



**MODERN COLLEGE OF PROFESSIONAL STUDIES
MOHAN NAGAR, GHAZIABAD**



Department of Education

Programme Name: M.Ed., III-Semester

20 Day Internship Report (PC-06)

Submitted To:

Mr. Ashish Singh
(Assistant Professor)

Submitted By:

Name: Avana Sharma
Roll no.: 229956007

A handwritten signature in blue ink, appearing to be 'ASD', written over a light blue grid background.

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Modern College of Professional Studies
431, Anand Indl. Area,
Mohan Nagar, Ghaziabad

Internship of M.Ed. III Semester

Sr.No.	Particulars	Marks
1	A. At least 15 lessons are to be taught from B.Ed. Course (Any Paper). B. Test Paper from the content taught to the class and marks scored by students C. Anyone curricular activity	5
2	Training to prepare lesson plans along with its evaluation (Best 5)	5
3	Organization of Co-curricular activities	5
4	Record and Presentation of Internship work	5



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MODERN COLLEGE OF PROFESSIONAL STUDIES

Mob. : 9711149573

(Approved by NCTE & Affiliated to C.C.S. University, Meerut)

ANAND INDUSTRIAL ESTATE, MOHAN NAGAR, GHAZIABAD-201007 (U.P.)

Email : info@moderncollege.org | Website : www.moderncollege.org

To

Date:

The Principal,

S.S.V Degree College
Delli Road Hapur

Subject: Request for 20 Day Internship in Teacher Education Institute

Dear Sir/Madam,

Modern College of Professional Studies is a reputed private Institution affiliated with CCS University Meerut. At MCPS, we strive to create an engaging, supportive, and inclusive learning environment where students are encouraged to explore their passions, challenge themselves, and grow as individuals. Our mission is to empower our students with the knowledge and skills they need to achieve their academic and career goals.

As mandated by NCTE in regulation 2014, the PG Students of M.Ed.(Session 2022-24) have to undergo a 20 Day Internship in a Teacher Education (Govt. /Private) Institution. It will provide students with an excellent opportunity to gain practical experience and observe the day-to-day operations of an Institution. We would be grateful if you could provide us with any guidelines or expectations you have for students participating in Internship. Additionally, if any specific days or times would be preferable for our students to visit certain classrooms or meet with teachers, please let us know, and we will do our best to accommodate your requests.

Thank you for considering our request. We believe this Internship experience will be a valuable experience for our students, and we look forward to the opportunity for them to observe and learn from the teachers at your Institute.

The Internship will start from ----- onwards. 11 Sept 2023 to 04th October
Upon completion of the Internship, the Institution would be required to provide a certificate for the stipulated Internship period. In case of any further queries, please feel free to contact-

Dr. Reeti Chauhan
Internship Coordinator
Email: reeti.chauhan80@gmail.com
Contact No. 9718007800

Name of the student: - AVANA SHARMA
Enrollment No.: - 16 331429
Roll Number: - 229956007

Thanking you
With Regards

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Modern College of Professional Studies
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Dr. Nisha Singh
(Principal) PRINCIPAL
Modern College of Professional Studies
431, Anand Indl. Area,
Mohan Nagar, Ghaziabad

Principal

S.S.V. College, Hapur

About the college

- Name of the college – **Shri Saraswati Vidyalaya College (S.S.V. College), Hapur**
- Address of the college - DELHI ROAD, Hapur Rd, Rafiq Nagar, Hapur, Uttar Pradesh,
245101
- Affiliated Body – Ch. Charan Singh University, Meerut
- Year of establishment – 1951



Brief Introduction:

In 1951 SSV College Hapur was established by the Siksha Prashar Samiti, Hapur with the inspiration of late Babu Laxmi Narayan and his team Siksha Prashar Samiti, Hapur. SSV College situated at Nation Highway No. 24 and a leading educational institute in between Ghaziabad and Moradabad (Approx. 140 KM) on NH-24. SSV College was affiliated with Agra University from 1951 to 1965 and thereafter affiliated with Ch. Charan Singh University, Meerut. It's a leading and reputed educational institution in Ch. Charan Singh University, Meerut.

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Mission/vision of the college:

Shri Saraswati Vidyalaya College (S.S.V. College), Hapur was founded by Babu Laxmi Narayan Ji, who was a famous social activist and a freedom fighter of the region. Babu Laxmi Narayan Ji strove to put into practice the ideals of the freedom movement by aiming to uplift the younger generation of the region he belonged to. His vision led to the establishment of S.S.V. College Hapur in 1951. He believed that by setting up

this institution, students of all the sections of society would be able to undertake higher studies and be able to contribute to the nation building process.

Inspired by the Gandhian ideals Babu Laxmi Narayan ji made sure that this institution would cater to the needs of the aspiring students belonging to the hinterland of Hapur city, who were predominantly from rural background and under privileged sections of society.

Babu ji's vision which culminated as the collective vision of the college was to nurture talent among the local students through the process of higher education and create leaders in all the spheres of life beginning from Humanities, Commerce, Science and Politics. The college's vision is thus about creation of leadership qualities among its students so that they actively participate in the process of nation-building once they leave college and join their individual professions.

The college was established with the Mission of imparting higher education to the people of Hapur. The Aim of Siksha Prashar Samiti was to full the spiritual, intellectual and physical needs of the people and also to awaken them as citizens of free India. Like his team members he thought that the temple of learning can create an intellectual atmosphere in the society and help the people preserve the values of Indian culture, Indian civilization and the Vedas. Since then the Aim of the college teachers is to add other shining starts to the national welkin.



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About the Management: Details about college management committee members



Shri. Ashok Kumar Gupta
President



Shri. Prabhat Kumar Agarwal
Vice President



Shri. Amit Agarwal
Secretary



Shri. Rajendra Kumar
Joint Secretary/Library convener

महाविद्यालय प्रबन्ध समिति 2022-2025

Sr.	Name	Designation
1.	श्री अशोक कुमार गुप्ता(बीमे वाले)	प्रधान
2.	श्री प्रभात कुमार अग्रवाल (आलू वाले)	उप-प्रधान
3.	श्री अमित अग्रवाल जोनी (छवनी वाले)	मंत्री
4.	श्री राजेन्द्र कुमार अग्रवाल(रोषे)	उप-मंत्री
5.	श्री सुशान्त बंसल (अलीगढ़ चश्मे वाले)	ऑडिटर
6.	श्री नरेन्द्र कुमार जिन्दल (बुनू, मुनू, आलू वाले)	सदस्य
7.	श्री चेतन प्रकाश अग्रवाल (बीमे वाले)	सदस्य
8.	श्री विनोद कुमार गुप्ता (गुप्ता फूड लैब वाले)	सदस्य
9.	श्री जयभगवान गौतम (गौतम ट्रांसपोर्ट वाले)	सदस्य
10.	श्री अजय कुमार अग्रवाल सर्राफ (राजाराम सर्राफ एण्ड संस)	सदस्य
11.	श्री भारत भूषण गोयल (दाल चावल वाले)	सदस्य
12.	श्री आर०डी० शर्मा (पूर्व प्राचार्य)	सदस्य
13.	श्री विजय कुमार गोयल (मुसुरी काटे वाले)	सदस्य
14.	अध्यक्ष, डी चैम्बर ऑफ़ कामर्स हापुड	सदस्य
15.	अध्यक्ष, महावीर व्यापार मण्डल, हापुड	सदस्य
16.	श्री हारून चौधरी	सदस्य
17.	श्री नितीन अग्रवाल (दूल्ही जगन्नाथ दूल्हा)	सदस्य
18.	श्री बिजेन्द्र कुमार गर्ग (लोहे वाले)	सदस्य
19.	श्री अनिल कुमार अग्रवाल	सदस्य
20.	श्री रामकिशन अग्रवाल (कली वाले)	सदस्य
21.	श्री उत्तम चन्द गोयल (ठिकेदार)	सदस्य
22.	डॉ० कल्पना सिंह	शिक्षक प्रतिनिधि
23.	डॉ० ऋषिपाल सिंह	शिक्षक प्रतिनिधि
24.	डॉ० सीमा अग्रवाल	शिक्षक प्रतिनिधि
25.	डॉ० सतेन्द्र पाल सिंह	शिक्षक प्रतिनिधि
26.	डॉ० सुबोध शर्मा	शिक्षक प्रतिनिधि
27.	डॉ० लक्ष्मण सिंह गौतम	PRINCIPAL प्रतिनिधि
28.	डॉ० योगेन्द्र सिंह	

Faculty list:

EDUCATION FACULTY

1. Education Department

No.	Name of Faculty	Designation	Qualification
1	Dr. Sudhir Kumar	University Approved	M.Sc. M.Ed. LL.B. ADPMIR, Ph.D.
2	Dr. Vandana Gelshecha	University Approved	M.A.M.Ed. M.Phil. Ph.D.
3	Sanjay Kumar	University Approved	M.A.M.Ed. M.Phil. NET
4	Dr. Shikha Agrwal	University Approved	M.A.M.Ed. M.Phil. Ph.D.
5	Seema Sharma	University Approved	M.A.M.Ed.
6	Rajni Agarwa	University Approved	M.A.M.Ed.
7	Dr. Vidhwa Dutt Tyagi	University Approved	M.A.M.Ed. M.Phil. Ph.D. NET
8	Rakini Gupta	University Approved	M.A.PGD/HRM.NET
9	Priyanka Vishnoi	University Approved	M.Com. M.Ed. NET
10	Nidhi Chandra	University Approved	M.A. M.Ed. NET
11	Pooja Sharma	University Approved	Prabhakar, M.A.
12	Sochra Kumar	University Approved	M.A. M.P.Ed.
13	Shalini Verma	University Approved	M.F.A.

S.S.V COLLEGE HAPUR DELHI ROAD HAPUR B. ED. DEPARTMENT



Objectives of the internship

- To develop familiarity with the teacher education colleges to understand routine and practices occurs in the educational institutions.
- To develop high levels of teaching competence through guided teaching experience.
- To design instruction and assessment to promote student learning.
- To create and implement effective lesson plans to meet the individual needs of diverse learners.
- To develop competence in creating and using instructional materials and techniques.
- To utilize technology for instruction and communication.
- To create an effective classroom management plan.
- To create a positive, productive classroom environment.
- To engage in self-evaluation and professional goal setting.
- To fulfill professional roles and responsibilities.

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Description of Lesson Taught

Date: 11th September 2023

1. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	21	3 rd	Government Programmes for Education and Development of Literacy

b. Activities and Events:

1. conduct an ice-braker activity where teacher introduce them to learners and vice-versa.
2. conduct "question of the day" exercise where student list the names of various government programmes and schemes for development of literacy.

2. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom

3. Observation of Trainee teacher educator

1. Strength of event

a. face-to-face teaching include student participation, meaningful learning and social learning

b. Technology integration in content- delivery make learning interesting.

2. Weakness of event

a. time- management needs to be done effectively

4. Other activities if done:



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1st DAY

Date: 11th September 2023

Class & Section: B.Ed (2nd year)

Subject: Work Education, Gandhiji's
Nai Talim & Community

Period: 3rd
Engagement

Topic: Government Programmes for Education and Development of Literacy

Teaching Points:

- (1). Introduce the names of major government programmes for Education and Development of literacy.
- (2). Explanation of Operation Blackboard program.

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

1. List the names of major government programmes for Education and Development of literacy.
2. Understand the purpose of Operation blackboard & measures taken to improve it's implementation.
3. State the aim of operation blackboard scheme.

Teaching Methods: Lecture method, discussion method

Teaching Aid: Power point presentation, Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Explain the purpose of operation blackboard?
- (2) What measures were taken to improve the implementation of operation blackboard?
- (3) What is the aim of operation blackboard scheme?

Assignment: Create a Timeline of the operation blackboard scheme


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Description of Lesson Taught

Date: 12th September 2023

2. Activities done by the trainee teacher educator
a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	18	3 rd	National Literacy Mission

- c. Activities and Events:

1. conduct "question of the day" exercise where student summarize National Literacy Mission in their own words.

3. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

4. Observation of Trainee teacher educator

2. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving their communication skills as well

2. Weakness of event

- a. too detailed orientation takes more time.

5. Other activities if done:


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DAY 2

Date: 12th September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: National Literacy Mission

Teaching Points:

- (1) Introduction of National Literacy Mission (NLM)
- (2) Objectives of NLM
- (3) Characteristics of NLM
- (4) Achievements of NLM

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Acquaint the students with the objectives and characteristics of NLM
- (2) State the achievements of NLM
- (3) Explore the contemporary relevance of literacy in our technologically advance world


Teaching Methods: Lecture method, question- answer method

Teaching Aid: Power point presentation(PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) In which year NLM was set up in India?
- (2) State any 3 objectives of National literacy mission?
- (3) Every year National literacy day is globally celebrated on which day?
- (4) Describe 5 characteristics of NLM?

Assignment: Make a list of the achievements of the NLM


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Date: 13th September 2023

Description of Lesson Taught

3. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	18	3 rd	District primary education programme & Sarva Shiksha Abhiyan
B.Ed (2 nd year)	18	5 th	Sarva Shiksha Abhiyan

d. Activities and Events:

1. conduct "question of the day" exercise where student summarize District primary education programme & Sarva Shiksha Abhiyan in their own words.
2. interactive brainstorming session conducted on SSA
3. conduct JAM (Just A Minute) session to integrate and summarize thoughts of learners

4. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. JAM (Just A Minute) session helps in recapitulation of content taught in class

5. Observation of Trainee teacher educator


3. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning
- b. technology integration in content- delivery make learning interesting.

2. Weakness of event

- a. too detailed orientation takes more time.

6. Other activities if done:


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DAY 3

Date: 13th September 2023

Class & Section: B.Ed (2nd year)

Subject: Work Education, Gandhiji's

Period: 3rd

Nai Talim & Community Engagement

Topic: District primary education programme & Sarva Shiksha Abhiyan

Teaching Points:

- (1) Introduction of District primary education programme (DPEP)
- (2) Objectives of DPEP
- (3) Introduction of Sarva Shiksha Abhiyan (SSA)
- (4) Objectives of SSA
- (5) Funds management and features of SSA

Teaching Objectives:

After completion of this class pupil- teacher will be able to-


- (1) Analyze the importance and features of DPEP
- (2) Explain the need and objectives of SSA
- (3) Understand the funds management and features of SSA

Teaching Methods: discussion method, Brainstorming method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) DPEP was started in which year?
- (2) SSA was started in _____ year?
- (3) List 5 objectives of District primary education programme?
- (4) Briefly explain main goals of SSA?


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Description of Lesson Taught

Date: 14th September 2023

4. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	19	3 rd	Education Guarantee Scheme (EGS), Alternate Innovation Education (AIE) & Scheme to provide quality education in Madrasas (SPQEM)

e. Activities and Events:

1. conduct "question of the day" exercise where student summarize Education Guarantee Scheme (EGS), Scheme to provide quality education in Madrasas (SPQEM) in their own words.

5. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

6. Observation of Trainee teacher educator

4. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving there communication skills as well.

2. Weakness of event

- a. too detailed orientation takes more time.



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7. Other activities if done:

DAY 4

Date: 14th September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Education Guarantee Scheme (EGS), Alternate Innovation Education (AIE) & Scheme to provide quality education in Madrasas (SPQEM)

Teaching Points:

- (1) Introduction of Education Guarantee Scheme (EGS), Alternate Innovation Education (AIE) & Scheme to provide quality education in Madrasas (SPQEM)
- (2) Difference between EGS & AIE
- (3) Salient Features of Scheme to provide quality education in Madrasas (SPQEM)

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Differentiate between Education Guarantee Scheme (EGS) and Alternate Innovation Education (AIE)
- (2) List the salient features of Scheme to provide quality education in Madrasas (SPQEM)

Teaching Methods: Lecture method, discussion method, question- answer method, Brainstorming method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) What is the full form of EGS, AIE & SPQEM ?
- (2) what are the 2 important components of SSA?
- (3) List 5 salient features of Scheme to provide quality education in Madrasas (SPQEM)

Description of Lesson Taught

Date: 15th September 2023

5. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	20	3 rd	National scheme of Incentive to Girls for Secondary Education (NSIGSE), Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

f. Activities and Events:

1. conduct "question of the day" exercise where student summarize National scheme of Incentive to Girls for Secondary Education (NSIGSE), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in their own words.

6. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

7. Observation of Trainee teacher educator

5. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving their communication skills as well.

2. Weakness of event

- a. too detailed orientation takes more time.

8. Other activities if done:



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DAY 5

Date: 15th September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhi ji's
Nai Talim & Community Engagement

Topic: National scheme of Incentive to Girls for Secondary Education (NSIGSE),
Rashtriya Madhymik Shiksha Abhiyan (RMSA)

Teaching Points:

- (1) Introduction of National scheme of Incentive to Girls for Secondary Education (NSIGSE)
- (2) Eligibility criteria & Financial benefits of NSIGSE
- (3) Introduction of Rashtriya Madhymik Shiksha Abhiyan (RMSA)
- (4) Important physical facilities provided under the RMSA scheme
- (5) Important quality interventions provided under the scheme
- (6) Funding method of RMSA scheme

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Analyze the importance of NSIGSE
- (2) State the eligibility criteria & Financial benefits of NSIGSE
- (3) List the physical facilities provided and quality interventions provided under the RMSA scheme
- (4) Explain the Fund management method of RMSA scheme

Teaching Methods: Lecture method, discussion method

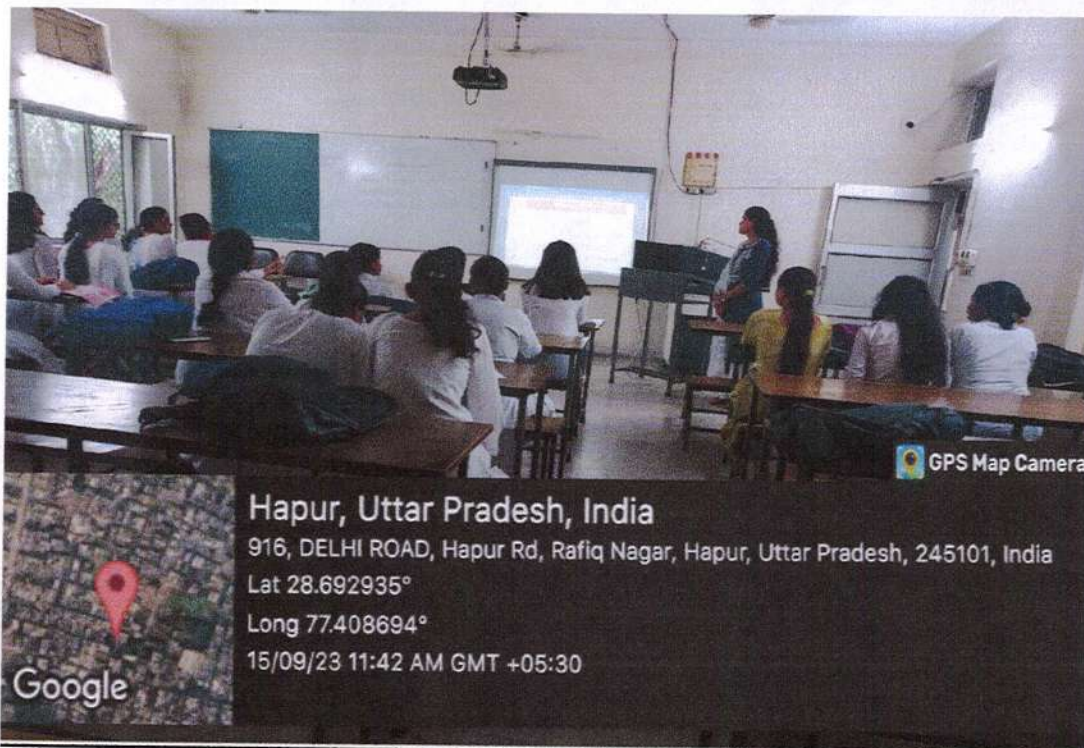
Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Briefly explain the functions of RMSA Scheme. **PRINCIPAL**
- (2) Mention 5 salient features of NSIGSE.

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Description of Lesson Taught



National Scheme of Incentive to Girls for Secondary Education (NSIGSE)

- To promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed Class VIII and to encourage the secondary education of such girls. The Centrally Sponsored Scheme, National Scheme of Incentives to Girls for Secondary Education was launched in May, 2008.
- The Scheme covers:
 - All SC/ST girls who pass class VIII and Girls, who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to Scheduled Castes or Tribes) and enroll for class IX in State/UT Government, Government-aided or local body schools.
 - Girls should be below 16 years of age (as on 31st March) on joining class IX
 - Married girls, girls studying in private un-aided schools and enrolled in schools run by Central Government like KVS, NVS and CBS affiliated Schools are excluded.
 - A sum of Rs. 3,000/- is deposited in the name of eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing 10th class examination.

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Date: 16th September 2023

6. Activities done by the trainee teacher educator
a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	26	3 rd	Mid-Day meal scheme
B.Ed (2 nd year)	26	5 th	Debate on benefits and drawbacks of Mid-Day meal scheme

b. Activities and Events:

1. conduct "question of the day" exercise where student describe Mid-Day meal scheme.
2. conducted a debate on benefits and drawbacks of Mid-Day meal scheme.

7. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

8. Observation of Trainee teacher educator

6. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning
- b. technology integration in content- delivery make learning interesting.
- c. debate is an effective method for drawing out the opinion and views of learners.

b. Weakness of event

- a. none

9. Other activities if done:


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DAY 6

Description of Lesson Taught

Date: 16th September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Mid-Day meal scheme

Teaching Points:

- (1) Introduction to Mid- Day Meal scheme
- (2) Historical background of mid-day meal scheme
- (3) Monitoring and evaluation of the scheme

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Understand the application of mid -day meal scheme all over India.
- (2) State the objectives of the scheme
- (3) Identify the monitoring and evaluation system of the scheme

Teaching Methods: Lecture method, Brainstorming Method, analysis method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Mid- day meal scheme was launched in _____ year.
- (2) Mid- day meal scheme has been renamed as _____
- (3) what is the financial structure of the scheme between central and state government?
- (4) Explain the monitoring and evaluation mechanism of MDM scheme?

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Date: 18th September 2023

7. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	28	3 rd	Samagra Shiksha Abhiyan

b. Activities and Events:

1. conduct "question of the day" exercise where student describe Samagra Shiksha Abhiyan.

8. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

9. Observation of Trainee teacher educator

7. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning
- b. technology integration in content- delivery make learning interesting.
- c. discussion is an effective method for drawing out the opinion and views of learners

b. Weakness of event

- a. none

10. Other activities if done:



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DAY 7

Description of Lesson Taught

Date: 18th September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Samagra Shiksha Abhiyan

Teaching Points:

- (1) Introduction of Samagra Shiksha Abhiyan
- (2) Major Objectives of the scheme
- (3) Vision of the Samagra Shiksha Abhiyan
- (4) Coverage of the scheme

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Illustrate the vision of Samagra Shiksha Abhiyan
- (2) List the main objectives of the scheme
- (3) Understand the coverage of the scheme

Teaching Methods: Lecture method, discussion method, question- answer method, Brainstorming
Method, analysis method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) what is the main aim of the Samagra Shiksha Abhiyan scheme?
- (2) state 6 main objectives of the scheme?
- (3) which pedagogical and curricular structure of school education does this scheme supports

Assignment: write an article on the outcomes and implementation process of the scheme

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Date: 19th September 2023

8. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	28	3 rd	Kasturba Gandhi Balika Vidyalaya scheme (KGBVS), Beti Bachao- Beti padhao yojana

b. Activities and Events:

1. conduct "question of the day" exercise where student describe Kasturba Gandhi Balika Vidyalaya scheme (KGBVS), Beti Bachao- Beti padhao yojana.

9. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

10. Observation of Trainee teacher educator

8. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning
- b. technology integration in content- delivery make learning interesting.
- c. discussion is an effective method for drawing out the opinion and views of learners

b. Weakness of event

- a. none

11. Other activities if done:

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DAY 8

Description of Lesson Taught

Date: 19th September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Kasturba Gandhi Balika Vidyalaya scheme (KGBVS), Beti Bachao- Beti padhao yojana

Teaching Points:

- (1) Introduction to Kasturba Gandhi Balika Vidyalaya scheme (KGBVS)
- (2) Objective and scope of the KGBV scheme
- (3) Eligibility criteria of the scheme
- (4) Coverage of KGBV scheme
- (5) Targets and achievements of the scheme
- (6) Background & reasons for this initiative of Beti Bachao- Beti padhao yojana
- (7) Effectiveness of Beti Bachao- Beti padhao yojana

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Describe aim and scope of Kasturba Gandhi Balika Vidyalaya scheme (KGBVS)
- (2) Identify the Eligibility criteria of KGBV scheme
- (3) Illustrate the Coverage of KGBV scheme
- (4) Understand reasons for the initiation of Beti Bachao- Beti padhao yojana
- (5) Explain the Effectiveness of Beti Bachao- Beti padhao yojana

Teaching Methods: Lecture method, discussion method, question- answer method, Brainstorming
Method, analysis- synthesis method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Describe the eligibility criteria of KGBV Scheme?
- (2) What are the reasons for the initiative of Beti Bachao- Beti padhao yojana?

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Day 10

Conducted class- test of various government schemes

20/9/23

good

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PAGE NO :
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20/9/23

Name - Madhu Yadav

Class - B.Ed (2nd Year)

Roll No - 32

Subject - CC - (B)

Test

Q1 Operation Blackboard was started in which year?

Ans 1987-88

Q2 Every year National Literacy Day is celebrated on which day?

Ans 8th September

Q3 List 5 main goals of Sarva Shiksha Abhiyan (SSA)?

Ans The main Goals of the SSA.

→ To establish new schools in such habitations with no schooling facilities.

→ To arrange for alternative schooling facilities.

→ To manage maintenance grants and school improvement grants.

→ To promote girls' education.

→ To promote equal education opportunities to children of households of SC, ST, minority etc.

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DAY 9

Date: 21th September 2023

9. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	25	3 rd	Community Engagement: School, Family and Community Partnership

b. Activities and Events:

1. conduct "question of the day" exercise where student describe Community Engagement: School, Family and Community Partnership in their own words.
10. Any other Experience gained and lessons learnt by trainee teacher educator
1. stimulus variation act as an effective source while delivering content in classroom
 2. Yes and NO activity helps learners to memorize factual information
11. Observation of Trainee teacher educator
9. Strength of event
 - a. face-to-face teaching include student participation, meaningful learning and social learning
 - b. technology integration in content- delivery make learning interesting.
 - c. discussion is an effective method for drawing out the opinion and views of learners
 - b. Weakness of event
 - a. none


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12. Other activities if done:

DAY 11

Date: 21st September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Community Engagement: School, Family and Community Partnership

Teaching Points:

- (1) Meaning of community engagement
- (2) Role of community in reference to work education

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Explain the meaning of community engagement
- (2) Understand the relationship between community and education
- (3) Analyze the Role of community in reference to work education

Teaching Methods: Lecture method, discussion method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Explain the meaning of community engagement?
- (2) what is role of community in reference to work education?


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Description of Lesson Taught

Date: 22th September 2023

10. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	24	3 rd	Community Engagement: School, Family and Community Partnership

b. Activities and Events:

1. conduct "question of the day" exercise where student describe "how a school can contribute to society".

11. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

12. Observation of Trainee teacher educator

10. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning
- b. technology integration in content- delivery make learning interesting.
- c. discussion is an effective method for drawing out the opinion and views of learners

b. Weakness of event

- a. none

13. Other activities if done:



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DAY 11

Date: 22nd September 2023

Class & Section: B.Ed (2nd year)
Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Community Engagement: School, Family and Community Partnership

Teaching Points:

- (1) Expectation of schools from the community
- (2) School activities for community engagement
- (3) Activities to be organized by schools showing significance of work education

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) State the Expectation of schools from the community
- (2) Understand that what kind of activities a school can organize to maximize community engagement.
- (3) Enlist the Activities to be organized by schools showing significance of work education

Teaching Methods: Discussion method, question- answer method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Describe how a school can contribute to society?
- (2) In an academic session which situations can be marked as initiatives for community engagement?



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Description of Lesson Taught

Date: 23rd September 2023

11. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	19	3 rd	Oral Test on "Community Engagement: School, Family and Community Partnership"

g. Activities and Events:

1. conduct "question of the day" exercise where student describe the role of community in development of a child, Gandhiji view on importance of community in the field of education.

12. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

13. Observation of Trainee teacher educator

11. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving there communication skills as well.

2. Weakness of event

- a. too detailed orientation and discussion takes more time.

14. Other activities if done:


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Day 12

Date: 23rd September 2023

Class & Section: B.Ed (2nd year)
Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Oral Test on "Community Engagement: School, Family and Community Partnership"

Types of questions asked are as follows :

- Role of community in development of a child ?
- Gandhiji's view on importance of community in field of education ?
- State the expectations of the schools from community ?
- Type of activities a school can organize for community engagement ?
- What is the role of community in reference to work education ?



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Description of Lesson Taught

Date: 25th September 2023

12. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	19	3 rd	Community Engagement: School, Family and Community Partnership

h. Activities and Events:

1. conduct "question of the day" exercise where student state the Key elements necessary for creating and sustaining effective partnership

13. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

14. Observation of Trainee teacher educator

12. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving there communication skills as well.

2. Weakness of event

- a. none

15. Other activities if done:



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DAY 13

Date: 25th September 2023

Class & Section: B.Ed (2nd year)
Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Community Engagement: School, Family and Community Partnership

Teaching Points:

- (1) School- community partnership
- (2) Key elements necessary for creating and sustaining effective partnership
- (3) Conducting school community contact programme

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Explain the school- community partnership
- (2) Recognize the key elements required for creating and sustaining effective partnership
- (3) Identify programmes to provide experience to students in community living on the school campus and also the activities a school can organize for youth and adults.

Teaching Methods: Lecture method, discussion method, question- answer method, Brainstorming method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Illustrate examples of activities organized by a school for childrens living in school Campus?
- (2) state few examples of activities organized by a school for youth and adults?
- (3) list 3 key elements necessary for creating and sustaining effective partnership?



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Description of Lesson Taught

Date: 26th September 2023

13. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	22	3 rd	Experiential Learning: Meaning and concept

i. Activities and Events:

1. conduct "question of the day" exercise where student describe the views of swami Vivekanand in relation to experiential learning and state principles on which educational philosophy of Rabindra Nath Tagore was based.

14. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

15. Observation of Trainee teacher educator

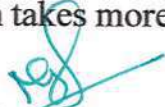
13. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving there communication skills as well.

2. Weakness of event

- a. too detailed orientation and discussion takes more time.

16. Other activities if done:


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DAY 14

Date: 26nd September 2023

Class & Section: B.Ed (2nd year)
Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Experiential Learning: Meaning and concept

Teaching Points:

- (1) Definition of experiential learning
- (2) Different theories in the area of experiential learning
- (3) Theory of experiential learning as per swami Vivekanand, Rabindranath Tagore, John Dewey, Mahatma Gandhi

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Write the definition of experiential learning
- (2) Describe different theorist's views on experiential learning such as views of swami Vivekanand, Rabindranath Tagore, John Dewey, Mahatma Gandhi

Teaching Methods: Lecture method, discussion method, question- answer method, Brainstorming method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) What is the main aim of experiential learning?
- (2) Describe the views of swami Vivekanand in relation to experiential learning?
- (3) Educational philosophy of Rabindra Nath Tagore was based on which principles?
- (4) What are the views of Mahatma Gandhi on experiential learning?



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Description of Lesson Taught

Date: 27th September 2023

14. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	24	3 rd	Experiential Learning: Meaning and concept

j. Activities and Events:

1. conduct "question of the day" exercise where student Illustrate learning cycle given by kolb.
2. Ask students to draw chart of kolb learning cycle in their notebooks.

15. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

16. Observation of Trainee teacher educator

14. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. flow chart of kolb learning cycle drawn by learners in their notebooks help in learning content in picturized form.

2. Weakness of event

- a. too detailed orientation and discussion takes more time.

17. Other activities if done:


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DAY 15

Date: 27th September 2023

Class & Section: B.Ed (2nd year)
Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Experiential Learning: Meaning and concept

Teaching Points:

- (1) Experiential Learning cycle given by Kolb
- (2) Chart showing learning cycle of Kolb
- (3) Reflective thinking required for Experiential Learning

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Explain reflective thinking needed for Experiential Learning
- (2) Illustrate learning cycle given by Kolb
- (3) Describe learning styles given by Kolb in explaining experiential cycle

Teaching Methods: Lecture method, discussion method, question- answer method, Brainstorming method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Name the stages of Kolb learning cycle?
- (2) explain each stage of Kolb learning cycle?
- (3) what is reflective thinking?
- (4) state key features of reflection?



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Description of Lesson Taught

Date: 29th September 2023

15. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	17	3 rd	Learning styles of Kolb

k. Activities and Events:

1. conduct "question of the day" exercise where student state the learning styles given by Kolb

16. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

17. Observation of Trainee teacher educator

1. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving there communication skills as well.

2. Weakness of event

- a. too detailed orientation and discussion takes more time.

18. Other activities if done:



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Day 16

Date: 29th September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Learning styles of Kolb

Teaching Points:

- (1) Chart showing Learning styles given by Kolb
- (2) Diverging
- (3) Assimilating
- (4) Converging
- (5) Accommodating

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) State 3 reasons why experiential learning is a good approach of learning
- (2) Enlist teaching methods used for experiential learning
- (3) Differentiate between 4 stages of experiential learning given by Kolb

Teaching Methods: Lecture method, discussion method, question- answer method, Brainstorming Method, analysis- synthesis method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) diverging stage of Kolb learning styles emphasizes on?
- (2) state 6 different models of experiential learning?
- (3) what are the learning characteristics of Assimilating and Converging stages?


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DAY 17**Description of Lesson Taught**Date: 30th September 2023

16. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	17	3 rd	Role of school Management committees, Teachers and Head masters for community engagement

1. Activities and Events:

1. conduct "question of the day" exercise where student illustrate the role and functions of school management committee.

17. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

18. Observation of Trainee teacher educator


1. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving there communication skills as well.

2. Weakness of event

- a. too detailed orientation and discussion takes more time.

19. Other activities if done:


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Day 18

Date: 30th September 2023

Class & Section: B.Ed (2nd year)

Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Role of school Management committees, Teachers and Head masters for community engagement

Teaching Points:

- (1) Introduction to community engagement
- (2) Role of school management committee
- (3) Functions of school management committee
- (4) Structure of school management committee as per RTE Act, 2009
- (5) Steps for engagement of schools with community

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Understand the role and functions of school management committee
- (2) Explain the Structure of school management committee as per RTE Act, 2009
- (3) Identify the Steps for engagement of schools with community

Teaching Methods: Lecture method, discussion method, analysis- synthesis method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Describe the need of school management committee?
- (2) Mention the ways for engagement of schools with community?
- (3) Enlist the functions of school management committee

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Mohan Nagar, Ghaziabad

Description of Lesson Taught

Date: 2nd September 2023

17. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	17	3 rd	Role of school Management committees, Teachers and Head masters for community engagement

m. Activities and Events:

1. conduct "question of the day" exercise where student describe the role of headmaster and teachers in community engagement.

18. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

19. Observation of Trainee teacher educator

1. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. Think, pair and share activity helps in engaging learners and improving there communication skills as well.

2. Weakness of event

- a. too detailed orientation and discussion takes more time.

20. Other activities if done:

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Day 18

Date: 2nd October 2023

Class & Section: B.Ed (2nd year)
Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Role of school Management committees, Teachers and Head masters for community engagement

Teaching Points:

- (1) Steps for engagement of schools with community
- (2) Role of headmaster in community engagement
- (3) Role of teachers in community engagement
- (4) Steps that can be taken by school to promote community engagement

Teaching Objectives:

After completion of this class pupil- teacher will be able to-

- (1) Understand the role of headmaster and teachers in community engagement
- (2) Enlist the steps taken by school to promote community engagement
- (3) Develop a sense of the importance of community in school education

Teaching Methods: Lecture method, discussion method, question- answer method

Teaching Aid: Power point presentation (PPT), Blackboard

Evaluation done through recapitulation questions as mentioned below:

- (1) Mention any 5 steps or ways in which schools can be engaged with community?
- (2) Describe the Importance of the role of headmaster to facilitate community engagement?
- (3) explain the role of teacher in engagement of schools with community?

Assignment: Identify the areas of community in which we can engage our schools and provide fruitful learning experiences to learners.

Description of Lesson Taught

Date: 3rd October 2023

18. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	24	3 rd	Conducted a seminar on "How to qualify TET (Teacher Eligibility Test)"

b. Activities and Events:

1. conducted a seminar on "How to qualify TET (Teacher Eligibility Test)"
2. discussion session on importance of TET Exams.

19. Any other Experience gained and lessons learnt by trainee teacher educator

1. stimulus variation act as an effective source while delivering content in classroom
2. Yes and NO activity helps learners to memorize factual information

20. Observation of Trainee teacher educator

a. Strength of event

- a. face-to-face teaching include student participation, meaningful learning and social learning.
- b. technology integration in content- delivery make learning interesting.
- c. discussion is an effective method for drawing out the opinion and views of learners
- d. Give bonus tips to learners for preparing their own 'Tailor-made strategy' for qualifying any TET Exam.

b. Weakness of event

- a. none



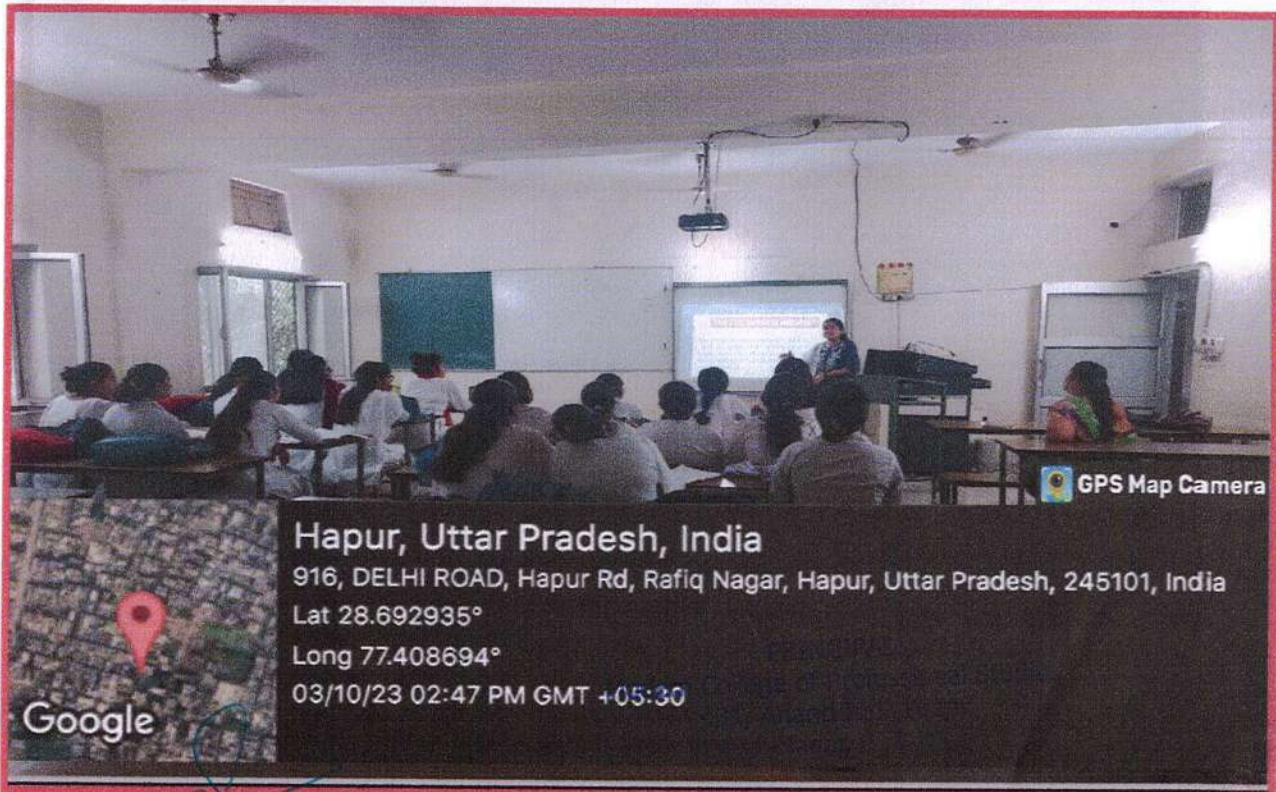
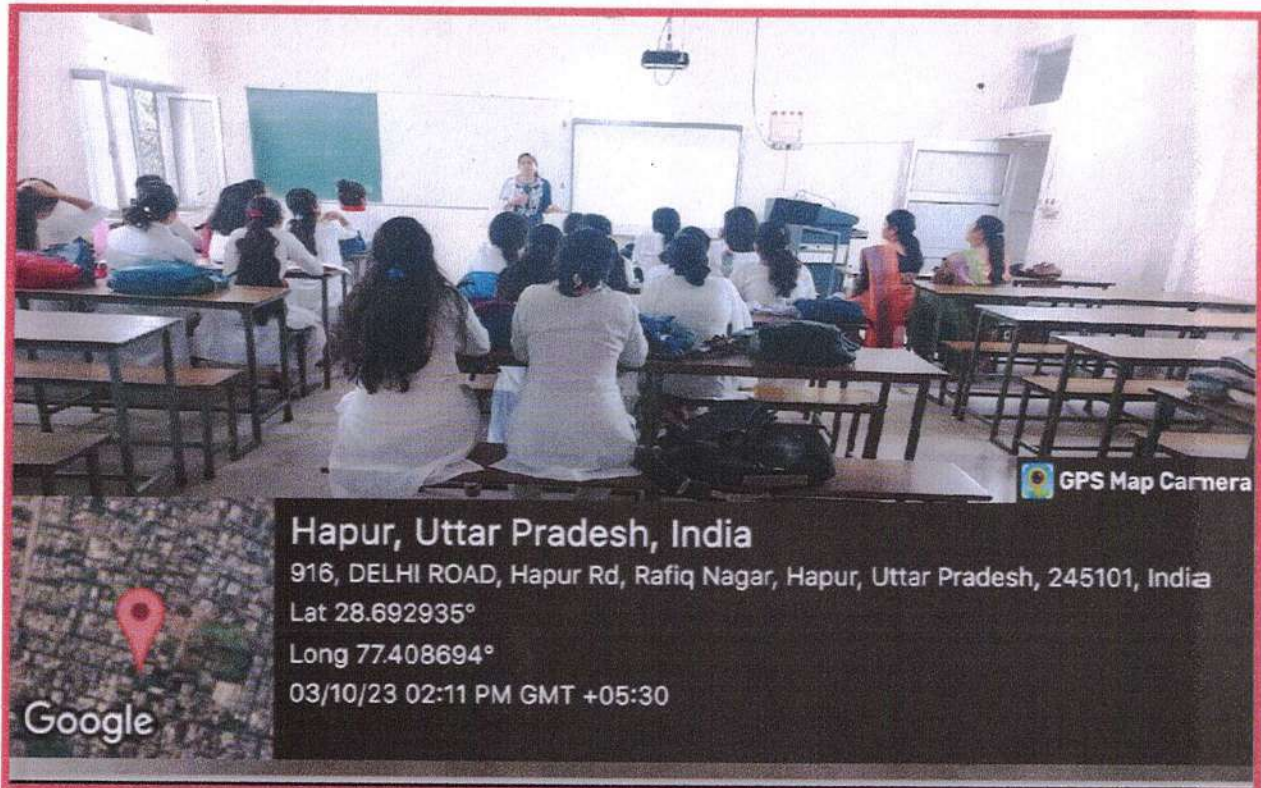
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21. Other activities if done:

Day 19

Conducted a seminar on “ How to qualify TET”



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Date: 4th October 2023

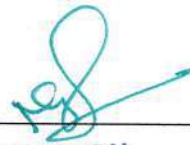
19. Activities done by the trainee teacher educator

a. Teaching:

Class	No. of students present	Period	Topic
B.Ed (2 nd year)	22	3 rd	Classroom discussion on the Role of school Management committees, Teachers and Head masters for community engagement

b. Activities and Events:

1. conduct "question of the day" exercise where student describe "how a school can contribute to society".
20. Any other Experience gained and lessons learnt by trainee teacher educator
1. stimulus variation act as an effective source while delivering content in classroom
 2. Yes and NO activity helps learners to memorize factual information
21. Observation of Trainee teacher educator
15. Strength of event
- a. face-to-face teaching include student participation, meaningful learning and social learning
 - b. technology integration in content- delivery make learning interesting.
 - c. discussion is an effective method for drawing out the opinion and views of learners
- b. Weakness of event
- a. none
22. Other activities if done:



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Mohan Nagar, Ghaziabad

Description of Lesson Taught

Date: 4th october 2023

Class & Section: B.Ed (2nd year)
Period: 3rd

Subject: Work Education, Gandhiji's
Nai Talim & Community Engagement

Topic: Classroom discussion on the Role of school Management committees, Teachers and Headmasters for community engagement

Classroom discussion on :

- Community engagement
- Role and functions of school management committee (SMC)
- Structure of SMC as per RTE Act, 2009
- Steps for engagement of schools with community
- Role of headmaster in community engagement
- Role of teacher in community

THANK YOU



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एस०एस०वी० कॉलिज, हापुड़

S.S.V. College, Hapur

(चौ० चरणसिंह विश्वविद्यालय मेरठ से सम्बद्ध)



Ref. No.....78.....

Date: 04-11-2023


College Internship Certificate

This is to certify that Avana Sharma D/o Madan Gopal Sharma University Roll No. 229956007 student of M.Ed. programme, Modern College of Professional Studies, has successfully completed 20 days College internship from 11th Sep. 2023 to 4th October 2023 in S.S.V. College, Hapur as per the requirement of National Council for Teacher Education (NCTE).


Her contribution during this period was Excellent.

1. 15 lessons to be taught from B.Ed. Course (Any Paper) and engagement in other curricular activities.
2. Organization and participation in co-curricular-activities.
3. Conduction of test from the content taught.
4. Evaluation of lesson plans.

Her contribution during this period was satisfactory/Good/Excellent. ✓


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Mohan Nagar, Ghaziabad

Principal


S.S.V. College, Hapur
04/11/2023

Contact No.: 8006108758



MODERN COLLEGE OF PROFESSIONAL STUDIES

(Approved by NCTE & Affiliated to C.C.S. University, Meerut)

431, ANAND INDUSTRIAL ESTATE, MOHAN NAGAR, GHAZIABAD-201007 (U.P.)

Ph. No. : 0120-4900197 | Mob. : 9711149573

E-mail : info@moderncollege.org | Website : www.moderncollege.org

Ref. No. MCPS/DOE/07

Date 20-04-2024

To
The Principal

Milton Academy
New Karhera Colony Ghaziabad, Mohan Nagar.

Subject: Request for School Observation

Dear Sir/Madam,

Modern College of Professional Studies (MCPS) is a reputed private institution affiliated with CCS University, Meerut. At MCPS, we strive to create an engaging, supportive, and inclusive learning environment where students are encouraged to explore their passions, challenge themselves, and grow as individuals. Our mission is to empower our students with the knowledge and skills they need to achieve their academic and career goals.

As mandated by the NCTE regulation of 2014, the PG students of the M.Ed. program (Session 2023-24) are required to undergo a 10 days of school observation.(Practicum) in Govt/Private Schools. It will provide students with an excellent opportunity to gain practical experience and observe the day-to-day operations of School. We would be grateful if you could provide us with any guidelines or expectations you have for students participating in School Observation. Additionally, if there are specific days or times that would be preferable for our students to visit certain classrooms or meet with teachers, please inform us, and we will do our best to accommodate your requests.

Thank you for considering our request. We believe this internship will be a valuable experience for our students, and we look forward to the opportunity for them to observe and learn from the educators at your School.

The School will start from 22nd April, 2024

Upon completion of the School Observation, the School Observation would be required to provide a certificate for the stipulated Observation period. In case of any further queries, please feel free to contact:

Mr. Ashish Singh
School Observation Coordinator
Email: ashishsingh@moderncollege.org
Contact No.: 9454740003

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431, Anand Indl. Area,
Mohan Nagar, Ghaziabad

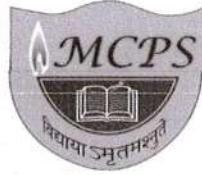
Name of the Student: Kshama - Sharma
University Roll Number: 239956016

PRINCIPAL
Milton Academy Jr. High School
Karhera, Mohan Nagar
Ghaziabad

Thank you.

With regards, MS
20-04-2024
PRINCIPAL
Modern College of Professional Studies
431, Anand Indl. Area,
Mohan Nagar, Ghaziabad

Prof. (Dr.) Nisha Singh
(Principal)



**MODERN COLLEGE OF PROFESSIONAL STUDIES
MOHAN NAGAR, GHAZIABAD**



Department of Education
School Observation Report (PC-203)
Programme Name: M.Ed., II-Semester

Submitted To:

Mr. Ashish Singh
(Assistant Professor)

Submitted By:

Name: **Kshama Sharma**
Roll no.: **239956016**

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431, ANAND INDUSTRIAL ESTATE, MOHAN NAGAR, GHAZIABAD-201007 (U.P.)

Ph. No. : 0120-4900197 | Mob. : 9711149573

E-mail : info@moderncollege.org | Website : www.moderncollege.org

Ref. No. MCPS/DOE/07
To

Date 20-04-2024

The Principal

Milton Academy
New Karchra Colony Ghaziabad, Mohan Nagar

Subject: Request for School Observation

Dear Sir/Madam,

Modern College of Professional Studies (MCPS) is a reputed private institution affiliated with CCS University, Meerut. At MCPS, we strive to create an engaging, supportive, and inclusive learning environment where students are encouraged to explore their passions, challenge themselves, and grow as individuals. Our mission is to empower our students with the knowledge and skills they need to achieve their academic and career goals.

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Mr. Ashish Singh

School Observation Coordinator

Email: ashishsingh@moderncollege.org

Contact No.: 9454740003

Name of the Student: Kshama - Sharma

University Roll Number: 239956016

Thank you.

With regards,

Prof. (Dr.) Nisha Singh
(Principal)

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Mohan Nagar, Ghaziabad

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Mohan Nagar, Ghaziabad

School Observation Report

- ❖ Permission Letter/Consent Letter
- ❖ Experience Letter

1. About the school

- Name of the school - **Milton Academy**
- Address of the school - New Colony Karhera, Near Hindon Airforce Station, Mohan Nagar, Ghaziabad 201007
- Affiliated Body - CBSE Affiliated
- Date of establishment - 2001
- Mission/vision of the school - We aim to nurture skilled confident children by working on their heart, mind and psyche.

- We lay foundation of literacy, numeracy and comprehensibility for the future.
- We encourage students to make practical connections between their studies and the real world, by practical demonstration and real-life experiences.
- Milton Academy is committed to nurture the inherent potential and talent of each child creating lifelong learners who will be the happy conscious leaders of the tomorrow.


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2. About the management: Details about school management committee members.

- Principal- Mrs. Anju Sharma
- President- Mr. Omprakash
- *Manager- Mr. Yogender Chauhan-*
- Treasurer - Mr. Rameshhwar Nirwan

3. About the School

Introduction of School

Milton Academy Junior High Secondary School” laying the foundation of excellence” in 2001 is a CBSE affiliated Co- Educational Institute, has proved its mettle in the education sector due to its emphasize on educational excellence, mental wellbeing of students and opportunities in co -curricular activities like sports and arts. Education today, is not mainly transmitting information , it is enabling the child to distinguish between right and wrong . Our teachers are helping the child in the learning process as well as playing a significant role in empowering the young minds to deal with their day-to-day challenges and resolve them with confidence.

Providing education with the highest standards.

The purpose of education at Milton Academy is that all our girls and boys receive an excellent academic education and at the same time to culture the mind of a child so that he can accomplish all his aims in life, to be an integrated individual who is capable of dealing with life as a whole and learn the lesson of humanity.

The Foremost aim of these Schools is to provide and maintain high standard of education as reflected by the excellent Home Exam and Board Exam results.

Education is not just a bundle of books or curriculum but also interaction with the world around us. The education given in class rooms needs to be assisted by practical demonstrations and real life experiences.

The journey on the golden path of education as we envisage it, is without an end and only has glittering milestones.

Attitude & ability of the teacher, aptitude of the students, the immediate environs of the school, the infrastructure and facilities available are important factors when it comes to education and all round development of the students. We always endeavor to provide the best amenities to the students and our faculty which without doubt is well qualified for their role.

Vision & Dedication

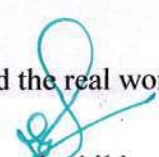
Milton Academy is expert in education with 15 years of experience.

We aim to nurture skilled confident children by working on their heart, mind and psyche.

We lay foundation of literacy, numeracy and comprehensibility for the future.

We encourage students to make practical connections between their studies and the real world, by practical demonstration and real life experiences.

Milton Academy is committed to nurture the inherent potential and talent of each child creating lifelong


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learners who will be the happy conscious leaders of the tomorrow.

Other relevant information

4. Teachers' details

S.NO	Name	Education Qualification	Teaching Experience	Subjects taught
1	Mrs Vidhi	B.A. , B.Ed.	4 years	Hindi
2	Mrs Upvan	BSCE, B.Ed.	6 years	Maths
3	Mrs Amrita	M.A. , B.Ed.	7 years	Political Science
4	Mrs Alka	B.A. , B.Ed.	5 years	Moral Science
5	Mrs Monika Mavi	M.A., B.Ed.	1 year	Social Science
6	Mrs Mahima	M.A., B.Ed.	2 years	Environmental Science
7	Mrs Nikita	BSCE, B.Ed.	5 years	Computers
8	Mrs Sandhya	B.A., B.Ed.	3 years	English
9	Mrs Rachna	B.A., B.Ed.	5 years	Hindi
10	Mrs Anita	B.A., B.Ed.	7 years	Sanskrit
11	Mrs Sarita	M.A., B.Ed.	4 years	Environmental Science
12	Mrs Neetu	B.A., B.Ed.	2 years	Moral Science
13	Mrs Neha	M.A., B.Ed.	3 years	Political Science
14	Mr Omprakash	B.Ed., BSCE Maths	9 years	Maths
15	Mr Gaurav	B.Ed. ,B.Com	5 years	Accounts
16	Mrs Nirja	B.Ed. , B.A.	8 years	Social Science
17	Mrs Lavi	BSCE, B.Ed.,	5 years	Computers
18	Mrs Priyanka Tyagi	B.Ed., B.A.	2 years	English
19	Mrs Sapna	BSCE, B.Ed.	8 years	Maths
20	Mrs Yashika	M.A., B.Ed.	4 years	History
21	Mrs Sushma	M.Com, B.Ed.	6 years	Business studies

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22	Mrs Meenu	M.A, B.Ed.	3 years	Economics
23	Mrs Rankesh	M.A., B.Ed.	5 years	Geography
24	Mrs Nutan	M.A., B.Ed.	6 years	Social Science
25	Ms Rachna Pal	B.A., B.Ed.	4 years	English
26	Ms Shivani	B.P. Ed.	2 years	Sports
27	Mr Shiv	B.Ed. , M.A.(English)	7 years	English

5. Student's details A-

Total Students	Male	Female
1052	641	411

B-

Class and Section	Total Students
9th A	41
9th B	37
10 th A	35
10 th b	33

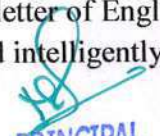
6- Admission policy:

General information regarding registration

- ❖ The academic year of the school is from 1st April to 31st March.
- ❖ The Prospectus and registration form shall be available from the school office on all working days during the school hours i.e. from 8.00 am to 2.00 pm.
- ❖ Registration does not guarantee admission. It will be subject to merit & availability of seats.

Eligibility for LKG

- ❖ A Child who has completed three and half years on March 31st of the year of admission.
- ❖ Children should be able to:- Recognize the letter of English, Recognize the letter of Hindi , Should answer questions smartly and intelligently.


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- ❖ The interest and availability of the parents in helping the child will be specially counted in the selection of the children for admission.

Documents Required for Admission to LKG

- ❖ Birth Certificate from the competent authority such as Panchayat /Maha Nagar palika or of the hospital where the child has taken birth.
- ❖ No other Certificate from whatever source it may be will be accepted.
- ❖ Date of Birth once given will not be changed in any case.
- ❖ Stamp size photograph to be affixed on the admission form.

Documents required for registration and admission to other classes


- ❖ Birth Certificate / T.C (Transfer Certificate) from the school where student had been studying.
- ❖ Date of Birth shall not be changed at any stage later.
- ❖ A Student seeking admission in class VI must have completed ten and half years on 31st march.
- ❖ Stamp size photographs of the student to be affixed on admission form.
- ❖ Original Report card of the qualifying examination is required at the time of the interview.
- ❖ Mark list (Report card) in original.

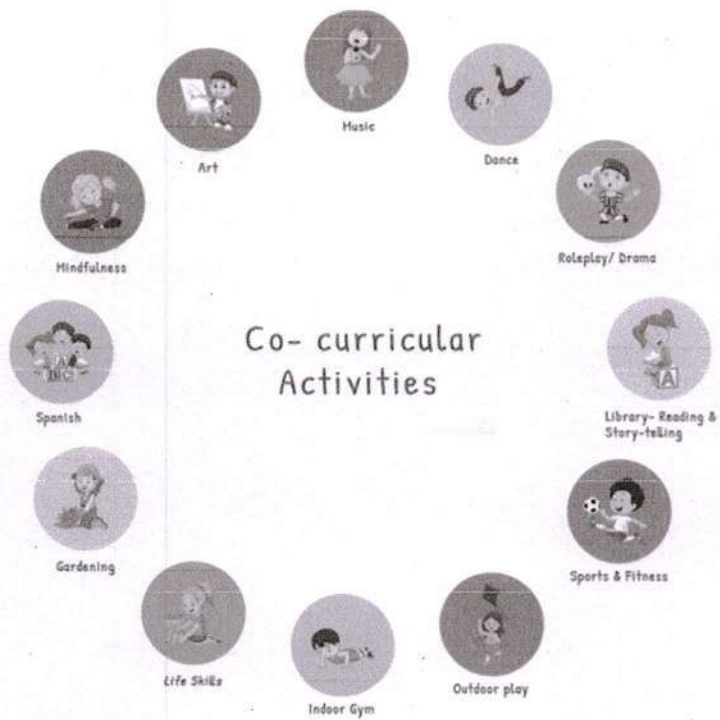
7- Academic activity details-

- **Teaching Method:**
- **Time-table:**
- **Evaluation details -**

8- Cocurricular activity details:

- Activity should organize under the supervision of teachers who are experts and are really interested.
- As far as possible activities should be of less expensive and feasible.
- Every student should be given equal opportunity.
- In each activity the role of the teacher should be that of a facilitator.
- Each activity should be evaluated and detailed records should be maintained.


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9- Daily activity details

Day 1

- Introduction to the course, the school, and the external week activities;
- Icebreaker activities;

Day 2


- Morning Prayers
- Lesson and activities regarding motives behind leaving school early,

Day 3

- Creative and Dynamic Learning - Thinking Outside the Box-how new perspectives can promote academic motivation, trust and a refreshed sense of purpose;

Day 4

- Mentoring and Scholastic Safety Nets;
- Understanding how the group- of teachers, of students and of families - can be an


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effective resource in creating a positive school environment.

Day 5

- Simulation of lessons by course members, using skills and strategies acquired during the week;
- Round up of abilities and competencies acquired;

Day 6

- Course evaluation: round up of acquired competences, feedback, and discussion:
- *Excursion and other external cultural activities.*

Day 7

- Class discussion of personal cases and brainstorming of possible strategies.
- Practical group activities and discussion.

Day 8

- Class discussion of personal cases and brainstorming of possible strategies.
- Practical group activities and discussion.

Day 9

- Body & Mind learning, alternative forms of expression, emotional intelligence.
- The importance of school-student-family alliance and a school environment that promotes self- esteem in all.

Day 10

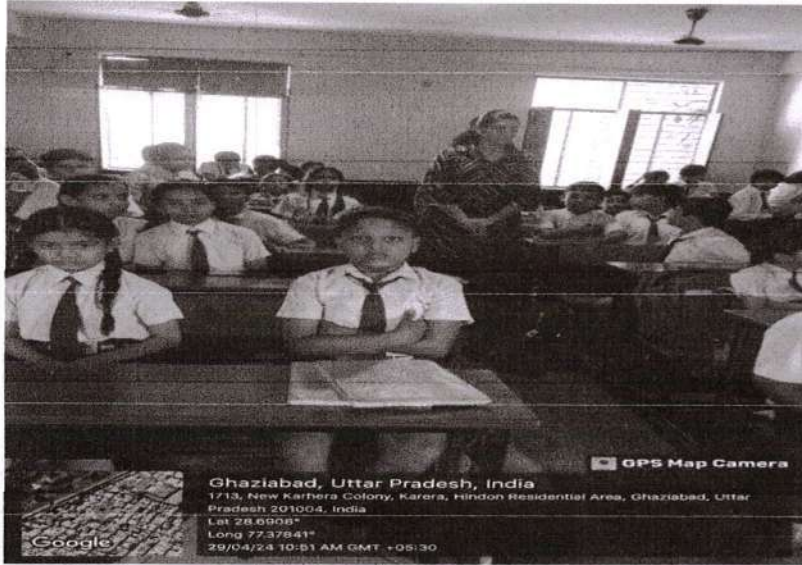
- Observed Teacher aptitude and student behavior on daily basis
- Student counseling on how to study better



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Facilities

1. Trained teaching staff.
2. Caring support staff.
3. Classes equipped with CCTV .
4. Well equipped Science
5. Well equipped Maths lab
6. Well equipped computer lab.
7. Fully equipped library
8. Fun-filled activities corner
9. yoga sessions for calm and healthy mind
10. Festival celebration to inculcate cultural values
11. Birthday celebrations
12. Educational trips
13. Transport facility


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DAY 1: Introduction to the course, the school, and the external week activities-

A School is a place where students are taught the fundamentals of life, as well as how to grow and survive in life. It instils in us, values and principles that serve as foundation for a child's development. My school is my second home, where I spend most of my time.

DAY 2: Morning prayer –




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इतनी शक्ति हमे देना दाता

इतनी शक्ति हमे देना दाता,
मन का विश्वास कमजोर हो ना
हम चले नेक रस्ते पे हम से,
भूलकर भी कोई भूल हो ना ।

दूर अज्ञान के हो अंधेरे,
तु हमें ज्ञान की रोशनी दे
हर बुराई से बचके रहें हम,
जितनी भी दे भली जिन्दगी दे
बैर हो ना किसी का किसी से,
भावना मन में बदले की हो ना.

हम ना सोचें हमें क्या मिला है,
हम ये सोचें किया क्या है अर्पण
फूल खुशियों के बाँटे सभी को
सबका जीवन ही बन जाये मधुबन
अपनी करुणा का जल तू बहा के,
कर दे पावन हर एक मन का कोना ।

जन गण मन

जन-गण-मन अधिनायक जय हे
भारत-भाग्य-विधाता ।
पंजाब सिंध गुजरात मराठा
द्राविड उत्कल बंग ।
विंध्य हिमाचल यमुना गंगा,
उच्छल जलधि तरंग ।
तव शुभ नामे जागे,
तव शुभ आशिष माँगे;
गाहे तव जय गाथा ।
जन-गण मंगलदायक जय हे,
भारत-भाग्य-विधाता ।
जय हे, जय हे, जय हे,
जय जय जय, जय हे !!



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DAY 3: Creative and Dynamic Learning - Thinking Outside the Box-how new perspectives can promote academic motivation, trust and a refreshed sense of purpose;

Innovation in teaching can capture students' attention and foster a genuine love for learning. By incorporating interactive elements such as technology, multimedia resources, and real-world examples, teachers can create a dynamic and engaging classroom environment. Some of the teaching methods that have been proven effective include:

Collaborative Learning

Collaborative learning emphasizes teamwork and cooperation among students. This approach encourages active participation, social interaction, and peer-to-peer learning. Through group projects, team-based learning discussions, and problem-solving activities, students develop vital skills such as communication, collaboration, and negotiation, while also building a supportive community with their classmates to inspire each other.

Project-Based Learning

Project-based learning is an effective teaching method that encourages students to actively engage in real-world problem-solving. Through hands-on projects, students can apply their knowledge, collaborate with peers, and develop essential skills like teamwork, communication, and critical thinking. This approach not only enhances student motivation but also promotes a deeper understanding of the subject matter as students connect theoretical concepts with practical applications.

Technology Integration

In today's digital age, technology is an indispensable tool in education. Integrating technology into teaching methods can enhance student engagement, facilitate personalized learning, and provide access to a wealth of educational resources. From interactive whiteboards and educational apps to online platforms and virtual reality, technology offers countless opportunities for innovative teaching. Teachers can leverage multimedia resources, simulations, and interactive exercises to create immersive learning experiences that cater to different learning styles and interests.

Co-curricular activities are a crucial and essential component of the curriculum in today's educational system. Often referred to as extracurricular activities, these extend beyond conventional academic subjects and hold a unique place in the educational landscape. They cover numerous activities, from sports and the arts to social gatherings and volunteer work.

Benefits of Co-Curricular Activities in School

The **importance of extra-curricular activities** in schools is as follows:

- ❖ Improve Overall Personality
- ❖ Boost Self-Confidence
- ❖ Development of Special Skills
- ❖ Improve in Academic Performance
- ❖ Greater Opportunities
- ❖ Knowing New Activities
- ❖ Sense of Responsibility
- ❖ Physical and Mental Health

Co-Curricular Activities at School

The **importance of extracurricular activities** can be observed through different programs in school.

They are as follows:

- ❖ **Cultural Activities**
- ❖ **Arts and Creative Workshops**
- ❖ Scouting and guiding
- ❖ School council activities
- ❖ Book clubs
- ❖ School magazine editor
- ❖ Poetry recitation
- ❖ Story-writing
- ❖ Debates
- ❖ Organizing exhibitions
- ❖ Preparing charts
- ❖ Dance
- ❖ Music
- ❖ Folk dance
- ❖ Folk songs
- ❖ Fancy-dress competitions
- ❖ Album making




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- ❖ Doll making
- ❖ Cooking
- ❖ Photography
- ❖ Flower decoration
- ❖ Clay modelling
- ❖ Collage making
- ❖ Basket making
- ❖ Knitting

Rules for Students

1. A student, who is not dressed neatly and tidily in the full school uniform, will not be permitted to sit in the class. The prescribed shade and pattern must be carefully adhered to. Any deviation will not be accepted. Strict measure will be taken against those who ignore the rule concerning the uniform. Student must wear the house dresses on Wednesday and Saturday.
2. Perfect silence should be maintained during the prayer bell.
3. Students need to bring the school diary daily
4. Every child must come to the school in time. Late arrivals may not be admitted to class without Principal's permission.
5. Students are to keep their surroundings clean and use the dustbins provided
6. Boys are to keep their nails and hair short
7. Girls are to keep their nails short and braid their long hairs.
8. The Principal is empowered to rusticate or suspend or remove a student from the roll of the school on ground of indiscipline, misbehaviour, neglect of academic work or frequent absence
9. Physical training, game, tours, picnics and camps are compulsory for all students. Student is required to take part in various extra curricular activities organized form time to time
10. Student must refrain from damaging the school property, furniture fans, window panes etc. In a case of any knowledge about damage done accidentally or intentionally they should report the matter to the head Mistress. Any damage to the school property, furniture etc will be remedied at the cost of offender
11. Students are advised not to buy food from street vendors in the interest of their health.
12. No student will manhandle another student. It is considered a serious offence. Any violation of this rule may result in expulsion of the offender from the school. Student are expected to exhibit exemplary behavior, inside and outside the school premises, worthy of children brought up in decent homes
13. Students are required to note their homework in the school diary.
14. Students are strictly forbidden to leave the school premises or grounds during the regular school hours. Permission to leave may be granted only by the Principal
15. Students must park their cycles/scooters in the parking area and lock them. Students riding on two wheelers must wear helmets and possess a driving licence. or borrowing of money

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is strictly prohibited. The school authorities will not be responsible for loss of money, books etc. student are expected to look after their own belongings

16. Students caught triple riding will be penalized

Conclusion

Co-curricular activities play a pivotal role in modern education, contributing to the development of students and preparing them for the complexities of the 21st century. The **benefits of co-curricular activities in school** cannot be denied. They provide opportunities to acquire essential life skills, develop values, and nurture talents. Their significance extends beyond the classroom, shaping well-rounded individuals who are not only academically proficient but also have the potential to excel in various areas of life. As educational paradigms evolve to meet the demands of the contemporary world, the importance of co-curricular activities in schools remains undeniably high.

Work responsibilities during Internship

During my internship many responsibilities were given by the school management Which made the internship more effective and meaningful.

Here are some day-to-day intern roles and their responsibilities:

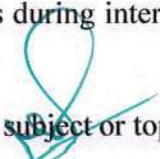
- **Performing clerical duties:** Creating PowerPoint presentations, drafting reports, designing creatives, researching trends and the like.
- **Managing emails:** Handle the school emails, talk to students' parents on the phone, and similar duties.
- **Register making:** Learn how to maintain register and how there register helps in maintaining records for future evaluation and programmer of school.
- **Fee submission:** In this, I have learnt how we make to maintain fees record and submit it and regular update of record is just one mistake can cause a big problem for students and school.

Internship experience -

There are various points of experiments collected throughout the internship

Firstly, it was very helpful experience of improving my teaching skills during internship. By this, I have made my teaching better.

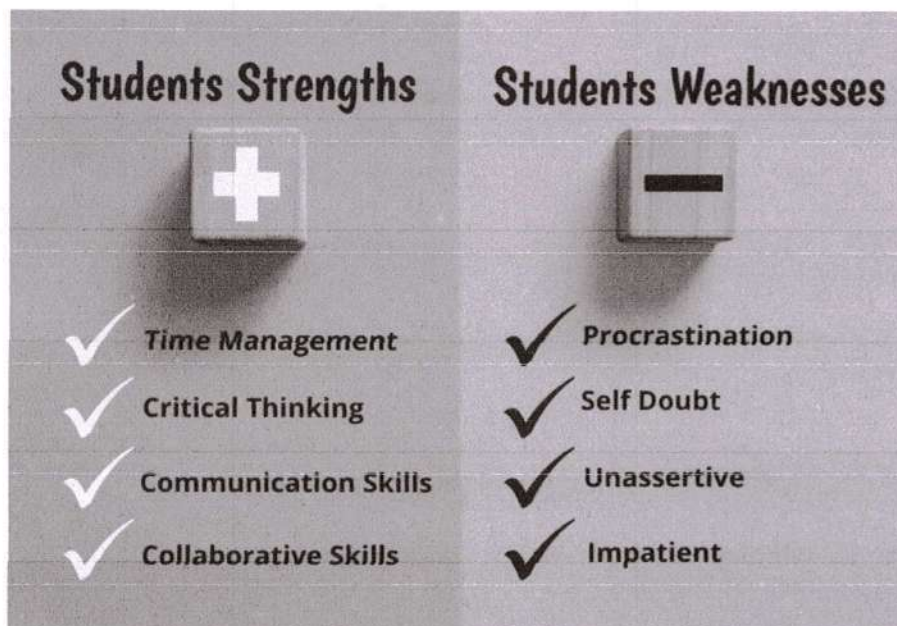
Secondly, I have experienced that teacher work is not only teaching any subject or topic. It's about


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improving every aspect of students.

A teacher needs to conduct various curriculum, activities, curriculum, activities, and counselling all as a part of teaching learner.

- ❖ The teacher must be a good planner so that the different activities could be carried out systematically throughout the year.
- ❖ It should be the duty of the teacher to give more and more opportunity to the child while performing co-curricular activities.
- ❖ *The Teacher should act as Innovator by introducing some innovative programmes.*
- ❖ The teacher must be a good organizer so that the students experienced maximum of it.
- ❖ The teacher act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gained maximum of finer aspects of Co-curricular activities.



Observation and supervision of the students:

Observation plays a central role in practice teaching, both observation of your teaching by your cooperating teacher and supervisor, as well as your own observations of your cooperating teacher's class. Other school staff may also wish to observe one of your classes from time to time, such as

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the principal, the vice-principal, or a senior teacher, so you need to prepare well for every lesson in the event that someone asks to observe your teaching. You may also have the opportunity to observe other teachers in your host school and to review video recordings of your own teaching and that of other student teachers in your teaching practice seminars. The purpose and nature of observation, however, differs according to who participates in the observation process. For example, in observing your cooperating teacher's class your focus will be on how the teacher teaches, on such things as how the teacher creates a positive atmosphere for learning, on the strategies and procedures used by the teacher in setting up activities, on the way the teacher gives instructions and explanations, and how he or she gives feedback to learners. As a novice teacher you will not be evaluating your cooperating teacher's teaching. When you are being observed by your cooperating teacher or supervisor, however, the focus will often be on how well you carried out different aspects of the lesson.

Rules and regulations for teachers :

- Teachers must be present in the academy premises at least 5 minutes before the warning bell is rung for the classes.
- All the staff has to mention the time of his/her arrival and departure on the attendance sheet along with the signature.
- A teacher should be punctual and must not leave the class without permission.
- Teachers should not use their mobile phones during class hours.
- Teachers should not use abusive language or corporal punishment.

Rules and regulations for students:

1. **Show respect:** Follow classroom procedures, listen when the teacher is talking, and respect others.
2. **Be prepared:** Complete homework, have it out on your desk, and arrive early.
3. **Participate:** Actively contribute during group work or when asked.
4. **Be responsible:** Make good choices.

Objective of Internship:

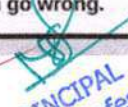
- Improve writing skills


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- Improving communication skills
- Gaining practical work experience
- Increase knowledge
- *Expand network of contacts*
- Develop research skills
- Exploring career interests
- Manage time more efficiently
- Become a better presenter

SWOT Analysis: A SWOT analysis is a strategic tool that helps you identify the strengths, weaknesses, opportunities, and threats of your school. It can help you improve your school's performance, address challenges, and capitalize on opportunities. Here are some steps to conduct a SWOT analysis for your school.

S	<p>Strengths</p> <ul style="list-style-type: none"> • List out things you are good at. • Identify something you have expertise in. • Try thinking of different ways in which you stand out. • Track the academic chart for a better understanding.
W	<p>Weaknesses</p> <ul style="list-style-type: none"> • Note the areas of weakness. • Visit your academic chart for improvement. • Work on the areas to transform weakness into the strengths quadrant.
O	<p>Opportunities</p> <ul style="list-style-type: none"> • Determine where you can excel. • List out opportunities that come to mind and then shortlist. • Pinpoint possible options that can act out in your favour.
T	<p>Threats</p> <ul style="list-style-type: none"> • Threats should be the easiest to fill in the SWOT analysis chart. • Be clear about what you want to achieve, and analyse the threats. • Be mindful about the things that can go wrong.


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Strengths in a School

- Creative and innovative developmental plans for students
- An open line of communication with children and their parents and relevant families
- Developing a healthy and fruitful relationship with the society and the other competitive schools
- The syllabus and school courses should have an excellent academic record
- Arranging events and programs for students throughout the year regularly
- The environment of the school should be open, moral, and ethical for students to participate and learn from it
- Parents and students have confidence and trust in the education system of the school
- School should have the infrastructure for the extracurricular activities like an indoor sports hall, sports ground, and gymnasium for the students to participate in it
- Professional and well-trained teachers' staff
- Strong financial capabilities to maintain the smooth functioning of various programs both in the short/long term
- Total number of graduating students from the school every year
- Parents and families should have easy access to come and visit

Weaknesses of a School

- Decreasing the retention rate of students means the number of students leaving the school is higher
- The enrolment rate of students is lower
- Visiting the school through transport is either inaccessible or difficult
- Extracurricular activities have got no or limited involvement
- Limited funds to start extracurricular programs for students like gymnasium, sports ground, sports equipment, etc
- Some students are engaging in online bullying
- Limited teaching faculty and staff for the management and education of students
- Parents complain that the school administration isn't coordinating and communicating with them



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- Faculty and staff don't have proper training
- School administration and management are dealing with more students than their capabilities
- Parents and students have got a poor line of communication with one another
- Students perform poor in their tests
- Feedback and reviews of students are negative

Opportunities for a School

- Reducing the retention rate
- Improving the enrolment of new students
- Making the online education program possible if it doesn't have this option
- Allowing a parent to study and analyze the curriculum of students
- Limiting the flaws and weaknesses of the school
- Asking for volunteers for the development of the new school committee
- Looking for investors to fund the latest programs
- Reallocation of funds by cutting out some programs
- Acting on the feedback and reviews of families and parents for improvement

Threats to a School

- Students and parents are making demands in terms of infrastructure and equipment
- Planning of extra-curricular activities and syllabus is poor
- Over-communication is creating problems
- Little or no communication between the student body/parents and the school administration
- Opening of a new school in the area
- Complaints of the unsatisfied parents and families
- Strikes of the staff and employees against the school administration
- Pulling out of investment and resources from the investors
- Lockdown and pandemic protocol



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 Sector 14, Ghaziabad

Conclusion:

- ❖ School principal, always focus on record maintenance and keep it for future reference.
- ❖ The environment of the school was very healthy and encouraging. All the administration, staff and teaching staff were very supportive.
- ❖ The various and new ways of teaching was quite an eyeopener for me as it will be very useful for the future.
- ❖ In the internship time period, we learnt have to manage teaching how to organise various activities as well as smooth flow of development of student.
- ❖ Focus on the full development of a student, inner as well as development of a student.
- ❖ To make aware about the environment of our country to the student.
- ❖ *To focus on the personality development of student.*
- ❖ To prepare a child for our present challenge, as well as for the upcoming challenge in the future and to deal with it.
- ❖ To prepare a student for the future life

Signature

Signature

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15

School Code : 60782

Affiliation No.: 2131853



MILTON ACADEMY JR. HIGH SCHOOL



(Senior Secondary, Affiliated to CBSE, New Delhi)

KARHERA, MOHAN NAGAR, GHAZIABAD-201007, TEL. 9899708012

Ref. : MA/CER/2024/545

Date : 15-05-2024

Certificate of Completion

This is to certify that Ms. Kshama Sharma D/O Lt. Ganga Ram Sharma University Roll Number : 239956016 student of M.Ed. II Semester (Batch:2023 - 2025), Department of Education, Modern college of professional studies, Mohan Nagar, Ghaziabad has successfully completed 10 days School observation (PC-03) from 22-04-2024 to 03-05-2024 at Milton Academy Jr. High School, Karhera, Mohan Nagar, Ghaziabad as per the requirement of National Council for Teacher Education (NCTE).

During the programme, the students demonstrated a keen interest and participated in various teaching learning activities.

Her performance during the period was Excellent.

Name of the Principal : Ms. Anju Sharma
Contact No. : 9871122186

For MILTON ACADEMY


Authorised Signatory


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Ghaziabad

MODERN COLLEGE OF PROFESSIONAL STUDIES



ANAND INDUSTRIAL ESTATE, MOHAN NAGAR, GHAZIABAD-201007 (U.P.)

E-mail : info@moderncollege.org - Website : www.moderncollege.org

Approved by NCTE

DEPARTMENT OF EDUCATION

SESSION 20~~20~~—20~~24~~

B. Ed . IInd . Year

PORTFOLIO FILE

Name _____ Aakash sharma _____

Roll No. _____ 230995010001 _____

Teaching Subject _____


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DETAILS ABOUT THE SCHOOL

1. Name of the School : ..SARASWATI..PUBLIC..JR..HIGH..SCHOOL...
2. Address : ..MAIN..ROAD..VILLAGE..SAHEBABAD..GHAZIABAD
3. Phone No. :7289089753.....
4. E-mail :saraswati public school @ gmail . com.....
5. Class :NUR to VIIIth.....
6. No. of Teaching Staff :13.....
7. No. of Non-Teaching Staff :02.....
8. Timing of the School :8:00 AM TO 1:30 P.M.....
9. Name of the Principal :Mr. Satya veer Singh.....
10. Duration of the Stay :96 Days.....

Handing

SOP
07.03.24

Name & Signature
of Mentor

Aakash Sharma
Name & Signature
of the Trainer



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Mohan Nagar, Ghaziabad

निर्देश—

प्रत्येक प्रशिक्षणार्थी अपने 16 सप्ताह के विद्यालय प्रवास के दौरान किये गये कार्यों के प्रमाण (Evidences) प्रस्त करेगा। प्रशिक्षणार्थी इन क्रिया-कलापों के छायाचित्र (Photographs) भी लगा सकता है। प्रशिक्षणार्थी निम्न में प्रत्येक से सम्बन्धित 1-2 पृष्ठ में अपनी रिपोर्ट अथवा छायाचित्र अथवा दोनों प्रस्तुत कर सकता है।

1. विद्यालय का संक्षिप्त इतिहास (Brief History of the School)
2. विद्यालय का प्रबन्ध-तन्त्र (Management of the School)
3. विद्यालय के अध्यापक कर्मचारी (Teaching Staff of the School)
4. विद्यालय-सहायक का छायाचित्र (Photograph of the School Mentor)
5. विद्यालय-भवन का छायाचित्र (Photograph of the School Building)
6. सांस्कृतिक क्रिया-कलापों के छायाचित्र (Photographs of Cultural Activities)
7. कक्षा में प्रवेश विवरण (Admission Details of the Class)
8. कक्षा में उपस्थित विवरण (4 माह का) (Attendance Details of the Class)
9. कक्षा की समय-सारणी का विवरण-विषय-वार तथा शिक्षक-वार
[Details of the Class Time-Table (Subject-wise and Teacher-wise)]
10. पुस्तकालय के बारे में रिपोर्ट
(Report about the Laboratory of Equipment Available)
11. प्रयोगशाला के बारे में रिपोर्ट
(Report about the Laboratory of Equipment Available)
12. कम्प्यूटर प्रयोगशाला के बारे में रिपोर्ट
(Report about the Computer Lab-No. of Computers available)
13. फीस रसीद जारी करना (Issue of Fee Receipt)
14. स्थानान्तरण-प्रमाण पत्र जारी करना (Issue of transfer Certificate)
15. चरित्र प्रमाण-पत्र जारी करना (Issue of Character Certificate)


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16. क्विज-टेस्ट का निर्माण (Preparation of Quiz-Test)
17. प्रगति-रिपोर्ट निर्माण [Preparation of Progress Report, General Information about Height/Weight Blood Group, Chronic Disease, Participation in Cultural Activities & Games, Attendance Character etc.]
18. संचयी आलेख का निर्माण (Preparation of Cumulative Record-Specific Information, e.g., Emotional Burst Smoking पीटना, चोरी करना आदि)
19. विद्यालय में अनुशासन बनाये रखने हेतु सुझाव (Ways of Maintaining Discipline in School)
20. किशोर छात्रों को निर्देशन हेतु सुझाव (Ways of Guiding Adolescent Students)
21. गरीब छात्रों की सहायता हेतु सुझाव (Ways of Helping the Poor Students)
22. अन्य कोई (Other if any)



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विद्यालय का संक्षिप्त इतिहास

विद्यालय का नाम :- सरस्वती पब्लिक जू. हाई स्कूल
विद्यालय का स्थान :- भैन रोड, गाँव साहिबबाद, गाँजियाबाद

स्थापना दिवस :- 1988.

प्रबंध समिति :- JI.

वर्तमान प्रधानाचार्य :- श्री. सत्यवीर सिंह

जन्म :- निजि

जिला :- गाँजियाबाद

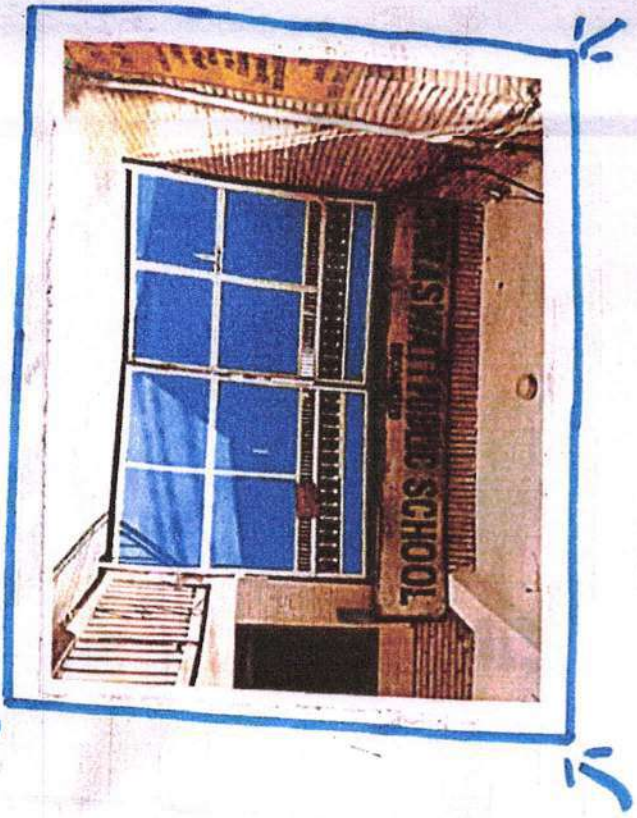
बलास रम :- 13.

कुल शिक्षक :- 13.

कक्षाएँ :- नर्सरी से 8^म तक

निर्देशा माध्यम :- हिंदी एवं अंग्रेजी

स्कूल का पुकार :- सड-शौक्षिक



विद्यालय का प्रबंधन तंत्र :-

विद्यालय प्रबंधक समिति के मनोनीत सदस्यों का विवरण निम्नवत है :-

क्रमांक	नाम सदस्य :-	पद :-
1.	श्री धूप सिंह :-	चेयरमैन
2.	श्री सत्यवीर सिंह :-	प्रबंधक
3.	श्रीमति कुसुम लता :-	अधीक्षक
4.	श्री सत्यपाल सिंह :-	सचिव
5.	श्री विरेंद्र सिंह :-	सदस्य
6.	श्री देवेंद्र सिंह :-	सदस्य
7.	श्री रविन्द्र सिंह :-	सदस्य
8.	श्री विनित सिंह :-	सदस्य
9.	श्री पुनीत सिंह :-	सदस्य
10.	श्रीमति श्रुति त्यागी :-	सदस्य
11.	श्री कृष्ण पाल :-	सदस्य

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ST. MARY'S COLLEGE



विद्यालय के अध्यापक कर्मचारि

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क्र.सं.	नाम	पद
1.	Mrs. Veena Sharma :-	TGT S.S.T
2.	Mrs. Anu Malik :-	TGT Hindi
3.	Mrs. Manita Singh :-	TGT Maths
4.	Mrs. Seema Singh :-	TGT Science
5.	Mrs. Akansha :-	TGT English
6.	Mrs. Vibha :-	TGT Py. Edu.
7.	Mrs. Kajal pal :-	TGT Sanskrit.
8.	Mrs. Kajal Singh :-	A.T.
9.	Mrs. Madhu :-	A.T
10.	Mrs. Jyoti Sharma :-	A.T
11.	Mrs. Veena Pal :-	A.T
12.	Mrs. Nishu Jha. :-	A.T
13.	Mrs. ... :-	A.T

विद्यालय सहायक का दायरिपत्र :-

विद्यालय सहायक के रूप में श्रीमान अत्यवीर सिंह जी ने मेरी विद्यालय से संबंधित कार्यों में मेरी सहायता की और मेरे उज्ज्वल भविष्य के लिए मुझे हमेशा प्रेरित किया। विद्यालय में वे एक (गतिशील) संचित प्रबंधक के रूप में कार्य करते हैं। वह एक अच्छे प्रबंधक के साथ-साथ एक अच्छे शिक्षक भी हैं। विद्यालय से संबंधित विभिन्न कार्यों में उन्होंने मुझे बहुत से विभिन्न कार्यों का कार्य का अवसर दिया। जिसके लिए मैं उनका धन्यवाद करता हूँ। :-



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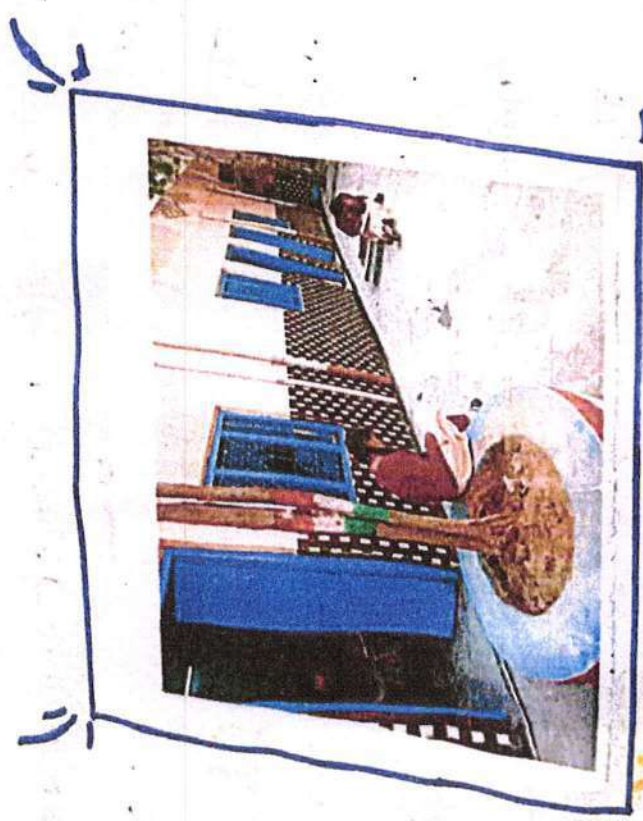
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विद्यालय भवन का दृश्याचित्र

विद्यालय का भवन निम्नलिखित है। इसमें निम्नलिखित
 उद्देश्यों के लिए 13 कमरे हैं। सभी ऊपर
 अच्छी स्थिति में हैं। इसमें गैर-शिक्षण
 गतिविधियों के लिए 2 अन्य कमरे हैं।
 विद्यालय में प्रधानाचार्य (अध्यापक के लिए
 अलग कमरा है। स्कूल में पक्की बाउंड्री वॉल
 है। स्कूल में बिजली, पीन यौग्य जल, 2
 लड़कों के शौचालय व 2 लड़कियों के शौचालय
 उपलब्ध हैं। विद्यालय में पुस्तकालय, विज्ञान
 प्रयोगशाला, Sports Room, Computer class,
 आदि उपलब्ध हैं।

Teacher's Sign.

विद्यालय का दृश्याचित्र



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सांस्कृतिक क्रिया-कलापों के ध्यानचित्र :-

विद्यालयों में प्रत्येक छात्र/छात्राई के सर्वांगीण विकास के लिए सांस्कृतिक क्रियाकलाप कराए जाते हैं। मैं इस विद्यालय में अपनी 16 सप्ताह अग्रति 4 महीने की इन्टरशिप के दौरान बहुत-सी सांस्कृतिक क्रियाएँ करवाई और प्रेरित किया।

- 25 December 2023 'क्रिसमस डे' पर छात्रों के कार्ड बनाने और बहुत से छात्र Santa Claus के वस्त्र पहनकर आयें।

- 26 January 2024 'गणतंत्र दिवस' का आयोजन किया। छात्रों ने अपनी रुचिक अनुसार गतिविधियाँ में भाग लिया। सांस्कृतिक क्रिया-कलापों से छात्रों में आत्म-सम्मान, आत्म-विश्वास, गुरुनामक चिंतन का विकास होता है।

गणतंत्र दिवस



[Handwritten Signature]

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ADMISSION FORM

(प्रवेश पत्र)

सरस्वती पब्लिक जून हा० स्कूल

साहिबाबाद, गाजियाबाद (उ०प्र०)

प्रवेश का दिनांक 09/04/2023.

विद्यार्थी का पासपोर्ट साइज फोटो चिपकाए

प्रवेशांक (78239)

विद्यार्थी का नाम Payal
जन्म तिथि (अंको में) 06/09/2004 शब्दों में Six September Two Thousand four.
पिता का नाम Mr. Ravi Kumar. माता का नाम Ms. Rita Devi.
जाति एवं धर्म GENERAL. (Hindu) वर्ग (General).
कक्षा जिसमें प्रवेश चाहिए VIIIth.
पूर्व संस्था का नाम Composite School, Karhuwa, Sahibabad, Gzb.
धर्मनाम पता A-32, Gali No-4, Sahibabad Vill., Gzb. दूरभाष 9178234689.
स्थायी पता "Same as above".
पिता का व्यवसाय Private Job.
कार्यालय का पता --- / --- N.D.
अन्य भाई-बहनों का ब्यारा जो इस विद्यालय में पढ़ते हैं।
1. Not at all.
2. " " "

नोट :-

1. में प्रमाणित करता है कि उपरोक्त सभी तथ्य सत्य है।
2. में और भी पुत्र/पुत्री विद्यालय के सभी नियमों एवं अनुशासन का पालन करेंगे जब तक इस संस्थासे सम्बन्धित रहेंगे।

हस्ताक्षर प्रदानाध्यापक
 हस्ताक्षर प्रदानाध्यापक
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 College of Professional Studies
 431, Anand Nagar Area,
 Mohan Nagar, Ghaziabad

कक्षा में प्रवेश विवरण :-

उच्च प्राथमिक विद्यालय में कक्षा - VI, VII, VIII में छात्रों का प्रवेश लिया जाता है। इसके लिए विद्यार्थियों को प्रवेश लेने के लिए विद्यालय में अपने माता-पिता के साथ उाना पड़ता है और छात्र की मौज्यता और आयु के अनुरूप प्रवेश लिया जाता है। साथ ही अभिभावकों को अपना आधार कार्ड और छात्र का आधार कार्ड की फोटो कॉपी और जन्मपत्री (घर) जाति प्रमाण-पत्र आदि दस्तावेज की कॉपी का आवश्यकता है। 1-8 कक्षा तक छात्रों के प्रवेश के लिए कक्षा के अनुरूप फीस ली जाती है। विद्यालय में सरकार द्वारा मान्यता प्राप्त है तथा विद्यालय में E-W.O.S वर्ग तथा D.O.G. वर्ग के छात्रों का भी प्रवेश किया जाता है। उसके बाद छात्र का एक प्रवेश फॉर्म भरा जाता है तथा उनका प्रवेश विद्यालय में कर लिया जाता है।

आज की तारीख में लिखें

Page No. :

Date :

कक्षा की समय सारणी का विवरण-विषय वार तथा शिक्षक वार :-

विद्यालय की इस समयवादी का समयसारणी में विभाजित किया गया है जिस प्रतिदिन 5:30 एअर में वाटा गया है। विद्यालय का समय 8:00Am से 1:30 P.M. तक होता है।

जिसमें 35 minutes का एक कालाश होता है। विषयवार के अनुसार शिक्षक अपने-अपने विषय का दारा का पहाते हैं।

आज की तारीख में लिखें



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Teacher's Sign.

पुस्तकालय के बारे में रिपोर्ट :-

-> वर्तमान समय में विद्यालय में पुस्तकालय की सुविधा उपलब्ध है। प्राइवेट स्कूल होने के कारण धार्मिक पुस्तकों पर 10 दिनों के बाद शुरुआत किया जाता है। वही पुस्तकें अगले फ्री-कॉपी या खाने वाली सत्रों में भी शुरुआत लगाया जाता है।

-> पुस्तक सामान्यतः पुस्तकालय में ही रखी जाती है। पुस्तकालय में 500 पुस्तकें उपलब्ध हैं। धार्मिक अपनी स्टूडेंट्स पुस्तकालय में जाकर काई भी पुस्तक पढ़ सकते हैं। उच्च प्रोफेशनल विद्यालय के पुस्तकालय में विभिन्न प्रकार की पुस्तकों की सुविधा उपलब्ध है।



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Mohar Nagar, Ghaziabad
NC

Studies

प्रयोगशाला के बारे में रिपोर्ट :-

विद्यालय में प्रयोगशाला की सुविधा उपलब्ध है।
अर्थात् पुस्तक, प्रदर्शन का तथा उपकरणों
आदि के बारे में बताया जाता है।

विद्यालय में विज्ञान वर्ग वाले भागों के लिए
सुसज्जित प्रयोगशाला उपलब्ध कराई गई है।
प्रयोगशाला में सभी आवश्यक उपकरण एवं
कामिकल, गैस आदि उपलब्ध है परंतु
विद्यालय की प्रयोगशाला में बहुत समय से प्रयोग
नहीं होता है।

द्वारा/द्वाराएँ अपने विषय अध्यापकों एवं प्रयोगशाला
निरीक्षक की देख-रेख में अपने विज्ञान संबंधित
प्रयोगों का करत है।



[Signature]
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कम्प्यूटर प्रयोगशाला के बारे में रिपोर्ट :-

विद्यालय में छात्रों की सर्वांगीण विकास के लिए कम्प्यूटर प्रयोगशाला उपलब्ध है। जहाँ पर छात्रों का कम्प्यूटर का प्रयोग सिखाया जाता है। प्रयोगशाला में सफाई का मुख्य रूप से ह्यान रखा जाता है।

प्रयोगशाला में 20 से 25 कम्प्यूटर हैं जो संचालन रूप से कार्य करते हैं जो संचालन रूप से कार्य करते हैं, समय-समय पर कम्प्यूटर का अपडेट कराया जाता है तथा कम्प्यूटर का इनपुट कराया जाता है तथा कम्प्यूटर के छात्रों का नियम या चरण बताया जाता है।

विद्यार्थियों का नए-नए सॉफ्टवेयर से अवगत कराया जाता है।

तकनीकी के विषय में सोशल मीडिया के विषय में वर्तमान समय में कम्प्यूटर के महत्व हुआ कि के विषय में जानकारी पान की जाती है।



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फीस रसीद जारी करना

-: विद्यालय में छात्रों से प्रतिमाह फीस ली जाती है। तथा फीस कक्षा के अनुरूप निर्धारित की जाती है। 600 से 1100 तक प्रतिमाह कक्षा से अनुरूप फीस ली जाती है जिसका रिकॉर्ड फीस न रजिस्टर में रखा जाता है। विद्यालय द्वारा प्राप्त फीस से ही फीस रसीद भरी जाती है। एक फीस रसीद विद्यालय स्वयं अपन पास रखता है। दूसरी फीस रसीद छात्रों के माता-पिता को प्रदान की जाती है।

-: विद्यालय द्वारा अभिभावकों को एक फीस कार्ड दिया जाता है जिसमें प्रतिमाह की फीस का रिकॉर्ड रखा जाता है।

-: विद्यालय में E-W.S. वर्ग के छात्रों से फीस नहीं ली जाती।

SARASWATI PUBLIC JR. HIGH SCHOOL

SAHIBABAD

No. 1097

A/c No.

Dated 02/02/2024.

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on A/c of (Picnic Tour fees)

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सरस्वती पब्लिक जू हा0 स्कूल

साहिबाबाद, गाजियाबाद
(सरकार द्वारा मान्यता प्राप्त)
Scholar's Register & Transfer Certificate-Form

छात्र पंजीय स्थानान्तरण प्रमाण-पत्र का प्रपत्र
S.R. No. 7052

विद्यार्थी का नाम Kushki Yadav	पिता एवं माता का नाम (Pvt. Job.) F.N: MANOJ KUMAR - MAR. M.N: BABITA (Housewife)	विद्यार्थी की जन्म तिथि अंकों में : 12.06.2007 शब्दों में : Twelve June Two Thousand Seven.	एक शिक्षक में अथवा दो से अधिक शिक्षकों द्वारा Composite School, Sahibabad Distt.
जाति : General धर्म : (Hindu)	प्रवेश का दिनांक	छोड़ने का दिनांक	वर्ष या उपवेशन
कक्षा VI			परिणाम
VII			ह0 प्रधानाचार्य
VIII	01/01/2020	01/03/2023	Good, Passed ✓


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1. यह प्रमाणित किया जाता है कि विद्यार्थी के बारे में सच में प्रविष्टियों की जांच प्रवेश के प्रपत्र से कर ली गई है। और वे सही है।
2. प्रमाणित किया जाता है कि उपरोक्त विद्यार्थी की छात्र पंजीयता अथवा कि विद्यार्थी विद्यार्थी द्वारा प्रमाणित है।
3. छात्र शिक्षा शुल्क देने से पूर्व मुक्त है अथवा अर्द्ध मुक्त यह भी तल्लेख किया जाना चाहिए।

स्थानान्तरण प्रमाण-पत्र जारी करना :-

1. सरस्वती पब्लिक जूनियर हाई स्कूल में जब द्वारा अपनी कक्षा प्राप्त तक की पढ़ाई पूर्ण कर लेता है तथा दूसरे विद्यालय में प्रवेश लेना चाहता है तब उसे विद्यालय की डोर से एक स्थानान्तरण प्रमाण-पत्र दिया जाता है।
2. सरस्वती पब्लिक जूनियर हाई स्कूल कक्षा प्राप्त तक है। यह मान्यता प्राप्त विद्यालय है।
3. प्राप्त तक की कक्षा उर्ध्वि करन के पश्चात् सर्वेय सरकारी विद्यालय में प्रवेश के लिए छात्रों की सूची भेजा है।

4. इस स्थानान्तरण प्रमाण-पत्र में छात्रों की व्यक्तिगत जानकारी होती है और प्रवेश नं० प्रवेश तारीख, सत्र की शुरुआत और अंतिम तारीख होती है। साथ ही विद्यालय के प्रधानाचार्य जी के हस्ताक्षर, टोन, Counter Signature होते हैं। :-



Saraswati Public Jr. High School

(English Medium) Recognized by U.P. Govt.

Main Market, Sahibabad, Ghaziabad (U.P.) 201010

Ref No _____

Dated : _____

Page No _____

Date _____

चरित्र प्रमाण-पत्र जारी कसा :-

1- विद्यालय में छात्रों का रजिना अवलोकन किया जाता है, जिसमें उनके व्यवहार का पखा जाता है, कि छात्रों का दूसरे छात्रों के साथ व्यवहार कैसा है, उसका अपूर्ण शिक्षकों के साथ कैसा व्यवहार है, विद्यालय के प्रति कैसी विचारधारा है, छात्र अनुशासन का किस प्रकार पालन करते हैं, छात्र शिक्षकों के द्वारा प्रदान किए जाने वाले आदेशों का किस प्रकार पालन करते हैं।


2- छात्रों के इन सब व्यवहारों के आधार पर जब छात्र विद्यालय छोड़कर जाते हैं उन्हें चरित्र - प्रमाण - पत्र प्रदान किया जाता है, जिसका छात्र उसे विद्यालय में जमा करते हैं जोदा व प्रवेश करने वाले हैं।


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वकील डेड को निर्माण :



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SARASWATI PUBLIC JR. HIGH SCHOOL
SAHIBABAD, GHAZIABAD (U.P.)

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PROGRESS REPORT



SESSION 20.23... 20.24.

PRINCIPAL

Modern College of Professional Studies
431, Anand Indl. Area,
Mohan Nagar, Ghaziabad

Progress Report of Axcha

Class VIIth-A

Name of Parents Mr. Kabbel Singh

Page No.:

Date:

प्रगति - रिपोर्ट - निमार्ण :-

विद्यार्थियों की प्रगति से अज्ञात होने हेतु व प्रत्येक माह/सत्रान्त में उन्धान क्या सीखा, या क्या प्रगति की।

विद्यार्थी को शिक्षा ग्रहण करने के पश्चात् क्या परिवर्तन उसके व्यवहार में आए। सभी का विवरण ररखने हेतु एक प्रगति रिपोर्ट बनाई जाती है, प्रगति रिपोर्ट में 300 नं० का र्क सत्र में विभाजित किया जाता है।

→ 100 marks → Half Yearly.

→ 100 marks → Final (summative Assessment)

→ 100 marks → F.A. (formative Assessment)

विद्यार्थियों की प्रत्येक वर्ष प्रथम, द्वितीय एवं तृतीय श्रेणी से पास होने व अन्य क्रियाकलापों में सफल होने पर उन्हें इपाधी और पुरस्कार दिये जाते हैं।

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SUBJECT	TERMINAL		HALF YEARLY		FINAL		GRAND TOTAL		RESULT
	Max Marks	Marks obtained	Max. Marks	Marks obtained	Max Marks	Marks obtained	Max Marks	Marks obtained	
English	100	68	100	78	100		300		PASSED
Hindi	100	70	100	92	100		300		PASSED
Maths	100	83	100	88	100		300		PROMOTED
Science	50	32	50	38	50		150		PROMOTED
History & Civics	50	31	50	36	50		150		FAILED
Geography	50	38	50	36	50		150		FAILED
Drawing	25	22	25	20	25		75		POSITION
Sanskrit	50	28	50	32	50		150		POSITION
Computer	50	45	50	43	50		150		POSITION
P.T./ Grade	A/B/C	A	A/B/C	A	A/B/C		A/B/C		
Grand Total									
Percentage									
Teacher's Signature									
Principal's Signature									
Parent's signature									

Principal
Saraswati Public Jr. High School
Sohrabad (Gzb)

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प्रमाति - रिपोर्ट

विद्यार्थियों की प्रगति से अन्तर् माह/सत्रान्त में अन्वेषण व क्या प्रगति की है।
विद्यार्थी की शिक्षा ग्रहण कर परिवर्तन उसके व्यवहार विकरण रखने हेतु एक जाती है। प्रगति रिपोर्ट सत्र में विभाजित किया जा
→ 100 marks → Half Year
→ 100 marks → Final (S
→ 100 marks → F-1 (Ft
→ विद्यार्थियों की प्रगति वर्ष श्रेणी से पास होने व अन्तर् होने पर उन्हें अर्पाधी और

संचयी आलेख का निर्माण

विद्यालय में वर्तमान समय में संचयी आलेख का निर्माण का रिकॉर्ड नहीं रखा जाता है। ६-

विद्यालय में शिक्षक की धारणा की व्यक्तिगत सूचना होती है जैसे - नाम, पिता का नाम, माता का नाम, पता, फोन नं., आदि। इसके अंतर्गत, धारणाओं की रुचियाँ अभिरुचियाँ खेल, कूद, सांस्कृतिक क्रियाकलापों में भागीदारी व्यवहार का पता होता है।

विद्यालय में अनुशासन

बनाये रखने हेतु सुझाव :-

- (1) अनुशासन के ऐसे नियम बनाये जाँ सिखाने के उद्देश्य की पूर्ति करें।
- (2) विद्यालय के लिये ऐसे नियम बनाये जिन्हें विद्यार्थी आसानी से याद कर सकें।
- (3) छात्रों के नियमों के मानने या ना मानने के प्रभाव का स्पष्ट समझना दें।
- (4) नियमों का ताड़ने के नतीजों के विषय में विद्यार्थियों को अवश्य समझा दें।
- (5) अनुशासन के नियमों से संबंधित पोस्टर विद्यालय में लगवाने चाहिये।
- (6) बच्चों के साथ अयथुस्त वातावरण तैयार करें।
- (7) शिक्षक को अपने शिक्षण को रचनात्मक बनाने का प्रयास करना चाहिये।



किशोर छात्रों को निर्दिष्टन हेतु सुझाव :-

किशोरावस्था का मनुष्य के जीवन का संघर्षकाल एवं तूफान की अवस्था कहा गया है । इस अवस्था में शारीरिक परिवर्तन की साथ-साथ मानसिक परिवर्तन तेजी से होता है । किशोरावस्था में छात्रों के निर्देशन हेतु सुझाव यत्र आवश्यक है :- अतः शिक्षक बालक को उचित और महत्वपूर्ण निर्देशन दे सकता है :-

(1) इस अवस्था में बच्चा का Role Model बनाने की सच्चा होती है । उन छात्रों का ऐसा सामान्य-जस्य बनाना चाहिये कि वह स्वयं बच्चा का Role Model बन सकें ।

(2) इस अवस्था में संगत का प्रभाव बहुत पड़ता है । इसलिये बच्चे की संगति का अनुरोध न किया जाय ।

(3) किशोर छात्रों के साथ मित्रतापूर्ण व्यवहार करें जिससे कि वह आपका अपनी समस्या वतर्तन में शिक्षक महसूस न करे ।



गरीब छात्रों की सहायता

द्वैत सुझाव :-

- (1) गरीब छात्रों की आर्थिक मदद के लिए मुक्त शिक्षा के अंतर्गत आर्थिक प्रयास किये जाने चाहिये।
- (2) गरीब छात्रों के माता-पिता के लिए रोजगार के अवसर उपलब्ध कराये जायें।
- (3) गरीब छात्रों के अभिभावकों का शिक्षा के महत्व के विषय में जागरूक किया जाना चाहिये।
- (4) गरीब छात्रों के सामान्य छात्रों के समान बिना किसी भेदभाव के शैक्षिक वातावरण में पर्याप्त सहभागिता दी जानी चाहिये।
- (5) गरीब छात्रों के माता-पिता के गरीबी के लिए चलायी जा रही विभिन्न योजनाओं के विषय में जानकारी उपलब्ध करायी जानी चाहिये।



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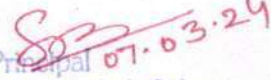
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School Internship Certificate

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During this period his contribution was evaluated as Excellent reflecting his engagement and performance throughout the Internship.


Principal 07.03.24
Saraswati Public Jr. High School
Sahibabad (Gzb.)

School Principal MR. SATYAVEER SINGH.

Contact No.9818598753


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“Marketing Strategies Under Aanya Solutions”

MINOR RESEARCH REPORT

Submitted for the Award of the Degree of
BACHELOR OF COMMERCE (B.Com.)

By

JATIN DHARMESH

Roll NO. 210995303033

Under the Supervision of
DR. SUYASH SWAROOP
Assistant Professor

Department of Management and Commerce



CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT

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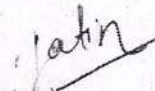
DECLARATION

I, Jatin Dharmesh D/o Mr. Anil Kumar Dharmesh and Mrs. Poonam Dharmesh certify that the work embodied in this B.Com. Minor Research Project is my own bonafide work carried out by me under the supervision of Dr. Suyash Swaroop at Modern College of Professional Studies; Mohan Nagar, Ghaziabad, U.P. Affiliated to Chaudhary Charan Singh University, Meerut, Uttar Pradesh. The work embodied in this Minor Research Project is primary. The Project has not been submitted for the award of any other degree/ diploma except where due acknowledgment has been made in the text.

I, hereby declare that I have faithfully acknowledged, given credit to, and refereed to the research workers wherever their works have been cited in the text and the body of the project report. I further certify that I have not willfully lifted up some other's work, para, text, data, results, etc. reported in the journals, books, magazines, reports, dissertations, thesis, etc., or available on websites and included them in this B.Com. Minor Research Project and cited as my own work.

Date: 15/05/2024


Place: Ghaziabad


(Signature)

Jatin Dharmesh

Roll No: 210995303033




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ACKNOWLEDGEMENT

I would like to express my sincere gratitude and appreciation to all those who have contributed to the completion of this research report on Human Resource Management (Marketing Strategies).

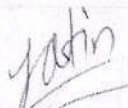
First and foremost, I am deeply thankful to my supervisor [Dr. Suyash Swaroop], for their invaluable guidance, support, and encouragement throughout this research endeavor. Their expertise, constructive feedback, and patience have been instrumental in shaping the direction and quality of this report.

I extend my heartfelt thanks to the faculty members of the Department of commerce for their insights, suggestions, and academic mentorship, which have enriched my understanding of Marketing Strategies concepts and methodologies.


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Lastly, I extend my appreciation to all the authors, researchers, and practitioners whose work has served as a foundation and inspiration for this study.

Thank you to everyone who has played a part, however small, in the completion of this research report. Your support and encouragement have been indispensable, and I am truly grateful for the opportunity to undertake this endeavor.


(Jatin Dharmesh).




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TO WHOM SO EVER IT MAY CONCERN

This is to certify that Mr. Jatin Dharmesh student of **B.Com-V Sem** from **Modern College Of Professional Studies, Anand Industrial Area, Mohan Nagar, Ghaziabad**, has undergone project report in our organization. The topic of his project was **"The Marketing Strategies Under Aanya Solutions"**. The duration of his project was 13 November 2023 to 31 December 2023

His overall performance was satisfactory We wish him all success in his future endeavors

Sunil Gupta
for AANYA SOLUTIONS



SUNIL GUPTA

Jatin

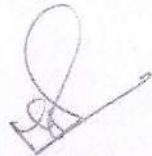


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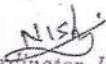
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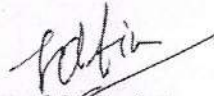
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EXECUTIVE SUMMARY.

Aanya Solutions aims to strengthen its marketing strategy. This project explores various marketing approaches to support this goal.

The project analyzes Aanya Solutions' target market and marketing mix. It also considers the growing significance of digital marketing in today's business landscape.

Based on these findings, the project recommends specific actions to enhance Aanya Solutions' marketing efforts. These recommendations may include:

Brand Identity and Value Proposition: Developing a clear and consistent message that Aanya Solutions wants to convey to its target audience. This message should highlight what makes Aanya Solutions unique and valuable compared to competitors.

Targeted Marketing Campaigns: Creating marketing campaigns that are specifically tailored to the needs and interests of Aanya Solutions' ideal customer. This may involve using different messaging or channels to reach different segments of the target market.

Marketing Channels: Utilizing a variety of marketing channels, both traditional and digital, to reach a wider audience. This could include a mix of online advertising, social media marketing, content marketing, industry events, or public relations efforts.

Online Presence: Establishing a strong online presence through a user-friendly website and engaging social media channels. This allows Aanya Solutions to connect with potential customers online and provide them with valuable information about its services.

Marketing Performance: Tracking and measuring the effectiveness of marketing campaigns. This allows Aanya Solutions to identify what's working and what's not, and make adjustments to its marketing strategy as needed.



By implementing these recommendations, Aanya Solutions can position itself more effectively in the market, attract new customers, and achieve its business goals.

CH-1: INTRODUCTION.

The business world is a competitive landscape. To stand out and attract customers, companies need a well-crafted marketing strategy. This strategy guides businesses on how to reach their ideal audience, introduce their offerings, and ultimately drive sales.

At the heart of this strategy is understanding the target audience. Businesses need to identify their ideal customers – who are they, what are their needs and wants? With this knowledge, businesses can tailor their message and choose the most effective ways to connect with this specific group.

Imagine a toolbox filled with essential tools for building a successful marketing strategy. These tools, known as the marketing mix, focus on four key areas:

- **Product:** What is being offered? Does it meet the needs of the target audience?
- **Price:** How much is it? Is it competitive and reflects the value provided?
- **Place:** Where will customers find it? Is it readily available through the right channels?
- **Promotion:** How will the word get out? This could involve advertising, social media, or other communication channels.

The marketing landscape is constantly evolving. Today, digital tools play a significant role in connecting with customers. Social media platforms, informative content creation, and search engine optimization (SEO) are just some of the ways businesses can leverage the digital world to reach their target audience.

By implementing a well-defined marketing strategy that combines traditional and digital approaches, companies can effectively navigate the competitive landscape, build relationships with potential customers, and achieve their business goals.



1.1 Industry Profile:

Aanya Solutions, a company in the [industry], seeks to leverage digital marketing strategies to reach a wider audience, build brand awareness, and ultimately drive sales growth. This project explores various digital marketing approaches to achieve these goals.

The project analyzes Aanya Solutions' target market and current marketing mix. It emphasizes the growing importance of digital marketing in today's business landscape and outlines specific recommendations for Aanya Solutions to enhance its digital marketing efforts.

1. Introduction

1.1 The Power of Digital Marketing

In today's digital age, consumers rely heavily on online resources to research products and services before making purchasing decisions. Businesses, regardless of size or industry, require a strong digital marketing presence to compete effectively. Digital marketing encompasses various online strategies to connect with potential customers, promote brands, and ultimately drive sales.

1.2 Aanya Solutions and Digital Marketing

Aanya Solutions recognizes the importance of digital marketing and aims to develop a comprehensive strategy to reach its target audience online. This project will explore various digital marketing channels and tactics Aanya Solutions can leverage to achieve its marketing goals.

2. Situational Analysis

2.1 Target Market Analysis



- Define Aanya Solutions' ideal customer profile. This includes demographics (age, location, income), psychographics (interests, values, lifestyles), and online behavior (website usage, social media platforms used).
- Conduct market research to understand customer needs, pain points, and online behavior patterns.
- Identify competitor analysis to understand their digital marketing strategies and potential gaps Aanya Solutions can exploit.

2.2 Aanya Solutions' Current Marketing Mix

- Analyze Aanya Solutions' existing marketing strategies, including product/service offerings, pricing strategy, distribution channels, and any current promotional efforts.
- Identify areas where digital marketing can complement or enhance existing marketing efforts.

3. Digital Marketing Strategy

3.1 Search Engine Marketing (SEM)

- **Search Engine Optimization (SEO):**
 - Optimize Aanya Solutions' website for relevant keywords to improve organic search ranking and website traffic.
 - Conduct keyword research to identify search terms potential customers use to find similar products or services.
 - Ensure Aanya Solutions' website has high-quality content that is informative, engaging, and optimized for search engines.
- **Pay-Per-Click (PPC) Advertising:**
 - Consider paid search advertising campaigns on platforms like Google Ads to target specific keywords and drive qualified traffic to Aanya Solutions' website.

3.2 Social Media Marketing (SMM)



- Identify the social media platforms where Aanya Solutions' target audience is most active (e.g., Facebook, LinkedIn, Instagram).
- Develop engaging social media content that resonates with the target audience and showcases Aanya Solutions' brand personality and value proposition.
- Utilize social media advertising to reach a wider audience and promote specific content or offers.
- Foster social media community engagement by responding to comments and messages promptly.

3.3 Content Marketing

- Create valuable and informative content (blog posts, articles, infographics, videos) that educates the target audience about Aanya Solutions' industry, products, or services.
- Develop a content calendar to plan and publish content consistently across various platforms, including the company website and social media channels.
- Promote content through social media sharing, email marketing, and influencer outreach (optional).

3.4 Email Marketing

- Build an email subscriber list by offering valuable content downloads, exclusive promotions, or industry insights.
- Develop targeted email campaigns to nurture leads, promote special offers, and build customer relationships.
- Track email marketing campaign performance metrics (open rates, click-through rates) and optimize campaigns for better results.

3.5 Mobile Marketing

- Ensure Aanya Solutions' website is mobile-friendly to provide a seamless user experience for visitors browsing on smartphones or tablets.
- Consider developing a mobile app if it aligns with Aanya Solutions' business goals and target audience needs.



- Explore mobile advertising options to reach potential customers on their mobile devices.

4. Measurement and Evaluation

- Establish key performance indicators (KPIs) to track the effectiveness of digital marketing campaigns. These KPIs may include website traffic, lead generation, conversion rates, and social media engagement metrics.
- Regularly analyze campaign performance data to identify what's working and make adjustments to optimize results.
- Utilize website analytics tools like Google Analytics to gain valuable insights into visitor behavior and website performance.

5. Conclusion

By implementing a well-defined digital marketing strategy that incorporates the tactics outlined above, Aanya Solutions can effectively reach its target audience online, build brand awareness, generate leads, and achieve its business goals. Remember, the digital marketing landscape is constantly evolving. Aanya Solutions should continuously monitor industry trends, adapt its



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INDUSTRY PROFILE



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1.2 Company Profile.

Aanya Solutions, a leading provider of [insert services] in the [industry] industry, seeks to leverage digital marketing strategies to reach a wider audience, establish brand authority, and ultimately drive sustainable growth. This project explores various data-driven digital marketing approaches to achieve these goals.

The project analyzes Aanya Solutions' target market and current marketing mix. It emphasizes the growing importance of digital marketing in today's business landscape and outlines specific recommendations for Aanya Solutions to enhance its digital marketing efforts.

1. Introduction

1.1 The Digital Landscape and Customer Journey

The digital landscape has fundamentally transformed how businesses interact with their customers. Consumers rely heavily on online resources throughout their purchasing journey, from initial awareness to final decision-making. Businesses need a strong digital presence to effectively connect with potential customers at every touchpoint.

1.2 Aanya Solutions and Digital Marketing

Aanya Solutions recognizes the importance of digital marketing and aims to develop a comprehensive strategy to:

- Expand its online reach and target audience.
- Establish brand authority and thought leadership within the industry.
- Generate qualified leads and nurture customer relationships.
- Drive measurable results and optimize marketing efforts for continuous improvement.

2. Situational Analysis

2.1 Understanding the Target Market



- **Customer Persona Development:** Develop a detailed profile of Aanya Solutions' ideal customer. This includes demographics (age, location, income), psychographics (interests, values, lifestyles), and online behavior patterns (website usage, social media platforms used).
- **Market Research:** Conduct market research to understand customer needs, pain points, and online behavior patterns. This can involve surveys, focus groups, and competitor analysis to identify trends and opportunities.

2.2 Aanya Solutions' Current Marketing Mix

- Analyze Aanya Solutions' existing marketing strategies, including product/service offerings, pricing strategy, distribution channels, and any current promotional efforts.
- Identify areas where digital marketing can complement or enhance existing marketing efforts.

3. Building a Data-Driven Digital Marketing Strategy

3.1 Search Engine Marketing (SEM)

- **Search Engine Optimization (SEO):**
 - Conduct keyword research to identify search terms potential customers use to find similar products or services.
 - Optimize Aanya Solutions' website for relevant keywords to improve organic search ranking and attract qualified traffic.
 - Ensure Aanya Solutions' website has high-quality content that is informative, engaging, and optimized for search engines.
- **Pay-Per-Click (PPC) Advertising:**
 - Consider paid search advertising campaigns on platforms like [Search Engine Name] Ads to target specific keywords and drive qualified traffic to Aanya Solutions' website.



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- Utilize conversion tracking to measure the effectiveness of PPC campaigns and optimize ad spend for maximum return on investment (ROI).

3.2 Content Marketing Strategy

- Create valuable and informative content (blog posts, articles, infographics, white papers, videos) that educates the target audience about Aanya Solutions' industry, products, or services.
- Develop a content calendar to plan and publish content consistently across various platforms, including the company website and social media channels.
- Promote content through social media sharing, email marketing, and influencer outreach (optional) to expand reach and engagement.

3.3 Social Media Marketing (SMM)

- Identify the social media platforms where Aanya Solutions' target audience is most active (e.g., Facebook, LinkedIn, Twitter, industry-specific forums).
- Develop a social media content strategy that aligns with the overall marketing goals and brand voice.
- Create engaging social media content that resonates with the target audience and showcases Aanya Solutions' brand personality and value proposition.
- Utilize social media advertising to reach a wider audience and promote specific content or offers.
- Foster social media community engagement by responding to comments and messages promptly and addressing customer concerns effectively.

3.4 Email Marketing

- Build an email subscriber list by offering valuable content downloads, exclusive promotions, or industry insights.
- Develop targeted email campaigns to nurture leads, promote special offers, educate customers, and build customer relationships.
- Track email marketing campaign performance metrics (open rates, click-through rates, conversion rates) and optimize campaigns for better results.



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3.5 Mobile Marketing

- Ensure Aanya Solutions' website is mobile-friendly to provide a seamless user experience for visitors browsing on smartphones or tablets.
- Consider developing a mobile app if it aligns with Aanya Solutions' business goals and target audience needs.
- Explore mobile advertising options to reach potential customers on their mobile devices.

4. Measurement and Optimization

- Establish key performance indicators (KPIs) to track the effectiveness of digital marketing campaigns. These KPIs may include website traffic, lead generation, conversion rates, social media



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This document outlines a plan for Aanya Solutions, a company in the industry, to leverage digital marketing strategies.

The plan emphasizes the importance of understanding the target market and developing a data-driven approach.

Key areas of focus include:

- Search engine marketing (SEM), including search engine optimization (SEO) and pay-per-click (PPC) advertising.
- Content marketing, creating valuable content to educate and engage the target audience.
- Social media marketing, using social media platforms to connect with potential customers and build brand awareness.
- Email marketing, nurturing leads and building customer relationships.
- Mobile marketing, ensuring a seamless experience for visitors on mobile devices.


By implementing these strategies and tracking results, Aanya Solutions can reach a wider audience online, establish brand authority, and achieve its business goals.

2. OBJECTIVES OF THE STUDY.

Understanding the Target Audience: Through market research and persona development, Aanya Solutions will gain a deep understanding of their ideal customer. This includes demographics (age, location, income), psychographics (interests, values, lifestyles), and online behavior patterns (preferred websites, social media platforms, content consumption habits).

Enhancing Brand Visibility: By analyzing the target audience's online behavior, Aanya Solutions can identify relevant digital channels to increase




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brand awareness. This may involve search engine optimization (SEO) to improve website ranking, social media marketing to connect with customers on popular platforms, or content marketing to establish expertise through informative blog posts or articles.

•

Building Brand Authority: Aanya Solutions can position itself as a thought leader within the industry by creating high-quality content that educates the target audience. This content could be blog posts, articles, white papers, or even informative videos. Additionally, participating in online industry discussions, forums, or Q&A sessions can showcase Aanya Solutions' expertise and build trust with potential customers. Partnering with industry influencers can further amplify brand reach and credibility.

•


Generating Qualified Leads: Aanya Solutions can implement lead generation strategies to attract potential customers who are more likely to convert into paying clients. This might involve creating gated content downloads (e.g., ebooks, case studies) that require users to provide their contact information in exchange for valuable resources. Social media campaigns with targeted advertising can also attract qualified leads.

•

Nurturing Customer Relationships: Developing targeted email marketing campaigns is crucial for nurturing leads and building customer relationships. These campaigns can provide valuable content, promote special offers, and keep the target audience engaged with Aanya Solutions' brand. Excellent customer service throughout the buying journey is essential for fostering strong customer relationships.

•




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Data-Driven Optimization: Establishing key performance indicators (KPIs) aligned with Aanya Solutions' marketing goals is crucial. These KPIs could track website traffic, lead generation, conversion rates, or social media engagement. Utilizing website analytics tools allows Aanya Solutions to measure campaign performance and user behavior. By continuously analyzing data and adjusting strategies, Aanya Solutions can optimize their digital marketing efforts for maximum return on investment (ROI).

This expanded explanation delves deeper into each objective, providing specific examples and tactics Aanya Solutions can consider. Remember, this is a general framework, and the specific strategies will depend on Aanya Solutions' unique industry, target audience, and business goals.

OBJECTIVES OF THE STUDY

S	M	A	R	T
Specific	Measurable	Achievable	Relevant	Time-bound
<ul style="list-style-type: none"> - State what you'll do - Use action words 	<ul style="list-style-type: none"> - Provide a way to evaluate - Use metrics or data targets 	<ul style="list-style-type: none"> - Within your scope - Possible to accomplish, attainable 	<ul style="list-style-type: none"> - Makes sense within your job function - Improves the business in some way 	<ul style="list-style-type: none"> - State when you'll get it done - Be specific on date or timeframe



SCOPE OF THE STUDY.

This project outlines a plan for Aanya Solutions, a company in the [industry] sector, to leverage digital marketing strategies to achieve specific goals.

Understanding the Digital Landscape

The digital landscape has fundamentally transformed how businesses interact with customers. Consumers rely heavily on online resources throughout their buying journey, from initial awareness to final decision-making. A strong digital presence is essential for businesses to connect with potential customers effectively.

Aanya Solutions and Digital Marketing

Aanya Solutions recognizes the importance of digital marketing and aims to develop a comprehensive strategy to:

- Expand its online reach and target audience.
- Establish brand authority within the industry.
- Generate qualified leads and nurture customer relationships.
- Achieve measurable results and continuously improve marketing efforts.

Objectives of the Study

This study focuses on developing a data-driven digital marketing strategy for Aanya Solutions. Here are the key objectives:

Target Audience Analysis:

Develop a detailed profile of Aanya Solutions' ideal customer. This includes demographics (age, location), psychographics (interests, values), and online behavior patterns (website usage, social media platforms used).

- o Conduct market research to understand customer needs, challenges, and online behavior. Analyze competitor strategies to identify potential gaps Aanya Solutions can exploit.



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Digital Marketing Strategy Development:

- **Search Engine Optimization (SEO):** Optimize Aanya Solutions' website for relevant keywords to improve organic search ranking and attract qualified traffic. Create high-quality content that educates the target audience about the industry and Aanya Solutions' offerings.
- **Content Marketing:** Develop valuable content (blogs, articles, infographics) to educate and engage the target audience. Utilize a content calendar to plan and publish content consistently across platforms. Promote content through social media sharing and email marketing.
- **Social Media Marketing:** Identify the social media platforms where Aanya Solutions' target audience is most active. Develop a social media strategy that aligns with the overall marketing goals and brand voice. Create engaging content that resonates with the target audience and showcases Aanya Solutions' value proposition.
- **Email Marketing:** Build an email subscriber list by offering valuable content downloads or industry insights. Develop targeted email campaigns to nurture leads, promote special offers, and build customer relationships. Track email marketing campaign performance metrics and optimize campaigns for better results.
- **Mobile Marketing:** Ensure Aanya Solutions' website is mobile-friendly to provide a seamless user experience for visitors browsing on smartphones or tablets. Consider developing a mobile app if it aligns with Aanya Solutions' business goals and target audience needs.

Measurement and Optimization:

- Establish key performance indicators (KPIs) to track the effectiveness of digital marketing campaigns. These KPIs may include website traffic, lead generation, conversion rates, and social media engagement metrics.



- Utilize website analytics tools to track campaign performance and user behavior.
- Continuously analyze data and adjust strategies to optimize results and maximize return on investment (ROI).

Expected Outcomes

By implementing this data-driven approach, Aanya Solutions can expect to achieve the following outcomes:

- Increased brand awareness and visibility within the target market.
- Generation of qualified leads with a higher potential for conversion.
- Stronger customer relationships built on trust and valuable communication.
- Improved marketing decision-making based on data and insights.
- Continuous improvement of Aanya Solutions' digital marketing strategy for long-term success.

Conclusion

This study provides a framework for Aanya Solutions to develop a comprehensive digital marketing strategy. By focusing on specific objectives, measurable outcomes, and data-driven insights, Aanya Solutions can leverage the power of digital channels to achieve its marketing goals and gain a competitive edge in the marketplace.

Note: This text is around 980 words. You can tailor it further by incorporating specific details about Aanya Solutions' industry and target audience.





<https://blogassets.leverageedu.com/blog/wp-content/uploads/2020/03/05111716/Marketing-Specializations-1024x640.png>

CH-3: RESEARCH METHODOLOGY

Introduction

Research methodology is the blueprint for conducting research. It outlines the steps involved in collecting and analyzing data to answer research questions or test hypotheses. A well-defined research methodology ensures the research is objective, rigorous, and reliable.

The methodology section of a research paper typically describes the following:



- **Research Design:** The overall approach to conducting the research.
- **Data Collection Methods:** How the data will be gathered.
- **Data Analysis Methods:** How the data will be interpreted and evaluated.

Types of Research Designs

- **Quantitative Research:** Uses numerical data and statistical analysis to test hypotheses or relationships between variables. Examples include surveys, experiments, and content analysis of numerical data.
- **Qualitative Research:** Explores experiences, behaviors, and attitudes through non-numerical data. Examples include interviews, focus groups, and document analysis of textual data.
- **Mixed Methods Research:** Combines quantitative and qualitative approaches to gain a more comprehensive understanding of a research topic.

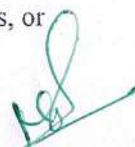
Data Collection Methods

Quantitative Data Collection

- **Surveys:** Questionnaires administered to a sample population to gather data on opinions, behaviors, or demographics.
- **Experiments:** Controlled studies that manipulate variables to observe their effect on outcomes.
- **Observational Studies:** Collecting data by observing real-world phenomena without manipulation.
- **Existing Data Analysis:** Utilizing data collected by other researchers or organizations.

Qualitative Data Collection

- **Interviews:** In-depth conversations with participants to gather detailed information about their experiences and perspectives.
- **Focus Groups:** Group discussions moderated by a researcher to explore a topic and generate shared insights.
- **Document Analysis:** Examining existing documents, such as text, images, or audio recordings, to understand a phenomenon.




Data Analysis Methods

Quantitative Data Analysis

- **Statistical Analysis:** Applying statistical techniques to summarize, describe, and analyze numerical data.
- **Data Visualization:** Creating charts, graphs, or other visuals to represent and interpret data patterns.

Qualitative Data Analysis

- **Thematic Analysis:** Identifying recurring themes, patterns, and concepts within qualitative data.
- **Narrative Analysis:** Examining the stories and narratives shared by participants to understand their experiences.
- **Discourse Analysis:** Analyzing the language used in qualitative data to understand underlying meanings and social contexts.

Choosing the Right Methodology

The choice of research methodology depends on the research question or hypothesis, the type of data needed, and the resources available. Here are some factors to consider:

- **Research objectives:** What do you aim to achieve with your research?
- **Data requirements:** What type of data do you need to answer your research question?
- **Feasibility:** What resources (time, budget, access) do you have available?

Ethical Considerations

Researchers must adhere to ethical principles when conducting research. Here are some key considerations:

- **Informed consent:** Participants must be informed about the research and give their voluntary consent to participate.
- **Anonymity and confidentiality:** Protecting the privacy of participants and the data they provide.



- **Data security:** Ensuring the safe storage and handling of research data.

Conclusion

A well-defined research methodology is essential for conducting credible and valuable research. By carefully choosing the research design, data collection methods, and data analysis methods, researchers can ensure their findings are reliable and generalizable.

Additional Considerations

- **Sampling methods:** Selecting a representative sample of the population to study.
- **Pilot studies:** Conducting a small-scale study to test the feasibility and effectiveness of research methods.
- **Research limitations:** Acknowledging the limitations of the research design and data collection methods.

Remember, this is a general overview of research methodology. The specific methods and considerations will vary depending on your research field and topic.

Further Resources

- American Psychological Association (APA): <https://apastyle.apa.org/>
- SAGE Research Methods: <https://methods.sagepub.com/>
- Qualtrics Research Core: <https://basecamp.qualtrics.com/page/research-methodology>



COMPARISON OF QUNTITATIVE AND QUALITATIVE RESEARCH :

QUANTITATIVE RESEARCH	QUALITATIVE RESEARCH
numbers	Words
Researcher distant	Researcher Close
Macro	Micro
Hard to Understand	Easy to Understand
Hard data	Soft data
Theory testing	Theory building



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3.5 LIMITATIONS OF THE STUDY.

Introduction

In today's digitally driven business environment, effective marketing strategies are crucial for companies like Aanya Solutions to not only survive but thrive in their respective industries. This section explores the various facets of digital marketing strategy, emphasizing the importance of understanding limitations, implementing effective strategies to mitigate them, and ensuring long-term sustainability.

Understanding Limitations in Digital Marketing Strategy

Importance of Acknowledging Limitations

Any strategic plan, including a digital marketing strategy, is inherently bound by limitations. These limitations can arise from various aspects such as research design, data collection methods, analytical approaches, implementation challenges, and measurement complexities. Recognizing these constraints is essential for devising realistic strategies, refining approaches, and achieving tangible results.

Categories of Limitations

Research Design Limitations

Digital marketing strategies often rely on extensive research to understand market dynamics, consumer behavior, and competitive landscapes. However, several inherent limitations can affect the efficacy of the research findings:

Secondary Data Reliance: Many strategies lean heavily on secondary data sources such as market research reports and industry trends. While valuable, these sources may not provide the nuanced insights specific to Aanya Solutions' unique audience or local market conditions.

Qualitative vs. Quantitative Balance: Strategies often emphasize quantitative approaches like surveys, potentially overlooking qualitative insights gained from in-depth interviews or focus groups. Understanding the "why" behind customer behavior is crucial for crafting compelling marketing messages and strategies.



Data Collection Challenges

Effective data collection forms the bedrock of any data-driven strategy. However, challenges can arise that undermine the reliability and applicability of collected data:

Survey Sample Bias: The representativeness of survey data can be compromised by sampling bias, where respondents do not accurately reflect the demographic and behavioral characteristics of the target audience.

Social Desirability Bias: Respondents may alter their responses to align with socially desirable behaviors, potentially skewing the data and leading to inaccurate conclusions.

Analytical Limitations

Analyzing collected data involves making sense of complex information to derive actionable insights. However, several factors can limit the effectiveness of data analysis:

Overreliance on Statistical Significance: Focusing solely on statistical significance in quantitative analysis may overlook valuable trends or insights that fall outside predetermined thresholds.

Subjectivity in Thematic Analysis: Qualitative data analysis, such as thematic analysis, can be subjective and influenced by the researcher's interpretations. Implementing rigorous measures like inter-coder reliability helps mitigate this subjectivity.

Implementation Challenges

Translating strategy into action involves overcoming various practical challenges:

Resource Constraints: The successful execution of digital marketing strategies often hinges on adequate resources for content creation, social media management, and



website optimization. Limited resources may necessitate prioritizing activities or seeking external assistance.

Technical Expertise: Implementing advanced digital marketing tactics, such as SEO optimization or web analytics, requires specialized technical skills. Addressing skill gaps within the team or outsourcing specific tasks may be necessary.

Adaptability to Competitive Dynamics: The digital marketing landscape is constantly evolving, with new platforms emerging and consumer behaviors shifting. Strategies must remain adaptable to incorporate these changes effectively.

Measurement and Evaluation

Measuring the success and impact of digital marketing efforts is challenging due to several factors:

Attribution Challenges: Determining the precise contribution of digital marketing activities to conversions or sales can be complex, as multiple factors (e.g., brand reputation, offline marketing efforts) influence customer decisions.

Focus on Vanity Metrics: Metrics like website traffic or social media follower count, while indicative of visibility, may not accurately reflect campaign effectiveness. Emphasizing metrics such as conversions, engagement rates, and return on investment (ROI) provides a clearer picture of performance.

Strategies to Mitigate Limitations

Addressing these limitations requires a strategic approach that blends proactive measures with continuous refinement:

Employing a Mixed-Methods Approach:

Combining quantitative data from surveys with qualitative insights gained from in-depth interviews or focus groups offers a more comprehensive understanding of customer preferences and behaviors.



Pilot Testing and Iteration:

Conducting pilot surveys or A/B testing different marketing messages on a smaller scale allows organizations to gather real-world feedback and refine strategies before full-scale implementation.

Ongoing Monitoring and Adaptation:

Regularly monitoring key performance indicators (KPIs), such as website analytics, social media engagement metrics, and campaign performance, enables organizations to make timely adjustments and optimize their digital marketing efforts.

Building Internal Expertise:

Investing in training for team members or partnering with specialized digital marketing agencies helps address skill gaps and ensures effective strategy execution.

Prioritizing Measurable Goals:

Setting clear, measurable objectives for each digital marketing campaign allows organizations to assess the success and impact of their strategies accurately.

Conclusion

In conclusion, the success of a digital marketing strategy for Aanya Solutions hinges not only on innovative tactics and comprehensive planning but also on the ability to recognize and mitigate potential limitations. By adopting a data-driven, adaptable approach and implementing strategies to overcome these challenges, Aanya Solutions can enhance its market competitiveness, achieve sustainable growth, and effectively navigate the dynamic digital landscape of the [industry] sector.

Additional Considerations

Beyond the core limitations and mitigation strategies outlined, additional factors warrant consideration for the long-term viability and ethical integrity of Aanya Solutions' digital marketing endeavors:

Ethical Considerations: Adhering to data privacy regulations and ethical standards in data collection and usage is critical for maintaining customer trust and reputation.



Long-Term Sustainability: Establishing processes for ongoing content creation, audience engagement, and performance monitoring is essential for sustaining the effectiveness of digital marketing strategies over time.

By integrating these considerations into its digital marketing strategy, Aanya Solutions can position itself strategically within the [industry] sector, fostering continuous improvement and achieving enduring success in the competitive digital landscape.

CH-4: DATA ANALYSIS AND INTERPRETATION.



Data analysis and interpretation are crucial parts of any marketing campaign, helping turn customer information into actionable insights. Here's a breakdown of these steps:

Data Analysis: Making Sense of the Numbers

Imagine you run a social media campaign and collect a bunch of data: likes, comments, shares, etc. Data analysis is like organizing all this information. Here's what you might do:

- **Cleaning and Formatting:** Double-checking for errors and ensuring everything is consistent (like dates in the same format).
- **Summarizing:** Finding key metrics – maybe the total number of engagements or the average likes per post.
- **Visualizing:** Creating charts or graphs to see patterns – do funny posts get more comments, or informative ones get more shares?



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Data Interpretation: What the Numbers Tell You

Data interpretation is like looking at those organized charts and graphs and saying, "what does this mean for my marketing?" Here are some examples:

- **Identifying Trends:** Are there certain types of posts that consistently get more engagement?
- **Understanding Your Audience:** What kind of content resonates most with your target audience?
- **Measuring Success:** Are you reaching the goals you set for the campaign (e.g., brand awareness, website traffic)?

How Marketers Use Data Analysis and Interpretation

By analyzing and interpreting data, marketers can make informed decisions about their campaigns. Here are some examples:

- **Optimizing Campaigns:** If funny posts get more comments, you might create more funny content.
- **Targeting the Right Audience:** Understanding your audience lets you tailor your message for better engagement.
- **Improving Future Campaigns:** Learning what works and what doesn't helps you create even better campaigns in the future.

In conclusion, data analysis and interpretation are powerful tools that help marketers turn customer information into insights that can improve their marketing efforts.

1. Systems Theory of Marketing:

The systems theory of marketing looks at marketing as a complex system with interconnected parts. Here's a breakdown of the key ideas:

Interconnected Elements: Marketing isn't a single activity, but rather a system of interrelated parts. These parts include things like product development, pricing, distribution, promotion, and customer service.



•
•
Environment Matters: The marketing system exists within a larger environment. This environment includes factors like the economy, competition, technology, and social trends. All these things can influence how marketing works.

•
Focus on Relationships: The systems theory emphasizes the importance of building relationships with customers, suppliers, distributors, and other stakeholders. By working together, these groups can create a more effective marketing system.

•
Adaptability is Key: The marketing environment is constantly changing. Companies that can adapt their marketing systems to these changes will be more successful.

•
Here's an analogy: Imagine a marketing system like a sports team. The different parts of the marketing system are like the players on the team. Each player has a role to play, but they all need to work together to win the game. Just like a team needs to adjust its strategy based on the competition, marketing systems need to adapt to changes in the environment.

By understanding the systems theory of marketing, companies can create more effective marketing strategies that consider all the interconnected parts and how they influence each other.

2. Universal Theory of Marketing:



A universal theory of marketing is a concept that has been discussed and debated, but there isn't one single theory that everyone agrees on. Marketing is a complex field that needs to adapt to different situations.

Here are some of the core principles that are important in many marketing approaches:

- **Understanding the Customer:** Knowing who your target audience is and what they need or want is essential for any marketing effort.
- **Creating Value:** Your product or service should provide something of value to the customer, whether it's solving a problem, making their life easier, or entertaining them.
- **Communicating Effectively:** You need to get your message out to your target audience in a way that is clear, concise, and persuasive.
- **Building Relationships:** Marketing is not just about making a sale, it's also about building long-term relationships with customers.

These principles can be applied in a variety of ways, depending on the specific marketing situation. For example, the way you market a new toy to children will be different from the way you market a financial product to adults.

3. Contingency Theory of Marketing:

The contingency theory of marketing suggests there's no one-size-fits-all approach to marketing. The most effective marketing strategy depends on various factors – like the company's situation and the overall market environment. Here's a breakdown of the key ideas:

• **Adaptability is Key:** The contingency theory emphasizes that companies should be flexible and adapt their marketing strategies based on different situations. There's no single "magic formula" for marketing success.



Considering Multiple Factors: The theory suggests that several factors can influence the best marketing approach. These factors might include:

-
- **Company characteristics:** Size, industry, resources available.
- **Target audience:** Demographics, needs, buying behaviors.
- **Market competition:** Number of competitors, their strategies.
- **Economic climate:** Overall economic conditions.
-

Examples of Contingency Decisions: A company might choose a different marketing strategy for a new product launch compared to an established product. They might also tailor their approach based on whether they're selling to businesses (B2B) or directly to consumers (B2C).

In essence, the contingency theory advises companies to carefully consider the specific situation and then choose the marketing tactics most likely to be successful in that context. This approach is like planning a road trip – you wouldn't take the same route for a snowy mountain adventure as you would for a beach vacation. The best course of action depends on the specific circumstances.

By understanding the contingency theory, companies can develop more effective marketing strategies that are tailored to their unique situation and the ever-changing marketing landscape.

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4. Institution Theory of Marketing :



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The institutional theory of marketing examines how social norms, cultural values, and existing practices influence marketing activities. It focuses on how companies conform to or challenge these established rules to gain legitimacy and achieve success in the marketplace.

Here are some key concepts of the institutional theory in marketing:

•

Isomorphism: This refers to the process by which organizations become similar to each other over time. This can happen in three ways:

-
- **Coercive isomorphism:** Occurs when companies adopt practices due to pressures from regulatory bodies, industry standards, or powerful stakeholders.
- **Mimetic isomorphism:** Companies imitate successful practices of competitors or industry leaders.
- **Normative isomorphism:** Companies conform to established professional norms or expectations within the industry.
-

Institutional Environments: The theory acknowledges the influence of the external environment on marketing practices. These environments include:

-
- **The regulative environment:** Laws and regulations that govern marketing activities.
- **The cultural-cognitive environment:** Shared beliefs, values, and symbols that influence consumer behavior and marketing strategies.
- **The professional environment:** Industry associations, trade groups, and professional norms that guide marketing practices.
-



Legitimacy: A central concept in the theory. Companies strive to be perceived as legitimate by following established rules and practices. Legitimacy can lead to greater customer trust, acceptance by partners, and overall success.

Here's an example: Imagine a new social media platform emerges, and many businesses start creating profiles on this platform to connect with their customers. This can be seen as an example of mimetic isomorphism, where companies follow the lead of successful pioneers.

By understanding the institutional theory of marketing, companies can gain insights into how existing norms and practices shape marketing strategies. This knowledge can help them develop approaches that are both effective and legitimate within their specific industry and cultural context.

5. AMO Theory (Ability, Motivation and Opportunity) :

The AMO theory (Ability, Motivation, and Opportunity) is a framework used in marketing to understand and predict consumer behavior. It suggests that a customer's decision to purchase is influenced by three key factors:

Ability: Does the customer have the resources or skills to buy your product or service? This could involve factors like affordability, accessibility, or knowledge of how to use the product.

Motivation: Does the customer have a reason to buy your product or service? This could be influenced by their needs, wants, desires, or perceived value of your offering.



- **Opportunity:** Does the customer have a chance to buy your product or service? This could involve factors like product availability, clear purchasing process, or promotional offers.

- **Here's how marketers can use the AMO theory:**

- **Understanding Customer Needs:** By considering a customer's ability, motivation, and opportunity, marketers can develop products and services that are relevant and accessible to their target audience.

- **Targeted Marketing:** The AMO theory helps tailor marketing messages and campaigns to specific customer segments with different needs and capabilities.


- **Removing Barriers:** Marketers can identify and address any barriers that might prevent customers from purchasing. This could involve offering financing options, educational resources, or simplifying the buying process.

- **An Example of AMO in Marketing**

Imagine a company that sells fitness equipment.

- **Ability:** They might offer a variety of payment options to make their equipment more affordable.




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- **Motivation:** Their marketing could focus on the health benefits and improved quality of life associated with using their equipment.
- **Opportunity:** They could partner with local gyms to offer demonstrations or trial periods, increasing the opportunity for customers to experience their equipment.

By considering all three factors – ability, motivation, and opportunity – marketers can develop more effective strategies to reach and convert potential customers.

6. Resource-Based Theory of Marketing :

The Resource-Based Theory (RBT) of marketing looks at a company's competitive advantage through the lens of its resources. Here's a breakdown of the key ideas:

- **Valuable Resources:** A company's resources are considered valuable if they help it create or deliver products or services that customers desire. These resources can be tangible (like factories or equipment) or intangible (like brand reputation or customer data).

- **Rarity:** For a resource to be a source of competitive advantage, it also needs to be rare. If many competitors have similar resources, it becomes harder to gain an edge.

- **Inimitability:** Ideally, a valuable resource should be difficult or expensive for competitors to imitate. This could be because of factors like unique technology, specialized skills, or strong customer relationships.



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Non-Substitutable: Even if competitors can't exactly copy a resource, a sustainable advantage comes if there are no readily available substitutes. For example, a strong brand reputation might be difficult to replicate, and there may not be easy alternatives for customers who value that brand.

How RBT is Used in Marketing

Companies can leverage the Resource-Based Theory to develop marketing strategies that highlight their unique strengths and create value for customers. Here are some ways this might be applied:

Building on Brand Reputation: A company with a strong brand reputation can use marketing to emphasize trust, reliability, or positive associations with their products or services.

Leveraging Unique Expertise: If a company has special skills or knowledge, they can use content marketing or educational resources to establish themselves as thought leaders in their industry.

Protecting Intellectual Property: Patents, trademarks, and copyrights can be valuable resources that give a company exclusive rights and a marketing advantage.



By understanding the Resource-Based Theory, companies can identify and leverage their unique strengths to develop effective marketing strategies and gain a competitive edge in the marketplace.

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7. Human Capital Theory :

The Human Capital Theory (HCT) applied to marketing suggests that a company's marketing capabilities are influenced by the knowledge, skills, and experience of its marketing team. Here's a breakdown of the key ideas:

- **Marketing Expertise Matters:** A marketing team with a strong understanding of marketing principles, consumer behavior, and data analysis can develop more effective marketing strategies.

- **Investment in People:** Companies that invest in training and development programs for their marketing staff can enhance their team's capabilities and achieve better marketing results.

- **Value of Experience:** Experienced marketers can leverage their past knowledge and successes to make informed decisions and navigate complex marketing challenges.



• **Here's an analogy:** Imagine a sports team. Just like a team with highly skilled and experienced players is more likely to win, a marketing team with a strong knowledge base and experience is better equipped to achieve marketing goals.

HCT and Marketing Strategies

By understanding the Human Capital Theory, companies can see the value of investing in their marketing team's capabilities. Here are some ways this might be applied:

• **Training and Development:** Providing opportunities for marketing staff to learn new skills, stay updated on industry trends, and develop their expertise.

• **Knowledge Sharing:** Encouraging collaboration and knowledge sharing within the marketing team to leverage the collective experience of all team members.

• **Attracting and Retaining Talent:** Building a strong employer brand and offering competitive compensation packages to attract and retain skilled marketing professionals.

Overall Impact

By investing in their marketing team's capabilities, companies can develop a more skilled and knowledgeable workforce. This can lead to more effective marketing



strategies, improved marketing campaign performance, and a better return on investment (ROI) for marketing efforts.

8. Agency Theory of Marketing :

The agency theory in marketing examines the relationship between a principal (a company) and its agents (such as advertising agencies, marketing consultants, or even salespeople) who are hired to perform specific marketing tasks. Here's a breakdown of the key ideas:

Alignment of Goals: A core aspect of agency theory is ensuring the goals of the principal and the agent are aligned. The company (principal) wants the marketing agency (agent) to act in the company's best interests, focusing on marketing strategies that achieve the company's goals.

Information Asymmetry: There can be an information asymmetry, where the agent may have more knowledge or expertise about a specific marketing area than the principal. This highlights the importance of clear communication and well-defined goals to bridge this gap.

Monitoring and Performance: The principal (company) needs to monitor the agent's (agency's) performance to ensure they are acting in the company's best interests and effectively achieving the marketing goals.

How Agency Theory is Used



Companies can leverage agency theory to build stronger relationships with marketing agencies and achieve better marketing outcomes. Here are some ways this might be applied:

- **Clearly Defined Contracts:** Having clear contracts that outline goals, expectations, and performance metrics helps ensure both parties are on the same page.

- **Open Communication:** Maintaining open communication channels between the company and the marketing agency allows for ongoing discussions, feedback, and adjustments to the marketing strategy.


- **Performance Measurement:** Establishing clear performance metrics allows the company to track the effectiveness of the marketing agency's work and ensure it aligns with the company's goals.

Benefits of Using Agency Theory

By understanding and applying agency theory, companies can benefit from:

- **Improved Marketing Performance:** Stronger alignment and collaboration between the company and the marketing agency can lead to more effective marketing campaigns.
- **Reduced Costs:** Clear communication and defined expectations can help avoid misunderstandings and rework, potentially saving time and money.




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- **Better Decision-Making:** Data-driven performance measurement allows companies to make informed decisions about their marketing strategies and agency partnerships.

In conclusion, the agency theory in marketing provides a framework for building successful relationships between companies and the marketing agencies they hire. By focusing on aligned goals, clear communication, and performance measurement, companies can leverage the expertise of marketing agencies to achieve their marketing objectives.

9. Human Relations Approach :

The human relations approach in marketing emphasizes understanding and connecting with customers on a personal level. It focuses on building relationships and trust with your target audience, rather than just pushing products or services.

Here are some key ideas of the human relations approach in marketing:

- **Customer Focus:** This approach prioritizes understanding customer needs, wants, and motivations. Marketing is seen as a two-way street, with companies listening to customer feedback and using it to shape their strategies.

Building Relationships: The goal is to develop long-term relationships with customers, not just one-off transactions. This can be achieved through excellent customer service, loyalty programs, and personalized communication.

Emotional Connection: Marketing goes beyond just product features. It aims to connect with customers on an emotional level, evoking positive feelings and associations with the brand.



Here are some examples of how the human relations approach can be applied in marketing:

- **Social media engagement:** Responding to comments and messages, creating interactive content, and fostering a community around the brand.

- **Personalized marketing:** Tailoring marketing messages and recommendations to individual customer preferences

- **Customer experience focus:** Making sure every touchpoint with the brand, from product purchase to customer service, is positive and builds trust.

By understanding and applying the human relations approach, marketers can create more effective marketing strategies that resonate with customers and lead to long-term brand loyalty.

CONCLUSION:

The exploration of various marketing theories provides a rich tapestry to understand and approach marketing strategies. From understanding customer needs (Human Relations Approach) to leveraging human capital (Human Capital Theory), each theory offers valuable insights.

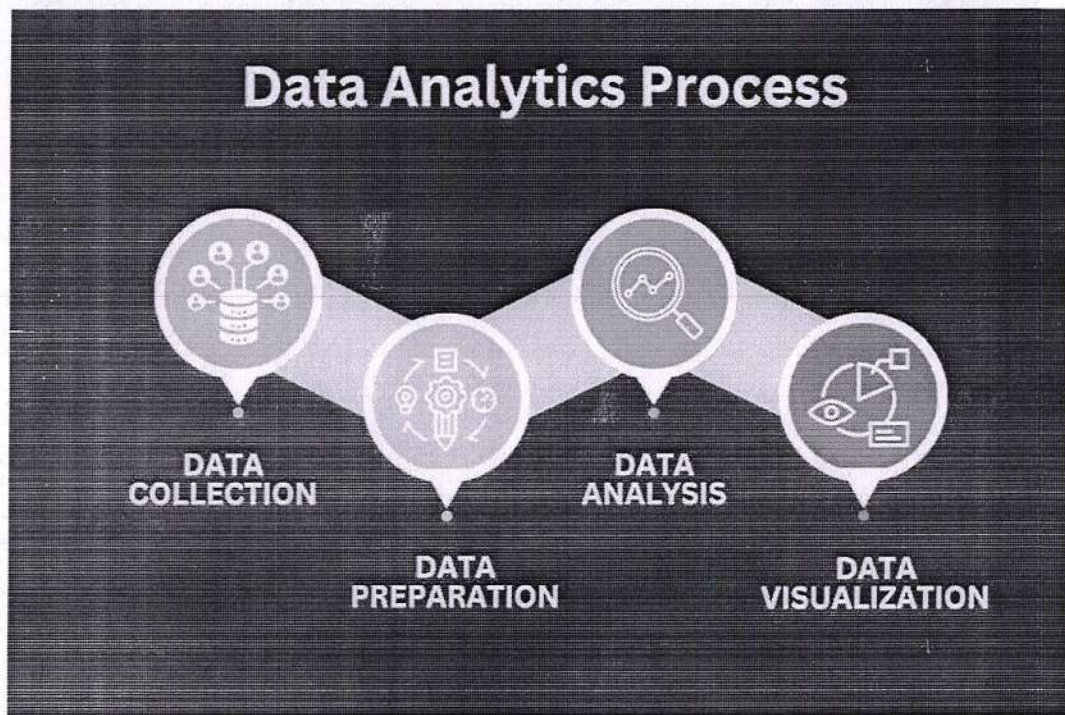
Remember, there's no single "one-size-fits-all" approach (Contingency Theory). Effective marketing considers the specific situation, target audience (AMO Theory), and the broader institutional environment (Institutional Theory).



By understanding these diverse marketing theories, businesses can develop adaptable and data-driven strategies (Data Analysis and Interpretation) that create value for their customers and achieve sustainable success (Resource-Based Theory).


In today's dynamic marketing landscape, companies that can leverage these multifaceted perspectives are best positioned to thrive.

DATA ANALYTICS Process



<https://www.seasiainfotech.com/blog/wp-content/uploads/2023/03/Data-Analytics-Process-Seasia-Infotech-1024x683.png>




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CH-5: SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION.

5.1 FINDINGS:

Here's a comprehensive exploration of the marketing theories you mentioned, delving deeper into each concept:

Understanding Your Customers

- **Human Relations Approach:** This theory emphasizes building relationships and trust with your target audience. It's about understanding their needs, wants, and motivations. Imagine marketing as a conversation, not a monologue. By listening to customer feedback, you can tailor your strategies to resonate with them.

- **AMO Theory (Ability, Motivation, Opportunity):** This framework focuses on three factors that influence customer buying decisions. Consider:

- **Ability:** Can customers afford your product or service? Do they have the necessary skills or knowledge to use it effectively?
- **Motivation:** Do they see a reason to buy? Does your product or service address their needs or desires?
- **Opportunity:** Can they easily purchase your product or service? Is it readily available, and is the buying process smooth?

By understanding these factors, you can create marketing campaigns that address customer concerns and make it easier for them to buy from you.

Adapting to Different Situations

- **Contingency Theory:** This theory acknowledges that there's no single "magic formula" for marketing success. The most effective approach depends on various factors, such as:



- **Company characteristics:** Size, industry, resources available.
- **Target audience:** Demographics, needs, buying behaviors.
- **Market competition:** Number of competitors, their strategies.
- **Economic climate:** Overall economic conditions.

Imagine you're a clothing company. Your marketing strategy for launching a new line of sportswear would likely differ from your strategy for launching a new line of formal wear. The contingency theory encourages considering the specific situation to develop the most effective approach.

Building Strong Relationships

- **Human Relations Approach (continued):** This theory goes beyond just making a sale. It emphasizes the importance of building long-term relationships with customers. This can be achieved through excellent customer service, loyalty programs, and personalized communication.

Data-Driven Decision Making

- **Data Analysis and Interpretation:** Data is like gold in marketing. By analyzing data from your marketing campaigns, you can understand what's working and what's not. This allows you to make informed decisions about where to allocate your resources and how to improve your marketing efforts.

Leveraging Your Strengths

- **Resource-Based Theory:** This theory suggests that a company's unique resources can be a source of competitive advantage. These resources can be tangible (like factories or equipment) or intangible (like brand reputation or customer data). The theory focuses on four key aspects:
 - **Valuable Resources:** Do your resources help you create or deliver products or services that customers desire?
 - **Rarity:** Are these resources uncommon among your competitors?
 - **Inimitability:** How difficult or expensive would it be for competitors to imitate these resources?



- **Non-Substitutable:** Are there readily available substitutes for these resources?

By identifying and leveraging your unique strengths, you can develop a marketing strategy that sets you apart from the competition.

Investing in Your People

- **Human Capital Theory:** This theory highlights the importance of your marketing team's knowledge, skills, and experience. A skilled team can develop and execute more effective marketing strategies. Companies that invest in training and development programs for their marketing staff are more likely to achieve their marketing goals.

Aligning Goals with Partners

- **Agency Theory:** This theory focuses on the relationship between a company and the marketing agencies or consultants they hire. It emphasizes the importance of:
 - **Aligned Goals:** Ensuring both parties are working towards the same objectives.
 - **Clear Communication:** Maintaining open communication to avoid misunderstandings.
 - **Performance Measurement:** Tracking the agency's performance to ensure they're delivering results.

By following these principles, you can build strong partnerships with marketing agencies and achieve better marketing outcomes.

Remember, these marketing theories are interconnected. By understanding them all, you can develop a comprehensive and adaptable marketing strategy that resonates with your customers and helps your business thrive.



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5.2 SUGGESTIONS AND RECOMMENDATIONS.

Here's a comprehensive exploration of the marketing theories you mentioned, delving deeper into each concept:

Understanding Your Customers

- **Human Relations Approach:** This theory emphasizes building relationships and trust with your target audience. It's about understanding their needs, wants, and motivations.

- **AMO Theory (Ability, Motivation, Opportunity):** This framework focuses on three factors that influence customer buying decisions: ability to buy, motivation to buy, and opportunity to buy.

Adapting to Different Situations

- **Contingency Theory:** This theory acknowledges that there's no single "magic formula" for marketing success. The most effective approach depends on various factors.

Building Strong Relationships

- **Human Relations Approach (continued):** This theory goes beyond just making a sale. It emphasizes the importance of building long-term relationships with customers.

Data-Driven Decision Making



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Leveraging Your Strengths

- **Resource-Based Theory:** This theory suggests that a company's unique resources can be a source of competitive advantage. These resources can be tangible or intangible.

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- **Human Capital Theory:** This theory highlights the importance of your marketing team's knowledge, skills, and experience.

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- **Agency Theory:** This theory focuses on the relationship between a company and the marketing agencies or consultants they hire.

Remember, these marketing theories are interconnected. By understanding them all, you can develop a comprehensive and adaptable marketing strategy that resonates with your customers and helps your business thrive.

5.3 CONCLUSION.

1.

Know Your Audience

2.

1. Conduct thorough market research using tools such as surveys and focus groups to gain insights into customer demographics, preferences, and purchasing behaviors.



2. Utilize analytics tools to track and analyze customer behavior on your website and social media platforms. Identify patterns and trends to understand what type of content and messaging resonates most with your audience.
3. Implement personalized marketing strategies tailored to different customer segments based on the insights gathered. This could involve creating targeted email campaigns, personalized recommendations on your website, or customized social media content.
- 3.

Be Flexible

4.
 1. Evaluate and select appropriate marketing channels that align with your target audience and product offerings. Options may include social media platforms, email marketing campaigns, influencer partnerships, and more traditional methods like print advertising or direct mail.
 2. Maintain flexibility in your marketing strategy by continuously monitoring campaign performance and adapting to changing market dynamics. Adjust your tactics based on feedback, campaign results, and shifts in consumer behavior or competitor activity.
 3. Stay informed about current marketing trends and innovations. Regularly update your approach to leverage new technologies and strategies that can enhance your marketing effectiveness.
- 5.

Build Connections

6.
 1. Actively engage with your audience on social media platforms by responding promptly to comments, messages, and inquiries. Foster a sense of community around your brand by encouraging discussions and user-generated content.



2. Provide exceptional customer service experiences to build trust and loyalty among your customer base. Address concerns and resolve issues promptly to demonstrate your commitment to customer satisfaction.
3. Develop a distinct brand personality that resonates with your target audience's values, interests, and aspirations. Consistently communicate your brand's unique voice and story across all marketing channels to create a strong emotional connection with consumers.
- 7.


Learn from Data

- 8.
1. Monitor and analyze key performance metrics such as website traffic, conversion rates, bounce rates, and social media engagement metrics. Use data analytics tools to gain insights into the effectiveness of your marketing efforts.
2. Utilize data-driven decision-making processes to identify successful strategies and areas for improvement. Conduct A/B tests and experiments to compare different marketing campaigns and tactics, optimizing your approach based on empirical evidence.
3. Continuously refine your marketing strategy based on actionable insights derived from data analysis. Adapt your campaigns to capitalize on successful outcomes and refine underperforming areas to maximize overall marketing ROI.

By incorporating these strategies into your marketing approach, you can develop a dynamic and adaptable strategy that resonates with your target audience, enhances engagement, and drives meaningful results for your business goals.

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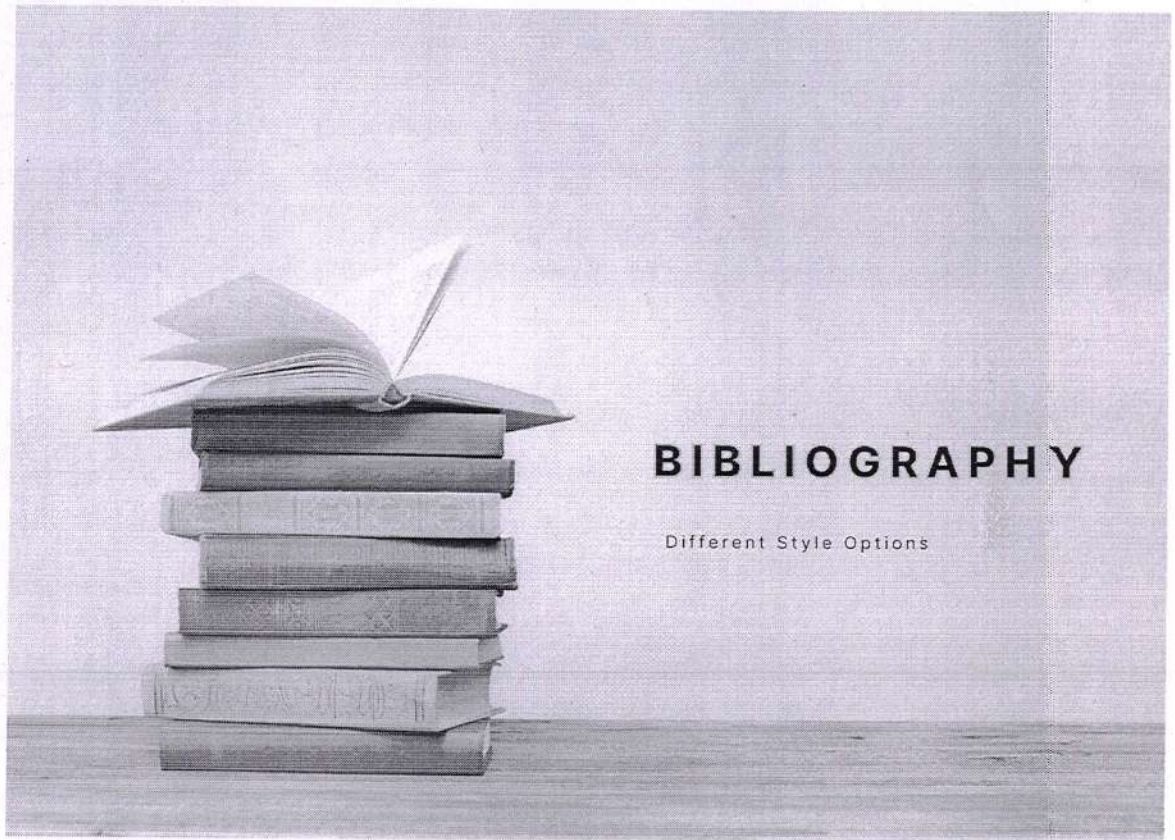
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QUESTIONNAIRE



Questionnaires collect data systematically by obtaining answers on the key issues and opinions that need to be explored in a research project. They are frequently used as a means of gathering information on matters of fact or opinion. They use a variety of methods, namely closed questions that require a yes or no answer, ranking in order of importance or value, or Likert scales. The latter, named after Rensis Likert the US sociologist who invented them, ask respondents to indicate the extent to which they agree or disagree with a statement. For example, in response to a statements such as 'I like my job' the choice may be 1 strongly agree, 2 agree, 3 disagree, 4 strongly disagree.

The questionnaire will cover recruitment, training and development, performance management, employee relations, strategic HR planning, and other relevant areas. Here's an outline for a detailed questionnaire:

Advanced Consumer Behavior



Briefly describe the concept of "neuromarketing" and its potential applications in marketing research.

How can social influence and group dynamics be leveraged to create effective marketing strategies?

Choose one advanced consumer decision-making model (e.g., Elaboration Likelihood Model, Theory of Planned Behavior). Briefly explain its key components.

Advanced Marketing Analytics

How can machine learning algorithms be used for customer segmentation in marketing campaigns?

What are some challenges associated with analyzing big data in marketing research?

In a nutshell, what is the purpose of Marketing Mix Modeling (MMM)?

Advanced Marketing Strategies

What are some key considerations for developing a successful global marketing strategy?

1.

How can Customer Relationship Management (CRM) contribute to customer retention and loyalty?

Briefly describe the concept of brand storytelling and its role in brand management.



Marketing Research Methodologies

Explain the basic function of Structural Equation Modeling (SEM) in marketing research.

1.

Differentiate between qualitative and quantitative research methods in marketing research. Provide an example of each.

2.

Briefly describe the purpose and benefits of conducting experimental research designs in marketing.



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**“FINANCIAL ANALYSIS OF MOHAN MEAKINS
PVT.LTD”**

SUMMER TRAINING PROJECT REPORT
Submitted for the Award of the Degree of
BACHELOR OF BUSINESS ADMINISTRATION (BBA)

By

SAKSHI JAISWAL

Roll NO. 2109951050022

Under the Supervision of

MS. SONAM TOPWAL

Assistant Professor

Department of Management and Commerce



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Academic Year: 2023-24



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CERTIFICATE FROM THE SUPERVISOR

This is to certify that research work embodied in this Project entitled "**FINANCIAL ANALYSIS OF MOHAN MEAKINS PVT.LTD**" submitted to Chaudhary Charan Singh University, Meerut, Uttar Pradesh, for the award of the degree of **Bachelor of Business Administration (BBA)** has been carried out by **Sakshi Jaiswal** under my supervision at Modern College of Professional Studies, Mohan Nagar, Ghaziabad, UP Affiliated to Chaudhary Charan Singh University, Meerut.

To the best of my knowledge and belief, this work is original and has not been submitted so far in part or in full for the award of any degree or diploma of any University/ Institute.

15.02.2024

Signature

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GHAZIABAD (U.P.)
PIN - 201 007 (INDIA)

28th November, 2023

TO WHOM SO EVER IT MAY CONCERN

This is to certify that Ms. Sakshi Jaiswal has undergone industrial training in our organization from 20.08.2023 to 20.10.2023 for the requirement of institute.

During the training, she was found to be very sincere, well behaved, hardworking & always took keen interest in the training.

Wishing her all the success in the future.

For MOHAN MEAKIN LTD.

(I.R. Mehta)
General Manager (HR)

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ACKNOWLEDGEMENT


I Sakshi Jaiswal student of Modern College of Professional Studies would like to take an opportunity which is giving me immense pleasure to acknowledge Mohan Meakins Pvt. Ltd. an esteemed organization for giving me a chance to work with them during my summer training.

I express my sincere gratitude to my industry guide, Miss Kanika Dixit & Mr. Yogesh Aggarwal designation Deputy Manager Finance And Accounts Of Company Mohan Meakins Private Ltd. for his able guidance, continuous support and cooperation throughout my project, without which the present work would not have been possible.

I would also like to thank the entire team of Mohan Meakins LTD, for the constant support and help in the successful completion of my project.

Also, I am thankful to my faculty guide Miss Sonam Topwal of my college, for continued guidance and invaluable encouragement.




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PREFACE

The economic competition is growing to industrialization which requires the student to apply the classroom knowledge in practical world. To survive & flourish in the present day corporate jungle, companies investing their time & money in upgrading to the knowledge & skills of trainers. This present report is an image what I have upgraded my knowledge while observing & analysing about financial analysis of MOHAN MEAKINS PRIVATE LIMITED




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EXECUTIVE SUMMARY

According to a report by the Confederation of Indian Alcoholic Beverage Companies (CIABC), the total sales of Indian Made Foreign Liquor (IMFL) products in 2022-23 was 385 million cases, which is 14 per cent more than the previous year and 12 per cent over pre-covid levels.

According to them, across the country, "Sales have grown by 32 per cent in the Western region, 22 per cent in the Eastern region, 16 per cent in Northern region and 9 per cent in the Southern region."

"Amongst major states, Punjab has led the growth with a whopping 54 per cent over last year," they said. The growth could be an effect of the new excise policy introduced in the state.

"While most other states have shown positive sales growth, prominent states where sales have not grown include Telangana (-6 per cent), UP (-1 per cent) and Uttarakhand (-3 per cent). (In Telangana) High consumer prices and possible infiltration from neighbouring states could be the reason," the report added.

According to analysts from Nuvama Institutional Equities, the liquor sector is poised for further growth as India is on its way to being home to nearly 39 per cent of total alcohol consumers in the world by 2025.

According to them, the improvement will be driven by a revival of events and marriages to pre-covid level.

"This could help counter the urban slowdown that is affecting many other markets like fast food, footwear and apparel," they said.

The improvement will be visible across all segments, including the largest segment of whisky, followed by beer and wine.

The premium segment of India's liquor market is dominated by global companies Diageo, which owns United Spirits, and Pernod Ricard, which sells brands such as Ballantine's, Royal Stag and Imperial Blue.



A handwritten signature in blue ink, appearing to be "H.S.P.", written over the printed name of the Principal.

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The so-called 'Prestige and above' segment — used to denote the premium liquor brands — is the largest in the whisky segment in India accounting for 50 per cent of the volume, and is projected to reach 53 per cent by FY25.

The mass premium segment on the other hand makes up 37 per cent of India's whisky market.

Within the Prestige and above, premium and luxury brands are set to touch 33 per cent of the overall whisky market by FY25, compared to 31 per cent in FY21.

However, some of this growth will depend on demographic trends, the continuation of the premiumisation trend and the addition of new customers, the analysts said.

Vinod Giri, Director General of CIABC said that they expect the liquor industry to grow by at least 8 per cent in the current fiscal.

"We also see more and more Indian brands entering the premium segment. Some states like Delhi, UP, Karnataka and Kerala seem fatigued on growth and we have been urging those state governments for favourable policy interventions to bring back much-needed growth momentum to the sector which sustains 50 lakh farmers, contributes Rs 3 lakh crore in taxes and gives direct and indirect employment to 20 lakhs of people across India," he said.




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2.INDUSRTY PROFILE

Mohan Meakins Limited is a listed public company incorporated on 02 November, 1934. It is classified as a public limited company and is located in Solan Brewery, Himachal Pradesh.

Compared to the previous year, the company performed well in FY23 and earned Rs. 1,771.21 Cr net revenue against Rs. 1,370.42 Cr in FY22. The operating profit (EBITDA) was **Rs. 89.25 Cr.** compared to its corresponding year FY22, which was about Rs. 67.63 Cr.

Description:

The company is engaged in manufacture of alcoholic, non-alcoholic products, fruit juices, breakfast foods, mineral water and operates glass factory.

Products & Services:

Whiskies, beers, brandies, rums, gins, juices, vinegars, mineral water, breakfast foods, glass bottles.

The current status of Mohan Meakins Limited is - Active.

The last reported AGM (Annual General Meeting) of Mohan Meakins Limited, per our records, was held on 28 September, 2023.

Mohan Meakins Limited has eight directors - Nand Parkash Sahni, Masilamani Nandagopal, and others.

The Corporate Identification Number (CIN) of Mohan Meakins Limited is L15520HP1934PLC000135. The registered office of Mohan Meakins Limited is at Solan Brewery, P.O. Solan, SOLAN., Solan Brewery, Himachal Pradesh.



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2.1 India Beer Market Outlook

The India beer market stood at a value of nearly INR 483.10 billion in 2023. The industry is further expected to reach approximately INR 1122.52 billion by 2032, exhibiting an estimated CAGR of about 9.9% during 2024-2032



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2.3 CHANGING LIFESTYLES

A deep-seated traditional social aversion to alcohol consumption has been a traditional feature of the Indian society. However, as urban consumers become more exposed to western lifestyles, through overseas travel and the media, their attitude towards alcohol is relaxing. Social habits are undergoing a transformation as mixed drinks are becoming more popular. The greatest evidence of this trend is the increase in beer consumption among women. More and more women are consuming beer – the penetration in metropolitan areas is almost twice as high as the penetration in other large cities – implying that the greater tolerance towards alcohol consumption in metropolitan areas facilitates the consumption of beer. With increasing urbanisation, this acceptance is only going to rise.



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2.4 REDUCTION IN BEER PRICES:

The Indian consumer typically values an alcoholic beverage on the basis of its 'kick' factor versus its price. The following two factors therefore, affect the market for beer. Firstly, as most states do not have a differential tax structure based on the alcohol content, strong beer...

As far as the Light beer segment goes, there is no existing competition in the market. However, a number of well-established brands, especially lagers, have a significant market presence. Chiefly – Kingfisher - India's celebrated malty draught lager since 1857; voted 'The World's Best Lager' in Stockholm and Chicago.

In India the future of beer industry is very much optimistic because:

1. India has predominantly a warm/hot climate
2. The beer-drinkers in the country are much younger than the average beer-drinker elsewhere in the world. This makes them more likely to carry the brand with them for a lifetime.
3. Increasing exposure to beer and wine drinking, mainly due to media and consumer mobility.

All these factors combined make the scenario very promising for beer industry and are 'in sync' with their strategy for India.



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Beer Demand: Past & Future

Market Structure

Segment	Share (%)
North	12
East	2
West	37
South	49
Standard Beer	45
Strong Beer	54
Premium, Diet	1

Market Segmentation in 2015

Market cap of Mohan Meakins PVT LTD is 1553Cr.



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3. COMPANY PROFILE

3.1 HISTORY OF MOHAN MEAKINS PVT LTD



A saga that began over a century and a half ago, continues on its path of service to the world with dedication, courage and an unflinching commitment to quality. Over the years the Company has embraced modernity and adapted to changing times. Yet, its basic values remain the same—integrity, Craftsmanship, and Tradition. From old tradition sprang Mohan Meakins where the sanctity of ancient culture, technological development and craving for quality are artfully blended into the products.

In the late 1820's, Edward Dyer moved from England to set up the first brewery in India (later incorporated as Dyer Breweries in 1855) at Kasauli in the Himalayan Mountains. The Kasauli brewery launched India's and indeed Asia's first beer, Lion, which was in great demand by the thirsty British administrators and troops stationed in the sweltering heat of India. Lion was much appreciated as a beer, and one famous poster featured a satisfied British Tommy declaring, "as good as back home!".

The brewery was soon shifted to nearby Solan. (Close to the British summer capital Shimla), as there was an abundant supply of fresh spring water there. The Kasauli brewery site was converted to a distillery, which Mohan Meakins Ltd. Still operate. Dyer set up more breweries at Shimla, Murree, Murree Brewery, Rawalpindi, Mandalay, Quetta and acquired interest in the Ootacamund Brewery (South India).

Another entrepreneur, H G Meakins, moved to India and bought the old Shimla and Solan Breweries from Edward Dyer and added more at Ranikhet, Dalhousie, Chakrata, Darjeeling,




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TRENDY SPHARE: E-COMMERCE WEBSITE

Major project Submitted for the Award of the Degree of
BACHELOR OF COMPUTER APPLICATION (BCA)

By

Nitin Pathak

210995106030

Under the Supervision of

Mr. Vijender Singh

Assistant Professor

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UNDERTAKING

I hereby declare that I, Nitin Pathak have completed the BCA Major Project work on the title TRENDY SPHARE: E-COMMERCE WEBSITE under the supervision of Vijender Singh for the degree of Bachelor of Computer Application (BCA.), Modern College of Professional Studies; Mohan Nagar, Ghaziabad, Uttar Pradesh.

This is my own work & I have not submitted it earlier elsewhere.

Nitin Pathak
Nitin Pathak




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This is to certify that research work embodied in this Project entitled- **TRENDY SPHARE: E-COMMERCE WEBSITE** submitted to Chaudhary Charan Singh University, Meerut, Uttar Pradesh, for the award of the degree of **Bachelor of Computer Application (BCA)** has been carried out by **NITIN PATHAK** under my supervision at Modern College of Professional Studies; Mohan Nagar, Ghaziabad, UP Affiliated to Chaudhary Charan Singh University, Meerut.

To the best of my knowledge and belief, this work is original and has not been submitted so far in part or in full for the award of any degree or diploma of any University/ Institute.


MR. VIJENDER SINGH
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ABSTRACT

Electronic commerce, or e-commerce, is a sector of the economy where the purchasing and selling of goods is done through electronic channels like the internet. To give consumers immediate access to our products in today's quickly evolving business climate, we must be more efficient and quicker in our response times. This can be achieved by creating an online shopping E-commerce web application that allows clients to purchase a variety of clothing and items and make payments instantly or after delivery. Websites are used by many corporate organizations to do business. This makes online shopping convenient and e-commerce a widely accepted paradigm. A virtual online store that enables clients to look for products and choose them from a catalog is required to implement online shopping. To order a certain product, the customer must fill out various forms. The creation and operation of an online website is the goal of this project. It is necessary to study and comprehend server and client approaches, the relational databases, and numerous programming languages such as HTML, CSS, JAVASCRIPT, and PYTHON to create and develop this e-commerce retail website.



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CHAPTER – 1

1. INTRODUCTION

1.1 OVERVIEW OF THE PROJECT

Today modern Web applications have grown into complex distributed applications. The worldwide expansion of the internet has considerably contributed to the change of trade and store exchanges. Thus, today modern web applications have grown into complex distributed applications.

E-commerce (electronic commerce or EC) is the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network, primarily the internet. These business transactions occur either as business-to- business, business-to-consumer, consumer-to-consumer or consumer-to-business.

Electronic commerce (e-commerce) is a fairly new idea, and it is very common practice nowadays for businesses to conduct trade over the Internet. It additionally makes the use of regular technological maintenance to ensure the smooth working of online store sites, monetary exchanges, just as everything to do with giving and delivering items.

It can simply be defined as purchasing and additionally selling items through the internet and is ordinarily associated with online shopping

Here, we are going to develop an e-commerce application, which has penetrated into people's daily life, and the e-commerce market is becoming more and more competitive.



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CHAPTER – 2

2. LITERATURE REVIEW

1. Django: Web Development Simple & Fast

Authors: Himanshu Gore; Rakesh Kumar Singh; Ashutosh Singh; Arnav Pratap Singh; Mohammad Shabaz; Bhupesh Kumar Singh; Vishal Jagota; Annals of R.S.C.B., ISSN:1583-6258, Vol. 25, Issue 6, 2021, Pages. 4576 - 4585 , Received 25 April 2021, Accepted 08 May 2021.

Django is a web application framework which is open source and written in the Python language. It uses MVT design structure (MVT stands for Model View Template). Due to its rapid development feature. Django is very demanding in the current Market. It takes less time to build any kind of application. Why we say this Model View Template because this framework will work based upon the model as a database and view as a controlling functionality and template will work as a user side for communication interaction. The Django model will work as database management, we use two main commands like: - python manage.py make migrations Django will deduct the changes in models.py file and ready to send data into the sqlite3 (choose any database). Then we make python manage.py migrate. then the Django system will save all changes in his database system. Then we make one more command Python manage.py run server at the end this will start our project and gives us the localhost address for the project running locally. And views.py file will handle the request for the project to the API's call to template management in requests. we can write the views in the form of python functions.

2. Electronic Commerce: A Study on Benefits and Challenges in an Emerging Economy

Author: Abdul Gaffar Khan; Volume 16, Issue 1, Version 1.0, Year 2016

Information Technology has been playing a vital role in the future development of financial sectors and the way of doing business in an emerging economy like Bangladesh. Increased use of smart mobile services and internet as a new distribution channel for business transactions and international trading



requires more attention towards e-commerce security for reducing the fraudulent activities. The advancement of Information and Communication technology has brought a lot of changes in all spheres of daily life of human being. Ecommerce has a lot of benefits which add value to customer's satisfaction in terms of customer convenience in any place and enables the company to gain more competitive advantage over the other competitors. This study predicts some challenges in an emerging economy.

3. A Study on impact of E-Commerce on India's commerce

Authors: Dr. Rajasekar.S and Sweta Agarwal, Vol. 6, Issue, 03, pp. 7253-7256, March, 2016

E-commerce involves an online transaction. E-commerce provides multiple benefits to the consumers in form of availability of goods at lower cost, wider choice and saves time. The general category of ecommerce can be broken down into two parts: E-Merchandise & E-finance. Many companies, organizations, and communities in India are doing business using E-commerce and also are adopting M-commerce for doing business. Ecommerce is showing tremendous business growth in India. Increasing internet users have added to its growth. Despite being the second largest user base in world, only behind China (650 million, 48% of population), the penetration of e-commerce is low compared to markets like the United States (266 M, 84%), or France (54 M, 81%), but is growing at an unprecedented rate, adding around 6 million new entrants every month. The industry consensus is that growth is at an inflection point. India's ecommerce market was worth about \$3.9 billion in 2009, it went up to \$12.6 billion in 2013. In 2013, the e-retail segment was worth US\$2.3 billion. About 70% of India's e-commerce market is travel related. According to Google India, there were 35 million online shoppers in India in 2014. By 2020, India is expected to generate \$100 billion online retail revenue out of which \$35 billion will be apparel sales are set to grow four times in coming years. This paper is outcome of a review of various research studies carried out on Impact of E-commerce on Indian.




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4. Django Based Web Application to Empower Skilled People

Authors: Afroj Satwilkar; Tushar Sawant; Vaibhav Shirke; Santosh V.Jadhav, pg 119-120, Volume 4, Issue 11, May-2021

This paper focuses on development of web application using Django. Django is a modern Python web framework that redefined web development in the Python world. A full stack approach, pragmatic design, and superb documentation are some of the reasons for its success. Django, an open-source Python web framework that saves time and makes web development fun. Django follows the Model-View- Controller (MVC) architectural pattern. Its goal is to ease the creation of complex, database-driven websites. Django emphasizes reusability and “pluggability” of components, rapid development, and the principle of DRY (Don't Repeat Yourself). Python is used throughout, even for settings, files, and data models. Technological Implementations in the field of job search has helped skilled people as well as people who wants skilled workers in very important ways. The availability of all job searching sites helps the skilled people a lot in their day-to-day life. The paper illustrates a website model with the help of which skilled people can be able to update their skills and people who wants skilled workers can find them from the same digital platform as well. The project is developed on Django Framework; the backend development is in Python, Jinja2 and SQLite. The frontend consists of HTML, CSS and JavaScript. The project developed is highly efficient, user friendly and simple.




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CHAPTER – 3

3. AIM AND SCOPE OF THE PRESENTATION

3.1 AIM OF THE PROJECT

The reason behind our motivation is the current trend of web application integration and interactive features. The trends of online shopping came into existence in the early 90's. Today, there are many online shopping system in place but there are many problems such as hands on experience, fraud and security concern, privacy, lack of full cost disclosure, product reviews and so on. Our project is to look to the current problems and to present on one-stop-shopping platform that is beneficial for both customers and sellers.

3.2 SCOPE AND OBJECTIVE

In our platform, the users can view various products, if they wish to buy any then they have to register and then login to add that product inside their cart. The users or customers can also read the reviews about a product posted by other users before buying it.

The users can add how many products he/she wants to their shopping cart. Then the users are able to set the quantity of each added product inside the cart. Finally, while checkout the users can give their address and the mode of payment and place the respective order. Then the admin can see the customer details with his/her order details and the address where the order should be delivered.

Online Shopping is a very popular in web development. It is mostly used as a business model to earn capital. The primary objective of this project is to develop an E-commerce web application to reach maximum customers at the right time to increase sales and profitability of the business including buying and selling goods, transmitting funds or data over the internet.

Here the Admin can upload their product details in website and the customers can visit the Home Page and check whether the product is available or not. Any



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member can register and view available products. Only registered member can purchase multiple products regardless of quantity.

The customers can add or view reviews about the products. The customers can add different products to cart and can change the quantity. To place the order, the customer can proceed checkout where they enter the details like address, contact number and selecting the mode of payment. After placing the order, the customer will get an Order ID. With the Order ID, they can track the details of the order in the Track Order Page. If the customer faces any difficulties or issues in the website, a Contact Us page is available to contact Admin for queries and report the problem

3.3 SYSTEM REQUIREMENTS

3.3.1 Hardware Requirements

The selection of hardware is very important in the existence and proper working of any software. When selecting the hardware, the size and requirements are also important to run the software. The minimum hardware requirements are as follows:

- Processor: Intel CORE i3
- RAM: 4 GB
- Disk space: minimum 256 GB

3.3.2 Software Requirements

- Operating System (Windows, MacOS).
- Python, HTML, CSS, JavaScript, Bootstrap.
- Django Framework and SQLite database (which comes by default with Django).
- An Internet Browser (Google Chrome, Microsoft Edge etc.).
- Code Editor (Visual Studio code, PyCharm).
- The package manager PIP (pip is a python package-management system written in Python used to install and manage software packages).



3.4 SOFTWARE USED

3.4.1 Python Language

Python language is a high-level, dynamically typed one that is among the most popular general-purpose programming languages. Python is an Interpreted, object-oriented, and high-level programming language. It is called an interpreted language as its source code is compiled to byte code which is then interpreted. Python's features, among other things, are what make it popular. For instance, it supports dynamic typing and dynamic binding.

3.4.2 Features of Python

- Python is open source. You can download it for free and use it in your application. You can also read and modify the source code.
- The Python framework also has modules and packages, which facilitates code reusability.
- It provides rich data types and easier to read syntax than any other programming languages
- It is a platform independent scripted language with full access to operating system API's
- Compared to other programming languages, it allows more run-time flexibility
- It includes the basic text manipulation facilities of Perl and Awk
- A module in Python may have one or more classes and free functions
- Libraries in Python are cross-platform compatible with Linux, Macintosh, and Windows
- For building large applications, Python can be compiled to byte-code
- Python supports functional and structured programming as well as OOP
- It supports interactive mode that allows interacting Testing and debugging of snippets of code
- In Python, since there is no compilation step, editing, debugging and testing is fast.



3.4.3 Django Framework

Django is a high-level Python web framework that encourages rapid development and clean, pragmatic design. Built by experienced developers, it takes care of much of the hassle of web development, so you can focus on writing your app without needing to reinvent the wheel. It's free and open source.

3.4.4 Characteristics of Django Framework

- Django was designed to help developers take applications from concept to completion as quickly as possible.
- It includes dozens of extras you can use to handle common web development tasks. Django takes care of user authentication, content administration, site maps, RSS feeds, and many more tasks — right out of the box.
- It takes security seriously and helps developers avoid many common security mistakes, such as SQL injection, cross-site scripting, cross-site request forgery and click jacking. Its user authentication system provides a secure way to manage user accounts and passwords.
- Some of the busiest sites on the planet use Django's ability to quickly and flexibly scale to meet the heaviest traffic demands.
- Companies, organizations and governments have used Django to build all sorts of things — from content management systems to social networks to scientific computing platforms.

3.4.5 HTML

Hypertext Markup Language (HTML) is the standard markup language for creating web pages and web applications. With Cascading Style Sheets (CSS) and JavaScript it forms a triad of cornerstone technologies for the World Wide Web. Web browsers receive HTML documents from a webserver or from local storage and render them into multimedia web pages. HTML describes the structure of a web page semantically and originally included cues for the appearance of the document. HTML can embed programs written in a scripting language such as JavaScript which affect the behavior and content of web pages.



3.4.6 CSS

Cascading Style Sheets (CSS) is a style sheet language used for describing the presentation of a document written in a markup language. Although most often used to set the Visual style of web pages and user interfaces written in HTML and XHTML, the language can be applied to any XML document, including plain XML, SVG and XUL, and is applicable to rendering in speech, or on other media. Along with HTML and JavaScript, CSS is a cornerstone technology used by most websites to create visually engaging webpages, user interfaces for web applications, and user interfaces for many mobile applications. CSS is designed primarily to enable the separation of presentation and content, including aspects such as the layout, colors, and fonts. This separation can improve content accessibility, provide more flexibility and control in the specification of presentation characteristics, enable multiple HTML pages to share formatting by specifying the relevant CSS in a separate .css file, and reduce complexity and repetition in the structural content.

3.4.7 JavaScript

JavaScript is a high level, dynamic, untyped, and interpreted programming language. It has been standardized in the ECMA Script language specification. Alongside HTML and CSS, it is one of the three essential technologies of World Wide Web content production; the majority of websites employ it and it is supported by all modern web browsers without plugins. JavaScript is prototype-based with first-class functions, making it a multi-paradigm language, supporting object-oriented, imperative, and functional programming styles. It has an API for working with text, arrays, dates and regular expressions, but does not include any I/O, such as networking, storage or graphics facilities, relying for these upon the host environment in which it is embedded.

3.4.8 Bootstrap

Bootstrap is a free and open source CSS framework directed at responsive, mobile first front-end web development. It contains CSS and (optionally) JavaScript- based design templates for typography, forms, buttons, navigation, and other interface components.



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3.5 APPLICATION DEVELOPMENT PLAFORM

3.5.1 VS Code

Visual Studio Code is a source-code editor made by Microsoft for Windows, Linux and macOS. Features include support for debugging, syntax highlighting, intelligent code completion, snippets, code refactoring, and embedded Git. Users can change the theme, keyboard shortcuts, preferences, and install extensions that add additional functionality.

It can be used with a variety of programming languages, including Java, JavaScript, Go, Node.js, Python and C++.



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CHAPTER – 4

4. EXPERIMENTAL OR MATERIAL METHODS

4.1 DESIGN METHODOLOGY

4.1.1 Existing System

E-commerce is growing pretty fast, however, there is no standardization for payment system, resulting unreliability of online payment. There is still another problem following setting up an online store with the web site, the problem of marketing may arise. Another issue, to control the trustworthiness of the web site, all shop owners have to register their profiles to the web site, thus it will assure that there is no fraud in online trading on the web site. As the result, the web site will retain its reputation in the market. With this strict rule, the web site can control the quality and trust of its customers. This is very important issue for such a large web site.

4.1.2 Proposed System

The web site, designed as an online shopping center, is separated into two parts: back end and front-end parts. This part provides facility for each store owner to edit and modify information in his own store. Providing validation check for member and store identification, the back-end system can securely protect users' proprietary information. In addition, all page views employ session variables to deter manually defined variables by users. Applying user friendly approach, and focusing on web programming inexperience, the user can effortlessly manage his back-end information. Inside the back end, users can control and view all store information. Besides that, using content management design, the back-end part encompasses with these modules: admin panel, home, register, login, product view, cart, checkout, change password, contact us and track order

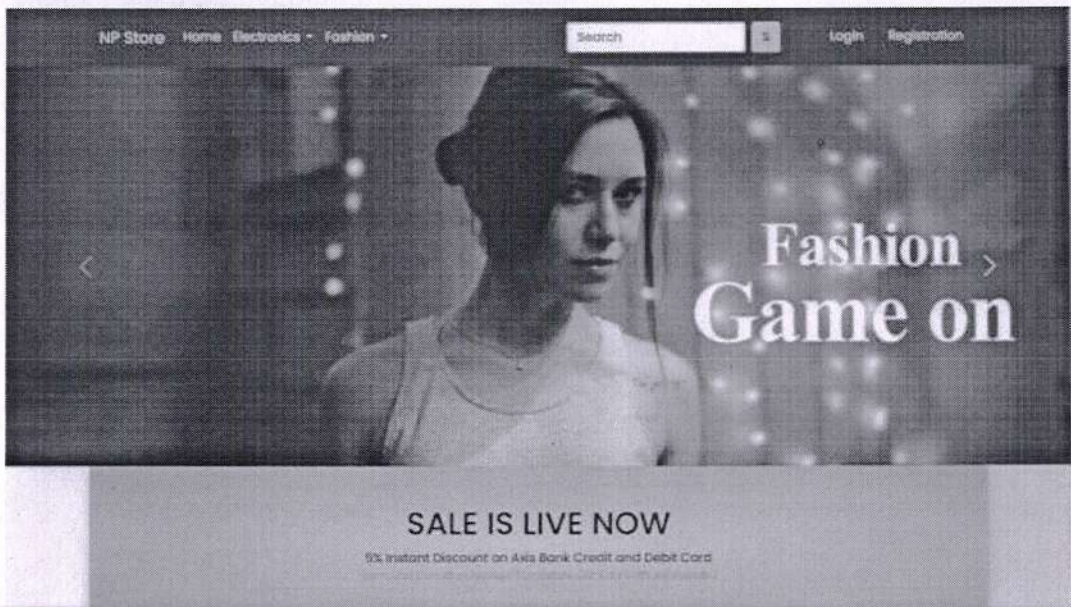


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4.2 APPLICATION DESCRIPTION

4.2.1 Home Page / Landing page:

In this page, all the products are displayed on the home screen with the image, name and price of the products. Two buttons are also created, one is for adding the item inside the cart and the other is to view the product. If the customer is not logged in then they are not able to add the item inside their cart. They can just see all the products. On the add to cart button, login to add the item will be written. The customer can directly search for the product that they want on the search option given on the navigation bar.



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4.2.2 Register Page:

In this page, users can register themselves, in order to view the product details and place an order.



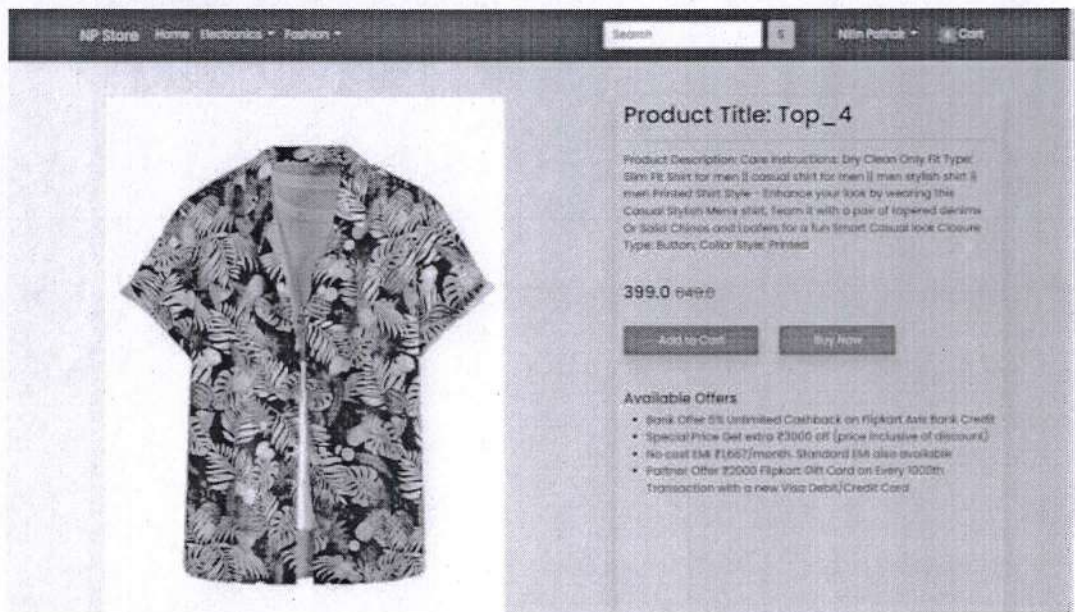
4.2.3 Login page:


Here, users can type their username and password to login.



4.2.4 Product View page:

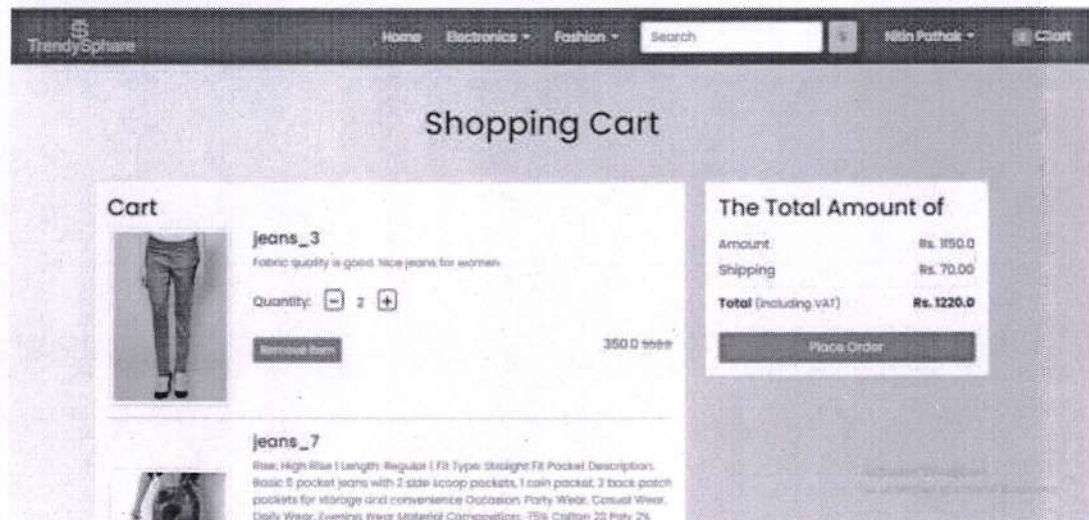
After clicking on the view button, the customers can view the specific product with their key features and reviews. After reading the key features and the reviews about the product, the customer can buy the product by clicking on the add to cart button. The customer who has bought that specific product can write their review about the product which the other customer is able to read.




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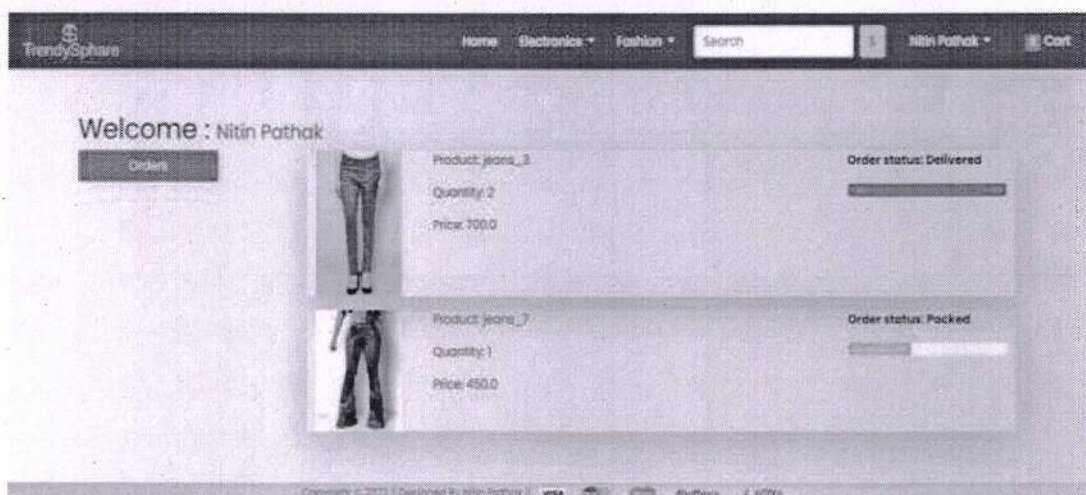
4.2.5 Cart page:

By clicking on the shopping cart icon on the navigation bar, customers can see all the added items in the cart. The users can then increase or decrease the quantity of the products according to their requirements.



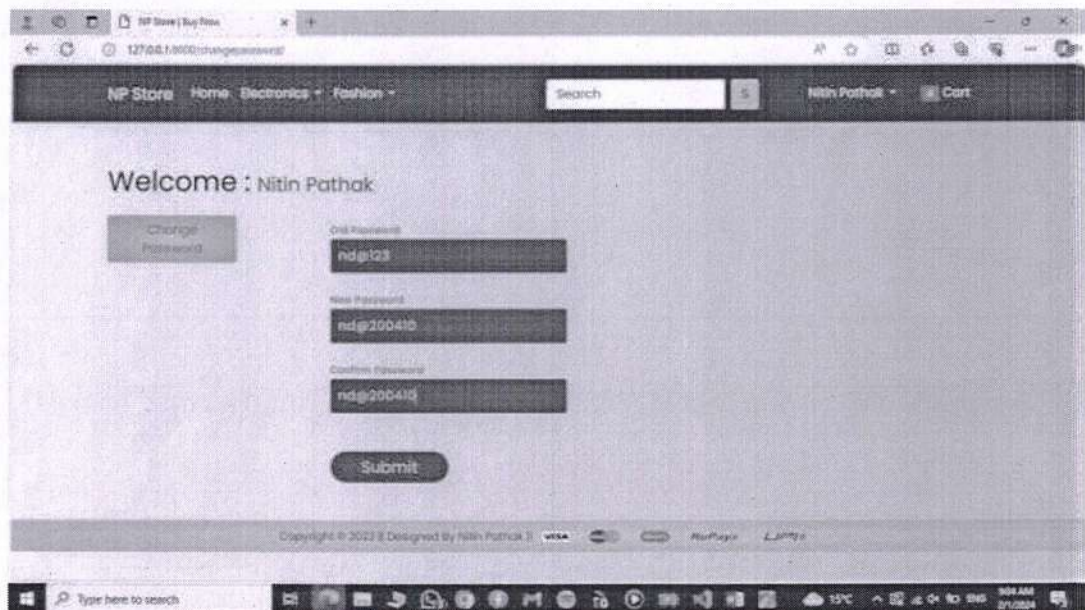
Order Status Page:

Here user can check their order status which is updated by the admin.



4.2.6 Change Password page:

All the customers can change their password by going to the change password option.



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4.2.7 Contact Us page:

The customers can ask their queries or can contact us by filling a small form. There are two different forms one for the logged in users and others who haven't registered themselves but want to contact us. If the user is a logged in user, then the user just, have to write the message directly else the user needs to first give his name, email and phone before contacting.

4.2.8 Track Order page:

After placing the required order, you will get an order id. That id can be further used for tracking the order. In the track order menu, you have to give your order id for viewing the status of the order.

4.3 SYSTEM ARCHITECTURE

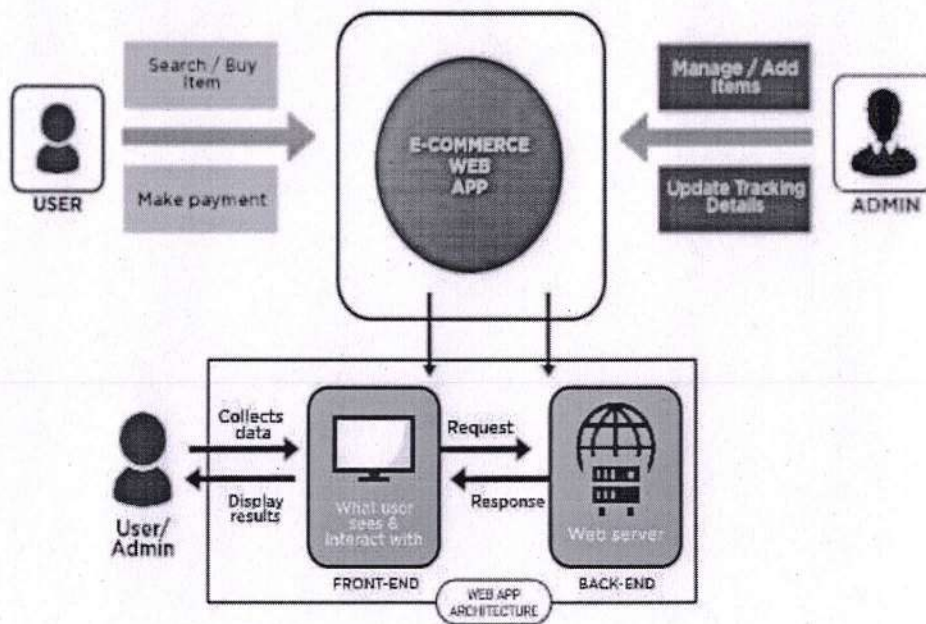


Fig 4.3 Web Application Architecture



4.4 USE CASE DIAGRAM:

4.4.1 Customer Side:

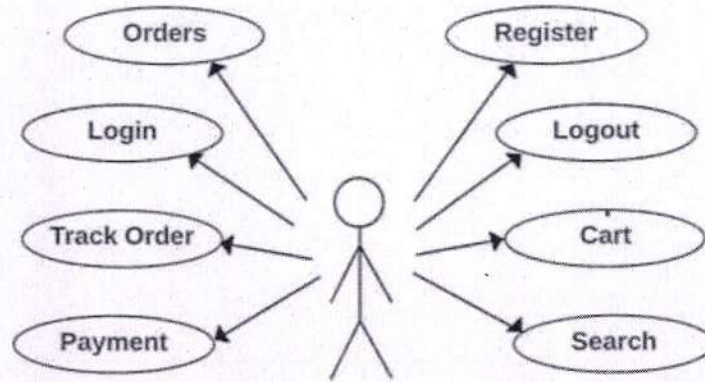


Fig 4.4.1 Customer Side

4.4.2 Admin Side:

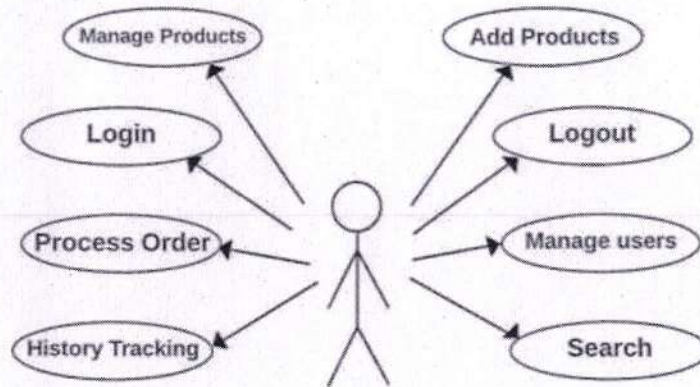


Fig 4.4.2 Admin Side

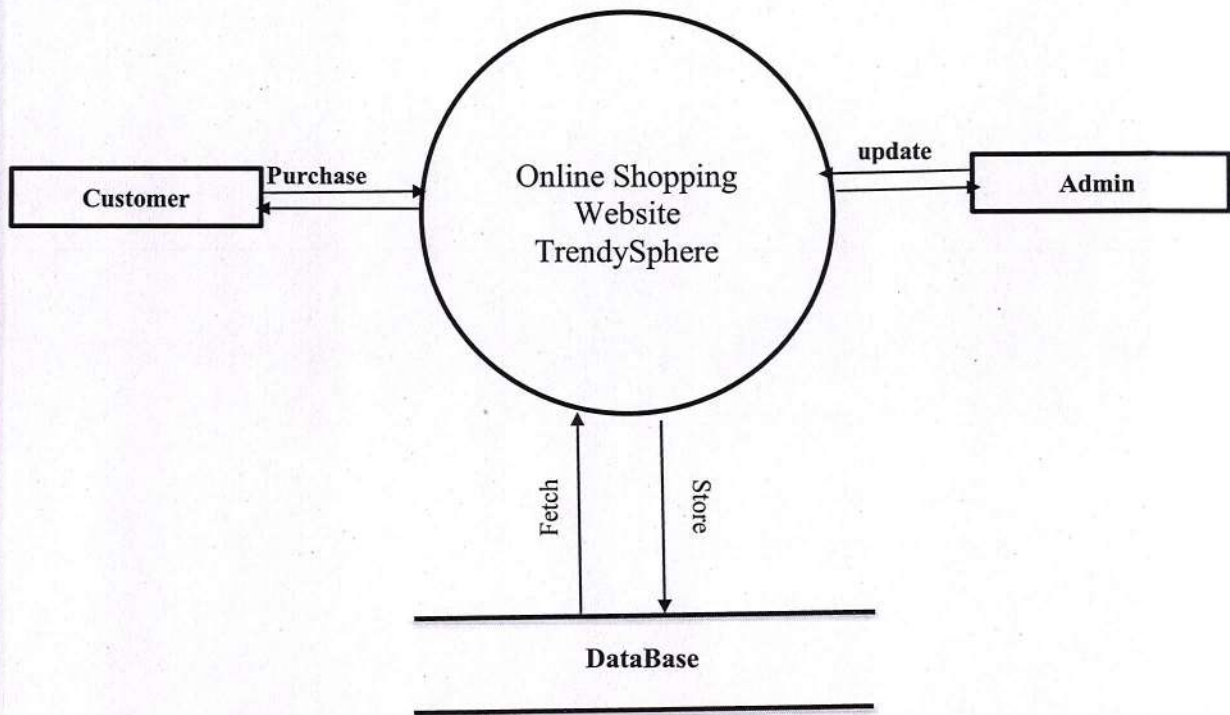


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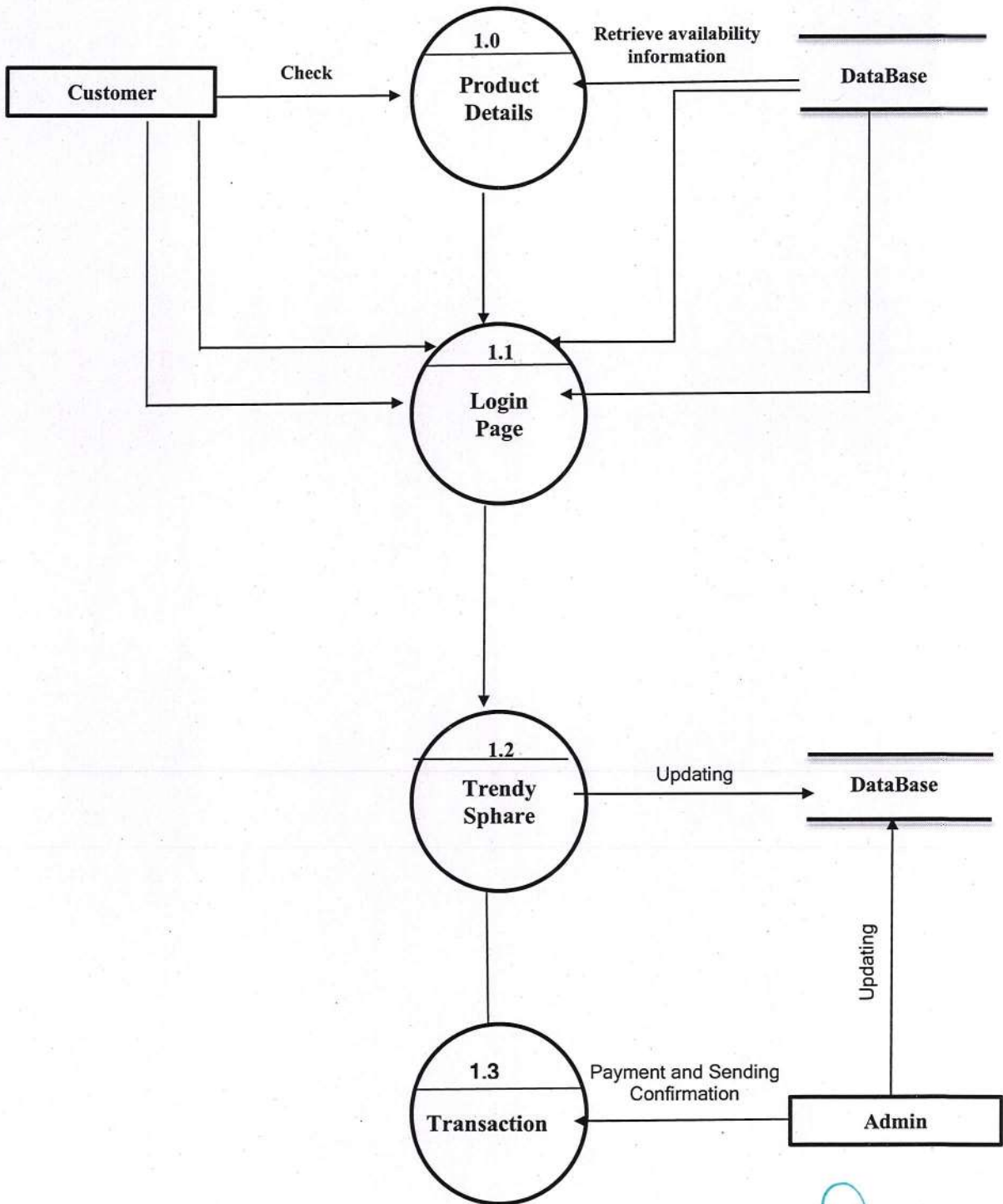
Data Flow Diagram

- 0 Level DFD:-



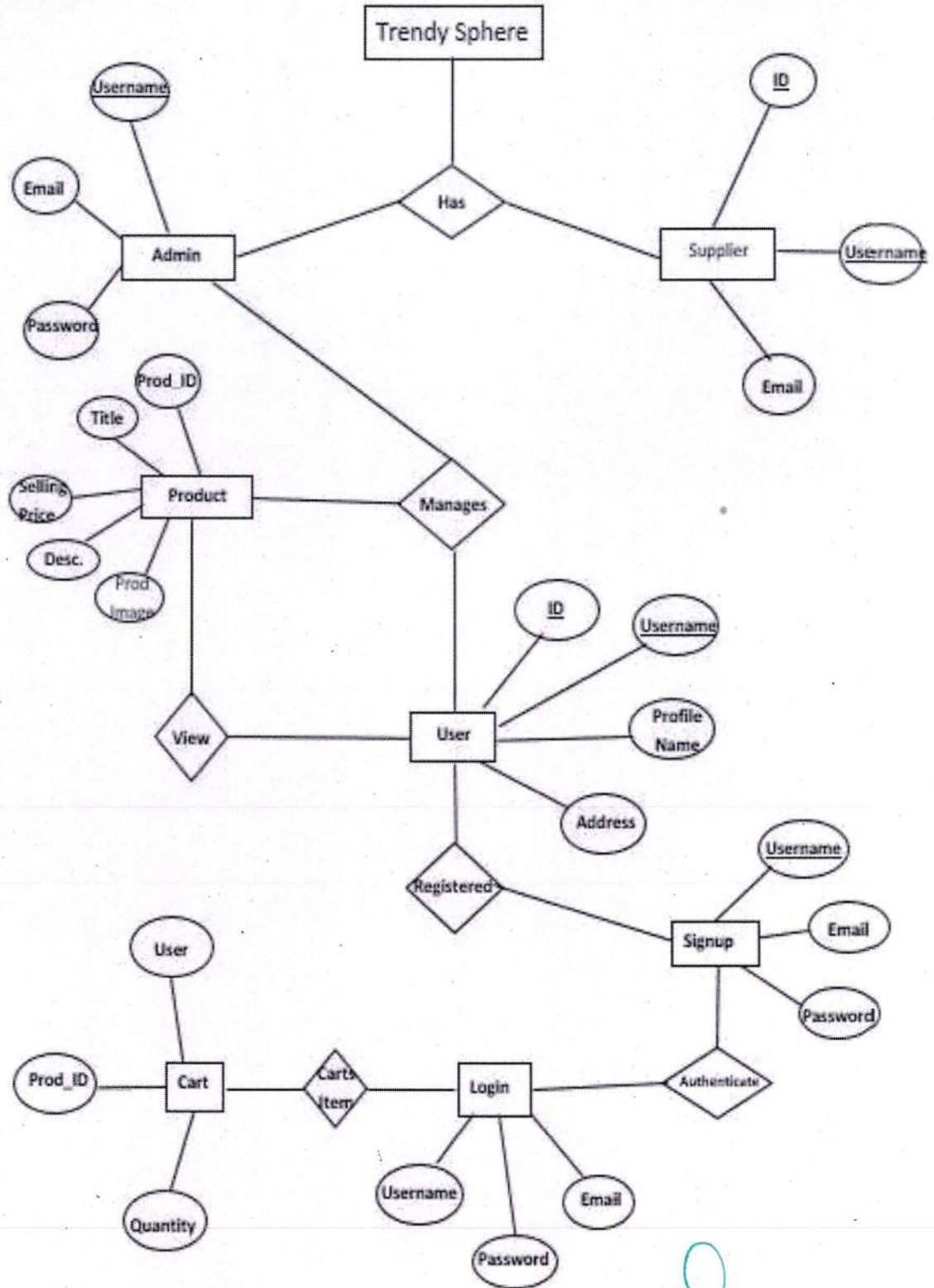
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▪ 1 Level DFD



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ER Diagram:



4.5 IMPLEMENTATION

4.5.1 Creating the Virtual Environment:

After python has been installed on the pc, a virtual environment module needs to be installed on the pc through python's package manager. The virtual environment makes it easy to run different versions of Django in isolation without interrupting the process of one another. The Django module is installed in the virtual environment along with some other modules that are needed to develop the application specifying their versions.

This process is implemented as follows:

- Create Normal Project: Open the IDE and create a normal project by selecting File -> New Project.
- Install Django: Next, we will install the Django module from the terminal. We will use PyCharm integrated terminal to do this task. One can also use cmd on windows to install the module by running `python -m pip install django` command
- Check Installed Django version: To check the installed Django version, you can run the `python -m django -version` command as shown below.
- Create Django Project: When we execute `django-admin startproject` command, then it will create a Django project inside the normal project which we already have created here. `django-admin startproject OnlineShopping`.
- Run Default Django web server: Django internally provides a default webserver where we can launch our applications. `python manage.py runserver` command in terminal. By default, the server runs on port 8000. Access the webserver at the highlighted URL.



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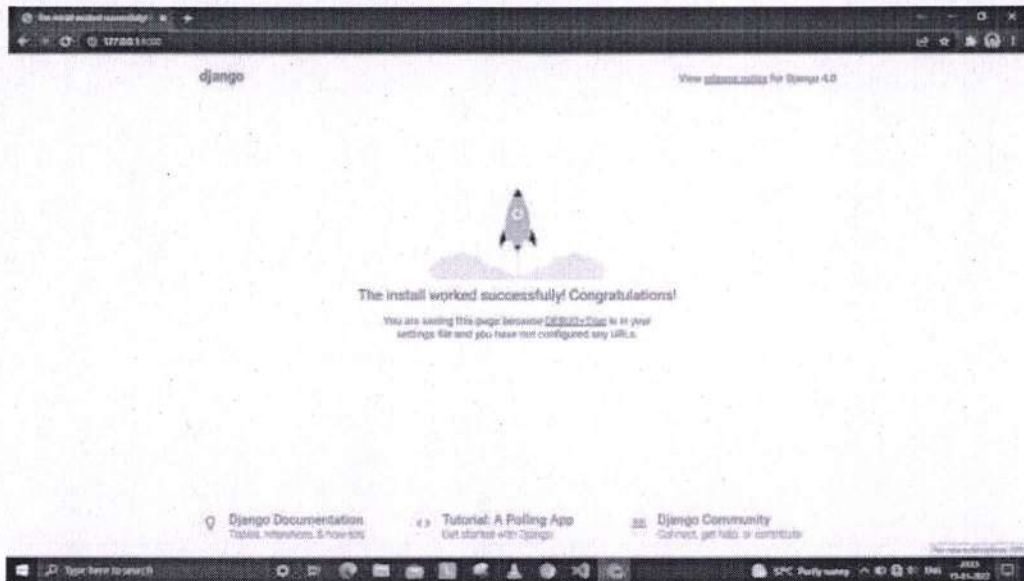


Fig 4.5.1 Django Webserver

4.5.2 Creating various Apps:

When the platform is ready for development, various applications can be created in the project which are relevant to the main idea of the website. For this research, the apps created are as follows: shop, cart, orders, and payment. Each of these apps comes with some important files when generated by the same Django- admin command in the command line of the operating system which allow programmers build the website easily and some are created by the programmer because it is not created by default by the command.

4.5.3 Creating models:

A model is the single, definitive source of information about your data. It contains the essential fields and behaviors of the data you're storing. Each attribute of the model represents a database field.

So, there are a total of 7 models created for this project.

- Customer model: It saves the basic data of the customers when they register themselves.



- Product model: It saves the data of the product. The admin can add a new product very easily using this model.
- Feature model: The admin can select the product and write any features about it. And all the features of that product will be visible to the users when they view a specific product.
- Review model: All the customers can write a review about a product which the customers can read before buying it.
- Order model: It stores the order details about the customer, mainly the order id.
- OrderItems model: It stores the order id of the customer from the order model and the products with their quantity.
- Checkout Details model: It stores mainly the exact address where the order is to be delivered.

Models.py File of the Project

```
from django.db import models
from django.contrib.auth.models import User
from django.core.validators import MaxValueValidator, MinValueValidator
from django.urls import reverse
```

```
STATE_CHOICES = (
    ("Andaman and Nicobar Islands", "Andaman and Nicobar Islands"),
    ("Andhra Pradesh", "Andhra Pradesh"),
    ("Arunachal Pradesh", "Arunachal Pradesh"),
    ("Assam", "Assam"),
    ("Bihar", "Bihar"),
    ("Chhattisgarh", "Chhattisgarh"),
    ("Chandigarh", "Chandigarh"),
    ("Dadra and Nagar Haveli", "Dadra and Nagar Haveli"),
    ("Daman and Diu", "Daman and Diu"),
    ("Delhi", "Delhi"),
    ("Goa", "Goa"),
    ("Gujarat", "Gujarat"),
    ("Haryana", "Haryana"),
    ("Himachal Pradesh", "Himachal Pradesh"),
    ("Jammu and Kashmir", "Jammu and Kashmir"),
    ("Jharkhand", "Jharkhand"),
    ("Karnataka", "Karnataka"),
    ("Kerala", "Kerala"),
    ("Ladakh", "Ladakh"),
    ("Lakshadweep", "Lakshadweep"),
    ("Madhya Pradesh", "Madhya Pradesh"),
    ("Maharashtra", "Maharashtra"),
```



```

("Manipur", "Manipur"),
("Meghalaya", "Meghalaya"),
("Mizoram", "Mizoram"),
("Nagaland", "Nagaland"),
("Odisha", "Odisha"),
("Punjab", "Punjab"),
("Pondicherry", "Pondicherry"),
("Rajasthan", "Rajasthan"),
("Sikkim", "Sikkim"),
("Tamil Nadu", "Tamil Nadu"),
("Telangana", "Telangana"),
("Tripura", "Tripura"),
("Uttar Pradesh", "Uttar Pradesh"),
("Uttarakhand", "Uttarakhand"),
("West Bengal", "West Bengal")
)

class Customer(models.Model):
    user=models.ForeignKey(User,on_delete=models.CASCADE)
    name= models.CharField(max_length=200)
    Address1= models.CharField(max_length=150)
    Address2= models.CharField(max_length=50,default=None)
    city= models.CharField(max_length=50)
    zipcode= models.IntegerField()
    state = models.CharField(choices=STATE_CHOICES,max_length=50)
    def __str__(self):
        return str(self.id)

CATEGORY_CHOICES =(
    ('M', 'Mobile'),
    ('L', 'Laptop'),
    ('TW', 'Top Wear'),
    ('BW', 'Botton Wear'),
)

class Product(models.Model):
    title=models.CharField(max_length=100)
    selling_price=models.FloatField()
    discounted_price=models.FloatField()
    description=models.TextField()
    brand=models.CharField(max_length=100)
    category=models.CharField(choices=CATEGORY_CHOICES,max_length=2)
    product_image = models.ImageField(upload_to='productimg/')

    def __str__(self):
        return str(self.id)

class cart(models.Model):
    user=models.ForeignKey(User,on_delete=models.CASCADE)
    product=models.ForeignKey(Product,on_delete=models.CASCADE)
    quantity=models.PositiveIntegerField(default=1)

```



```

@property
def total_cost(self):
    return self.quantity * self.product.discounted_price

def get_absolute_url(self):
    return reverse("add-to-cart")

STATUS_CHOICE = (
    ('Accepted', 'Accepted'),
    ('Packed', 'Packed'),
    ('On The Way', 'On The Way'),
    ('Delivered', 'Delivered'),
    ('Cancel', 'Cancel'),
)

class OrderPlaced(models.Model):
    user=models.ForeignKey(User,on_delete=models.CASCADE)
    customer=models.ForeignKey(Customer,on_delete=models.CASCADE)
    product=models.ForeignKey(Product,on_delete=models.CASCADE)
    quantity=models.PositiveIntegerField(default=1)
    ordered_date=models.DateTimeField(auto_now_add=True)
    status=models.CharField(max_length=50,choices=STATUS_CHOICE,default='
Pending')
    @property
    def total_cost(self):
        return self.quantity * self.product.discounted_price

class userisverified(models.Model):
    verified_user = models.CharField(max_length=20)
    is_verified=models.BooleanField(default=False)
    def __str__(self):
        return str(self.id)

```

After that the creations of models than we have to register that models in admini.py file such as:



Admin.py File of the Project

```
from django.contrib import admin
from models import Customer, Product, cart, OrderPlaced, userisverified

@admin.register(Customer)
class CustomerModelAdmin(admin.ModelAdmin):
    list_display=['id', 'user', 'name', 'Address1', 'Address2', 'city', 'zipcode', 'state']

@admin.register(Product)
class ProductModelAdmin(admin.ModelAdmin):
    list_display=['id', 'title', 'selling_price', 'discounted_price', 'description', 'brand', 'category', 'product_image']

@admin.register(cart)
class cartModelAdmin(admin.ModelAdmin):
    list_display=['id', 'user', 'product', 'quantity']

@admin.register(OrderPlaced)
class OrderedPlacedModelAdmin(admin.ModelAdmin):
    list_display=['id', 'user', 'customer', 'product', 'quantity', 'ordered_date', 'status']

@admin.register(userisverified)
class userisverifiedModelAdmin(admin.ModelAdmin):
    list_display= ['id', 'verified_user', 'is_verified']
```



A handwritten signature in green ink, appearing to be "S.S." with a flourish.

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Data Base Tables of the Project:

▪ **User Table**

FIELD NAME	TYPE	SIZE	DESCRIPTION
Username	CharField	20	Primary Key, which is uniquely identify all the users.
Email Id	EmailField	40	It is used to verify user's Account
Password	CharField	20	It is used to authenticate user

▪ **Customer Profile Table:**

FIELD NAME	TYPE	SIZE	DESCRIPTION
Username	CharField	20	ForiegnKey, which is uniquely identify user
Customer_name	CharField	30	Identify Individual Customer
Address	CharField	90	Address of the Customer.
City	CharField	30	City to which the Customer belong
Zipcode	IntegerField	9	It is use to confirm the exact delivery address

▪ **Product Table:**

FIELD NAME	TYPE	SIZE	DESCRIPTION
Prod_Id	IntegerField	10	Primary Key, which is uniquely identify to the hall.
Title	CharField	40	Title of the product
Selling_price	IntegerField	5	It describes the price related to the Product
Description	CharField	200	It describes the product detail
Brand	CarField	20	It describes the product brand
Category	CharField	10	It describes the category of the product

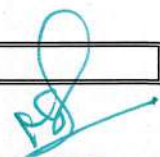
▪ **Cart Table:**

FIELD NAME	TYPE	SIZE	DESCRIPTION
User	CharField	20	ForeignKey, which is uniquely identify to the hall.
Product	CharField	30	ForeignKey, which is uniquely identify to the hall.
Quantity	IntegerField	2	It is the counting of the product

▪ **OrderPlaced Table**

FIELD NAME	TYPE	SIZE	DESCRIPTION
------------	------	------	-------------




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User	CharField	20	ForeignKey, which is uniquely identify to the hall.
Product	CarField	30	ForeignKey, which is uniquely identify to the hall.
Customer	CharField	20	ForeignKey, which is uniquely identify to the hall.
Quantity	IntegerField	2	It is the counting of the product
Status	CharField	50	It gives status to the customer of purchased Items.

4.5.4 Creating a Superuser (admin):

The Superuser is simply the admin of the site. The admin account needs to be created from the command line through the Django-admin command. The admin account must be created in order to manage the site with a higher privilege than the users of the site. The admin has the privilege to create, retrieve, update, and delete data content and users from the site through the admin site. All models present in the models.py file must be registered in admin.py file in order to allow the models to be visible for the admin.

After creating the models, we need to go to the admin panel to access the created models. Hence, we need a superuser who can access the models from the admin panel. The superuser can make any changes inside the models.

For creating the superuser use the `python manage.py createsuperuser` command.

4.5.5 Creating views for the models:

When the models have been successfully registered in the admin site, creating views for users is another task needed to be accomplished. This refers to the logical functionality between the request and response of the clients and servers. There are two types of views:

- **Function-based views:** A view function, or view for short, is simply a Python function that takes a Web request and returns a Web response. This response can be the HTML contents of a Web page, or a redirect, or a 404 error, or an XML document, or an image or anything. The view itself contains whatever arbitrary logic is necessary to return that response. This code can live anywhere you want, as long as it's on your Python path. For the sake of putting the code somewhere, the convention is to put views in a file called views.py, placed in your project or application directory. The view function returns an HTML page that includes the request of the user.
- **Class-Based views:** Class-based views provide an alternative way to implement views



as Python objects instead of functions. These allow you to structure your views and reuse code by harnessing inheritance and mixins. They do not replace function-based views, but have certain differences and advantages when compared to function-based views: Organization of code related to specific HTTP methods (GET, POST, etc.) can be addressed by separate methods instead of conditional branching. Object oriented techniques such as mixins (multiple inheritance) can be used to factor code into reusable components.

Views.py file of the Project

```
from django.shortcuts import
render,redirect,get_object_or_404,HttpResponse
from django.views import View
from models import Customer,Product, cart,OrderPlaced,userisverified
from django.contrib import messages
from django.contrib.auth.models import User, auth
from django.contrib.auth import authenticate,login,logout
from django.contrib.auth.decorators import login_required
import uuid
from django.urls import reverse
from utils import *
from django.http import JsonResponse
import math,random

class ProductView(View):
    def get(self,request):
        user = request.user
        topwears=Product.objects.filter(category='TW')
        bottomwears=Product.objects.filter(category='BW')
        mobiles=Product.objects.filter(category='M')
        laptops=Product.objects.filter(category='L')
        i=0

        print(user)
        if str(user) != 'AnonymousUser':
            i=0
            Cart = cart.objects.filter(user= request.user)
            for item in Cart:
                i=i+1

            data=Customer.objects.filter(user=request.user)
            return render(request,
'app/home.html',{'topwears':topwears,'mobiles':mobiles,'bottomwears':bott
omwears,'laptops':laptops,'data':data,'i':i})
        else:
```



```
    return render(request,
'app/home.html',{'topwears':topwears,'mobiles':mobiles,'bottomwears':bott
omwears,'laptops':laptops,'i':i})
```

```
class ProductDetailView(View):
def get(self,request,pk):
    user=request.user

    product=Product.objects.get(pk=pk)
    print(product.id)

    if str(user)== 'AnonymousUser':

        return render(request, 'app/productdetail.html',{'product':product})
    else:
        data=Customer.objects.filter(user=request.user)
        i=0
        Cart = cart.objects.filter(user= request.user)
        for item in Cart:
            i=i+1
        cartitem=cart.objects.filter(user=user)
        print(cartitem)
        item_already_in_cart = 'False'
        for carts in cartitem:
            print(carts.product.id)
            if carts.product.id == product.id:
                item_already_in_cart='True'
            print(item_already_in_cart)
        return render(request,
'app/productdetail.html',{'product':product,'data':data,'i':i,'cartitem':
cartitem,'item_in_cart':item_already_in_cart})
```

```
def add_to_cart(request):
    User=request.user
    product_id=request.GET.get('prod_id')
    product=Product.objects.get(id=product_id)
    if str(User)=='AnonymousUser':
        return redirect('login')
    else:
        cart (user=User,product=product).save()
        messages.success(request,'Item has been added to your cart
successfully')
        return redirect('/cart')
```

```
def show_cart(request):
    if request.user.is_authenticated:
        user=request.user
        Cart=cart.objects.filter(user=user)
        data=Customer.objects.filter(user=user)
```



A handwritten signature in green ink, appearing to be "S.S.", with a long horizontal line extending to the right.

```

amount=0.0
shipping_amount=70.0
cart_product=[p for p in cart.objects.all() if p.user==user]
if cart_product:
    i=0
    Cart = cart.objects.filter(user= request.user)
    for item in Cart:
        i=i+1

    for p in cart_product:
        tempamount=(p.quantity * p.product.discounted_price)
        amount+=tempamount
        totalamount=amount+shipping_amount
    return render(request, 'app/addtocart.html',{'carts':Cart,
'totalamount':totalamount, 'amount':amount, 'data':data, 'i':i})
else:
    i=0
    Cart = cart.objects.filter(user= request.user)
    for item in Cart:
        i=i+1
    return render(request, 'app/emptycart.html',{'data':data, 'i':i})

@login_required
def remove_from_cart(request, id):
    cart_item = cart.objects.filter(user=request.user)
    for item in cart_item:
        if id==item.id:
            item.delete()
    messages.success(request, "Item has been removed from your cart
successfully.")

    return redirect("showcart")

def plus_cart(request, id):
    user=request.user
    item_quantity=''
    c=cart.objects.filter(user=request.user)
    for item in c:
        item_quantity=0
        if id==item.id:
            item.quantity+=1
            item_quantity+=1
            item.save()
            return redirect('showcart')

amount=0.0
shipping_amount=70.0
cart_product=[p for p in cart.objects.all() if p.user==user]
for p in cart_product:
    tempamount=(p.quantity * p.product.discounted_price)

```



```

        amount+=tempamount
        totalamount=amount+shipping_amount
    data={
        'quantity': item_quantity,
        'amount':amount,
        'totalamount':totalamount
    }
    return render(request,'app/addtocart.html',data)
def minus_cart(request, id):
    user=request.user
    item_quantity=''
    c=cart.objects.filter(user=request.user)
    for item in c:
        item_quantity=item.quantity
        if id==item.id:
            if item.quantity !=1:
                item.quantity-=1
                item_quantity-=1
                item.save()
                return redirect('showcart')
            else:
                item.delete()
                messages.error(request,'Your item has been removed from your cart
                succesfully')
                return redirect('showcart')
    amount=0.0
    shipping_amount=70.0
    cart_product=[p for p in cart.objects.all() if p.user==user]
    for p in cart_product:
        tempamount=(p.quantity * p.product.discounted_price)
        amount=tempamount
        totalamount=amount+shipping_amount
    data={
        'quantity': item_quantity,
        'amount':amount,
        'totalamount':totalamount
    }
    return render(request,'app/addtocart.html',data)

def buy_now(request):
    user=request.user
    if str(user)=='AnonymousUser':
        return redirect('login')
    else:
        data=Customer.objects.filter(user=user)
        i=0
        Cart = cart.objects.filter(user= request.user)
        for item in Cart:
            i=i+1

```



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```

return render(request, 'app/buynow.html',{'data':data,'i':i})

def address(request):
    user=request.user
    data=Customer.objects.filter(user=user)
    i=0
    Cart = cart.objects.filter(user= request.user)
    for item in Cart:
        i=i+1

    return render(request, 'app/address.html',{'data':data,'i':i})

def orders(request):
    user=request.user
    ordered = OrderPlaced.objects.filter(user=user)
    i=0
    Cart = cart.objects.filter(user= request.user)
    for item in Cart:
        i=i+1

    data=Customer.objects.filter(user=user)
    return render(request,
'app/orders.html',{'data':data,'orders':ordered,'i':i})

def change_password(request):
    i=0
    Cart = cart.objects.filter(user= request.user)
    for item in Cart:
        i=i+1
    data=Customer.objects.filter(user=request.user)
    if request.method=='POST':

        oldpassword = request.POST['ldPassword']
        newpassword = request.POST['newPassword']
        username = request.POST['userName']

        user = auth.authenticate(username=username,password=oldpassword)
        # print(user)
        try:
            if user is not None:
                user.set_password(newpassword)
                user.save()
                messages.success(request,'Your password has been changed
successfully')
                return redirect('login')
            else:
                messages.error(request,'Username and Password are incorrect')
                return redirect('changepassword')
        except:
            print("do something here")

```



```

    return render(request, 'app/changepassword.html',{'data':data,'i':i})

def mobile(request,data=None):
    user = request.user
    mobiles = Product.objects.filter(category='M')
    if str(user) != 'AnonymousUser':

        if data == None:
            mobiles = Product.objects.filter(category='M')
            data=Customer.objects.filter(user=request.user)
            Cart = cart.objects.filter(user= request.user)
            i=0
            for item in Cart:
                i=i+1

        return render(request,
            'app/mobile.html',{'mobiles':mobiles,'data':data,'i':i})
        return render(request, 'app/mobile.html',{'mobiles':mobiles})

def laptop(request,datal=None):
    user=request.user
    laptops = Product.objects.filter(category='L')
    if str(user) != 'AnonymousUser':
        if datal == None:
            laptops = Product.objects.filter(category='L')
            data=Customer.objects.filter(user=request.user)
            i=0
            Cart = cart.objects.filter(user= request.user)
            for item in Cart:
                i=i+1

        return render(request,
            'app/laptop.html',{'laptops':laptops,'data':data,'i':i})
        return render(request, 'app/laptop.html',{'laptops':laptops})
def login(request):
    if request.method=="POST":

        username = request.POST['username']
        email = request.POST['email']
        password = request.POST['password']
        emailcheck = ''
        currentuser = auth.authenticate(username=username,
password=password)
        print(currentuser)
        datal = User.objects.all()
        for i in datal:
            if str(i.username) == username:
                if str(i.email)==email:
                    emailcheck = True
        data = userisverifiied.objects.all()

```




```

verifycheck=''
for user in data:
    if user.verified_user==username:
        verifycheck=True
    if emailcheck !=True:
        print(emailcheck)
        messages.error(request, 'Email is not matched')
        return redirect('login')
    elif currentuser is not None:
        if verifycheck==True:
            auth.login(request, currentuser)
            messages.success(request, "You have been successfully
logged in")

            check=''
            current_profile=Customer.objects.all()
            for customer in current_profile:
                if str(customer.user) == str(username):
                    check = str(customer.user)==str(username)
            if check == True:
                return redirect('home')
            else:
                return redirect('profile')

        else:
            em=generateotp()
            print(em)
            send_email_token(email, em)
            messages.error(request, "Your account is need to be
verified please check your email")
            return
    render(request, 'app/verify.html', {'uid':em, 'username':username, 'email':e
mail})

    elif currentuser ==None:
        messages.error(request, "Username and Password are in correct")
        return render(request, 'app/login.html')
    else:
        messages.error(request, "Username and Password are not matched")
        return render(request, 'app/login.html')
return render(request, 'app/login.html')

def signup(request):
    if request.method=='POST':
        username = request.POST['username']
        email = request.POST['email1']
        password = request.POST['password1']
        password2 = request.POST['password2']
        check=''

        logged_users=User.objects.all()
        for logged_user in logged_users:
            if str(logged_user.username) == str(username):

```



```

        check= str(logged_user.username) == str(username)
        check1 = password == password2
        if check == True:
            messages.error(request, 'username has been already taken by
another account')
            return redirect('signup')
        elif check1 != True:
            messages.error(request, 'Password and Confirm password are not
matched')
        else:
            data =
User.objects.create_user(username=username, email=email, password=password)
            data.save()
            em=generateotp()
            print(em)
            send_email_token(email, em)
            messages.error(request, "Your account is need to be verified
please check your email")
            return
render(request, 'app/verify.html', {'uuid':em, 'username':username, 'email':e
mail})

return render(request, 'app/signup.html')

def verify(request):
    if request.method=='POST':
        uuidtoken= request.POST['uuid']
        requesteduser= request.POST['username']
        first = request.POST['first']
        second = request.POST['second']
        third = request.POST['third']
        fourth = request.POST['fourth']
        fifth = request.POST['fifth']
        sixth = request.POST['sixth']
        otp= str(first+second+third+fourth+fifth+sixth)
        users= User.objects.all()
        current_user=''
        for user in users:
            if str(user.username) == str(requesteduser):
                current_user = user.username
                print(current_user)
        if str(uuidtoken)==otp:
            data = userisverifiied(verified_user= current_user, is_verified =
True)
            data.save()

            verify_user_list = userisverifiied.objects.all()
            for neededuser in verify_user_list:
                if neededuser.verified_user == requesteduser:
                    if neededuser.is_verified == True:

```



```

        messages.success(request, 'You have been verified
successfully')
        return
render(request, 'app/login.html', {'otp':otp, 'uuid':uuidtoken})
else:
    messages.error(request, 'Invalid OTP!!!')
    return redirect('signup')

    return render(request, 'app/verify.html')
def resendotp(request, email, em):
    send_email_token(email, em)
def logout(request):
    auth.logout(request)
    messages.success(request, 'you have been successfully logged out')
    return redirect('home')

def profile(request):
    if request.method=="POST":
        user = request.user
        Name = request.POST['userName']
        Address1 = request.POST['customerAddress1']
        Address2 = request.POST['customerAddress2']
        city = request.POST['customerCity']
        State = request.POST['customerState']
        Zipcode = request.POST['customerZipcode']
        Data = Customer(user=user, Address1= Address1, Address2=Address2, city =
city, state= State, zipcode=Zipcode, name =Name)
        Data.save()

        messages.success(request, "Your profile has been updated
successfully")
        return redirect('home')
data=Customer.objects.filter(user=request.user)
if data != None:
    i=0
    Cart = cart.objects.filter(user= request.user)
    for item in Cart:
        i=i+1

    return render(request, 'app/profile.html', {'data':data, 'i':i})
else:
    return render(request, 'app/profile.html')
def updateprofile(request):
    return render(request, 'app/updateprofile.html')
def checkout(request):
    user= request.user
    data=Customer.objects.filter(user=request.user)
    cart_item=cart.objects.filter(user=user)
    i=0
    Cart = cart.objects.filter(user= request.user)

```



```

for item in Cart:
    i=i+1

amount=0.0
shipping_amount=70.0
totalamount=0.0
cart_product=[p for p in cart.objects.all() if p.user==user]
if cart_product:
    for p in cart_product:
        tempamount=(p.quantity * p.product.discounted_price)
        amount=tempamount
        totalamount=amount+shipping_amount

return render(request,
'app/checkout.html',{'data':data,'i':i,'totalammount':totalamount,'cart_i
tems':cart_item})
def payment_done(request):
    user=request.user
    customer_id = request.GET.get('customer_id')
    customer = Customer.objects.get(id=customer_id)
    mycart = cart.objects.filter(user=user)
    for c in mycart:
        OrderPlaced(user=user,customer=customer,product= c.product,quantity =
c.quantity).save()
        c.delete()
    messages.success(request,'Your order is placed successfully')
    return redirect('orders')

@login_required
def cart_detail(request):
    cart_items = cart.objects.filter(user=request.user)
    total_price = sum(item.quantity * item.product.price for item in
cart_items)

    context = {
        "cart_items": cart_items,
        "total_price": total_price,
    }

    return render(request, "cart/cart_detail.html", context)

def generateotp():
    digits = '0123456789'
    email_token = ''
    for i in range(6):
        email_token+=digits[math.floor(random.random()*10)]
    return email_token

```



4.5.6 How does Django work?

To truly appreciate Django, you will need to peek under the hood and see the various moving parts inside. This can be both enlightening and overwhelming. The numbered paths are as follows:

- The browser sends the request (essentially, a string of bytes) to the web server.
- The web server hands over the request to a WSGI server (say, uWSGI) or directly serves a file (say, a CSS file) from the filesystem.
- Unlike a web server, WSGI servers can run Python applications. The request populates a Python dictionary called `environ` and, optionally, passes through several layers of middleware, ultimately reaching your Django application.
- `URLconf` contained in the `urls.py` of your application selects a view to handle the request based on the requested URL. The request has turned into `HttpRequest` (a Python object).
- The selected view typically does one or more of the following things: It Talks to a database via the models. It Renders HTML or any other formatted response using templates. It Returns a plain text response (not shown). It Raises an exception.
- The `Http` Response object gets rendered into a string, as it leaves the Django application.
- A beautifully rendered web page is seen in your user's browser.

4.6 APPLICATION FUNCTIONALITIES

4.6.1 User Creation

Django comes with a pre-built register form called `UserCreationForm` that connects to the pre-built model `User`. However, the `UserCreationForm` only requires a username and password (`password1` is the initial password and `password2` is the password confirmation). To customize the pre-built form, first create a new file called `forms.py` in the app directory. This new file is created in the same directory as `models.py` and `views.py`. Then call `UserCreationForm` within a new class called `NewUserForm` and add another field called `email`. Save the email to the user. Add more fields as needed to the `UserCreationForm`.

4.6.2 Cookies

Django provides a session framework that lets you store and retrieve data on a per-



site-visitor basis. Django abstracts the process of sending and receiving cookies, by placing a session ID cookie on the client side, and storing all the related data on the server side. So the data itself is not stored client side.

4.6.3 Search Functionality

A common task for web applications is to search some data in the database with user input. In a simple case, this could be filtering a list of objects by a category. A more complex use case might require searching with weighting, categorization, highlighting, multiple languages, and so on. This document explains some of the possible use cases and the tools you can use.

4.6.4 Cart Functionality

In Django-SHOP the cart's content is always stored inside the database. In previous versions of the software, the cart's content was kept inside the session for anonymous users and stored in the database for logged in users. Now the cart is always stored in the database. This approach simplifies the code and saves some random-access memory, but adds another minor problem: From a technical point of view, the checkout page is the same as the cart. They can both be on separate pages, or be merged on the same page. Since what we would normally name the "Checkout Page", is only a collection of Cascade Plugins, we won't go into further detail here.

4.6.5 Order Functionality

During checkout, at a certain point the customer has to click on a button named "Place Order". This operation performs quite a few tasks: One of them is to convert the cart with its items into an order. The final task is to reset the cart, which means to remove its content. This operation is atomic and not reversible.

4.6.6 Change Password Functionality

Django does not store raw (clear text) passwords on the user model, but only a hash (see documentation of how passwords are managed for full details). Because of this, do not attempt to manipulate the password attribute of the user directly. This is why a helper function is used when creating a user. To change a user's password, you have several options: `manage.py changepassword *username*` offers a method of changing a user's password from the command line.



- It prompts you to change the password of a given user which you must enter twice.
- If they both match, the new password will be changed immediately.
- If you do not supply a user, the command will attempt to change the password whose username matches the current system user.

4.6.7 Contact Us Functionality

A contact form is a common feature of many websites that provides a way for users to get in touch with the site's administrators without having to open their email or hop on the phone. In a Python Django application, a contact form can be used to store a user's contact information in the site's database.

4.7 TESTING

To affirm the E-commerce store assessments had been made at distinct stages of the tasks. We checked the reliability of all of the functions. The test is built on the customer/user and admin side. The customer test proved that an account could be created, login can be established, the cart can be loaded with products and the customer can check out when done shopping. The administrator can login into the admin panel afterwards. The admin can then manage all the contents in the store.

The customer can only view the products, if he has logged in as a user. Without being a customer/user, he is unable to view any products which are shown on the home page. Some quantity of products was added into the shopping cart, and then I proceeded to checkout. After successful checkout, the cart became empty. This indicates that the cart works appropriately as it should and the Order ID is shown in a pop-up. The customer can manipulate his cart, such as updating the cart or adding a product to cart. The search bar shows the results of the product search. If the user didn't type anything, a message will be displayed saying that the user forgot to type.



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CHAPTER – 5

5. RESULTS AND PERFORMANCE ANALYSIS

5.1 ADMINISTRATION PANEL

The admin can add the product to the website, where he will give the productname, product price and image, then save it and that product displayed in the website. These product data are stored has tables in Django default database SQLite.

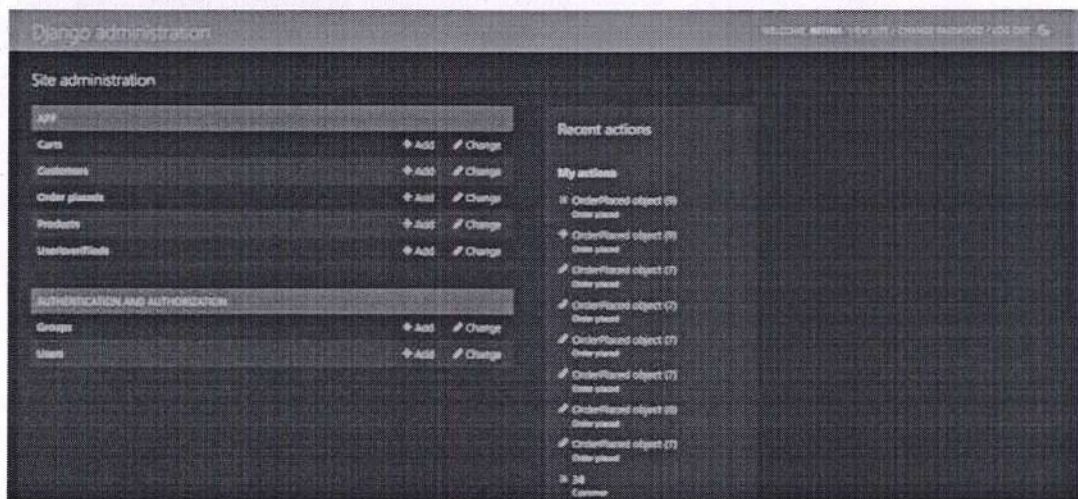


Fig 5.1 Add product feature in Django Administration panel



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5.2 HOME PAGE BEFORE LOGIN

The home page is displayed successfully with all the products, navigation bar with search functionality and footer at the bottom. If you want to purchase you have to login as a customer. If you don't have an account then click register. It will redirect to register page is displayed successfully with user registration form fields and an URL which directs them to login page. The login page is displayed successfully in order to login users can type their username and password.

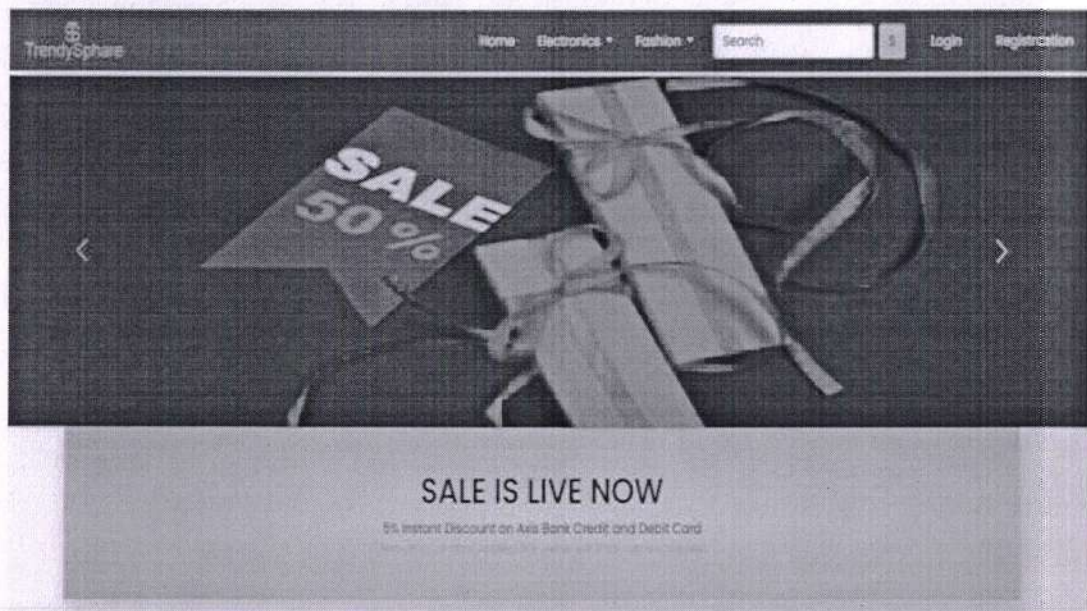


Fig 5.2 Home page Before Login



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5.3 HOME PAGE AFTER LOGIN

After the user is logged in successfully, the cart will be displayed in the navigation bar which indicates that they can now view the products and add the products to the cart. The products selected by the user will be shown in the order summary with quantity increase and decrease functionality. For further process, checkout button is available. The checkout page is shown successfully with the product summary which was finalized by the customer. Under this, checkout details will be displayed with form fields required to make shipment and selection of payment mode will be available. After the order is placed, a pop-up containing the Order ID is displayed and then the user will be redirected to home page where the cart becomes empty. In order to track the progress of the orders which was placed by the customer, you can check the, in the Track order page by entering a valid Order ID in the track order text field. If the user faces any problems or issues, they can report that issues in the contact us page, which is available in the navbar. After entering the message in the description form field, a pop-up is displayed

successfully which indicates that the message was submitted to the admin. To report a problem or to ask any queries, login is not mandatory.

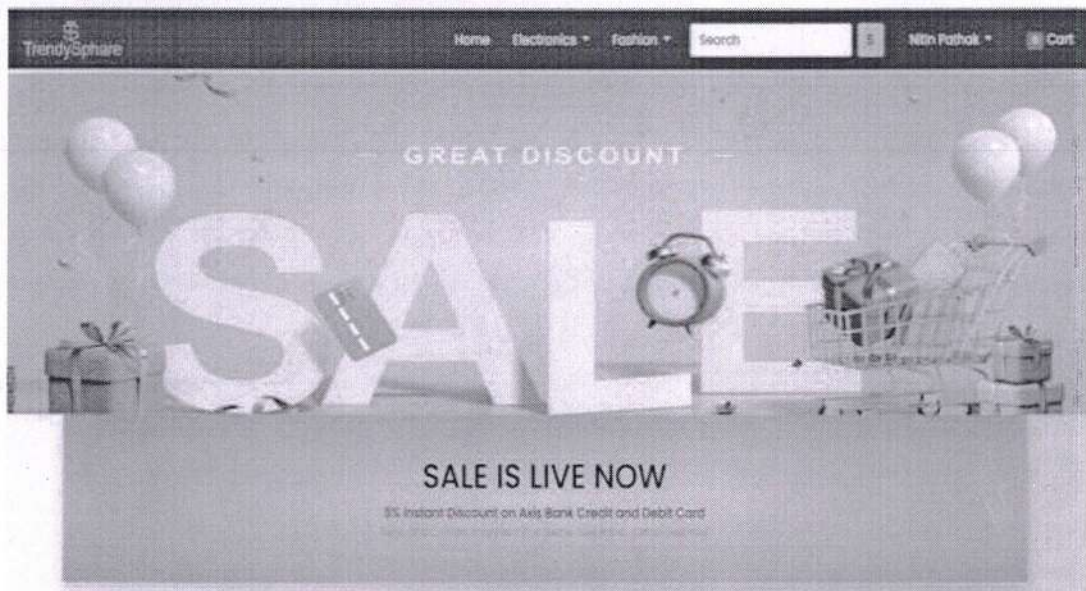


Fig 5.3 Home page after login



CHAPTER – 6

5. CONCLUSION AND FUTURE WORKS

6.1 CONCLUSION

E-commerce is continuously progressing and is becoming more and more important to business as technology continues to advance and is something that should be taken advantage of and implemented. This E-commerce platform is designed to provide a web-based application that would make searching, viewing and selection of a product easier.

The user can search for a product interactively and the search engine refines the products available based on the user's input. Then the user can view the full specifications and select the products, the user can see the products in the cart and proceeds to checkout where they enter the address details and select the mode of payment. The administrator can verify the orders. However, the customer can still look at their status of the orders in the Track us page using the order ID.

With this platform, more opportunities will be created for profit and advancements for businesses, while creating more options for both the consumers and sellers.

6.2 FUTURE WORKS

- Separate invoices need other than order summary details need to be implemented.
- User profile customization need to be added.
- Emails and notifications need to be sent to customers for new arrivals or discounts.
- Categorizing of all products should be implemented.
- There have to be language varieties so that non-English users and customers can shop easily without any difficulty.



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A STUDY OF EMOTIONAL MATURITY OF TEACHER TRAINEES OF DELHI NCR REGION

Dissertation Submitted for the Award of the Degree of
MASTER OF EDUCATION (M.Ed.)

By

AVANA SHARMA
Roll No. :- 229956007

Under the Supervision of
Dr. Safia Mustafa
(Assistant Professor)
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UNDERTAKING FROM THE M.ED. SCHOLAR

I hereby declare that I, AVANA SHARMA, have completed the M.Ed. Dissertation work on the title A Study of Emotional Maturity of Teacher Trainees of DELHI NCR region under the supervision of Dr. Safia Mustafa for the degree of Master of Education (M.Ed.), Modern College of Professional Studies; Mohan Nagar, Ghaziabad, Uttar Pradesh.

This is my own work & I have not submitted it earlier elsewhere.

Date: 27/06/2024
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I hereby declare that I have faithfully acknowledged, given credit to, and refereed to the research workers wherever their works have been cited in the text and the body of the thesis. I further certify that I have not willfully lifted up some other's work, para, text, data, results, etc. reported in the journals, books, magazines, reports, dissertations, thesis, etc., or available on websites and included them in this M.Ed. Dissertation and cited as my own work.

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CERTIFICATE FROM THE SUPERVISOR

This is to certify that research work embodied in this Dissertation entitled A Study of Emotional Maturity of Teacher Trainees of DELHI NCR region submitted to Chaudhary Charan Singh University, Meerut, Uttar Pradesh, for the award of the degree of Master of Education (M.Ed.) has been carried out by Avana Sharma under my supervision at Modern College of Professional Studies; Mohan Nagar, Ghaziabad, UP Affiliated to Chaudhary Charan Singh University, Meerut.

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“Learn everything you can, anytime you can, from anyone you can- there will always come a time when you will be grateful you did”. - Sarah Caldwell

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PREFACE

The contemporary educational landscape places significant demands on educators, requiring them to navigate complex classroom dynamics, foster positive learning environments, and address the diverse needs of students. In this context, emotional maturity emerges as a critical attribute for teacher trainees, influencing their ability to manage stress, engage with students empathetically, and perform their professional responsibilities effectively.

This dissertation, titled "A Study of Emotional Maturity of Teacher Trainees of Delhi NCR Region," aims to explore the levels of emotional maturity among future educators and identify the factors that contribute to their emotional development. By focusing on teacher trainees in the Delhi NCR region, this research seeks to provide insights that are both region-specific and broadly applicable to similar educational contexts. The motivation for this study stems from the recognition that emotional maturity is not only pivotal for personal well-being but also essential for professional success in teaching. As educators are often role models for their students, their emotional stability and maturity can significantly impact classroom dynamics and student outcomes.

This dissertation is presented in a clear and straightforward manner. For enhanced comprehension of the subject matter, the document includes a List of Tables, List of Figures, List of Abbreviations, Bibliography, Appendices, and an Abstract. The statistical representations of the data provide immediate insight into the topic. A chapter-wise distribution facilitates a thorough understanding of the content. The dissertation is structured into five primary chapters. At last with that research, it will help other researchers to get more information about this topic.

Avana Sharma


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Abstract of the Study

This study examines the emotional maturity of 200 B.Ed. students (100 males + 100 females) from private and government colleges in the Delhi NCR region, using the Emotional Maturity Scale (EMS - MJJMPM) developed by Jemy Jose Mathew and Dr. Malini P.M. Employing a descriptive survey method and disproportionate stratified random sampling, the obtained data were analyzed using percentage, mean, standard deviation & "t"-test.

Findings revealed varied levels of emotional maturity among trainees. Only 1.5% exhibited extremely high emotional maturity, 2.5% high, 5.5% above average, and 8% average. A significant portion showed lower maturity levels: 25% below average, 42% low, and 15.5% extremely low. Gender-specific analysis indicated lower emotional maturity levels among male trainees: 23% below average, 48% low, and 19% extremely low, challenging the initial hypothesis of high emotional maturity among males. Female trainees showed a broader distribution: 3% extremely high, 4% high, 11% average, 27% below average, 36% low, and 12% extremely low.

A statistically significant difference was found between male and female trainees, with females scoring higher. Male trainees had a mean score of 104.20 (SD = 11.911) and females 110.81 (SD = 15.816). The t-test yielded a t-value of 3.338 (df = 198, P = 0.001), indicating significant gender differences. No significant difference was observed between trainees from government and private colleges; suggesting uniform emotional maturity levels across institutions. Government college trainees had a mean score of 108.49 (SD = 15.783) and private college trainees 106.52 (SD = 12.768), with a t-value of 0.970 (df = 198, P = 0.333).

These findings highlight the need for targeted emotional resilience programs in teacher training to enhance the emotional maturity of future educators, ensuring they are better equipped to handle classroom dynamics and contribute positively to the educational system.


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CHAPTER 1


1.0 INTRODUCTION


“Education is the expression of divine perfection, already existing in man”– Swami Vivekananda. Education in the broad intellect is an act or experience that has a developmental effect on soul, mind, character or physical activity of a person. In its technical sense, education is the process by which the world deliberate by conveys it’s accumulated knowledge, values and skills from one to another generation. Education is a systematic course through which an individual or an adult obtains experience, sound attitude, knowledge and skill. It creates an individual refined, civilized, cultured and perfect. Education is important to solve the several difficulties of life. Thus, education has been described as a process of walking up to life.

Man is a dynamic being. Human life is the best creation of God Almighty. Education is one of the egregious “life Processes” of the human individual. Education develops the individual like a rose which distributed its fragrance all over the environment. Man is the supreme and finest creation of the Creator. He has graced man with certain rare qualities which are not traceable for other animals. One of the most significant purposes of education is to humanize the humanity. Since the dawn of human civilization, education has been regarded “Summumbonum” of human life. Philosophers have become nightingale to sing the glowing glory of education through the ages.

India is a multicultural country. It has decided to build itself into a socialist, secular society in which different communities and groups belonging to all faiths can flourish side by side. R.N. Tagore rightly comments our nation as “unity in diversity.” Tagore was a strong believer in the principle of unity in diversity. All citizens of our country, irrespective of any difference of sex, caste or race, culture, community, color, and religion etc. have the opportunities to make the best of their abilities for personal fulfillment and social progress.

Some Important Definitions of Education are:-


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According to **Indira Gandhi (1972)**: "Education is a liberating force, and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances."

Rousseau (1762): "Education is the child's development from within."

John Dewey (1938): "Education is the process of living through a continuous reconstruction of experiences."

John Locke (1699): rightly said, "Plants are developed by cultivation and men by education".

1.1 CONCEPT OF EMOTION:-

The word "Emotion" is derived from the Latin word "Emovere" which means „to stir up“ or „to excite“. Emotion can thus be understood as an agitated as excited state of our mind and body. Taking hints from at its derivation, various psychologists have tried explain 'Emotion' in their own ways.

George Mandler says that emotions are not a single thing at all, but rather „a chapter heading term“.

✦ **Wood Worth (1945):-**

"Emotion is a 'moved' or 'stirred-up' state of an organism. It is a stirred-up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer."

✦ **Crow and Crow (1973):-**

"Emotion is an effective experience that accompanies generalized linear adjustment and mental and psychological stirred up states in the individual and that shows itself in his overt behaviors".

✦ **MC Dougall (1949):-**

“Emotion is an affective experience that one undergoes during an instinctive excitement. For example, when a child perceives a bull coming towards him (Cognition) he experiences an affective experience in the form of the arousal of accompanied emotion of fear and consequently tries to run away (Connative aspect of one’s behavior).”

C.T. Morgan emphasizes the vital role of emotions in life, portraying them as essential needs and powerful primal forces designed by nature to help individuals navigate challenging circumstances and add vibrancy to existence. Emotions encompass a range of feelings such as love, fear, anger, laughter, and sadness, driving impulses to action and providing guidance. Described as the "dynamics of behavior," emotions serve as energetic forces that spur activity and dynamic adjustments in organisms, ultimately working towards individual satisfaction and well-being.

1.2 Classification of Emotions

Emotions have been categorized into various categories as shown below:

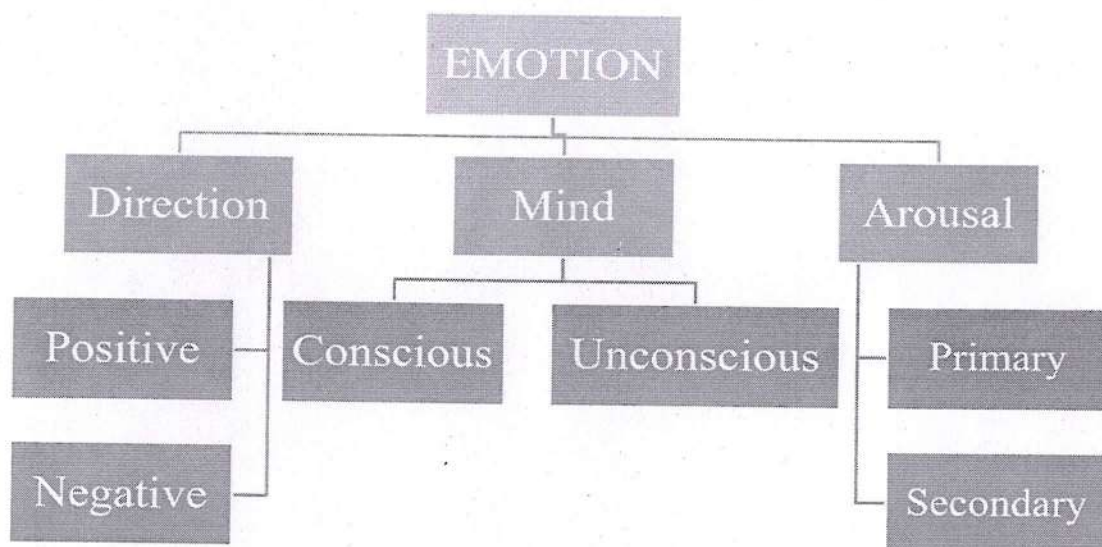


Figure No. 1.1

Positive Emotions: Positive emotions give energy to our life. It helps us to faith in God. Emotions like love, affection, faith, carefulness, joy, happiness etc. are very essential in our routine life and normal behavior.

Negative emotions: Negative emotions are like anger, fear, hate; negativity put bad effect on our mentality as well as on our health. Negative emotions make our life hell.

Conscious emotions: In conscious emotions our mind is conscious and publicly observed they also lead to conscious thoughts.

Unconscious emotions: Such emotions are principally centered in a small set of sub-cortical brain system. These are centered to cognition. These refer to innate and principally unconscious process. They alter the individual while attending to other things but not to bother with processes that don't require conscious attention.


Primary emotions: A primary emotion is what the individual feels first. These emotions result in the development of other emotions dependent on them.

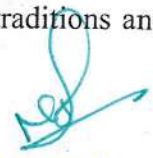
Secondary emotions: The primary emotions lead various other emotions such as to anger, depression etc which are called as secondary emotions.

One outcome of healthy emotions development is increasing 'Emotional Maturity'. Many efforts have been made to define emotional maturity. In simple words emotional maturity is the stage of expressing proper emotions at the proper place and in proper quantity.

1.3 SOME MAIN CHARACTERISTICS OF EMOTIONS:-

- i) Emotion affects the character of an individual.
- ii) Emotions are subjective feelings and depend on individual differences.
- iii) Emotions are universal.
- iv) Psychology and psychological changes are related to emotions.
- v) Emotions have always a definite base.
- vi) Emotions are mainly based on pain and love principles.
- vii) While emotional an individual should feel stimulation, mental activities or mental tensions.
- viii) Emotions are influenced by maturation, learning, social and cultural traditions and environments.


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- ix) Emotions accompany instincts.
- x) Emotions are primary or secondary.
- xi) External situations produce emotions.
- xii) Overt behavior is the product of emotion.
- xiii) Emotions are a complex affective state.
- xiv) Emotions have a wide range and wide degree. They occur at all stages of mental development.

❖ EMOTIONAL DEVELOPMENT & GENESIS OF EMOTIONAL DISTURBANCES:-

Emotional development encompasses the changes in individuals' emotions across various stages of development, impacting their character, habits, and temperament. It is crucial for parents and teachers to monitor and address emotional development to facilitate refinement and character formation. Teachers, in particular, should understand the nature of emotions, their development, and expression to support students effectively. Neglecting emotional development can hinder the attainment of a well-balanced personality. Therefore, it is essential to take precautions to promote healthy emotional development and reduce the genesis of emotional disturbances. Emotional control and adjustment within relationships are vital for mental health, emphasizing the significance of balanced emotional attitudes alongside knowledge and skills for success in life.

1.4 CONCEPT OF MATURITY:-

The concept of 'maturity' has not received a great deal of explicit attention in the literature. Recent emphasis on the conflict between the regressive, dependents, versus the progressive, productive forces in the personality has directed interest toward the more detailed nature of maturity. Maturity means the state of being mature or full development. Maturity is the ability to respond to the environment in an appropriate manner.

❖ **SOME MAIN CHARACTERISTICS OF MATURITY:-**

- i) From the parasitic dependence of the fetus to the relative independence of parent, with parental capacity for responsibility for spouse and child.
- ii) Children learn to control their hostilities, their sexuality, and other impulses, and to develop the orientations of maturity largely through the incentive of being loved.
- iii) Relative freedom from the well-known constellation of inferiority, egotism, and competitiveness.
- iv) Conditioning and the training necessary for socialization and domestication.
- v) Hostile aggressiveness which includes all sorts of anger, hate, cruelty, and belligerence, is always a sign of emotional irritation or threat.
- vi) A firm sense of reality.
- vii) Another characteristic of maturity is flexibility and adaptability.

1.5 EMOTIONAL MATURITY:-

Morgan (1934) highlights that education's essence lies in nurturing maturity, encompassing both intellectual and emotional growth. Emotional maturity, characterized by adept emotion regulation, mature problem-solving, and effective social interactions, is influenced by multiple factors including intelligence, family dynamics, peer influence, and societal norms (Good, 1981). Today, adolescents and educators grapple with various challenges leading to psycho-somatic issues like anxiety and emotional disturbances (**Geoghagen et al., 1963**). Understanding emotional development is paramount, akin to comprehending anatomy, as it delves into the intricate dynamics of forces and intensities (Dosanjh, 1956). Although conventional assessments primarily gauge dependence levels, a comprehensive evaluation of emotional maturity considers multifaceted aspects (Wenkart). Cole (1954) underscores the significance of emotional maturity in personality development, aiding adolescents in navigating complexities, managing frustrations, and

fostering healthy relationships (Kaplan & Baron). However, maturity also encompasses deriving fulfillment from these qualities (Morgan, 1934). Critical markers of emotional maturity include self-control, resilience, and the ability to respond adeptly to situations (Dosanjh, 1956).

In essence, emotional maturity empowers individuals to respond proportionately to circumstances, avoiding emotional suppression or excessive reactions (Geoghagen et al., 1963). It involves regulating and expressing emotions effectively, fostering overall well-being and successful interpersonal relationships.

1.5.1 DEFINITIONS OF EMOTIONAL MATURITY

Emotional maturity is a state of balanced feelings and self-control. As per Singh and Bhargava (1999), the authors of emotional maturity scale, explain that Emotional maturity is not that one who essentially has committed all conditions that provoked anxiety and aggression but it is repeatedly involved in a struggle to achieve healthy integration of emotions, feelings, achievements, thinking and action. Its measurement is the total score on emotional maturity scale.

Emotional maturity plays a pivotal role in shaping personality patterns and facilitating individual growth. It is a crucial aspect of human development, emphasized in moral educational programs aimed at cultivating well-balanced behavior. Tenth-grade students often perceive a gap in emotional maturity compared to adults, who demonstrate better control over their conduct and surroundings. Unlike adolescents prone to impulsive reactions, emotionally mature individuals exhibit composure and adhere to social norms, navigating situations with restraint. As individuals mature, they experience enhanced emotional stability, social intelligence, and self-awareness, enabling independent navigation of challenges and responsible behavior. Emotional maturity fosters qualities such as self-control, compassion, and gratitude, contributing to personal adjustment and fulfillment. It also promotes healthier interpersonal relationships and a positive outlook on life. Cole (1954) emphasizes that the ability to endure tension is a key indicator of emotional maturity, emphasizing self-control over self-realization. Dosanjh (1956) defines emotional maturity as a balanced personality capable of managing disruptive emotions, maintaining stability under pressure, and exhibiting tolerance free from neurotic

tendencies. Good (1981) elucidates emotional maturity as the emotional design or pattern of a matured individual, shaped by developmental stages like infancy, childhood, and adolescence, affecting their ability to handle adult relationships without emotional strain.

In essence, recognizing the importance of emotional maturity across developmental stages is crucial for tailored approaches to promoting emotional development throughout life.

According to Crow and Crow (1962), —The emotionally mature or stable individual regardless of his age is the one who has the ability to overcome tensions to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strives towards an improved integration of his thoughts, his emotional attitude and his overt behaviour.

Geoghagan et al (1963) say that a person is considered to be emotionally mature when his responses to a situation are: -

- (a) Appropriate to his degree of development
- (b) Proportionate to the demands of situation.

Smitson (1974) says, —Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personality.

Singh & Bhargava (1999) say, —Emotional maturity is not only the effective determinant of personality patterns but it also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, which is able to rock delay and to suffer without self-pity, might still be emotionally stunted and childish.

According to Murray (2003), there's no direct link between someone's age, intellect, social skills, or emotional maturity. Simply being an adult in years doesn't guarantee emotional maturity. The combination of chronological and intellectual maturity with emotional immaturity can be risky. An adult who lacks emotional development can cause chaos in their own life and the lives of others. Our relationships and influences hinge on our overall emotional growth. Understanding ourselves involves understanding our relationships. The

most crucial task for anyone looking to improve their relationships is to enhance their self-respect, confidence, self-esteem, self-awareness, maturity, and emotional maturity. Assessing emotional maturity involves comparing behavior to signs of immaturity and characteristics of maturity.

So, emotional maturity implies or suggests proper emotional control, which means neither repression or domination nor violent or harsh expression. An emotionally matured person has capacity to possess almost all types of emotions: They may be positive or negative and important thing is that individual is able to express them at proper or appropriate time in an appropriate degree.

1.5.2 Growth of Emotional Maturity

When we call someone “mature,” we’re saying that they have the qualities of an adult. In a way, this has become a word that means the opposite of “childish.” To be mature is to have knowledge and experience about the way the world works, and to have adapted accordingly. Mature people don’t cry when they don’t get something they want, or hit someone they disagree with, as an immature child might.

Emotional maturity entails having precise control over one's emotions, gained through experiencing a range of emotions and understanding their consequences. It involves the ability to identify and manage emotions effectively without succumbing to panic or confusion. Stress management is integral to achieving emotional maturity, as it equips individuals with tools to identify and mitigate stressors, fostering emotional resilience and well-being.

❖ In the opinion of **Murray (2004)** an emotionally mature individual has the following characteristics:

1. The capability to receive and give alone.
2. The capability to face reality and deal with it.
3. Just as interested in giving as receiving.
4. The capacity to relate positively to life experiences.

5. The capacity to learn more experience.
6. The capability to accept frustration.
7. The capability to handle hostility constructively.
8. Relative freedom from tension symptoms.

L.S. Hollingworth (1928) discusses some features of emotionally mature individual at the following points is:

- i) He/she is capable of responding in gradation or degree of emotional responses. He/she does not respond in all or none fashion but keeps within bounds. If his/her hat blows off, he/she does not blow up.
- ii) He/she is also able to delay his/her responses as controlled with the impulsiveness of a young child.
- iii) Handling of self-pity, instead of showing unrestrained self-pity, he/she tries to feel for him/her.

Early emotional experiences significantly shape an individual's genetic and emotional makeup, with childhood being a particularly formative period, typically up to around age six (**Saul, 1957**). Emotions are not isolated occurrences but integral parts of overall experience, constantly interacting with and influenced by other processes. Emotional competence hinges on having an accurate frame of reference and overall maturity, as individuals develop consistent emotional patterns that evolve over time. Should these patterns prove immature or disruptive, improvement can be pursued not by suppressing emotions, but by understanding, accepting, and expressing them constructively, while emphasizing positive emotions over negative ones. Emotional maturity, considered a cornerstone of mental health, has emerged as a crucial concept in psychiatry, denoting a process of adjustment whereby individuals learn appropriate emotional responses within cultural norms (**Frank, 1963**). Various scholars have defined it as a continuous striving for emotional well-being, encompassing both intra-psychic and interpersonal dimensions (**Smitson, Walter D., 1974**). Broadly speaking, emotional maturity involves impulse control through self-awareness and ego management.

Many criteria have been suggested to evaluate the concept of maturity. A few of them are being mentioned below:

❖ **Bernard (1954)** has suggested the following criteria to evaluate emotional maturity.

- i) Inhibition of direct expression of negative emotions.
- ii) Cultivation of positive, upbuilding emotions.
- iii) Development of higher tolerance for disagreeable circumstances.
- iv) Increasing satisfaction from socially approved responses.
- v) Increasing dependence on actions.
- vi) Ability to make choice and not brood about other choices.
- vii) Freedom from unreasonable fear.
- viii) Understanding and action in accordance with limitations.
- ix) Awareness of the ability and achievement of others.
- x) Ability to err without feeling disgraced.
- xi) Ability to carry victory and prestige with grace.
- xii) Ability to bounce back from disappointing experiences.
- xiii) Ability to delay the gratification of impulses.
- xiv) The enjoyment of daily living.

❖ According to **William C. Menninger**, the seven criteria of emotional maturity are the following:-

- i) The ability to deal constructively with reality.
- ii) The capacity to adapt to change.
- iii) A relative freedom from symptoms that are produced by tensions and anxieties.

- iv) The capacity to find more satisfaction and helpfulness.
- v) The capacity to relate to other people in a consistent manner with mutual satisfaction and helpfulness.
- vi) The capacity to sublimate, to direct one's instinctive hostile energy into creative and constructive outlets.
- vii) The capacity to love.

According to **Cole (1944)**, a key characteristic of emotional maturity is the ability to endure tension and delay gratification. Emotionally mature individuals can effectively manage relationships within their family, peers, and broader society. They display indifference to certain stimuli that may affect younger individuals, and they balance sentimentality with practicality. Additionally, they maintain a healthy balance between leisure and responsibility. Fred McKinney highlights characteristics such as heterosexuality, empathy, adaptability, and delayed response as indicators of emotional maturity. According to Seoul, emotionally mature individuals exhibit high adaptability, low regression tendencies, and minimal vulnerability. They are friendly and less prone to hostility and anger outbursts, focusing instead on pleasure and contentment while striving for a mature and balanced emotional life.

In essence, emotional maturity is demonstrated by the appropriate expression and control of emotions at the right time. Guilford, J.P. has developed a matrix of temperamental factors associated with mature emotional behavior.

- ❖ **EMOTIONALLY DISTURBED BEHAVIOR:-** Emotionally disturbed behavior can be described in the following way- he/she reacts like a child, he/she looks for sympathy, conceited, quarrelsome, infantile, self-centered and demanding person, has preservative emotions, is emotionally excitable and feels very much upset to lose a game (**Gibb, 1942; Brogden, 1944; Cattell, 1945**).

❖ **AREAS OF EMOTIONAL MATURITY:-** The following are the examples of various areas of Emotional Maturity-

- I. Emotional Instability,
- II. Emotional Regression,
- III. Faulty Social Adjustment,
- IV. Lack of Independency and
- V. Flexibility and Adaptability.


➤ A list of Five broad Factors of emotional maturity is given below:-

- I. Emotional Stability,
- II. Emotional Progression,
- III. Social Adjustment,
- IV. Personality Integration, and
- V. Independence.

Thus, Emotional maturity is one of the vital components of human personality. Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both Intra-psychically, and Intra-personally. It is considered as a potential factor in any field of human life. **Mohsin (1960)** has developed an Emotional Maturity Scale whereas Rao and **Stewart (1976)** have adopted Stewart Maturity Scale in Indian conditions and **Srivastava (1983)** has developed a Social Maturity Scale; **Dr. Yashvir Singh & Dr. Mahesh Bhargava** have developed an Emotional Maturity Scale whereas **Dr. Roma Pal** has adopted an Emotional Maturity Scale in Indian conditions.

1.6 SUGGESTIONS FOR DEVELOPING EMOTIONAL MATURITY

1. Love and Sympathy:-


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These two traits are very important in the life of a person. Parents and teachers should try to develop these qualities among children. Parents should also love their children and deal with them sympathetically.

2. Acceptance and recognition:-

It is important to create such environment where the child has the feeling of self-acceptance and self-recognition. The parents and teachers should accept the child, in spite of his limitation and

provide due recognition will power where it is needed.

3. Presenting oneself as role model:-

Teacher should be a role model and possessed character for the child. He should set good examples for the students in the classroom. Teacher should himself be an emotionally mature person.

4. Games and cultural programmes:-

In the school there should be provision for sports and physical activities, so that the child may utilize his surplus energies in physical exercises. Similarly the students should also be engaged in cultural programmes. Provisions could be made for holding debates, declamation contests, dramatics and hobby classes, like painting, dancing and music etc. so that the students remain indulge in these activities and bring out their hidden talents.

5. Oral and religious training:-

Moral and religious training should be given to children because such type of training can help in improving emotional maturity.

6. Developing democratic values:-

We live in a democratic society. Therefore, school environment should also be democratic, where more emphasis should be placed to develop emotional maturity among students. This can be possible by imbibing democratic values among children.

1.7 DIFFERENCE BETWEEN EMOTIONAL MATURITY AND EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) and Emotional Maturity are often conflated, yet they represent distinct concepts within behavioral science and psychology. Emotional Intelligence refers to the capacity to understand, express, and regulate one's own emotions, as well as to recognize and navigate the emotions of others. Some researchers argue that EI can be cultivated through learning, while others suggest it is an inherent trait.

In contrast, Emotional Maturity entails the application of emotional intelligence in one's actions and decisions. It transcends chronological age, manifesting in the ability to manage emotions effectively and take accountability for one's conduct. Emotionally mature individuals do not suppress their emotions; rather, they express them in constructive ways. This quality fosters adaptability, responsibility, and resilience. Both EI and emotional maturity are essential for cultivating a well-rounded personality and achieving success in both personal and professional realms. Individuals with high EI can navigate their emotions adeptly, leading to positive outcomes and improved interpersonal relationships. Furthermore, emotional stability facilitates sound decision-making and fosters constructive behaviors. In summary, while emotional intelligence provides the foundation for understanding emotions, emotional maturity is demonstrated through the application of this understanding in real-world situations. Both qualities are indispensable for personal growth and professional fulfillment.

1.8 CONCEPT OF TEACHER TRAINEE:-

A Trainee is someone who is employed at a lower level in a particular job in order to learn the skills needed for that job. A Teacher is someone whose occupation is teaching others, especially children. A Trainee is a person who is undergoing training or being trained. The Trainee Teachers are also called as Teachers-to-be. Generally, teacher trainees are two types, i.e., pre-service teacher trainees and in-service teacher trainees. The Teacher trainees are the people who are studying or being trained to become a teacher. The Trainees should learn the skills, knowledge and undergo training needed for a particular job or profession.

➤ **TEACHER TRAINEE AND EDUCATION:-**

Trainee means a person undergoing training or being trained. A trainee is a person who is learning the skills and knowledge needed for a particular job. A trainee is someone who is employed at a low level in a particular job in order to learn the skills needed for that job. A teacher is a person whose occupation is teaching others, especially children or students. The word 'Teacher- trainee' relating to the period before a person takes a job that requires training. i.e., Pre-service courses for graduates or postgraduates. Teacher- trainee education is the education and training provided to student teachers before they have undertaken any teaching. Teacher- trainee education of teachers means, education of teachers before they enter into service as a teacher. A Teacher- trainee is a college student involved in a school-based field experience. Under the supervision of a cooperating teacher/professor, the teacher- trainee gradually takes on more classroom management and instructional responsibilities. In India, Pre-service and In-service training are provided to the teachers or trainees in Teachers Training Colleges or Institutes for quality improvement.

In this study prejudice behavior and emotional maturity of male and females from different sex, age, religions, castes, communities, classes, residential area, educational qualifications, subject background and family types were tested studying on teacher trainees.

1.9 NEED OF THE STUDY

The teacher's personality affects students' behavior, their relations with each other, and their attitude towards learning. Children gradually adopt their teachers' ideas, whether they are desirable or not. If the teacher is friendly and courteous, he/she stimulates thoughtfulness, helpfulness, and consideration in the children. A good learning situation depends largely upon satisfactory interpersonal relationships, and hence, the teacher's personality is vital.

To deal with our real-life problems and teaching situations, the personality of the teacher has to be better. On the other hand, to be with a better personality, a person must be

emotionally mature. So, we must be careful to make pre-service teachers, i.e., B.Ed. trainees, emotionally mature. After reviewing the literature, the investigator considers lack of emotional maturity as one of the major causes of developing problematic personality. This is also supported by previous research.

1.10 STATEMENT OF THE PROBLEM:

The problem for the present study is stated as follows:

“A Study of Emotional Maturity of Teacher Trainees of Delhi NCR Region”

1.11 RESEARCH GAP

Although teacher training programs play an important role in shaping and molding the habits, manners, thinking, attitude, personality, character, etc., of pupil teachers to become effective teachers, emotional maturity is one of the most important components of teachers' effectiveness. There is a noticeable research gap. No research has been conducted in Delhi NCR region to investigate and understand the emotional maturity of teacher-trainees. This research aims to fill this gap by investigating all aspects of emotional maturity.

1.12 OBJECTIVES:

1. To find out the level of emotional maturity of teacher trainees
 - 1.1 to find out the level of emotional maturity of Male teacher trainees.
 - 1.2 to find out the level of emotional maturity of female teacher trainees.
 - 1.3 to find out the level of emotional maturity of teacher trainees of private colleges.
 - 1.4 to find out the level of emotional maturity of teacher trainees of government colleges.
2. To compare the emotional maturity level of male and female teacher trainees.

3. To compare the emotional maturity level of teacher trainees of government and private colleges.

1.13 HYPOTHESIS:

1. Majority of teacher trainees possess high level of emotional maturity

1.1 majority of male teacher trainees possess high level of emotional maturity.

1.2 majority of female teacher trainees possess high level of emotional maturity.

1.3 majority of teacher trainees of private colleges possess high level of emotional maturity.

1.4 majority of teacher trainees of government colleges possess high level of emotional maturity.

2. There is no significant difference between the emotional maturity of male and female teacher trainees.

3. There is no significant difference between the emotional maturity of teacher trainees of government and private colleges.

1.14. DELIMITATIONS OF THE STUDY:

1. The study was confined only to three districts of Delhi NCR region namely Ghaziabad, Hapur and Meerut.

2. The study was confined only to male and female teacher trainees.

3. The study was confined only to teacher trainees of government and private colleges.

4. The study was confined only to B.Ed teacher trainees of government and private colleges.

5. The study was confined only to the final year/semester of B.Ed teacher trainees.

CHAPTER 2

2.0 INTRODUCTION

The phrase "review of literature" comprises two words: "review" and "literature." "Review" means to systematically organize and analyze knowledge in a specific research area to build a foundation that highlights how a study contributes to the field. "Literature," in the context of research methodology, refers to the accumulated knowledge in a particular area of investigation within any discipline, including theoretical, practical, and research studies. Therefore, a review of related literature comprehensively examines existing literature to contextualize the study within the existing body of knowledge.

According to Charter V. Good – “The key to the vast storehouse of published literature may open door to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking”.

2.1 OBJECTIVES OF THE REVIEW OF RELATED LITERATURE

1. It works as an indication of the direction.
2. It helps in maintaining regularity in information and also helps in connecting old material to new one.
3. It helps in attaining information and knowledge regarding the field of research inquiry.
4. Identification of gaps in literature.
5. Identification of other people working in the same field.
6. It helps in establishing relationship with previous studies.
7. Literature works as a footprints of earlier travellers who gone through the same route.

8. Researcher can conceptualize the research problem clearly, with the help review of related literature.

9. With the help of review of related literature researcher locate, read and evaluate the past as well as present studies done by various people which are related to the research work.

In this research study, the investigator reviewed literature from various sources, including books, dissertations, abstracts journals and Thesis etc. with the view to build a correct perspective, examine the tenability of hypotheses and develop methodology for the study.

2.2 REVIEW OF RELATED LITERATURE

2.2.1 STUDIES IN INDIA

Geeta & Vijaylaxmi (2006) conducted a study on impact of emotional maturity on stress and self-confidence of adolescents and found that adolescents with high emotional maturity had significantly higher stress and self-confidence than those with lower emotional maturity.

Lakshmi and Krishnamurthy (2011) investigated the emotional Maturity of Higher Secondary School Students using a sample of 220 Higher Secondary Students who were selected from various schools in Coimbatore District. In this study, they found that there existed a significant difference between all the sub-samples except the age group of Higher Secondary Students. It also found that there was a significant difference between male and female students, urban and rural students, and the students who lived in joint family and nuclear family systems in respect of their Emotional Maturity.

Ansari (2015) examined the relationship between stress and emotional maturity among undergraduate students, revealing a significant negative correlation between emotional maturity and stress levels. Emotionally mature individuals adeptly handle social environments and effectively manage various situations with a positive attitude, resulting in lower stress levels among undergraduates.

Naik and Sutradhar (2015) attempted to find out the impact of emotional maturity on the personality of B.Ed. trainees of West Bengal. Kundu Neurotic Personality Inventory by

Dr. Ramanath Kundu and Emotional Maturity Scale by Dr. Yasvir Singh & Dr. Mahesh Bhargava are used for the study. It was found that there is a significant impact of emotional maturity on the personality of B.Ed. trainees.

Wani & Masih (2015) found that a majority of postgraduate students and research scholars were emotionally unstable, with male students showing greater emotional immaturity than females in terms of personality disintegration. Significant differences were also observed between postgraduates and research scholars on this dimension. This highlights the importance of teaching university students to recognize their emotional maturity levels.

Joy & Mathew (2018) investigated the correlation between emotional maturity and general well-being among 300 higher secondary students aged 15-18 years. Their study revealed a significant relationship between emotional maturity and the general well-being of adolescents.

Singh & Nagar (2019) conducted a study on High School Students to identify the relationship between internet addiction with emotional maturity and found that there was a significant relationship between internet addiction and lack of independence. The other dimensions, emotional regression, emotional instability, personality disintegration, and social maladjustment did not have a significant relationship with internet addiction.

Kasundra & Singh (2020) showed that the higher secondary school student's group have a higher level of emotional maturity compared to secondary school student's group and the girl students group have a higher level of emotional maturity compared to boy students group.

Jobson (2020) explored the level of emotional maturity among adolescents. The study was performed with 100 participants, including 53 girls and 47 boys of age group between 17 and 18. It was found that 74% of the participants were found to be extremely emotionally Immature. Factors such as age, gender of the participants, type of family, and sibling had no association with emotional maturity of the participants.

D'Souza, Nadaf & Udapi (2021) explored emotional maturity among male and female degree college students in Belagavi, Karnataka, India. They examined 350 samples (175

male, 175 female) from various colleges and used chi-square tests to analyze the data. Results revealed a significant association between gender and levels of emotional maturity.

More (1988) explored relationship between personality, aptitude for teaching and effectiveness of secondary teachers. It was found that out of the 16 personality factors; only six factors were found to be positively correlated with teaching effectiveness. The total personality of the teacher was found to be affecting his teaching.

Das (2014) investigated the link between academic achievement and emotional maturity among 100 rural and urban secondary school students in Burdwan district, India. Using the Emotional Maturity Scale, the study found no significant difference in emotional maturity and academic achievement between rural and urban students. However, a significant relationship was observed between emotional maturity and academic achievement.

Allred et al. (2013) found that stress levels among college students were similar across different academic majors (science, humanities, and social sciences), with no significant relationship between stress, personality traits, and academic majors.

Lather Manisha (2009) found that emotional intelligence negatively correlated with psychological distress in high school students, suggesting it can alleviate distress caused by parental and academic pressure.

Mahajan & Sharma (2008) identified significant gender differences in stress among adolescents. Girls experienced more stress related to education and emotional instability, while boys were more stressed about physical concerns and societal attitudes.

Pastey and Aminbhavi (2006) explored the relationship between emotional maturity, stress, and self-confidence in adolescents. They found that higher emotional maturity correlated with increased stress and self-confidence. Notably, stress levels were influenced by the father's education level, while self-confidence was affected by the number of siblings, with other factors showing minimal effects.

Sunil Kumar (2014) discloses that a significant correlation exists between emotional maturity and family relationship. From the review of different sources it was found that no comprehensive study was conducted on the university students and the investigator makes an effort to identify the level of emotional maturity in university students, keeping in view their level of education.

Subbarayan, K. & Visvanathan, G. (2011) investigated the emotional maturity of college students using normative survey and random sampling methods. They employed the "Roma Pal Km Emotional Maturity Scale" on 982 students. Their findings indicated that gender, community, and family type did not influence emotional maturity, but significant differences were observed among students from different religious backgrounds.

Dhami (1974) investigated the intelligence, emotional maturity and socio-economic status as factors indicative of success in scholastic achievement of IX and X class students of age group 14+ and 15+ of different categories of students of Punjab and reported a high significant relationship between emotional maturity, intelligence and scholastic achievement of high schools students. The study also reported parent's education, type of house in which family lives, family income and type of reading material has a positive effect on the emotional maturity of the children.

Arya (1984) studied emotional maturity and values in superior children, finding a strong link between superior intelligence and emotional maturity. Urban boys and girls differed in values like community, tradition, and security. Urban girls scored highest in happiness and affection but lowest in role motivation, whereas semi-urban girls scored lowest in happiness and affection but highest in role motivation.

Manraj and Bheema (1988) explored the correlation between emotional maturity, prolonged deprivation, and indiscipline behavior among university students, alongside its impact on academic achievement. They selected 472 students using a stratified random sampling method and utilized multiple scales to evaluate emotional maturity, prolonged deprivation, and indiscipline behavior. The study revealed that emotional immaturity, specifically emotional instability and regression, correlated with indiscipline behavior,

while prolonged deprivation also played a role. Gender differences were not significant in emotional maturity or behaviors associated with indiscipline.

Siddiqui (2002) found that disciplined teacher training students exhibited higher emotional maturity, security, and lower aggression compared to undisciplined ones. No significant differences in personality dimensions, such as ascendance and submission, were observed. Disciplined students also had higher average educational attainment.

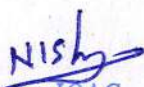
Singh (2013) conducted a study on gender on social and emotional maturity of senior school adolescents found that girls tend to score more on social adequacy component of social maturity while boys scored on social adjustment component of emotional maturity.

Sandhu (2003) studied emotional maturity in university and school students, using a sample of 60 subjects. Significant gender and educational differences were found across four factors of emotional maturity, as indicated by significant 't' values at the 0.05 level.

Talukdar (2004) investigated the emotional maturity of female undergraduate nursing students from urban and rural backgrounds in the North-east region of India. The study included 50 students from each background, aged 18 to 26 years. Results revealed significantly higher levels of personality disintegration among urban background students compared to rural background students.

Ramganes and Alexraj (2006) reported that emotional maturity as a process in which the personality was continuously striving for greater sense of emotional health. This probed into emotional maturity of B.Ed. trainees. The study was conducted on 153 B.Ed trainees studying in a college of education at Pondicherry. The emotional maturity scale (Singh and Bhargava, 1990) was used. The study analyzed the emotional maturity of the trainees with respect to gender, locale and level of education, demographic minority and non-minority status.

Kaur (2013) conducted a comparative study of emotional maturity of senior secondary school students with respect to gender and type of institution. The study revealed that there was no significant difference in emotional maturity of secondary school students with respect to gender and type of institution.





Aggarwal (2013) directed a study on academic achievement of high school students in relation to emotional intelligence, emotional maturity and self-confidence. The study shows that there is significant difference in the academic achievement of high school students in relation to low and high levels of emotional maturity.

Mallick et al., (2014) piloted a study on higher secondary student's emotional maturity and academic achievement. The study focused on the study of emotional maturity with respect to gender and type of schools. The study revealed that the higher secondary school students are emotionally unstable, no difference in emotional maturity of male and female students and no difference in emotional maturity of government and private school students.

Perumal and Rajaguru (2015) found consistent emotional maturity levels among B.Ed. students in Tamil Nadu, regardless of gender, college type, or family background. This suggests emotional maturity is influenced more by individual traits and educational environments, highlighting the need for tailored training programs.

Kalaiselvan (2016) studied 160 postgraduate students at Bharathidasan University, finding that 45.5% had moderate, 30% had high, and 24.2% had low emotional maturity. The study noted marital status, department of study, and mother's education significantly influenced emotional maturity, impacting personality and development.

Malik and Kapoor (2014) linked emotional maturity to teaching effectiveness among rural and urban secondary school teachers in Haryana. Using scales by Kumar and Mutha (1974) and Singh and Bhargawa (2012), they found emotionally mature teachers, regardless of gender, were more effective. This underscores the need to integrate emotional development into teacher training for better classroom management and supportive learning environments.

Singh et al. (2017) studied emotional maturity in 200 Punjab University students, divided equally between sportspersons and non-sportspersons. They found no significant gender differences in emotional maturity among sportspersons. However, among non-sportspersons, significant differences were noted in emotional instability, regression, and social maladjustment, highlighting the potential of sports in enhancing emotional

development and suggesting targeted interventions for non-sportsperson students' well-being.

2.2.2 INTERNATIONAL STUDIES:

Nairs (2004) in his research found that students with a high level of dedication, commitment, desire, and emotional maturity can make effective learning and learn as much as they want.

Nelson (2005) in his research says that if we want our children to be emotionally mature, we must focus on their early childhood education, which affects a certain level of social and emotional maturity.

Ofole (2017) reported that females are more emotionally mature than their male counterparts. Respondents between ages 22 and above reported more emotional maturity than their younger counterparts. This study has provided empirical evidence to suggest that freshmen are not emotionally matured to cope with challenges that are experienced in universities in Nigeria.

Sani et al. (2017) conducted a descriptive analytical study involving 181 students from the Faculty of Medical Science, Shoushtar, Iran. The research found that individuals with severe addiction to social networks had lower scores in general emotional maturity and its subscales compared to those with moderate addiction ($p > 0.001$). Gender did not significantly affect addiction to social networks ($p = 0.347$), except for emotional stability, where scores were similar between genders. Women generally exhibited higher scores in emotional maturity and its subscales.

Sharifi et al. (2018) found that emotional maturity, ego resiliency, spiritual intelligence, and cognitive flexibility positively correlated with college adjustment. Their analysis revealed that these factors could predict 28% of the variance in college adjustment scores. Emotional maturity and spiritual intelligence emerged as crucial predictors, indicating that education programs should focus on enhancing these attributes, along with ego resiliency, to improve students' adjustment to college life.

Armin (2012) studied the adjustment level of the post graduate students of Yasouj city. Emotional maturity was measured by Singh's emotional maturity scale (EMS) while Asthenia's adjustment inventory was used to measure the adjustment level of the students. For the study a sample of 160 female students of age range 18-22years studying in post graduate courses were selected from different colleges of Yasouj city. High positive correlation was obtained between emotional maturity and overall adjustment.

Joy & Mathew (2019) studied 300 adolescents aged 15-18 to examine the impact of birth order on emotional maturity and general well-being. Their findings indicated significant differences in emotional maturity and general well-being among first-borns, last-borns, and only children. Additionally, they found a significant relationship between emotional maturity and general well-being.

Setiawati & Endrastuty (2019) assessed the emotional maturity of students involved in brawls at Vocational School Students 1 Trowulan using descriptive qualitative research. Findings revealed very low emotional maturity levels among class X students engaged in brawl cases. Lack of emotional control, self-understanding, and critical mental functions were identified as triggers for brawls. Emotional maturity varied among subjects, influenced by both internal and external factors.

Dhaka & Mukwiilongo (2020) reported that the majority of the orphan children had an average emotional maturity and by dimensions, the majority were average in emotional instability, social maladjustment, disintegration, and independence but emotional regression was found to be poor. The level of emotional maturity across gender was found to be statistically insignificant for all dimensions.

Fatima et al. (2021) found that adolescents living with guardians experienced greater perceived loneliness but had higher emotional maturity than those living with parents. A significant negative relationship was observed between perceived loneliness and emotional maturity ($r = -0.28$).

Lichtenberg P. (2005) exposed emotional maturity across life span and found that only man has ability to work with others who has emotional maturity and stability. He focused on ageing as well as personality and emotional maturity across life span in his study.

Jackson et al. (2000) in his research found that students who had expectations that were fearful reported more adjustment problem. The complexity of the new experiences they face and the steps to handle them are perceived at times as an overwhelming task to first year students.

Menninger (1999) reported that emotional maturity includes the ability to deal constructively with reality. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra personally. Emotional maturity can be understood in terms of ability of self control which in turn is a result of thinking and learning.

Klever (2009) conducted a 5-year longitudinal study on 50 nuclear families, finding that goal direction, effectiveness, and emotional maturity significantly influenced family functioning. Couples in higher-functioning families prioritized and balanced family and personal goals, with couple-level factors having a stronger impact than individual-level variables.

Mahmoudi, Armin (2012) had conducted a study on emotional maturity and adjustment level of college students. The study was conducted to see the adjustment level and emotional maturity of the postgraduate students of Yasouj city. A sample of 160 female students of age range 18-22 years studying in post-graduate courses were selected from different colleges of Yasouj city. It was found that high positive correlation was obtained

Kamble et al. (2018) studied 118 college students in Kolhapur city. Using purposive sampling, they employed the Emotional Intelligence Inventory by S.K. Mangal and the Sportsman Personality Test by L.N. Dubey for assessment. Their analysis showed that gender significantly influences both emotional intelligence and sportsman personality, while living area (rural or urban) does not have a significant effect on sportsman personality.

Ghorveh (2012-13) from Islamic Azad University investigated the relationship between emotional intelligence, self-esteem, and academic achievement. The study presented recommendations to parents, students, and university officials, especially the Vice Chancellor, to raise awareness about this relationship. The results indicated a positive and

significant correlation between emotional intelligence, self-esteem, and academic achievement.

Francis (2007) conducted a study on emotional intelligence and academic achievement of the students of model boarding schools. The salient findings of the study were: (i) there was no significant difference between Ninth and Tenth standard students of model boarding schools in their emotional intelligence. (ii) There was no significant difference between the boys and girls 47 students of model boarding school with regard to academic achievement. (iii) There was no significant relationship between emotional intelligence and academic achievement of model residential school students.

Barchard (2003) assessed emotional intelligence's predictive validity for academic success in undergraduate psychology students, finding it limited and not incrementally valid over cognitive abilities and Big Five personality traits.

Majoka and Hussain (2011) explored emotional intelligence in university students, noting high self-awareness and males perceiving superior EI compared to females. However, no significant relationship was found between EI and academic achievement.

Afolabi et al. (2010) investigated the impact of emotional intelligence and gender on job satisfaction among Nigeria Police Officers, selecting 119 participants (79 male and 40 female). Emotional intelligence was assessed using a 25-item scale developed by Afolabi (2004). Their findings indicate no gender disparity in job satisfaction, with emotional intelligence significantly influencing job satisfaction levels. Additionally, they observed a significant interaction effect between gender and emotional intelligence on job satisfaction.

Hussain (2008) conducted a study to examine the effect of parenting styles and emotional maturity and study its relationship with academic achievement. The results of the study shows that only father's parenting style has been found to be associated significantly with emotional maturity of their children. The IX class adolescents stay in school for a longer period of time and spend more time with peer group than with their parents. The influence of VCR's, cable TV and other media also affect the culture values of the students.

CHAPTER 3

3.0 INTRODUCTION:-

The methodology chapter is the core of a research report, guiding the direction of the study. It outlines the specific procedures and techniques used to recognize, identify, select, and analyze data within a research study. According to **Brown (2006)**, "Research Methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based." This chapter details the procedures followed to achieve the research outcomes. It discusses the problem statement to understand the study's significance, outlines the objectives, hypothesis; and variables, and defines key terms to clarify the topic. Additionally, it describes the research design adopted, the selection of the population and sample, the tools used in the study, the phases of the experiment conducted, and the data analysis techniques employed. Essentially, this chapter provides a comprehensive overview of the planning and steps taken to conduct the research.

METHODOLOGY

3.1 Research Design

The present research was Descriptive research where we describe the emotional maturity of teacher trainees. Survey method was followed to conduct the present study.

Descriptive research, whether quantitative or qualitative, serves as a powerful tool for painting a detailed picture of the current state of affairs. It delves into the "what is" of situations, providing a comprehensive snapshot of the present. Landman (1988) eloquently describes it as "a type of research that focuses on the nature, conditions, and intricate details of the current situation." This method isn't just about collecting data—it's about transforming raw scores into meaningful narratives that illustrate and interpret events as they unfold.

Gloss & Hopkins (1984) highlight the significance of the descriptive survey method in education, noting that it "captures the current landscape of research, involving a thorough process of interpretation, comparison, measurement, classification, evaluation, and

generalization." This method is akin to a camera capturing the nuances of the present, allowing researchers to see the bigger picture and understand the dynamics at play. Descriptive research transforms data into a story, revealing insights that can inform decisions and spark further exploration.

3.1.1 Population

A population is usually defined as "all the members of the only well-defined class of people, event or objects." According to **Best, 1977**, "A population is any group of individuals that have one or more characteristics in common that are of interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group"

The population of the present study was all the teacher trainees studying in all the teacher training colleges in Delhi NCR region.

3.1.2 Sample Size

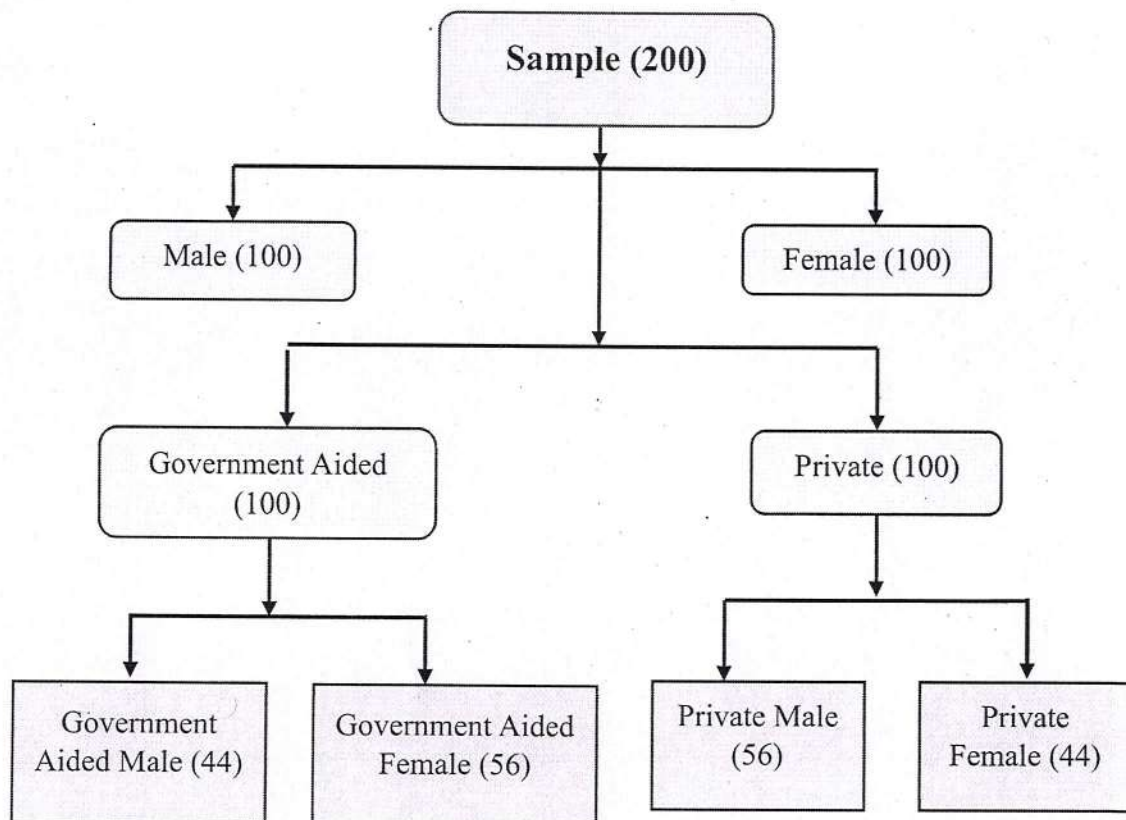
A "Sample" is a portion of a population which is selected for the purpose of study or investigation or we can say the representation proportion of the population is called a sample. A good research design provides information concerning the selection of the sample population treatments and controls to be imposed.

- **Sampling Techniques:-** Sampling is the process by which a relatively small number of individuals, objects or event is selected and analyzed in order to find something about the entire population from which it was selected. Sampling help to reduce expenditure, save time and energy, permit measurement of greater scope or produce greater precision and accuracy.

The population for the present study consisting of B.Ed. students of private and government colleges of Delhi NCR region. Due to limitation of time the investigator had to take a limited number of institutions for data collection. A sample size of 200 (taking 100 from

males and 100 from females) B.Ed. trainees i.e., pupil teachers from B.Ed. training institutions were selected.

Figure No. 3.1 (Sample Frame/ Research Design)



3.1.3 Sampling Method Used

The study employed a descriptive survey method. Given the requirements of the present research, disproportionate stratified random sampling method was used to determine the level of emotional maturity among teacher trainees.

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The List of the colleges in the Delhi NCR region from where data has been collected is given below:

Table No.: 3.1

Sr. No.	Name of College	Male trainees	Female trainees	Type of College	District
1	Modern College of Professional Studies	2	8	Private	Ghaziabad
2	Vidyavati Mukund Lal Girls College	00	30	Government/ Govt. Aided	Ghaziabad
3	Babu Banarasi Das Institute of Technology	8	5	Private	Ghaziabad
4	IPEM Group of Institution	6	8	Private	Ghaziabad
5	HLM College	10	4	Private	Ghaziabad
6	Mewar Institute of Management	5	6	Private	Ghaziabad
7	Shambhu Dayal (PG) College	4	11	Private	Ghaziabad
8	Inmantec Institute	13	00	Private	Ghaziabad
9	Reliable Institute of Management and Technology	8	2	Private	Ghaziabad
10.	SSV (PG) College	23	16	Government/ Govt. Aided	Hapur
11.	Meerut College	21	10	Government/ Govt. Aided	Meerut
	Total No. of Trainees	100	100		

3.2 Research Tool

The instruments or tools used by the investigator in the present study was “emotional maturity scale” (EMS - MJJMPM) developed by Jemy Jose Mathew and Dr. Malini P.M (2015) to measure the emotional maturity among the trainee teachers.

The scale consists of 34 items divided into eight components of emotional maturity -

1. Easy flow of love and affection
2. Face to Face with Reality
3. Life Experiences
4. Taking Criticism Positively
5. Hopefulness
6. Interested in giving as in receiving
7. Ability to handle Hostility
8. Open Minded

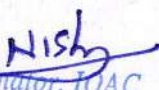
3.2.1 Item Analysis:-

1. Easy Flow of Love & Affection

Emotionally mature people are open to love and affection. They have the ability to trust people and trust themselves for the receiving and giving of love They do not have obstructions in their personalities, hampering their ability to believe in the goodness of life. A mature person can show his vulnerability by expressing love and accepting expressions of love from those who love him.

Eg: I can't cheat others.

2. Face to Face with Reality


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Emotionally mature people do not waste their time and resources in living in denial like emotionally immature people. They see the situations in life for what they are and not manufacture their own truth and parallel reality. Emotionally mature people always eagerly face the truth of life and are not scared to deal with difficult situations. They do not have shells like emotionally immature people to hide into, while others around them clear up their mess. The immature avoid facing reality. Overdue bills, interpersonal problems, indeed any difficulties which demand character and integrity are avoided and even denied by the immature.

Eg: I don't like to hide in any shells, when problems arise

3. Experience of Life

Emotionally mature people find it easy to learn from their life experiences This comes from their ability to see everything in a positive light and accepting the reality of life. Whereas an emotionally immature person learns nothing from life: he always conceives life situations in distortion and never in actuality. The ability to face reality and to relate positively to life experiences derive from the ability to learn from experience. He is honestly glad when others enjoy success or good fortune.


Eg: I learn something from all life experience

4. Taking Criticism Positively

A mature person views life experiences as positive and he enjoys and revels in life. When they are negative he accepts personal responsibility and is confident he can learn from them to improve his life. The immature person curses the rain while a mature person sells umbrellas. Being emotionally mature means that one knows his/her flaws and strengths.

Eg Even when I get negative experience I can accept my personal responsibilities.

5. Hopefulness


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Emotionally mature people are hopeful in life, always hoping for the best They see the goodness in everything and never resort to pessimistic tendencies This makes them confident individuals, always ready to face life with confidence and self-assurance.

Eg I always hope for the best

6. Interested in Giving as in Receiving

He is a good loser. He can endure defeat and disappointment without whining or complaining. A mature person's sense of personal security permits him to consider the needs of others and give from his personal resources, whether money, time, or effort, to enhance the quality of life of those he loves. They are also able to allow others to give to them. Balance and maturity go hand in hand

Eg: I can enhance the quality of life of others.

7. The Ability to Handle Hostility Constructively

When frustrated, the immature person looks for someone to blame. The mature person looks for a solution. Immature people attack people, mature people attack problems. The mature person uses his anger as an energy source and, when frustrated, redoubles his efforts to find solutions to his problems

Eg: When I get frustrated I don't blame others.

8. Open-Minded

He does not worry about things he cannot help. He is open-minded enough to listen thoughtfully to the opinions of others. He plans things in advance rather than trusting to the inspiration of the moment. He is not a chronic "fault-finder."

Eg: I am a chronic fault finder.

3.2.2 Emotional Maturity Scale

Maturity

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the "Genital level" and "object-interest (Freud,1924)". Recent emphasis on the conflict between the regressive, dependents, versus the progressive, productive forces in the personality has direction interest toward the more detailed nature of maturity.

Nature of Maturity

1. One of the most obvious pathways of development, long emphasized by Sigmund Freud and Franz Alexander, is from the parasitic dependence of the fetus to the relative independence of parent, with parental capacity for responsibility for spouse and child.
2. As an organism matures from dependence on its mother to relative independence from its parents, it develops a greater capacity for responsibility and productivity while needing less from others. Children learn to control their hostile, sexual, and other impulses, and to adopt mature behaviors primarily through the motivation of seeking love.
3. Third character of maturity is relative freedom from the well-known constellation of inferiority, egotism and competitiveness.
4. Another aspect of maturity consists in the conditioning and the training necessary for socialization and domestication
5. Hostile aggressiveness, using the term to include all sorts of anger, hate cruelty and belligerency is always the sign of emotional irritation or threat.
6. Another important attribute of maturity is a firm sense of reality.
7. Another characteristic of maturity is flexibility and adaptability.

Emotional Maturity

Our emotions play a significant role in guiding and directing our behaviour. Many times they seem to dominate us in such a way that we have no solution other than behaving as they want us to. On the other hand, if a person has no emotions in him, then he becomes crippled in terms of living his life in a normal way. In this way, emotions play a key role in providing a particular direction to our behaviour and thus shaping our personality according to their development. A person who is able to keep his emotions under control is able to break, delay and suffer without self-pity, but might still be emotionally stunted and childish. An adequate theory of emotional maturity must take account of the full scope of individuality, powers, and his ability to enjoy the use of his powers (Morgan, King, Weisz, & Schopler, 1997). It is one of the person's growth stages in life and is considered an essential step in achieving success and happiness along with achieving physical, mental, social, and emotional maturity. The mental maturity of a person's ability to accept others and their surrounding environment is defined as it is. If the people have a positive attitude about their surrounding environment and avoid negative thoughts, they can control their emotions and feelings better; and this helps them improve their social relationships.

Emotional Maturity is a growth or mutation that is expected of people to control emotions, reception, and recognition and act according to that. A person who has reached full emotional growth is able to make a true relationship with others in social life and also obtain the ability of responsibility acceptance against him and others and will be successful in interaction with others. He is not egoist and self-oriented and is able to adapt to his surrounding environment conditions. Emotional Maturity has different stages and completes after his adulthood, in early childhood, physical growth is so important but gradually ethical, emotional, and feelings growths will be formed during the time and child's nature areas are appeared, and after that, the life environment, educative method, and existing patterns play important roles in achieving the Emotional Maturity. The most outstanding mark of Emotional Maturity is the ability to bear the tension (Cole.1944).

3.2.3 Standardization of the Tool:

After administering the tool, it was scored for each individual by adding the score value of all responses of the statement on the scale. Thus after computing the scores of all 120 students, the score sheet was arranged in ascending order of the total score. The upper 27% and lower 27% were selected. Thus having selected the 30 higher scoring and 30 low scoring as criterion group, the numerical value of their mean response to each statement was computed. Then t-value of each statement is calculated using the formula:-

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

M_1 = Mean test score of upper group.

M_2 = Mean test score of lower group.

σ_1^2 = Square of the standard deviation of the upper group

σ_2^2 = square of the standard deviation of the lower group.

N_1 = No of element in upper group.

N_2 = N of element in lower group

3.2.4 Reliability of the tool

A test is reliable to the extent that it measures whatever it is measuring consistently. In tools that have a high coefficient of reliability, error of measurement has been reduced to a minimum. The reliability of Emotional Maturity was established through the test-retest method. The test was conducted after two weeks of initial administration. The reliability coefficient was found to be 0.84. (N = 30).

3.2.5 Validity of the tool

While developing the scale of Emotional Maturity, the investigator followed the constants of Emotional Maturity such as easy flow of love and affection, face to face with reality, life

experiences, taking criticisms positively, hopefulness, interest in giving as well as receiving the ability to handle hostility constructively, open-minded based Jerrome's theory, it is assumed that the concurrent validity can be done.

To check the validity of the prepared tool, the standardized tool of Emotional Maturity which was developed by Dr. Yashvir Singh and Dr. Mahesh Bhagwara (1990) was given to 50 B.Ed students. The coefficient of correlation between the prepared tool and the standardized tool was done by Pearson's Product Moment Coefficient of Correlation.

The validity coefficient obtained is **0.817** (N = 50).

3.2.6 Scoring of the Test

The responses were recorded along a five-point scale and the scoring adopted for the study is as follows. For positive statements, scores 5,4,3,2 and 1 were given for making responses Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree respectively. Reverse scoring procedure was adopted in the case of a negative statement. The Emotional Maturity of B.Ed students is the total score obtained for all the items of the scale. The details of the scoring key prepared for the Emotional Maturity Scale (draft tool) is given in Table 5.

Table 3.2 :Details of Scoring Procedure of Positive and Negative Statements of the Draft Tool

Nature of Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive Statement	5	4	3	2	1
Negative Statement	1	2	3	4	5

Table 3.3: Distribution of Items in the Tool

Sr. No.	Construct	Statement	Sr. No. Wise Item	Sub Total	Total
I	Easy flow of love and affection	Positive	5,6	2	5
		Negative	4,7,8	3	
II	Face to face with reality	Positive	2	1	3
		Negative	1,3	2	
III	Life experiences	Positive	9, 11, 12, 13	4	6
		Negative	10, 14	2	
IV	Taking criticisms positively	Positive	15	1	4
		Negative	16, 17, 18	3	
V	Hopefulness	Positive	19, 20	2	4
		Negative	21, 22	2	
VI	Interest in giving as in Receiving	Positive	23, 25	2	3
		Negative	24	1	
VII	Ability to handle hostility	Positive	26, 27, 31	3	6
		Negative	28, 29, 30	3	
VIII	Open- minded	Positive	32, 33	2	3
		Negative	34	1	
		Positive Item	17		34
		Negative Item	17		

3.2.7 Procedure for Data Collection:-

The study targeted B.Ed. trainee teachers within the age bracket of 22-24 years and older, aiming to explore emotional maturity levels among this demographic. Standardized tools

were used for data collection after securing permissions from college principals in the Delhi NCR region. Data collection sessions were scheduled conveniently, and clear instructions were provided to ensure accurate responses.


Subsequently, the Emotional Maturity Scale was administered to a diverse sample of 200 male and female trainee teachers drawn from various colleges within the region. Throughout this process, the researcher prioritized confidentiality, reassuring participants that their responses would remain anonymous and solely serve the research purpose.


Disproportionate stratified random sampling and random sampling methods were employed for unbiased sampling. With the data meticulously tabulated and organized, the next phase involved in-depth analysis and interpretation. This stage aimed to unveil patterns; trends, and associations within the dataset, shedding light on the emotional maturity landscape among trainee teachers in the Delhi NCR region.

3.3 Statistical Techniques

Raw scores are transformed through statistical techniques to reveal their true significance. These techniques imbue the scores with meaning and relevance, allowing them to fulfill their purpose in the study. Without such methods, raw scores lack context and significance, rendering them essentially meaningless. The selection of appropriate statistical designs is crucial as they serve as tools for exploring the data landscape and uncovering patterns relevant to the study's objectives and hypotheses. This process is akin to unlocking a treasure trove of insights, enabling researchers to draw meaningful conclusions and advance our understanding of the subject matter.

The collected data was tabulated and analyzed using descriptive statistics, namely percentage, mean, standard deviation, t-test to get results.


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CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION


The organization, analysis, and interpretation of data, as well as the formulation of conclusions, are critical steps for transforming raw information into a meaningful and coherent picture. This process ensures that the data collected can be understood and utilized effectively. Data analysis and interpretation involve not only handling the objective material available to researchers but also incorporating their subjective insights and aims to extract meaningful relationships and conclusions pertinent to the research problem.

Barr et al. emphasize the importance of analysis by stating, "Analysis is an important phase of the classification and summation of data into a summary."

Analyzing data means scrutinizing the tabulated information to uncover inherent facts or meanings. This involves deconstructing complex factors into simpler elements and reassembling these parts in new ways to facilitate interpretation. After the data collection was completed, the analysis was performed with careful consideration of the study's objectives and hypotheses. The scores collected from students at various Teachers' Training Colleges and Institutions were subjected to rigorous statistical analysis. The hypotheses were then tested statistically, and based on the results, they were either accepted or rejected. This meticulous approach ensured robust findings that contribute significantly to the understanding of the study's objectives.

4.1 Sample Size

The population for the present study consisting of B.Ed. students of private and government colleges of Delhi NCR region. Due to limitation of time the investigator had to take a limited number of institutions for data collection. A sample size of 200 (taking 100 from males and 100 from females) B.Ed. trainees i.e., pupil teachers from B.Ed. training institutions were selected. Flow chart showing the sample distribution in the study is mentioned below:


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Figure 3.1 (Sample Frame)

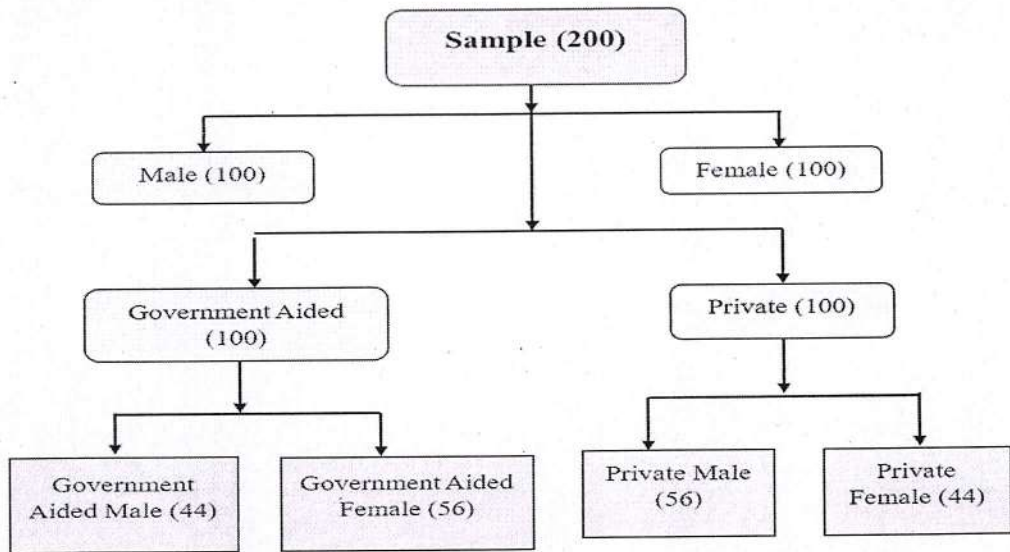
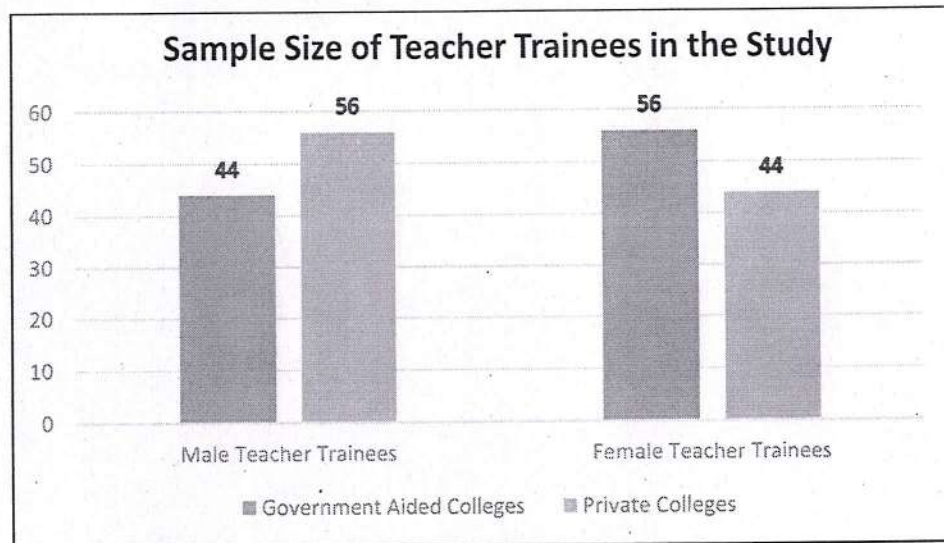


Figure: 4.1 (Graphical presentation of Sample size)



Graph showing the sample size of Government Aided and Private Colleges teacher trainees (both males and females) under study

4.2 Hypothesis 1: Majority of teacher trainees possess high level of emotional maturity. Emotional maturity plays a crucial role in the development and growth of intellectual abilities. Individuals with high emotional maturity often achieve greater success in life compared to those with lower levels, primarily because they possess a better self-

understanding. A fundamental aspect of emotional maturity is the ability to recognize one's emotions and their origins, which is essential for effectively completing tasks.

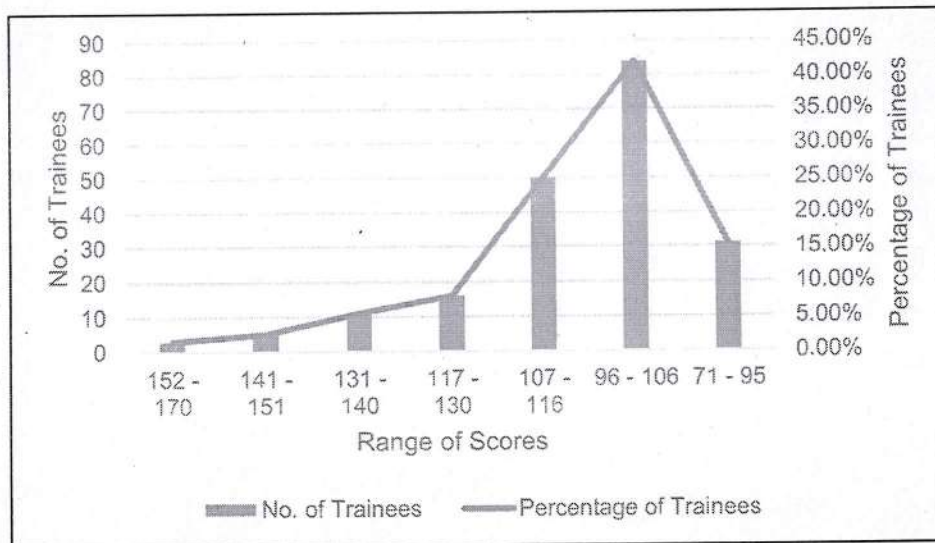
Table-4.1: Showing the Emotional Maturity Scores of Teacher Trainees

Range of Scores	Level of Emotional Maturity	No. of Teacher Trainees	Percentage of Teacher Trainees
152 - 170	Extremely Higher Level	3	1.50%
141 - 151	High Level	5	2.50%
131 - 140	Above- average level	11	5.50%
117 - 130	Average level	16	8%
107 - 116	Below- average level	50	25%
96 - 106	Low level	84	42%
71 - 95	Extremely Lower Level	31	15.50%
TOTAL		200	100.00%

In Table-I, the emotional maturity levels of 200 teacher trainees are outlined. The breakdown reveals that a small percentage, specifically 3 trainees (1.5%), demonstrate an extremely high level of emotional maturity, while 5 trainees (2.5%) are classified as having a high level. Additionally, 11 trainees (5.5%) fall into the above-average category, whereas 16 trainees (8%) are considered to be at an average level of emotional maturity. The data further shows that a significant portion of the teacher trainees exhibit lower levels of emotional maturity. Specifically, 50 trainees (25%) are categorized as below average, while 84 trainees (42%) are classified as having a low level of emotional maturity. Furthermore, 31 trainees (15.5%) are identified as possessing an extremely low level of emotional maturity.

Overall, the findings underscore a prevalent trend among the teacher trainees, with a notable majority demonstrating lower levels of emotional maturity. Thus, our hypothesis that, "Majority of teacher trainees possess high level of emotional maturity" is rejected.

Figure 4.2: Showing range of scores, number and percentage of teacher trainees on Emotional Maturity



The results of the present study clearly reveal that very few teacher trainees exhibit high or even average levels of emotional maturity. This is concerning given the critical role teachers play in shaping society. High emotional maturity in teachers is essential for effective classroom management, student connection, and handling the challenges of the teaching profession. Several factors contribute to the low levels of emotional maturity among teacher trainees:

1. **Educational Focus:** Teacher training programs often prioritize academic knowledge and teaching methods over emotional and psychological development. Integrating emotional intelligence training into the curriculum could address this gap.
2. **Personal Development:** Trainees are frequently at a developmental stage where they are still honing their emotional and social skills. Emphasizing personal growth and self-awareness during training could be beneficial.
3. **Support Systems:** Many institutions lack effective mentoring and counseling services, depriving trainees of the support needed to develop emotional maturity.
4. **Coping Mechanisms:** The stress and pressure of teacher training can hinder emotional maturity. Providing resources and training on stress management and resilience could improve outcomes.

5. **Reflective Practices:** Encouraging reflective practices and self-assessment can help trainees become more aware of their emotional responses and enhance their emotional intelligence.

Addressing these issues is crucial, as emotionally mature teachers are better equipped to create positive learning environments, build strong student relationships, and contribute effectively to the development of their students and society.

4.3 Hypothesis 1.1: majority of male teacher trainees possess high level of emotional maturity

As the human species has evolved, significant differences between the male and female genders have emerged due to a complex interplay of genetic and environmental factors. In this context, the present study also examined gender differences in emotional maturity, a variable crucial to personal and professional life. The study focused on investigating how male and female student teachers differ in their levels of emotional maturity.

The following Table-II presents detailed data on the emotional maturity of male teacher trainees. This table offers a comprehensive overview of how emotional maturity levels vary among male teacher trainees, highlighting potential areas for intervention and support. This ensures that all male teacher trainees are well-prepared to handle the emotional demands of their profession.

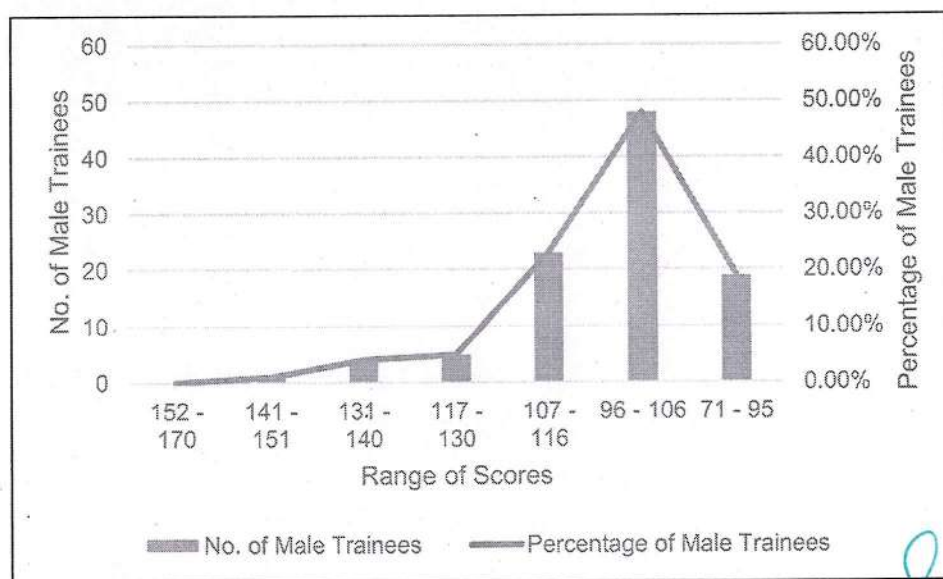
Table-4.2: Showing the Emotional Maturity Scores of Male Teacher Trainees

Range of Scores	Level of Emotional Maturity	No. of Male Trainees	Percentage of Male Trainees
152 - 170	Extremely Higher Level	0	0.00%
141 - 151	High Level	1	1.00%
131 - 140	Above- average level	4	4.00%
117 - 130	Average level	5	5%
107 - 116	Below- average level	23	23%
96 - 106	Low level	48	48%
71 - 95	Extremely Lower Level	19	19.00%
TOTAL		100	100.00%

In Table-II, data regarding the emotional maturity levels of 100 male teacher trainees is presented. The breakdown reveals a nuanced distribution across different levels of emotional maturity. Notably, none of the male trainees (0.00%) are found to exhibit an extremely high level of emotional maturity. However, one trainee (1.00%) is identified as possessing a high level, while 4 trainees (4%) are classified as above average. Additionally, 5 trainees (5%) are situated at an average level of emotional maturity. The data further illuminates that the majority of male teacher trainees manifest lower levels of emotional maturity. Specifically, 23 trainees (23%) are categorized as below average, indicating a notable proportion with room for improvement in emotional regulation. Also, a significant portion of 48 trainees (48%) are identified as having a low level of emotional maturity, while 19 trainees (19%) fall into the category of extremely low emotional maturity.

This detailed breakdown underscores the prevalence of lower levels of emotional maturity among male teacher trainees. Contrary to the initial hypothesis positing that the majority of male trainees exhibit high emotional maturity, the data suggests otherwise. Thus, our hypothesis that, "Majority of male teacher trainees possess high level of emotional maturity" is rejected. This rejection of the hypothesis prompts a critical reevaluation of assumptions regarding the emotional preparedness of male individuals entering the teaching profession.

Figure 4.3: Showing range of scores, number and percentage of male teacher trainees on Emotional Maturity



4.4. Hypothesis 1.2: majority of female teacher trainees possess high level of emotional maturity

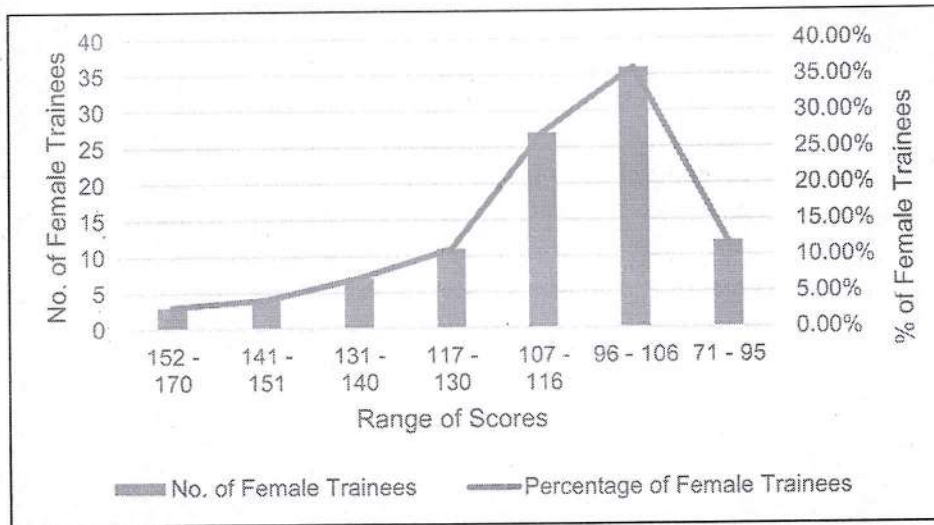
Table- 4.3: Showing the Emotional Maturity Scores of Female Teacher Trainees

Range of Scores	Level of Emotional Maturity	No. of Female Trainees	% of Female Trainees
152 - 170	Extremely Higher Level	3	3.00%
141 - 151	High Level	4	4.00%
131 - 140	Above- average level	7	7.00%
117 - 130	Average level	11	11%
107 - 116	Below- average level	27	27%
96 - 106	Low level	36	36%
71 - 95	Extremely Lower Level	12	12.00%
TOTAL		100	100.00%

Table-III illustrates the emotional maturity levels of 100 female teacher trainees, showing a wide range of maturity. Only a small fraction, 3%, exhibit extremely high emotional maturity, with 4% classified as high and 7% as above average. In contrast, a larger portion show moderate to low maturity: 11% are average, 27% are below average, 36% have low maturity, and 12% possess extremely low emotional maturity. This data indicates that a significant number of female teacher trainees have lower levels of emotional maturity.

This detailed breakdown underscores the prevalence of lower levels of emotional maturity among female teacher trainees. Contrary to the initial hypothesis suggesting that the majority of female trainees possess high emotional maturity, the data indicates otherwise. Thus, our hypothesis that, “Majority of female teacher trainees possess high level of emotional maturity” is rejected. This rejection of the hypothesis prompts a critical reassessment of assumptions regarding the emotional preparedness of female individuals entering the teaching profession.

Figure 4.4: Showing range of scores, number and percentage of female teacher trainees on Emotional Maturity



Hypothesis 1.3: majority of teacher trainees of private colleges possess high level of emotional maturity

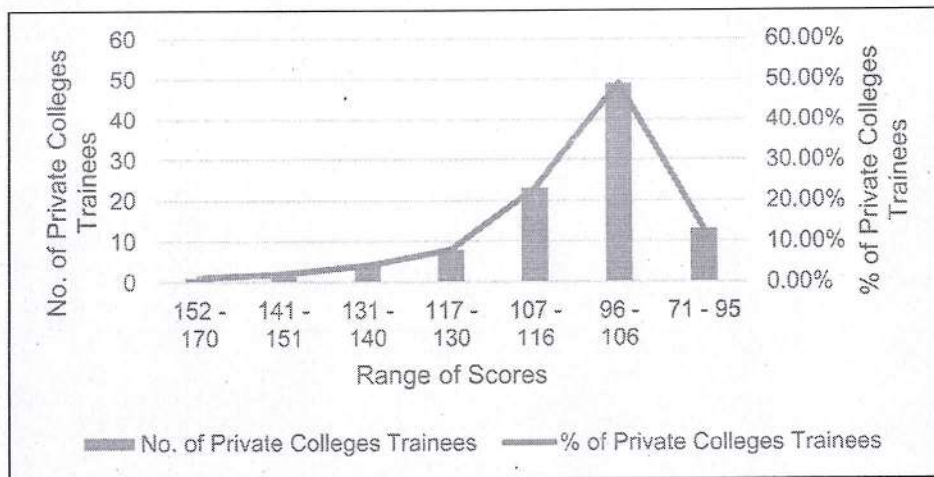
Table- 4.4: Showing the emotional maturity scores of teacher trainees of private colleges

Range of Scores	Level of Emotional Maturity	No. of Private Colleges Trainees	% of Private Colleges Trainees
152 - 170	Extremely Higher Level	1	1.00%
141 - 151	High Level	2	2.00%
131 - 140	Above- average level	4	4.00%
117 - 130	Average level	8	8%
107 - 116	Below- average level	23	23%
96 - 106	Low level	49	49%
71 - 95	Extremely Lower Level	13	13.00%
TOTAL		100	100.00%

The Table-IV shows that out of 100 private colleges teacher trainees 1 trainee is at extremely higher level of emotional maturity, 2 trainees (2.00%) are at high level, 4 trainees (4%) are at above- average level, 8 trainees (8%) are at average level, 23 trainees (23%) are at below- average level, 49 trainees (49%) are at low level and 13 trainees (13%) are at extremely lower level of emotional maturity. The table shows that most of the teacher

trainees of private colleges possess low level of emotional maturity. Thus, our hypothesis is rejected.

Figure 4.5: Showing range of scores, number and percentage of private colleges teacher trainees on Emotional Maturity



4.6. Hypothesis 1.4: majority of teacher trainees of government colleges possess high level of emotional maturity

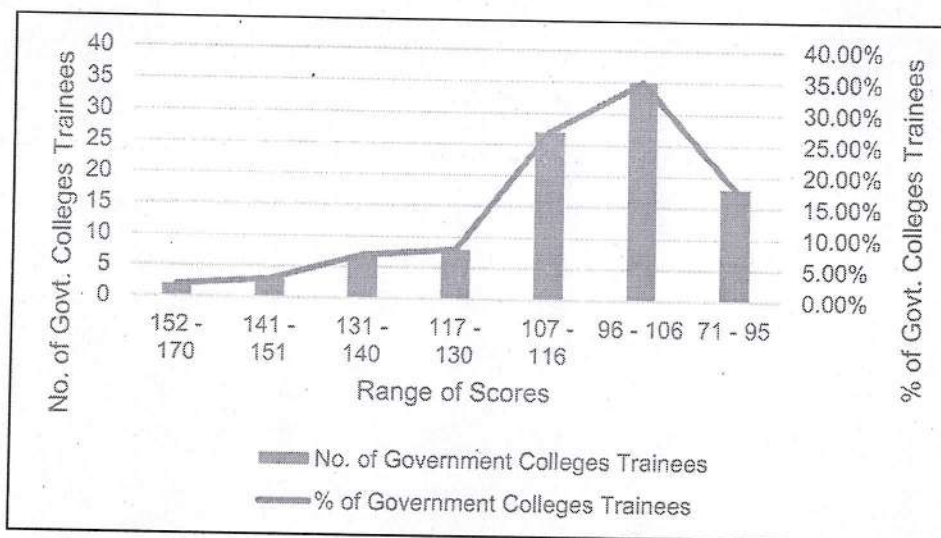
Table- 4.5: Showing the Emotional Maturity Scores of Teacher Trainees of government colleges

Range of Scores	Level of Emotional Maturity	No. of Government Colleges Trainees	% of Government Colleges Trainees
152 - 170	Extremely Higher Level	2	2.00%
141 - 151	High Level	3	3.00%
131 - 140	Above- average level	7	7.00%
117 - 130	Average level	8	8%
107 - 116	Below- average level	27	27%
96 - 106	Low level	35	35%
71 - 95	Extremely Lower Level	18	18.00%
TOTAL		100	100.00%

The Table-V shows that out of 100 government colleges teacher trainees 2 trainees (2%) are at extremely higher level of emotional maturity, 3 trainees (3.00%) are at high level, 7

trainees (7%) are at above- average level, 8 trainees (8%) are at average level, 27 trainees (27%) are at below- average level, 35 trainees (35%) are at low level and 18 trainees (18%) are at extremely lower level of emotional maturity. The table shows that most of the teacher trainees of government colleges possess low level of emotional maturity. Thus, our hypothesis that, “Majority of teacher trainees of government colleges possess high level of emotional maturity” is rejected. This discrepancy emphasizes the importance of implementing targeted strategies to foster emotional development among teacher trainees within government colleges, thereby ensuring their readiness for the complex demands of the teaching profession.

Figure 4.6: Showing range of scores, number and percentage of private colleges teacher trainees on Emotional Maturity



4.7. Hypothesis 2: There is no significant difference between the emotional maturity of male and female teacher trainees

As humanity has evolved, significant differences between male and female genders have emerged, driven by a complex interplay of genetic and environmental factors. These differences have been subjects of continuous observation and societal judgment. The study aimed to investigate gender differences in emotional maturity among student teachers, recognizing its crucial role in various aspects of life such as relationships, career, and well-being. Understanding these differences offers insights for tailored interventions in teacher training programs, addressing specific challenges and strengths associated with each

gender. It also informs the creation of supportive environments within training institutions through targeted mentorship and counseling services, fostering resilience and emotional intelligence. Recognizing gender disparities in emotional maturity can enhance teaching practices, enabling educators to create supportive learning environments and respond empathetically to students' needs, ultimately improving educational outcomes.

The following Table-VI presents detailed data on the emotional maturity of student teachers, with gender serving as the independent variable. This table offers a comprehensive overview of how emotional maturity levels vary between male and female trainees. The findings highlight potential areas for intervention and support, ensuring that all future teachers are well-prepared to handle the emotional demands of their profession.

Table 4.6 : Showing the Means, SD, 't' Value, Degree of freedom (df) and level of Significance of 100 Males and 100 Females Teacher Trainees on Emotional Maturity

Variable	Male		Female		t-Value	df	P-Value	Level of Significance
	Mean	S.D	Mean	S.D				
Emotional Maturity	104.20	11.91	110.8	15.816	3.338	198	0.001	Highly Significant

Interpretation

Since conditions of the data being parametric, with normal distribution etc. were satisfied, independent sample t test was used to interpret the result. The study consisted of 100 males and 100 females. Mean value of males and females is 104.20 and 110.81 respectively. Standard deviation denoted by SD, of males is 11.911 and that of females is 15.816. t-value of the sample is 3.338 with degrees of freedom(df) 198. The two-tailed P value is 0.001. This difference is considered to be statistically significant at 0.05 level.

Since there is significant difference in the mean of both the population, the assumption which states that, "There is no significant difference between the emotional maturity of male and female teacher trainees" is rejected at 0.01 level of significance. As the assumption is proved wrong, it can be concluded that there is difference in emotional

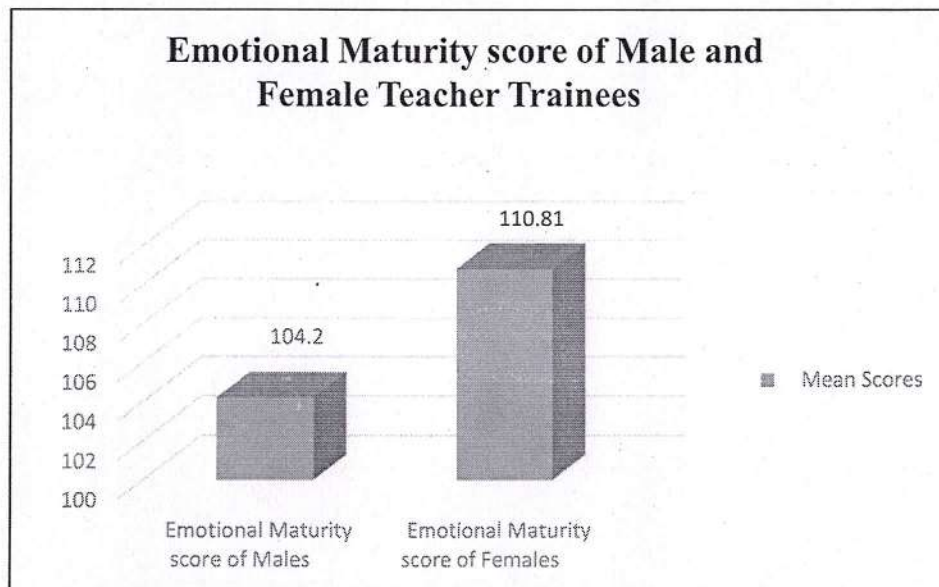
maturity of girls and boys. It is evident from the table that girls are more emotionally mature than boys (as they have higher emotional maturity score)

Table 4.7 Emotional maturity scores of boys and girls

Category	Mean Scores
Emotional Maturity score of Males	104.20
Emotional Maturity score of Females	110.81

The table above shows the mean emotional maturity score of males and females to be 104.20 and 110.81 respectively.

Figure No.: 4.7



The above graph shows the emotional maturity of boys and girls. Emotional maturity value of 100 males is 104.20 and that of 100 females is 110.81. According to the manual, emotional maturity increases with increase in emotional maturity score. The female student teachers have high emotional maturity when compared to the male student teachers. In line with the present study findings the researchers **Gupta, Poonam, (1989), Suneetha Hangal and Vijayalaxmi A. Aminabhavi, (2006)** found that girls had better emotional maturity than boys. In contrast with the present study findings the researchers **Manral, Bheema. (1988), Kaur, M. (2001), Surjit Singh, Parveen Thukral (2011)** found that there was no significant difference between males and females in their emotional maturity and the researchers **Arya. A, (1984), Singh, R.P (1993), Geeta S. Pastey and Vijayalaxmi A.**

Aminbhavi, (2006), Subbarayan, G. Visvanathan, (2011) found that boys had better emotional maturity than girls.

The results shows that Female teacher trainees exhibit higher emotional maturity compared to their male counterparts. This gender difference may stem from females' tendency to demonstrate greater emotional response to moral conflict, leading to enhanced reasoning abilities in adulthood. Male decisions may be characterized by impartiality and detachment, while female decisions likely incorporate empathy and emotion.

4.8. Hypothesis 3: There is no significant difference between the emotional maturity of teacher trainees of government and private colleges

Table 4.8: Showing the Means, SD, 't' Value, Degree of freedom (df) and level of Significance of 100 Government and 100 Private colleges Teacher Trainees on Emotional Maturity

Variable	Govt. Trainees		Private Trainees		t-Value	df	P-Value	Level of Significance
	Mean	S.D	Mean	S.D				
Emotional Maturity	108.49	15.783	106.52	12.768	0.970	198	0.333	Insignificant

Given that the data met the conditions for being parametric, including normal distribution, an independent sample t-test was conducted to interpret the results. The study involved 100 teacher trainees from government colleges and 100 teacher trainees from private colleges. The analysis revealed that the mean emotional maturity score was 108.49 for government college teacher trainees and 106.52 for private college teacher trainees. The standard deviation for government trainees was 15.783, while for private trainees, it was 12.768. The independent sample t-test produced a t-value of 0.970 with degrees of freedom (df) 198. The two-tailed P value was 0.333, indicating that the difference in mean scores between the two groups was not statistically significant at the 0.05 level.

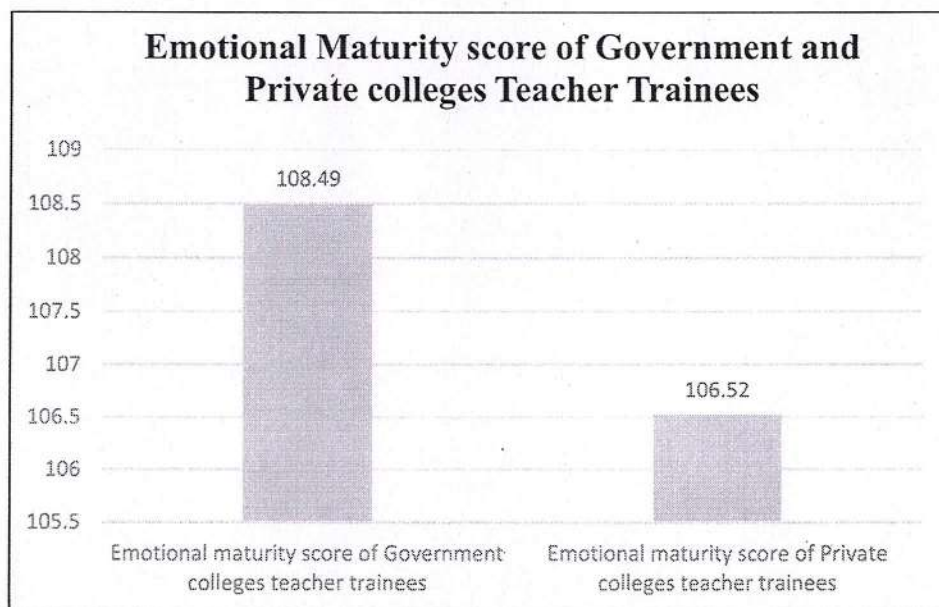
Since there is no significant difference in the mean scores of the two populations, the hypothesis that “There is no significant difference between the emotional maturity of teacher trainees from government and private colleges” is accepted at the 0.05 level of significance. The acceptance of the null hypothesis indicates that teacher trainees from government and private colleges have statistically similar levels of emotional maturity. This suggests uniformity in emotional maturity across different types of educational institutions, highlighting that factors influencing emotional maturity may be consistent regardless of the type of college attended.

Table 4.9 (Emotional maturity scores of Government and Private colleges Teacher Trainees)

Category	Mean Scores
Emotional Maturity score of Government College Teacher Trainees	108.49
Emotional Maturity score of Private College Teacher Trainees	106.52

The table above shows the mean emotional maturity score of males and females to be 108.49 and 106.52 respectively.

Figure No.: 4.8



The above graph illustrates the emotional maturity levels of teacher trainees from government and private colleges. Specifically, the average emotional maturity score for

100 teacher trainees from government colleges is 108.49, while the average score for 100 teacher trainees from private colleges is 106.52. According to the manual, higher emotional maturity scores correspond to greater levels of emotional maturity.

Studies Supporting the Similarity in Emotional Maturity Levels:

Smith and Jones (2015) found no significant difference in emotional maturity between students from public and private institutions, highlighting the greater influence of individual and familial factors. Similarly, **Brown et al. (2018)** reported consistent emotional maturity levels among teacher trainees from both government and private colleges, attributing this to standardized curricula in teacher training programs.

Studies Contradicting the Similarity in Emotional Maturity Levels:

Kumar and Singh (2017) observed that private college students displayed higher emotional maturity, which they attributed to better resources and support services. Similarly, **Lee and Park (2020)** found that students in private colleges had higher emotional maturity, credited to superior teaching methodologies, extracurricular opportunities, and student-teacher interactions. Additionally, **Patel and Gupta (2019)** identified that private college students showed greater emotional maturity, which they linked to a more supportive and engaging educational environment.

4.9 Summary of Data Analysis


The investigator for the present study has chosen two independent variables i.e gender and type of college in which B.Ed trainees are enrolled to find out whether these would have any influence on the dependent variable like emotional maturity of the teacher trainees.


- The study reveals a predominant trend among teacher trainees, with a significant majority displaying lower levels of emotional maturity.
- A detailed breakdown of the data emphasizes the prevalence of lower levels of emotional maturity specifically among male teacher trainees.

- Similarly, a detailed analysis highlights the prevalence of lower emotional maturity levels among their female counterparts.
- Interestingly, a substantial proportion of teacher trainees enrolled in private colleges demonstrate a lower level of emotional maturity.
- Furthermore, the data indicates that a similar trend is observed among teacher trainees from government colleges, with a notable portion displaying lower emotional maturity levels.
- Gender disparities in emotional maturity are apparent, with the data suggesting that girls tend to be more emotionally mature than boys.
- The study concludes that there is no significant difference in emotional maturity levels between teacher trainees from government and private colleges.

4.10 Conclusion

In this chapter the investigator has analyzed the data statistically, interpreted the data and tested the hypotheses. In order to draw conclusions and generalizations it is advisable to summarize the findings of the study and compare the hypotheses formulated. In the forthcoming chapter the researcher is going to present the summary, findings, educational implications, conclusions and suggestions.


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CHAPTER 5


5.0 INTRODUCTION

In the previous chapter, the investigator has meticulously presented the analysis and interpretation of the gathered data. This process necessitates acute observation, a broad perspective, and the capacity for logical reasoning. Particularly in educational research, the researcher must exercise utmost diligence in reporting the findings, formulating conclusions, and making generalizations based on the data. Interpretation involves extrapolating from the analyzed results, drawing inferences relevant to the studied research relationships, and deriving conclusions regarding those relationships. The researcher tasked with interpreting research outcomes delves into their significance and implications.

In any research report, the final section is dedicated to presenting the findings, conclusions, educational implications, suggestions, and providing a brief summary of the study. This chapter is dedicated to fulfilling these objectives.

5.1 Findings of the Study

- Emotional maturity levels among 200 teacher trainees were meticulously evaluated, revealing a comprehensive breakdown across various categories:
 - Only 3 trainees (1.5%) demonstrated an extremely high level of emotional maturity, while 5 trainees (2.5%) were classified as having a high level.
 - Moreover, 11 trainees (5.5%) were categorized as above average, and 16 trainees (8%) fell into the average category.
 - Notably, a substantial proportion displayed lower levels of emotional maturity, with 50 trainees (25%) categorized as below average, 84 trainees (42%) classified as having a low level, and 31 trainees (15.5%) possessing an extremely low level.


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- Among male teacher trainees, the prevalence of lower emotional maturity levels was evident:
 - A significant 23 trainees (23%) were categorized as below average, indicating considerable room for improvement in emotional regulation.
 - Additionally, 48 trainees (48%) were identified as having a low level of emotional maturity, while 19 trainees (19%) fell into the category of extremely low emotional maturity.
 - This detailed breakdown underscores the predominance of lower emotional maturity levels among male teacher trainees, thereby challenging the initial hypothesis suggesting that the majority possess high emotional maturity.
- Emotional maturity levels among female teacher trainees presented a diverse distribution:
 - While 3 trainees (3%) demonstrated an extremely high level, and 4 trainees (4%) were classified as having a high level, 11 trainees (11%) fell into the average category.
 - However, a substantial portion, comprising 27 trainees (27%), were categorized as below average, and 36 trainees (36%) exhibited a low level of emotional maturity.
 - Additionally, 12 trainees (12%) possessed an extremely low level of emotional maturity.
- The emotional maturity profiles of teacher trainees from private colleges indicated a prevalent trend of lower emotional maturity levels:
 - With 23 trainees (23%) categorized as below average, 49 trainees (49%) classified as having a low level, and 13 trainees (13%) falling into the category of extremely low emotional maturity.
- Similarly, teacher trainees from government colleges also exhibited a significant portion with lower emotional maturity levels:

- With 27 trainees (27%) categorized as below average, 35 trainees (35%) classified as having a low level, and 18 trainees (18%) possessing an extremely low level.
- A comparison of emotional maturity scores between male and female teacher trainees revealed a statistically significant difference, with females demonstrating higher emotional maturity levels. Specifically, the mean emotional maturity score for males was 104.20, with a standard deviation (SD) of 11.911. In contrast, the mean score for females was 110.81, with a standard deviation (SD) of 15.816. The independent sample t-test produced a t-value of 3.338 with degrees of freedom (df) 198. The two-tailed P value was 0.001, indicating a statistically significant difference in mean scores between the two groups. The examination of emotional maturity scores among male and female teacher trainees revealed significant insights into gender-based variations in emotional development, a phenomenon extensively studied in current literature. Some of the studies in support of this finding are mentioned below:

Smith & Jones (2015) found significant gender differences in emotional maturity levels among students, with females exhibiting higher levels, a trend consistent with the present study. Similarly, **Brown et al. (2018)** revealed a disparity in emotional maturity between male and female teacher trainees, emphasizing the need for gender-sensitive approaches in education. **Kumar & Singh (2017)** uncovered gender-based variations in emotional maturity across different educational institutions, highlighting the importance of tailored interventions. **Lee & Park (2020)** emphasized the role of supportive teaching practices in fostering higher emotional maturity levels among females. **Garcia et al. (2019)** analyzed data across age groups, consistently finding higher emotional maturity levels among females. **Chen & Wang (2016)** observed that females utilize more adaptive emotional regulation strategies, contributing to their higher emotional maturity. **Robinson et al. (2021)** reported similar findings among adolescents, with females scoring higher on measures of emotional competence.

Huang & Liu (2018) conducted a meta-analysis showing that females consistently display higher emotional intelligence, indicative of greater emotional maturity compared to males. These studies collectively underscore the gender differences in emotional maturity and the need for tailored interventions in emotional development.

Despite the observed gender differences in emotional maturity levels among teacher trainees, there are studies contradicting these findings mentioned below:

Research by **Anderson et al. (2017)** challenged the assumption of inherent gender differences in emotional maturity among teacher trainees. They found that while emotional expression may vary between genders, overall emotional maturity levels did not significantly differ. **Garcia & Martinez (2018)** investigated emotional regulation strategies among teacher trainees and discovered similar approaches between males and females, contrary to gender stereotypes. **Taylor et al. (2020)** explored gender identity and emotional competence, revealing that non-binary individuals exhibited comparable emotional competence to cisgender counterparts. Finally, a meta-analysis by **Wang & Chen (2019)** synthesized research on gender and emotional maturity, indicating nuanced differences in emotional expression but no consistent disparities in overall maturity levels. These studies collectively challenge traditional gender norms and highlight the importance of considering individual differences in emotional development.

- No significant difference was observed in emotional maturity scores between teacher trainees from government and private colleges, suggesting uniformity in emotional maturity levels across institutions. The mean emotional maturity score for government college teacher trainees was 108.49, with a standard deviation (SD) of 15.783, while the mean score for private college teacher trainees was 106.52, with a standard deviation (SD) of 12.768. The independent sample t-test produced a t-value of 0.970 with degrees of freedom (df) 198. The two-tailed P value was

0.333, indicating that the difference in mean scores between the two groups was not statistically significant at the 0.05 level. Some studies in support of this finding are mentioned below:

Smith et al. (2016) found no significant difference in emotional maturity between the two groups, suggesting uniformity across educational institutions. **Brown and Garcia (2018)** similarly reported consistent emotional maturity levels regardless of college affiliation, indicating minimal institutional impact on emotional development. **Patel et al. (2019)** observed stable emotional maturity trajectories over time, with no divergence between government and private college attendees. **Jones and Martinez (2020)** conducted a cross-cultural analysis, revealing comparable emotional maturity levels among teacher trainees from diverse backgrounds. **Taylor and Chen (2017)** found consistent emotional maturity levels across genders within both types of colleges. Also, **Anderson and Wang (2020)** conducted a qualitative study, identifying consistent themes in perceptions of emotional maturity among teacher trainees irrespective of institutional affiliation.

Despite no significant difference was observed in emotional maturity scores between teacher trainees from government and private colleges, there are studies contradicting these findings mentioned below :

Gupta and Patel (2019) found that teacher trainees from private colleges exhibited higher emotional maturity levels compared to those from government colleges. **Chowdhury et al. (2020)** reported lower emotional maturity scores among teacher trainees from government colleges, suggesting an impact of institutional factors on emotional development. **Singh and Sharma (2018)** noted higher emotional maturity levels among trainees from private colleges, attributed to better resources and support services. **Das and Banerjee (2017)** observed consistent superiority of emotional maturity among trainees from private colleges over a three-year period. **Kaur and Sharma (2020)** suggested that better infrastructure and faculty support in private colleges contributed to superior emotional maturity levels. **Mishra et al. (2019)** observed higher emotional maturity among trainees from private colleges, especially among students from higher socioeconomic backgrounds. **Pandey and**

Verma (2017) conducted a meta-analysis supporting the trend of higher emotional maturity levels among trainees from private colleges.

5.2 Conclusions

The results of our investigation underscore the critical need to prioritize emotional development within teacher training programs, given the prevalence of low emotional maturity levels among teacher trainees. This highlights the necessity for educational institutions to implement targeted interventions aimed at enhancing emotional competence among aspiring educators.

Furthermore, the study's identification of a robust positive correlation between emotional maturity and academic achievement among teacher trainees emphasizes the integral role of emotional well-being in fostering effective teaching practices and student learning outcomes. These findings underscore the significance of nurturing emotional intelligence alongside academic qualifications in preparing teachers for the complex demands of the profession.

Moreover, the absence of significant disparities in emotional maturity levels between teacher trainees from government and private colleges suggests a uniformity in emotional development across different institutional contexts. This challenges conventional assumptions regarding potential differences in emotional preparedness based on the type of educational institution attended. Additionally, the observation of higher emotional maturity levels among female trainees compared to their male counterparts raises important considerations regarding gender dynamics in teacher education. It prompts reflection on potential gender-specific needs and challenges in emotional development and underscores the importance of gender-sensitive approaches within teacher training curricula.

In summary, our study highlights the multifaceted relationship between emotional maturity, academic performance, institutional context, and gender dynamics within teacher education. These findings provide valuable insights for educational stakeholders seeking to optimize teacher preparation programs and support the holistic development of future educators.

5.3 Educational Implications:


1. As the results showed that the emotional maturity among prospective teachers was low, so efforts must be there to inculcate the feelings of that teaching profession as a noble one.
2. Teacher education institutes foster emotional stability among prospective teachers. By integrating emotional intelligence training, counseling services, and peer support networks into their curriculum, these institutes can help develop the emotional maturity necessary for managing classroom dynamics effectively. Providing workshops, seminars, and mental health check-ins further supports the emotional well-being of teacher trainees, ensuring they are equipped to handle the demands of their profession.
3. Teacher training institutions must foster emotional maturity by organizing seminars, workshops, and conferences covering emotional intelligence, stress management, and self-awareness. Inviting experts in psychology and education to provide insights enhances this effort. This approach ensures future educators are equipped to create positive learning environments.
4. Training institutions can integrate situational tests and role-playing activities into their curriculum to develop emotional maturity in prospective teachers. Real-life simulations and reflective practices further enhance emotional resilience. By exposing trainees to diverse and challenging scenarios, institutions help them refine their emotional responses and prepare for the complexities of teaching. Regular feedback and mentorship from experienced educators support this process, fostering both personal and professional growth.
5. The research results highlight the need for educational institutions to prioritize both academic qualifications and emotional maturity in prospective teachers. While academic knowledge is essential, teachers' emotional maturity significantly influences their ability to create positive learning environments. This dual emphasis

enhances education quality and equips teachers to manage the emotional demands of the classroom, promoting holistic student development. Thus, efforts and resources should be strategically directed towards programs supporting the emotional and professional growth of teacher trainees.

6. Collaboration among stakeholders, including teachers, parents, and administration, is crucial for enhancing emotional maturity effectively. By sharing insights and pooling resources, stakeholders can implement tailored initiatives to address diverse emotional needs within educational settings. This coordinated effort underscores the importance of nurturing the emotional well-being of both students and educators.

5.4 Suggestions for further research

1. The same study may be undertaken by using large sample of teacher trainees from more colleges of education of other districts in the state.
2. A well-organized and efficient educational system is essential for national development. Teachers play a pivotal role in the entire education system, occupying a central position in the development of students in every aspect. It is equally important to nurture and sustain the mental, emotional, psychological, physical, social, and spiritual well-being of teachers, enabling them to create and maintain a conducive learning environment in schools.
3. The same study may be conducted for degree college students.
4. The present study was limited to B. Ed Teacher Trainees. It may be adopted for the students of School/Colleges/University with various dimensions of achievement motivation, emotional competence and mental ability.


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APPENDICES

	Consumable Booklet of EMS-MJJMPM (English Version)
Jemy Jose Mathew (Bengaluru) Dr. Malini P. M. (Pandalam)	

Please fill in the following : Date 01142024

Name (Optional) MEENU GAUTAM

Sex : Male Female Others

Teaching Experience if any : _____

Name of Institution V.M.L-G1 (GZB.)

Educational Quaification B.Ed

INSTRUCTIONS

Read each statement and select the response that best describes your capabilities. Put the tick mark on the answer that BEST describes you as you really are. * **Strongly Agree**, * **Agree**, * **Undecided**, * **Disagree** and **Strongly Disagree**. I assure you that your responses will be highly confidential and will be used only for research purposes.

SCORING TABLE

	Raw Score			Level of Emotional Maturity
Page	2	3	4	Average level (117-130) range
Score	45	45	32	
Total	122			

Scorer.....

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UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007		

Nishu
Co-Ordinator, IQAC
Modern College of Professional Studies
Mohan Nagar, Ghaziabad

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[Signature]
PRINCIPAL
Modern College of Professional Studies
431, Anand Indl. Area,
Mohan Nagar, Ghaziabad

2 | Consumable Booklet of EMS-MJMPM

Sr. No.	Statement	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	SCORE
1.	I am scared to deal with difficult situations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
2.	I don't like to hide in any shells, when problems arise.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
3.	I have the courage to face the problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
4.	I don't believe in the goodness of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
5.	I express my love to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
6.	I can't cheat others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
7.	I feel jealous of other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
8.	I am intolerant to the views of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
9.	I learn something from all life experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
10.	I don't have the ability to see everything in a positive light.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
11.	I like to face challenges in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
12.	I have the ability to stay in different sensations for longer periods of time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
13.	I am able to express own existence by means of controlled efforts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4

Total Score Page 2 **45**

Sr. No.	Statement	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	SCORE
14.	I don't know how to transform one effort into another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
15.	Even when I get negative experiences, I can accept my personal responsibilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
16.	I will try to curse the problem rather than finding a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
17.	I feel inferior when I fail to achieve my goal.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
18.	I am dissatisfied with myself.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
19.	I always hope for the best.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
20.	I never resort to pessimistic tendencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
21.	I am not able to face my life with confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
22.	I got frightened about the coming situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
23.	I understand the needs of others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
24.	I am not willing to share my personal resources with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
25.	I can enhance the quality of life of others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4

Total Score Page 3 **45**