of Regular Course Content - Presenting information in multiple formats may help students to learn the material more easily

→ Increasing student interaction with course resources - Students can interact directly with OERS in a way that commercial textbooks don't allow. Such interaction increases critical thinking and writing skills that passive reading and memborisation don't address.

→ Quick circulation - Information may be disseminated rapidly. Quick availability of material in many subjects areas increases the timeliness and relevance of material being presented.

→ Less expenses for students - The use of OERS instead of traditional textbooks or course books etc. can substantially reduce the cost of course material for students.

→ Continually improved resources - Unlike textbooks, OERS can be improved quickly through direct editing by users or through solicitation and incorporation of user feedback.

→ Students may have more opportunities - There can be opportunities to take certain elective or area of special interest classes or even incorporate their interest into their courses.

→ Students can communicate with teachers through different methods (eg. text, audio)

→ To get support of teachers - Teachers, counsellors can meet with students virtually in small groups or one to one to overcome problems anywhere from the world.

Disadvantages / Cons of Online Learning are :-

→ Quality Issues - Since many OER repositories allow any user to create an account and post material, some resources may not be relevant or accurate.

→ Extra effort required to adopt OERs - Adopting OERs in the classroom involves additional work on the part of faculty, instructional designers, editors, digital rights specialists and others in order to find the OERs, adapt / modify them and check them for accessibility, verify any copyright issues and so forth.

→ Lack of human interaction between teachers and students - OER material is created to stand alone, and self-learning users may access the material outside of a classroom environment, they will miss out on the discussion and instructor feedback that characterize for credit classes and that make such classes useful and valuable.

→ Language and Cultural barriers - Although efforts are being made to make OERs available in multiple languages, many are only available in English, limiting their usefulness to non-English speakers. Additionally not all resources are culturally appropriate.

→ Technological issues - Some students may have trouble using some OERs if

they have a slow or eratic internet connection. Other OERs may require software that students don't have and that they may not be able to afford.

→ Static format - Some OERs are published in digital formats that make it hard to download, access and modify the content.

→ Copyright concerns - Since OERs are meant to be shared openly, the "fair use" exemption from the U.S. Copyright Act ceases to apply; all content put online must be checked to ensure that it does not violate copyright law.

→ Lack social interaction - It is very important to find social outlets for online students. Lack of social interactions may lead to depression of children.

→ Many students are in need of a hands on/interactive approach to learning. One problem is that not all students have access to the same materials. We need to brainstorm about what material will provide the best hands on experience and how such activities can be implemented on and off screen.

→ Time Management - You have to be very organised when you take courses online. It is entirely upto you to stay on track.

ARTICLE ON VIRTUAL LEARNING ENVIRONMENT

Virtual learning environment is an integrated learning platform that typically incorporates course materials, homework, assessments and other tools that are external to the classroom experience. Virtual learning environment refers to an environment where students study a digital based curriculum taught by instructors that lecture online via video or audio. This instruction can take place either in a self-paced (asynchronous) environment or in a real time (synchronous) environment. A virtual classroom replaces the physical classroom environment for distant learners. A virtual learning environment harnesses technology to supplement an inclass experience with for ex- digital communication, interaction, quizzes etc through virtual learning environment. It is an online based platform that offers students, teachers or any learner, digital solutions that enhance the learning experience.

It is a collection of integrating tools enabling the management of online learning providing a delivery mechanism, student tracking, assessment and access to resources. Virtual learning environment helps the teachers to create, store and disseminate content, plan courses and plan lessons and also foster communication between students and teachers (in the form of e-mails, audio recordings, discussions etc). Virtual learning Environment is useful for all types of educational institutions and various other organisations. It features all sorts of resources, including training, activities, interactions etc

Today's virtual learning environment has been transformed by rapid technological advances and is often characterised by -

- Web and mobile applications that allow learners to access their courses from anywhere and at any time.

- Highly collaborative features including virtual classrooms, e-mail applications, chat forums, blogs etc.

- Innovative lesson delivery including gamified instructions and flipped classrooms. Gamified classrooms is novel and fun while flipped class--room reverses the traditional homework - first discussion, later format.
- An extensive array of courses resources and tools where educators can create content like lesson plans and students can perform and submit assigned tasks using various options.
- A personalised user experience which includes customised content depending on how the learner is progressing through a course.
- Extensive data tracking which helps in keeping track of learner's data allows educator to access the effectiveness of their courses and learning ability of their learners.
- Central storage of learning materials helps the learners stay organised through an easily accessible for all class materials
- Assessment tools - by which educators can gauge how learners are reacting to their materials, helping them improve their course content and provide learners with the timely feedback.

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The Virtual Learning Environment arose as a result of the development of information and communication technologies. The obligatory component of the virtual learning environment are

- Learning management system
- Innovative learning technologies
- Information resources - Database, libraries, e- learning material.

There are many benefits that the learners derive from virtual learning. The virtual environment involves the

- Use of innovative technologies, various programs and tools.
- Learning in virtual environment activates and develops such skills and abilities to analyse Information, work with various sources of information, search skills and teamwork skills.
- It has led to an increased comfort in learning as learners can preview the curriculum, familiarize themselves with the content of the courses and can compare their knowledge with the requirements of the subject.
- Students or learners work in the virtual space significantly improves their self organisation

awareness and critical approach to various things.

- Virtual Learning Environment provides significant time and cost saving flexible schedule. These benefits are enjoyed both by students and teachers.
- Working with the virtual educational environment requires teachers or educators to be very creative and dynamic, including modern teaching methods, discussions, interactive lectures. It also allows students to be involved in basic but most useful and exciting forums of learning like project work, problem solving as well as learning / presentation work.

There are some disadvantages of virtual learning as well these are -

- Inability to focus on screen for longer periods of time.
- Technology issues such as problems in internet connection can lead to lack of continuity in learning for the child.
- Sense of isolation due to minimal physical interactions.
- Limited computer skills - Those who have very little experience with computers may find it more challenging doing online or virtual learning courses.

G-20: India's platform for global leadership

Priyanjali Malik

is an author and commentator

The G-20 was born out of the Asian financial crisis 25 years ago. It was upgraded to convene heads of government after a global financial and economic crisis a decade later. Today, however, the organisation that styles itself as the 'premier forum of international economic cooperation' appears to be descending into deadlock with the Foreign Ministers of Japan (currently chairing the G7) and South Korea declining to attend the Delhi meet and Russia, China and the EU publicly sticking to their differing positions on the war in Ukraine.

As leader of the G-20 this year, India could watch this happen – as appears to have been the case with the Finance Ministers' gathering at Bengaluru – or strengthen the organisation. To do the latter, however, India would have to take a stance on Vladimir Putin's invasion of Ukraine. There can be no hiding behind Russia and China's argument that war and politics are not the preserve of the G-20. The war in Ukraine is affecting the global economy, climate change, nuclear stability and the Charter principles of the United Nations that underpin the rule of law in international relations. The first two are central to India's agenda as chair this year; without the other two, the G-20 cannot function.

Difficult road for India

At the G-20 Finance Ministers' meet last week, when for the first time ever, the group could not agree on an outcome document, India found itself in the uneasy situation of having to explain whether it supported its own Chair's summary, which noted that the majority of states condemned Russia's invasion of Ukraine and rejected the use or the threat of use of nuclear weapons.

Finance Minister Nirmala Sitharaman would not confirm whether India was part of this majority. The question of India's position was a valid one: two days

earlier, New Delhi had abstained on a vote at the UN General Assembly calling for 'comprehensive, just and lasting peace in Ukraine', which passed with a majority of 141 states voting for it. India, and 31 others, including China and Pakistan, abstained on a call for Russia to withdraw its forces from Ukraine and cease hostilities.

There is a time for leaving the door open for dialogue with both sides of a conflict, and there is a time for calling out fence-sitting as a wasted opportunity. That energy was expended in Bengaluru to overcome India's reservations about calling Mr. Putin's invasion of Ukraine a war at all (India wanted the conflict to be referred to as a crisis) means that time was taken away from discussions on debt restructuring and cryptocurrency regulation, topics India has indicated it would like the grouping to focus on. Japan's Finance Minister Shunichi Suzuki observed that Russia's invasion had upended the 'foundations of the global order', making it 'difficult for the G-20 to engage in constructive discussion.'

Condemning Russia's invasion of Ukraine is not about supporting the United States or encouraging NATO expansion: it is about upholding the principles of sovereignty and territorial integrity enshrined in the UN Charter, which Russian military action in Ukraine, with the avowed intention of regime change, has undermined. These are also the same principles that India has relied on for international support in the four wars that it has fought since independence.

The concern is global: this is not just a European problem. The war has affected oil and gas prices, exacerbated inflation and disrupted global food supplies and prices, adding to the precarity of life for millions in parts of Africa and Asia. Further, it has escalated nuclear risks, not just in the form of threats of the use of nuclear weapons, but threats to Ukraine's nuclear power plants, all five of which have come under direct

shelling this past year.

Rafael Grossi, the head of the International Atomic Energy Agency (IAEA), reported that 'every single one' of the Agency's 'pillars' of nuclear safety and security 'has been compromised.'

The war in Ukraine could drag on, eventually petering out into a frozen conflict. The longer it continues, the weaker Russia – sanctioned and isolated by most developed economies – will become, and consequently, the more dependent it will be China for markets, politica and perhaps even weapons. The irony of India not taking sides means that it is helping Russia become a client state of China. At the same time, India's refusal to recognise Russian aggression for what it is means that even within the G-20, the group that it leads this year, decisive action on how to rebuff Russian aggression as a precursor to regaining some global stability is moving into smaller coalitions of the willing within this larger group.

Renewing commitments

After India denied Ukraine's Finance Minister Serhiy Marchenko an invitation to address the gathering in Bengaluru, Japan, as chair of the G7, invited him to a meeting on the sidelines at which the G7 renewed their financial commitments to Ukraine and discussed further sanctions on Russia. India has, thus, found itself in the odd position of hosting a group but staying away from the main party where all the action is taking place.

Ironically, India reportedly played a vital role last year in helping the Bali summit reach consensus, with the final document echoing Prime Minister Narendra Modi's remark to President Putin that "now is not the time for war." It would be a tragedy if India saved the Bali summit but lost the New Delhi one because it was unable to take a position on upholding the principles of another international organisation.

> India has found itself in the odd position of hosting a group but staying away from the main party where all the action is taking place

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Editorial 1 : G20 India's Platform for Global Leadership

Date : 01 March 2023

TOPIC AND HEADLINE

The main headline of the article is " G20: India's Platform for Global Leadership." The headline of very catchy and invites reader's attention towards reading the article.

SUMMARY OF THE ARTICLE

- G20 or the group of twenty was born out of the Asian financial crisis 25 years ago. It was upgraded to convene heads of govt. after a global financial and economic crisis a decade later.

- Today however, the organisation that styles itself as 'the premier forum of international economic cooperation' appears to be ~~been~~ descending into deadlock with foreign Ministers of Japan and South Korea declining to attend the Delhi meet and Russia, China and the EU publically sticking to their differing positions on the war in Ukraine.

- As a leader of G20 this year, India could watch this happen or strengthen the organisation. To do this, India would have to take a stance on Vladimir Putin's

invasion of Ukraine. There can be no hiding behind Russia and China's argument that war and politics are not the preserve of the G20.

- At the G20 Finance Minister's meet last week, when for the first time ever, the group could not agree on the outcome document, India found itself in the uneasy situation of having to explain whether it supported its own Chair's summary, which noted that majority of states condemned Russia's invasion of Ukraine and rejected the use or the threat of use of Nuclear weapons. Finance Minister would not confirm whether India was a part of this majority.

- There is a time for leaving the door open for dialogue with both sides of the conflict and there is time for calling out fence-sitting as a wasted opportunity. India has indicated that it would like the grouping to focus on discussions on debt restructuring and cryptocurrency regulations.

VOCABULARY

The language used is somewhat political which emphasise on increasing vocabulary of the reader.
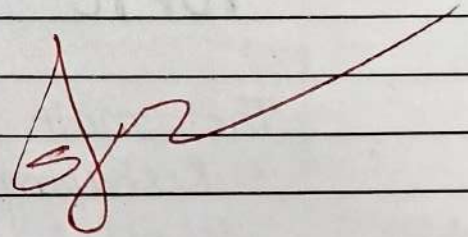
SYNTAX

The sentences are conscise and clear, conveying information in a direct and efficient manner.

ORGANISATION OF INFORMATION

The article has been very logically arranged.

TONE

The tone of the article is explanatory and informative with focus on providing clear explanation of complex issues. This article provides a deep insight into relevant facts and avoids sensational language or exaggeration.

ARTICLE 2

Reshaping language policy in our schools

Encouraging bilingualism in children leads to cognitive benefits, helping them realise their potential in a competitive world

VISHNU KARTHIK

English, due to its 'lingua franca' status, is an aspiration language for most Indians – for learning English is viewed as a ticket to economic prosperity and social status.

Thus almost all private schools in India are English medium. Many public schools, due to political compulsions, have the State's official languages as the primary school language and English is introduced as a second language from grade 5 onwards. Some States also mandate learning of a non-native third language from grade 6.

This lack of priority to the lingua franca in public schools is one of the major reasons for high enrolment ratios in private schools.

Proficiency in English is often correlated with higher educational and social standing. Given the parent's preference for English, many private schools aggressively focus on building English-speaking skills among children right from nursery grades. Many of these schools adopt a 'total English pedagogy' in which all of formal and informal school interaction is in English right from

nursery grades. Many schools also discourage the use of native language by completely banning any conversation in native language.

Many urban schools encourage parents to converse in English even at homes, as a result children have a negative attribute towards their native languages. On the other hand, government-run public schools, where English is introduced as a second language from grade 5, put their students at a clear competitive disadvantage.

The current practices at the private or public schools are largely driven by economic compulsions, market demands or political compulsions but not based on scientific research.

This policy of focus on only one language may not be in the best interest of the child, especially in light of recent research on bilingualism.

We are born with an innate capacity to learn any language and more than one language.

Behavioural studies have also indicated that if children are exposed to two languages by age 7, then they gain proficiency in both the languages.

There is scientific evidence bey-

Learning the mother tongue pays

ond economic or socio-political reasons to support learning of more than one language. Bilingual has tremendous cognitive benefits across life spans. Several studies have indicated that bilingual children have better cognitive benefits over monolingual children especially on non-verbal tasks, conflict resolution, cognitive flexibility and other cognitive control tasks. Interestingly, the cognitive and attention advantage of bilinguals over monolinguals actually increases with age. Older bilinguals have superior cognitive control than older monolinguals.

There is also a linguistic cost bilinguals pay for their mastery of more than one language. Bilinguals across life spans tend to divide their

linguistic competence across two languages and hence have a marginally compromised lexical strength and lexical recall. But there is no variation among mono and bilingual speakers on the school vocabulary. The variation is only for the home vocabulary. Since vocabulary size is a strong predictor of academic success, bilinguals do not have an academic or literacy disadvantage.

Thus, despite some linguistic costs paid by bilinguals, they have far greater cognitive advantage over monolinguals. Thus, bilingualism should be encouraged in early childhood policy not just for economic reasons or political compulsions but for cognitive benefits.

What schools should do

Howard Gardner says that just like a GPS works with the coordination of three satellites, children should know at least three languages. Since language learning is effective when begun early, schools should encourage 'everyday' use of at least two languages right from kindergarten. The current practice of starting second language in primary school may not be the best strategy. Schools should strike a balance

between phonology and 'whole language' immersion. They should keep in mind that development of a child's brain happens in stages and many a times, a child's brain may not be fully developed to perceive or produce language skills. Thus, children should be given freedom to express their language understanding in the way they want and not necessarily be restricted to writing and speaking.

Schools should actively encourage parents to speak English and their mother tongue ... the birth of the child. Gr... traordinary focus on English in the schooling system, parents would be well advised to speak in their mother tongue extensively.

By the time students reach middle years, the school can have students converse more formally in English in corridors and classrooms. While parents would do well to develop mother tongues at home, middle schools must encourage communication in English to help students develop the skills of spoken and formal English.

The writer is CFO, Xperiential Learning Systems & Director, The Heritage Group of Schools.

Publishing Newspaper :- THE HINDU

Date of Publication :- 26th March 2023

TOPIC AND HEADLINE

The main headline of the article is 'Reshaping language policy in our schools' which is in a way self explanatory and invites reader's attention to read the article.

SUMMARY OF THE ARTICLE

- English language is viewed by Indians as ticket to economic prosperity and social status.

- Almost all private schools in India are English medium school But the state governed schools introduce English as second language from Grade 5th due to which private schools have high enrollment ratio.
- In order to build English speaking skills in children many schools discourage the use of native language and focus is given only on one language.
- Scientific evidence shows that we are born with the innate capacity to learn more than one language and Bilinguals have tremendous cognitive benefits. Thus Bilingualism should be encouraged in early childhood.
- Role of school is very important in this regard. Schools should encourage everyday use of atleast 2 languages and children should be given freedom to express their language understanding.

VOCABULARY

Use of good words have made the article more impressive in terms of language.

SYNTAX

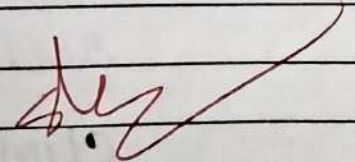The sentences are direct and clear, conveying information in a direct and efficient manner.

ORGANISATION OF INFORMATION

The article has been very logically arranged
Viewpoints of the writer are clearly
conveyed with support of examples of
real life.

TONE

It is a positive article which draw
reader's attention on importance of
bilingualism and the need of introducing
more than one language in initial
stages of school.

Widening rift

China and the U.S. must not allow their differences to polarise the world

The downward slide in relations between the world's two biggest powers fast appears to be reaching a point of no return. That was certainly the message from Beijing, where, during the on-going annual session of the National People's Congress or Parliament, Chinese leaders took aim at Washington's recent approach to ties. Xi Jinping, now reappointed for a third five year-term as President, told a parliamentary delegation on March 6 that China was facing "unprecedented severe challenges to the country's development" because "Western countries, led by the U.S., have implemented all-round containment and suppression of China". That Mr. Xi chose to directly name the U.S. underlined starkly how relations have deteriorated. China's new Foreign Minister Qin Gang said the U.S. was seeking "to encircle China". He also rejected the Biden administration's claim that "it seeks to outcompete China but does not seek conflict," saying it "... means to contain and suppress China in all respects". He added that "if the U.S. does not hit the brake... there will surely be confrontation".

If the hope was to "responsibly manage" competition, as the two leaders put it at their G-20 Indonesia meet in November 2022, recent events do not inspire confidence. A scheduled visit early last month by U.S. Secretary of State Antony Blinken was cancelled after the sighting of a Chinese balloon over the U.S. Washington saw the "spy balloon" as a grave provocation on the eve of a visit aimed to restart engagement. Beijing slammed the U.S. decision to shoot down a "civilian meteorological airship" as reflecting a sense of "hysteria" in Washington when it comes to China. For the rest of the world, recent events suggest the rift is here to stay. Beijing, which is increasingly looking at the rest of the world through the prism of its all-encompassing U.S. rivalry, appears to be mending fences with Europe, while courting its neighbours. Beijing is planning a major Central Asia summit this year, while its strained relations with Japan are warming. The U.S., meanwhile, is shoring up alliances and partnerships in the region. While India has so far adeptly managed the fallout from the Ukraine war by adhering to its self-interest, China poses a unique challenge given the Line of Actual Control crisis. After Beijing's increasingly vocal objections to the Quad, India will have to remain prepared for continued pressure along the land borders, even as it assesses whether the worsening China-U.S. rift may alter Beijing's calculus as it grapples with two fronts, though Taiwan remains its primary concern. India must be nimble enough to exploit the opportunities in an increasingly divided world full of uncertainty and difficult challenges.

ARTICLE- 3

Publishing Newspaper - THE HINDU

Date of Publication - 11th March 2023

TOPIC AND HEADLINE

The main headline of the article is 'Widening rift'. The headline is short and crisp. Such a headline is eye-catching for the reader and invites reader's attention towards reading the article.

SUMMARY OF ARTICLE

- World's two biggest powers USA and China are again at loggerheads which is clear from National People's Congress i.e. Parliament's annual session.
- Xi Jinping, the Chinese President remarked that China was facing

" unprecedented several challenges to the country's development." because the Western countries led by U.S. have implemented all round containment and suppression of China.

- China's New Foreign Minister Qin Gang even said that U.S. was seeking to encircle China.
- China is planning a major central Asia summit this year, while its strained relations with Japan are warming. The U.S. meanwhile is shoring up alliance and partnership in the region.
- China has also been vocal about the Quad.
- India has been suggested to take advantage of the situation and make a place for itself in this highly dynamic world full of uncertainities and challenges.

VOCABULARY

The language used is somewhat political with emphasis on increasing vocabulary of the reader. However, Article is self explanatory.

SYNTAX

The sentences are concise and clear conveying information in a direct and efficient manner.

ORGANISATION OF INFORMATION

The article has been very logically arranged.

TONE

The tone of the article is explanatory and informative with a focus on providing clear explanations of complex issues. This article provides a deep insight into relevant facts and data and avoid sensational language or exaggression.

Topic_____ Date_____ **Puffin**

ARTICLE- 4

The evil effects of deforestation

SPEAKING OF SCIENCE
D. Balasubramanian

The World Health Organization (WHO) points out that since 1990 420 million hectares of forests have been lost through conversion to other land uses - agriculture, industrial use and biofuels - in order to feed 11 billion humans by the end of this century.

This will, in particular, affect the tropical regions such as India, China and Africa.

Cause of global warming
The Food and Agricultural Organisation (FAO) has published the Global Forest Resources Assessment, and points out that 31% of the land on earth is covered by forests. When trees are felled, they lead to the accumulation of carbon dioxide in the atmosphere and hence, global warming. Deforestation increases 11% of the global greenhouse gas emissions (CO_2, CH_4, N_2O, SO_2, and chlorofluorocarbons).

The Harvard University Public Health Group further points out that deforestation leads to spikes in infectious germs such as those causing diseases such as malaria and dengue, which can adversely affect humans.

Dr. S.B. Kadrekar of the Environmental Society of India points out that not just trees but soil and water too must be saved. A 1% increase in deforestation leads to a 0.93% decrease in the availability of clean drinking water in rural communities that depend on open wells and flowing streams.

Also, trees release water into the atmosphere during transpiration, and this comes down as rainfall. Thus, deforestation has double effects. About 30% of the earth's land area (3.9 billion hectares) is covered by forests. Yet, in the name of food supply, land use

Detrimental: A 1% increase in deforestation leads to a 0.93% decrease in the availability of clean drinking water in rural communities. GETTY IMAGES

for developmental activities and technology, a lot of deforestation occurs in many countries.

Situation in India
The total forest cover in India is about 8 lakh sq km, which is 22% of the total geographic area of the country. Of these, the twin islands of Andaman and Nicobar have 87% of the total area.

Dr. Pankaj Sekhsaria points out that the Colonial British set up a port there, in order to export timber elsewhere. The present government is also targeting these islands in order to expand its navy and also to attract more mainlanders to not just visit but even settle down here. So much for saving these islands.

The Himalayan States of Jammu and Kashmir, Uttarakhand, and Himachal Pradesh have about 21,000, 24,000

and 16,000 sq km of forest area, respectively. Yet, the government of India has removed a significant fraction of trees in order to build underpass and overpass highways in these regions.

Likewise, Goa has about 2,219 sq km forestation. Yet, the government there has cut trees with the idea of connecting Mumbai to Goa by a four-lane highway. Around 31,000 trees are being cut by local authorities.

Giant banyan trees
Likewise, the National Highways Authority of India (NHAI) is set to start the expansion of the 45-km stretch of NH163, from two to four lanes. Towards this, they want to destroy 9,000 banyan trees in Chevella Mandal in Telangana.

These giant banyan trees are centuries old, established by the Nizams and other forest-loving groups.

In sum, these are some of the evil effects of deforestation, and we should protest.

Publishing Newspaper : THE HINDU
Date of Publication : 11th March 2023

TOPIC AND HEADLINE

The main headline of the article is 'The Evil effects of deforestation' which is in a way self explanatory and invites reader's attention to read the article.

SUMMARY OF THE ARTICLE

• Forests are being increasingly cleared to meet the needs of 11 billion

Human beings at the end of this century. According to latest Global Forest Resources Assessment, about 31% of land is covered by forests. When trees are cut, the accumulation of greenhouse gas emissions increases in the atmosphere.

- The Harvard University Public Health Group points out that deforestation leads to increase in number of Malaria and dengue cases. Dr. S.B. Kadrekar points out bad effects of cutting trees on soil and clean drinking water.

- India has about 8 lakh sq. km forest cover (approximately 22% of total geographical area). Himalayan States of Jammu and Kashmir, Himachal Pradesh and Uttrakhand have a huge forest cover. However, these areas are being cleared to build under-pass and highways.

- Likewise around 31000 trees are being cut in Goa to connect Mumbai to Goa by a four lane highway.

- National highway Authority of India (NHAI) is towards destroying 9000 Banayan trees in Chevella Mandal in Telangana to start expansion of 45 km stretch of NH 163, from two to four lanes.

- At the end, it is suggested that people should protest in order to address these evil effects of deforestation.

VOCABULARY

The language is easy and article is self explanatory.

SYNTAX

The sentences are concise and clear conveying Information in a direct and efficient manner.

ORGANISATION OF INFORMATION

The article has been very logically arranged with emphasis on relevant facts and data.

TONE

The article draws attention of the readers towards a major environmental problem.

## ARTICLE-5

What caused Silicon Valley Bank's failure?

EXPLAINER

Reuters
NEW YORK

SVB Financial Group Inc.'s shutdown and takeover by banking regulators on Friday can be traced to the U.S. Federal Reserve raising interest rates and souring risk appetite of investors. Here is the sequence of events that led to SVB's failure:

Fed raises rates
The Federal Reserve has been raising interest rates from their record-low levels since last year in its bid to fight inflation. Investors

have less appetite for risk when the money available to them becomes expensive due to the higher rates. This weighed on technology start-ups – the primary clients of Silicon Valley Bank – because it made their investors more risk-averse.

Clients face cash crunch
As higher interest rates caused the market for initial public offerings to shut down for many start-ups and made private fundraising more costly, some Silicon Valley Bank clients started pulling money out to meet their liquidity needs. This culminated in Silicon Valley Bank looking
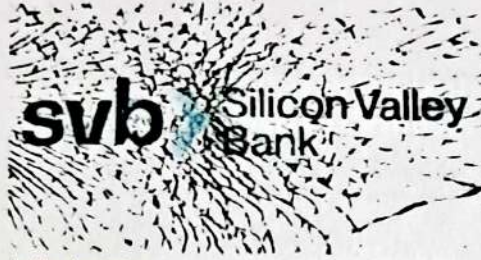
Sudden implosion: A loss-making bond sale followed by failed efforts to raise capital led to FDIC placing it in receivership. REUTERS

for ways this week to meet its customers' withdrawals.

Sells bonds at a loss
To fund the redemptions, Silicon Valley Bank sold on Wednesday a $21 billion bond portfolio consisting mostly of U.S. Treasuries. The portfolio was yielding it an average 1.79%, far below the current 10-year Treasury yield of about 3.9%. This forced SVB to recognise a $1.8 billion

loss, which it needed to fill through a capital raise.

SVB plans stock sale
SVB announced on Thursday it would sell $2.25 billion in common equity and preferred convertible stock to fill its funding hole. The bank's shares ended trading on the day down 60%, as investors fretted that the deposit withdrawals may push it to raise even more capital.

Stock sales collapses
Some SVB clients pulled their money from the bank on the advice of venture capital firms such as Peter Thiel's Future Fund, Reuters reported. This

spooked investors such as General Atlantic that SVB had lined up for the stock sale, and the capital raising effort collapsed late on Thursday.

Goes into receivership
SVB scrambled on Friday to find alternative funding, including through a sale of the company.
Later in the day, however, the Federal Deposit Insurance Corporation (FDIC) announced that the lender was shut down and placed under its receivership. FDIC added it would seek to sell SVB's assets and that future dividend payments may be made to uninsured depositors.

Publishing Newspaper : THE HINDU
Date of Publication : 11th March 2023

TOPIC AND HEADLINE

The headline of the article is 'What caused Silicon Valley Bank's failure'. The headline is simple and draws attention of readers towards the biggest bank failure since 2008 financial crisis.

SUMMARY OF THE ARTICLE

Recently the California based Silicon Valley Bank (SVB), a cornerstone of the U.S. technology and startup industries, has failed.

- The primary reasons responsible for such a failure are Rise in interest rates reaching to inflation and reluctancy of investors in taking risks.
- This further created a situation of financial crunch and thus to meet liquidity needs, withdrawl of money became a pre-requisite.
- To meet the pressure, SVB sold $21 billion portfolio at a huge loss of $1.8 billion.
- Some SVB clients pulled out of the investments and thus the capital raising effort also collapsed.
- SVB at last decided to find alternative funding through sale of company. However it was shut down and its assets were sold by FDIC to ~~play~~ pay the uninsured depositors.

VOCABULARY

The language is little complex and is particularly related to financial terms. The meanings of terms of economics like public offerings, redemptions, Treasuries, equity" etc. will further add upto knowledge of readers.

SYNTAX

Sentences are well arranged in a logical manner with emphasis providing relevant data and facts.

ORGANISATION OF INFORMATION

The information is hierarchically and sequentially arranged with emphasis on providing complete insight of the situations leading to collapse of Silicon Valley Bank.

TONE

The article aims at providing clear explanation of complex issues. It avoids sensational language or exaggeration.

Abolition is the way

The issue is the death penalty itself, not merely the method of execution

Forty years after holding that the mode of executing prisoners by hanging cannot be termed too cruel or barbaric, the Supreme Court of India has now ventured to find out if there is a more dignified and less painful method to carry out death sentences. The idea of finding an alternative mode of execution, one considered less painful and involves little cruelty, has been part of the wider debate on whether the death penalty should be abolished. Judicial and administrative thinking have leaned towards backing both the idea of capital punishment and the practice of hanging. The Bench has sought fresh data to substantiate the argument that a more humane means of execution can be found. There are two leading judgments on the issue – Bachan Singh vs State of Punjab (1980), which upheld the death penalty, but limited it to the 'rarest of rare cases', and Deena Dayal vs Union of India And Others (1983), which upheld the method by ruling that hanging is "as painless as possible" and "causes no greater pain than any other known method". The 35th Report of the Law Commission (1967) had noted that while electrocution, use of a gas chamber and lethal injection were considered by some to be less painful, it was not in a position to come to a conclusion. It refrained from recommending any change.

Even though the Supreme Court has not favoured abolition, it has developed a robust and humane jurisprudence that has made it difficult for the executive to carry out death sentences. It has restricted its use to the 'rarest of rare cases', mandated a balancing of aggravating and mitigating circumstances before sending someone to the gallows, and allowed a post-appeal review hearing in open court. At the same time, it has evolved a clemency jurisprudence that makes decisions on mercy petitions justiciable and penalises undue delay in disposing of mercy pleas by commuting death sentences to life. The question now before the Court provides yet another opportunity to humanise its approach further. Empirical evidence suggests that hanging need not result in an early or painful death, while there is a body of proof that shows electrocution and lethal injection have their own forms of cruelty. The Union government contends that hanging should be retained, not only because it is not cruel or inhuman but also because it accounts for the least number of botched-up executions. The real issue, however, is that any form of execution is a fall from humaneness, offends human dignity and perpetuates cruelty. Debating the mode only deepens the moral dilemma of whether the taking of life is the best response to the taking of life. If eliminating cruelty and indignity is the aim, abolition is the answer.

ARTICLE - 6

Publishing Newspaper :-
THE HINDU

Date of Publication :-
11th March 2023

TOPIC AND HEADLINE

The main headline of the article is 'Abolition is the way' The headline is short and crisp. Such a headline is eye catching for the reader and invites reader's attention towards reading the article.

SUMMARY OF ARTICLE

- The Supreme Court of India is seeking less painful and dignified method of carrying out death sentences considering hanging as a cruel mode of execution.

- This statement is highly debated and two benchmark cases Bachan Singh vs State of Punjab and Deena Dayal

Abolition is the way

The issue is the death penalty itself, not merely the method of execution

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TOPIC AND HEADLINE

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SUMMARY OF ARTICLE

- The Supreme Court of India is seeking less painful and dignified method of carrying out death sentences considering hanging as a cruel mode of execution.

- This statement is highly debated and two benchmark cases Bachan Singh vs State of Punjab and Deena Dayal

v/s Union of India and others are in news. The reason being that in these cases, the judges upheld hanging to be as painless as possible.

- Other methods of execution were also suggested under 35th report of Law commission like electrocution use of gas chamber and lethal infection but no conclusion was provided.

- However Supreme Court till now has favoured abolition and death sentences is given only for 'rarest of rare cases' in India.

- However dilema is that taking a life in lieu of life is inhumane and promotes cruelty.

VOCABULARY

The language is somewhat easy to understand with emphasis on specific political terms like capital punishment, Law commission, Jurisprudential etc. which add to vocabulary of the readers.

SYNTAX

The sentences are well arranged conveying Information in a direct and efficient manner.

ORGANISATION OF INFORMATION

The article has been very logically arranged. Reference of special benchmark judgements has been made that adds to the quality of the article.

TONE

The tone is somewhat legal and political. The focus is on providing light towards a major issue.

ARTICLE 7

'G20 sees inflation as sticky, to extend policy tightening'

Participants do not envisage current banking turmoil leading to a systemic crisis; prefer to tackle financial stability risks separately, do not view them as a constraint to rate increases: Nageswaran

Sanjay Vijayakumar
CHENNAI

Most G20 countries see inflation as being sticky and easing more slowly than they would like and have reiterated they would remain on track with monetary tightening, said V. Anantha Nageswaran, India's Chief Economic Advisor and co-chair of the Second G20 Framework Working Group meeting.

Most member countries are also of the view that financial stability risks can

Collective concern

Most G20 countries see sticky inflation as the major concern and are focussed on restoration of price stability, says CEA
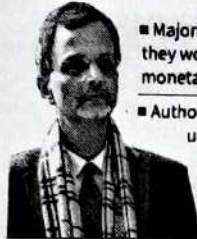
- Majority see inflation easing more slowly than they would like and are set on sticking with monetary tightening
- Authorities see policy makers having situation under control, being prepared to respond to developments as warranted
- U.S. Fed's latest comments signal more open mindedness on rate path: CEA

be handled separately and need not constrain further interest rate increases if required, he said at a media

interaction on Friday, the first day of the meeting.

On the current banking turmoil in the western

world, Mr. Nageswaran said the prevailing sentiment expressed by members was that it need not lead to a systemic crisis and that policy makers have things under control and are responding to developments as warranted.

"On the Fed's statement that additional interest rate increases may be needed, I think people are focusing on the word 'may' instead of 'will', which suggests some dilution or open mindedness when compared to their commentary at the end of January," he said.

Publishing Newspaper :- THE HINDU
Date of Publication :- 25th March 2023

TOPIC AND HEADLINE

The headline of the article is 'G20 sees inflation as sticky, to extend policy tightening.' The headline is very catchy and invites reader's attention towards reading the article.

SUMMARY OF ARTICLE

Recently V. Anantha Nageshwar Rao, the

chief Economic Advisor and co-chairperson of G20 Framework working Group meeting said that G20 nations are looking Inflation as sticky and would like to remain on the policy of price stability.

- Financial stability risks are to be handled seperately without putting emphasis on interest rates.
- He also talked about western world banking crisis and said that authorities are in continuous talks with policy makers and the situation is under control.
- He said that U.S. Fed's comment on interest rates suggest more open-mindedness.

VOCABULARY

The language is little complex and is particularly related to financial terms. The meanings of some terms related to economics like monetary tightening, interest rates, dilution etc. are suitable to add to knowledge of readers.

SYNTAX

The syntax is complex and follows the standards of formal writing.

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ORGANISATION OF INFORMATION

The article follows a conventional structure, beginning with headline, followed by summary and then elaborating in subsequent paragraphs.

TONE

The tone of the article is objective and informative, with no apparent bias or subjective interpretation of the information. provided

ARTICLE 8

Why couples want recognition for same-sex marriage

Sreeparna Chakrabarty
NEW DELHI

Last week, Deepak Sharma was rushed to a hospital in Bengaluru for an emergency surgery. There, writhing in pain, he signed his own documents, as his partner of 13 years, Ankur Bhatnagar, stood by helplessly. Hospital authorities insisted that only "family" could sign the documents and not "friends", Mr. Bhatnagar said.

"Our partners do not exist for the system," Mr. Sharma said.

India decriminalised homosexuality in 2018, while in 2017 the Supreme Court had recognised sexual orientation as protected under right to privacy. However, because financial and social security benefits are only accorded to those who have the legal sanction of a marriage, same-sex couples have trouble accessing some basic relationship rights. Whether it is buying a house together, securing medical insurance, having a joint bank account, ensuring inheritance, or even on visa applications, there is no recognition of same-sex partners.

Legal rights
Social worker Koel Ghosh, who lives with her partner Ankana Dey in her ancestral house in Kolkata, is petrified that if something happens to her, her family may throw Ms. Dey out from the house as she has no legal right over the property despite having spent an equal amount of money on its upkeep.

The couple are one of the petitioners in the Supreme Court in the same-sex marriage case, and want to take their life forward as a couple recognised by the State.

Mumbai-based IT professional Inder Vhatwar and his partner of 11 years, Ashish Srivastava, bought a house together just before the pandemic. They had to rope in Mr. Vhatwar's brother as a co-applicant for the loan. "So, though in reality, it is Ashish who has paid for half the property, if something happens to me, then it will be my brother who will get to inherit the house. How fair is that?" Mr. Vhatwar asked.

Accessing each other's Provident Fund, medical insurance or any kind of joint social security options are out of bounds for these couples without the 'stamp' of marriage.

Financial matters
Things get more complicated when one partner is financially dependent on the other. Bengaluru-based Sindhur Kashyap's partner Spoorthy G., is eight years younger, was a student and 19 years old when they started living together. Since her parents objected to the relationship, she had no security net.

It is the dependence on the natal or birth families for accessing resources which puts a lot of LGBTQ people at risk of physical violence. Legal recognition for same-sex unions would mean that a couple can access police and legal protection.

Adoption, surrogacy, or even IVF for lesbian couples is almost impossible legally, with one person having to bear the full legal responsibility.

There is also a question mark on the fate of children adopted in case the couple decides to part ways after some years, as in the absence of joint custody, only one would be left responsible for the upbringing of the child. Mr. Sharma and Mr. Bhatnagar, who have explored all avenues for having a child over the last decade, are waiting with high expectations for the Supreme Court to start hearing the petitions on April 18.

Fight for equality: A five-judge Bench of the Supreme Court will start hearing petitions on the issue on April 18. ISTOCKPHOTO

Publicating Newspaper :- THE HINDU
Date of Publication :- 22nd March 2023

TOPIC AND HEADLINE

The headline of the article is 'Why Couples want recognition for same sex marriage' which emphasises towards answering one of the complex issues that the society is facing. The headline is catchy and invites the attention of the reader towards the article.

SUMMARY OF THE ARTICLE

The article discusses the challenges faced by same sex couples in India due to lack of legal recognition of their relationships.

- Same sex couples face difficulties accessing basic relationship rights such as medical insurance, joint bank accounts, inheritance and securing property.

- Financial and social security benefits are only accounted to those who have the legal sanction of a marriage, which is not available for same sex couples.

- Legal recognition for same sex marriage which means that the couple can access police and legal protection.

- The article also highlights the challenges faced by same sex couples in adoption, surrogacy and IVF as well as the fate of children adopted in case of seperation.

VOCABULARY

The article uses standard English vocabulary with no technical terms or jargons. It does, however, use some Indian English terms such as natal families (birth families) and stamp (legal recognition).

SYNTAX

The article uses a mix of complex and simple sentence structures with an overall preference for shorter sentences. The syntax is clear and easy to follow with a logical flow of ideas.

ORGANISATION OF INFORMATION

The article is well organised with a clear Introduction and conclusion. The article follows a narrative structure focusing on the experiences of same sex couples and the challenges they face due to lack of legal recognition.

TONE

The tone of the article is informative and empathetic. The article is written in a factual tone, with an emphasis on the challenges faced by same sex couples in India. The article presents experiences of same sex couples in a neutral and informative manner.

Panel questions low expenditure for two scholarship schemes

Abhinay Lakshman
NEW DELHI

In the first nine months of the financial year 2022-23, the Ministry of Social Justice and Empowerment was able to spend only 1% of its allocation for a pre-matric scholarship scheme for Scheduled Caste students and others; and less than half the amount allocated for a post-matric scholarship scheme for SC students, government data submitted before the Parliamentary Standing Committee on Social Justice and Empowerment showed.

In its report on the Department of Social Justice and Empowerment's Demands for Grants for 2023-24, tabled in both Houses on Thursday, the House panel also pointed out that under the PM-YASASVI scheme, which provides for pre- and post-matric scholarship benefits to Other Backward Classes, Extremely Backward Classes, and Denotified Tribes, just a little over 2% of the more than ₹1,500 crore allocation had been spent, as of December 31, 2022.

The pre-matric scholarship scheme saw an expenditure of just ₹56 lakh in the financial year

The committee further noted that in the case of the post-matric scholarship for SC students, the government had been able to spend just ₹2,500.22 crore of the allocated ₹5,660 crore until December 31, 2022.

In the same time period, the actual expenditure on the pre-matric scholarship scheme for SC students and others was just ₹56 lakh out of the ₹500 crore allocated.

New system
The low expenditure in the schemes for SC students was due to delays caused by a new disbursement mechanism for Centrally-sponsored schemes which require State contributions, the panel noted. However, the PM-YASASVI scheme also saw low utilisation even though it is 100% supported by the Union government.

ARTICLE - 9

Publishing Newspaper
THE HINDU

Date of Publication
24th March 2023

TOPIC AND HEADLINE

The headline of the article is 'Panel questions low expenditure for two scholar-ship schemes' which is very catchy and aims to provide information regarding the issue.

SUMMARY

A parliamentary panel has highlighted the low expenditure

by the Ministry of Social Justice and empowerment on two scholarship schemes— pre-matric and post matric scholarship schemes for schedule caste students and the PM-YASASVI scheme for other backward classes, extremely backward and denotified tribes. The government data submitted before the panel shows that only 1% of the allocation for the post matric scholarship scheme have been spent in the first nine months of the financial year 2022-23. The panel attributed the low expenditure to delays caused by a new disburse-ment mechanism for centrally-sponsored schemes requiring state contributions, but also noted the low utilisation of the PM-YASASVI scheme, which is fully supported by Union government.

VOCABULARY AND SYNTAX

The article uses formal language and technical terms related to government schemes and financial allocation. It also includes acronyms such as Schedule caste, other backward classes, Extremely backward classes and Denotified Tribes, which are commonly used in Indian politics. The sentences are

well structured and the information is presented in a straight forward manner.

ORGANISATION OF INFORMATION

The article has been well organised. It begins with the main point that the Ministry of Social Justice and Empowerment has spent a low amount on two scholarship schemes. It then provides details on the allocated amounts and the actual expenditure, along with reasons for low expenditure. The article concludes with the overall expenditure figures from the pre-matric scholarship scheme.

TONE

The tone of the article is objective and informative with no discernible bias towards any political party on individual. The article presents the facts and figures of the government schemes without any emotional and opinionated language.

Collegium system not perfect but is the best available: CJI

Press Trust of India
NEW DELHI

Not every system is perfect but this is the best system developed by the judiciary, Chief Justice of India D.Y. Chandrachud said on Saturday, while defending the Collegium system of appointing judges, a major bone of contention between the government and judiciary.

Speaking at an event organised by the magazine *India Today*, the CJI said the object of the Collegium system was to maintain independence and that could be done by insulating it from outside influence.

"As the Chief Justice, I have to take the system as it is given to us... I am not saying every system is perfect but this is the best system we have developed. The object of this system was to maintain independence, which is a cardinal value. We have to insulate the judiciary from outside influences if the judiciary has to be independent.

CJI D.Y. Chandrachud

That is the underlying feature of Collegium," Mr. Chandrachud said.

The CJI also responded to Law Minister Kiren Rijiju voicing displeasure over the Supreme Court Collegium revealing the government's reasons for not approving the names recommended by it for appointment as judges of constitutional courts.

"He has a perception. I have a perception and there is bound to be a difference of perceptions ... I do not want to join issue with the Law Minister for his perception. I respect his perception and I am sure he has respect for ours as well," he added.

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Publishing Newspaper :- THE HINDU
Date of Publication :- 19th March 2023

TOPIC AND HEADLINE

The headline of the article is 'Collegium system not perfect but is the best available : CJI' Which defines CJI's stand in defence of collegium system. The headline is catchy and invites attention from readers especially those who are interested in political news.

SUMMARY OF THE ARTICLE

Chief Justice of India Dr. Chandrachud defended the collegium system of judges appointing judges to the higher court saying it was the best system developed by the judiciary to maintain independence from outside influences. This comes after Law Minister Kiren Rijiju criticised the system and claimed that appointment of judges was the duty of the government not the judiciary. Former CJIs UU Lalit and SA Bobde also spoke in favour of the collegium process at the India Today Conclave 2023.

VOCABULARY

The article is written in a formal

manner. However some words are there that can add to the knowledge of the readers. Political terms are there like Collegium, Defence, Judicial over reach etc. that are commonly used by students of Political Science.

SYNTAX

The article is written in a straight forward factual style. The sentences are generally short and simple with the occasional use of complex sentences. Quotes from Justice Chandrachud, Kiren Rijiju are included that provide different perspectives on the topic.

ORGANISATION OF INFORMATION

The article follows a chronological order starting with the context of tussel b/w the judiciary and government over the appointment of judges. Finally the article included opinions of Law Minister Kiren Rijiju on the topic.

TONE

The tone of the article is neutral

with no apparent bias towards any particular viewpoint. The author presents the different perspectives on the topic in a balanced manner and allows the reader to form their own opinions.

BEAUTIFUL MIND, BETTER THAN FAIR COMPLEXION

(ARTICLE FOR COLLEGE MAGAZINE)

Someone has very rightly said 'Beauty is not about having a pretty face. It is about having a pretty mind, a pretty heart and most importantly a beautiful soul. However, there are still many people who lack this moral and run after appearance rather than personality.

In India, people are so obsessed with fair complexion that they reject a girl for marriage just because of her dark complexion. When we read matrimonial advertisements, it is really sad to see that every-one wants a fair complexioned bride. For job ads, everyone demand for fair skin people. High sale of all fairness creams is also an indication of people's obsession with fair complexion.

It is totally in contrast to people of western countries, where they are crazy about getting tanned skin. Also, they pay a good amount to get tanned skin.

It is high time that we need to understand that we are all supposed to be different. Our brown skin has its own beauty and it perfectly suits us. What matters is we have a beautiful heart under the skin. We need to focus on being good human beings. Only that will make take us somewhere in life.

Not to forget, beauty is only skin deep. It is something that will stay only for a short period of time. Whereas, a positive character is eternal. So instead of giving preference to a fair complexion, one look at the inner beauty which provides us perceptual experience, pleasure and satisfaction, inspiring us to perform good deeds. Our real progress will occur when we get rid of such racist mindset within the general masses of our society.

INTERNSHIP

PROGRAM

SAMIDHA DHALL

913

CASE STUDY

On

Hearing Impairment

Meat and detailed work!

Submitted To:

Dr. Ravneet Chawla

Submitted By:

Samidhha Dhall

Hearing Impairment

Hearing impairment, deafness, or hearing loss refers to the total or partial inability to hear sounds. Symptoms may be mild, moderate, severe, or profound. A patient with a mild hearing impairment may have problems understanding speech, especially if there is a lot of noise around, while those with moderate deafness may need a hearing aid.

Some people are severely deaf and rely on lip-reading to communicate with others. People who are profoundly deaf can hear nothing at all and can find themselves totally reliant on lip-reading or sign language.

Types

There are three different types of hearing loss:

1) *Conductive hearing loss*

This means that the vibrations are not passing through from the outer ear to the inner ear, specifically the cochlea. This type can occur for many reasons, including:

- an excessive build-up of earwax
- glue ear
- an ear infection with inflammation and fluid build-up
- a perforated eardrum
- malfunction of the ossicles
- a defective eardrum

Ear infections can leave scar tissue, which might reduce eardrum function. The ossicles may become impaired as a result of infection, trauma, or fusing together in a condition known as ankylosis.

2) *Sensorineural hearing loss*

Hearing loss is caused by dysfunction of the inner ear, the cochlea, auditory nerve, or brain damage. This kind of hearing loss is normally due to damaged hair cells in the cochlea. As humans grow older, hair cells lose some of their function, and hearing deteriorates.

Long-term exposure to loud noises, especially high-frequency sounds, is another common reason for hair cell damage. Damaged hair cells cannot be replaced.

3) *Mixed hearing loss*

This is a combination of conductive and sensorineural hearing loss. Long-term ear infections can damage both the eardrum and the ossicles. Sometimes, surgical intervention may restore hearing, but it is not always effective.

Hearing Loss at Birth (Congenital Hearing Loss)

Hearing loss that is present at birth.

Causes of hearing loss in newborns include:

- Infections, such as rubella or herpes simplex virus
- Premature birth
- Low birth weight
- Birth injuries
- Drug and alcohol use while pregnant
- Jaundice and Rh factor problems
- Maternal diabetes
- High blood pressure while pregnant, called preeclampsia
- The baby not having enough oxygen, called anoxia

Symptoms:

Signs and symptoms of hearing loss may include:

- Muffling of speech and other sounds
- Difficulty understanding words, especially against background noise or in a crowd
- Trouble hearing consonants
- Frequently asking others to speak more slowly, clearly and loudly
- Needing to turn up the volume of the television or radio
- Withdrawal from conversations

Socio-demographic Details:

1. **Name:** XYZ
2. **Age:** 12
3. **Education:** 6th Standard
4. **Occupation:** Student
5. **Marital Status:** Single
6. **Residence:** Sector 20-C, Chd
7. **Economic Status:** Lower Middle Class

Referral

The Subject was suggested during the internship program at Government Model High School, Sector 20-D, Chandigarh.

Informant

The School Counsellor as well as the Classroom Teacher contributed with the necessary details about the subject. Some information was provided by contacting her mother as well.

Chief Complaints

- Hearing Impairment since birth
- Speech Inclarity
- Hyperactive Behaviour

Information

The information is reliable, complete as well as adequate in nature.

Onset

The illness is termed chronic as the child has been suffering from hearing loss since birth.

Course

The problem is continuous in nature. No signs of gap as well as improvement in the situation since the problem were detected.

History of Present Illness

Congenital hearing loss; the ability of the ear to convert the vibratory mechanical energy of sound into the electrical energy of nerve impulses is impaired.

N.H.S.O

There is no record of any head or brain injury which might have lead to the problem.

Past History

No other medical problem was detected other than this. No improvement in the current problem since birth.

Treatment History

Medical Institution: **PGIMER, CHD**

Any Medications: No

Aid: **Hearing Machine**

Other illness diagnosed: None

Family History

Father's Name: **Ravinder Singh**

Occupation: **Govt. Driver**

Medical History: **None**

Mother's Name: **Gurmeet Kaur**

Occupation: **Housewife**

Medical History: **None**

Delivery: **Caesarean Section**

Brother's Name: **Agam Singh**

Occupation: **Student**

Education: **1st Standard**

Medical History: *Hearing Loss*

No History is suggestive of Psychiatric Illness in the family.

Personal History

The subject has been suffering from hearing loss since birth. It was not diagnosed properly by the health professionals. Later, during the speech development years the parents noticed changes and consulted an ENT specialist and got to know about her hearing impairment. Then the subject was made to wear the aid in order to listen words clearly. The child is also facing some issue while speaking. The speech is not clear. Her overall behaviour is fine. She is active socially and is little hyperactive in nature.

Premorbid Personality

- Relationship with others: **Extroverted, Has a lot of friends.**
- Leisure Activity: **Dancing and Drawing**
- Predominant Mood: **Active**

Sessions with the Subject

Rapport Building: Building up a rapport with the subject went smooth as she seemed quite active socially and an extroverted personality. The process became a little slow due to her hearing issue as well as some Inclarity in her speech.

Session 1

The first session was focused on building rapport with her. She seemed to be a joyful and fun-loving person. I observed hyperactivity in her nature as well. She appeared to be easily distracted during conversations with her. We had an interesting discussion about her likes and dislikes. She loves sketching and drawing as well as dancing.

Session 2:

I initiated the conversation by asking about how her day was. She started explaining how her hearing disability is affecting the daily routine. She gave me information about her family members and shared how her sibling also suffers from the same hearing problem. We discussed about her friends as well. I observed that her speech was quite unclear in between. In the end I asked if she is happy. She responded yes and we ended the conversation.

Session 3:

We started talking about her family and she shared how she had recently shifted to Chandigarh during the pandemic time. She belonged to Amritsar and she expressed how she misses her other family members there. She also showed keen interest towards me and wanted to know about me and family members as well. The conversation ended by sharing in detail how her day goes by.

Session 4:

We started discussing about her academics. She herself shared how she failed her 1st standard and how she faces difficulty in her English subject. I guided her with some ways to improve her English skills. She explained how her teacher helped her learn English words by breaking into parts. Furthermore, she told me all about her hearing aid, how uncomfortable she felt few years back but now is used to it. Loud atmosphere leads to a bad headache.

Session 5:

Met her brother who studies in the same school. He is currently having the same problem like hers. Hearing loss by birth. Doctors haven't been able to properly diagnose the reason behind it.

Session 6:

To know more about the subject, I did a telephonic conversation with her mother who provided me with more details about her past. She also told me about the improvements she has been noticing in her daughter academically as well as behaviour wise.

OBSERVATION OF BEHAVIOUR OF A CHILD
(Psychosocial Problem)

DEMOGRAPHIC DETAILS OF THE CHILD:

NAME: Komal

AGE: 12 years

SEX: Female

D.O.B: 10/06/2010

CLASS: 7th

SCHOOL: Govt. Model High School

HEIGHT: 4'5

WEIGHT: 35kgs

COMPLEXION: Dark

BODY STRUCTURE: Slim

TYPE OF FAMILY: Nuclear

FATHER'S OCCUPATION: Rickshaw Driver

MOTHER'S OCCUPATION: Domestic Helper

SIBLING: 2

TRAITS OF THE SUBJECT:

- Introvert in Nature
- Shy Personality
- Anti-Social Behaviour
- Less Active
- Hesitant
- Inexpressive
- Insecure
- Self-doubting
- Shabby Appearance

CLASSROOM BEHAVIOUR

- The subject showed an anti-social behaviour.
- Observed low self-confidence
- Adjustment issues in the class
- Mostly silent in the class
- No interest in her classroom activities
- Inferiority complex

OBSERVATION

Due to some issues in the family, the girl is somehow getting affected. She is unable to express her emotions with anyone. Introvert by nature. Her appearance was not really neat and tidy which showed that she belonged to a very low background family. While having a conversation with her, she shared that she has a lot of responsibilities at home from taking care of her siblings to doing the household tasks. Lack of friends in life has made her very silent and inexpressive.

I personally believe such children must be given proper love and attention at home as well as school. Otherwise it could really hamper the mental health of the child.

CAREER TALK ON PHOTOGRAPHY

SAMIDHA DHALL
913/21

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WHAT IS A CAREER TALK?

•CAREER TALK PROVIDES INFORMATION ON VARIOUS OCCUPATIONS WITH IN AN INDUSTRY.

•THEY INTRODUCE STUDENTS TO THE NATURE AND SCOPE OF THE WORK DONE AND EDUCATE THEM ON THE SKILLS NECESSARY TO PERFORM CERTAIN JOB FUNCTIONS.

Photography - Eligibility Criteria

- CANDIDATES MUST HAVE PASSED +2 IN ANY STREAM.

- SKILLS ARE PREFERRED MORE THAN ACADEMIC QUALIFICATIONS.

Career in Photography

PHOTOGRAPHY HAS EMERGED AS A THRILLING CAREER OPTION TO MANY OF INDIAN YOUTHS. UNTIL SOME YEARS AGO THE MASSES REGARDED PHOTOGRAPHY AS A HOBBY PROFESSION ONLY, BUT NOW IT HAS NOW EMERGED IN A BIG WAY.

PHOTOGRAPHY IS FAST EMERGING AS A POPULAR CAREER CHOICE AMONG ALL THE AGE GROUPS. PHOTOGRAPHY IS BOTH A SCIENCE AND AN ART. IT IS AN ARTISTIC MEANS OF EXPRESSION

Different Courses Available

- BACHELOR OF ARTS IN PHOTOGRAPHY

- DIPLOMA IN PHOTOGRAPHY

- BACHELOR OF FINE ARTS (PHOTOGRAPHY)

- PG DIPLOMA IN PROFESSIONAL PHOTOGRAPHY

- MFA PHOTOGRAPHY

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Photography Institutes in India

1. DELHI COLLEGE OF PHOTOGRAPHY

- They provide 4 courses from basic to advance.
- **Basic Course** – Duration- two weeks.

- **Foundation Course** – Duration- two months.
- **Advanced Course** – Duration – one year.

Light and Life Academy, Ooty

They provide three courses:

- *PG Diploma Course in Photography* –
  Duration- one year

- *Professional Photojournalism*
  Duration- 6 months

- *Workshop* – Short duration

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The Indian Institute of Digital Art and Animation, Kolkata

- *B.Sc. in film and photography* –

  Duration – three years
- *PG Diploma course in film and photography* –

  Duration- one year
- *UG Diploma course in film and photography* –

  Duration – one year

THE INDIAN INSTITUTE
OF DIGITAL ART & ANIMATION

ANIMATION | PHOTOGRAPHY | GAME DESIGNING | www.iidaaindia.com

Jawaharlal Nehru Architecture and Fine Arts University, Hyderabad

- *U.G. courses B.F.A. (photography and Visual Communication)* Duration- four years.

- *P.G. course M.F.A. (photography and Visual Communication)* Duration – two years.

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Potential Career Paths

- Freelance photographer

- Wedding and event photographer

- Product photographer

- Wildlife and landscape photographer

- Photojournalism

- Fashion photographer

- Advertising photographer

- Food photographer

Freelance Photographer

- You work for yourself.

Freelance photographer tips:
1. Purchase Your Equipment
2. Set Up Your Website
3. Build Your Portfolio
4. Get Your First Clients
5. Edit Before Delivery

Average Salary: Rs 80,000 to 1 lakh a month

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Average Salary: Rs 80,000 to 1 lakh a month

Wedding Photographer

Branch of photography that involves capturing the most memorable moments of a wedding celebration.

Equipments Needed:
- Camera
- Lenses
- External Flashes
- Diffusers
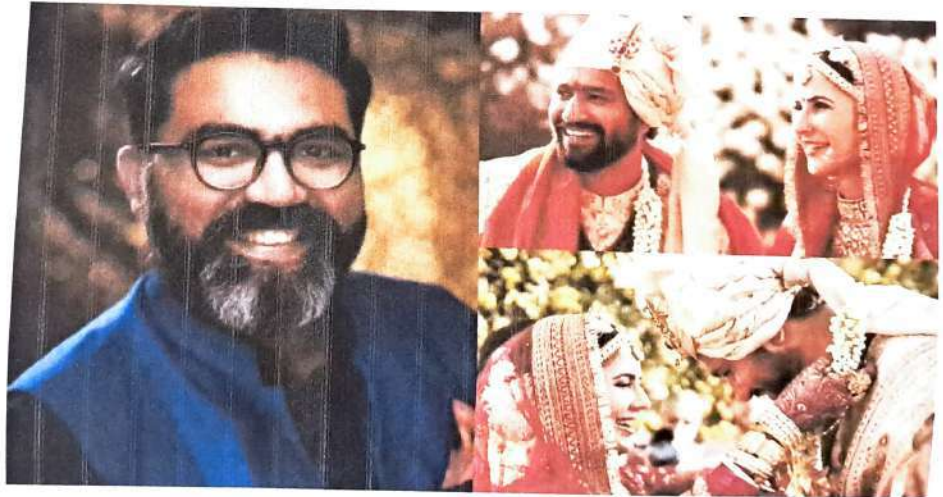
Average Salary: Rs 50k-10,00,000 per month

Product Photographer

- Commercial photography that involves taking pictures of products for advertising purposes.

Average Salary: ₹ 0.3 Lakhs to ₹ 7.3 Lakhs

Photojournalist

- News photographers
- They shoot photographs that capture news events.
- Their job is to tell a story with pictures.

Average Salary: ₹50k - ₹795k per month

Photojournalist

- News photographers
- They shoot photographs that capture news events.
- Their job is to tell a story with pictures.

Average Salary: ₹50k - ₹795k per month

Fashion Photographer

- Focuses on the display of fashion clothing and items on advertising boards and in fashion magazines.

- This photography features models wearing the display items.

Employment Sectors:

- Newspapers

- Magazines

- Studios

- Advertising Agencies

- Freelancers

- Event Management Organisations

Books & Study Material to Become Photographer

- *Complete Digital Photography* by **Ben Long**

- *Life Guide to Digital Photography* by **Joe McNally**

- Understanding Exposure by **Bryan Peterson**

- The Photographer's Eye by **Michael Freeman**

Pros of becoming a Photographer
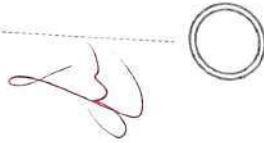
- A career in photography is creative and it develops the creative skills of a person.

- A popular and highly skilled photographer is paid more in India.

Cons of becoming a Photographer

- You will not find clients easily. You have to promote yourself to find clients.

- The job market for photographers is very small. Hence, the job you get as a regular photographer comes with a very low salary.

Government College of Education, Sector 20-D, Chandigarh

Mathematics Quiz " The Mathletes" on National Mathematics Day

Date: Dec 22, 2022

Report

Government College of Education, Sector 20-D, Chandigarh celebrated birth anniversary of the great Indian mathematician Srinivasan Ramanujan on National Mathematics Day today i.e. Dec22, 2022 which was presided by the Prof (Dr) Parvinder Singh, Vice Chancellor, Rayat Bahra University, Mohali. Principal of the college, Dr Sapna Nanda presented welcome address to the chief guest. The chief guest shared facts about Ramanujan's contribution in mathematics and emphasized that mathematical thinking helps students to excel other subjects as well. He also mentioned that reasoning makes a person a better problem solver, which can help him even outside of academics. A mathematical quiz " The Mathletes" was organized by Dr Nisha Singh, Asstt Prof. and her team to celebrate the day. After passing the screen test, 5 teams each comprising of 3 students played the quiz. Team Ramujan (Chakshita, Vandana & Rankita) stood first, Team Pythagoras (Kusum, Ruhina & Bhupinder) stood second and Team Brahmagupta (Shachi, Kajal & Radha) stood third in position. The mathematical rangoli prepared by the students was appreciated by all. Dr Sapna Nanda honoured and congratulated the winners and gave them her blessings. All had a funfilled mathematical experience.

Glimpses of the event:
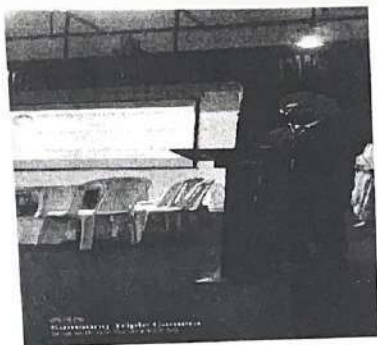
Coordinator

Dr Nisha Singh

Principal

GCE, Sec 20-D,
Chandigrh

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20 D, CHANDIGARH

REPORT OF WRITING COMPETITIN HELD ON 10.10.2022

The hand writing competition committee of the college organised writing competition in three languages (Hindi, English and Punjabi) on 10 October, 2022. Total 42students participated in the competition. Dr. Lilu Ram and Ms. Sonika Devi were the organizer of the event. List showing the name of selected students as follow:-

Event	Prize	Roll no.	Student Name	Class
Hindi Handwriting	I	45	Umisha kalia	B.Ed.3rd sem
	II	252	Kriti Shukla	B.Ed. 1st sem
	III	213	Deepali	B.Ed. 1st sem
English Handwriting	I	258	Amrinder kaur	B.Ed. 1stsem
	II	254	Dikshu Verma	B.Ed. 1st sem
	III	289	Aaina Chauhan	B.Ed 1st sem
Punjabi Handwriting	I	293	Prity	B.Ed 1st sem
	II	238	Gourv	B.Ed 1st sem
	III	258	Amrinder Kaur	B.Ed 1st sem

Chandigarh, Chandigarh, India
Government college of education sector 20 D Chandigarh.
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Long E 76° 12' 32.508"
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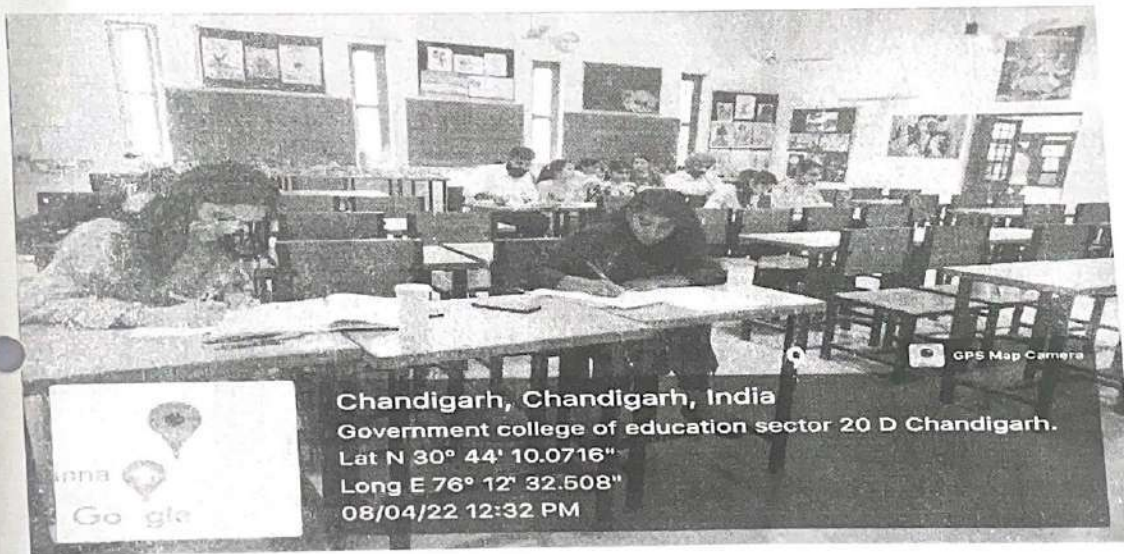
Chandigarh, Chandigarh, India
Government college of education sector 20 D Chandigarh.
Lat N 30° 44' 10.0716"
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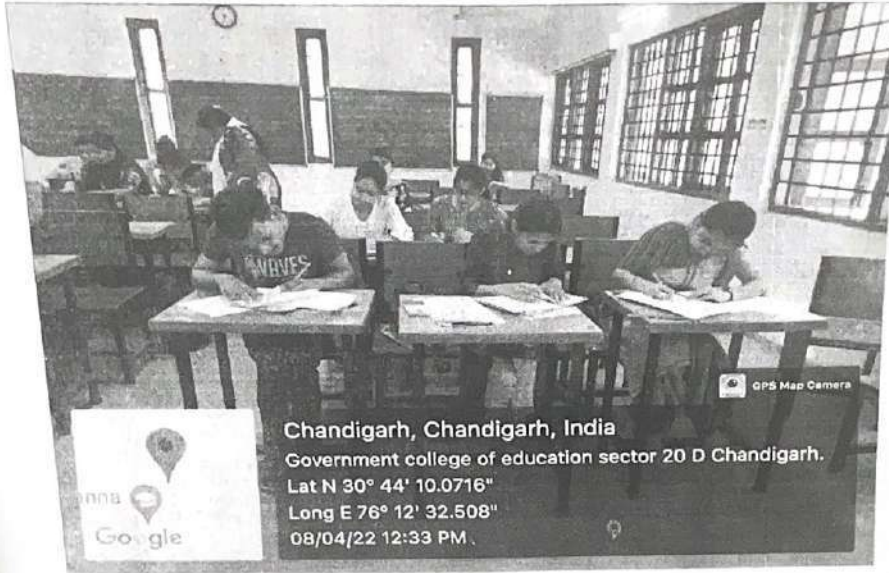
Results were announced by Dr. Lilu Ram . He congratulated all the selected candidates and motivated other students to participate in all co-curricular activities, which are organised throughout the academic session. Ms. Sonika thanked all the participants for their great efforts.

Activity Incharge

Dr. Lilu Ram
Ms. Sonika Devi

Principal 10|10|22

GOVERNMENT COLLEGE OF EDUCATION, SECTOR-20 D, CHANDIGARH

NOTICE   18-10-2022

There will be an intra college debate competition in the college auditorium on 21-10-2022 during the Society period. The topics of the debate are.

1. The NEP-2020 is a drastic step in positive transformation of Indian Education System.

   राष्ट्रीय शिक्षा नीति 2020 भारतीय शिक्षा व्यवस्था के सकारात्मक रूपान्तरण की ओर एक महत्वपूर्ण कदम है।

2. Privatization of Education is the only way to provide quality education for all in India.

   भारत में सभी को गुणवत्तायुक्त शिक्षा प्रदान करने हेतु निजीकरण ही एकमात्र रास्ता है।

3. Four Years Integrated B.Ed. programme is better than two years B.Ed. programme for quality teacher education in developing countries like India.

   भारत जैसे विकासशील देशों के लिए चार-वर्षीय समेकित बी एड कार्यक्रम दो-वर्षीयबी एड कार्यक्रम से बेहतर है।

4. Demographic Dividend is an illusion for Indian Economy.

   जनसंख्यात्मक .... भारतीय अर्थव्यवस्था के लिए एक भ्रम है।

5. Future of Agriculture is bleak In India.

   भारत में कृषि का भविष्य उज्ज्वल नहीं है।

6. Online Education is not better than face to face or offline education at school level.

   विद्यालय स्तर पर ऑनलाइन शिक्षा परंपरागत शिक्षा से अच्छी नहीं है।

7. Humane Teachers are always better than skilled teachers.

   मानवीय संवेदनायुक्त (संवेदनशील) शिक्षक सदैव कुशल शिक्षकों से बेहतर होते हैं.
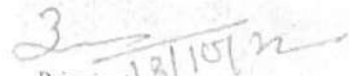
Rules for the debate:

1. A participant can speak either in favour or against the motion. He /She can speak in Hindi, Punjabi or English.
2. Time limit for each participant will be 5 minutes. First bell will ring at 4 minutes and final bell at 5 minutes.
3. Content and Presentation must be graceful, decent and not objectionable or hurting to any section of society.
4. Decision of the judges will be final and binding.

The students desirous of participating in the debate competition are required to give their names to Dr. Sheojee Singh or Dr. Upasana Thapliyal at the earliest, and not later than 1:30 p.m. on 20/10/2022.

Debate and Elocution Committee

Principal 18/10/22

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20 D, CHANDIGARH

REPORT ON DEBATE COMPETITION ORGANISED ON 21.10.2022

A debate competition was organised on 21.10.2022 in the Societies period. The motive behind this activity was to promote expression of thoughts and develop critical thinking among the prospective teachers. Dr. Sheojee Singh and Dr. Upasna Thapliyal organised the event and Dr. Mukhtiar Singh, Dr. Anurag Sankhian and Dr. Rajni Thakur were the respective jury members. Topics for debate were deliberately chosen with the intent of creating awareness about contemporary issues of education like National Education Policy, Privatization of Education, Online education in Schools etc. Some of the topics related to future of agriculture in India and demographic dividend in our country. Students were asked to speak either in favour or against of any one of the topics. A total of nine participants presented their views during the programme. As per the decision of the jury, Samridhi (Roll No.262), Maninder Singh (Roll No. 228), and Vandana (Roll No. 237) of B.Ed. first semester were adjudged first, second and third respectively. Event concluded with National Anthem.

Some relevant photographs are attached herewith
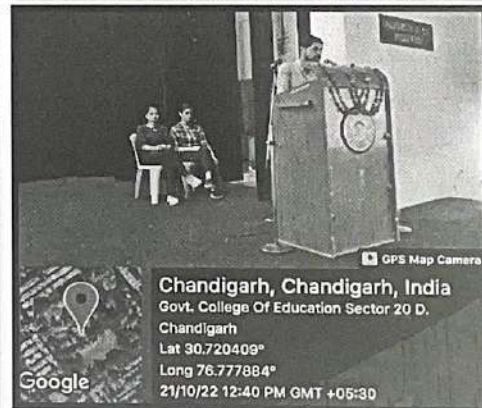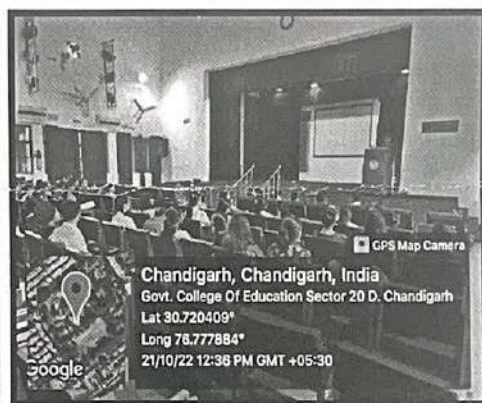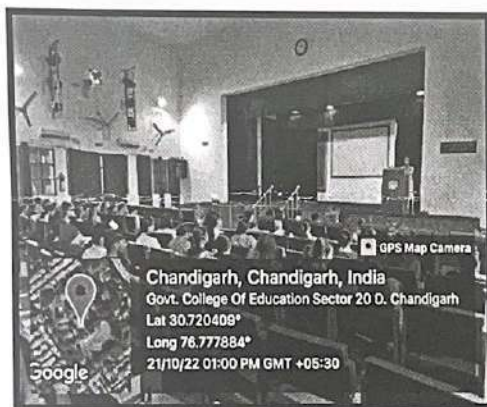
Dr. Sheojee Singh (Organizer)
Dr. Upasna Thapliyal

Principal 21/10/22
Govt. College of Education
Sector 20 D Chandigarh

CC: 1. For College Website
2. For NAAC
3. For Office Record

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

International Collaboration for "Capacity Building Training Program for Transformative Teaching"

Report: Online 30-Hour Capacity Building Training for Transformative Teaching

An online 30-hours "**Capacity Building Training Program for Transformative Teaching**" was successfully organized under the international collaboration of the International Chamber of Service Industry (ICSI), India, and SARS Technology Innovation, Dubai, aimed to equip prospective teachers with the necessary skills and knowledge for transformative teaching practices and the development of global competencies. The program was inaugurated on April 18, 2023, by Major Dr. Gulshan Sharma, Director of ICSI, India; Mr. Arpit Duggar, Director of SARS Technology Innovation, Dubai; and Dr. Sapna Nanda, Principal. The program was coordinated by Dr. Nisha Singh, Assistant Professor.

This international training program was conducted online from March 17, 2023, to May 4, 2023 and utilized digital platforms (Zoom meeting, Youtube) to deliver multiple sessions of three hours each that add upto more than 30hrs training. A total of 90 students from the first and second-year B.Ed. classes of ongoing session 2022-2023 participated in the program.

The primary goal of the program was to enhance the skills and knowledge of prospective teachers, equipping them to excel in their teaching careers and improve classroom effectiveness.

The program was meticulously designed with a focus on the key pillars of modern education namely Enquiry-Based Learning, Project-Based Learning, Health and Wellness-Based Learning, Online resources and AI-Based Learning. The program was conducted entirely online, with workshop-style sessions that allowed participants to engage in hands-on activities for practical learning.

The sessions were structured to cover a diverse range of topics including Digital Literacy, Pedagogy and Andragogy, Critical Thinking and Problem Solving, Creativity and Innovation in Teaching, Emotional Intelligence and Mindfulness, Fostering Curiosity and Lifelong Learning, Utilizing AI-Based Tools for Teaching Enhancement and Exploring Online Resources for Effective Teaching and Learning. Participants were actively engaged throughout the training program through discussions, hands-on experiences, quizzes, surveys,

group activities, lesson plans, and regular assignments. These assignments allowed participants to apply the knowledge gained during the sessions and reflect on the outcomes. .

The training program also introduced participants to various new apps and technologies that could enhance their teaching skills and prepare them for global opportunities. Demonstrations and hands-on sessions familiarized participants with these apps, highlighting their potential for effective and engaging teaching.

The program achieved remarkable success, as evidenced by the participation and outcomes. A total of 90 dedicated students successfully completed the program and were awarded certificates of completion.

In conclusion, this online 30-hour capacity building training for transformative teaching, organized by international organization SARS Technology Innovations, Dubai and the ICSI, India proved to be a valuable and impactful initiative. The utilization of online platforms, introduction of new apps, and active engagement of participants contributed to the success of the program. It is anticipated that the training program will have a positive and long-lasting impact on the teaching practices of the participants, benefiting both their professional growth and the future learning experiences of their students.

RECAP

1. Orientation by Mr Arpit Dugar - 17 Mar
2. Digital Literacy by Mr Arpit Dugar - 17 Mar
3. **Andragogy & Pedagogy** by Dr Indra - 18 Mar
4. **Critical Thinking & Problem Solving** by Dr Sapna - 24 Mar
5. **Effective Classroom Management by Mrs Roma Joshi** - 25 Mar
6. Technology is Fun by Mr Arpit Dugar - 31 Mar
7. **Creativity & Innovation** by Dr Indra - 1 Apr
8. **Mindfulness** by Mr Anand Atur - 21 Apr

How do you feel after today's lesson?
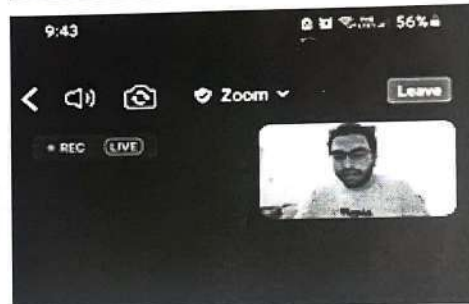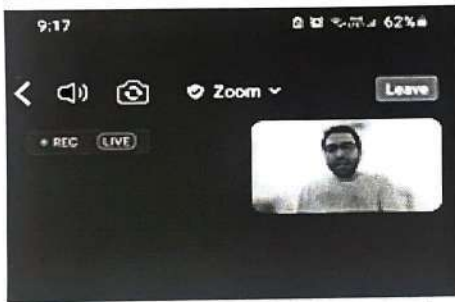
TOOLS WE WILL EXPLORE TODAY

yippity

Coordinator
Dr Nisha Singh

Principal

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Government College of Education, Sector 20D, Chandigarh

Society Period

NSS- Movie on Gender Bias "ADMITTED" (17th February 2023)

In the society period, on 17th February 2023 students of B.Ed. Semester 4 (Section A and B) with respect to the subject of Gender, School and Society were shown a documentary on 'first transgender student of the Panjab University' entitled "ADMITTED". Principal Dr. Sapna Nanda addressed the students regarding the gender issues in society and motivated students to dilute the differences among students they would be teaching in future.

The purpose of showing the documentary was to create awareness and sensitivity among the perspective teachers towards individual differences that exist in society with respect to gender. The movie was followed by a rigorous discussion among the students and teacher incharges Mr. Ravinder kumar and Dr. Rajni Thakur.

Few Glimpses of the documentary:

PG transgender student to lead first ever LGBT pride walk in Uttarakhand

We flagged off the first Pride in 2013
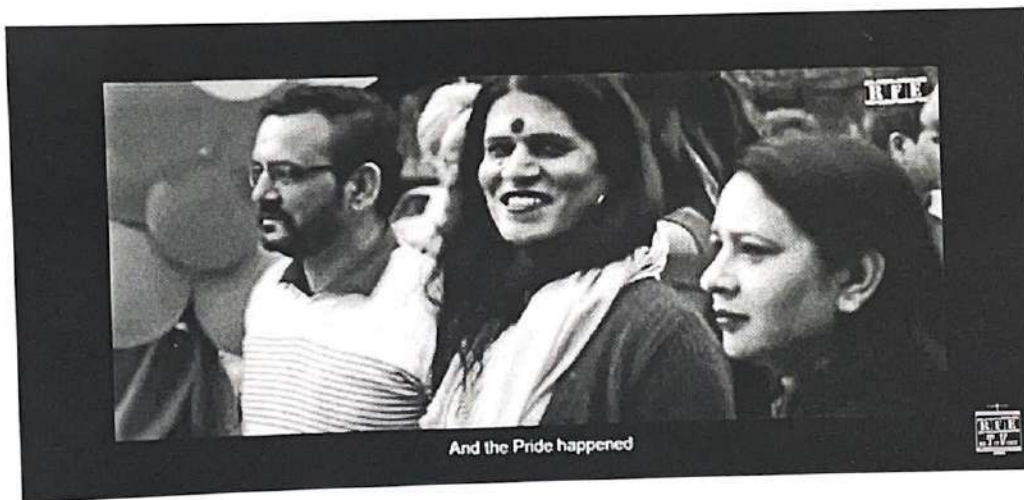
And the Pride happened

Teacher Incharges
Mr. Ravinder Kumar
Dr. Rajni Thakur

Principal, 17/2/2023
GCE20, Chandigarh

GOVERNMENT COLLEGE OF EDUCATION SECTOR - 20 D

CHANDIGARH

DOCUMENTARY: - RED ALERT GANGA

03.02.2023

Literary and Cultural Committee has displayed the documentary on **RED ALERT: GANGA** to the students of B.Ed II year in the auditorium on 3 February 2023, Friday during the **society period** at 12:40 pm.

The **RED ALERT: GANGA** – documentary released in 2019. It is a feature length film with a runtime of 44 minutes. . The documentary describes 45 days journey of environment conservationists Dave Morton, Pac Mcbirdie and Jake Norton who trace the course of river from its source Gangotri glacier near Gaumukh in the Uttarkashi district of Uttarakhand to Sagar Islands in Bay of Bengal where it finally discharges its water. Ganga is a perennial river having a length of 2,525 km and is shared by Uttarakhand, Uttar Pradesh, Bihar and West Bengal. Ganga is of great significance to Indians and is worshipped as Goddess Ganga. However, Ganga river is also subjected to great amount of pollution as Indians are treating it as a dumping ground.

At the upper course in Gangotri glacier, the river water is found to be pure with adequate amount of dissolved oxygen. However, as the river enters the areas near human settlements, the quality of water begins to decline. Yamuna, the western most tributary of Ganga that flows in Agra is found to be highly polluted with moderate levels of oxygen and dissolved Copper and Cadmium. Similarly, in Kanpur and Allahabad as well amounts of Chromium and Nitrates are present in Ganga River with moderate levels of oxygen; also, according to a study about 2.9 tonnes of untreated sewage is directly dumped into river Ganga every year.

However, it is a matter of great surprise that due to its self-rejuvenation mechanism, most of the contaminates are dissolved into the river water and thus Ganga is to a greater extent not yet much affected even after so much harm. But it is to be noted that this will not last forever and

therefore, proper steps must be taken, and human activities need to be checked in order to save Ganga.

Total 97 students were present in the auditorium. Incharge Dr. Balwinder Kaur said that the aim of showing such a documentary was therefore to arouse consciousness among the pupil teachers to show concern towards protection of river Ganga and spread awareness regarding the same.
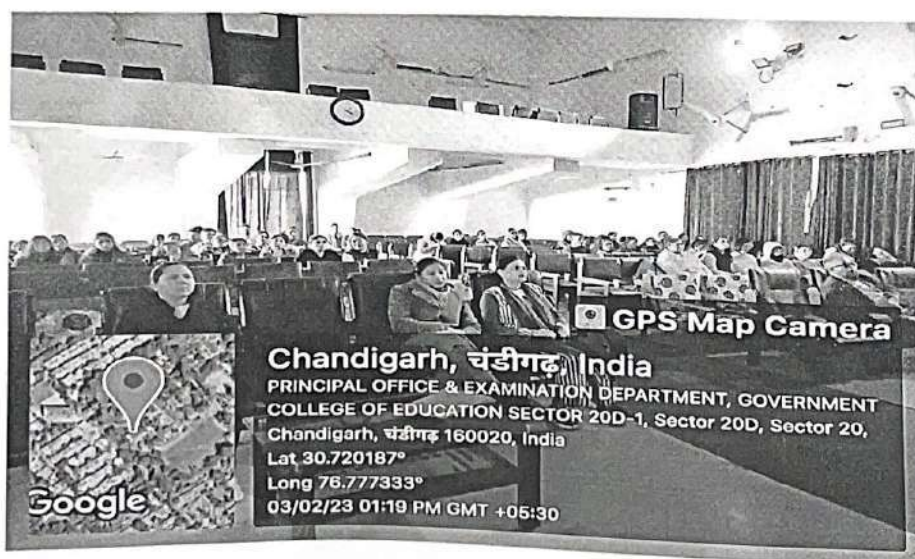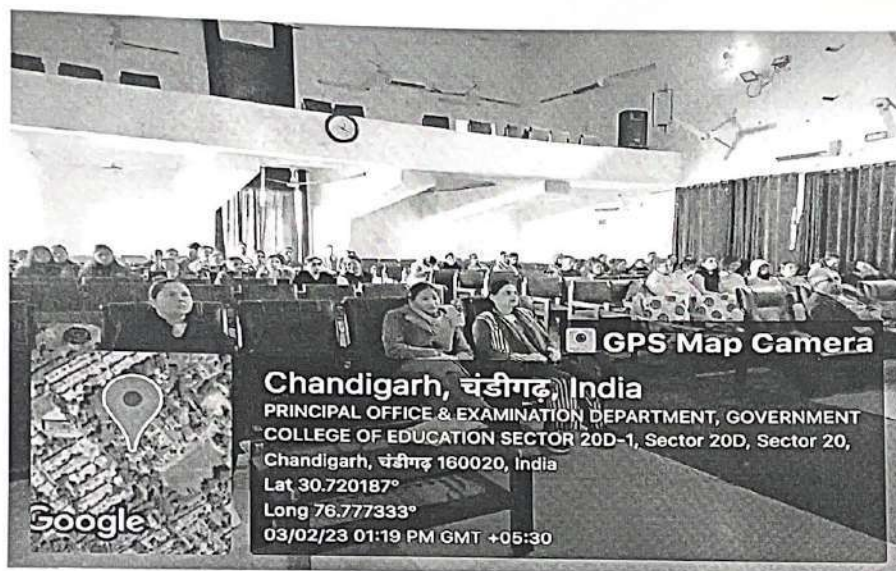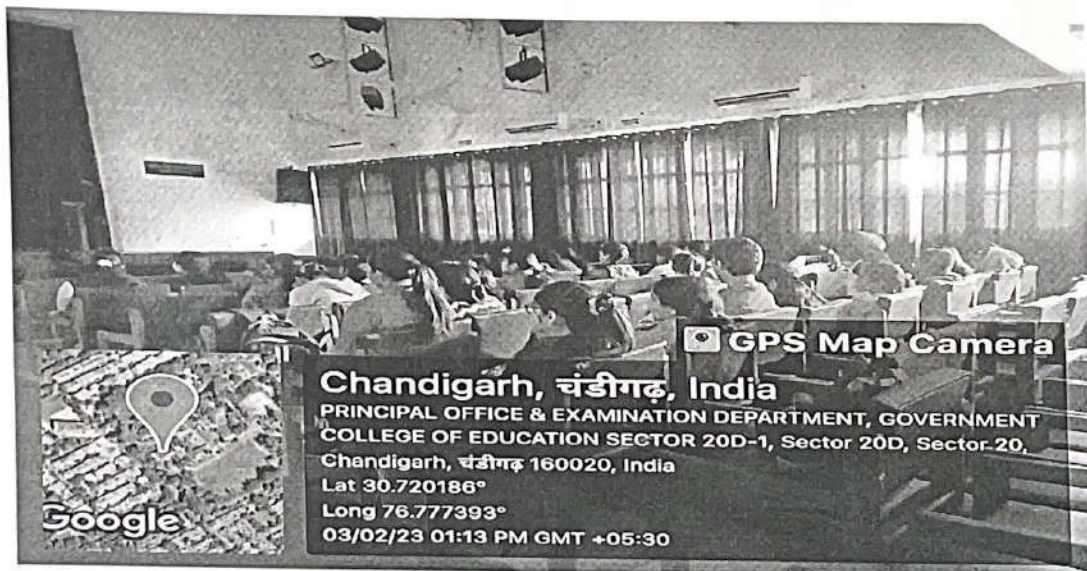
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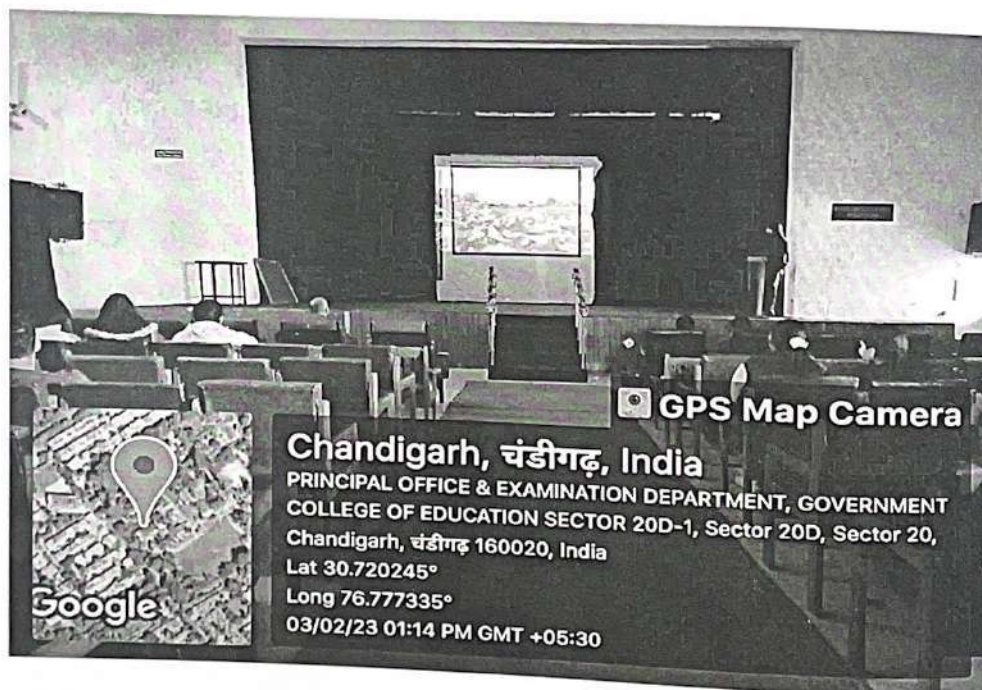03/02/23 01:21 PM GMT +05:30

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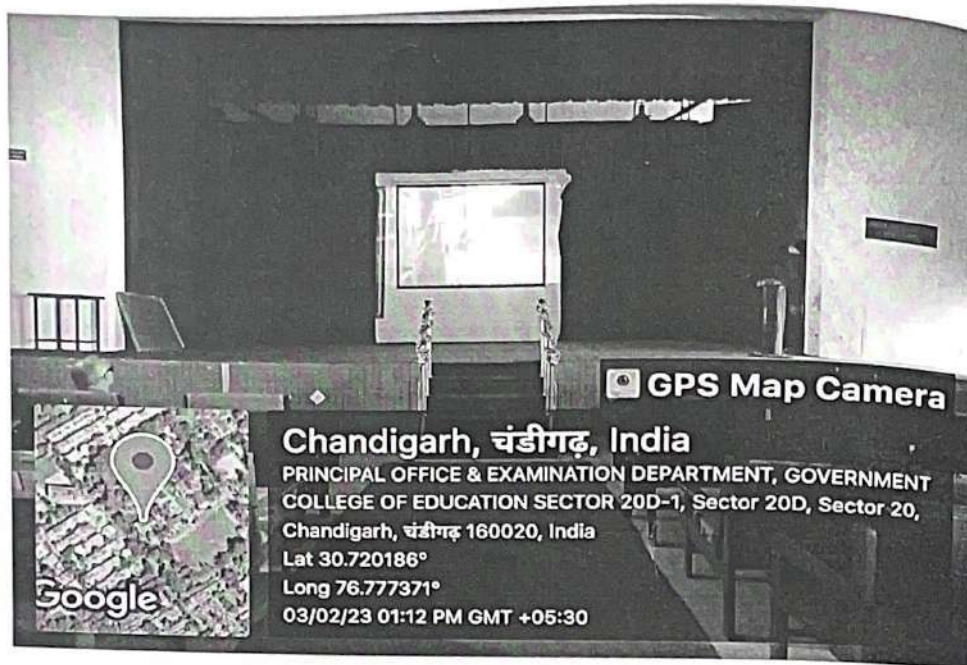Lat 30.720186°
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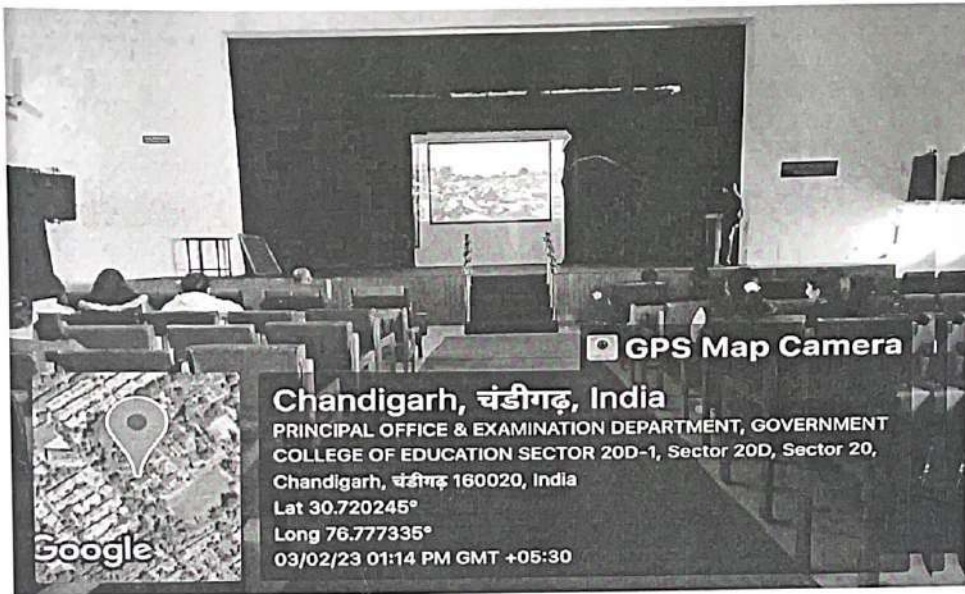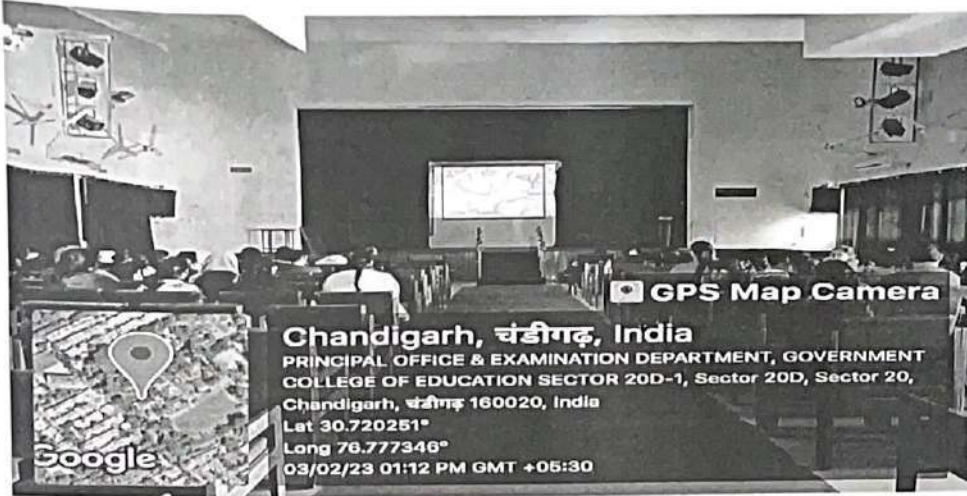Long 76.777371°
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Incharge

Literary and Cultural Committee

Principal

Webinar (May 30,2023)
REPORT

The Placement Cell of the Govt. College of Education, Sector 20-D Chandigarh organized a webinar on the topic "A *reflection on Migration, Cultural Understandings and Education"*. The speaker of the day was Daylon P. Taylor, holding the esteemed position of Professor in the Faculty of Social Work at Wilfrid Laurier University in Canada. Additionally, she serves as an Adjunct Professor in the Social Work Department at Trent University and fulfils the role of a part-time lecturer in the University of Windsor's Master of Social Work for Working Professionals program. The purpose of the webinar was to shed light on the personal experiences of migrants and explore the educational challenges they face in Canada. Dr. Neeru was also present to provide her valuable insight on the topic.

The program commenced with Dr. Ravneet Chawla introducing the guest speaker. The dean welcomed the esteemed speaker and thanked her for taking time out of her schedule to come and educate students on the topic. The webinar started with an introduction of the distinguished guest speaker, a highly regarded researcher and educator. Notably, her personal experiences as a migrant herself brought a distinctive and invaluable perspective to the discussion. She outlined her motivations for engaging in research and advocacy work in the field. She emphasized the significance of cultural understanding and integration for migrant students. Drawing upon her own experiences, she shared compelling anecdotes that vividly illustrated the value derived from embracing cultural diversity and cultivating a profound sense of belonging among migrant students.

Additionally, the speaker provided an in-depth analysis of the educational challenges faced by migrant students in Canada. She discussed the linguistic barriers they encounter, particularly if English or French is not their first language. She also emphasized the need for tailored language support programs and resources to enable these students to succeed academically. Furthermore, she addressed the issues of social integration, discrimination, and stereotypes that migrant students may encounter within Canadian schools. She stressed the

importance of promoting inclusivity, multiculturalism, and equity in educational institutions to create an environment where every student feels valued and supported.

During the webinar, she showcased various initiatives implemented in Canada to support migrant students. She highlighted programs such as mentorship opportunities, cultural exchange programs, and support groups that aim to bridge the gap between migrant and local students. These initiatives fostered mutual understanding, appreciation for different cultures, and created platforms for intercultural dialogue.She suggested strengthening language acquisition programs, providing professional development opportunities for teachers to promote cultural understanding, and implementing anti-discrimination policies within educational institutions. She also emphasized the importance of collaboration between governmental bodies, educational institutions, and community organizations to create a holistic support system for migrant students. The webinar ended with students posing questions to the speaker and clearing their doubts.

The webinar on migration, cultural understanding, and education provided invaluable insights into the experiences of migrant students in Canada. The speaker's experiences and expertise offered a comprehensive understanding of the challenges faced by migrants and the significance of cultural integration and inclusive education. It was an interactive and informative experience for the students.

Glimpses:

Placement Cell

Dr. Ravneet Chawla

Dr. Upasna Thapliyal
30.5.23

Principal

Govt. College of Education

Sec- 20D, CHD