



Motiwala Education & Welfare Trust's
MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES,
NASHIK.

Gangapur – Satpur link Road, Via Ashok Nagar, Nashik.

BED 201

Title of Course: QUALITY AND MANAGEMENT OF SCHOOL EDUCATION

Name of Practical: - Prepare an awareness program on various indiscipline problems faced in school

Name of the Student-Teacher:- PATHAK POONAM SUMI **Roll No:-** 29

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Introduction				✓	
2	Objectives					✓
3	Identification of problem				✓	
4	Selection of the program				✓	
5	Planning				✓	
6	Execution of a program				✓	
7	Impact of program on students					✓
8	Reflection				✓	
9	Educational Implication				✓	
10	Overall impression				✓	
Total Marks - 50		(42)				

Date: - 30/12/21


Signature of Professor In-charge

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COURSE TITLE: 201 QUALITY AND
MANAGEMENT OF SCHOOL

TOPIC: PREPARE AN AWARENESS
PROGRAM ON VARIOUS INDISCIP-
-LINE PROBLEMS FACED IN SCHOOL

ROLL NO : 29

SUBMITTED BY : POONAM PATHAK

SUBMITTED TO : SADASHIV KALAMKAR
SIR.

2021 — 2022

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INTRODUCTION

I, Poonam Pathak the student teacher of Motiwala college of Educational Sciences S.Y. Bed went in Heaven world English Medium school for the research of various indiscipline problems faced in school and my report is as follows

The study explores students indiscipline in secondary school in heaven world high school. The purpose of this research is to examine the familiar and common forms, the cause and probable ways to cure indiscipline in school.

The critical tool used in the transformation of individual in particular and the society in general, secondary education in Heaven world English Medium school.

One can say that discipline comes through effective management of an organisation, indiscipline on the other hand is any act that deviates from the acceptable societal norms and values. principles or administrative head the school who plan, control, command

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OBJECTIVES

- † To study the objectives in details.
- † To study about the different indiscipline problems.
- † To study about misbehaviour of the students in the classroom.
- † To study about individual difference (gifted average and slow learners)
- † To study about the students regularly coming late to the school.
- † To study about the lack of presence in the school.
- † To study about the students spoiling school furniture, gardens and school surrounding etc.
- † To study about the emphasis on academic utilization of PT, music, art and craft periods for completing the portion of other subjects.

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IDENTIFICATION OF PROBLEMS

These are major challenges currently facing public schools, based on perspective of many involved in the world of education today.

Classroom size:

Students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. Teachers diagnose equity in smaller size classrooms.

Poverty:

Students living at or below poverty level tend to have the highest dropout rates. Studies show that students who do not get enough food or sleep are less likely to perform at their full academic potentials.

Family Factors:

This factor also plays a role in the teachers ability to teach students. Principal and teachers agree that what is going on at home will

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impact a student's to learn.

Divorce, single parents, violence, and many other issues are all challenges a student brings to school every day with some teachers and administration try to work with children in less ideal family environments they can only do so much - especially when parents wish the school to provide for the children.

Technology:

Kids health guide reports that students are more technology advanced than many teachers today but it's also disadvantages in the classroom. However, a student's loss of technology also tends to distract him from his school work.

Bullying:

It is not a new problem but it is one that has a profound impact on the learning aptitudes of many students. Today technology has given bullies even more avenues to torment their victims through social networking

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texting and other virtual interaction bullying has become a major issue for schools or ex. evidenced by the number of suicides that can be directly traced to bullying events.

Students Attitudes and Behaviour:

Many school teachers also see students attitudes such as empathy and disrespect for teachers, as a major problem of facing school today.

No child left behind

Many students parents and teachers see ~~No child left behind~~ as a detriment to the public education environment today. This motto varied the burden among students to get good score and more time to give for academics in the light of testing procedure.

Parent involvement:

Some parents that the responsibility of educating students lies squarely on the shoulder of school authorities.

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SELECTION OF THE PROGRAM.

Many programme have been taken by both central and state governments to remove indiscipline problems faced in school.

Improve standard of educational institutes:

To solve the problem of indiscipline the teaching standard of educational institution should be raised, necessary educational implements school should be provided. School & college made more attractive and proper provision should be made for the entertainment and sports and game of the students.

Adjusting School Timing and Vacation:

There is need for adjusting the school vacation suitable so as to make them synchronous with the sowing and harvesting season of crops.

PLANNING.

Reforming the Curriculum:

The curriculum should be made meaningful and relevant to the environment and life of the children. Curriculum of primary schools should be modified and prepared for the students of the rural and urban areas and subjects should be determined by keeping in mind the interest and needs of boys and girls.

Reforming the examination:

The present system of examination is full of many defects and it should be changed and recognised as soon as possible. The students should be awarded marks on the basis of works done.

Adoption of New and Psychological Method of Teaching.

It is necessary that new and psychological method of teaching should be adopted. Trained teachers need any aids and implements of education.

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EXECUTION OF A PROGRAM.

After knowing understanding the behaviour of the student from past experiences the execution of well planned program are as followings.

Focus on students self control in the sense that students become able to control their behavior and guide the right direction punishment will not make them change therefore dealing with behavioural problems must be accompanied by an effort to learn restraint students opportunities appropriate behaviours so that they can learn restraint students encourage a praise each other not only create a positive but also fun classroom environment and motivates individuals the teachers to connect to the students forming a strong foundation from which behavioural change can take place. Also showing an interest in each child's family.

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IMPACT OF PROGRAM ON STUDENTS

There will be no element of fear - because discipline based on fear doesn't serve its end on the basis of respect alone mutual confidence may be created between teachers and the students.

Each individual shall have control over himself. The students should be made responsible for the establishment of discipline amongst themselves because they will exert a good influence on other.

To reduce students behaviour problem in school because schools provide facilities for study and teaching.

Students will take interest of observing the rule and regulations of the school but it is also includes the observation of the law of society that it is not confined to the school only but is related to the whole life.

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REFLECTION

Disruptive behaviour has become a big problem whose proper solution has become indispensable for teachers and school administration. Effectively, disruptive behaviour of a student doesn't harm him or her but disturbs the whole class. It concerns teachers, students as well as parents. The purpose of discipline is to teach students social skills they need for success both in and out of school and to teach students to be responsible citizens. In this context the teacher's task is to conduct and plan those programmes which engage students in learning and make them respectful, sinking deeper in the environment of active construction of knowledge and active learner. This indicates that teachers are aware of how to manage the classroom and are able to appreciate their students' necessities regarding various procedures and skills.

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EDUCATIONAL IMPLICATIONS

The programme helps to create a view where the focus of attention is on the idea of developmentally appropriate education. This refers to an educational environment, curriculum materials and instruction that are consistency with students physical and cognitive abilities as well as their social and emotional needs.

Teachers takes special efforts to arrange classroom activities for individual and group of children rather than for whole class group.

The teacher should correct students mistake with love rather than label them negatively. School administrators and teachers should provide moral leadership in school.

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parents talk to their children about bullying problems in school today with understanding their problems after adjusting the school timing and vacations, students engage to projects such as multi media science maths and on tasks.

Actions by government affordable and they provide the minimum required infrastructure to meet the basic needs.

English
30/12/21



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B.Ed 202

Course Title: Knowledge and Curriculum, Language across the Curriculum
Practical – Comparative Study of the Curriculum of different boards
(any two boards – SSC, ICSE, CBSE, IB)

Name of the Student: Mr./Mrs. PATHAK POONAM Roll No 29

EVALUATION SCHEME (Out of 50 Marks)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Criteria	1	2	3	4	5
1	Introduction				✓	
2	Nature & structure of the curricula of different boards					✓
3	Objectives of the curricula of different boards					✓
4	Weightage given subject wise				✓	
5	Accuracy of the content, reference books					✓
6	Merits & demerits between the boards				✓	
7	Reflection of values, core elements & life skills				✓	
8	Evaluation scheme & Nature of results				✓	
9	Critical opinion				✓	
10	Overall Impression				✓	
	Total Marks - 50				28	15

Date: -

43
50

Signature of Professor In-charge

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SUBJECT: 202 Knowledge And
Curriculum language Across
The Curriculum.

PRACTICAL: COMPARATIVE STUDY
OF CURRICULUM OF DIFFERENT BOARDS
(SSC-C.B.S.E)

SUBMITTED BY: PATHAK POONAM

Roll No: 29.

SUBMITTED TO: PROF. PANKAJ NAGMOTI
SIR

2021 - 2022

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In India it is also known as the 10th Board exams. It is public examination conducted by various boards of education including ICSE, CBSE, and State boards for students of senior classes, SSC Boards are conducted under the state government different states are conducting exams at state levels.

The central Board of Secondary education also called as (CBSE) is a national level boards of education in India for public and private schools controlled and managed by union government of India. CBSE has asked all schools affiliated to follow only NCERT curriculum. There are approximately 20,299 schools in India and 220 schools in 28 foreign countries affiliated to the CBSE. Formation of CBSE Board is also on 9 November 1962. These Headquarters are in New Delhi, India. They conduct official language Hindi and English, parent organisation Ministry of Human Resource Development.

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NATURE AND STRUCTURE OF THE CURRICULA OF DIFFERENT BOARDS.

SSC

Nature and Structure of SSC Board.

Secondary School Certificate commonly known as 'SSC' or State Board virtually every state of India has its own Board Education department at the end of class X and XII. The education structure, paper and exam patterns may vary from state to state. This is comfortable for parents who would be staying in the same state during their child's education at least till class X since the syllabus may vary between states. It is not flexible to compare the Results of two different state boards. The syllabus may not be up to the central standards. The students are generally well acquired with the education system of the state.

Features And Learning Outcomes:

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- 1) children acquire the skills of listening Reading, writing and thinking in an integrated manner.
- 2) Develop Interpersonal communication skills.
- 3) Develop Reference skills both printed and electronic mode.
- 4) Interpret and understand Instruction and polite form of expression and Respond meaning fully both orally and writing.
- 5) Acquire varied Range of vocabulary understand increased complexity of sentence structure both Reading and writing.
- 6) Express on Awareness of social and environmental issues.
- 7) Read and Interpret critically the texts in different context. Including verbal and Pictorial mode.

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Innovation in teaching learning Methods by devising students friendly and students centered paradigm.

Skills learning by adding jobs oriented and job linked inputs.

Regularly updating the pedagogical skills of the teachers and administrators by conducting in services training programmes workshops etc.

STRUCTURE OF CBSE BOARD.

Central Board of secondary education has more than 9,000 schools in India and has global presentation. It conducts all India senior school certificate exams in 12th. The academic year begins in June and ends in April. The medium of instruction is English and Hindi. Passing marks is 33% in each subject. Assessment is done in the form of unit test and semester. The subjects offered are English, Hindi, Science, Social Science, Interpersonal Skills, Economics

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The lots of co-curricular and extra curricular activities. The CBSE curriculum helps students to prepare for the competitive entrance exams for engineering and medicals and also in other fields.

OBJECTIVES OF THE CURRICULA OF DIFFERENT BOARDS.

OBJECTIVES OF SSC BOARD.

- 1) It acquires necessary knowledge skills and attitudes for the development of the self and the nation.
- 2) It promotes harmonious co-existence among the people.
- 3) It developed mentally socially morally physically and spiritually.
- 4) It enhance understanding and respect for own and other people's cultures their place in contemporary society.
- 5) It enhance understanding and appreciation of interrelationships among Nations.

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- 6) It promotes Love for and loyalty to the nation.
- 7) Promotes positive environment and health practices.
- 8) The main objective of the SSC Board is to support and enhance the national system of common school education structure in the state of Maharashtra by providing uniform curriculum common textbooks, examinations and academic innovations with a flexible scheme of studies suitable to the needs of students based on NCERT.
- 9) It built a Firm Foundation for further education and training.
- 10) It develops into a Responsible and socially well adjusted person.
- 11) To enhance enjoyment in learning.
- 12) To develop ability for enquiry critical thinking and rational judgement.

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CBSE.

OBJECTIVES OF THE C.B.S.E BOARDS.

- The main objectives of the CBSE Board were those of serving the educational institutions more effectively and to be responsive to the educational needs of those students whose parents were employed in the central government services and had frequently transferred jobs across the country.
- CBSE maintaining uniformity among all the students across India. Its effectiveness is reflected on the number of schools affiliating with it each year. It covers basic and general knowledge required for a child to move forward in terms of education. Not only have introduced All India Boards exams for school std 10th and 12th.
- To fulfill the educational requirements of those students whose parents were employed in transferable jobs.

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- * To prescribe and update the course of instructions of examinations.
- * To attilate instructions for the purpose of examination and uplifting of the academic standards of the country.
- * CBSE stresses concentric curriculum which means that the topics that are taught in a year will be continuation of the previous year.
- * Teacher english in functional ways and the teacher is more oriented communication.
- * Creative and flexible approaches to learning and teaching, and offering aed inovative curriculum.

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WEIGHTAGE GIVEN SUBJECT WISE

SSC BOARD.

Under SSC it is expected the students study all compulsory subjects maths, Hindi, Science, English, civics, geography, History, geometry and Algebra, Marathi, P.T, Art and Drawing, computer are also important in SSC Boards.

GROUPS

SUBJECT UNDER DIFFERENT GROUPS.

Group - I
(80% marks external
exam + 20% marks
internal
exams)

- 1) English
- 2) Hindi
- 3) Marathi

Group - II
(80% marks
external exam +
20% marks
internal exams)

- 1) Science
- 2) Mathematics
- 3) Social studies
- 4) History civics
and geography
- 5) E.V.S.

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GROUP-III

(80% marks
external exams
+ 20% marks
internal exams.)

- 1) Drawing and Art
- 2) computer
- 3) physical exercise
- 4) yoga
- 5) I.C.A.

* CBSE BOARD *

Under CBSE it is expected that students study their language subject up to class VIII Hindi language subject (Additional subjects) could be one of the languages as specified by CBSE.

GROUPS.

SUBJECT UNDER DIFFERENT GROUPS.

GROUP-I

(80% marks
external exams
+ 20% marks
internal exams)

- 1) English
- 2) Hindi or Marathi
- 3) Mathematics
- 4) social science
- 5) science.

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GROUP-II.

Vocational subjects
50% marks external
+ 50% internal
exams marks.

Dynamic of
Retailing. It
Security automobile
technology
Basic Agriculture
Food production
Front offices
operation
marketing sales
Health care
services

GROUP-III

(80% external marks)
+ 20% internal
marks.

- 1) EVS
- 2) computers
- 3) ~~arts~~
- 4) commercial
application.

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ACCURACY OF CONTENT REFERRING Books.

SSC Board,

General science
std - VIII

CBSE Board

NCERT Science Book
std. VIII

General science text book helps the student self learning enjoyable and interesting. Hence there should be clarity about the central concept that children expected to achieve at the various stages of primary education. Various activities and projects have been given under specific way. The supplementary information given in the textbook will help child learning effectively. There is accuracy content seen.

The NCERT class 8th Science book covers a unit Range of topic including several important concept the subject in minds of students. All the chapters are enough to raise questions in the mind of curious students. There is accuracy of the content in CBSE Book.

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MERITS AND DEMERITS BETWEEN The Boards.

Merits of SSC.

- 1] The advantage of the opting for this Board are lower fees, thereby making it affordable for people come from different socio-economic background.
- 2] It is less stressed since the syllabus is relatively easier and the structure of the curriculum also allows you to focus on extracurricular activities like sports.
- 3] There is also greater emphasis on practical knowledge and analytical skills.

Demerits of SSC Board.

- * Logical teaching is less
- * Less focus on practical knowledge.

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REFLECTION OF VALUES CORE ELEMENTS AND LIFE SKILLS.

* CORE VALUES *

NO.	CORE values	SSC	CBSE.
1>	patriotism	✓	✓
2>	National Integrity	✓	✓
3>	Tolerance towards all Religion.	✓	—
4>	Gender equality	✓	✓
5>	Dignity of Labours	—	—
6>	Modesty	—	✓
7>	sensitivity.	✓	✓
8>	Scientific Attitude.	✓	✓
9>	Punctuality	✓	✓
10>	Neatness	✓	✓

CORE ELEMENTS.

NO.	CORE ELEMENTS	SSC	CBSE
1>	History of Indians Freedom movement	✓	—
2>	constitutional obligati- -ons	—	✓

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3)	content sessential to nature National idea	—	✓
4)	indian common culture heritage	✓	✓
5)	equailinism, hemocracy and secularism.	✓	✓
6)	equality at sense.	✓	✓
7)	function of enviroment	✓	✓
8)	Remoral of social Barriers	—	✓
9)	observance of small Norm	—	—
10)	inculcation of scientific temper.	✓	✓

* Life Skills *

No.	Life Skills	SSC	CBSE.
1)	self awareness	✓	✓
2)	Empathy	—	✓
3)	critical thinking	✓	✓
4)	Decision making	✓	—
5)	creative thinking	✓	✓
6)	problem solving	✓	✓
7)	Effective communications	—	✓
8)	interpersonal Relationship	✓	—
9)	coping with stress	✓	✓
10)	coping with emotion.	✓	✓

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CRITICAL OPINION.

Whether we should opt for the CBSE or state Boards has already been a never-ending debate. But in my opinion CBSE is better because it is recognised globally. Also the curriculum is structured and carefully designed. It imparts the required 'outlook' among the students given freedom to analyse and frame your own CBSE Board takes much better efforts for the students to increase their critical logical, creative thinking. And overall as a teacher my opinion is primarily on learning their theory experiences instead of through one way teaching. Both SSC and CBSE Boards play significant role in building up one's career goals and achievements.

15/12/2021



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NASHIK**

Gangapur – Satpur link Road, Via Ashok Nagar, Nashik.

BED 203

Course Title: School and Inclusive School

**Practical No.1 – Interview of H.M. regarding policies and practices of the school
for developing an inclusive culture.**

Name of the Student: Mr/Mrs. PATHAK POONAM SONIL Roll No 29

EVALUATION SCHEME (Out of 50 Marks)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Policy of school regarding Inclusion				✓	
2	Identification of barriers to learning				✓	
3	Planning of Inclusion				✓	
4	Planning of Pedagogy				✓	
5	Implementation of relevant Pedagogical strategies				✓	
6	Provision of required infrastructural facilities					✓
7	Organization of supportive / remedial program					✓
8	Collaboration of the school with special education /parents/community					✓
9	Participatory role of teachers/principals/supportive staff					✓
10	Presentation of the report				✓	
Total Marks - 50		44				

Date:-

27/12/2021

Signature of Professor In-charge

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S.Y B.ED

**TITTLE :- SCHOOL AND INCLUSIVE
SCHOOL.**

**PRACTICAL NO: INTERVIEW OF H.M.
REGARDING POLICIES AND PRACTICES
OF THE SCHOOL FOR DEVELOPING
AN INCLUSIVE CULTURE.**

COURSE : 203

NAME. : PATHAK POONAM SONIL

GUIDED BY : MRS. SUNITA AWANDKAR.

Roll No : 29

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In this practical, we have taken interview of H.M (Head master) regarding the policies and practices of the School for developing an inclusive culture on November 20, 2021 Saturday in afternoon at 3 pm. platform of meeting was zoom app with resource persons, prof. Sunita Awaradkar and Mrs. Sunita Kulkarni principal of connect Academy.



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* Policy of School Regarding Inclusion.

The inclusion policy has been approved by staffs and government of the school. The school believe that every pupil has an environment to develop full potential. Educational experiences are provided which develop pupils achievement and recognize their individually. School aims to.

- + Help pupils develop their personal skills and abilities.
- + provide appropriate teaching which makes learning challenging and enjoyable.
- + provide equality of educational opportunity.

OBJECTIVES

- Ensure the school inclusion policy is implemented consistently by all staff.
- Identify barriers to learning and participating and provide opportunity appropriately to meet a diversity of needs.
- Work in partnership with parents, carers and outside agencies in supporting their child's education.

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pupils progress using these assessment criteria. The School has reward system of house points and certificate of achievements for outstanding work and performance.

Professional Development:-

The Assistant Head Teacher oversee the professional development of all teaching staff and support assistants staff are also encouraged to observe good inclusive practice within school and in other school.

Personal parent partnership:

All parents are welcome to contact the inclusion manager if have any concerns about inclusive educational provisions parents strongly to keep in regular contact with the school regarding their child's progress.

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Identification of Barriers to Learning

One of the challenges was the difficulty to identify the barriers to learning experience by learners. Barriers to the learning are problem of situation that prevents learners from accessing programs, make it difficult for learner to go to class or make it hard for learner to concentrate and learn.

There are many Barriers to the Implementation of inclusive school.

: Lack of vision and support for a shared understanding through dialogue resource or skills development.

Attitude/Beliefs: An unwillingness to embrace a philosophy of inclusion or to change existing practices.

Instructional practices: An adequate understanding of general education practices and how students with disabilities can participate in

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PLANNING OF INCLUSION.

Planning must consider resource available for staffing, scheduling of students, professional development opportunities and other needs.

The important steps in planning for inclusion and quality education

- **Focussed on Strength and Capacities**

Focusing on child's strength gifts and interest will be an important part of trying to plan for the day to day inclusion of your child in regular classrooms and other school activities.

- **Personalized learning plans (PLP)**

This programme include a plan with which has specific objectives and recommendation for services and support to help meet the needs of your child. APLP will vary depending on the circumstances on each child.

Using this PLP as a basis for inclusion and a quality education.

PLANNING OF INCLUSION

Planning of inclusion is a process that involves the identification of children with special needs and the development of strategies to meet their needs. It is a continuous process that requires the involvement of all stakeholders, including parents, teachers, and the community.

• Focuses on Special and Normal

Planning of inclusion focuses on the needs of all children, both those with special needs and those without. It aims to create an environment where all children can learn together and achieve their full potential. This involves identifying the strengths and weaknesses of each child and developing strategies to support their learning.

• Personalized Learning Plans (PLP)

This document is a plan that is developed for each child with special needs. It outlines the child's strengths, weaknesses, and learning needs. It also identifies the strategies and resources that will be used to support the child's learning. The PLP is a living document that is updated regularly as the child's needs and abilities change.

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- + To clearly identify what you want your child.
→ To learn during the school year, i.e. fairly consistent with the goal that you have already set for your child.
- + To identify ways in which your child can be included in the activities of the classroom as well as other school activities.
- + To identify the kind of support your child will need to learn and to participate and how that support will be provided.
- + To identify other children who can be role model for your child so he or she can learn social skills or develop good language skills.

Suggestions for parents attending PLP meetings.

- Expect to be full and equal partner in planning process.
- Have an outline of what you want to get out of the meeting.
- Keep in mind the strengths and need of your child.

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- * Create an environment where it is safe to wonder and investigate about self and others.
- * Discuss all areas in which a student may find opportunities for success

Academic, artistic, ethical, physical, emotional and personal.

Help students understand :

The ways in which their identities and their experience may be linked to their gender and sexual identity or their beliefs and religious identity.

Maintain a respectful environment among the students:

Help them to use respectful language and behaviour with all their classmates and peers. Cultivate a classroom community where quality questions are welcomed and expected.

Encourage all aspects of each student individually: Building confidence and affirming identity for students support their learning.

Geography is critical to the development of national and regional identity.

The words "national identity" and "regional identity" are used to describe the sense of belonging to a particular nation or region. This sense of belonging is often based on shared history, culture, and geography. National identity is a sense of belonging to a particular nation, while regional identity is a sense of belonging to a particular region. Both national and regional identity are important for the development of a sense of community and belonging.

Identity is a complex concept that has been defined in many different ways. Some definitions focus on the individual's sense of self, while others focus on the individual's relationship to a group or community. In this paper, we will explore the concept of identity from a psychological perspective. We will discuss the factors that influence the development of identity and the role of identity in the individual's life.

Building a strong identity is essential for the development of a sense of community and belonging. This identity is often based on shared history, culture, and geography. National identity is a sense of belonging to a particular nation, while regional identity is a sense of belonging to a particular region. Both national and regional identity are important for the development of a sense of community and belonging.

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IMPLEMENT OF RELEVANT PEDAGOGICAL STRATEGIES.

Students with special and exceptional needs are placed in inclusive learning environment more frequently than in the past. Every teacher wants to provide the best instruction and education for her students here are the some strategies that have been successful for working with students in the inclusive classroom.

* Get to know your students.

We can work with the school counsellors or teaching specialist to better understand the student specific needs.

* Implement universal design for learning. (UDL)

UDL is a set of principles that were born from the desire to offers every student an equal opportunity to learn the main principle of UDL:
Representation (What of learning)
Action and Expression (The how of learning)
Engagement (The why of learning).

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PROVISION OF REQUIRED INFRASTRUCTURAL FACILITIES

Some physical resources of infrastructural facilities for an inclusive school.

School Campus:

Inclusive school has a very good infrastructure with all facilities. Structure of building is a ideal one, its huge and with a lot of open space with garden. Trees and different kind of plants. It is place where all students are going to learn, conduct and participate in various activities.

Entry gate:

Entry gate must be two front size and back side to avoid rules in the school. The students with physical disabilities they come on their p wheel chair so there should be enough space to enter easily in the school.

Ramps :-

Ramps are very essential so that students wheel chair can move from one department to the other.

Some physical resources of the school are not facilities for an inclusive school.

Inclusive school has a very good infrastructure with all facilities. The structure of building is a school over its roof and with a lot of open space with garden. Trees and flowers are in the place. The place where all students are going to learn, conduct and participate in various activities.

Every day must be two hours for and back side to avoid late coming to school. The students with physical disabilities should come on their parents' car so that they should be encouraged to enter easily in the school.

Rooms are very essential for students' safety and more than one department to the other.

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Classrooms.

Classrooms are essential part of school for face to face interaction and to use inclusive instructional strategies. round table, chair, projector, bench, mats, learning materials supportive tools all these needs to be those in inclusive classrooms.

Arrangement of lift.

If the inclusive school has 2 to 3 floors then arrangement of lift is require. It will be very helpful for physically challenged and in other emergency situations.

Accessible Toilets:

In case of inclusive schools, The students with different types of challenged they need accessible toilets.

Different departments and counters arrangement.

In school, students how to go visit different types of developments such as library, lab free counter drinking water, canteen etc. all

Mathematics and Science

Observations are carried out
about the time to have the
and the time to have the
observed. The time to have the
beach areas. The time to have the
supervisory tools of the students
there is inclusive observation.

It is the teacher who has to
know the arrangement of the
teacher. It will be very helpful
for physically challenged and hearing
impaired students.

In case of individual students,
students with different types of
challenges they need accessible
tools.

In school, students have to go
in different types of development
such as literacy, but they have
different needs, interests and

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must have the windows or doors in such a way that the students coming on wheelchair can easily enter and do the work.

Diagnosis and Testing rooms:

When the students take admission in inclusive school, its duty of school to understand the type and degree of disability. This has to be done by the experts and doctors. For that diagnosis room and testing rooms are necessary.

Indoor and outdoor games:-

Sport and games are the integral part of the education so all type of sport and game material should be made available and big hall for this games. It is important for students physical and mental development.

ment have the advantage of being
such as to show that the school
on certain subjects and the
and the work.

When the student takes an interest
in the subject, school is a pleasure
school to understand the principles
degree of ability. This is the
done by the teacher and the
for that the student is to be
to the work.

Interest and the student's
sport and games are the interest
part of the education as all the
of sport and games are the interest
be made an object and the
for this. The student is to be
students physical and mental
ment.

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ORGANISATION OF SUPPORTIVE / REMEDIAL PROGRAM

Remedial teaching is an educational provision made for those students who need some extra attention for some subjects or certain topics. The motive of remedial teaching is to solve the problems of the students related to learning.

The design and organization of teaching Remedial program should be student oriented. They should be selected and called systematically to serve the purpose. The teaching environment should be designed to support remedial teaching and group activities.

Remedial Teaching Strategies:

The individual Educational programme aims to reinforce the foundation of learning difficulties and develop their potential. Teacher can be done in small groups or individual Remedial teacher hold meetings regularly to evaluate the effectiveness at work and gather opinion for reinforcement.

ORGANIZATION OF SUPERVISORY PERSONNEL

Remedial teaching is an educational process made for those students who need some extra attention for some subjects or certain topics. The nature of remedial teaching is to solve the problem of the student related to learning.

The design and organization of remedial teaching system should be as student oriented as possible. It should be selected and tailored according to serve the purpose. The remedial environment should be designed to support remedial teaching and learning activities.

Remedial Teaching Strategies

The individual educational process aims to reinforce the foundation of learning difficulties and develop their potential. Remedial teaching can be done in small groups or individual remedial teaching. Remedial teaching is usually held in small groups or individual remedial teaching. Remedial teaching is usually held in small groups or individual remedial teaching. Remedial teaching is usually held in small groups or individual remedial teaching.

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Peer Support Programme :-

Remedial teachers may train up pupils who perform better in a certain subject. This programme help pupils reinforce their knowledge and develop their communication and co-operation skills.

Reward Schem

This schemes has positive effect in enhancing pupils motivation. It aim objectives and plans. while designing the rewards offered remedial teachers should take note of the following.

- + set clear and specific targets.
- set achievable objectives
- give d
- Review and revise the reward scheme regularly.

THEORY OF THE OPERATIONAL APPROACH

THEORY OF THE OPERATIONAL APPROACH

Operational approach is a way of thinking about the world. It is a way of thinking that is based on the idea that the world is made up of objects and that these objects are related to each other in a certain way. This approach is based on the idea that the world is made up of objects and that these objects are related to each other in a certain way.

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COLLABORATION OF THE SCHOOL SPECIAL EDUCATION/ PARENTS/ COMMUNITY

When we hear about collaboration in school typically we might think of general education teachers collaborating in the development of their lesson plans. It is equally important for special education teachers to collaborate with general education teachers when it comes to planning this year and helping students succeed. Special education can teach them strategies and spark ideas about how to collaborate with other teachers, students and even parents.

Teachers Working with Teachers:

Sometimes on inclusive teachers with a general education teachers which involves going into his or her classroom and helping the with special education students.

This technique might depend on the general education teachers comfort level with our collaboration.

COLLABORATION OF THE SCHOOL SISTERS IN THE COMMUNITY

When we hear about collaboration in education we usually think of groups of education teachers collaborating in the development of their lesson plans. It is usually implied that the education teachers to collaborate with general education teachers in the school to plan this year and helping students learn. General education can teach the students and a general idea about it is to collaborate with other teachers in the school even parents.

Sometimes an inclusive teacher will do general education lessons which involve group work and the students will be happy and motivated. This happens right at the end of general education lessons but not with our collaboration.

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Teachers working with Students:

Some schools let special education teachers keep the same students each year until the students leave the school because the special education teachers develop a close relationship with the special education students. Collaboration with these older students is important because it can give them a chance to have some responsibility for their education and as well as their goals and as well as action.

Teachers working with parents:

Collaborating with parents is also a way to get ideas about what could help the student in the classroom and can share strategies for success that they can use in the student's broader life.

Special education collaboration may not make a visible difference overnight and many general education teachers enjoy the making their own decision in their classrooms if all parties including the students and parents are on board to share ideas and strategies.

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a place where the children are
taught to read and write.
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Participatory Role of Teachers/ Principal / Supportive staff.

The most critical role in successful inclusive school is the role of the principal. The school principal's active participating is the single most important predictor of success in implementing change improving services or setting a new course. The school principal is central to facilitating systematic change and leading faculty systematic change and leading faculty to adopt new attitudes and new practices.

Role of principals in successful inclusive schools were as follows:

Review the most important aspects of inclusive education before launching your efforts in leading your school through action steps.

- state your support, clearly and explicitly, for an inclusive philosophy and practice across all classrooms in your school in a faculty meeting or other gathering that involves all staff members.

Participatory Role of Teachers Principal / Supervisor

The most critical role in successful
inclusive school is the role of
the principal. The school principal
active participation is the single
most important factor of success
in implementing change. Involvement
of staff is critical to success.
The school principal is responsible
to facilitate systematic change
and leading formal systematic
change and leading formal
to adopt new attitudes and new
practices.

What is the role of the principal?

Review the most important aspects
of inclusive education before launching
your efforts in leading your school
through action steps.
What you suggest, clearly and
explicitly for an inclusive education
and practice across all classrooms
in your school is a successful practice
or other practice that may not
all staff members.

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NASHIK

Gangapur – Satpur link Road, Via Ashok Nagar, Nashik.

BED 204

Course Title: Guidance and Counseling

Practical No.1 – Interview of a school counselor

Name of the Student: Poonam Sunil Pathak Roll No 29

EVALUATION SCHEME (Out of 50 Marks)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Introduction					✓
2	Objectives of interview				✓	
3	Planning of interview				✓	
4	Expertise of the counselor of his contribution				✓	
5	Execution of interview				✓	
6	Analysis of interview				✓	
7	Interpretation of interview				✓	
8	Conclusions of interview				✓	
9	Educational implications				✓	
10	Overall impact of the report					✓
Total Marks - 50					42/50	

Date:- 11/9/24

Signature of Professor In-charge

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Planning of an Interview:-

Name of the Institution - Desting planner.

Expert - Yogesh Baheti.

Objective of Interview - Guidance and Counselling.

Date : 15/1/22.

Time : 12:30 to 5.

Venue : Motiwala College of Educational
science, Newhill.

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Report:

Our professor Mahindra Cecikwad sir taught us how to take interview before starting of programme.

Sir gave us information about Yogesh Baheti sir. Cecikwad sir gave us planning of interview and overture.

We got to know many information about this programme.

We also asked many questions to Mr. Yogesh Baheti sir. Sir gave satisfactory answer to our question. Sir also told about lots of information about our brain developing programme.

Baheti sir play vital important role in counselling. He gave proper guidance to many students. He gave proper guidance 2 1/2 yr. child to senior citizen.

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Expertise of the Counselor and his Contribution:-

Yogesh Babeti is Founder of Destiny planner the completed his B. Pharmacy in 1999.

After completing his SSC he started up his book stall and library. He printed notes and circulated them.

He worked in companies like Birla Sanlife, TATA, AIG, Ctlax.

He also worked in insurance company for 6 years. After this he did masters in Digital company and counselling and started DESTINY PLANNERS in 2011.

He thought skill and will are most importance part of Interview.

He showed one example with us. one day one giccers family come with problem regarding his child. His child's dream was to make his child an engineer but the child failed doing engineering when Babeti sir, took up Fat and counselled them sir took up a test and counselled them sir, took up a test that child will get a sure success in literature and not in

Motiwala College Of Educational Sciences Nashik.

204 Guidance and Counseling

Interview with a Counselor

Questionnaire For the Interview

1. Sir, would you please tell your educational qualification and experience in this counseling field?
2. Sir, would you please share your experience about family counseling and parental counseling?
3. Sir, What are the innovative techniques in the career counseling?
4. What is your opinion about the emotional Quotient or EQ Assessment?
5. What is the role of technology in today's era in the career counseling?
6. Sir, virtual Internship is a new trend would you please and tell us how it is useful to understand our strengths and weakness?
7. Do you think that counseling is required for senior citizens in this pandemic situation of Covid – 19, and how counseling is useful for them?
8. Sir, would you please share some of the serious 'Case Studies' that you have solved in your counseling career?
9. Would you please explain about the innovative concept such as immersive learning?
10. What is your opinion about the high expectation of parents from their children? How this problem can be solved.

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Q.7] what is the history of Dermatoglyphics and Multiple Intelligence?

History of Dermatoglyphics are

- The research at Dermatoglyphics is usually more than 200 years old.
- Dermatoglyphics is invented by Dr. Harold Cummins.
- Dr. Harold Cummins is acknowledged as father of dermatoglyphics.
- He studied almost all aspects of finger point analysis throughout his life.
- Dermatoglyphic was used to find genetic diseases with the help of finger print pattern.

Q.8] what is the Success ratio of guidance and counselling in education with help of Destiny planner?

Destiny planner.

Destiny planner has been at the forefront of delivering exceptional digital assets for digital education and vertical business solutions with comprehensive focus on career planning intelligence analysis, e-learning and digital classroom.

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Q.9) How guidance and counselling help in teaching learning process?

1.1 Destiny planners, they strive to be industry leaders in digital learning assets by emerging and empowering students and mentors to become confident, smart and innovative.

Q.10) What are the values that used destiny planners?

The values that used destiny planner are.

- * Commitment
- * Reliability
- * Responsibility
- * Efficient
- * Trustworthy.

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Immense learning.

Immense learning is the concept of future of learning digital and visual.

For this type of learning there are 30 lakh teachers learning in this field.

Some Centers of Immense learning are--

- Finland
- Korea
- Japan
- Czech
- New Zealand
- Slovenia
- Australia
- Sweden
- Iceland

Immense learning have three dimensions

- explanation (Mobile device)
- Outfit (camera)
- sharing (publishing platform)

Now, India is also becoming a part of Immense learning And Yogesh Bhabeti sir is doing this best for Immense learning.

Analysis of an Interview.

Guidance and Counselling as the third force in education along with instruction is an integral part of educational system. Guidance plays a vital role in preventing educational, personal, social, mental, emotional and other similar problems among secondary school students.

Guidance and Counselling are important for children and schools have a huge role in bringing out the best in children.

Good conduct is converted, but sometimes young minds need guidance to polish their personality through counselling. Children are given advice on how to manage and deal with emotional conflict and personal problems.

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Interpretation of an Interview:-

The counsellor may find the issue beyond their expertise and would then find the most appropriate next action to refer the student to other support to professionals.

Individual counselling is a one-one discussion between the counsellor and the client who is the person seeking treatment. It can be done through interview which is an exchange of view between the interviewee and the interviewer. There are some steps of Counselling as follows.

- + Diagnosis of the cause.
- + Analysis of the problem.
- + preparation of tentative plan.
- + securing effective conditions for counselling
- + proper handling of many related problems.

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Conclusion of an Interview:

Proper counselling help in corporate valuable lessons in their daily life. Some sessions should involve career guidance where the students are advised on the selection of courses and different career paths. It is important to prepare them for life and what to expect in the different fields they might opt for following are some of the benefits that students get from effective guidance and counselling.

- 1) Students are given proper guidance in how to deal with psychological problems.
- 2) The students are advised on how to cope with different situations they tend to face in their school life.
- 3) It helps to shape a student's behavior and also inculcate enough discipline in them.
- 4) Students learn how to live in peace and harmony with others in the school community.
- 5) Since counselling help them ask without any fear since the person in charge is willing to help.

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Educational Implication -

- 1) proper guidance helps to student achieve their goals, well guided and counselled student know what to do and how to do things in the best possible way.
- 2) students learn to appreciate other people in their class.
- 3) students get comprehensive advice on career courses and jobs that enable them to make a proper and informed choice and understand what they can do after they are done with school.
- 4) They can openly share problems that they cannot share with their parents.
- 5) It enables students undergoing certain difficulties in their lives, ask question and clarify them through guidance and counselling.

Seen
11/4/22