Gokhale Education Society's

COLLEGE OF EDUCATION AND RESEARCH

Parel, Mumbai – 400 012.

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COMPETENCY AND SKILL DEVELOPMENT 2.4.7

Name : NIKITA AHIRE

Roll No : 01

F.Y.B.Ed Semester 2nd

Course : Interdisciplinary

Course IC -2

Guided By : Dr Sandeep Bodke

Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

GOKHALE EDUCATION SOCIETY'S
COLLEGE OF EDUCATION AND RESEARCH

NAME :- NIKITA AHIRE ROLL NO :- 01

TITLE :- Interview two class teachers of your internship school and a supervisor of the school and make a report on the measures taken to handle absenteeism among students.

COURSE :- INTERDISCIPLINARY COURSE [IC-2]

GUIDED BY :- Dr SANDEEP BODKE

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Gokhale Education Society's
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WHAT IS ABSENTEEISM?

Absenteeism refers to an employee's habitual absence from work - usually intentional and without any good reason. Absenteeism, in simple terms, refers to failure of an employee to report for duty when he is scheduled to work. Absenteeism refers to unauthorized absence of the employee from his workplace/job. It goes beyond any absence related to things like occassional sickness, vacations and other personal reasons.

The regularity and stability of the staff plays an important role in prosperity and development of an institution. But an unfortunate feature in the institution of our country is the high rate of employee turnover and absenteeism. Thus, the problem of absenteeism is more serious threat than any other institutional problem. Absenteeism means a condition where an employee keeps himself away from the work without any notice. Absenteism is unauthorized absence from workplace. Absenteeism is a universal phenomenon. The rate of absenteeism varies from month to month, from shift to shift, and from day to day.

According to Webster's Dictionary, "Absenteeism is the practice or habit of being an absentee and an absentee is one who habitually stays away."

CAUSES OF ABSENTEEISM

The main reasons for absenteeism are as follows:-

1. FACTORS RELATED TO HOME-BACKGROUND:

→ Poverty and inability to pay the expenses on education.
→ Illiteracy & ignorance of parents concerning the benefits of education. undesirable or negative or different parental attitudes towards education.
→ Necessity to work and earn on the part of a student to supplement parental income.
→ Necessity to look after younger siblings on the part of a girl child
→ Girls may have to fulfil their domestic duties of cooking, cleaning and looking after the home which prevent them from going to school.
→ Unhappy events, deaths, quarrels, sudden arrival of guests, marriage in the family, etc, also lead to short absence from school.

2. FACTORS CONCERNED WITH STUDENT:

→ Indifferent or negative attitudes of a child towards education, school, teachers, curriculum or peers.
→ Lack of interest in studies, laziness.
→ Inability to cope with the curriculum.
→ Students' strike on valid grounds.
→ Truancy - either individual or group.

3. Factors Concerned With School:

→ Unconducive, uncogenial school environment.
→ Unduly strict, harsh disciplinary measures and inconsistency in dealing with rule infractions.
→ Uninspiring teaching methods or faculty evaluation procedures.
→ Unhealthy relationship with teachers, problems with teacher's morale, lack of motivation among students.
→ Frequent absenteeism or turnover among teachers.
→ Lack of infrastructural facilities like proper school building and rooms, toilets, blackboard, equipment, etc.
→ Unfavourable location of the school or unsuitable timings and time table.
→ Lack of Transport facilities provided by the school.
→ Poor personality of teachers, inadequate number of teachers in the school, lack of qualified teachers in the school.

4. Factors Concerned With Local Community:

→ Lack of educational institutions in the locality within walkable distance.
→ Inadequate transport facilities.
→ Communal tensions, strikes affecting transport & communication, war, riots, bomb blasts, civil strikes, etc.

5. Factors Concerned With Nature:

→ Natural calamities like earthquakes, fire, flood, famine, heavy rains, excessive heat and cold, drought, etc.

REMEDIES OF ABSENTEEISM

Measures for improving school's attendance should deal with students, their parents, community, teachers as well as school itself. Some of these measures are as follows:-

→ Regular contact with parents in the form of PTA meetings and/or home-visits, schools and teachers should try to spread an awareness among parents about the desirability of education and its positive effects on child's development, employment opportunities and quality of life.

→ To help parents in identifying their home related problems, if any, which hinder their child's attendance in school and if possible, helping them to identify remedies and solutions.

→ Students should be provided guidance and counselling, if necessary. This will involve making necessary contacts with parents.

→ Providing milk, mid-day meals and free health checkups to students in the school.

→ Curriculum should be such that it fulfills the needs of the larger community.

→ Inclusion of a vocational component in the syllabus and its implementation.

→ Economically backward students should be provided uniforms, free books, stipend, scholarship etc.

→ For economically disadvantaged sections of the society, education should be made as inexpensive as possible.

YOUR ROLE AS A TEACHER WITH RESPECT TO ABSENTEEISM.

Teacher plays an most important role with respect to the students absenteeism. Teacher should create friendly environment in the class, so the students can tell his/her problems with the teachers instead of hiding important things with teachers as well.

Teacher should call the student if he/she would be absent for a longer period i.e 4 to 5 days e should calmly know the reason from the student. As a teacher, I will try to communicate with each and every student of my class, so he/she can share anything with me. Also, in society no one talks about the mental health of the people.

I will surely notice the performance of each and every student so even if any student is not doing well because of some reason then I will be personally asking them about their problems. I will also ask Vice-Principal or supervisor to arrange counsellor in the school for the counselling of the students. Regular counselling is important in School for the benefits of the students.

INTERVIEW ON ABSENTEEISM

NAME OF THE TEACHER :- MR. KAMBLE SIR

CLASS TEACHER OF STANDARD :- IXth C

Q1] Sir, from how many years are you teaching in this school?

→ I have joined in 1997 and since then I am working for almost 26 years.

Q2] How do you track attendance of your students?

→ I take attendance daily and there is a register for each class to maintain a record of students attendance.

Q3] what actions do you take when you notice absenteeism in your class?

→ If students are absent for one or two days then they have to write valid reason in their school diary and get checked by the class teacher.

Q4] what actions do you take if the student is absent for more than 5 days or week?

→ If any student is absent for more than 5 days or week then he/she has to submit medical certificate to the school and also has to bring

his / her parents to school and should tell the reason to the class teacher or supervisor of the school.

Q5] what are the regular reasons for being absent?
→ There are many reasons that a particular student would be absent regularly.
(i) The most common reasons for being regularly absent is the students are not interested in doing studies at all.
(ii) The next reason for being regularly absent is the peer's influence / i.e. students come in the influence of their friends and choose wrong path, these particularly affects their career and their life as whole.
(iii) The next reason is feeling of inferiority → students may experience chronic self-doubt, have low self-esteem and feel the need to withdraw from social situations.

Q6] what initiative do you take for absenteeism as a class teacher?
→ As a class teacher, I try to know what is the exact reason for being absent.
Is there any physical or mental reason.

Q7] what are the reasons parents don't send their wards to school?

→ Some parents can't afford school fees (poverty). Some parents are illiterate they don't know importance of education.

Q8] How does school help students if they can't afford school fees?

→ In R.M. Bhatt High School, the ex-students who had studied in this school and achieved success in their life help the students who can't afford to pay school fees through funds.

Q9] How you motivate students to come to school?

→ As a teacher, I conduct different activities. Initiate interest among students and rewarding them towards their talent.
For example:- In my class IXth C, there is a boy who loves playing kabaddi so I always motivate him to take part in the sports.

Q10] what action does school take if students are still absent after counselling by teacher?

→ Firstly school gives warning to students if they are absent continuously. Secondly still student don't listen then they call parents in the school. Thirdly school sends letter. School send three letters to one student if he/she is absent for a longer duration of time. School has also right to remove the student.

NAME OF THE TEACHER:- Mrs. Nigaine Ma'an

CLASS TEACHER OF STANDARD:- IXth B

Q1] How many absences is considered as frequent absent?
→ Only 4 to 5 days absences in a month can be considered as frequent absent.

Q2] How important is attending school of students?
→ It is very important, since continuity in studies is lost if student is absent frequently and student don't understand lessons. According to government rules 75% attendance is required for students, but according to teachers 100% attendance is compulsory.

Q3] What are the common factors affecting a students absenteeism?
→ Common factors such as health issues, avoiding submission of assignments, family problems, etc.

Q4] Which causes among the following is the most prevalent?
→ - Distance from home to school.
✓ - Health factors.
✓ - Personal Attitude.
- Teacher related reasons.
- Classroom Atmosphere.

Q5] How can teacher reduce students absenteeism in the school?

→ (i) Contacting the parents,
(ii) Finding reason behind absence,
(iii) Solving personal problems,
(iv) By giving financial support if needed.

Q6] How does a teacher respond when a student has attendance issues?

→ (i) Inquire their friends for any reasons behind their absence.
(ii) Contact their parents to know the reason.

Q7] How do you motivate and encourage students to attend class regularly?

→ Through rules and regulations, giving personal attention to weak students, counselling by teachers, encouragement for medication, contact with parents, personal issues solved on Authority level.

Q8] what role do you believe parents, guardians and the community should play in addressing students absenteeism?

→ Telling students politely, telling them know the importance of education, becoming their friends.

Q9] How does it affect a teacher if students are frequently absent to school?

→ Firstly, teachers evaluate self, if they are the reason for students absenteeism. After that they act upon to address the issue personally by giving personal attention to them. They try to keep a watch on such students that act ~~ab~~ abnormal.

Q10] Do you think absenteeism is more prevalent in a specific grade level or age group? If yes, which ones and why?

→ yes, it is prevalent in grades 8th to 10th, this is due to physical and mental (Hormonal) changes begin in students.

INTERVIEW WITH SUPERVISOR

Name :- Mrs Reshma Tanawade Maam.

Q1] How many years of experience do you have in School?

→ I have 35 years of experience in R.M. Bhatt High School.

Q2] How do you maintain record of attendance in School?

→ Attendance of Students as well as Attendance of Staff is maintain in Attendance Register and feed in computer.

Q3] what are the common reasons for Absenteeism?

→ Most common reasons for Absenteism are Health issues, Financial issue, Phobia of School teacher or Homework / exams. Distance from school, Transportation, etc.

Q4] How do you deal with Students remaining absent more frequently?

→ - We enquire about the reason behind being absent.
- If absenteism is more than 4-5 days without prior Knowledge parents are called or else in extreme cases teacher visit their house.

- Counselling kids, parents if needed.
- Finding the root cause and help accordingly.

05] which age group kids are frequently absent without any reason?

→ Mostly adolescent kids are most frequently absent due to peer pressure, moodiness, to avoid homework.

06] How many absences is considered as frequent absent?

→ More than 4 days in a month is considered as frequent absent.

07] which causes among the following is the most prevalent?

→ Health Factor, Personal Attitude, Teacher related reasons are the main causes ~~on~~ for absenteism.

- Distance from home to school.
- ✓ Health factor
- ✓ Personal Attitude
- ✓ Teacher related reasons
- Classroom atmosphere

Q8] How can teachers reduce students absenteeism in school?

→ By knowing their exact problems, by providing financial support to the students, by giving them counselling, should create friendly environment in the classroom too.

Q9] Do you think absenteeism is more prevalent in a specific grade level or age group? If yes, then which are and why?

→ - Students from standard V^th to standard VIIth are regular in school.
- Students of standard VIIIth are seen more and frequently absent in school.

Q10] Does the issues related absenteeism is discussed during PTA meetings?

→ yes, it is discussed in every PTA meetings. Also, the teachers gives few instructions about the school rules / i.e. about absenteeism.

CONCLUSION :-

Absenteeism is a habitual pattern of absence from a duty or obligation without good reason. Generally, absenteeism is unplanned absences. Absenteeism has been viewed as an indicator of poor individual performance, as well as a breach of an implicit contract between employee and employer.

Students absenteeism impacts not only students educational progress but also affects their social development. When examining the related literature, plenty of studies take place about the reasons and effects of student absenteeism in abroad.

Thus, it can be observed that absenteeism can be controlled and reduced as a great extent when the institution also put efforts to control it. Schools can conduct various co-curricular activities to create interest among the students. Also, now-a-days importance to only studies has been given but schools have to give equal importance to sports as well. Schools should also focus to the physical activity i.e. encourage the students towards playing the different sports. Various seminars should be arranged for students from the school to get more information about the different day-to-day life situations. Schools should arrange counselling sessions to each student on a regular basis.

Roll No :- 1

GOKHALE EDUCATION SOCIETY'S

COLLEGE OF EDUCATION AND RESEARCH

NAME :- NIKITA AHIRE

STD :- F.Y.B.Ed ROLL NO :- 1

COURSE :- INTERDISCIPLINARY COURSE 1

ASSIGNMENT 1 :- GENDER ANALYSIS OF TEXTBOOKS AND SUGGESTIONS FOR CHANGE.

GUIDED BY :- DR. SANGEETA PATKAR

Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

G.E.S. College of Education & Research Parel Mumbai 400 012.

INTRODUCTION

'Gender' is a socio-cultural term referring socially defined roles and behaviours assigned to 'males and females' in a given society; whereas, the term 'sex' is a biological and physiological phenomenon which defines man and women. In its social, historical and cultural aspects, gender is a function of power relationship between men and women where men are considered superior to women. Therefore, gender may be understood as a man-made concept, while 'sex' is natural or biological characteristics of human beings.

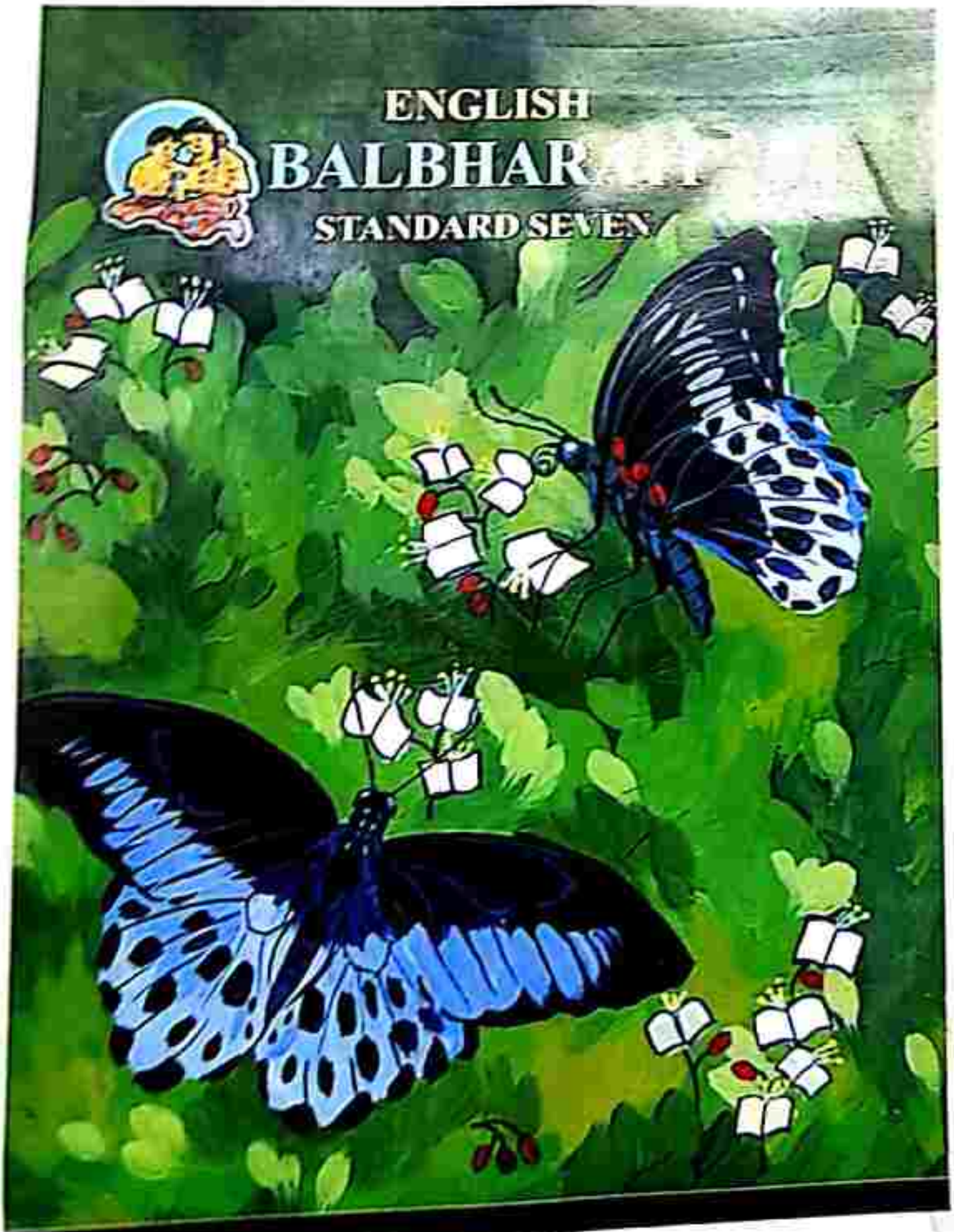
Gender Inequality, in simple words, may be defined as discrimination against women based on their sex. Women are traditionally considered by the society as weaker sex. She has been accorded a subordinate position to men. She is exploited, degraded, violated and discriminated both in our homes and in outside world. This peculiar type of discrimination against women is prevalent everywhere in the world and more so in Indian society.

Gender inequality weakens women in many areas such as health, education and business life. Studies show the different experiences of gender across many domains including education, life expectancy, personality, interests, family life, careers and political affiliation. Gender inequality is experienced differently across different cultures and also affects non-binary people.

ENGLISH

BALBHAR

STANDARD SEVEN



About The Cover Page

I have taken English Balbharati Standard Seven textbook of Maharashtra State Board for my assignment. As I can see that the coverpage of this textbook is very attractive. There is a picture of butterflies that attracts the nature. Because of this picture student might feel curiosity of learning that what has been there inside the textbook. They might feel what should be inside the textbook to learn, they might feel there would be amazing and interesting poems and stories to read. They also might feel there would be many new things to get to know.

Also, on the cover page of the textbook on the left side of the corner there is a beautiful picture of a boy and a girl studying together that is reading a book together. Through this we get to know about the bond they are sharing. Also, by looking at this photo we get to know that there is no discrimination done on the basis of gender. The author is trying to show that the girl and the boy are on the same plane. They both have equal rights to get education. There is no discrimination done on the basis of gender and therefore we can also assume that inside the textbook also there would be no discrimination done between boy and the girl.

By analysing the cover page of this textbook, I must say that the cover page is fascinating enough to attract the students to learn/read the textbook. The pictures drawn on the cover page is attractive & meaningful.

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Features

- Inclusion of [illegible]
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About The Back Page

As I have taken English Balbharati standard seven textbook of Maharashtra State Board for my assignment. On the back page of this textbook 'Maharashtra State Bureau of Textbook production and Curriculum Research, Pune", has been written.

Also, the back page is same as the cover page of the textbook. There is a beautiful butterflies has been shown and also the caterpillar has been shown. And how the butterflies and caterpillars attracted towards the nature has been shown. Also, the flowers shown on the textbook is like a book shape and butterflies are attracted towards that 'flowers books', as in they also wanted to read the textbook as if they love the book.

Also, inside the back page there is a E-learning material provided for standard 1st to 12th has been given. This E-learning material is available in marathi & English medium from first standard upto the twelve standard. This E-learning material is in the form of 'Audio-visual' for students studying in 1st upto the 12th standards in the form of the marathi medium as well as for English medium.

There has been Q.R. code provided where students can scan this Q.R. code and start using E-learning material. Also, for this process, there has been steps given, by following those steps they can start using E-learning material.

ENGLISH

BALBHARATI

STANDARD SEVEN

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

MVEFGZ

The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

Also, the features of the e-learning material has been given. Through features it has been explained that what and how the things has been provided in e-learning material. In e-learning material, there is an inclusion of various activities, pictures, figures/diagrams provided. Use of animation is done for clearing the concepts of the students. Inclusion of exercises has been formulated for the students.

There is also 'ekalbhavati app' which student can download and also the websites given where students can visit and get the information of the textbook.

I must say that the back page of this textbook is very useful and informative. Students should follow the steps to start e-learning material, this will help them to understand the concepts in a much easy and better way. Also, they should visit the website so that it would help the students for their further studies.

INSIDE OF COVER PAGE

Inside of the cover page I am able to see that the first page of the textbook is also attractive and same as the cover page. The only difference between the cover page and the first page of the textbook is that – the cover page was green in colour and it was promoting nature view.

Inside of the cover page, there is written "English Balbharati Standard Seven" in the bold letters and also there is a vast picture seen of the butterfly which is looking good when we open the textbook.

At the top of this page, there has been date mentioned that when this book has been approved by the government and also at which date the meeting was held for the approval of the textbook.

Also, the logo has been mentioned, "Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune." At last, there is a rectangular box created at the bottom of the page where the Q.R. scan code has been given in that rectangular box.

It has been said that the digital textbook can be obtained through DIKSHA App on a smartphone by using the Q.R. code which has been given on the title page of the textbook and through this code students can listen audio-visual teaching-learning material of the relevant lesson of the textbook.

I think this will be very useful for the students to help them in their their studies.

1.1 [illegible] Parent, Father

1.2 Odd One In

"How was the first day at school?" asked Mother as Kina sat down for dinner.

"Okay," Kina shrugged. "No lessons. Just settling in."

"Are any new girls in your class?" enquired her father, Mr Xin.

"Only one – Mabel – and she is lovely," gushed Kina as she helped herself to the salad.

"Why do you say that?" asked Mr Xin.

"She can't speak much English. She has come from another State," replied Kina, leaning back at the other end of the sofa.

"Oh! Children from that State are supposed to be clever. They are specially good at maths," said Mr Xin quickly.

"Well, she was there not more than at all. Silly hair, Mabel said she. 'Good morning, Teacher!' imitated Kina.

Her parents exchanged glances. Kina was their only child. They doted on her. But she could be troublesome at times.

"I do hope you and your friends will not make things too difficult for Mabel," sighed Mr Xin as he rose from the table.

Kina sat her plate and [illegible] to her bed. [illegible]

Next morning, the school bus [illegible] for them. They all chorused, "Good morning!"

Poor Mabel, she did not realise that they were [illegible] to her. She looked back at them and replied, "Good morning!"

HIGHLIGHTS OF THE TEXTBOOK

1. Pg no. 1 :- 1.1 Past, Present, Future

On very first page of the textbook, I got to know that "past, present, future" is a poem written by Emily Bronte. The poem is all about the child who wants to know about the past, present and future. In this poem, I notice the poetess is not doing any gender discrimination and therefore she has been not specifically mentioned any gender type like boy or girl, she simply mentioned the word "child". Through this we get to know the gender biasedness has not been done in this poem.

2. Pg no. 3 :- 1.2 Odd one In

This is the second chapter of the Seven Standard textbook. In this chapter, I feel there is a gender discrimination done because here only story has been mentioned of the two girls only and throughout the chapter there is a picture of two girls only. I think if the author wants to mentioned the story of the students in the school. Then he must have definitely choose one boy and one girl of the school. Through this we get to know that the gender biasedness has been done in this chapter.

1.8 A Collage

Gather information about your favourite great historical personality. You may use the internet. You may also gather photographs, pictures, etc. Prepare a collage using the pictures, inspirational quotes, and a brief description of the person's importance. Hold an exhibition of your collages in the classroom.

Let us look at a few well known animal poses in yoga:

Bhujangasana is a beginner's pose. Bhujanga in Sanskrit means a cobra. Bhujangasana is a pose that resembles the posture of a cobra with raised head. This asana helps you tone the muscles of the back, and strengthens your spine. It also benefits the chest and shoulders.

Steps:

1. Lie face down. Relax all the muscles completely so that you are completely at ease.
2. Place your palms on the sides just below your shoulders.
3. Breathe in deeply as you slowly raise your head.
4. Then smoothly raise the upper part of your body.
5. Do not come up with a jerk. Let your movement be smooth and flowing.
6. Come up slowly so that you feel the movement of the spine starting by vertebra.
7. Curve the spine well.
8. The navel must keep touching the ground.

Hold the breath in this position to a count of twenty. Then come down slowly while you breathe out.

To start with you can repeat the process six times.

Simhasana or **Lion Pose** is a favourite with young people. In this asana, you assume the sitting position and facial expression of a lion. Although there may be a number of steps, this pose really requires very little effort.

of the 'asana', in a pair. One person reads out the steps, and the other person demonstrates the action. Rehearse the activity before you present it in the classroom.

Garudasana or the Eagle Pose enhances your body's ability to balance itself. It also strengthens the leg muscles and improves the flexibility of the joints by loosening the joint muscles.

Steps :

1. Stand straight on both feet. Raise the right leg and wrap it around the left leg.
2. The right thigh should be over the left thigh and the right feet should touch the calf muscles from behind.
3. Similarly wrap the right hand around the left hand.
4. Now place the palms together to resemble the beak of an eagle.
5. Try to maintain the balance and slowly bend the left leg and lower the body until right toes touch the ground.
6. Try to remain in this pose for long as you can maintain the balance.

The teacher should allow the students enough time in the classroom to plan and practice their role plays and demonstrations.

After this asana, relax for some time before you repeat the process.

Ustrasana or **Camel Pose** strengthens the back, opens the shoulders, chest and quadriceps. It also heals mental and neural. This yoga posture adds flexibility and strength to the body and also helps in improving digestion.

Steps :

1. Kneel on the yoga mat and place your hands on the hips.
2. Your knees should be in line with the shoulders and the sole of your feet should be facing the ceiling.
3. As you inhale, draw in your tail-bone towards the pubis as if being pulled from the navel.
4. Simultaneously, arch your back and slide your palms over your feet till the arms are straight.
5. Do not strain or flex your neck but keep it in a neutral position.
6. Stay in this posture for a couple of breaths.
7. Breathe out and slowly come back to the [illegible]

Withdraw your hands and bring them back [illegible]

Pg no 21 :- 1.6 → A collage.

In this chapter, collage has been made of great Saint Swami Vivekananda and also been mentioned about his teachings and also has been mentioned that he is regarded as a 'patriotic saint'. I must say that this chapter has been doing great job to understand new students about Swami Vivekananda. Students must know about this great personality. But I think every student should also know about the "lady saints", about the work of the lady saints. I think there are most of the people they know about the "male saint", but we never listen about the lady saint or we listen very few times. I think the government should also mention, also give knowledge about the lady saint as well.

Pg no 31 :- 2.5 → Learn yoga from Animals.

As we all know, that since the year 2015, world has been celebrating June 21st as International yoga Day. I personally like the yoga, but in this chapter I got to know that this chapter is highly given most information about the yoga which is good for the students to know, because it is practiced since ancient and it is a Traditional method to stay fit. In this chapter, I can note that there is only the pictures of girls doing different asanas like Bhujangasana, Simhasana, Marjaryasana, Garudasana and Ushtrasana. But I think in this chapter there should be the photos of boys too doing asanas. Yoga is not only meant for the girls but also for the boys.

himself. One day Davy tried to increase a famous electromagnetism experiment with fellow chemist William Wollaston, exploring why when an electric current is applied to a wire, it causes that wire to behave like a magnet. Obviously, the forces were [illegible] and Davy had figured out how to make [illegible] work. Davy believed that if he could find out why it happened and controlled it, there [illegible] of applications for the force. But he was [illegible] trigger a cut and was [illegible]. He then warned Faraday, asking him to put his hand at it after he was done chasing the life.

Within a few days, Faraday [illegible] problem. In fact, he went further and put [illegible] was the first induction motor, which [illegible] current into continuous motion [illegible].

The induction [illegible] a [illegible] Fan, air conditioning, [illegible] photographs, power tools, [illegible] and aeroplane engines [illegible] which was born out of necessity. Discovered in Faraday.

Faraday became a celebrity scientist overnight. Nobody now cared about his social status or education; this young man had just created a revolution. One would think, as a teacher Davy was happy at his pupil's achievement. But in reality he was jealous. People started telling Davy that of all his discoveries, the best was Faraday himself; this made him even more jealous. An angry Davy gave Faraday an impossible task to keep him out of his way. He handed him a piece of Bavarian glass, which was used in the lenses in telescopes and microscopes, and asked him to reverse engineer it. Bavarian

- What happens when an electric current is applied to a wire?

Give one example each to show that

- Faraday was a good pupil.
- Davy was not a good mentor.

An induction motor is a commonly used electric machine.

- What examples of its use are given here?

3.3 A Crow in the House

The young crow had fallen from its nest and was flutterings about on the road, in danger of being crushed by a car or a tonga, or seized by a cat, when I picked it up and brought it home. It was in a sorry condition: beak gaping and head dropping, and we did not expect it to live. But Grandfather and I did our best to bring it round. We fed it by prising its beak gently open with a pencil, pushing in a little bread and milk, and then removing the pencil to allow it to swallow. We varied this diet with occasional doses of Grandmother's home-made plum wine, and as a result, the young crow was soon on the road to recovery.

He was offered his freedom but he did not take it. Instead he made himself at home in the house. Grandmother, Aunt Mabel, and even some of Grandfather's pets objected; but there was no way of getting rid of the bird. He took over the administration of the house.

We were not sure that he was male, but we called him Caesar.

Before long, Caesar was joining us at meal times, besides finding his own grubs or beetles in the garden. He danced about on the dining table and gave us no peace until he had been given his small bowl of meat and soup and vegetables. He was always restless, fidgeting about, investigating things. He would hop across a table to empty a match-box of its contents, or rip the daily paper to shreds, or overturn a vase of flowers, or nip at the tail of one of the dogs.

- What dangers were likely to befall the young crow?
- Who were the other members of the author's family living in the same house?
- Did the author's Grandfather like animals? How do we know that? Give two examples from this page to support your answer.
- What is implied by the bird took over the administration of the house?

Pg no 49:- 2.1 → Great Scientists

The title of this chapter itself says "Great scientists" and I think great scientists are persevering and never deterred by difficulties. In this chapter, the inspirational life story has been mentioned of the one of the great scientist known as "Michael Faraday". Michael Faraday is known as the one of the inventors of modern times and also for his work on electricity in the form of Faraday's Laws. But I think, here also in this chapter has been done gender biasedness because they would has given the story of the "female scientists" if they wanted to that student should also know some of the female scientists as well.

5. Pg no 65 :- 3.3 → A crow in the House

In this chapter, the author has written the story about the crow and the boy. I think here would also be the story of the crow and the girl. Also on the starting page i.e. on 64 page that is the starting page of the chapter there is a picture of the boy sitting on the dining table having his food and the crow enters to eat his food. But I think there should be the photo of the girl and if the picture would be of the girl than there would never be gender biasedness could be seen in this chapter of the textbook.

4.4 Home Sweet Home

[illegible] pleasures and pastimes through life we may roam,
[illegible] there's no place like home;
[illegible]
There's no place like home, oh there's no place like home!

An exile from home, splendor dazzles in vain,
Oh give me my lowly thatched cottage again,
The birds singing gaily, that come at my call –
Give me them – and the peace of mind dearer than all!
Home, home, sweet, sweet home!
There's no place like home, oh, there's no place like home!

I gaze on the moon as I tread the drear wild, TOS/T16
And feel that my mother now thinks of her child,
As she looks on that moon from our own cottage door
Thro' the woodbine, whose fragrance shall cheer me no more.
Home, home, sweet, sweet home!
There's no place like home, oh, there's no place like home!

4.5 Papa Panse's Special Christmas

It was Christmas Eve and although it was still afternoon, lights had began to appear in the shops and houses of the Kale Station village, for the short winter day was nearly over. Excited children started indoors and now only muffled sounds of chatter and laughter escaped from closed shutters.

Old Papa Panse, the village shoemaker, stopped suddenly his shop to take one last look around. The sounds of happiness, the bright lights and the faint but delicious smells of Christmas cooking reminded him of past Christmas times when his wife had still been alive and his own children little. Now they had gone.

His usually cheerful face, with its little laughter wrinkles behind the round steel spectacles, looked sad now. But he went back indoors with a firm step, put up the shutters and set to put off coals to heat on the charcoal stove. Then, with a sigh, he settled in his big armchair.

Papa Panse did not often read, but tonight he pulled down the big old family Bible and, slowly moving the lines with one forefinger, he read again the Christmas story. He read how Mary and Joseph, tired by their journey to Bethlehem, found no room for them at the inn, so that Mary's little baby was born in the stable.

"Oh, dear, oh, dear!" exclaimed Papa Panse. "If only they had come here! I would have given them my bed and I would have covered the baby with my patchwork quilt to keep him warm."

He read on about the wise men who had come to see the baby Jesus, bringing him splendid gifts.

Reader

- In the little village, what sights that is, of Christmas time?

Think and answer :

- Did Papa Panse have a shop away from his home?
- Did he live alone? Why?
- What do the 'laughter wrinkles' tell us?
- What kind man Papa Panse is a kind person?

Pg no 95 :- 4.4 → Home Sweet Home

"Home Sweet Home" is a beautiful poem written by the poet "John Howard Payne". This is the beautiful poem where the poet is trying to mention about his home, about his family, he is trying to say that how much he misses his mother, how beautiful his home is, also how much care his mother takes of him. The poem is fascinating but the picture shown in this poem is not that really good. ~~It~~ There is only the picture of the girl, but I think there should be the picture of the beautiful home with the beautiful family, because the title of the poem itself says "Home Sweet Home".

Pg no 99 :- 4.6 → Papa Panov's Special Christmas

Papa Panov's special christmas is the story of Papa Panov an oldman. Papa Panov is a widowed, lonely shoemaker whose only wish is to worship the christ child & give him the finest pair of shoes he's ever made. On Christmas Eve he has a dream that he hears the voice of God telling him to look out for Jesus during the following day.

I think, this story is quite interesting, if one would start to read the story that he may feel interest & also feel curious to know the end of the story. I think so here also gender biasedness has been done though there is only an oldman's story and not the story of the oldwoman.

SUGGESTIONS :-

Though I have taken "English Balbharati Standard seven textbook", for analysis. After going through whole textbook, I have some suggestions that what changes should be made in this textbook so that it would likely mostly by the students.

I think first page of the textbook is good but there should be more information given about the textbook on the first page i.e. inside the cover page. Cover page of the textbook is quite interesting but the back page should also be interesting. On the cover page, there should be changes made like instead of nature and butterflies, one must bring change, as in should give more information about the world through the pictures of playing the games, some hobbies that most of the students are interested. This will attract more students and they will be curious to read the textbook after that.

Inside the textbook, I got to know that the textbook must contain more pictures in every chapters and poems. In most of the chapter, there are not an single picture has been shown, only the written content has been there and this will make students bore to read that chapter/poem. Also, in some cases the picture shown is not relatable to the story, so here students would get confused that what author is trying to tell by looking to the picture.

Also, gender discrimination should not be done in the textbook. The chapters should be equally hasted between men and women content so that the students would also get to know about the equal work done by both the genders.

REFLECTION:-

I am glad that I have chosen "gender analysis of the textbook" as a topic for my assignment. I had done the analysis of the "English Balbharati Standard Seven Textbook" for my assignment. In this textbook, there are many interesting poems and chapters that students would like to read.

Firstly, I will talk about the cover page and the back page as it is interesting, attractive that student would eagerly wait to read the textbook. Also, inside the cover page there are various stories written which are interesting that the students might feel curious to read and understand as well.

In this textbook, I got to know in some places the word "child" commonly has been used and because of this gender biasedness has not been seen. But on the other hand, in almost many chapters preference to "male gender" has been given rather than "female gender". So here we got to know that the gender discrimination has been done. Also, in some chapters like "Great scientist", "A collage" there had been the inspiration story on the male scientist and male saint, so here we got to know that the preference is given to male in a specific field. Also, the chapter "Learn yoga from animals". the pictures of asanas has been performed by "female gender". this shows that the yoga can only done by the girls and yoga is meant only for the girls not for the boys.

I think in this textbook preference is given to male gender in most of the cases & gender biasedness has been shown.

GOKHALE EDUCATION SOCIETY'S

COLLEGE OF EDUCATION AND RESEARCH

NAME :- NIKITA AHIRE

STD :- F.Y.B.Ed. ROLL NO :- 1

COURSE :- INTERDISCIPLINARY COURSE 1

ASSIGNMENT 2 :- CASE STUDY OF GROUP/ INSTITUTION WORKING FOR WOMEN EMPOWERMENT

GUIDED BY :- DR. SANGEETA PATKAR

Azad Foundation

Women on Wheels

an initiative of the Azad Foundation

GROUP/INSTITUTION WORKING FOR WOMEN EMPOWERMENT

The Azad Foundation is a charitable foundation, founded on 2nd May 2008 in New Delhi, India. Its mission is to provide "livelihoods with dignity" for young women from resource poor communities. It aims is to level the employment field for urban disadvantaged women by developing new and bold livelihoods options that enhance women's economic status, dignity and decision-making within their families.

Women on Wheels is the signature of the Azad Foundation established in May 2008. The initiative encourages, selects and trains women from deprived backgrounds to become professional commercial drivers. The training programme covers a wide brief, helping the selected women to enhance their awareness in areas such as legal rights, self-defence, English language, personal presentation, hygiene, financial literacy as well as the essential driving skills. The training offers immeasurable benefits to these women, who in turn will inspire other women to also take the step to courageously fulfil new roles in their society, by taking on non-traditional professions and becoming autonomous and economically independent. The initiative provides a complete and transformative experience for women to move from a disadvantaged situation into well-remunerated employment with dignity.

Meenu Vadera

A woman who broke stereotypes and provided women with work and a means to travel safely!

History Of The Institution

It's no secret that New Delhi is unsafe for women. With articles showing that at least one woman is molested in New Delhi everyday and reports of women being molested by their cab drivers, it's no wonder many women choose to stay at home.

In 2008, Meenu Vadera founded Sakha, a cab service run by women for women, in order to provide safe cab services to women in Delhi by training women from marginalised communities as drivers.

Ms. Vadera worked closely with Startup, an angel investor for social entrepreneurs, to develop an award winning business plan and create a non-profit arm of Sakha, the Azad Foundation, which focuses on providing young women from disadvantaged urban communities with the training and support they need to navigate the formidable Delhi streets. The Azad Foundation provides a 4-6 month long training programme that covers everything from self-defense to changing tires.

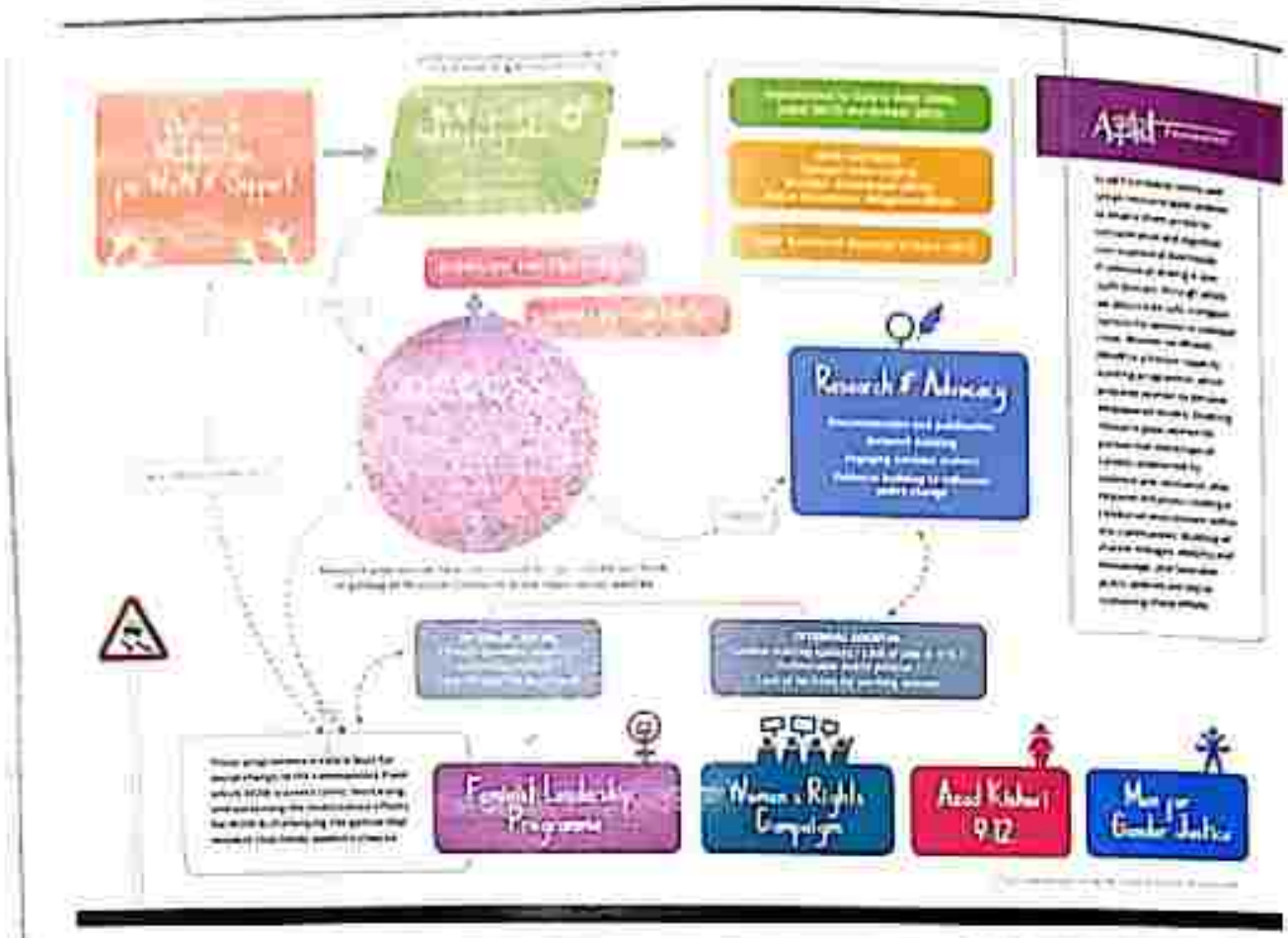
Over the course of one and a half years, Startup worked closely with Ms. Vadera to assess consumer demand, develop and facilitate strategic partnerships. In 2010, Start up helped Sakha win the Women in Business Challenge Award, attaining a much-needed cash prize of 15,000 Euros.

But Sakha is more than just a cab company. As Ms. Vadera explains, "Driving is just an excuse, what we're really to do is break an image and provoke a change in mindset towards women."

Azad Foundation (AF) aims to provide "livelihoods with dignity" for young women from resource-poor communities. The major programme of Azad Foundation is 'Women on Wheels (WOW), which started in May 2008 as its signature initiative and has expanded to 4 centres in Delhi, Jaipur, Kolkata and Indore. Azad Foundation began its work with men in 2014, beginning with a workshop for its male employees, followed by another pilot with some male relatives of women trainees, supported by EM power. Azad Foundation became a member of the core team that organized the International conference Men Engage in 2015, and built up its own team to take forward this programme. Also, Azad Foundation engages with the men in the communities where it works as part of its activities within the One Billion Rising campaign.

Azad's Founder Meenu Vadera has spent 26 years working internationally and in India on a range of women's rights issues (reproductive rights, land rights, governance, violence against women, HIV/AIDS, conflict situations, etc). Meenu also worked with Action Aid in Uganda as Country Director, before founding Azad Foundation. Srinivas Rao is the Director of Men for Gender Justice Program funded by EM power. He participated in EM power's Learning Journey on Non-Traditional Income Generation for Women and has worked on rural and urban development and local self-government in Delhi and Chhattisgarh.

EM power's 9th grant to Azad Foundation is enabling the foundation to support 330 males to complete gender trainings to become active advocates of gender equity in their community. These advocates will be equipped with knowledge and basic skills to prevent gender based violence and promote non-traditional income generation (NTIG) opportunities for women through community-based initiatives.



Sakha women chauffeurs felicitated by Chief Minister, Delhi (centre) and with Chairperson of Azad Foundation (right), 10th March 2012

MISSION & VISION:- OBJECTIVES

VISION OF AZAD FOUNDATION :-

Azad Foundation is driven by the vision of a world where all women - in particular women from underprivileged backgrounds - enjoy full citizenship, earn a livelihood with dignity and generate wealth and value for all.

MISSION OF AZAD FOUNDATION :-

Azad Foundation's mission is to equip resource-poor women with knowledge and skills so that they excel as professionals and entrepreneurs, and earn a "livelihood with dignity" in jobs and markets that had traditionally been closed to them.

Azad Foundation believes that when women are socially and economically empowered, they become catalysts of change - not just in their own lives, but also in their families and communities. We work with resource-poor women to enable them to:

→ Imagine new roles for themselves.
→ Get opportunities to work in safe and respectful environments.
→ Enhance not just their economic status but also their self-respect and dignity.
→ Build social capital as they transform their lives and lives of people around them.

ACTIVITIES CONDUCTED BY AZAD FOUNDATION

1] MOBILISATION AND OUTREACH FOR WOMEN ON WHEELS (WOW)

Mobilisation and outreach work creates an enabling environment in the urban resettlement colonies for the resource-poor women to come into non-traditional livelihoods with dignity. It aims to breaks gender stereotypes in the communities, raise awareness on women's rights and encourage women to join WOW.

2] PARVAZ FELLOWSHIP PROGRAMME

Parvaz programme creates a cadre of young women community leaders who provide information and support to enable women to claim their rights in all spheres of lives. Their focus is to enhance women's access to and control over income and available resources. Through a year-long fellowship consisting of four residential workshops and on-ground interphase work, the fellows strengthen their analytical and soft skills, learn how to support women to claim their rights, and encourage women to career options in non-traditional livelihoods. 20 bright and energetic young women leaders have completed the programme in Delhi in 2016-17. They have already taken a lead on various right-based projects in their communities.

3] MEN FOR GENDER JUSTICE

In 2016-17, Men for gender justice programme expanded its reach across Delhi and Jaipur with 22 active groups of 110 active members. Through a series of training sessions and a range of activities in the communities, the programme increases knowledge and capacity of young men to act against violence on women and enhances their understanding on gender, patriarchy and masculinities. They are able to practice gender equality in their own lives and influence others to do so. Thereby men participating in the programme co-create spaces in their communities that support women to work in non-traditional livelihoods - strengthening the support system for women drivers and WOW trainees and aiding recruitment for WOW. Some of these groups have started transforming into Community Action Youth Clubs to gain a stronger identity and expand their reach.

4] AZAD KISHORI 9-12

The Azad Kishori programme provides sessions to school girls in grades 9-12 to develop their awareness on issues related to gender and work and help openup their aspirations for future life. The sessions focus on life skills, self-awareness and sexual and reproductive health and non-traditional livelihoods for women. In Jaipur, the Azad team directly engages with government and private schools to conduct training sessions with adolescent girls. In Kolkata, the programme works through a partner organization, Talash-Society for Inner Strength, Peace and Equality, which has been active in this field for a long time.

4) WOMEN'S RIGHTS CAMPAIGNS

As an organization working on women's empowerment and livelihoods, Azad understands the importance of speaking out on various issues especially Gender Based Violence. This year, like every other year, we engaged in various campaigns in collaboration with other NGOs, CBOs and individuals to raise our voice collectively. Across all Azad centres, Women on Wheels trainees, members of Men for Gender Justice programme and Parwaz friends took part. They joined rallies, demonstrations, street corner meetings, performed plays, dances and music programmes, and even organized events in their communities. These engagements are a critical component of their association with Azad, giving them an exposure to the wider women's movements and connecting their own experiences of violence and discrimination to the collective struggles.

ACHIEVEMENTS OF AZAD FOUNDATION

THE DEPTH OF CHANGE

The transformation towards empowerment the women on wheels trainees achieve is irreversible. The programme enables women to identify the power within themselves. Once they are connect with it, ~~there~~ there is no going back. Furthermore, the benefits of the programme reach out to their children - girl children particularly, making an inter-generational impact of far reaching consequences.

Majority of women who complete the programme become principle breadwinners in their families. They are financially independent and empowered to make their own decisions. Many women decide to continue with their studies and are able to support education of their children and other family ~~members~~ members. Others take on the responsibility for looking after health issues of their mothers or other family members - taking them for treatment, liaising with doctors & ensuring care.

- Since the beginning of the journey they have:
  - Reached more than 600,00 women and families in slums through our outreach and mobilization work across Delhi, Jaipur and Kolkata.
  - Supported more than 3,000 women to acquire identification papers.
  - Enabled over 1000 women to get employed as professional chauffeurs.

Majority of women who join the programme come from families that live on $1.50 - 3 per day. Once employed as drivers, women earn salaries between $100 - 300 per month, leading to more than 200% increase in their family incomes.

Azad Foundation Key Achievements

Our key achievements over the last nine years include :

- Enabling more than 1000 women to become employable by acquiring professional qualifications as a chauffeur in cities where there were previously almost no professional drivers.
- More than 400 women trained by Azad Foundation that we know of are currently practising as professional drivers across the cities where we work, with their aggregate wealth generated annually being in the range of INR 4,80,000,00.
- Azad Foundation and partner Sakha Wings Consulting LTD have placed the first ever women bus driver with Delhi Transport Corporation (DTC), and we're in talks with the DTC to enable many more women to become bus drivers.
- 22 drivers trained by Azad have been employed by Delhi Commission for Women's Helpline to drive to the rescue of victims of violence who dial 181.
- More than 1800 women have benefitted from training in - women's rights; self-defence; sexual and reproductive health; English speaking; effective communications; first aid; grooming and map reading and learning key roads and routes. The content and pedagogy have helped them to empower themselves and achieve personal transformation.

THE CHALLENGES

1. DRIVING AS A CAREER FOR WOMEN

young women are so undervalued that they are not deemed capable by their families to learn how to drive and thus not worthy of such an investment of time and money.

2. THE WOMEN THEMSELVES

Though many get excited at the thought of being behind the driving wheel, many donot really believe that they can do it. Fearing the potentials ~~the~~ scepticism of their entourage, many young women do not tell their families of their decision to train as chauffeurs until well into the training, to avoid facing the sneers and looks of disbelief. The process of socialization in India inhibits women from taking decisions in their own lives and they tend to pass this decision to others in the family or community.

3. CONCERNS AROUND SECURITY

Although most crimes against women happen in their immediate surroundings, many are rightly concerned about the security of the women cab drivers working in a male dominated profession. Male taxi drivers have a reputation of "hard living" and the women are at risk of harassment or worse. Through education and awareness, the Azad Foundation counters the myth that women are more vulnerable in public spaces. The Azad Foundation also works with the police to train the women in self-defence and teach them to protect themselves in challenging situations.

The Investment Of Time In Training

Convincing the immediate families that the eight to ten month time-investment is justified is a challenge for these women. They must travel far from home and family has to face the comments of the community about their honour. As the training progresses, the women gain confidence and often the once shy, retiring daughter or wife becomes feisty and confident. This adds further stress to relationships at home but builds confidence as they meet new people and their perspective on their current relationship changes. All of this requires tough negotiation at family level and a lot of counselling support for the women and often for their families. It becomes a delicate balance to support them in meeting their very natural needs for acceptance, affinity, and affection, while also assuring the families that their izzat (honour) will not be tarnished.

Married women have additional challenges leaving their kids at home. And for some women already earning, even though small amounts, it seems like a sacrifice to stop those jobs. A social security fund provides interest free loans to such women to help them tide over the interim financial crisis.

Roll No :- 01

GOKHALE EDUCATION SOCIETY'S COLLEGE OF EDUCATION AND RESEARCH

NAME :- NIKITA JAYDRATH AHIRE

CLASS :- F.Y.B.ED ROLL NO :- 01

ASSIGNMENT SUBJECT :- CORE COURSE 1

ASSIGNMENT NAME :- CASE STUDY OF ADOLESCENCE

SUBJECT TEACHER :- DR. CHETAN CHAVAN SIR

Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

G.E.S. College of Education & Research Parel, Mumbai 400 012

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Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

ADOLESCENCE

Meaning :-

The term adolescence has its origin in the Latin verb 'adolescere', which means to go into adulthood. Thus, it is the transition or bridge between childhood and adulthood. Adolescence is the period of rapid physical, cognitive, social, moral, sexual and emotional changes. It is an adjustment period with the parents, siblings, teachers and peers. It is the stage identified with dramatic changes in the body along with the changes in psychology and entry into a new career.

This is the period of adulthood and to some extend of maturity physically and socially. This is called the spring, romantic and the period of "storm and stress". The development and growth vary from culture to culture and environment factors that influence a person at this stage.

It is the period of human development during which a young person must move from dependency to independence, autonomy and maturity. The young person moves from being a part of family group to being part of a peer group and to standing alone as an adult. Thus, it is a phase of life that begins in biology and ends in society. It means that physical and biological changes are universal and take place due to maturation, but the psychosocial and behavioural manifestations are determined by the meaning given to these changes within a cultural system. The experience of adolescents during teen years would vary considerably according to the cultural and social values of the network of social identities they grow in.

Other than infancy, no stage in human development results in such rapid or dramatic change than adolescence. During adolescence, a child matures through various stages. But it can also be a stressful or challenging for teens because of these rapid changes.

ASPECTS OF DEVELOPMENT DURING ADOLESCENCE

1. PHYSICAL DEVELOPMENT IN ADOLESCENCE

In this stage, children are active and sharp. They are keen observers. They give more attention to body-beauty and strength. Boys love strength and play the games, where power is shown.

→ Early adolescence is the first stage and occurs from ages 10 to 14 years. Puberty usually begins during this stage. Adolescence in this stage become aware of their rapidly changing bodies and start to worry about their physical appearance. They might experience shyness, blushing, modesty, and a greater interest in privacy.

→ Puberty involves distinctive physiological changes in an individual's height, weight, body composition, sex characteristics and circulatory and respiratory systems. These changes are largely influenced by hormonal activity.

→ During puberty, the adolescent develops secondary sex characteristics (such as deeper voice in males and the development of breasts and hips in females) as their hormonal balance shifts strongly towards an adult state.

→ Girls mature about two years earlier than boys.

→ The stage is identified with secondary sexual characteristics like growth of pubic and underarm hair, increased production of oil and sweat glands, facial hair growth in boys.

→ Hormonal changes take place due to changes in the glands like the beginning of the menstruation cycle in girls.

→ Girls experience menarche, the beginning of menstrual period usually around 12-13 years old, and boys experience spermarche, the first ejaculation, around 13-14 years old.

→ Males grow muscle much faster than females, and females experience a higher increase in body fat.

2. Cognitive Development In Adolescence

In adolescence, changes in the brain interact with experience, knowledge and social demands and produce rapid cognitive growth. Cognitive development means the improvement in a child's ability to think and reason. Brain is not completely developed until the late adolescence. Adolescents can take others perspective and try to understand it. They can think about non-concrete things like faith, trust, beliefs and spirituality.

Improvements in basic thinking abilities generally occur in the following areas during adolescence:-

→ Attention:- Improvements are seen in selective attention, as well as divided attention. Thus he learns to focus on one stimulus and also to pay attention to two or more stimuli at the same time.

→ Memory:- Development is seen in both short term and long term memory.

Information processing speed:- Adolescents are think faster than children.

→ Processing speed increases between age 5 to 7 and middle adolescence.

→ Organization of thoughts:- Adolescents are more aware of their thoughts and can use mental devices to think more efficiently.

→ Developing abstract thinking:- Adolescents move from being concrete thinkers, who think of things that they have direct contact with, to abstract thinkers, who can imagine things not seen or experienced. This allows adolescents to have the capacity to love, think about spirituality, and participate in more advanced mathematics.

→ Thinking and reasoning:- This means forming new ideas or questions. Adolescents develop more advanced reasoning skills, including the ability to explore a full range of possibilities inherent in a situation. It enables an adolescent to think hypothetically and use a logical thought process.

3. SOCIAL DEVELOPMENT IN ADOLESCENCE

Need for age appropriate independence and freedom increases. Though they move towards more mental autonomy parental support is still necessary. Relationship with parents changes in three ways:-

(i) As cognitive ability increases, they look at the parents as individuals as well as parents. In short, they interpret relationship with parents rationally.

(ii) Less time is spent with the family and parents.

(iii) More conflicts and arguments with parents.

More intimate relationships are developed with peers as they spend more time with them. They try to reason in adult terms about moral issues and values. They also question social and political beliefs of adults. With the world becoming a global village through increased communication has led to the emergence of a world youth community, resulting in two commonalities in the interest of adolescents across cultures such as style of dressing up, eating habits and music preferences.

The circle of adolescent narrows down to small group. His interests become specialized. He starts identifying himself with adults and tries to do roles of adult. The most marked and important development appears in his relation with the member of opposite sex. In childhood, boys play with boys and girls with girls: while in adolescence there is heterosexual trend in companionship. They adolescent boys and girls from their groups based on their common interests and goals. The adolescent boys and girls have a variety of grouping such as chums, clique.

Adolescents make friendship with those who conform to their standard and possess the personality traits they like. The adolescent does not tolerate the interference of parents and other members in selecting friends.

4. EMOTIONAL DEVELOPMENT IN ADOLESCENCE

Here the adolescent period is not rational but emotional. That's why it is called the period of stress and storm. They are entering a new stage, which therefore, want emotional adjustment. Emotional disturbance is produced when they don't adjust to new situation or role for which they are suppose to be.

Adolescents always struggle with a sense of identity therefore Erikson has named the stage as "Identity crisis." So they have a tendency to return to childish behaviour. Due to deviation in pattern of growth and development, they are often nicknamed by peers, i.e., a child who doesnot get hoarse voice or facial whiskers is nicknamed a girl. Their mood keeps on swinging at this stage. They develop an improved ability to express self. They express their views and feeling in cliques due to higher involvement. They show less overt affection towards parents and complaint about parental interference. It is very occasional with them to experiment with alcohol, cigarettes and drugs.

They experience complexity in various issues and start adjustment. When that adjustment doesn't develop storm and stress develop. They develop emotions with those things which donot exist in real situation. Wants and desires are generated by abstract emotions.

Here they select a hero/heroine idealization and imagination start. And get emotional attachment with that idealization. They start to learn that how to bear a difficult emotional situations.

They share emotions, especially with peer groups. That develops loyalty and emotional confidence among peer groups.

Healthy emotional development is marked by a gradually increasing ability to perceive, assess and manage emotions. This is a biological process driven by physical & cognitive changes and heavily influenced by context and environment.

FAMILY BACKGROUND OF ADOLESCENCE

Name of the child :- Diya Khushal Gawali
Birth date :- 10 May, 2010
Age :- 12 years
Studying in class :- 7th Std
School Name :- Sheth Virchand Dhanji Devshi English Medium High School
Home Address :- Room No. 01, Ramchandra Gawali chawl, Bansiwadi, Ghatkopar (West), Mumbai - 400086.

Family's Details :-
Father's Name :- Khushal Balkrishna Gawali
Father's Qualification :- 12th Std
Father's Occupation :- Auto Driver

Mother's Name :- Lochan Khushal Gawali
Mother's Qualification :- 10th Std
Mother's Occupation :- Homemaker

Economical Background :- Middle class family
Hobbies of the child :- Taekwondo, Marshal Arts, Drawing and Listening Korean Music.

1. Physical Aspect of the child :-

Hair colour :- Black
Eyes colour :- Black
Skin colour :- Medium
Body shape :- athletic
Weight :- 46 Kg
Height :- 5.4 feet
Sexual aspect :- She don't know much about it.

2. Cognitive Aspect of the child :-

Academic Achievement :- Average Student
Favourite Subject :- Maths
Difficult Subject :- Gujarati
Favourite colour :- purple
Favourite Teacher :- Varsha Ma'am
Do you like to read books? :- yes, Inspirational stories.

She is a normal child but slow learner. She knows her future plans while she wanted to do her career in sports. She developed various ideas regarding society. She is not much interested in studying and therefore her academic achievement. She think in abstraction.

3. Social Aspect of the child:-

Like to spend most time with :- friends
Bestfriend's Name :- Mayuri
Do you have male bestfriend :- yes, Khaustub
In which dressing style you are comfortable? :- Loose clothes
Do you like pets? :- yes
Do you like to eat homemade or restaurant food? :- Restaurant food
Favourite food? :- Pav Bhaji
1st thing you will watch when you hold your mobile :- youtube reels.

4. Emotional Aspect of the child:-

Behaviour of the child :- Anger, Introvert
Nickname of the child :- pari
Do you have a celebrity crush :- yes,
Name of the celebrity crush :- Jhanku (Korean Actor).

She is ang She gets angry at small things also she is an introvert person. Her moodswings quickly. She didn't give her opinion. She is emotional dependent on her parents. She didn't have many friends and therefore her mother is her friend. She shares every problem with her mother. She shares great bond with her mother.

SHETH VIRCHAND DHANJI DEVSHI SECONDARY ENGLISH MEDIUM SCHOOL

PROGRESS REPORT FOR THE YEAR 2021-2022

Name : Gawli Diya Kushal Std.: VI-E Roll No.: 11 House :

I Term

Sr. No.	SUBJECTS	I Term Grade	Descriptive Record
1.	English (H. L.)	B_1	SPECIAL PROGRESS
2.	Marathi (L.L.)	C_1	Diya is an enthusiastic girl doesn't hesitate to share her views in the class.
3.	Hindi / Gujarathi	C_1	
4.	Maths	C_1	HOBBY / INTEREST
5.	Science	C_2	
6.	Social Studies	B_1	
7.	Art /craft	D	IMPROVEMENT NEEDED
8.	Work Experience		Needs to put efforts for better academic grades.
9.	Physical Education		

Class Teacher's

II Term

Sr. No.	SUBJECTS	II Term Grade	Descriptive Record
1.	English (H. L.)	D	SPECIAL PROGRESS
2.	Marathi (L.L.)	D	Diya is quiet attentive in class.
3.	Hindi / Gujarathi	C_2	
4.	Maths	C_2	HOBBY / INTEREST
5.	Science	C_1	
6.	Social Studies	B_2	
7.	Art	A_2	IMPROVEMENT NEEDED
8.	Work Experience	A_1	Needs to Submit her assignments and books on time.
9.	Physical Education	A_1	

Promote to VII B School reopens on 13th June 2022 10-30am – 12-30pm

ATTENDANCE

Month	June	July	August	September	October	November	December	January	February	March	April
Working Days	12	21	21	16	19	07	18	20	18	21	19
Present Days	12	21	21	16	19	07	17	20	17	15	19
Class Teacher's Sign.											
Parent's Sign.											
Head Mistress's Sign.											

GRADE FORMAT

RANGE	91% to 100%	81% to 90%	71% to 80%	61% to 70%	51% to 60%	41% to 50%	33% to 40%	21% to 32%	20% to below that
GRADE	A - 1	A - 2	B - 1	B - 2	C - 1	C - 2	D	E - 1	E - 2

SHETH VIRCHAND DHANJI DEVSHI SECONDARY ENGLISH MEDIUM SCHOOL

HINGWALA LANE, GHATKOPAR (EAST), MUMBAI - 400 077.
PHONE : 2501 0869
UDISE NO.: 27230300442

Full Name: Gawli Diya Kushal

Std. VI - E Roll No.: 11

Date of Birth: 10th May, 2010 G. R. No.: 6162

Father's Name: Kushal Occupation:

Mother's Name: Lochan Occupation:

Mother Tongue:

Address: R.No-1, Ranchandra Gawli Chawl, Pasiwadi Ghatkopar(w) Mumbai : 400 086

Telephone No. Resi.: Off.:

Mobile No.:

Height: Weight:

SECONDARY PROGRESS CARD

YEAR : 2021-2022

WORLD TAEKWONDO FEDERATION

TAEKWONDO ASSOCIATION , MUMBAI

Affiliated :

Taekwondo association of Maharashtra
World Taekwondo Federation
Asian Taekwondo Union

Taekwondo Federation of India
Indian Olympic Association
Maharashtra Olympic Association

Recognised:

The Ministry of Youth Affairs & Sports

Sports Authority of India

Government of India

Grading Certificate

T.F.I.I.D. No. :

No. : 67

Name in Full : DIYA GAWLI

Date of Birth :

Date of Exam : 10/11/19

Grade : VIII

Belt : YELLOW

This is to certify that the above menioned person has completed and qualified the VIII kub Yellow Belt-Grading Taekwondo Promotion test Conducted by Taekwondo Associaiton ,Mumbai

Vijay Kamble
Secretary

Academy Instructor

20th Suburban Mumbai Taekwondo Children, Sub Junior, Cadet, Junior, Senior Poomsae & Kyorugi Championship 2021.

Organized By

Siddhakala Taekwondo Academy

Under the aegis of Taekwondo Association of Maharashtra
and
Taekwondo Association of Suburban Mumbai

Certificate of Merit / Participation

Sr. No : TASM/2021/353

This is Certify that Diya Gawli

of Academy Name : B.S. PASI TAEKWONDO ACADEMY

Kyorugi Category : 41 to 47 KG

Medal : **Gold**

Age Group : **Sub-Junior Girls**

Date : 15th, 16th & 17th October 2021 | **Venue :** Dharavi Sports Complex

Vinayak Gaikwad
(President)

Jayesh Velhal
(Secretary)

REFLECTION

I have done the case study of Adolescence and in that I have observed that the girl is introvert and shy. She didn't have her strong opinions. Though she is introvert, she don't have many friends. She is an average student and didn't have much interest in studies. But she is a sports player, she is a national player of Taekwondo and Marshal arts. She also loves to dance and listen music. She is interested in different curricular activities, she actively take part in various competition at her school. She is enthusiastic person. She also know about her future plans. She also loves to explore new things.

As she is in adolescence stage, she gets moodswings, she becomes angry quickly. She loves to travel. She loves to eat different dishes made by her mom. She likes to listen Korean songs as well as her celebrity crush is also an Korean Actor. Though she is dependent on her parents, she spend most of the time with her parents. She is an emotional person. She shares every problem with her mother.

I think, adolescence stage is a sensitive stage, proper guidance and support should be given to the children at this stage. We can give them proper guidance by explaining them through different methods. We should give them moral education & should support them at their emotional needs. We can provide various opportunities for them in the community. We can use peerpressure in a positive manner through telling them about leadership quality, by including them in a group discussion. We should give them proper education about sexual aspect, so they wouldn't get confuse or they shouldn't be afraid of sharing anything. We must have to discuss about sexual aspect with them in school as well as at home.

G.E.S. College of Education & Research Parel Mumbai 400 012

Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

GOKHALE EDUCATION SOCIETY'S

COLLEGE OF EDUCATION AND RESEARCH

NAME :- NIKITA AHIRE

STD :- F.Y.B.Ed ROLL NO :- 1

ASSIGNMENT 1 :- IDEAS OF EDUCATION EDUCATED BY MAHATMA GANDHI, JOHN DEWEY AND PAULO FREIRE

COURSE NAME :- COURE COURSE 2

GUIDED BY :- DR. SANDEEP BODRE

Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

FOR EDUCATIONAL USE

G.E.S. College of Education & Research Parel, Mumbai 400 012

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ACTIVITY METHOD BY MAHATMA GANDHI

EDUCATIONAL OBJECTIVES

Mahatma Gandhi was born on 2nd October, 1869 at Porebandar, Kathiawad, Gujarat and breathed his last on 30th January, 1948. His life was an experiment with truth and he had strong faith in peace, truth & non-violence. Basic education was his brainchild and its principles were based on his philosophy of life.

According to him, education means "an all-round drawing out of the best in the child and man body, mind and spirit." He viewed education as a means of promoting truth and non-violence.

Gandhiji laid stress on economic activities in education. Self-efficiency was the acid test of success of his educational system. He was therefore in favour of introducing crafts as a source of income and as a means of vocational training.

Gandhiji aimed at the development of the all-round personality of children. That is, he sought to develop physical, mental, social and spiritual powers of the child through education. He also emphasized the education of 3H's – head, heart and hand. Thus, he insisted on the development of their mental, emotional and manual powers along with knowledge in arithmetic, writing and reading.

Gandhiji aimed at education as an agency of character development. Self-realization was the main objective of Gandhian education. Gandhi viewed well of the state as a means of well-being of individuals. He wanted that every school should be a community centre where all facilities are to be made available for the development of the society as well as of all individuals.

Gandhiji regarded education as a preparation of future life. He wanted education for all, for every Indian around the corners of India. He sought that education which would enable them to attain financial self-reliance. He wanted to apply his basic education following these steps:-

1] He pronounced activity-oriented learning. Weaving, agricultural works, paper designing, metal works etc. should be oriented introduced in the syllabus. Handicraft is an important part of his educational system. It will serve as a bridge between rural and urban life and interest will grow in the learners.

2] Around these activities other subject will be taught in a simple way- mother language, history, geography, mathematics, physical education social sciences, civics. All these subjects should be introduced in the light of the social situation of the learners and he will be imparted education in connection with his life.

3] For the spiritual development of the learner Gandhiji puts stress on them practice of music, dance, art and culture and many other co-curricular activities.

4] For the moral development of a child he should be inspired to respect his elders. He will learn the lesson of honesty, simplicity, prayer, meditation etc.

5] There will be enough scope for the physical health development of the child. Through physical exercise he will learn the lesson of self-defense.

6] For the girls Gandhiji planned for the learning of home science.

TEACHING- LEARNING METHODOLOGY

The following are the key teaching methods advocated by Gandhiji

(i) LEARNING BY PHYSICAL GESTURES

Physical gestures, according to Gandhiji, provide impressions to the intellect. The best way for a child's brain to develop is to use his limbs wisely. First and foremost, Gandhiji proposes that the youngster be taught to draw. Following that, he should be taught the alphabet and encouraged to read. Following that, he should be taught how to write.

(ii) LEARNING BY DOING

Gandhiji emphasised learning by doing in his educational philosophy. That is why he advocated for a handicraft to be the focal point of his Basic Education programme. This strategy fosters attributes of cooperation, friendliness, sympathy & other social skills in the child. Activity creates experiences that leave an everlasting and lasting effect on the child's mind. Learning by doing is dependent on learning through self experience. (activity).

(iii) CO-RELATIONAL LEARNING

Gandhiji recognised the psychological significance of the principle of co-relational learning. Gandhiji claims that the basic handicraft should resemble the sun, with all other subjects acting as planets that revolve around its warmth and radiance.

(iv) EXPERIMENTATION:

Gandhi ji's Basic Education Plan provides ample opportunity for experimentation. The child learns how various problems arise and what their current situation is using this method, status is what it is. After that, he can compare and contrast them. By putting it to the test. He can assess the severity of a problem based on the results of an experiment.

(v) INTEGRATION:

Gandhiji emphasised the integration of theoretical knowledge with practical experiences, of a child's intellectual life with his or her social and material lives.

Apart from the above-mentioned teaching methods, Gandhiji has included co-curricular, socially productive activities, plan-making, real-life experiences, inspirational activities, and anything else that promotes a sense of social and personal responsibility in the curriculum.

CURRICULUM PRESCRIBED BY GANDHIJI

He proposed the craft-centred curriculum where a craft-based activity would be the pivot of all learning. Special features of craft-centred learning were:-

→ Craft was to be the starting point of all subjects.
→ Stress on co-operative activity, accuracy of planning and individual responsibility.
→ Providing useful activities and experiences on correlation of subjects.
→ Craft-centred education was lead to fullness of culture. It was expected to save people from exploitation.
→ Craft selected should be that of the locality so that education becomes life-oriented.
→ Craft-centred education aimed at dignity of labour in the learner.
→ Craft-centred education was to make schools self-sustaining to a certain extent.

In Gandhiji's own words 'Craft, Art, Health and Education should all be integrated into one scheme. Nai Talim is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the moment of death.... Instead of regarding craft and industry as different from education, I will regard the former as the medium for the latter.'

CONCEPT OF DISCIPLINE

Gandhiji advocated discipline through self-control. He emphasized voluntary discipline or discipline that springs from within. Self-discipline arises from a pure life or self-restrain, fearlessness, usefulness and self-sacrifice. It may be achieved through non-violent conduct of life.

He was critical of free discipline and strongly favoured inner discipline through self-control and not by being free to follow stray impulses. He thought that the freedom embedded in self-discipline or inner discipline that arises spontaneously from the inner springs of life rather than that which is clamped from without is called true freedom.

Further, he favoured social discipline through some productive works based upon co-operation, initiative, accuracy and individual responsibility. This form of social discipline can emerge out by the living mutually in the society by cultivating ideals of citizenship necessary for a vibrant and living democracy.

ROLE OF THE TEACHER

Mahatma Gandhi calls upon all teachers to impart proper education of morality and ethics to students both at school and college levels. In this regard suggesting some guidelines for teachers, he says that it is the duty of teachers to develop high morals and strong character of their students.

→ Gandhiji accents a teacher as a friend, guide, and assistant to a child.
→ A child has to learn more from a teacher than from a book.
→ Teachers are the real textbook for a pupil.
→ The teacher's personality should be distant.
→ He/she must be an ideal person for the learner.
→ He/she should have the qualities of truth, non-violence, patience, justice, sympathy and labour.
→ Good character, dutifulness, sociability, self-control and activeness.
→ Know the psychology of his/her students.
→ The role of a teacher can play in being a lamp post, a signboard, a reference book, a dictionary, or a dissolvent.