2333836

उच्चतर अनुसंधान विधियाँ

एकादश प्रश्न पत्र (अनिवार्य)

राजस्थान विश्वविद्यालय, जयपुर

को

शिक्षा अधिस्नातक उपाधि

के तृतीय सेमेस्टर

की

आंशिक पूर्ति हेतु संप्रेषित

सत्रीय-कार्य

2022-2024

निर्देशिका
डॉ. भारती शर्मा
(असिस्टेंट प्रोफेसर)
बियानी गर्ल्स बी.एड.कॉलेज, जयपुर

प्रस्तुतकर्त्ता
हंसा खदेड़
(एम.एड. छात्रा)

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बियानी गर्ल्स बी.एड़ कॉलेज, जयपुर

(राजस्थान)

बालिका शिक्षा फाउण्डेशन की योजनाओं के प्रति सरकारी व ग्रामीण व शहरी अध्यापकों की जागरूकता का अध्ययन

निर्देशिका	शोधकर्त्री
डॉ. भारती शर्मा	हंसा खदेड
सहायक व्याख्याता	एम.एड. छात्रा

1.	नाम	–
2.	आयु	–
3.	लिंग	–
4.	शैक्षणिक योग्यता	–
5.	विद्यालय का नाम	–
6.	शहर का नाम	–
7.	दिनांक	–

निर्देश–

1. इस मापनी में कुछ कथन दिये गये है। आप प्रश्नों को ध्यानपूर्वक पढ़िये तथा विचार कीजिए।
2. प्रत्येक प्रश्न के सामने दो विकल्प दिये गये है। उचित पर (√) और गलत पर (×) का चिन्ह लगाइए तथा साथ ही आपके विचार भी प्रकट कीजिए।
3. इस मापनी को पूरा करने के लिए 30 मिनट का समय दिया जायेगा।
4. आपके द्वारा दी गई सूचनाएं गुप्त रखी जायेगी।

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1. मुख्यमंत्री राजश्री योजना–

क्र.सं.	प्रश्न	हाँ	नहीं
1.	राजश्री योजना के तहल मिलने वाली कुल राशि रू. 50,000/– है?		
2.	राजश्री योजना के द्वारा बालिका शिक्षा के समग्र विकास में सहायता मिलती है?		
3.	राजश्री योजना से विद्यालयों में बालिका शिक्षा नामांकन एवं ठहराव में वृद्धि हुई है?		
4.	राजश्री योजना के द्वारा संस्थागत प्रसव को बढ़ावा मिला है?		
5.	राजश्री योजना के द्वारा बालिकाओं को बेहतर शिक्षण व्यवस्था प्राप्त हुई है?		

2. गार्गी पुरस्कार योजना–

क्र.सं.	प्रश्न	हाँ	नहीं
1.	गार्गी पुरस्कार योजना का विद्यालय की मेधावी छात्रों को लाभ प्राप्त हो रहा है?		
2.	गार्गी पुरस्कार का लाभ प्राप्त करने हेतु बालिकाएं शिक्षा में अव्वल रहने के लिए प्रेरित हो रही है?		
3.	गार्गी पुरस्कार योजना का लाभ लेने के लिए बालिका का ग्यारहवीं कक्षा में नियमित अध्ययनत् रहना उपयुक्त है?		
4.	गार्गी पुरस्कार द्वारा छात्राओं का नामांकन बढ़ रहा है?		
5.	गार्गी पुरस्कार योजना द्वारा दी जाने वाली राशि में किसी प्रकार के संशोधन की आवश्यकता है?		

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3. हमारी बेटी योजना–

क्र.सं.	प्रश्न	हाँ	नहीं
1.	हमारी बेटी योजना का लाभ विद्यालय की बालिकाओं को प्राप्त हो रहा है?		
2.	हमारी बेटी योजना द्वारा गरीब बालिकाओं को मिलने वाली निःशुल्क सामग्री से बालिकाओं के नामांकन व ठहराव में वृद्धि हुई है?		
3.	हमारी बेटी योजना द्वारा सरकार प्राप्त होने वाली राशि बालिकाओं के लिए पर्याप्त है?		
4.	हमारी बेटी योजना का लाभ होने के लिए बालिका के सरलतापूर्ण उपाय करते है?		
5.	हमारी बेटी योजना को अधिक प्रभावी बनाने हेतु जागरूकता कार्यक्रम चलाया जाना प्रभावी है?		

4. नन्हीं कली योजना–

क्र.सं.	प्रश्न	हाँ	नहीं
1.	नन्हीं कली योजना अनुसूचित जनजाति की बालिकाओं के लिए सहायतार्थ है?		
2.	नन्हीं कली योजना से बालिका शिक्षा का प्रोत्साहन मिला है?		
3.	नन्हीं कली योजना से बालिका शिक्षा को वित्तीय सहायता मिलने से शिक्षण में सुधार हुआ है?		
4.	नन्हीं कली योजना से बालिका शिक्षा को प्रोत्साहन मिला है?		
5.	नन्हीं कली योजना सरकारी की सकारात्मक पहल है?		

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5. उड़ान योजना–

क्र.सं.	प्रश्न	हाँ	नहीं
1.	उडान योजना के तहत् मिलने वाली सेनेटी नैपकिन का वितरण न्यायोचित हो रहा है?		
2.	उडान योजना में सैनेटरी नैपकिन वितरण (उड़ान योजना से बालिका स्वास्थ्य सुरक्षा को बढ़ावा मिला है?		
3.	उडान योजना के द्वारा बालिकाओं की शिक्षा व स्वास्थ्य को प्रोत्साहन मिला है?		
4.	उडान योजना संबंधी मामलों में उत्तरोत्तर कमी आई है?		
5.	उडान योजना सरकार की एक सकारात्मक पहल है?		

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	X	Y
1	3	4	4	0	4	4	0	3	3	0	3	4	0	3	4	3	1	0	4	4	3	4	0	3	4	29	29
2	4	2	4	3	4	3	1	2	2	3	3	4	0	3	4	3	1	0	3	4	2	4	0	3	4	28	31
3	4	2	3	2	4	3	3	3	4	4	2	2	1	3	3	2	1	3	3	3	3	4	1	3	3	31	31
4	4	1	3	1	4	2	3	2	0	3	2	2	1	2	3	2	1	2	4	3	4	3	1	2	3	29	23
5	2	1	2	1	4	1	2	4	3	1	4	2	1	3	3	4	0	3	3	2	3	3	1	3	3	27	25
6	2	0	2	4	4	1	2	4	4	1	4	2	2	2	2	0	2	3	2	4	2	2	2	2	2	28	23
7	0	3	2	4	4	1	4	0	2	2	4	2	2	1	0	1	2	4	2	0	2	4	2	1	0	24	22
8	1	3	1	3	4	1	4	1	2	2	1	0	2	4	1	2	2	2	3	1	2	3	2	4	1	23	22
9	4	4	0	2	4	0	0	1	2	3	1	0	2	1	4	4	4	4	4	4	4	2	2	1	4	29	25
10	0	4	0	2	4	0	0	4	2	3	1	0	4	0	4	2	3	1	2	2	2	2	4	0	4	22	20
																										270	251

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$$X = \frac{X}{N} = \frac{270}{10} = 27.0$$

$$Y = \frac{Y}{N} = \frac{251}{10} = 25.1$$

X	Y	X-X	Y-Y	$(X-X)^2$	$(Y-Y)^2$	(X-X x Y-Y)
29	29	2	3.9	4	15.21	7.8
28	31	1	5.9	1	34.81	5.9
31	31	4	5.9	16	34.81	23.6
29	23	2	-2.1	4	4.41	-4.2
27	25	0	-0.1	0	0.01	-0
28	23	1	-2.1	1	4.41	-2.21
24	22	-3	-3.1	9	9.61	9.3
23	22	-4	-3.1	16	9.61	12.4
29	25	2	-0.1	4	0.01	-0.2
22	20	-5	-5.1	25	26.01	25.5
				80	138.9	78

X = 27.0

Y = 25.1

$$rxy = \frac{\Sigma(X-X)(Y-Y)}{\sqrt{[\Sigma(X-X)^2]\,[\Sigma(Y-Y)^2]}}$$

$$rxy = \frac{78}{\sqrt{80\ x\ 138.9}}$$

$$rxy = \frac{78}{\sqrt{11,112}}$$

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$$= \frac{78}{105.41} = 0.73$$

$$rxy = 0.73$$

$$R = \frac{2r_{xy}}{1 + r_{xy}} = \frac{2\ x\ 0.73}{1 + 0.73}$$

$$R = \frac{1.46}{1.73} = 0.84$$

$$R = 0.84$$

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Father's Name Ramswaroop

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Teaching Subject (ii) _____

Name of Teaching School College - Biyani Girls B.Ed College

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Class - B.Ed 1st Year

Roll no. - 217

Section - C

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Objectives :-

1.] To study the status of sex ratio at birth with increasing birth order

2.] To ascertain the relationship of declining sex ratio with rest to socio demographic factors

3.] To study outlook to patient towards sex preference, willingness to determine sex of the fetus, wish to terminate the pregnancy in case of unwanted sex of the baby.

Methods :-

This is retrospective study done in the department of obstetrics and Gynae-cology, Nowrosjee Wadia maternity Hospital, Parel, mumbai. The data was collected from the records maintained in medical record department from January

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2007 to December 2012 and were studied to determine the sex ratio as well as its relationships with the increasing parity.

95% confidence interval for the sex ratios was calculated.

Results :-

Average sex ratio of 6 years was 908 females per 1,000 males.

Sex ratio was 972 females per 1,000 males in primi para, which decreased to 879 females per 1,000 males in second para.

Further, reduced to 784 females per 1,000 males in third para ?

864 females per 1,000 males in fourth para.

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- < 850
- 850 - 900
- 900 - 950
- 950 - 1000
- > 1000

Legends Female per 1000 males

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Conclusion :-

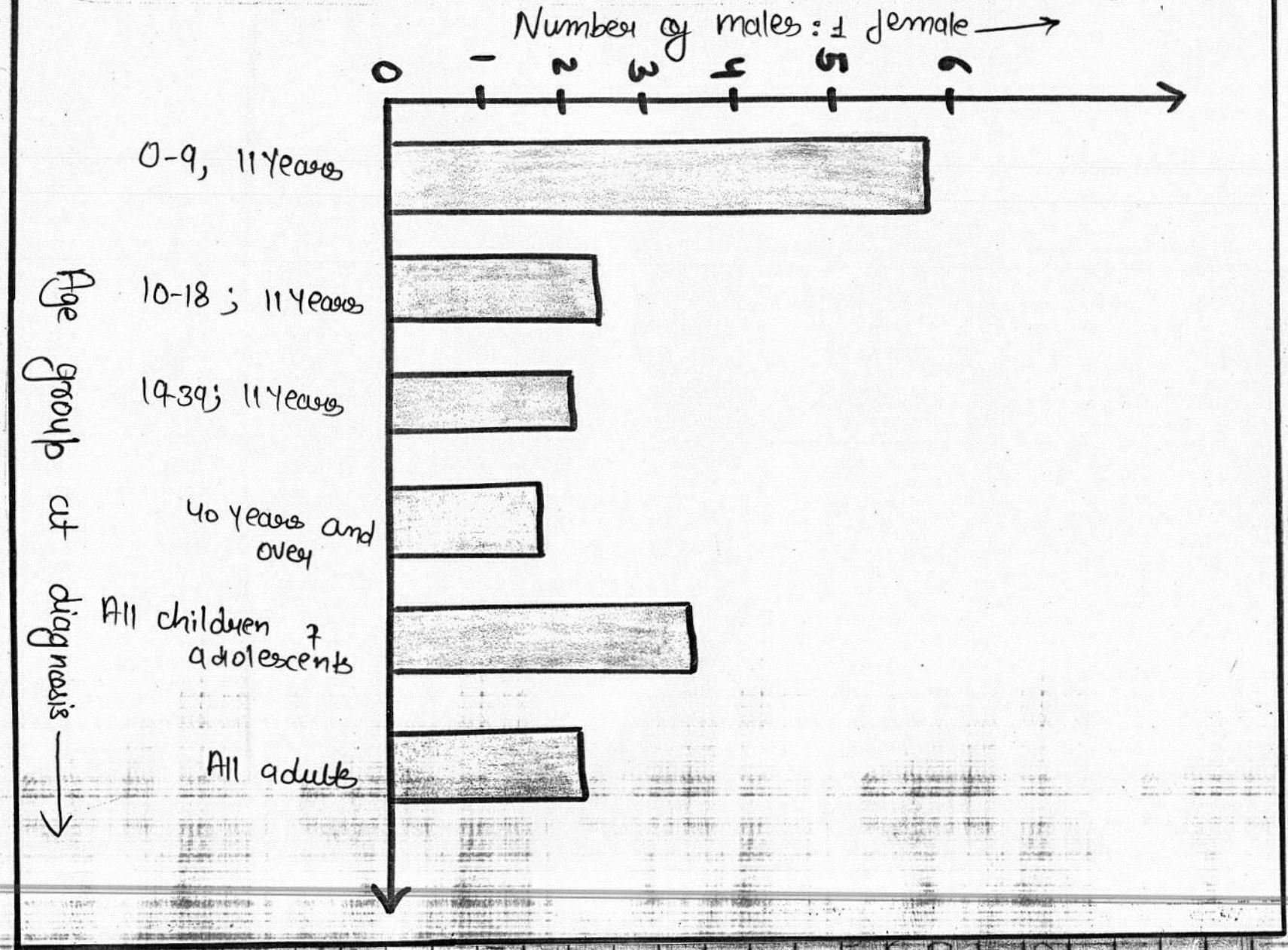
The 'sex ratio at birth', defined as the number of girls born for every 1,000 boys born, is a more accurate and refined indicator of the extent of prenatal sex selection.

Introduction :-

" It is no exaggeration to call this gendercide. Women are missing in their millions - aborted, killed neglected to death.

- Sex ratio is the ratio of males to females in a population. The primary sex ratio is the ratio at the time of conception, secondary sex ratio is the ratio at time of birth and tertiary sex ratio is the ratio of mature organism.

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The "sex ratio at birth", defined as the number of girls born for every 1,000 boys born, is a more accurate and refined indicator of the extent of prenatal sex selection.

1.) At birth, boys outnumber girls everywhere in the world, by almost the same proportion - there are around 105 or 106 male children for every 100 female children.

2.) So, why the biology of reproduction leads to this result, remains a subject of debate. However, after conception, biology seems overall to favour women.

Discussion :-

Nationwide, the overall sex ratio at birth in 2011, census has improved by 7% points to 940 against 933 in census of 2001.

Ekant

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This is the highest sex ratio at the national level since census of 1971.

*In present study, average sex ratio for 6 years was 908 females born per 1,000 live born males (0.97), which is less the the expected 952 females for every 1,000 males, were sex ratio at birth had been normal.

* Sex ratio was 972 females per 1,000 males in Jorimi area.

Out of 29,603 deliveries, only 22 women delivered were of the parity more than three.

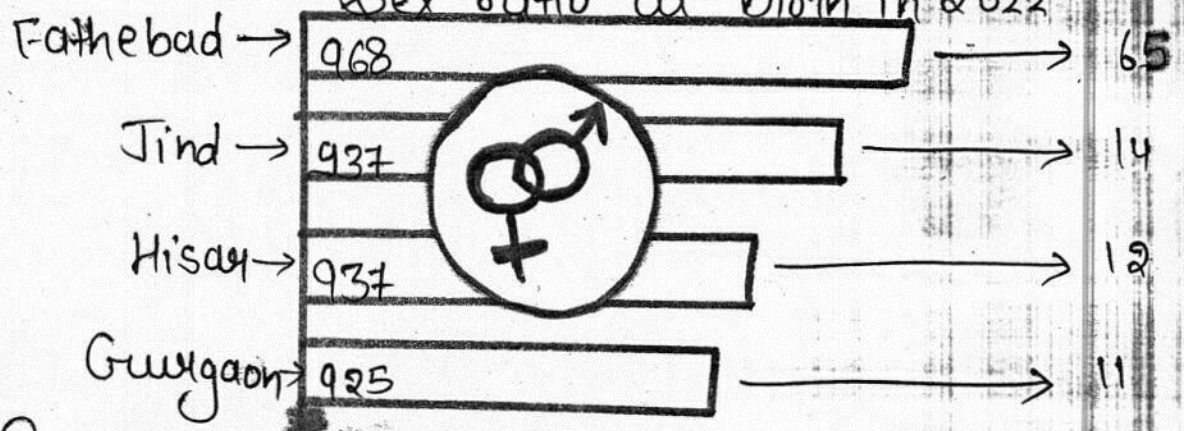
* This could be because, either they did not want to do sex selection or were not successful in getting it done, or because the failed contraceptive measures or just wanting to have the fourth child- the last one is hard to acheive.

* Sex ratio at birth in fourth para of 864 females per 1,000 males is unexpectedly favourable for females than in third Para.

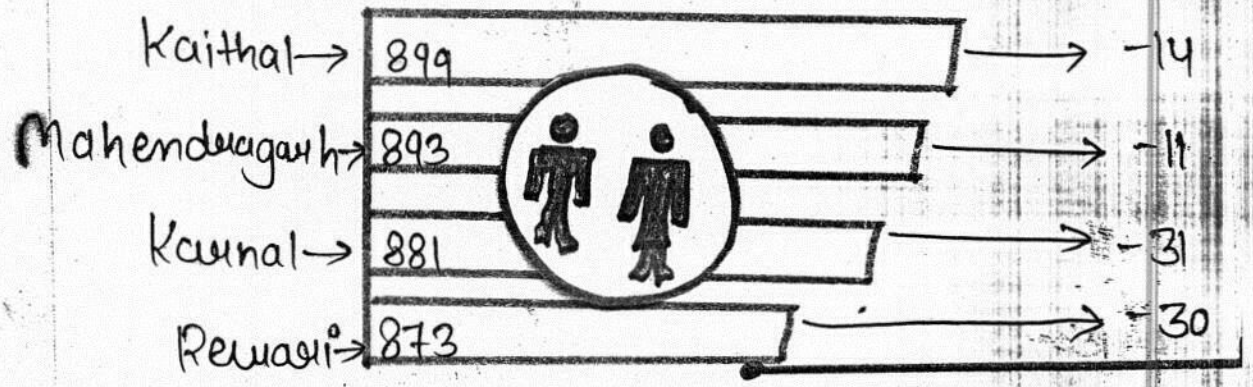
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Top 5 districts :-

Sex ratio at birth in 2022



Bottom 5 districts :-



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Girl Child Ratio with reference to Gender ratio Survey Questions

(1)

1.] What Gender are you?
Ans. Male

2.] What is your name and occupation?
Ans. Moharsingh Jhajhada, Teacher

3.] What is your spouse name and her occupation?
Ans:- Vinoj Devi, Teacher

4.] How many members in your family?
Ans. 4

5.] How many children do you have?
Ans. 2

6.] What are your children do in his/her career?
Ans.-

Sandeep- Teacher in upper primary sch

Shubham- Lecturer

7.] Do you think that men & women are equal?
Ans. Yes

8.] Do you think that men and women are equal in your home, school, workplace etc?
Ans:- Yes

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I survey (10 houses) of my colony.

The Grender ratio is -

Boys - 8

Girls - 11

Average ratio of 6 years was 908 female as per 1,000 males.

Primary sex ratio = at the time of concepti

Secondary sex ratio = at the time of birth

Tertiary sex ratio = natural organism

Grender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

There has been progress over the last decades, but the world is not on track to achieve gender equality by 2030.

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Girl Child with reference to Gender Ratio Survey Questionaire

(6)

1.) What Gender are you?
Ans:- Male

2.) What is your name and occupation?
Ans:- Bajesh Ghosiliya, Doctor in manipal hospital

3.) What is your spouse name and her occupation?
Ans:- Mamta, Housewife

4.) How many members in your family? ⇒ 6

5.) How many children do you have? ⇒ 4

6.) What are your children do in his/her career?
Ans:- Priya- Nurse in cks hospital

Shilpa- Professor in mehta college

Simran- Assistant in science lab

Rohit- Persuing B.tech

7.) Do you think about men and women are equal?
Ans:- Fully Agree

8.) Do you think that men and women are equal in your home, school, workplace etc?
Ans:- No

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Name- Savita Takhar

Course- B. Ed (Part-II)

Roll no- 224

Subject - Environmental Education

Topic - Waste Management and E- Waste Management and Generation

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Convenience At the Expense of The PLANET Is Not Convenience At All.

Its only One Straw said 8 billion people.

Reduce
Reuse
Recycle

Waste isn't Waste until We Waste It.

Green city
Clean city
My Dream city.

When you refuse to reuse, Its the Earth you Abuse.

Go Green - Save Our Planet from TOXIC WASTE

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Waste Management

"There is no such thing as 'away'. When
throw anything away, it must go som

Waste management or waste disposal is all t
activities and actions required to manage u
from its inception to its final disposal of wa
together with monitoring and regulation. It a
encompasses the legal and regulatory frame
that relates to waste management encompa
guidance on recycling.

The term normally relates to waste manag
encompassing guidance on recycling etc.
all kinds of waste, whether generated du
the extraction of raw materials, the proces
of raw materials into intermediate and
products, the consumption of final products
consumption or other human activities, inc
muncipal (residental, institutional, commerci
agricultural, and social (health care, househ
hazardous waste, sewage sludge).

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Waste management is intended to reduce adverse effects of waste on health, the environment. There are a number of concepts about waste managem which vary in their usage between countries or regi The management is different for urban and rura areas, for residental and industrial waste produc -cers. Management of residential and institution waste in cities and metros is done by the local government authorities or what we call as Munici -pal corporation, while management of non-haza hazardous commercial and industrial waste is done by the generator of such waste. Waste manage -ment is also useful to recover useful resources from the waste. Waste management involves all solid, liqu and gaseous or radioactive substances which are managed with different methods and expertise is required for each of them.

Waste to energy (WtE) process involves converting of non-recyclable waste items into useable heat, electricity, or fuel through a variety of processes. Th type of source of energy is a renewable energy sour as non-recyclable waste can be used over and over again to create energy. It can also help to reduce carbon emissions by offsetting the need for energy from fossil sources. Waste-to-Energy, also

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widely recognized by its acronym. WtE
generation of energy in the form of hea
electricity from waste.

The most easier method of waste ma
is to reduce creation of waste mate
reducing (old materials like jar, ba
amount of waste going to landfills.
-tion can be done through recycling old
like jar, bags, repairing broken items in
buying new one, avoiding use of d
products like plastic bags, reusing
items, and buying items that uses

Recycling and composting are a co
best methods of waste management
-ing is so far only possible on a s
either by private individuals or in a
waste can be mixed with farming s
for landscaping purposes. Recycling
used around the world, with plastic
and metal leading the list of the r
-able items. Most materials recycle
for its original purpose.

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Methods for disposal of Waste

Landfill: A landfill site is a site for the disposal of waste materials by burial and the oldest form of waste treatment. Historically, landfills have been the most common method of organized waste disposal and remain so in many places around the world. Some landfills are also used for waste management purpose such as the temporary storage, consolidation and transfer, or processing of waste material (sorting, treatment, or recycling). Unless they are stabilized, these areas may experience severe shaking or soil liquefaction of the ground during a large earthquake.

Typically, operators of well-run landfills for non-hazardous waste meet predefined specifications by applying techniques to:

(i) confine waste to as small an area as possible
(ii) compact waste to reduce volume
(iii) cover waste (usually daily) with layers of soil or other types of materials such as woodchips and fine particles.

Landfills are often the most cost-efficient way to dispose of waste, especially in countries like the US with large open fields. While resources recovery and incineration both require extensive investments in infra-

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-structure, and material recovery also require investments in infrastructure, and material also requires extensive manpower to maintai have fewer fixed -or ongoing- costs, allowi complete favorably. In addition, landfil gas -added to natural gas -landfil gas utili which is a potential revenue stream. Anothe is having a specific location for disposal monitored, where waste can be processed to recyclable materials before tipping.

Composting: Compost is organic matter that decomposed and recycled as a fertilizer amendment. Compost is a key ingredient in farming. Compost is rich in nutrients. It is gardens, landscaping, horticulture, and agri Compost itself is beneficial for the land in m including as a soil conditioner, a fertili -ion of vital humus or humic acids, and natural pesticide for soil. In ecosystems, com useful for erosion control, land and stre -mation, wetland construction, and as la cover (see compost uses). Organic ingredien for composting can alternatively be used -ate biogas through anaerobic digestion. C of waste is an aerobic (in the presena of ai of decomposing solid wastes. The process in

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-posing solid wastes. The process involves decomposition, organic waste into humus known as compost whic is a good fertilizer for plants. However, the term compos -ting is used worldwide with different meanings. Some composting textbooks narrowly define compos -ing as being an aerobic form of decomposition primarily by aerobic or facultatives microbes. An alter -atives form of organic decomposition to composting i "anaerobic digestion".

Under ideal conditions, composting proceeds throu three major phases:

* An initial, mesophilic phase, in which the decompos -tion is carried out under moderate temperatures by mesophilic microorganisms.
* As the temperate rises, a second, thermophilic phase st -ts, in which the decomposition is carried out by vari thermophilic bacteria under high temperatures.
* As the supply of high-energy compounds dwindles the temperature starts to decrease, and the mesoph once again pre-dominate in the maturation pha

As concern about landfill space increases, worldwid interest in recycling by means of composting is gro -ing, since composting is a process for converting decomposable organic materials into useful stable products. Composting is one of the only ways to revi -lize soil vitality due to phosphorus depletion in soi

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neration: The term incineration means to burn someth-
until nothing is left but ashes. An incineration is a
or facility used to burn trash and other types of waste
l it is reduced to ash. An incineration is constructed
eavy, well-insulated materials, so that it does not
off extreme amounts of external heat. The high levels
heat are kept inside the furnace or unit so that the
ste is burned quickly and efficiently. If the heat
e allowed to escape, the wask would not burn as
pletely or as rapidly. Incineration is a disposal method
which solid organic wastes are subjected to combu-
n so as to convert them into residue and gaseous
ducts. This method is useful for disposal of residue of
solid waste management and solid residue from
ste water management. This process reduces the volume
solid waste to 20 to 30 % of the original volume.

ineration and other high temperature waste treatment
tems are sometimes described as 'thermal treatment'.
neration converts waste materials into heat, gas, steam,
l ash. It is carried out both on a small scale by indi-
luals and on a large scale by industry. It is
l to dispose of solid, liquid and gaseous waste. It
ecognised as a practical method of disposing of
ain hazardous waste materials. Incineration is a
troversial method of waste disposal, due to issues
as emission of gaseous pollutants.

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Drainage and Sewage Treatment: In the city, hu
even industrial wastes go into the drainage an
the sewage treatment plant. Wastewater includi
goes through several stages of treatment. The
treatment removes suspended particles by s
and settling. The secondary treatment uses
-anisms to decompose the material in the w
After several organic hours, the particles an
bacteria are allowed to settle down as sec
sludge.

The tertiary treatment is a complex b
and chemical process that removes the rem
pollutants like mineral, metal, organic comp
and viruses. The water that comes out of the
plant can be used for garden, construction
other output from the plant is solid sludge.

The major problem with sewage and
water treatment is the disposal of the sludg
sludge is often toxic, since people tend to du
kinds of waste into drains. Treating the slu
a costly and time-consuming process.

With increasing population, the sewage
are also breaking down. One solution is for eac
or neighbourhood to handle its waste. Waste
from kitchens and bathrooms can be rec
natural methods.

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Pyrolysis: Pyrolysis is a form of incineration that chemica decomposes organic materials by heat in the absence of o oxygen. Pyrolysis typically occurs under pressure and h at operating temperatures above 430°C (800°F).
In practice, it is not possible to achieve a completely oxygen free atmosphere. Because some oxygen is present in any pyrolysis system, a small amount of oxidation occurs. If volatile or semi-volatile materials are present in the waste, thermal desorption will also occur.
Organic materials are transformed into gases, small quanti ties of liquid, and a solid residue containing carbon and ash. The off-gases may also be treated in a secondar thermal oxidation unit. Particulate removal equipment is also required. Several types of pyrolysis units are avail- able, including the rotary kiln, rotary hearth furnace and fluidized bed furnace. These units are similar to incinerators except that they operate at lower temperatur and with less air supply.

Sanitary Landfill: It is a modern engineering landfill where waste is allowed to decompose into biologically and chemically inert materials in a setting isolated from the environment. It is a method of controlled disposal of municipal solid waste (refuse) on land. The method is also called controlled tipping. Waste is deposited in thin layers (upto 1 metre or 3 feet) and promptly compacted by heavy machinery; several layers

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are placed and compacted on top of each other to form a refuse cell (upto 3 metres or 10 feets thick). At the end of each day the compacted refuse cell is covered with a layer of compacted on top of each other to form a refuse cell upto soil to prevent odours and windblown debris. All modern landfill sites are carefully selected and prepared (eg sealed with impermeable synthetic bottom liners) to prevent pollution of groundwater or other environmental problems. When the landfill is completed, it is capped with a layer of clay or a synthetic liner in order to prevent water from entering. A final topsoil cover is placed, compacted, and graded and various forms of vegetation may be planted in order to prevent water from entering. A final topsoil covered is placed, compacted, graded, and various forms of vegetation may be planted in order to reclaim otherwise useless land.

The Three R's : Recycling : Recycling has been a common practice since 400 BC. It is the process of converting waste material into new materials and objects. It is an alternatives to 'conventional' waste disposal that can save material and help lower greenhouse gas emissions. Recycling can prevent the waste of potentially useful materials and reduce the consumption of fresh raw materials, thereby reducing : energy usage, air pollution (from incineration), and water pollution (from landfilling).

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Recyclate is a raw material that is sent to, and processed in a waste recycling plant or materials recovery facility which will be used to form new products. The material is collected in various methods and delivered to a facility where it undergoes re-manufacturing so that it can be used in the production of new materials or products. For example, plastic bottles that are collected can be re-used and made into plastic pellets, a new product. Recyclable materials include many kinds of glass, paper, and cardboard, metal, plastic, tires, textiles, and electronics. The composing or other use of biodegradable waste-such as food or garden waste-is also considered recycling. Materials to be recycled are either brought to a collection centre or picked up from the curb side, then sorted, cleaned and reprocessed into new materials destined for manu-facturing.

- Reusing: Reuse is the action or practice of using something again, whether for its original purpose (conventional reuse) or to fulfil a different function (creative reuse or repurposing). It should be distinguished from recycling, which is the breaking down of used items to make raw materials for the manufacture of new products. Reuse-by taking, but not reprocessing, previously used items-helps save time, money, energy, and resources. For instance,

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rstep delivery of milk in refillable bottles, rethread-
of tires and the use of returnable / reusable
stic bottles, shipping containers, instead of single-
d corrugated fibreboard boxes.

ucing: The first goal of source reduction is simply to
uce the overall amount of waste that is produced.
second goal is to conserve resources by not using
w, virgin materials. In other words, by following
urce reduction, few raw materials will have to be
d to produce products.
me common industrial examples of source reduct-
n include the creation of merchandise using fewer
aterials. For example, the waste created from
isposable diapers, which has contributed a large
mount of volume to landfills over the years, has
en reduced by making diapers with 50% less
aper pulp. As technology increased, absorbant gel was
ed that was able to replace the paper pulp.
order to reduce the amount of waste produced, it is
sential to focus on the source of the waste, or
here the waste is originally coming from. Source
eduction is when products are designed, manu-
actured, packaged, and used in a way that
limits the amount or toxicity of waste created.
An example of waste reduction is reducing
nnecessary packaging from manufactured products

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and produce. If this excess packaging could be avoided, no one would have to be concerned with the cost and effort of collecting the excess packaging, separating it for recycling, breaking it down, transporting it to manufacturers, and then integrating the recycled materials back into the manufacturing process. Waste reduction also helps conserve resources for future generations and contri-butes to a cleaner environment.

Waste reduction can protect the environment and provide good economic and business practices. Waste reduction can improve:

- Efficient production practices: Waste Minimisation can achieve more output of product per unit of input of raw materials.
- Economic returns: More efficients use of products means reduced costs of purchasing new materials improving the financial performance of a compan Public image. The environmental profile of a compan is an important part of its overall reputation an waste minimisation reflects a proactive movement towards environmental protection.
- Quality of products produced: New innovations and technological practices can reduce waste generation and improve the quality of the inputs in the production phase.

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Environmental responsibility : Minimising or eliminating waste generation makes it easier to meet targets of environmental regulations, policies, and standards. The environmental impact of waste will be reduced.

Waste Management Laws

Waste magement laws govern the transport, treatment, storage, and disposal of all manner of waste, including municipal solid waste, hazardous waste, and nuclear waste, among many other types. Waste laws are generally designed to minimize or eliminate the uncontrolled dispersal of waste materials into the environment in a manner that may cause ecological or biologically harm, and include laws designed to reduce the generation of waste and promote or mandate waste recycling. Regulatory efforts include identifying and categorizing waste types and mandating transport, treatment, storage, and disposal practices.

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Plastic Waste Management Rules, 2016
We-waste (Management) Rules, 2016
Bio-Medical Waste Management Rules, 2016
Construction and Demolition Waste Manage-ment Rules, 2016
Hazardous and Other Waste (Management and Transboundary Movement) Rules, 2016
Solid Waste Management Rules, 2016

E-Waste Management

E-Waste management seeks to recover and process the electronic waste and recycle or refurbish it to make it useful. But, electro recycling can be challenging especially becau these devices are sophisticated and manufac from varying proportions of glass, meta and plastics. Depending on the type of e -ronics, the process for recycling or refurbis may change. It priortize environmental pro -ion. It also seeks to priortize proper handlin processing and managing environmentally hazardous substances that are present in e-waste.

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e-Waste management process includes :-

- Collection : gathering e-waste from various sources, enterprises, organisations and individuals
- Dismantling : Disintegration of all the components and materials of the e-waste to analyze which can be reused and which can be re-used and which can go as scrap.
- Data Sanitization : ensuring that data is rendered unusable or is completely wiped out to ensure it cannot be retrieved in any possible way.
- Recycling : complete segregation of parts and materials that is then used to build new electronic products.
- Refurbishing : reuse of the working, good quality products to replace parts and extend the life of other electronic equipment.

Handling E-Waste with Stringent procedures :-

- e-Waste collection and Transportation
- Sorting and Shredding if required
- Categorizing into core materials and components
- Dust Extraction and Magnetic separation
- Preparing the recycled materials for sale.

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Electronic Waste or e-waste is generated when any electronic or electrical equipment becomes unfit for the intended use or if it has crossed its expiry date. E-waste poses the huge risk to humans, animals and the environment.

Challenges

- Ineffective attempt to impose financial penality on non-compliance / violation of e-waste handling and processing.
- Lack of proper training of workers
- Very little investment by large scale industrial infrastructure for recovery and recycle.
- Poor infrastructure for E-waste recycling
- Lack of Awareness and Financial Incentives
- Less information on E-waste Generation rates
- Mismanagement in Market for the End-of-life products.
- Environmentally Unsustainable Informal Sector practices.
- Inadequate Regulatory design and Enforcement.

Improvements of E-Waste Management

- Providing Market Information about E-waste prices

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- Incentivizing Formal E-waste Recycling
- Training and Upskilling Informal Sector Players
- Deploying Readily Available and Mature Recycling Technologies
- Developing Innovative Methods and Technologies for Processing New Forms of E-waste

List of Common E-Waste Items

Home Appliances
Microwaves
Home Entertainment Devices
Electric cookers
Heaters
Fans

Communications and Information Technology Devices

- Cell phones

Smartphones
Desktop Computers
Computer Monitors
Laptops
Circuit boards
Hard Drives

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Home Entertainment Devices

DVDs
Blue Ray Players
Stereos
Televisions
Video Games Systems
Fax machines
Copiers
Printers

Electronic Utilities

Massage Chairs
Heating Pads
Remote Controls
Television Remotes
Electrical Cords
Lamps
Smart Lights
Night Lights
Treadmills
FitBits
Smart Watches
Heart Monitors
Diabetic Testing Equipments

Office and Medical Equipment

Copiers / Printers
IT Server Rack

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IT Server
Cords and Cables
WiFi Dongles
Dialysis Machines
Imaging Equipment
Phone and PBX systems
Audio and Video Equipment
Network Hardware (i.e servers, switches, hubs, etc)
Power Strips and Power Supplies (UPS systems)
Power Distribution Systems (PDU's)
Autoclave
Defibrillator

Sustainable E-waste Management

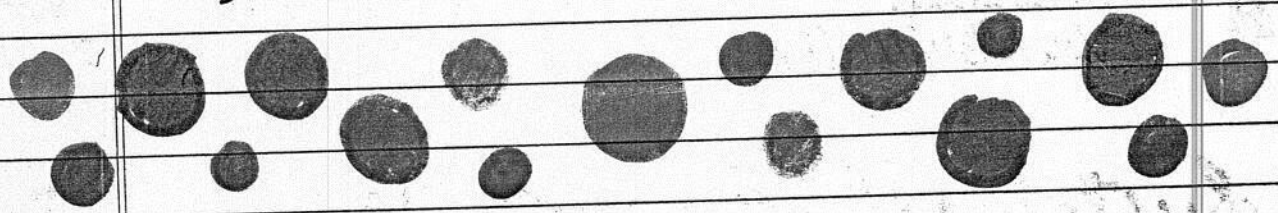
The Route To A Healthy & Happy Planet

Drastic increment in e-waste resulted in the need for e waste management for the health of our planet as the technology oriented generation of today is more susceptible to the production of e-waste. E-waste management system ensures proper disposal of tonnes of discarded electronic and electrical waste that contains various toxic components that can prove harmful to life on this planet.

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Sustainable e-waste management is an essential concept in the circular economy approach as it creates economic, social, and environmental opportunity. It also clarifies and attempts to solve problems such as responsible consumption and production, health of ecosystem, clean water, sustainable cities and communities as well as Life Below Water.



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(Year : II & IV)

Session 2022 - 2023

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Teaching Subject Instructional System and Educational Evaluation

Name of School .....

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INSTRUCTIONAL SYSTEM AND EDUCATIONAL EVALUATION

OPTC: PORTFOLIO

Submitted By
→ Sakshi Kavia
→ Bsc - Bed (I)

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WHAT IS PORTFOLIO ?

A student portfolio is a compilation of academics works and other forms of educational evidence and other forms of educational evidence assembled for the purpose of -

1) evaluating coursework quality, learning progress and academic achievements

2) Determining whether students have met learning standards or other academic requirements for courses, grade level promotion and graduation.

Portfolio come in many forms, from notebooks filled with documents, notes, & graphics to online digital archives & student created websites & they may be used at the elementary, middle school & high school levels.

Portfolios can be physical collection of student's work that include mat. such as written & assignments, journal entries, completed tests, and many more.

Portfolios may also be digital presentation, blogs or websites that feature the same mat. as portfolio

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3. Collage and job applications - Portfolios can be valuable assets when applying for collage and employment. They showcase an individuals, achievements, skills and experiences allowing admissions officers or potential employers to gain a deeper understanding of applicant's capabilities.

4. Professional development - Portfolios are not limited to students, they can also be used by educators and professionals to showcase their achievements and professional growth. Theachers, for example, can use portfolios to demonstrate their teaching strategies, classroom management, and student outcomes.

5. Competency-based assessments - In competency based education or training programes, portfolios serve as evidence of learner's mastry of specific skills or competencies. Portfolio provide a holistic view of learner's capabilities, offering a more authentic assessment of their abilities.

6. Formative assessment - Portfolios can be used as a formative assessment tool, providing ongoing feedback and opportunities for improvement. Teachers

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Portfolios may be presented - publically or privately - to parents, teachers & community members as part of the demonstration of learning, exhibition or capstone project.

USES OF PORTFOLIO ASSESSMENT

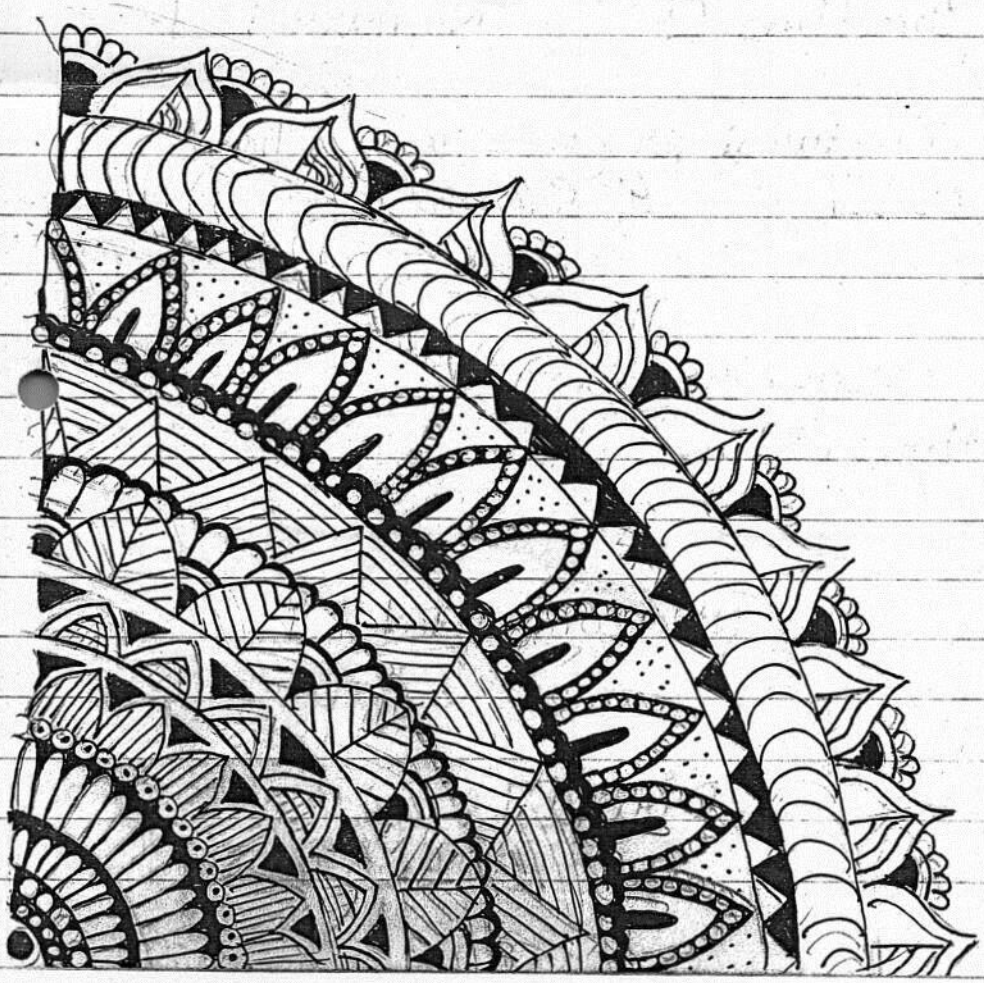
1. Educational Assessment - Portfolios can be used to assess student's learning progress, skills and knowledge across multiple subjects & disciplines. They provide a comprehensive view of student's work over time, allowing teachers to evaluate growth & identify areas for development.

2. Individual Growth tracking - Portfolios enable students to track their own progress and reflect on their learning journey. They can see their strengths and weaknesses, set goals, and monitor their improvement over time.

3. Differentiation and personalised learning -

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(a) Provide a reflection statement for each sample
(b) Reflection statement can be either paragraph or bulleted form.
(c) The reflection statement should be containing a brief discussion of sample item and it's background and a detailed list of the competencies developed by the sample.



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· Name of School : Maheshwari Girls Public Scho

(1) Name of student : Samridhi Kavia
(2) Father's Name : Abhinav Singh
(3) Date of Birth : 29-06-2005
(4) Address : 6a-25, Bhawani Nagar, Murlipu
Jaipur .

(5) Attendance in School :

(6) Does the child attend assembly :
Yes always ☑ Sometimes ☐ No, never ☐

(7) Participation in cultural programmes of school
Yes ☑ No ☐ If Enforced ☐

(8) Uniform :
As mentioned ☐ Never on point ☐
Messes up at times ☑

(9) Homwork :
Completed ☑ Not completed ☐

(10) State of School :
Clean ☑ Dirty ☐

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(11) Behaviour in class :
Ill-mannered ☐ Well-behaved ☑

(12) Behaviour with teachers :
Notorious ☐ Well-spoken ☐ Shy ☑
Misbehaved ☐

(13) Intrest in study :
Extreme involvement ☐ Average ☑
Not at all involved ☐

(14) Intrest in sports :
Yes ☐ Somewhat ☑ No ☐

(15) Intrest in arts (fine arts) :
Yes ☑ Somewhat ☐ No ☐

(16) Personality Trait :
Introvert ☐ Ambivert ☑ Extrovert ☐

(17) If Enrolled in any coaching / tution :
Yes ☐ No ☑

(18) Games / Physical activity nature :
Indoor ☐ Outdoor ☑

(19) Behaviour feedback from parents :
Misbehaved ☐ Well behaved ☑

Sparsh

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(20) The mentioned student's hobbies include:
I like to draw, read fiction/non-fiction books, play badminton.

(21) The mentioned student's achievement (fine arts):
School Brochure, Times of India

(22) If suffering from any disease: No

(23) Future aim (if decided): I have intrest in designing and I would like to pursue it as a designer.

(24) Source of income of family: Father's Job.

(25) Anything you would like to mention:
This interaction made me reflect on myself and various day-to-day activities which I tend to ignore.



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Name of School : Maheshwari Public School

(1) Student Name : Parth Kavia.
(2) Father's Name : Abhinav Singh
(3) Date of Birth : 29-06-2005
(4) Address : 6a-25, Murlipura, Jaipura.

(5) Attendance in school :

(6) Does the child attend assembly :
Yes Always ☑ Sometimes ☐ No, never ☐

(7) Participation in cultural programme of school :
Yes ☐ No ☐ If Enforced ☑

(8) Uniform :
As mentioned ☐ Never on point ☐
Messes up at times ☑

(9) Homework :
Completed ☑ Pending ☐

(10) State of school :
Clean ☑ Dirty ☐

(11) Behaviour in class :
Ill-mannered ☐ Well-behaved ☑

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(12) Behaviour with teachers:
Notorious ☐ Well-spoken ☐ Shy ☑
Misbehaved ☐

(13) Intrest in study:
Extreme involument ☐ Average ☑
Not at all involved ☐

(14) Intrest in sports:
Yes ☑ Somewhat ☐ No ☐

(15) Intrest in arts (fine arts)
Yes ☐ Somewhate ☑ No ☐

(16) Personality trait:
Introvert ☑ Ambivert ☐ Extrovert ☐

(17) If Enrolled in any coaching/tution:
Yes ☑ No ☐

(18) Games/Physical activity nature:
Indoor ☐ Outdoor ☑

(19) Behaviour feedback from parents:
Misbehaved ☐ Well-behaved ☑

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(20) The mentioned student's hobbies include : I like to surf the internet and learn skills (mostly virtual).

(21) The mentioned student's achievement (fine arts or any) : NA

(22) If suffering from disease : No

(23) Future aim (if decided) : I am currently invested in machine learning and I am keen to build a career in it.

(24) Anything you would like to mention : A very interactive conversation.



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Name- Meenakshee Sharma

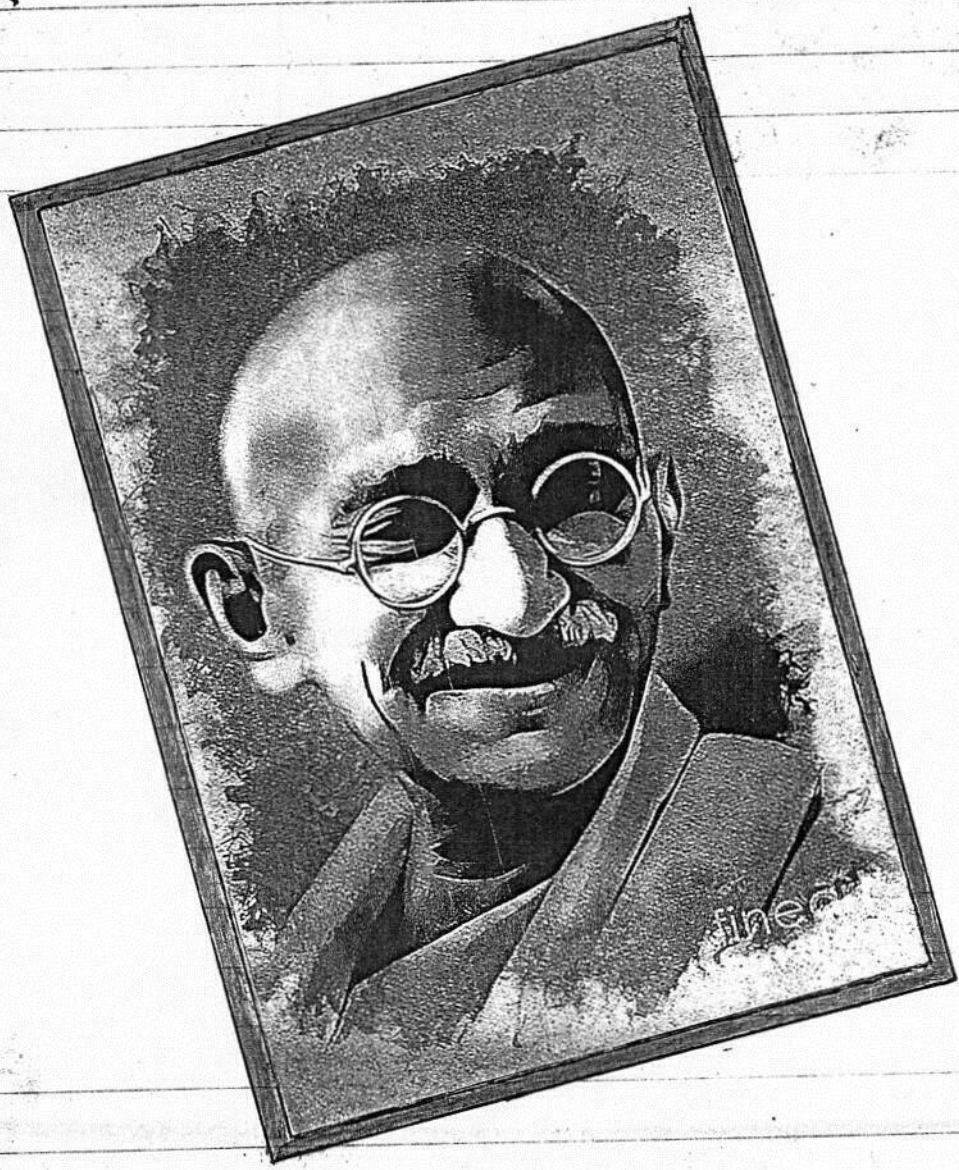
Class- BSc. BEd. IInd Year

Subject- Peace Education

Submitted To- Mrs. Sarita Sharma

Topic- Mathama Gandhi

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Introduction

*→ मोहनदास करमचन्द गाँधी का जन्म 2 अक्टूबर, 1869 को पोरबन्दर (गुजरात) में हुआ था। इन्हें महात्मा गाँधी के नाम से भी जाना जाता है। भारत एवं भारतीय स्वतन्त्रता आन्दोलन के एक प्रमुख राजनैतिक एवं आध्यात्मिक नेता थे। वे सत्याग्रह (व्यापक सविनय अवज्ञा) के माध्यम से अत्याचार के प्रतिकार के अग्रणी नेता थे, उनकी इस अवधारणा की नींव सम्पूर्ण हिंसा से मुक्त सिद्धान्त पर रखी गयी थी जिसने भारत को भारतीय स्वतंत्रता संग्राम दिलाकर पूरे विश्व में जनता के नागरिक अधिकारों एवं स्वतन्त्रता के प्रति आन्दोलन के लिए प्रेरित किया। उन्हें संसार में साधारण जनता महात्मा गाँधी के नाम से जानती है। संस्कृत भाषा में महात्मा अथवा महान आत्मा एक सूचक शब्द है। गाँधी को महात्मा के नाम से सबसे पहले 1915 में राजवैद्य जीवराम कालिदास ने संबोधित किया था। एक अन्य मतानुसार स्वामी श्रद्धानन्द ने 1915 में महात्मा की उपाधि दी थी, तीसरा मत ये है कि गुरु रविन्द्रनाथ टैगोर ने महात्मा की उपाधि प्रदान की थी। 1915 अप्रैल को अपने एक लेख में बापू (गुजराती भाषा में 12 बापू का अर्थ पिता) के नाम से भी स्मरण किया जाता है। 1919

एक मतानुसार गाँधीजी को बापू सम्बोधित करने वाले प्रथम व्यक्ति उनके साबरमती आश्रम के शिष्य थे। सुभाष चन्द्र बोस ने 6 जुलाई, 1944 को रंगून रेडियो से गाँधी जी के नाम जारी प्रसारण में उन्हें राष्ट्रपिता कहकर संबोधित करते हुए आजाद हिन्द फौज के सैनिकों के लिए उनका आशीर्वाद और शुभकामनाएँ मांगी थी। प्रति वर्ष 2 अक्टूबर को उनका जन्म दिन भी भारत में गाँधी जंयती के रूप में और पूरे विश्व में "अन्तर्राष्ट्रीय अहिंसा दिवस" के रूप में मनाया जाता है। इनकी माता का नाम पुतलीबाई करमचन्द गाँधी, पिता का नाम करमचन्द गाँधी, पत्नी का नाम कस्तूरबा गाँधी, बच्चों के नाम हरिलाल मोहनलाल दास गाँधी, मणिलाल गाँधी, रामदास गाँधी, देवदास गाँधी था। इन्होंने अपनी शिक्षा अल्फ्रेड हाई स्कूल, राजकोट, यूनिवर्सिटी लन्दन से पूरी की।

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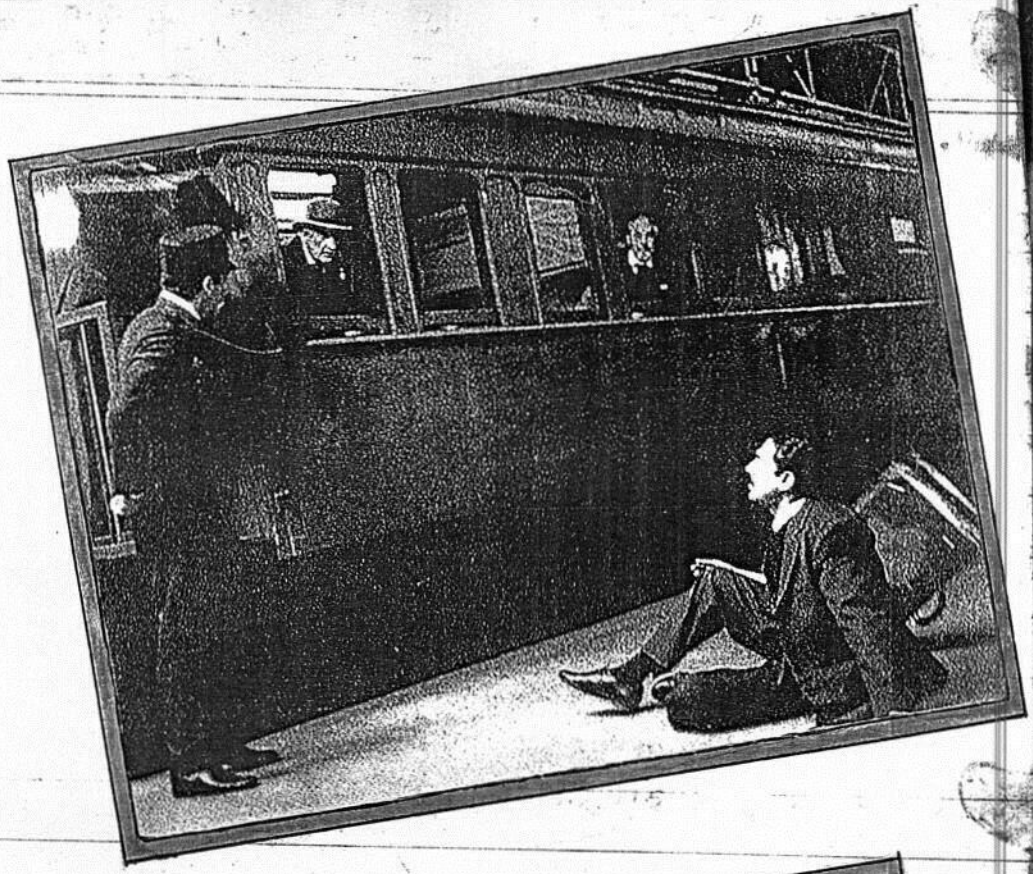


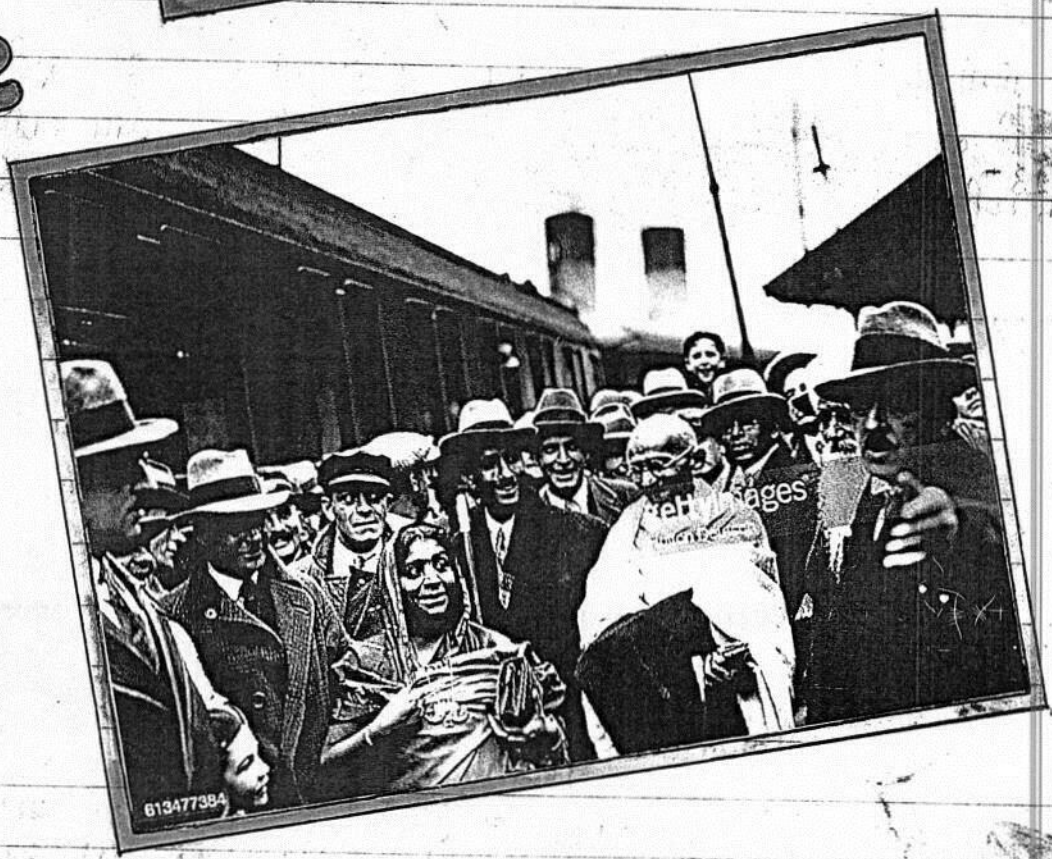
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*>> उनके पिता करमचन्द गान्धी सनातन धर्म की पंसारी जाति से सम्बन्ध रखते थे और ब्रिटिश राज के समय काठियावाड़ की एक छोटी-सी रियासत (पोरबन्दर) के दीवान अर्थात् प्रधान मंत्री थे। गुजराती भाषा में गांधी का अर्थ है पंसारी। जबकि हिन्दी भाषा में गांधी का अर्थ है इत्र फुलेल बेचने वाला जिसे अंग्रेजी में परान्यूमर कहा जाता है। उनकी माता पुतलीबाई परनामी वैश्य समुदाय की थीं। पुतलीबाई करमचन्द की चौथी पत्नी थी। उनकी पहली तीन पत्नियाँ प्रसव के दौरान मर गई थी। भक्ति करने वाली माता की देखरेख और उस क्षेत्र की जैन परम्पराओं के कारण युवा मोहन-दास पर वे प्रभाव प्रारम्भ में ही पड़ गये थे जिसने आगे चलकर महात्मा गांधी के जीवन में महत्वपूर्ण भूमिका निभाई। इन प्रभावों में दुर्बलों में उत्साह की भावना, शाकाहारी जीवन, आत्मशुद्धि के लिए उपवास तथा विभिन्न जातियों के लोगों के बीच सहिष्णुता आदि सम्मिलित थे।

*>> गांधीजी का विवाह बहुत कम उम्र में ही गया था। मई 1883 में साढ़े 13 वर्ष की आयु पूर्ण करते ही उनका विवाह कस्तूर बाई मकनजी से कर दिया गया। पत्नी का पहला नाम 14 छोटा कर कस्तूरबा कर दिया गया। और उन्हें लोग प्यार से बा कहते थे। यह विवाह उनके माता-पिता द्वारा तय किया गया व्यवस्थित बाल विवाह था। जो उस समय उस क्षेत्र में प्रचलित था। परन्तु उस क्षेत्र में यही रीति थी कि किशोर दुल्हन को अपने माता-पिता के घर और अपने पति से अलग लम्बे समय तक रहा जाता था। 15 में जब गांधीजी वर्ष के थे तब उनकी पहली सन्तान ने 1885 जन्म लिया। किन्तु वह कुछ ही दिन जीवित रही। और इसी वर्ष उनके पिता करमचन्द गांधी भी चल बसे। मोहनदास और कस्तूरबा के चार संतान हुई जो सभी पुत्र थे। हीरालाल गांधी में, मणिलाल गांधी में रामदास गांधी में 1888 और देवदास गांधी 1892 में जन्मे। इन्होंने 1897 अपनी प्रारम्भिक शिक्षा मिडिल और 1900 राजकोट से पूरी की। उनका परिवार उन्हें बैरिस्टर बनाना चाहता था, इसलिए वे लन्दन चले गए।

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दक्षिण अफ्रीका में नागरिक अधिकारों के लिए आन्दोलन

दक्षिण अफ्रीका में गान्धी को भारतीयों पर भेदभाव का सामना करना पड़ा। आरम्भ में उन्हें प्रथम श्रेणी कोच की वैध टिकट होने के बाद तीसरी श्रेणी के डिब्बे में जाने से इन्कार करने के लिए ट्रेन से बाहर फेंक दिया गया था। इतना ही नहीं पायदान पर यात्रा करते हुए शेष यात्रियों में से एक यूरोपियन यात्री के अन्दर आने पर चालक की मार भी झेलनी पड़ी। उन्होंने अपनी इस यात्रा में अन्य भी कई कठिनाइयों का सामना किया। अफ्रीका में कई होटलों को उनके लिए वर्जित कर दिया गया। इसी तरह ही बहुत-सी घटनाओं में से यह भी थी कि जिसमें अदालत के न्यायधीश ने उन्हें अपनी पगड़ी उतारने का आदेश दिया। जिसे उन्होंने नहीं माना। ये सारी घटनाएँ गांधी के जीवन में एक मोड़ बन गई और विद्यमान सामाजिक अन्याय के प्रति जागरूकता का का कारण बनीं तथा सामाजिक सक्रियता की व्याख्या करने में मददगार सिद्ध हुई। दक्षिण अफ्रीका में भारतीयों पर हो रहे अन्याय को देखते हुए गान्धी ने अंग्रेजी साम्राज्य के अन्तर्गत अपने देशवासियों के सम्मान तथा देश में स्वयं अपनी स्थिति के लिए प्रश्न उठाये।

में जुलु (दक्षिण अफ्रीका) में नए चुनाव कर के लागू करने के बाद 1906 ई० अंग्रेज अधिकारियों को मार डाला। बदले में अंग्रेजों ने जुलू के खिलाफ युद्ध छेड़ दिया। गांधीजी ने भारतीयों को भर्ती करने के लिए ब्रिटिश अधिकारियों को सक्रिय रूप से प्रेरित किया। उनका तर्क था अपनी नागरिकता के दावों को बखूबी जामा पहनाने के लिए भारतीयों को युद्ध प्रयासों में सहयोग देना चाहिए। तथापि, अंग्रेजों ने अपनी सेना में भारतीयों को पद देने से इन्कार कर दिया था। इसके बावजूद उन्होंने गाँधी जी के इस प्रस्ताव को मान लिया कि भारतीय घायल अंग्रेज सैनिकों को उपचार के लिए स्ट्रेचर पर लाने के लिए स्वैच्छापूर्वक कार्य कर सकते हैं। इस ओर की बागडोर गांधी ने थामी। और इसी के चलते कई भारतीयों ने अंग्रेजों की सहायता करने की सोची। और इसके पीछे भी गांधी ने अपनी सफल भूमिका निभाई और अपने हक के लिए माँगे भी पूर्ण की।

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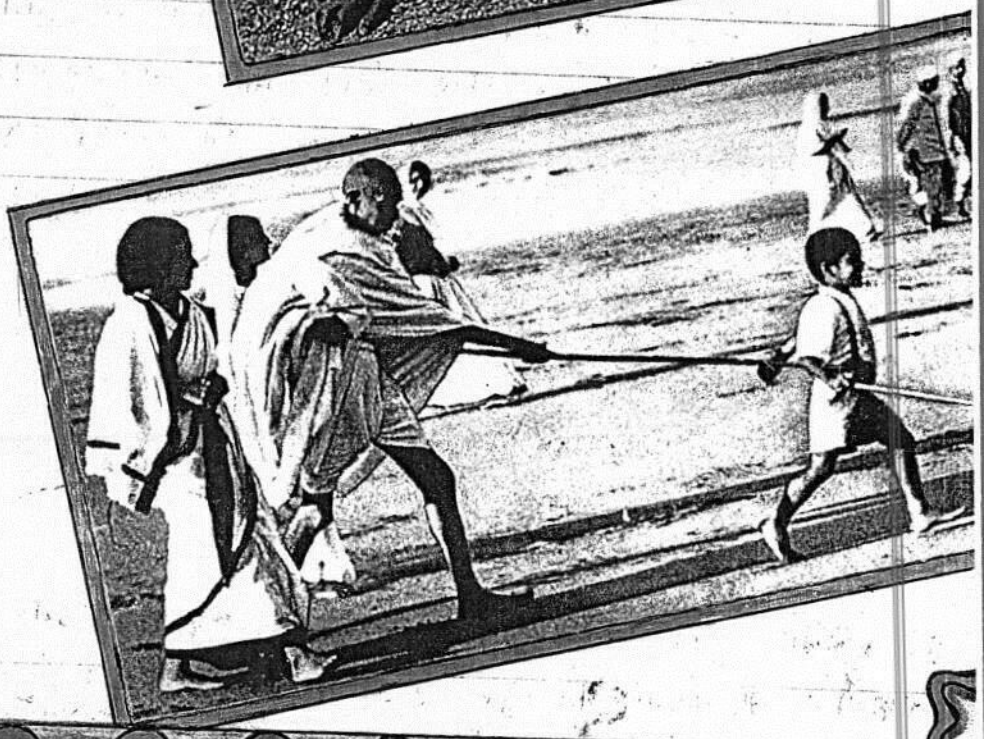
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* गान्धी की पहली बड़ी उपलब्धि में चम्पारण सत्याग्रह और खेड़ा सत्याग्रह में मिली हालांकि 1918 अपने निर्वाह के लिए जरूरी खाद्य फसलों की बजाए नील नकद पैसा देने वाली खाद्य फसलों की खेती वाले आन्दोलन भी महत्वपूर्ण रहे। जमींदारों (अधिकांश अंग्रेज) की ताकत से दमन हुए भारतीयों को नाममात्र भरपाई भत्ता दिया गया जिससे वे अत्यधिक गरीबी से घिर गए। गांवों की बुरी तरह गंदा और अस्वास्थ्य कर और शराब, अस्पृश्यता और पर्दा से बांध दिया गया। यह स्थिति निराशाजनक थी। इसी के चलते खेड़ा, गुजरात में आश्रम का निर्माण करवाया। ग्रामीणों में विश्वास पैदा करते हुए उन्होंने अपना कार्य गांवों की सफाई करने से आरम्भ किया जिसके अन्तर्गत स्कूल और अस्पताल बनाये गए और उपरोक्त वर्णित बहुत-सी सामाजिक बुराईयों को समाप्त करने के लिए ग्रामीण नेतृत्व प्रेरित किया। अंग्रेजों द्वारा गांधी गिरफ्तार करने पर लोगों में आक्रोश फैल गया। और देखते ही देखते पूरे देश में यह आंदोलन आग की तरह फैल गया।

* गांधीजी ने असहयोग, अहिंसा तथा शांतिपूर्ण प्रतिकार को अंग्रेजों के खिलाफ शस्त्र के रूप में उपयोग किया। पंजाब में अंग्रेजी सरकार द्वारा भारतीयों पर जलियावाला नरसंहार जिसे अमृतसर नरसंहार के नाम से भी जाना जाता है, ने देश को भारी आघात पहुँचाया जिससे जनता में क्रोध और हिंसा की ज्वाला भड़क उठी। गांधीजी ने ब्रिटिश राज तथा भारतीयों द्वारा प्रति-कारात्मक रवैया होनो की। उन्होंने ब्रिटिश नागरिकों तथा पार्टी के आरंभिक विरोध के बाद दंगों की भर्त्सना की। गांधी जी ने स्वदेशी नीति को अपनाया। और खादी पहनने का प्रचलन किया एवं विदेशी वस्तुओं को बहिष्कार किया। इसके अलावा गांधी जी ने ब्रिटेन की शैक्षिक संस्थाओं तथा अदालतों का बहिष्कार और सरकारी नौकरियों को छोड़ने का तथा सरकार से प्राप्त तमगों और सम्मान को वापस लौटाने का भी अनुरोध किया। और इसी प्रकार असहयोग आंदोलन को दूर-दूर तक सफलता मिली।

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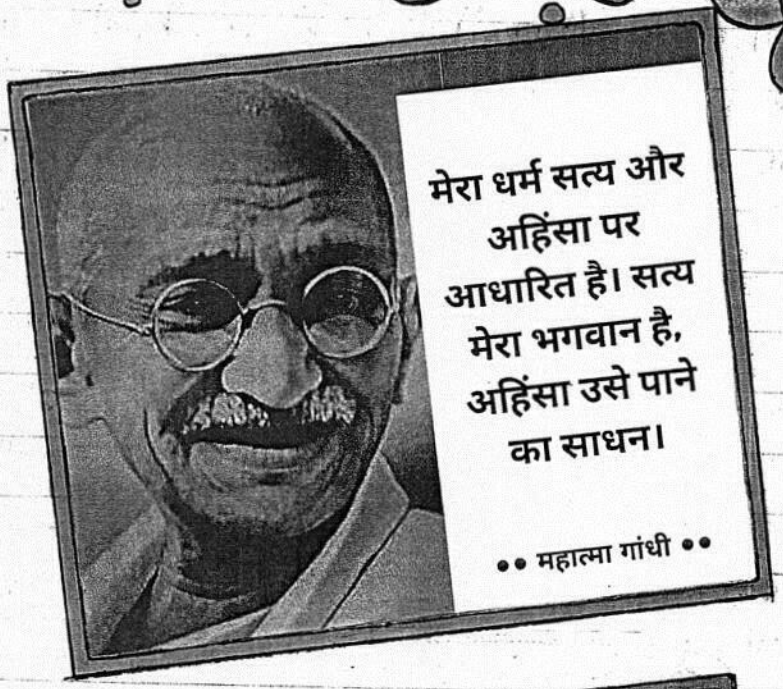


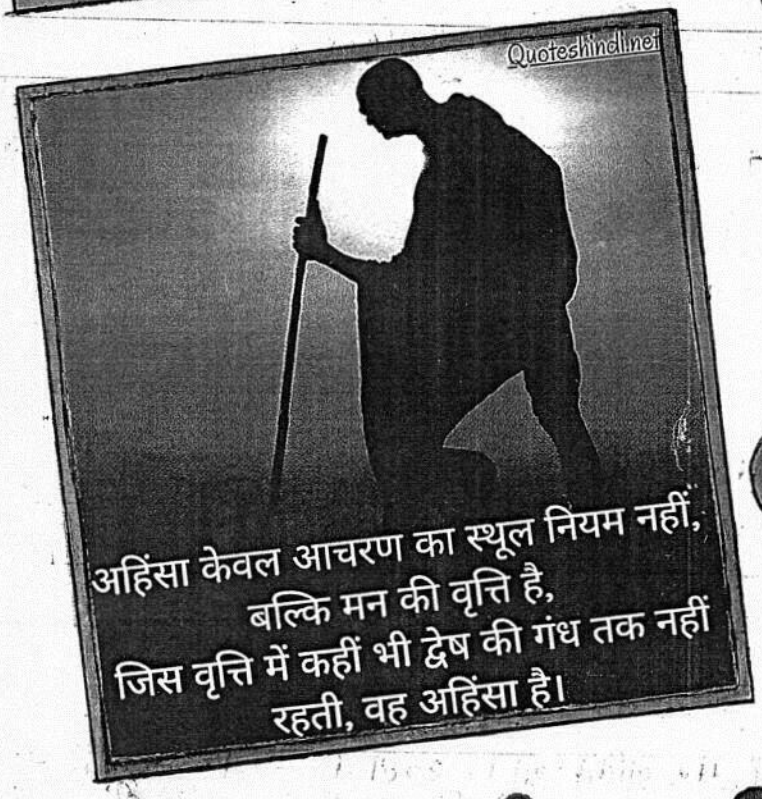
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गान्धीजी सक्रिय राजनीति से दूर ही रहे और 1920 की अधिकांश अवधि तक वे स्वराज पार्टी और इंडियन नेशनल कांग्रेस के बीच खाई को भरने में लगे रहे और इसके अतिरिक्त अस्पृश्यता, शराब, अज्ञानता और गरीबी के खिलाफ आंदोलन भी छेड़ते रहें। दिसम्बर 1928 में गांधी जी ने कलकत्ता में आयोजित कांग्रेस के एक अधिवेशन में एक प्रस्ताव रखा जिसमें भारतीय साम्राज्य को सत्ता प्रदान करने के लिए कहा गया था अथवा ऐसा न करने के बदले अपने उद्देश्य के रूप में संपूर्ण देश की आजादी के लिए असहयोग आंदोलन का सामना करने के लिए तैयार रहें। इसके बाद गाँधी जी ने मार्च 1930 में नमक पर लगाए गए कर के विरोध में नया सत्याग्रह चलाया जिसे 12 मार्च से 6 अप्रैल तक नमक आन्दोलन के याद में 400 km (248 मील) तक का सफर अहमदाबाद से दांडी, गुजरात तक चलाया गया। यह सर्वाधिक सफल आंदोलन था जिसमें अंग्रेजों द्वारा 80,000 से अधिक लोगों को जेल भेजा गया था। बाद में समझौता कर लिया गया।

द्वितीय विश्व युद्ध में जब हिटलर नाजी जर्मनी आक्रमण पोलैंड आरम्भ में गाँधी जी ने 1939 अंग्रेजों के प्रयासों को अहिंसात्मक नैतिक सहयोग देने का पक्ष लिया, किन्तु दूसरे कांग्रेस के नेताओं ने युद्ध में जनता के प्रतिनिधियों के परामर्श लिए बिना इसमें एकतरफा शामिल किए गए का विरोध किया। कांग्रेस के सभी चयनित सदस्यों ने सामूहिक तौर पर अपने पद से इस्तीफा दे दिया। लंबी चर्चा के बाद गान्धीजी ने यह घोषणा कि जब स्वयं भारत को आजादी से इंकार किया गया हो तब लोकतांत्रिक आजादी के लिए बाहर से लड़ने पर भारत किसी भी युद्ध के लिए पार्टी नहीं बनेगी। जैसे-2 युद्ध बढ़ता गया गांधी जी ने आजादी के लिए अपनी मांग को अंग्रेजों को भारत छोड़ो आंदोलन नामक विधेयक देकर तीव्र कर दिया। यह गाँधी तथा कांग्रेस पार्टी का सर्वाधिक स्पष्ट विद्रोह था जो भारत देश से अंग्रेजों को खदेड़ने पर केन्द्रित था। उन्होंने सभी कांग्रेसियों और भारतीयों को अहिंसा के साथ करो या मरो (अंग्रेजी डू और डाइ) के द्वारा अन्तिम स्वतन्त्रता के लिए अनुशासन बनाए रखने को कहा।

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सत्य और अहिंसा के सिद्धान्त

* **सत्य :-** गान्धीजी ने अपने जीवन को सत्य, या सच्चाई की व्यापक खोज में समर्पित कर दिया। उन्होंने इस लक्ष्य को प्राप्त करने के लिए अपनी स्वयं की गलतियों और खुद पर प्रयोग करते हुए सीखने की कोशिश की। उन्होंने अपनी आत्मकथा को सत्य के प्रयोग का नाम दिया। गांधीजी ने कहा कि सबसे महत्वपूर्ण लड़ाई लड़ने के लिए अपने दुष्टात्माओं, भय और असुरक्षा जैसे तत्वों पर विजय पाना है। गांधी जी ने अपने विचारों के सबसे पहले उस समय संक्षेप में व्यक्त किया जब उन्होंने कहा भगवान ही सत्य है। बाद में उन्होंने अपने इस कथन को सत्य ही भगवान में बदल दिया।

* **अहिंसा :-** गांधीजी ने हमेशा हर परिस्थिति में अहिंसा वाद को अपनाया। हालांकि गांधी जी अहिंसा के सिद्धान्त के प्रवर्तक बिल्कुल नहीं थे फिर भी इस बड़े पैमाने पर राजनैतिक क्षेत्र में इस्तेमाल करने वाले वे पहले व्यक्ति थे। अहिंसा और अप्रतिकार का भारतीय धार्मिक विचारों में एक लंबा इतिहास है और इसके हिंदु, बौद्ध, जैन, यहूदी और ईसाई समुदायों में बहुत-सी अवधारणाएँ हैं। गांधी जी ने अपनी आत्मकथा द स्टोरी ऑफ माय एक्सपेरिमेंट्स विथ ट्रुथ में इसे जीने और अपने जीवन के मार्ग का वर्णन किया है। उन्होंने सिद्धान्तों को लागू करने में दुनिया को दिखाने के लिए स्वार्थिक तार्किक सीमा पर ले जाने से भी मुँह नहीं मोड़ा। जहाँ सरकार, पुलिस और सेनाएँ भी अहिंसात्मक बन गई थीं। फॉर पसिफिट्स नामक पुस्तक भी गांधीजी द्वारा अहिंसावाद पर लिखी गई। गांधी जी को पता था कि इस प्रकार के अहिंसा के स्तर को मजूत विश्वास और साहस की जरूरत होगी और इसके लिए उसने महसूस कर लिया था कि यह हर किसी के पास नहीं होता है। इसलिए उन्होंने प्रत्येक व्यक्ति को परामर्श दिया कि उन्हें अहिंसा को अपने पास रखने की जरूरत नहीं है। खासतौर पर जब कायरता को संरक्षण हो रहा हो।

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ब्रह्मचर्य और धर्म के सिद्धान्त

* **ब्रह्मचर्य :-** जब गान्धीजी 16 वर्ष के हुए तब उनके पिताश्री का स्वास्थ्य बहुत खराब था। उनके पिता की बिमारी के समय वे सदा उपस्थित रहते थे क्योंकि वे अपने माता-पिता के प्रति अत्यंत समर्पित थे। यद्यपि कुछ समय के लिए गाँधी जी ने अपने चाचा जी को पिता जी की देखभाल करने का जिम्मा दिया। और अपनी पत्नी के साथ प्रेम प्रसंग में व्यस्त हो गये। जब उन्हें पता चला कि उनके पिता का देहान्त हो चुका है। तो गान्धी जी को बहुत स्व: अपराध महसूस हुआ कि यदि अपने पिता श्री के सेवाभाव के अतिरिक्त किसी अन्य कार्य में व्यस्त होते तो शायद अपने पिताश्री के अंतिम समय में उनके साथ रह पाते। उन्होंने दोहरी शर्म दिखाते हुए यह प्रतीप किया कि उन्हें ब्रह्मचर्य जीवन अपना लेना चाहिए। और उन्होंने 16 वर्ष की उम्र में ब्रह्मचर्य जीवन अपना लिया, जबकि उनका विवाह हो चुका था। उन्होंने अपने वैवाहिक जीवन के सन्दर्भ में बताया कि बिना हवस के प्रेम को समझना आवश्यक है। उनके अनुसार ब्रह्मचर्य का अर्थ - "इन्द्रियों के मन्तगति विचारों, शब्द और कर्म पर नियन्त्रण।"

धर्म :- गान्धीजी का जन्म हिन्दू धर्म में हुआ था, साधारण हिन्दू की तरह वे सभी धर्मों को समान रूप से मानते थे, और इसलिए उन्होंने धर्म-परिवर्तन के सारे तर्कों एवं प्रयासों को अस्वीकृत किया। वे इस्लाम के जानकार थे और सभी प्रमुख धर्मों को विस्तार से पढ़ते थे। गान्धी जी का मानना था कि प्रत्येक धर्म के मूल में सत्य और प्रेम होता है। उनका कहना है कि 'कुरान', 'बाइबिल', 'जेन्द-अवेस्ता', 'तालमुड' अथवा 'गीता' किसी भी माध्यम से देखिए, हम सबका ईश्वर एक ही है। और वह 'सत्य एवं प्रेम' स्वरूप है। उन्होंने बताया है कि "यदि अस्पृश्यता हिन्दू धर्म का अंग है जो ऐसा जान पड़ा है कि वह एक सड़ा और बाद में जोड़ा गया अंग है। अनेक सम्प्रदायों और अनेक जाति-भेदों का होना भी मेरे समझ में नहीं आता है।" अत: कभी कोई भेद नहीं करो।

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Session 2022 - 2023

SESSIONAL WORK DIARY

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Father's Name Hari Narayan

Teaching Subject Chemistry

Name of School

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SESSION - 2022-23

BIYANI GIRLS B.ED COLLEGE

NAME - NIKITA

CLASS - BSC.BED III yr

SUBJECT - GUIDENCE & COUNSELLING

SUBMITTED TO - Tripty Mam

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Student's Personal Data

NAME - AAYUSHI

CLASS - 6th

D.O.B. - 21. July. 2005

FATHER'S NAME - KISHAN LAL

MOTHER'S NAME - SEEMA

FATHER'S OCCUPATION - BUSINESS

MOTHER'S OCCUPAIION - TEACHER

TYPE OF FAMILY - SINGLE FAMILY

ECONOMIC STATUS - MIDDLE CLASS

No. OF MEMBERS - 04

CHILD POSITION IN FAMILY - YOUNGEST

ADDRESS - SHYAM NAGAR, JAIPUR

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Health Status

WEIGHT - 35 Kg

HEIGHT - 5'2"

BLOOD GROUP - A+

EYE SIGHT - NORMAL

ANY DISABILITY - No

PHYSICAL FITNESS - GOOD

Personally Traits

PUNCTUALITY - POSITIVE

CO-OPERATIVENESS - POSITIVE

HONESTY - POSITIVE

OBJECTIVE - POSITIVE

LEADERSHIP QUALITIES - YES

SELF - CONFIDENCE - YES

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Scholastic Achievement

SUBJECTS	OBT. MARKS	TOTAL	GRADES
PUNJABI	93	100	A+
HINDI	89	100	A
ENGLISH	99	100	A+
MATHEMATICS	82	100	A
SCIENCE	95	100	A+
SOCIAL SCIENCE	87	100	A
COMPUTER SCIENCE	85	100	A
HEALTH + PHYSICAL EDUCATION	99	100	A+
WELCOME LIFE	99	100	A+

REMARKS :- Excellent
keep going
with this gratitude.

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Psychological Data

IQ LEVEL - ABOVE AVERAGE

BEHAVIOUR - CO-OPERATIVE

INTEREST - FOOTBALL

MENTAL ACTIVITY - VERY HIGH

EDUCATIONAL WEAK - NO

Educational Data

MARKS OBTAINED - 545/600

PERCENTAGE - 90.83%

POSITION - 1st in class

CO-CURRICULUM - ACTIVE PARTICIPATION IN QUIZ GAMES, DEBATE & SPEECH

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Co-Curriculum Activities

ACTIVITY	GRADES
SPORTS	A+
PERSONAL HYGIENE	A+
LITERACY ACTIVITY	A+
CULTURAL ACTIVITY	A+
SOCIAL SERVICE	A+

Overall view

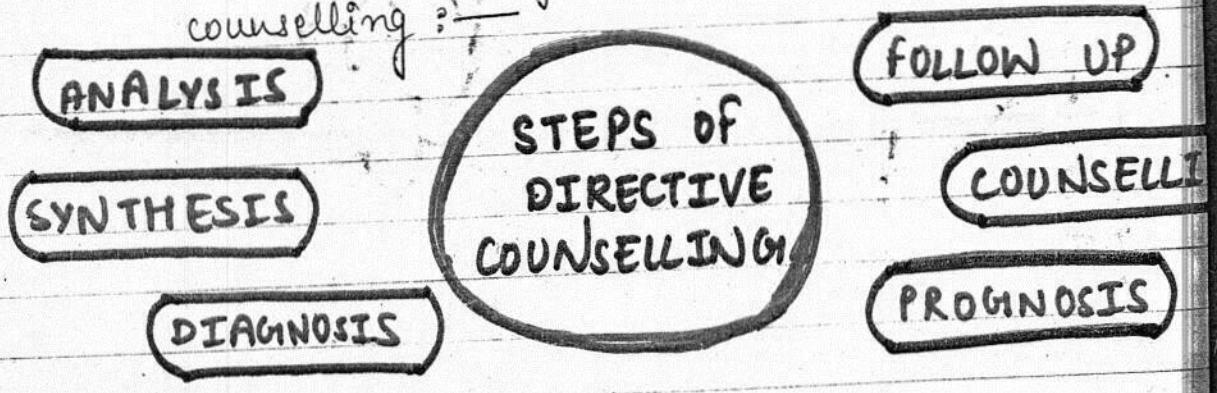
Aayushi takes keen interest curricular as well as co-curricular activities and enjoys all aspects of the work. She is an all-rounder child of our school.

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DIRECTIVE COUNSELLING :- It is als known as prescr

counselling. E.G. Williamson is the chief exponent in the viewpoint.
It is counseller - centered approach.
The counseller direct the client to tak steps. In order to resolve his conflicts.
It is based on assumption that the client cannot solve his own problems for lack of information.
The counseller plays an important rol he tries to direct the thinking of counseller by informing, explaining interpreting and advising.
It gives more importance to intellectua aspect than emotional aspects.

Williamson has given six steps of directiv counselling :—



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Analysis – In this data is collected from a variety of sources for an adequate understanding of the client.

Synthesis – This step implies organizing & summarizing the data to found the asset, liabilities, adjustments of the clients.

Prognosis – This step implies estimating the future effect of the problem what happened if the problem continues.

Diagnosis – formulating conclusions regarding the nature & comes of the problems expressed by the clients is the major concern of this step.

Counselling – This step indicates taking step by the counseller with the client to bring about adjustment in life.

Follow-ups – This step implies helping and determining the effectiveness of the cancelling provided to the client.

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NON-DIRECTIVE COUNSELLING-

CARL R. ROGER is the chief exponent in the viewpoint.

It is the also known as permissive counselling. This school of thought is just reverse to that of directive counselling.

It is a client-centered process.

In this, the counseller is the pivot of the whole counselling process.

CARL Rogers has given the following steps of this non-directive counselling-

STEPS OF NON-DIRECTIVE COUNSELLING

- Clarification of positive & Negativ
- Defining the problematic solution
- Free expres of feelin
- Termination of Counselling situation
- Development of Insight

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Defining the problematic situation :-

First of all the counsellor should define the problematic solution.

Free expression of feeling -

After first step, the client is made aware of the fact that he can express his feelings freely & the counsellor approves this

Development

The counselling goes on the talking regarding the clients new feeling along with development of clients insight the goes on classifying all those new feeling

Classification of positive & negative feelings -

After the free expression of feeling by client, the counsellor identifies his negative & positive feeling and he classifies them

Termination of counselling situation -

The counsellor looks for a point where he can terminate the counselling situation.

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Session 2022 - 2023

SESSIONAL WORK DIARY

Name Sakanksha Kumawat Section..... Roll No. .....

Father's Name Mr. Anil Kumawat

Teaching Subject Area of learning

Name of School .....

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CCE

CONTINUOUS

&

COMPREHEN

SIVE

EVALUATION

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CCE Continuous and Comprehensive Evaluation

CCE refers to a system of school based on evaluation of a student that covers all aspects of student development.
It is a developmental process of student, which emphasis two fold objectives.

These objectives are continuity in evaluation and assesment of broad based learning and behavioural outcomes on the other.

The term continuous is meant to emphasise that evaluation of identified aspects of students growth and development is a continuous process rather than an event.

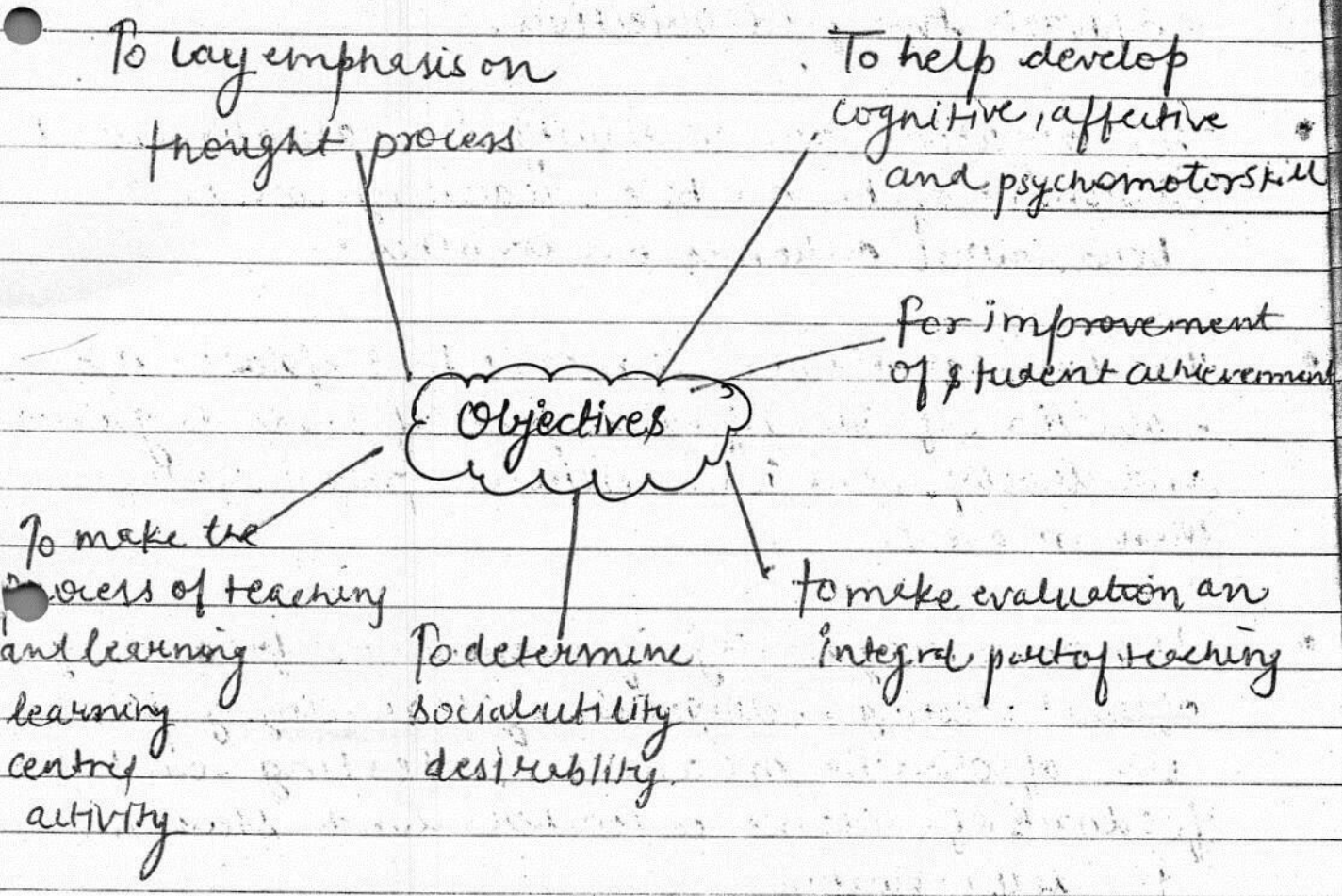
It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for self-evaluation.

CCE uses assessment as means of motivating

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learning to provide feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of learner's profile.

OBJECTIVES OF CCE



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FEATURES OF CCE

The continuous aspects of CCE take care of continual and periodicity aspect of evaluation.

Continuous means assessment of students in the beginning of instructions and assessment during the instructional process.

The comprehensive component means to take care of assessment of all round development of child's personality.

It includes both scholastic and non-scholastic aspects.

Assessment in scholastic areas is done informally and formally using multiple techniques of evaluation.

In coscholastic areas It is done using

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multiple techniques on the basis of identified criteria while assessment in life skills is done on the basis of indicators of assessments and checklists.

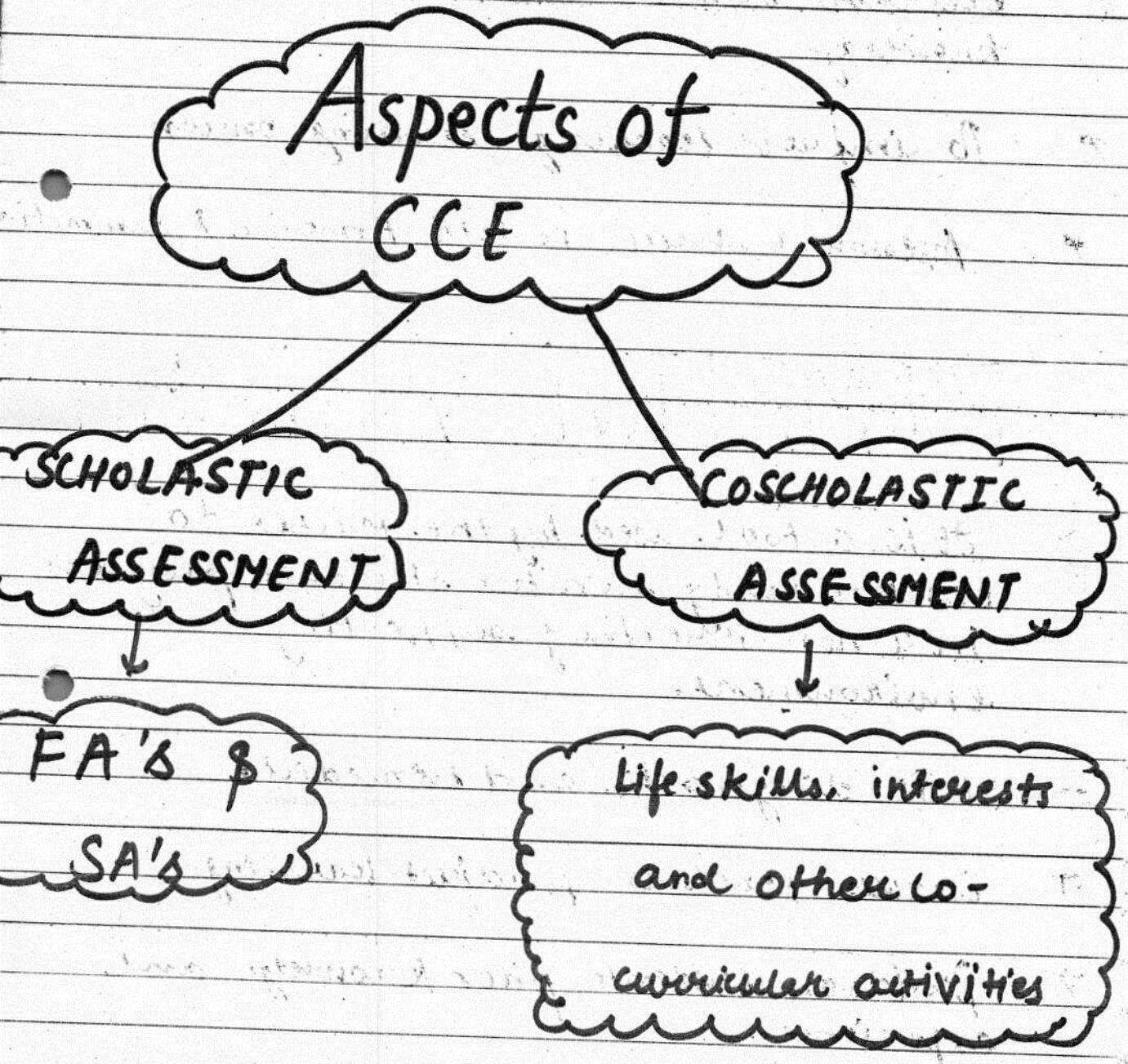
- Helps students to support their peer group.

FUNCTIONS OF CCE

- Helps teacher to organise effective learning
- Helps in regular assessment to the extent.
- Serve to diagnose and allows teacher to determine student's strengths and weakness.
- Children can also become aware about their strengths and weakness.
- It provides them a realistic self-assessment of how they studies.
- It identifies the areas of aptitudes and interest.

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- Helps in decision making.
- provides information, reports on the progress of students in scholastic & co-scholastic areas.



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CBCS

CHOICE BASED CREDIT SYSTEM

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Choice Based Credit System (CBCS)

CBCS is an educational approach that allows students to choose courses from the prescribed set of courses. It includes a skill based course.

The course can be evaluated based on grading system which is an upgrade to ~~the cover~~ conventional marks system.

Quality education plays an important role in enhancing knowledge, developing skills, building confidence and creating positive impact on student's life, but also laid a solid foundation of personal growth.

The features of CBCS are-

1. Learner Centric Approach
2. Subject categories

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③ Grading

④ Ballot system

⑤ online system

The 'CBCS offeres a "cafeteria approach in which students can choose courses of their own choice." It includes-

① Core Course - A course, which was to be compulsorily studies by a candidate -

② Elective course - A course, which a student can choose from a pool of courses, which may be specific, specialised, advanced, supportive to the discipline or subject of the case study.

③ Ability enhancement course - It is based upon the content that leads to knowledge enhancement.

④ SEC - Subject Enhancement course

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It is value based / skill based courses. Aim to provide hands on competencies, skillset

CBCS go through grading system -

CBCS is a step beyond numerical marketing to grading system.

S.NO	Letter grade	Grade	Grade points
1	O	Outstanding	10
2	A+	Excellent	9
3	A	Very Good	8
4	B+	Good	7
5	B	Above Average	6
6	C	Average	5
7	D	Pass	4
8	F	fail	0
9	AB	Absent	0

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Why the CBCS system is introduced?

It is introduced as -

1) Shift in focus from the teacher-centric to student-centric education.

2) Student may undertake as many credits as they can cope with.

3) CBCS allows students to choose inter-disciplinary, intra disciplinary courses.

4) CBCS makes education broad based and at par with global standards.

5) CBCS offers flexibility for students to study at different institutions to complete one course (ease mobility of students).

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Biyani Girls B.Ed. College, Jaipur

(Affiliated to the University of Rajasthan Approved By NCTE)

BIYANI
Where you can trust

CREATING AND INCLUSIVE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE

B.ED-M.ED

Sessional work

FIFTH SEMESTER

Session 2022-2023

Supervisor :-
MRS. SARITA SHARMA
(ASSISTANT PROFESSOR)
EDUCATION DEPARTMENT

Submitted By :-
SURBHI SHARMA
(B.Ed.-M.Ed. VTH SEMESTER)
Roll No: - 42

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INCLUSIVE SCHOOL

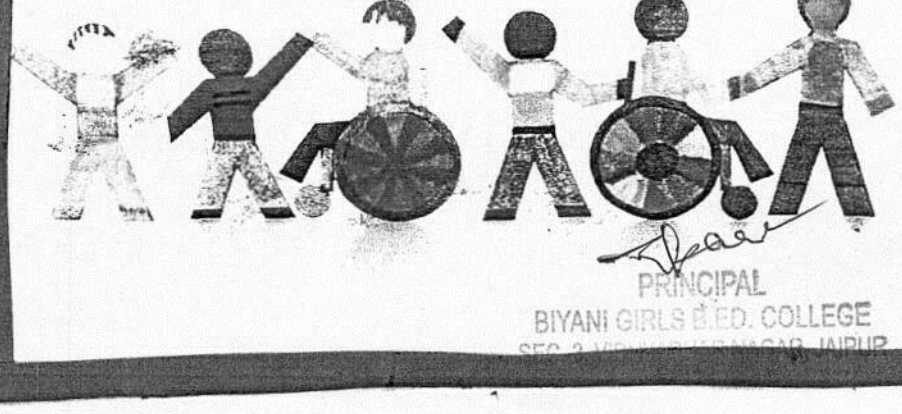
AND

EDUCATION



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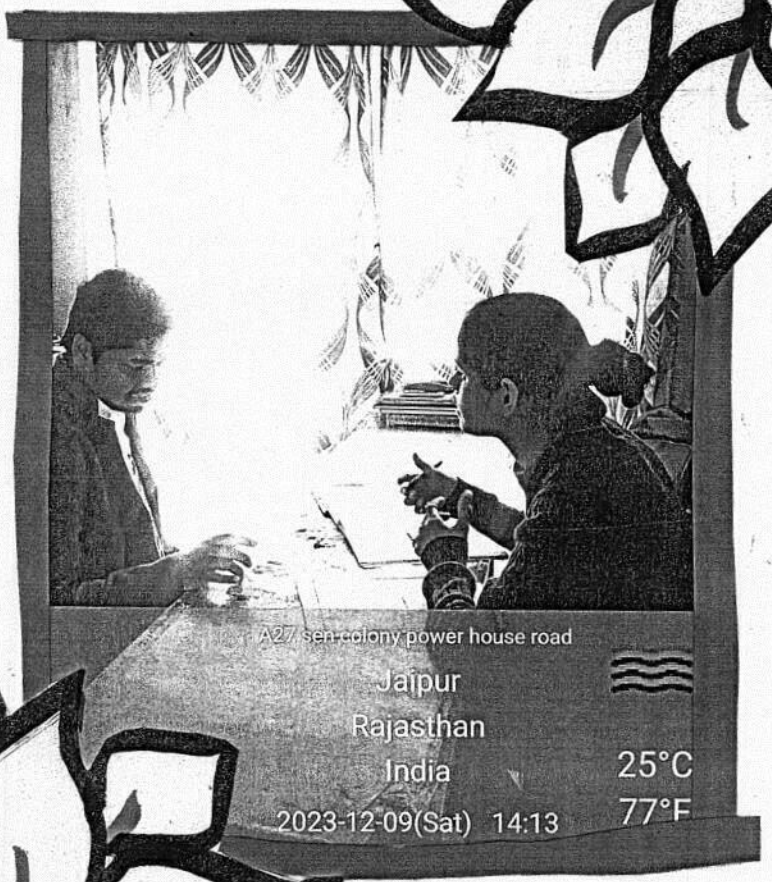
INCLUSIVE EDUCATION

MEANING OF INCLUSIVE EDUCATION

Inclusive education means that children with special needs have to be educated in the same classroom with normal children so that there is no discrimination between normal children and children with special needs. Inclusive education doesn't accept special schools or classrooms under this, there is provisions for providing education of all types of children together in the normal classroom.

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Inclusive education is a process of raising the participation of the children



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PERSONAL INFORMATION

NAME :- ANKIT KUMAR SHAH

GENDER :- MALE

D.O.B :- 23/3/2003

AGE :- 19

CLASS :- XII th

PROBLEM :- FACING DIFFICULTY WALKING WITH THE RIGHT LEG AND STRUGGLING TO PRONOUNCE WORDS CLEARLY

ADDRESS :- A-199, BARODIA BASTI, NEAR RAILWAY STATION, JAIPUR

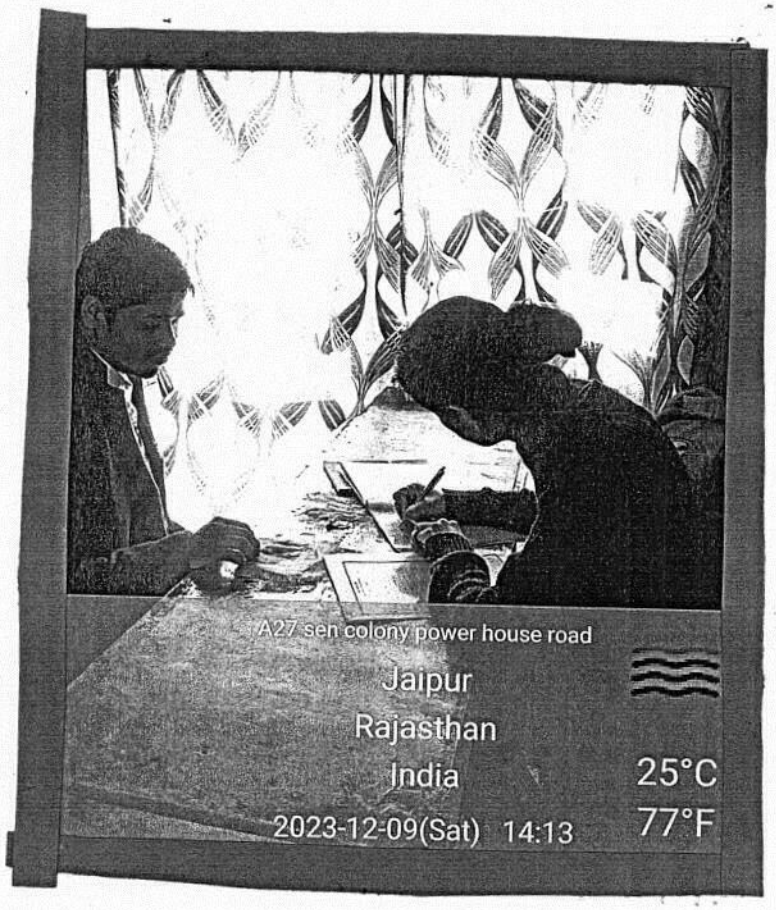
FATHER NAME :- BALMIKI SHAH

MOTHER NAME :- INDU SHAH

FATHER OCCUPATION :- CAB DRIVER

DISABILITY TYPE :- LOCOMOTOR DISABILITY
SPEECH DISORDER

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ANKIT

SHAH

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व्यक्ति अध्ययन प्रविधि
(CASE STUDY TECHNIQUES)

एल.एम. दुबे (जबलपुर)

क्रम संख्या .....

नाम अंकित कुमार शाह

आयु 19 लिंग पुरुष

पिता का नाम बालमीकि शाह

पिता का व्यवसाय टैक्सी चालक कुल मासिक आय ₹ 20,000

अस्थायी निवास स्थान A-199 बड़ोदिया बस्ती, रेलवे स्टेशन के पास, जयपुर

स्थायी निवास स्थान A-199 बड़ोदिया बस्ती, रेलवे स्टेशन के पास, जयपुर, राजस्थान

समस्या का पूर्ण विवरण लोकोमोटर विकलांगता (पैर से चलने मे कठिनाई) मौखिक-मोटर भाषा विकार

समस्या की जानकारी देने वाले का नाम व पता अंकित कुमार शाह A-199 बड़ोदिया बस्ती, रेलवे स्टेशन के पास, जयपुर

सामान्य परिचयात्मक विवरण

जन्म सम्बन्धी –

जन्म स्थान बिहार

जन्म के समय माता का स्वास्थ्य सामान्य

जन्म के समय बालक का स्वास्थ्य सामान्य

जन्म के समय हुई किसी कठिनाई का वर्णन .....

बाल्य–काल में हुई बीमारियों का वर्णन .....

बचपन में हुई दुर्घटनाओं का वर्णन .....

बचपन में हुई कोई अन्य महत्वपूर्ण घटनाओं का वर्णन .....

विकास सम्बन्धी –

बालक ने माँ का दूध पिया है या बाहर का बालक ने माँ का दूध पिया है।

बैठने की आयु .....

खड़े होने की आयु .....

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चलने की आयु .....

बोलना प्रारम्भ करने की आयु .....

बाल्यकाल में बोलने की कठिनाई का विवरण .....

.....

वर्तमान समय में बालक का स्वास्थ्य .....

.....

पारिवारिक विवरण

पिता या अभिभावक का नाम बाल्मीकि शाह

पिता या अभिभावक की आयु 50 साल

पिता या अभिभावक का व्यवसाय टैक्सी चालक

पिता या अभिभावक की उनके व्यवसाय के प्रति अभिवृत्ति .....

.....

पिता या अभिभावक की शिक्षा 10th ~~pass~~ पास

पिता या अभिभावक का स्वास्थ्य पिताजी का स्वास्थ्य ठीक है।

पिता या अभिभावक के स्वभाव का वर्णन पिता का स्वभाव सरल व अच्छा है।

पिता या अभिभावक की बालक से आशायें पिता की बालक से यह आशाएँ है कि उनका बेटा सरकारी अफसर बने।

माता की आयु 40 साल

माता की शिक्षा 5th पास

माता का व्यवसाय गृहिणी

माता का स्वास्थ्य माता का स्वास्थ्य ठीक है।

माता की बालक के प्रति अभिवृत्ति .....

माता की बालक से आशाएँ माता की भी बालक से यह आशाएँ है कि उनका बेटा एक सरकारी अफसर बने।

माता का पिता से सम्बन्ध अच्छा है।

माता के परिवार के अन्य सदस्यों से सम्बन्ध अच्छे है।

भाई–बहिनों की कुल संख्या 5 भाई 3 बहिन 2

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बालक का क्रमांक (बालक के क्रम पर √ में गोला खींचिए) –

	1	2	3	4	5	6	7
बालक	√	√	(3)	√			
बालिका	√	(4)	√		√		
आयु	16 वर्ष	14 वर्ष	12 वर्ष	10 वर्ष	8 वर्ष		

परिवार के अन्य सदस्यों के नाम, आयु एवं उनका बालक से सम्बन्ध :–

(1) सौरभ कुमार शाह - (20 वर्ष) बालक का भाई

(2) दिशा कुमारी शाह - (23 वर्ष) बालक की बहन

(3) गोविंद कुमार शाह - (26 वर्ष) बाल की भाई

(4) कोमल कुमारी शाह - (17 वर्ष) बालक की बहन

(5) इन्दु देवी - (50 वर्ष) बालक की माता

क्या बालक से उसके माता–पिता स्नेह करते हैं? हाँ

क्या वे बालक को सदैव प्रोत्साहन देते हैं? हाँ

क्या बालक की सामान्य आवश्यकताओं की पूर्ति करने को वे तैयार रहते हैं? हाँ

क्या वे बालक की पढ़ाई में सहायता करते हैं? हाँ

क्या वे बालक को उसकी इच्छानुसार कार्य करने, खेलने की सुविधा देते हैं? हाँ

क्या वे बालक को उसकी रूचि की वस्तुएँ लाकर देते हैं? हाँ

क्या बालक को अपने साथ मनोरंजन हेतु ले जाते हैं? हाँ

क्या वे बालक के मन में भय जमाने के लिए कभी उसे शारीरिक दण्ड देते हैं? नही

क्या बालक को घर के सामान्य नियमों के पालन हेतु विवश करते हैं? नही

क्या बालक की शारीरिक या बौद्धिक न्यूनता की तुलना उसके अन्य भाई–बहिनों से करते हैं? नही

सामाजिक आर्थिक स्थिति :–

1. परिवार की कुल मासिक आय ₹ 20,000
2. आय के स्त्रोत नही है
3. क्या परिवार का स्वयं का अपना घर है? हाँ
4. क्या परिवार के सब सदस्यों के लिए आय पर्याप्त है? नही
5. क्या परिवार के सब सदस्यों की सामान्य आवश्यकता पूरी हो जाती है? हाँ

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6. क्या परिवार को मनोरंजन की सुविधायें (जैसे–रेडियो, समाचार–पत्र, पत्रिकायें, खेल के साधन आदि) प्राप्त हैं? हाँ

7. क्या परिवार के सम्बन्ध पड़ौसियों से अच्छे हैं? हाँ

8. परिवार के पास–पड़ौस का वातावरण कैसा है? अच्छा है।

9. पड़ौसी किस व्यवसाय के हैं?

10. परिवार की स्थिति समाज में कैसी है? अच्छी है।

विद्यालयीन विवरण

विद्यालय में प्रथम प्रवेश के समय की आयु 3 वर्ष

विद्यालयों के नाम जहाँ–जहाँ बालक ने अध्ययन किया है

क्रमांक	विद्यालय का नाम	प्रवेश का दिनांक	छोड़ने का दिनांक	कारण
1.	महात्मा गांधी सीनियर सेकेंडरी स्कूल बड़ी चौपड़	14-July-2007	7-May-2015	
2.	यूनियन पब्लिक स्कूल जयपुर	1-June 2015	1-July 2022	
3.	टैगोर पब्लिक सीनियर सेकेंडरी स्कूल जयपुर	28-April-2022	-	-
4.				
5.				

बालक की शैक्षिक प्रगति के पिछले तीन वर्षों का परिणाम :

परीक्षा वर्ष	विषय एवं अंकों का प्रतिशत										
	1	2	3	4	5	6	7	8	9	10	11
	अंग्रेजी	हिन्दी	गणित	विज्ञान	सा०अ०						
2021	78	62	81	65	88						
2022	71	80	55	66	72						
2023	85	66	68	75	60						

बालक के रूचिकर विषय अर्थशास्त्र, गणित

बालक के अरूचिकर विषय व्यवसायिक अध्ययन

सहगामी क्रियाओं के नाम जिसमें बालक सक्रिय भाग लेता है?

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खेलों के नाम शतरंज

बालक का अध्यापकों से सम्बन्ध अच्छे है।

बालक का अपने सहपाठियों से सम्बन्ध अच्छे है।

विद्यालय का स्तर

समार्जन का विवरण

1. क्या बालक चंचल प्रकृति का है? नही
2. क्या बालक शान्त प्रकृति का है? हाँ
3. क्या बालक उदास रहता है? नही
4. क्या बालक शीघ्र क्रोधित हो जाता है? हाँ
5. क्या बालक भयभीत रहता है? नही
6. क्या बालक शीघ्र उत्तेजित हो जाता है? हाँ
7. क्या बालक अधिक संवेदनशील है? हाँ
8. क्या बालक जिम्मेदारी के काम से घबड़ाता है? नही
9. क्या बालक प्रत्येक कार्य में शीघ्रता करता है? नही
10. क्या बालक हठी स्वभाव का है? नही
11. क्या बालक में बदला लेने की भावना तीव्र है? नही
12. क्या बालक छोटे और कमजोरों को सताता है? नही
13. क्या बालक में सामग्री को नष्ट करने की मनोवृत्ति है?
14. क्या बालक सदा दिवा–स्वपन में डूबा रहता है? नही
15. क्या बालक घर से अधिक समय तक बाहर रहता है? नही
16. क्या बालक अवज्ञाकारी है?
17. क्या बालक अजनबी लोगों से बात करने में घबडाता है? हाँ
18. क्या बालक अपनी आवश्यकता की चीज माँगने में शर्माता है? हाँ
19. क्या बालक एकान्त प्रिय है? हाँ
20. क्या बालक अपने परिवार में अपने आपको दुःखी मानता है? नही
21. क्या बालक को अपने अभिभावकों से पूर्ण स्नेह मिलता है? हाँ

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22. क्या बालक से उसके भाई–बहिन स्नेह करते हैं? हाँ

23. क्या बालक अपने मित्रों के साथ बाहर खेलने जाता है? नहीं

24. क्या बालक का विद्यालय में सम्मान है? हाँ

25. क्या बालक को उसके शिक्षक चाहते हैं? हाँ

26. क्या बालक शीघ्र नए लोगों से मित्रता कर लेता है? नहीं

27. क्या बालक नवीन स्थान में प्रसन्नता का अनुभव करता है? नहीं

28. बालक अवकाश के समय क्या करता है? पढाई

29. बालक प्रायः किस प्रकार की पुस्तकें पढ़ना पसन्द करता है? सामान्य ज्ञान की पुस्तके पढना पसन्द है।

30. बालक की रूचि या हॉबी क्या है? कविता लिखना व किताबे पढना

31. बालक के घनिष्ठ मित्रों सम्बन्धी विस्तृत जानकारी .....

.....

बालक के व्यक्तिगत गुण –

योग्यता	मनोवैज्ञानिक परीक्षक का नाम	परिणाम
1. बौद्धिक योग्यता	–	–
2. अभिक्षमता	–	–
3. अभिरूचि शैक्षिक	–	–
4. अभिरूचि व्यावसायिक	–	–
5. व्यक्तित्व	–	–
6. समायोजन	–	–
7.		
8.		

क्या बालक अधिक चंचल है? नहीं

क्या बालक में कौतूहल की भावना है? हाँ

क्या बालक में रचनात्मक प्रवृत्ति है? हाँ

बालक के व्यक्तित्व सम्बन्धी अन्य गुणों का वर्णन .....

बालक के व्यक्तित्व सम्बन्धी दोषों का वर्णन .....

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बालक के अपने प्रति दृष्टिकोण का वर्णन सामान्य

बालक अपनी समस्या किस प्रकार देखता है? अन्य बालको से स्वय को भिन्न देखकर

बालक अपनी समस्या का मुख्य कारण क्या मानता है? बालक के अनुसार बालक को अन्य से अलग समझा जाता है।

बालक की कौनसी इच्छाएँ पूरी नहीं हो सकती हैं?

बालक की अपने भावी–जीवन की क्या योजनाएँ हैं?

बालक की समस्या के प्रति अन्य व्यक्तियों का अभिमत

1. पिता का अभिमत अधिक समय पढने मे व्यतित करता है।
2. माता का अभिमत अपना अधिकतर समय घर से बाहर घुमता है।
3. अध्यापक का अभिमत विद्यालय मे नियमित उपस्थिति रहती है।
4. मित्रों का अभिमत पढने पर अधिक ध्यान रहता है।
5. पड़ौसियों का अभिमत दोस्तो के साथ अधिक समय व्यतित करता है।
6. अन्य सम्बन्धी व्यक्ति का अभिमत

बालक की समस्या पर परामर्शक का अभिमत :–

1. प्रमुख समस्या का वर्णन विद्यालय मे नियमित उपस्थिति रहती है।

2. समस्या के सम्भवतः कारण

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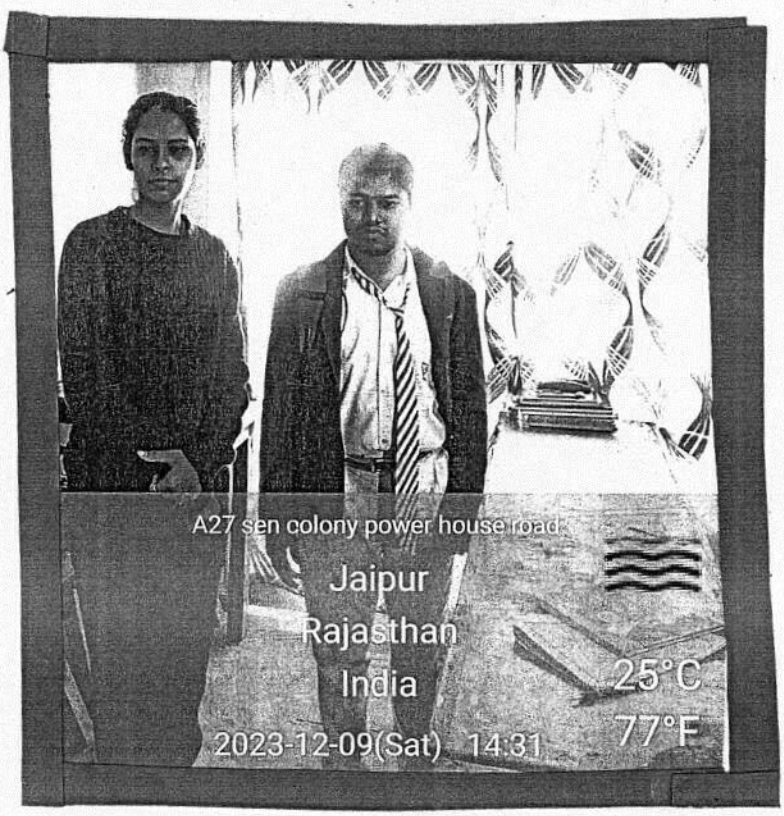
CONCLUSION

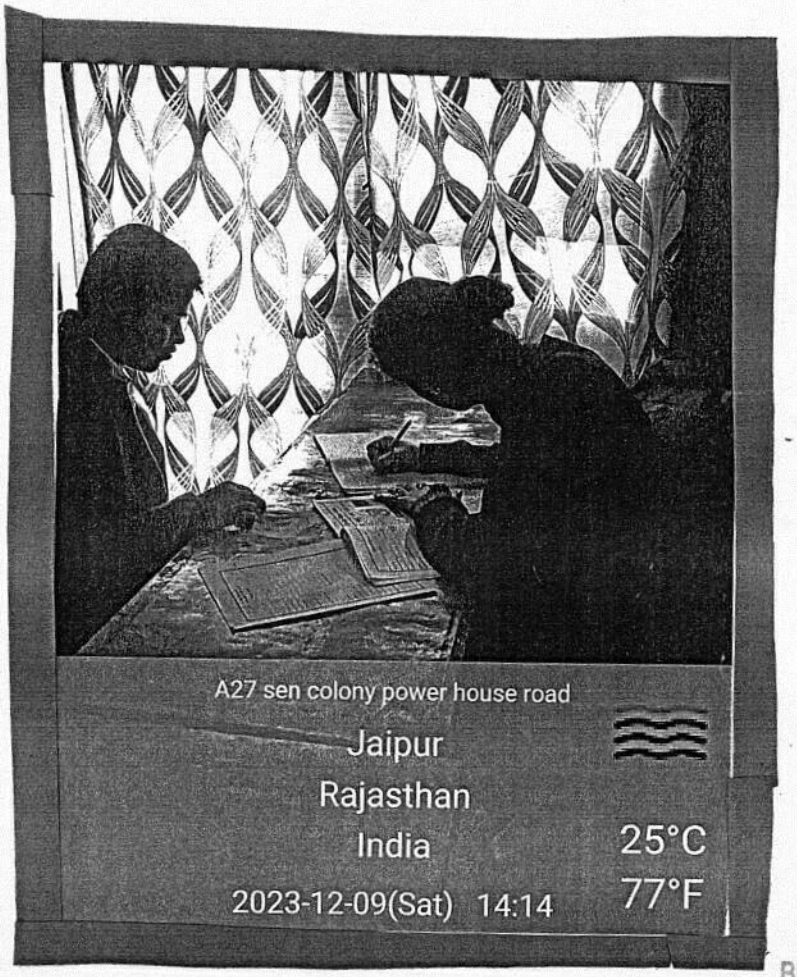
Ankit, a nineteen year old boy, is navigating the challenges of inclusive education with a locomotor disability that significantly impacts his ability to walk and pronouce words clearly. Born with this condition, Ankit has shown remarkable resilience in facing the hurdles associated with both mobility and communication.

Medical history :- Ankit was diag with a locomotor disability early in his life, affecting his motor skills and hindering his mobility. This condition has posed challenges in his daily activities, particularly in the school environment where physical movements play a crucial role.

Educational Journey :- Ankit is enrolled in an inclusive school where efforts are made to accommodate diverse learning needs. His Educational journey involves a collaborative approach, with teachers, special education professionals, and support staff working together to provide a conducive learning

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environment.

Challenges Faced :-

1) Mobility Issues :- Ankit encounters difficulties in navigating the school premises due to his limited mobility. The lack of accessible infrastructure poses additional challenges for him to move freely.

2) Speech Impediment :- Pronouncing words clearly is a struggle for Ankit. He faces communication barriers that impact his interaction with peers and teachers, leading to potential academic and social challenges

3) Social Integration :- Inclusion goes beyond the classroom; Ankit faces the challenges of social integration. Peers may not fully understand his condition, leading to unintentional exclusion.

Despite the challenges, Ankit has shown remarkable progress. With the support of the inclusive education system, his mobility has improved, and he has made strides in his speech development. Regular assessments help track his progress and guide further interventions.

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