



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



**3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-I
CURRICULAR ASPECTS**



Criterion I

Key Indicator – 1.3 Curriculum Enrichment

1.3.1:- Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning area

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1	Documents showing activities conducted that provides opportunities for the students to acquire and demonstrate the following:-	1-135
	Knowledge	1-15
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	Attitude	113-135

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

REPORT

(24th AUGUST, 2022)

One day Workshop on Audio Visual Aids *“A Supplement for Effective Teaching”*

Government College of Education, Sector-20D Chandigarh organised a workshop on **Audio Visual Aids: A Supplement for Effective Teaching** under the Skill in Teaching Committee on 24th August, 2022.

It started with a beautiful and enthusiastic welcome song by students of music department, Shampreet and Deeti. The Dean of the College, Dr (Mrs.) Sapna Nanda welcomed the Guest speakers addressed the students and discussed the role of a teacher in teaching learning process.

In the first session Dr. Rupinder Brar, Assistant Professor, Shivalik Institute of Education and Research, Mohali made students understand the use of creativity in audio visual aids. She explicated the term Gamification and its usefulness via showing a model on the topic “Celestial bodies”. She divided the students into their subject groups and asked to prepare a model on any topic of their subject. She guided the students to use teaching aids effectively in order to enhance the higher order thinking skills of students. She emphasised the students to follow text books by NCERT for probing research based questions during their lessons in the class.

The second session was carried out after the break by Ms. Manju Bala, Art Education Teacher, Kendriya Vidyalaya, Patiala Cantt. She guided the prospective teachers how to make good visual aids using Fine Arts. Prospective teachers actively participated and made different teaching aids.

The workshop concluded with a vote of thanks by Dr. Kusum, Co-ordinator, Skill in Teaching Committee of the college.

SOME GLIMPSES OF WORKSHOP





Dr. Kusum (Coordinator)
Mr. Ravinder Kumar (Member)
Dr. Upasna Thapliyal (Member)

-Sd-
Principal
Government College of Education,
Sector-20D, Chandigarh

CC:

1. For Office Record
2. For College Website

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20 D, CHANDIGARH

REPORT ON

“IMPROVING COMMUNICATION SKILLS: Some Suggestions for an Effective Interview”

(4th November, 2022)

The Government College of Education, Sector 20D, Chandigarh organized a lecture **under the Memorandum of Understanding (MOU)** signed with the Regional Institute of English, Sector 32, Chandigarh on the theme- **“Improving Communication Skills: Some Suggestions for an Effective Interview”** in the Society Period on 4th November, 2022 from 12:00 noon to 1:20 p.m. for the B.Ed., M.Ed. and PGDG&C students of the college. The Resource Person for the event was Dr. Gopal Chandra Nayak, Assistant Professor, Regional Institute of English, Sector-32, Chandigarh. Principal of the college, Dr. A.K. Srivastava formally welcomed the resource person of the day. A brief introduction of the guest was given to students by Dr. Sheojee Singh and Dr. Anjali Puri, Associate Professors, Government College of Education, Sector 20, Chandigarh.

In his address to students Dr. Gopal Ji discussed about the varied types of communication- verbal, non-verbal, listening, visual, signs etc. He also talked about how important our body language (65%) is over our spoken words (7%) and actions (28%), which justifies the proverb “Actions speak louder than words”. He emphasized that communication is not just the sounds produced but a language that is used not only in terms of grammatical sense but it should be meaningful in the context with proper gestures, feelings and emotions. Also, barriers we have to keep in mind for an effective communication were discussed. He focused on simple but effective tools that can make our communication effective as sticking to the objective, being sincere, brief and precise, relaxed, empathetic, giving and receiving feedback, being visual and being respectful towards others in communication.

Further, he laid emphasis on being an active listener so as to fully understand before responding. Being active listeners we must also learn to, “talk less, listen more”. We must read more closely, the emotional side of the speaker and be mindful about our own words

because as it is rightly said," Be careful with your words. Once they are said, they can be only forgiven, not forgotten.

In addition, he also presented interview skills in a broader perspective including the types of interviews, formal introduction, formal dressing etc. Also, the positive effect of an enthusiastic voice during a telephonic interview was also discussed about. Great emphasis was laid on some game changing kind words like PLEASE and THANK YOU. He also highlighted that, how a beaming smile could have a positive effect on the interviewer. He motivated the students to face the fears like anxiety and nervousness by preparing well, in advance, extensive reading and research, or even attending a mock interview.

At the end, a question answer session was held wherein students asked their queries and discussed their experiences after his motivating talk.

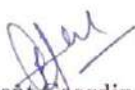
The program concluded with a formal vote of thanks extended by Dr. Rajni Thakur, Coordinator for the event, towards the resource person, the worthy principal, IQAC committee, the faculty members and the participating students for all the cooperation and support to make the event a success.

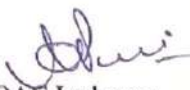
(The stage was handled by- Ms. Kashish Bains, B.Ed. Sem.-1st Student, Section B)

Some Glimpses of the Event:






Event Coordinator
Dr. Rajni Thakur


IQAC Incharge
Dr. Anjali Puri


Principal
GCE20, Chandigarh

**GOVERNMENT COLLEGE OF EDUCATION,
SECTOR 20D, CHANDIGARH**

EXTENSION LECTURE "Sarthak Shiksha"

REPORT

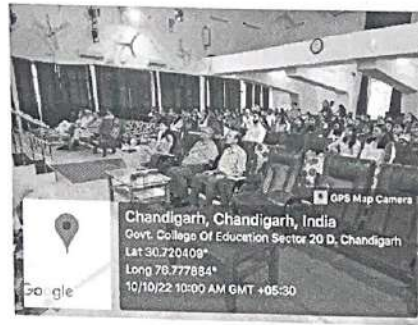
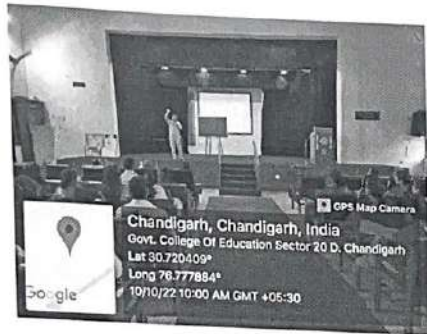
Dated 10/10/2022

An Extension lecture was organized for the students of M.Ed., B.Ed. and PGDG&C classes on the topic "Sarthak Shiksha". The lecture was delivered by Acharya Sh Rajesh Bahuguna ji who is presently working as Education Consultant in Anand Niketan Group of School, Gujarat. Principal of the college Dr. A. K. Srivastava welcomed the speaker. Dean of the college Dr. Sapna Nanda and other staff members were also present on the occasion. Dr. Nisha Singh, Incharge Extension Lecture Committee introduced the speaker. Sh. Rajesh Bahuguna Ji is an eminent educationist and is well known for his deep interest in meaningful teaching and current educational affairs.

He explained that in today's education system, what we learn from the books is different, from what we practice in day to day life. This causes dilemma in our thought and behavior. He emphasized that every single word a teacher speaks, should be meaningful because students try to imitate teachers as they are superior to them in some of the life skills. Humans are different from all other forms of life, as only humans can comprehend and have a desire to explore, as per their requirements to make their life enjoyable and purposeful. We don't just need to live life but we want to live it fully with peace and prosperity.

A teacher should facilitate students to achieve respect, trust and happiness in life. He stressed that education should impart values to students so that along with earning degrees they can learn the skill of living a happy life. He chose real life, live examples to explain demanding issues of today's education system for betterment of student's life. He concluded that to have coordination in thought and behavior is actually value education.

At the end Ms. Shachi Sudhir, first year student of B.Ed. Semester I shared her thoughts and gratitude to the Achrya Rajesh Bahuguna Ji. The formal vote of thanks was delivered by Dr. Suman Khokhar, member of Extension Lecture Committee.



The lecture was really thought provoking and enlightening for the students as well as teachers. The insight gained through the lecture will be helpful for the perspective teachers to teach meaningfully.

Extension Lecture Committee

Dr Nisha Singh

Dr Suman Khokhar

Principal



**GOVERNMENT COLLEGE OF
EDUCATION
SECTOR 20-D, CHANDIGARH**



Capacity Building for Youth and Teachers an Interactive Session with Major Dr. Gulshan Sharma

“The only skill that will be important in the 21st Century is the skill of learning new skills. Everything else will become obsolete over time.”

The Skill-in-Teaching Committee consisting of Dr. Kusum (Coordinator), Dr. Upasana Thapliyal and Mr. Ravinder Kumar in collaboration with International Chamber for Service Industry organized an interactive session of the pupil teachers with Major Dr. Gulshan Sharma. The event was held on 11 November 2022 in the auditorium of Government College of Education, Sector 20-D, Chandigarh. The event began with the formal welcome of the guests by the compere Ms. Shachi Sudhir, a student of Bachelors of Education, Semester 1. This was followed by the Principal's warm welcome address to Major Dr. Gulshan Sharma. Major Dr Gulshan Sharma, Director General ICSI (International Chamber for Service Industry) is a Service Industry strategist, Inspirational Speaker & a Life Coach. He holds his Ph. D in Service Industry - with Focus on Vocational Education & Skills. Before joining ICSI Chamber, he was with the Indian Army & the Ministry of Tourism, Govt. of India till 1993, where he set up India's First Institute for Travel & Tourism, IITTM and developed MBA Tourism for India with his team. Subsequently ICSI developed various Service Industry Bachelors and Masters Vocational Education University degree programmes in Tourism, Hospitality, Airlines, Rural Development & Management, Entrepreneurship Mgt., Education & Counselling Mgt., Media-Entertainment & Film Technology, Mobile Computing & Internet, Health-Spa & Resort Mgt.etc. ICSI- International Chamber for Service Industry is a Global network (NRIs -Indian Corporate-Educators & Trainers)/Think Tank for Service Industry Research- Innovation-Technology & Future Strategies. Currently, ICSI is focusing on preparing a vision document for India @2047 with Focus on Education, skills, Tourism & Media- Entertainment industry, MSME ,Women & Child Development coupled with Health & Wellness while giving a rich Spiritual Journey Experience to visiting Tourists. ICSI conceptualized, developed, and initiated India's First, Technology based Finishing School in 1994 for Empowering Educators & Youth with focus on Creativity, Collaboration,Happiness, Soft & Life Skills. Post Pandemic now its Digital inspirational Lab. Presently ICSI is dedicated for MAKING EDUCATION & Skills RELEVANT through Global Educators Forum with all stakeholders of Policy Makers-Leaders-Educators-Vocational Skills providers-Corporate-Technocrats-Strategists and Inspirational

Leaders to Inspire Every Educator-Trainer & Youth- leading to smooth implementation of NEP 2020.



(Dr. Sapna Nanda, Dr. A.K.Srivastava,
Dr. Gulshan Sharma, Dr. Kusum)



(Dr. Gulshan Sharma)

An enthusiastic and energetic resource person, Major Dr. Gulshan Sharma enlightened the students about the essential requirement of skills along with qualification degrees to become a true professional. In the contemporary world, it is essential to have valuable life skills. Education devoid of any opportunities to nurture and enhance skills does not give room for children to grow into well rounded individuals. An all round balanced development of cognitive, social and emotional skills is a must to succeed in modern life. The pupil teachers consisting of students of B.Ed, M.Ed and Diploma students of Guidance & Counseling were awestruck with the optimism and hope that the resource person brought in front of them. Sir explained how he thought that he was 17 at 71, full of dreams and hope for the nation. The importance of effective time management was explained and the pupil teachers were motivated to set the goal of becoming the best in their profession. Confidence building and personality development activities were also organized during the session to boost the morale of the pupil teachers. The responsibility of nation building and future shaping by teachers was also discussed with the pupil teachers. Dr. Sharma coached the pupil teachers through his life journey, “Anything and Everything is possible.”



Keeping these intentions in mind, it was explained that the International Chamber of Service Industry with the support of Chandigarh Administration has taken the initiative of making Chandigarh an Innovative Education and Skills Hub of Asia. The audience gave a standing ovation in respect of the highly experienced resource person. Major Dr. Gulshan Sharma even shared his phone number with the audience to take valuable insights/feedback from the students to transform Chandigarh into an Innovative Education Hub.



The formal vote of thanks was delivered by Mr. Ravinder Kumar (Member) Skill-in-Teaching Committee. The event ended with the singing of the National Anthem.

Coordinator
Skill-in-Teaching
CC:

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

1. For office record, 2. For College Website, 3. For NAAC (soft copy by mail)

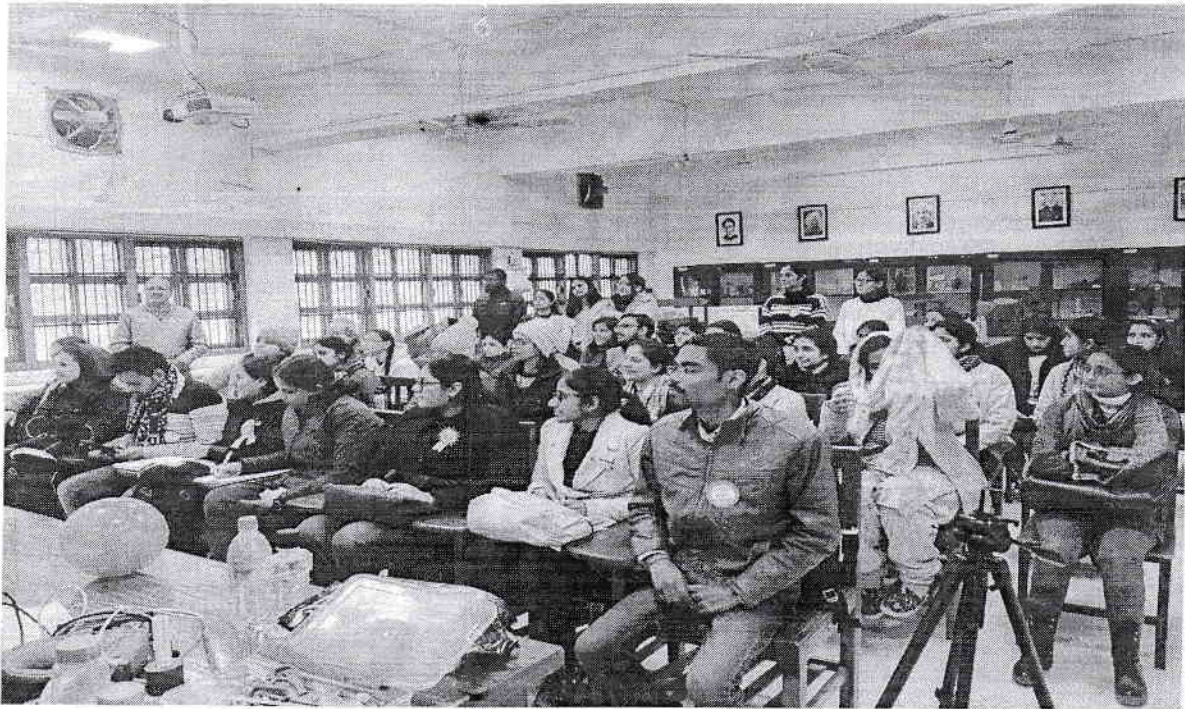
GOVERNMENT COLLEGE OF EDUCATION, SECTOR-20-D, CHANDIGARH

REPORT OF SCIENCE CLUB 'NAVONMESH' ACTIVITY - TEACHING SCIENCE THROUGH SIMPLE DEMONSTRATIONS

ON 06-01-2023

A programme for science students, namely, 'Teaching Science through Simple Demonstrations' was organized under the aegis of the Science Club of the College, 'Navonmesh' on Friday January 06th 2023. Er. Mukul Rathi, a passionate science teacher and Co-ordinator, Janta IAPT Anveshika, Baraut Baghpat, Meerut was the main resource person. Prof M. S. Marwaha was the guest of honour for the programme. Dr. Sanjeev Kumar and Dr. Sheojee Singh introduced the resource person and the Guest of Honour of the programme. Dr. Sapna Nanda, Principal of the college, welcomed the guests formally. She also highlighted the role of simple experimental demonstrations in creating interest of students in the subject of science. During the programme, Er. Mukul Rathi demonstrated various science experiments related to Static Electricity, Pressure, Laws of Fluid Flow, Mechanics and Magnetism. He made the session interactive through his unique style of presentation and involving students with curiosity and use of humour in the process. The Guest of Honour Prof M.S. Marwaha, demonstrated the laws of motion and the concept of force through simple balance. He also highlighted the significance of creative ideas and questions of students during the teaching learning process. Both the speakers shared their unique experiences of demonstration experiments under Prof. H C Verma, the national coordinator of IAPT Anveshika programme. More than 50 students of science attended the programme and interacted enthusiastically with the resource person. Dr. Lilu Ram proposed the vote of thanks.





Singh
In-Charge Science Department

Singh
4/2/2023
Principal

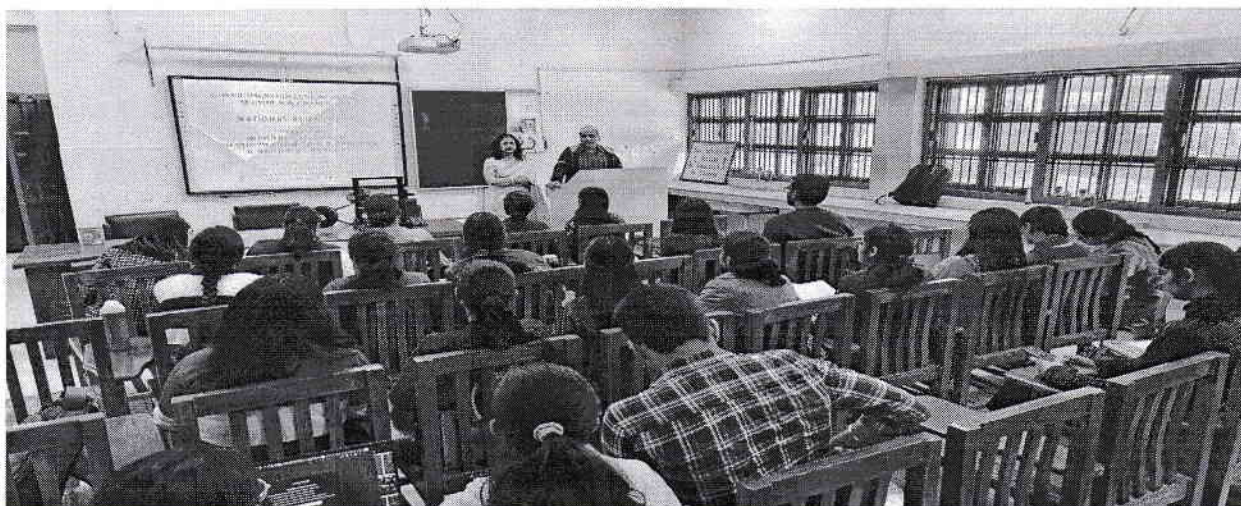
GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

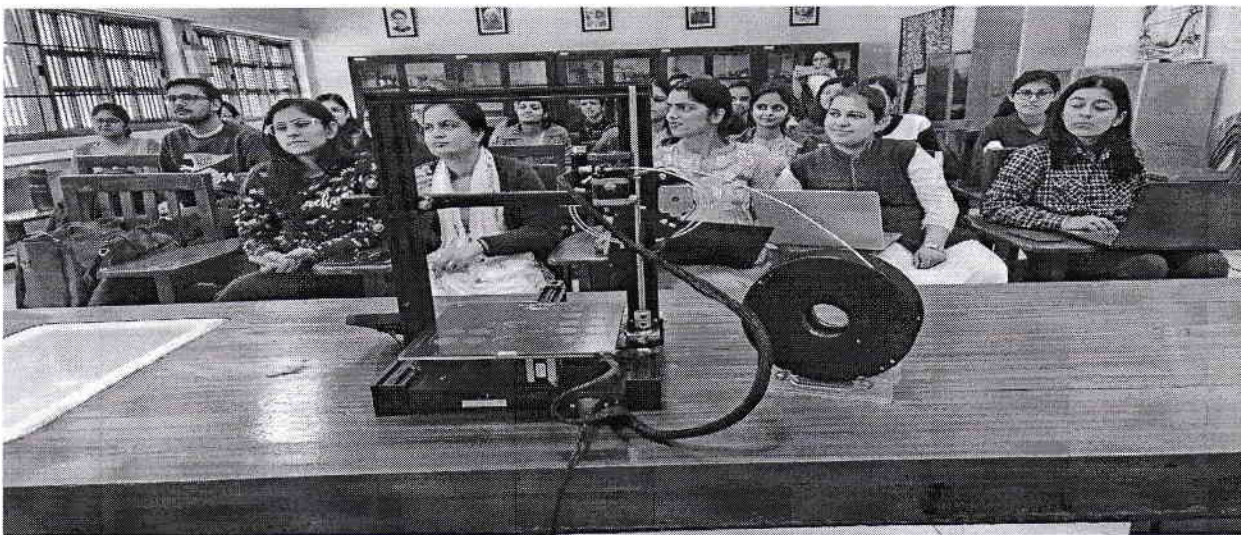
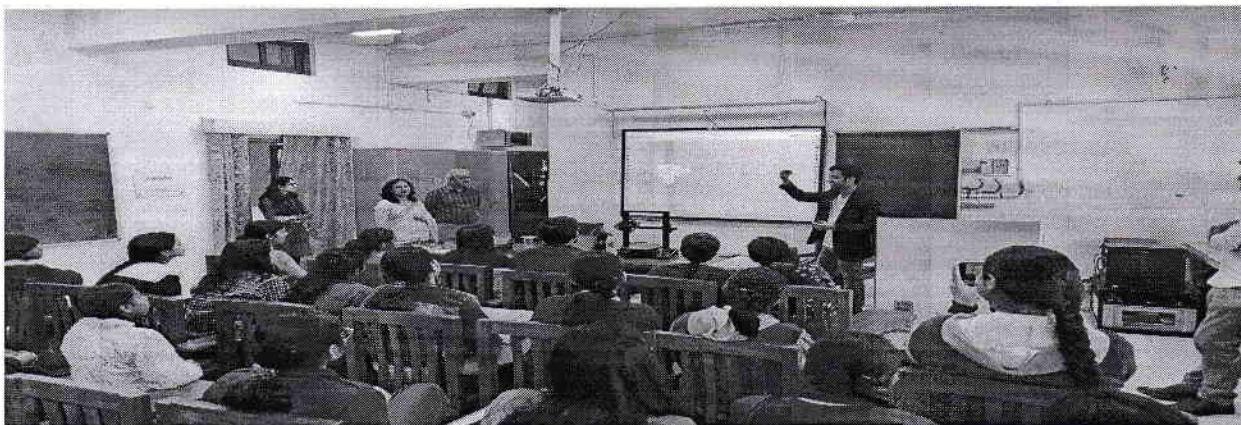
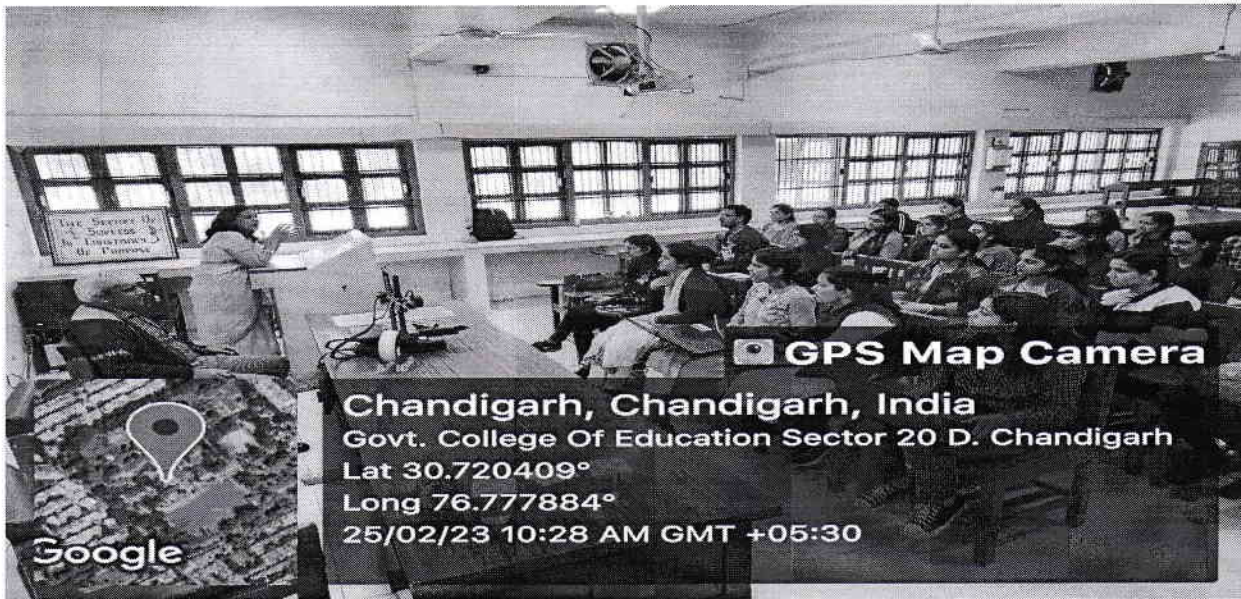
NATIONAL SCIENCE DAY

REPORT

National science Day is being celebrated on 28th February to commemorate discovery of the 'Raman Effect', which led to Sir C.V. Raman winning the Noble Prize. On this occasion Science Club of the college 'NAVONMESH' organized a workshop titled 'Introduction- cum- Demonstration to 3-D Printing- A Hands on Activity', on 25th February, 2023. Dr. Meenakshi Jindal, Lecturer Physics and ATL In-Charge of Carmel Convent School, Sector-9-B, Chandigarh was the resource person for the activity. She was assisted by Mr. Vishal, instructor of ATL, Carmel Convent School and three students of the school. The emphasis of the workshop was to introduce pupil teachers of the college to upcoming future technologies and innovations which will play an important role in education in future. Students of the college were given hands on experience in 3-D designing and printing. The workshop started with introduction and welcome of the resource person by Dr. Sanjeev Kumar, Associate Professor and In-Charge, Science Club of the college. Thereafter, 3-D designing and printing was demonstrated by Mr. Vishal, assisted by school students under the supervision of Dr. Meenakshi Jindal. More than 50 students participated in the workshop. During the workshop pupil teachers were highly motivated, joyful and eager to learn the new technologies. Dr. Meenakshi Jindal highlighted the work done in ATL lab of the school and showed glimpses of various projects done in the ATL lab. Rajan Gupta of B.Ed.- Ist year and Amesha- of B.Ed IInd year poured out their experience of the workshop through the feedback. At the end Rajan Gupta proposed Vote of Thanks.

Glimpses of the workshop





Sanjeev
25/2/23

Dr. Sanjeev Kumar
In-Charge Science Club

Sanjeev
25/2/2023

Principal

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

SKILL-IN-TEACHING COMMITTEE ANNUAL REPORT SESSION- 2022-23

Following activities as per the curriculum of the B.Ed. were conducted by the Skill-in teaching committee in the year 2022-2023

School Internship Programme EPC-3.1

Phase- 1 Pre-practice

It is for the information of the faculty members that Pre-Internship programme for B.Ed. 3rd Semester will commence from 11th August 2022 to 24th August 2022. Timing for the same will be 10:00am to 11:00am for Pedagogy I & 11:30am to 12:30pm for Pedagogy II. A detail of the programme is as follows:-

- **Lesson Planning & Discussion by Teacher educators (11-08-2022 to 16-08-2022)**
- **Demonstration of Lesson plans by Teacher Educators (17-08-2022)**
- **Discussion Lesson plans (18-08-2022 to 23-08-2022)**
- **Workshop on development of audio visual aids (24-08-2022)**

One day Workshop on Audio Visual Aids

“A Supplement for Effective Teaching”

Government College of Education, Sector-20D Chandigarh organised a workshop on **Audio Visual Aids: A Supplement for Effective Teaching** under the Skill in Teaching Committee on 24th August, 2022.

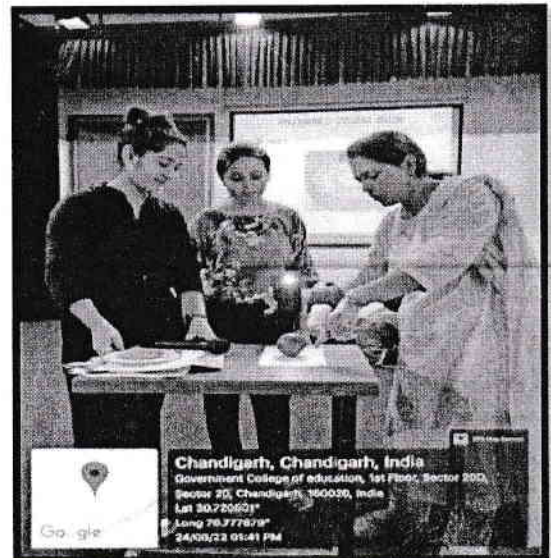
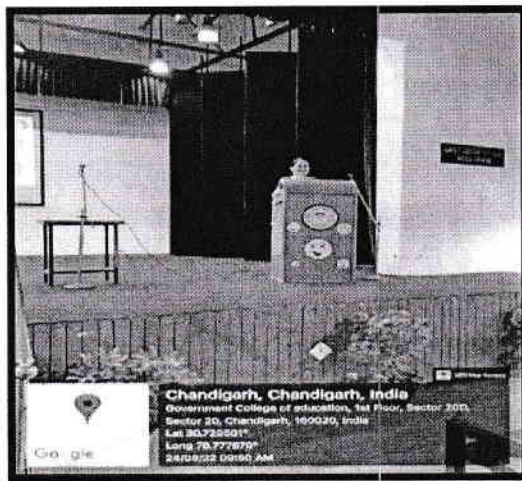
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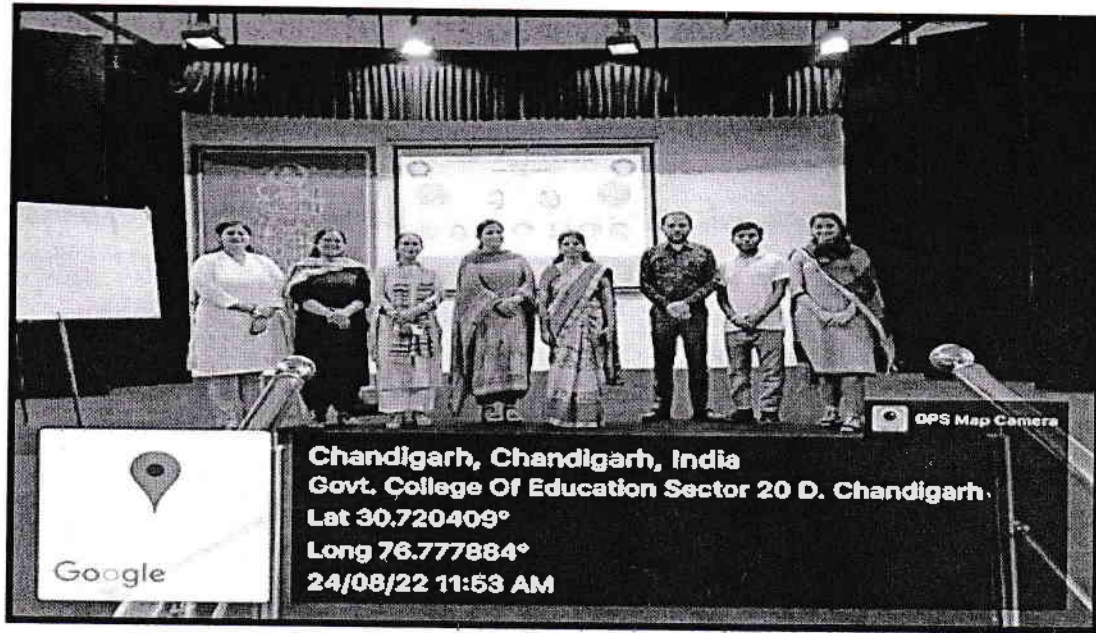
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SOME GLIMPSES OF WORKSHOP





Phase-II Teaching Practice

School Internship Programme (Phase-II of school Internship Programme) for B.Ed. 3rd Semester
Students conducted from 25th August to 3rd December 2022 in the given below schools:

Sr. No.	Name of T.G. In charge	T.G.	Roll Numbers of the students	Name of the School allotted for Internship programme
1	Dr Anjali Puri	1	1, 18, 35, 52, 69, 86, 103, 121=8	Govt. Sr. Sec. school, Sector- 22
2	Dr. Balwinder kaur	2	2, 19, 36, 53, 70, 87, 104=7	Govt. Girls Model Sr. Sec. School, Sector- 20B
3	Dr. Anurag Sankhian	3	3, 20, 37, 54, 71, 88, 105=7	Govt. High School, Sector- 24
4	Dr. Meena	4	4, 21, 55, 89, 106=5	Govt. High School, Sector- 30
5	Dr. Sanjeev Kumar	5	5, 22, 56, 73, 90, 107=6	Govt. Model Girls Sr. Sec. School, Sector- 8
6	Dr. Sheojee Singh	6	6, 23, 40, 57, 74, 91, 108	Govt. Model Sr. Sec School, Sector- 21
7	Dr. Lilu Ram	7	7, 24, 41, 58, 75, 92=6	Govt. Model Sr. Sec. School, Sector-47
8	Dr. Neelam Paul	8	8, 25, 59, 76, 93, 110=6	Govt. Model Sr. Sec School, Sector- 27
9	Dr. Vijay Phogat	9	9, 43, 60, 111=4	Govt. Model Sr. Sec. School, Sector- 19
10	Dr. Kusum	10	10, 27, 44, 61, 78, 95, 113, 314 =8	Govt. Model High. School, Sector-20D

11	Dr. Suman Khokhar	11	11, 28, 45, 62, 79, 96, 114 =7	Govt. Girls Model Sr. Sec. School, Sector- 20D
12	Dr. Upasna Thapliyal	12	12, 29, 46, 63, 80, 97, 105 =7	Govt. Model Sr. Sec. School, Sector-33
13	Dr. Rajni Thakur	13	13, 30, 47, 64, 81, 98, 116 =7	Govt. Model Sr. Sec. School, Sector-35
14	Dr. Aarti Bhatt	14	14, 31, 48, 65, 99, 117=6	Govt. Model Sr. Sec. School, Sector-23
15	Dr. Ravneet Chawla	15	32, 49, 66, 100	Govt. Model Sr. Sec. School, Sector- 16
16	Mr. Ravinder Kumar	16	50, 67, 84, 101, 119 =5	Govt. Girls Model Sr. Sec. School, Sector-18
17	Ms Sonika Devi	17	17, 34, 51, 68, 85, 202, 120 =7	Govt. Sr. Sec. School, Sector-28

Phase-III Post- Practice and Evaluation

The One week Post-Practice and Evaluation (Phase-III of school Internship Programme) of B.Ed. 3rd Semester students was organised in the College from 5th Dec., 2022 to 10th Dec., 2022.

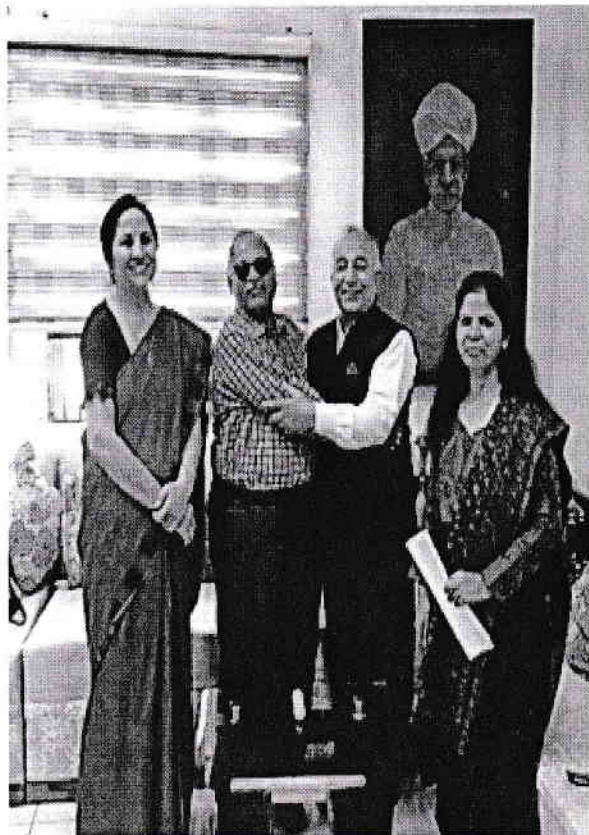
Final Skill-in-Teaching Practical Examination was conducted on 16.12.2022. Coordinator of the examination was Dr. Agnese Dhillon, Dev Samaj College of Education, Chandigarh.

Capacity Building for Youth and Teachers an Interactive Session with Major Dr. Gulshan Sharma

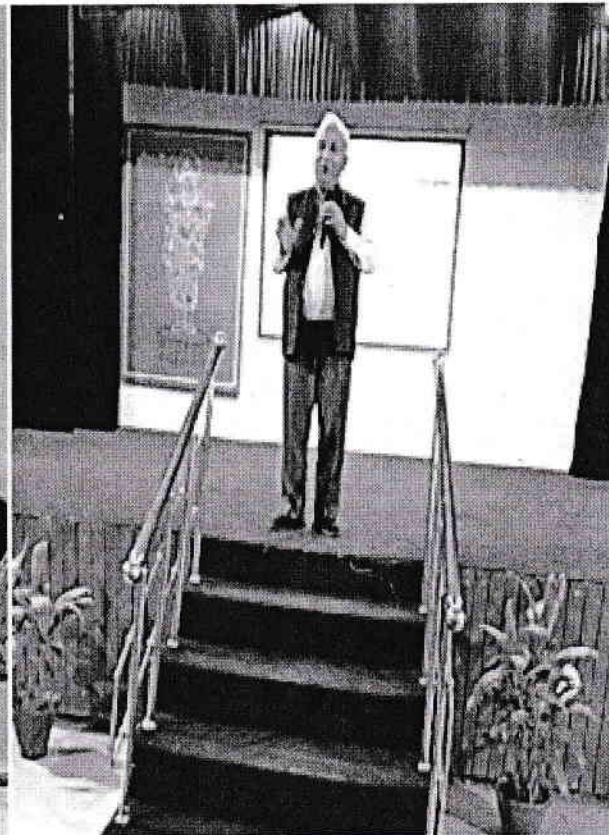
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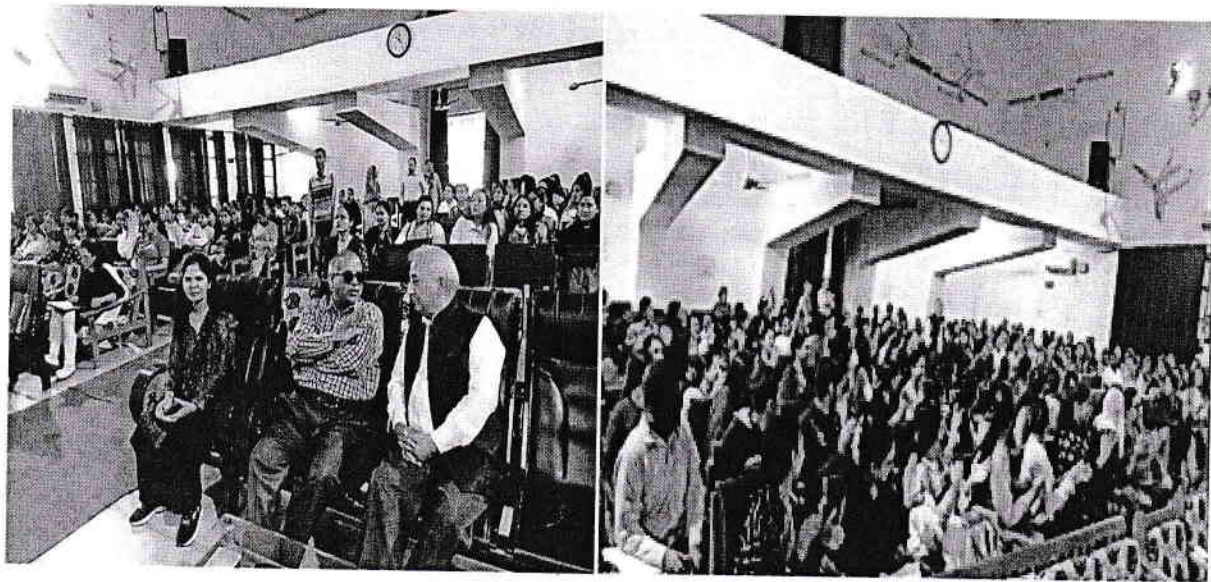


(Dr. Sapna Nanda, Dr. A.K.Srivastava,
Dr. Gulshan Sharma, Dr. Kusum)

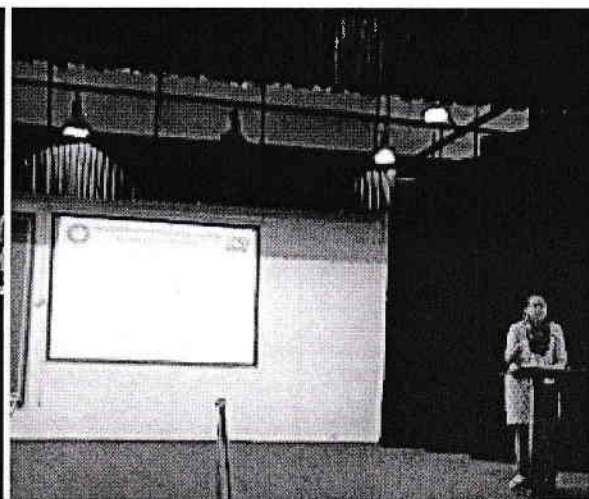
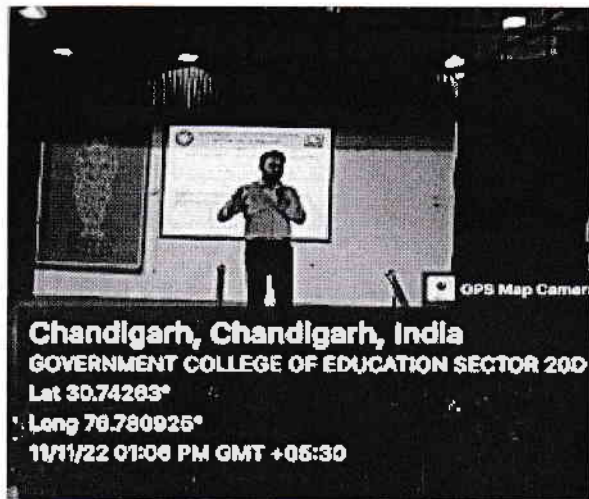


(Dr. Gulshan Sharma)

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The formal vote of thanks was delivered by Mr. Ravinder Kumar (Member) Skill-in-Teaching Committee. The event ended with the singing of the National Anthem.

EPC-1.4 Pre- Internship Programme

Pre-Internship programme for B.Ed.1st semester students for the purpose of observation of the real classroom situations and whole school environment was held from **12.11.2022 to 25.11.2022**. Detail of the **URBAN** schools allotted to the students and Tutorial groups is as:


Sr. No.	Name of T.G. In charge	T.G.	Roll Numbers of the students	Name of the School
1	Dr. Anjali Puri	1	201, 212, 223, 234, 245, 256, 267, 278, 289, 300, 311	Govt. Sr. Sec. school, Sector- 22 A
2	Dr. Balwinder Kaur	2	202, 213, 224, 235, 246, 257, 268, 279, 290, 301, 312	Govt. Girls Model Sr. Sec. School, Sector- 20B
3	Dr. Anurag Sankhian	3	203, 214, 225, 236, 247, 258, 269, 280, 291, 302, 313	Govt. High School, Sector- 24
4	Dr. Meena	4	204, 215, 226, 237, 248, 259, 270, 292, 303, 314	Govt. High School, Sector- 30
5	Dr Sanjeev Kumar	5	205, 216, 227, 238, 249, 260, 271, 282, 293, 304, 315	Govt. Model Girls Sr. Sec. School, Sector- 8 B
6	Dr. Sheojee Singh	6	206, 217, 228, 239, 250, 261, 272, 283, 294, 305, 316	Govt. Model Sr. Sec School, Sector- 21A

7	Dr. Lilu Ram	7	207, 218, 229, 240, 251, 262, 273, 284, 295, 306, 317	Govt. Model Sr. Sec. School, Sector-47D
8	Dr. Neelam Paul	8	208, 219, 230, 241, 252, 263, 274, 285, 296, 307, 318	Govt. Model Sr. Sec School, Sector- 27C
9	Dr. Vijay Phogat	9	209, 220, 231, 242, 253, 264, 275, 286, 297, 308, 319	Govt. Model Sr. Sec. School, Sector- 19C
10	Dr. Kusum	10	210, 221, 232, 243, 254, 265, 276, 287, 298, 309,	Govt. Model High. School, Sector- 20D
11	Dr. Suman Khokhar	11	211, 222, 233, 244, 255, 266, 277, 288, 299, 310,	Govt. Girls Model Sr. Sec. School, Sector- 20D

EPC-2.4 Pre- Internship Programme (Rural Schools)

Pre-Internship programme for B.Ed. 2nd semester students for the purpose of observation of the real classroom situations and whole school environment will be held from **20.04.2023 to 04.05.2023**.


Coordinator
Skill-in-Teaching


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

Copy to:

1. For Office Records
2. For College Website
3. For NAAC Dr. Anjali Puri
4. For NAAC Dr. Rajni Thakur

FINAL LESSON PLAN

- Pedagogy Of
Science
- B.Ed IIIrd Semester
- Presented by: Tsering
Norzom
- University Roll No:
21102052

FINAL LESSON PLAN

Pedagogy Of Science

» TOPIC: States Of Matter

CLASS-IX

» Presented by - Tsering
Norzom

FINAL LESSON PLAN

Pupil teacher roll no - 21102052 Date - 16th December, 2022

Class - IX

Subject - Science

Duration - 40 minutes

Topic - States of matter.

INSTRUCTIONAL OBJECTIVES

General Objectives:

- To develop the interest of students towards science.
- To inculcate creativity in students and develop the understanding about reality and observation.
- To make them aware about the basic facts of nature and natural phenomena.
- To develop the abilities of creative imagination, reasoning and observation.

Specific objectives: On the completion of topic, student will be able to

- Differentiate between states of matter.
- Give examples of change in states of matter from heating and cooling.
- Develop the skill to apply this knowledge in their day to day life.

INSTRUCTIONAL AIDS

Chalk, chalk board, duster, charger, milk and balloon

Previous knowledge Assumed

Pupil teacher will assume that students are aware of what the differences between the table, air and water are:

Previous knowledge testing

Pupil teacher will ask the following questions to test the previous knowledge of students:-

Q.1. List any of ten things that you observe in your surrounding?

Expected Ans: Table, chair, pen, bag, air, juice, water, desk, pencil and window etc

Q.2. How do we categorize these things?

Expected Ans:-

Table, Chair, window, pencil, desk, } Solid
pen, blackboard, bag.

Water, juice } liquid

Air } gas.

Q.3. What do you understand by the term "matter"?

Expected Ans: Anything around us that has mass and occupy some space.

Q.4. Do you know how the solid, liquid and gas relates with matter?

Expected Ans: Probable answer.

Announcement of topic:

Pupil teacher will announce the topic by saying: "Well students, today we are going to study about different states of matter i.e. solid, liquid and gas".

TEACHING POINT

PUPIL TEACHER ACTIVITY

1. Solid state

Pupil teacher will explain the solid state of matter with the help of day to day life examples and write down important points and definition on chalkboard.

2. Liquid state

Pupil teacher will explain the liquid state of matter with the help of day to day life examples and write down definition and important points on chalkboard.

PUPIL ACTIVITY.

Students will listen carefully and note it down in their notebooks.

Students will listen attentively and note down the important point in their notebooks.

Chalkboard Summary/
Teaching aids.

Solid state

- Solids have definite shape, distinct boundaries and fixed volume.
- Solids are rigid.

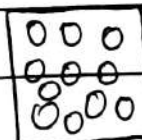
For example - Books, pen, bench, chair, brick, blackboard etc.



Particles of solid.

Liquid state

- Liquids have no fixed shape but have fixed volume.
- It took the shape of container in which it is being kept.
- Liquids are not rigid.



Particles of liquid.

TEACHING POINTS

PUPIL TEACHER ACTIVITY

3. Gaseous state

Pupil teacher will explain the gaseous state of matter with the help of day to day life examples and write down the definition and important points on the chalk board.

4. Activity -
Demonstration of molecular arrangement in solids, liquids and gases.

Pupil teacher will explain the concept of molecular arrangements in solids, liquid and gases with the help of an activity along with the physical participation of students.

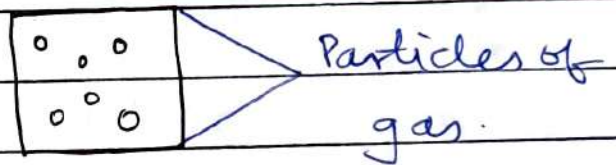
PUPIL ACTIVITY

Students will listen attentively and note down the important points in their notebooks.

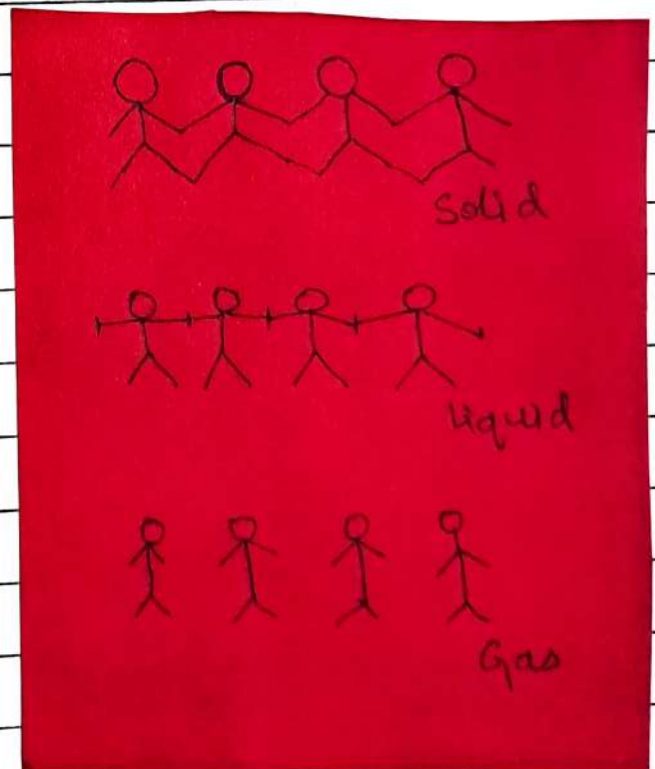
Chalkboard Summary/ Teaching aids.

Gaseous state

- Gases neither have definite volume nor definite shape.
- Gases are highly compressible.
- Examples - Air, O_2 , CO_2 etc.



Students will understand the concept of molecular arrangement in solid, liquids and gases through activity.



Teaching PointsPupil teacher activity5. Conversion of states(a) Solid \rightarrow liquid

Pupil teacher will explain the concept of conversion of solid state of matter into liquid state with the help of real life examples and observations.

(b) Liquid \rightarrow Solid

Pupil teacher will explain of conversion of liquid state of matter into solid state with the help of real life examples and observations.

(c) Liquid \rightarrow Gas.

Pupil teacher will explain the concept of conversion of liquid state of matter into gaseous state with the help of real life examples and observations.

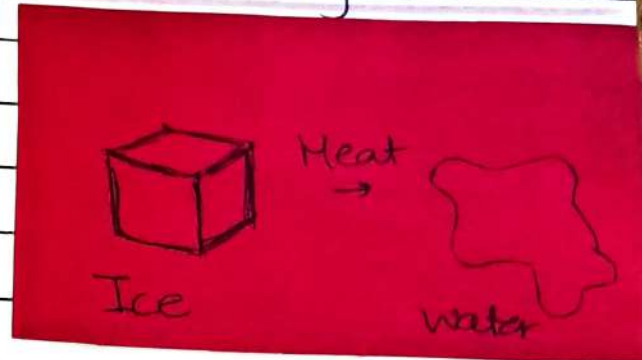
Pupil activity

Students will observe attentively and positively respond to pupil teacher.

Students will listen attentively and positively respond to the pupil teacher.

Students will listen attentively and positively respond to the pupil teacher.

Chalkboard summary/
Teaching aids.



TEACHING POINTS

PUPIL TEACHER ACTIVITY

(d) Gas \rightarrow liquid

Pupil teacher will explain the concept of conversion of solid state of matter into liquid state with the help of real life examples and observation.

RECAPITULATION

Pupil teacher will recapitulate by asking question with help of real objects:

① How will you make an ice cream meat?

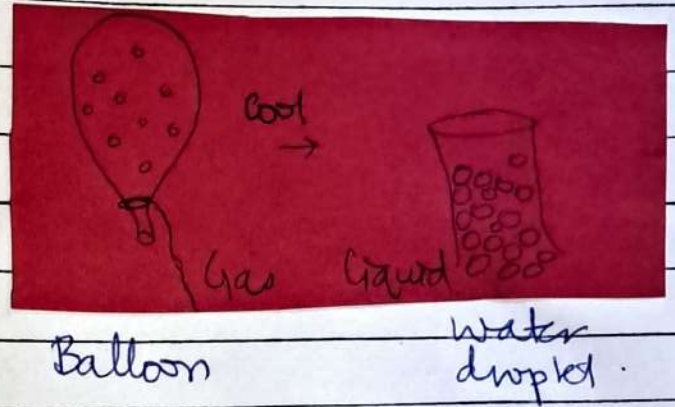
② Arrange the object in increasing order of rigidity.
① Oxygen ② Brick ③ Cooking oil.

③ Particles of gases are packed tightly together. (T/F)

PUPIL ACTIVITY

Students will observe attentively and positively respond to the pupil teacher.

CHALKBOARD SUMMARY



HOMEWORK

Pupil teacher will assign homework to the students.

- ① Differentiate between three states of matter.
- ② Find out how the gas state of matter can form liquid state?

FINAL
SKILL
IN
TEACHING
PRACTICAL

NAME - SAMRIDDHI SAINI

CLASS - B.Ed (SEM 3)

ROLL NO - 21102026

PEDAGOGY OF SCIENCE

TOPIC:

Pg 01

LESSON PLAN

DATE : 16 Dec 2022

PUPIL'S TEACHER ROLL NO : 09

CLASS : IXth

SUBJECT : Science

DURATION : 40-45 Mins

TOPIC : Structure
of an atom

GENERAL OBJECTIVES :

- To develop critical thinking and scientific attitude among students.
- To create interest in science subjects among students.
- To make students able to understand the nature of science.

SPECIFIC OBJECTIVES :

- Students will be able to recall atoms and molecules.
- Students will be able to know about the sub-atomic particles and their charges.
- Students will be able to know the arrangements of sub-atomic particles.
- Students will be able to describe the JJ Thomson model of an atom, Rutherford model of an atom and Neil's Bohr model of an atom.

TEACHING AIDS : Chalks, Chalkboard, cluster, charts

TOPIC:

Pg 02

PREVIOUS KNOWLEDGE ASSUMED: Pupil Teacher will assume that students will know about atoms and molecules.

PREVIOUS KNOWLEDGE TESTING: In order to check previous knowledge of the students, pupil teacher will ask some questions:

Q: What are Atoms?

Expt. Ans: The structural and functional unit of Matter.

Q: What are Molecules?

Expt. Ans: Two or more atoms combine together to form a molecule.

Q: What are atoms made up of?

Expt. Ans: Electrons, Protons and neutrons.

Q: Do you know how these particles are arranged in an atom?


Expt. Ans: No Response.

ANNOUNCEMENT OF THE TOPIC: OK students, so today we'll be discussing how these particles are arranged in an atom (structure of atom) and what model had been made to illustrate the structure of an atom.

PRESENTATION :

TEACHING POINTS	PUPIL'S TEACHER ACTIVITY	PUPILS ACTIVITY	BLACK-BOARD SUMMARY
<u>Introduction to the Structure of an Atom</u>	<p>Pupil teacher will first explain in brief about the structure of an atom, what are the sub-atomic particles of an atom, what are their charges and their arrangement in atoms.</p> <p>For explaining this, many scientists proposed various atomic model. J.J. Thomson was the first one to propose a model for the structure of an atom.</p>	<p>Pupil will listen carefully and note down the important points.</p>	
<u>Thomson's Model of an Atom</u>	<p>Pupil Teacher will now explain the first model of an atom i.e proposed by J.J Thomson. pupil</p>		

STRUCTURE OF AN ATOM



Nucleus of an atom

SUB-ATOMIC PARTICLES OF AN ATOM AND THEIR CHARGES

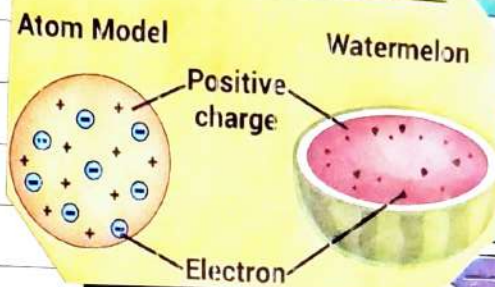
- Protons (+)
- Neutrons (zero)
- Electrons (-)

Teacher will explain that Thomson model of an atom to be similar that of a Christmas pudding. The electrons in a sphere of positive charge were like dry fruits in a spherical Christmas pudding.

Pupil teacher will give an example of watermelon to the pupils.

THOMSON'S MODEL OF AN ATOM

CHART SHOWN
Thomson's atomic model



POSTULATES:

- An Atom consists of a positively charged sphere and the electrons are embedded in it.
- The Negative & Positive charges are equal in magnitude, thus atoms are neutral.

LIMITATIONS:

He failed to explain stability of atom.

Postulates of J.J.

Thomson Model of an atom

Pupil teacher will now use a chalkboard to write and explaining the postulates of J.J. Thomson Model of an atom.

Pupil will write the postulates on their notebooks.

Limitations of J.J Thomson Model of an atom

Pupil teacher will now explain the drawbacks of this model to students.

pupil will listen carefully.

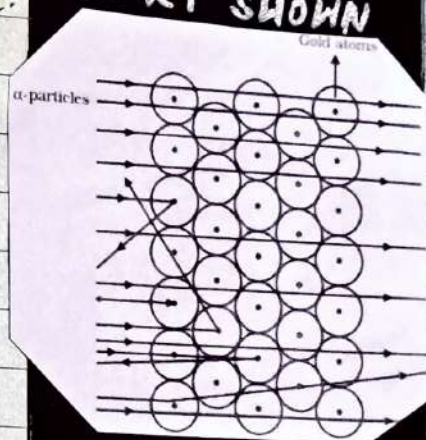
Rutherford's Model of an Atom

Pupil Teacher will now explain the Rutherford model of an atom to the students. In this experiment, fast moving α particles were made to fall on a thin gold foil. Most of the fast moving α particles passed straight through the gold foil. Some of the α particles were deflected by the foil by small angles.

pupil will listen very attentively to the teacher.

RUTHERFORD'S MODEL OF AN ATOM

CHART SHOWN



POSTULATES :

- There is a positively charged centre in an atom called the nucleus. all the mass of an atom resides in the nucleus.
- The electrons revolve around the nucleus in circular paths.
- The size of the nucleus is very small as compared to size of atom.

LIMITATIONS :

He failed to explain the stability of electron in circular path.

Postulates of Rutherford Model of an atom

Pupil Teacher will now explain the postulates of Rutherford model of an atom with the help of chalkboard.

pupil will write on their notebook.

Drawbacks of Rutherford Model of an atom

Pupil teacher will now explain the drawbacks of this model to pupil

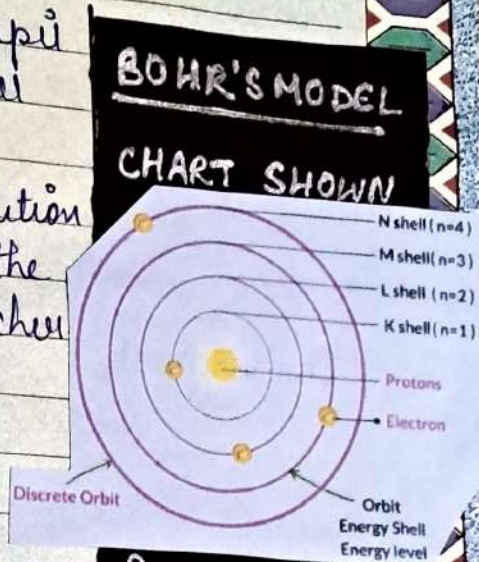
TOPIC:

Pg 06

Bohr's Model of an Atom

Pupil teacher will explain the last model of an atom i.e Bohr's model of an atom. Pupil teacher will explain that electrons move around a nucleus but only in prescribed orbits.

pupil will pay attention to the teacher



Postulates of Bohr's Model of an

Pupil teacher will now explain the postulates of Bohr's model of an atom with the help of chalkboard.

POSTOLATES:

- Only certain special orbits known as discrete orbit of electron are allowed inside the atom.
- While revolving in discrete orbits electron does not radiate energy.

RECAPITULATION:

- Ques 1. Name the three sub-atomic particles of an atom?
- Ques 2. Explain plum-pudding model of an atom?
- Ques 3. Do atoms have changed?

HOME ASSIGNMENT:

- Ques 1. Describe Bohr's model of an atom?
- Ques 2. What are the limitations of Rutherford's model of an atom.

[Pedagogy of English]

Activity file

Action Research

Case Study & Assessment Record

Submitted to
Dr. Anjali Puri

Submitted by
Rashi Aswal

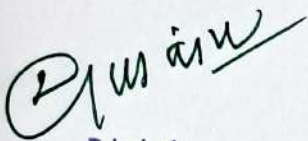
Roll no 215

B.Ed - III sem

PV no - 22053124

Government College of Education Sector 20D
Chandigarh Pincode - 160020

ACTION RESEARCH



Principal

Government Model Sr. Sec. School
Sector 65 D, Chandigarh

Signature

Submitted by

Rashi Aswal

Roll no 215

B.Ed III Sem

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

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

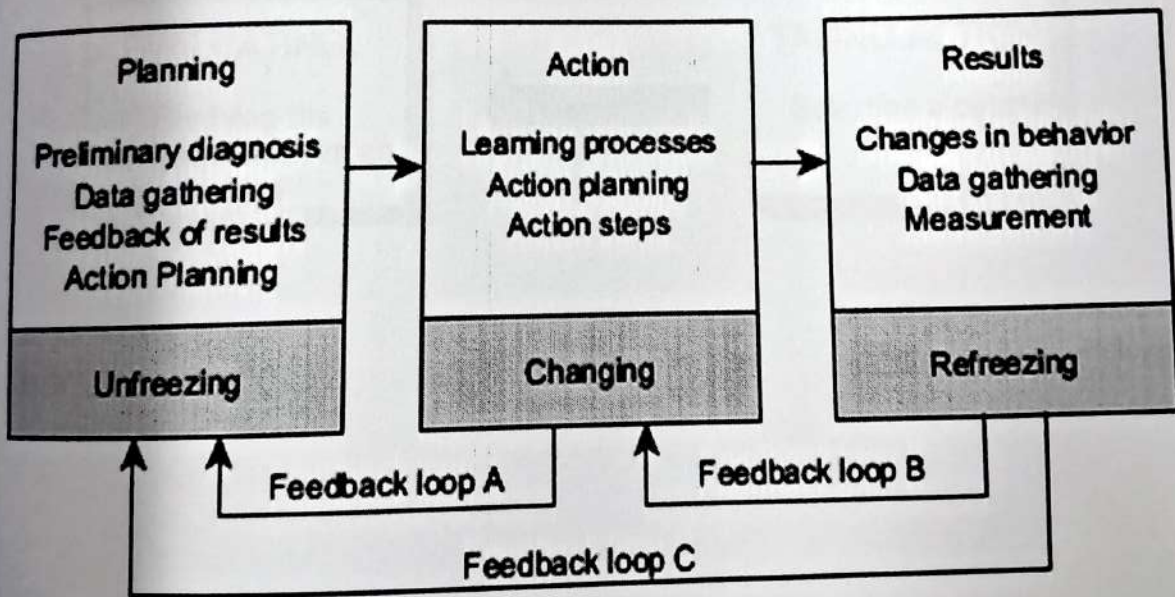
After seven decades of action research development, many methods have evolved that adjust the balance to focus more on the actions taken or more on the research that results from the reflective understanding of the action

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

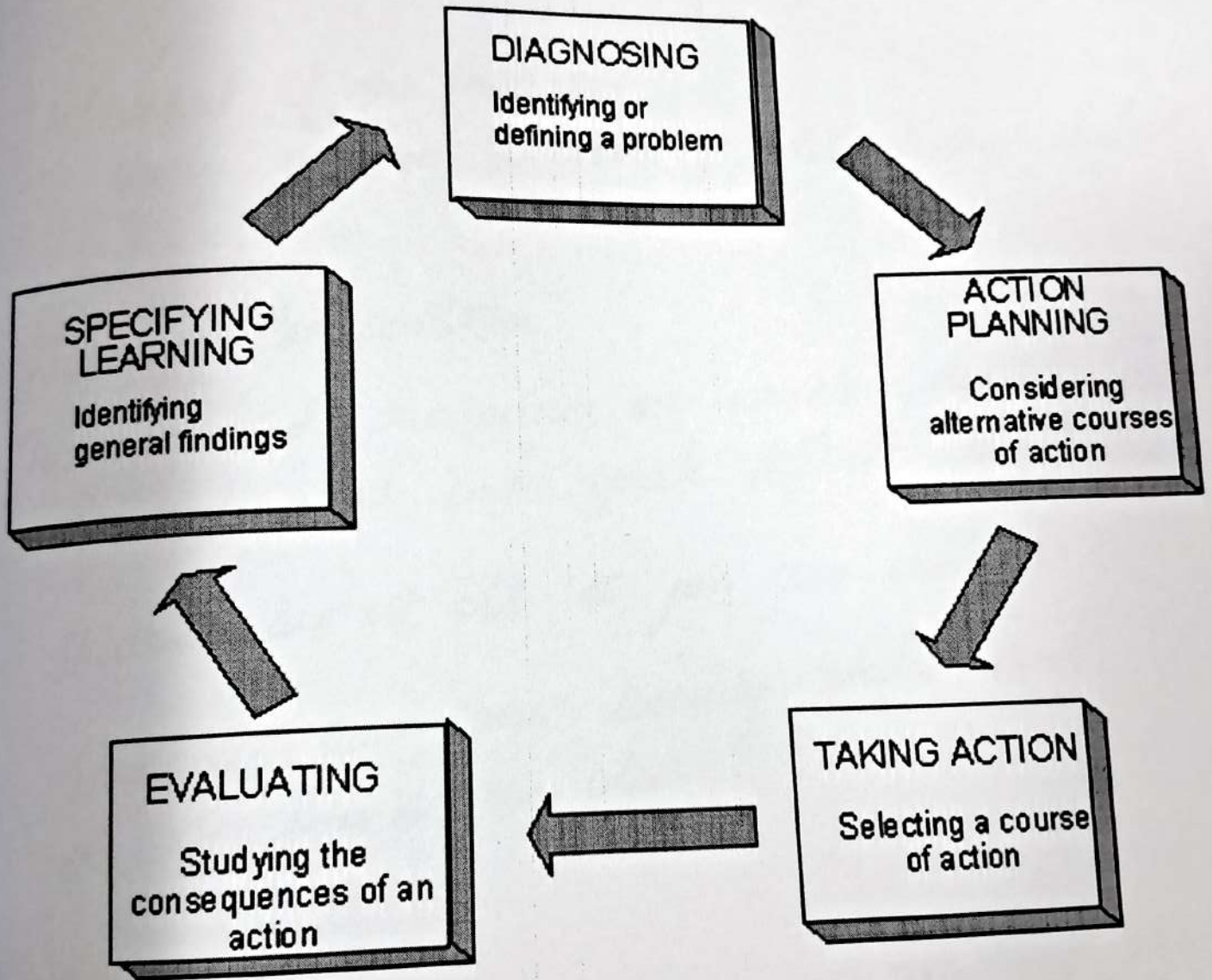
Input

Transformation

Output



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



Background of Problem

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

Statement of the problem

To study the poor vocabulary skill among students

Defining the problem

1. Students can't pronounce the words properly and can't read and speak difficult words.
2. Students are not able to join the sentences.
3. Students have poor listening skills and do not join in the class.

Causes

1. Social problem - students are not socialised in English because of their societal background.
2. Work load - students have to do house work because of which they can't read and do self study.
3. Lack of audio visual aids in class.
4. Lack of motivation among students.

Juggernauts →

- 1) use of audio visual aids to enhance the interest of the students. Students often get bored with books and hence various aids are needed to keep their interest on.
- 2) Story telling and library period should be there in schools. It should be a compulsory period and not optional or free.
This will enhance the silent reading among students.
- 3) Loud reading - students should read loudly to enhance their speaking and reading skills. It will improve the incorrect pronunciation.
- 4) Additional reading in class so that students get familiar with the new words and subconsciously inculcate them.
- 5) English conversations so that students become more familiar with the English language.

UNIT TEST MARKS LIST

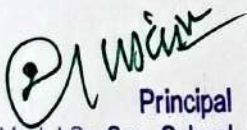
Subject : English
Total students : 45

Class VIII A

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

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

CASE STUDY



Principal

Government Model Sr. Sec. School

School Principal

Signature

Submitted by

Rashi Aswal

Roll no 215

B.Ed III Sem

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

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

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

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

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

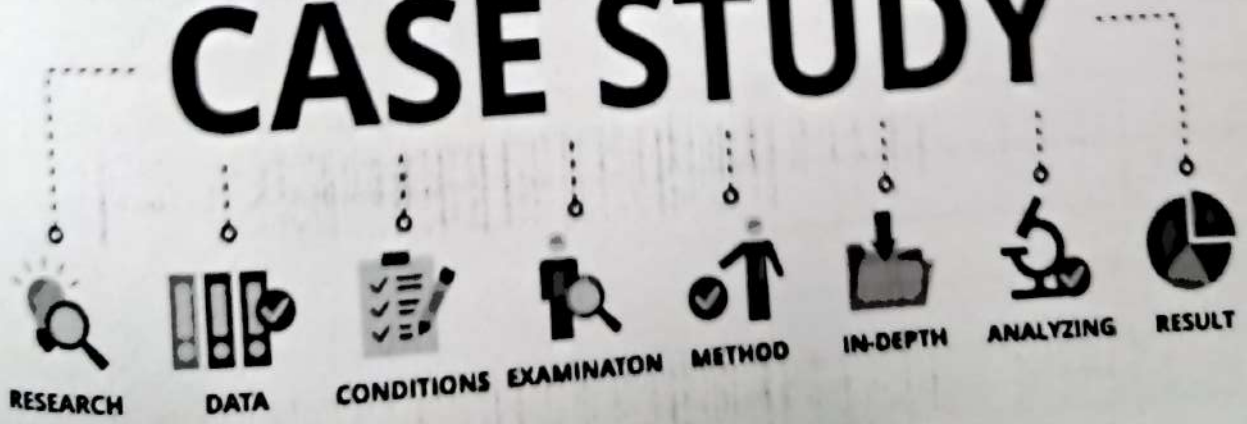
Once you have developed your problem statement and research questions, you should be ready to choose the specific case that you want to focus on. A good case study should have the potential to:

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

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

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

CASE STUDY





Name - Ravi

Age - 12

Class - VI B

School - Government Model Junior Secondary School
Sector 35 D.

Father's name - Gurpreet Sharma

Mother's name - Shabnam

DOB - 22-Aug-2011.

Father's occupation - Clerk in PGI

Mother's occupation - nurse.

Address - 3610 35D Chandigarh.

Study time - 3 hours.

Play time - 1 hour

Hobbies - Drawing, dancing.

Handwriting - legible.

Classroom behaviour - active in studies

Favourite subject - Music

Disliked subject - Maths.

Problem in English - Tenses (grammar)

Health - fit

Concentration - low.

↳ Extra classes were given to her

↳ Positive atmosphere at class and at home helped her.

She was asked to confront this problem to her parents so that they can have a healthy conversation.

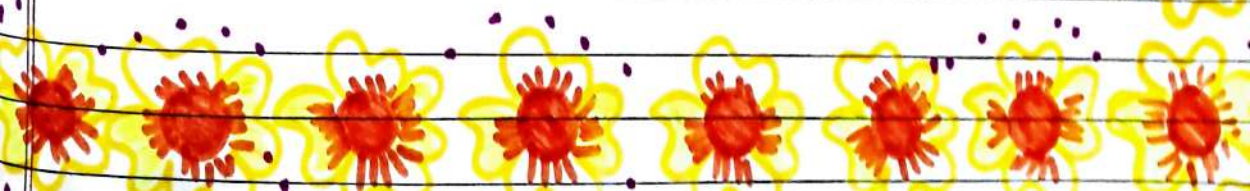
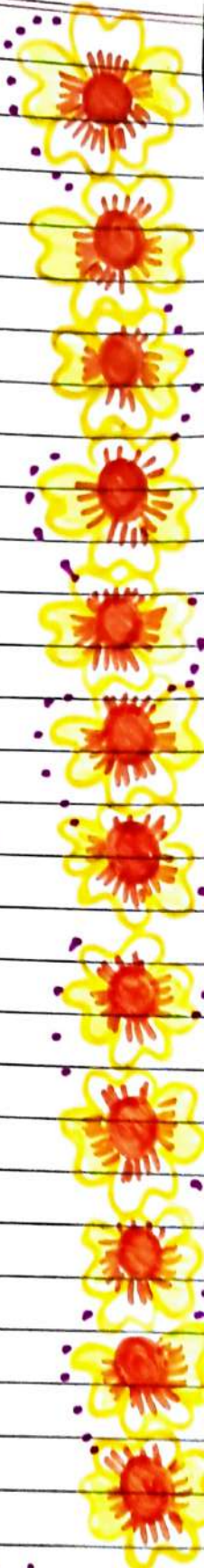
↳ P_t talked with her classmates and explained to them to not make Ravi feel left out and cooperate with her.

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

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

Conclusion

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



GOVERNMENT COLLEGE OF
EDUCATION, 20-D, CHANDIGARH

Co-Curricular Activity, Action Research and Case Study (PEDAGOGY OF ENGLISH)

SUBMITTED TO

Dr. Anjali Ravi

G.C.E. - 20D

SUBMITTED BY

Jasleen

Clg. Roll No. - 241

Univ. Roll No. - 22050381

B.Ed. 3rd Sem

(2022-24)

Action Research

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

CHARACTERISTICS of Action Research

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

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

Advantages -

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

Limitations -

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

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

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

Investigator - Jasleen, Roll No. - 241, section 'A', student of Government College of Education, Sector 20D, Chandigarh.

Objectives -

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

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

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

Steps or Procedure -

1. Selection of the Area - The area selected for particular action research programme is the problem of class VIII students not having good reading skills in English language.
2. Selection of Problem - The student of class VIII have problem in understanding the English language, how to pronounce words correctly, poor comprehension and slow reading speed.
3. Analysis of the problem - The problems of students were analysed while, when pupil teacher asked them to read prose or poem in a class.
4. Cause of the problem -
 - a) Lack of interest in English subject.
 - b) Lack of emphasis on reading part by teachers -
 - c) Using grammar translation method

- d) Poor phonemic awareness.
- e) Lack of reading activities in school or classroom.

5. Evidence of the problem -

- a) By observing the students in the classroom.
- b) Poor reading skills.
- c) Hesitant to read.
- d) Fumbling while reading.
- e) Wrong pronunciation.

6. Tools - The following tools were used for doing action Research -

- Conducting a reading activity in classroom.
- Making students read aloud in the class by using textbook.
- Taking students to library.
- Encouraging use of new vocabulary.
- Comprehension activities.

Action programme -

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

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

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

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

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

When did story takes place?, Where did story takes place, What lesson did the story try to tell you?

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

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

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

Case Study

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

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

For my case study, I chose a boy of class VIIIth of my class which I taught during my internship in U.M.S.S.S. Sec-27C, Chandigarh.

Personal Details

Name - Gautam Bhat

Age - 13 years

Class - VIIIth

School - Govt. Model Senior Sec. School, Sec-27K

Father's Name - Abhinav Bhat

Mother's Name - Nandita Bhat

Date of birth - 02.08.2010

No. of siblings - 2

Hobbies - Drawing, art and craft

Classroom behaviour - Attentive and Responsive

Achievements - Came first in model making competition for science and social studies.

- Came first in Reading contest.



GAUTAM

Family Details -Mother's Details

Name - Nandita Bhat

Age - 40 years.

Educational Qualifications - Graduate

Occupation - Housewife

Father's Details -

Name - Abhinav Bhat

Age - 43 yrs.

Educational Qualification - Graduate

Occupation - Civil Engineer

Educational history-

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

Social history-

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

Vocational history-

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

Phys Psychological Record-

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

Problem faced by child -

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

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

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

- Pupil teacher praised Gautam for being an all-rounder.
- Pupil teacher encouraged him to participate in activities related to model making, participating in morning assembly and other co-curricular activities.
- Pupil teacher created an inclusive and

Topic _____

muching learning environment by cond-
ucting small activities in class as to
engage him more and channelise
his creativity and activeness to something
useful.

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

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

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

INTERNSHIP

PROGRAM

SAMIDHA DHALL

913

CASE STUDY

On

Hearing Impairment

Jan
Submitted To:
Dr. Ravneet Chawla

Submitted By:
Samidhha Dhall

great and detailed work!
(i)

Hearing Impairment

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

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

Types

There are three different types of hearing loss:

1) *Conductive hearing loss*

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

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

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

2) *Sensorineural hearing loss*

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

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

3) *Mixed hearing loss*

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

Hearing Loss at Birth (Congenital Hearing Loss)

Hearing loss that is present at birth.

Causes of hearing loss in newborns include:

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

Symptoms:

Signs and symptoms of hearing loss may include:

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

Socio-demographic Details:

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

Referral

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

Informant

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

Chief Complaints

- Hearing Impairment since birth
- Speech Inclarity
- Hyperactive Behaviour

Information

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

Onset

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

Course

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

History of Present Illness

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

N.H.S.O

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

Past History

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

Treatment History

Medical Institution: **PGIMER, CHD**

Any Medications: No

Aid: **Hearing Machine**

Other illness diagnosed: None

Family History

Father's Name: **Ravinder Singh**

Occupation: **Govt. Driver**

Medical History: **None**

Mother's Name: **Gurmeet Kaur**

Occupation: **Housewife**

Medical History: **None**

Delivery: **Caesarean Section**

Brother's Name: **Agam Singh**

Occupation: **Student**

Education: **1st Standard**

Medical History: **Hearing Loss**

No History is suggestive of Psychiatric Illness in the family.

Personal History

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

Premorbid Personality

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

Sessions with the Subject

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

Session 1

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

Session 2:

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

Session 3:

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

Session 4:

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

Session 5:

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

Session 6:

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

OBSERVATION OF BEHAVIOUR OF A CHILD (Psychosocial Problem)

DEMOGRAPHIC DETAILS OF THE CHILD:

NAME: Komal

AGE: 12 years

SEX: Female

D.O.B: 10/06/2010

CLASS: 7th

SCHOOL: Govt. Model High School

HEIGHT: 4'5

WEIGHT: 35kgs

COMPLEXION: Dark

BODY STRUCTURE: Slim

TYPE OF FAMILY: Nuclear

FATHER'S OCCUPATION: Rickshaw Driver

MOTHER'S OCCUPATION: Domestic Helper

SIBLING: 2

TRAITS OF THE SUBJECT:

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

CLASSROOM BEHAVIOUR



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

OBSERVATION

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

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

CAREER TALK ON PHOTOGRAPHY



SAMIDHA DHALL

913/21

WHAT IS A CAREER TALK?



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

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

Photography - Eligibility Criteria



•CANDIDATES MUST HAVE PASSED +2 IN ANY STREAM.

•SKILLS ARE PREFERRED MORE THAN ACADEMIC
QUALIFICATIONS.

Career in Photography



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

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

Different Courses Available



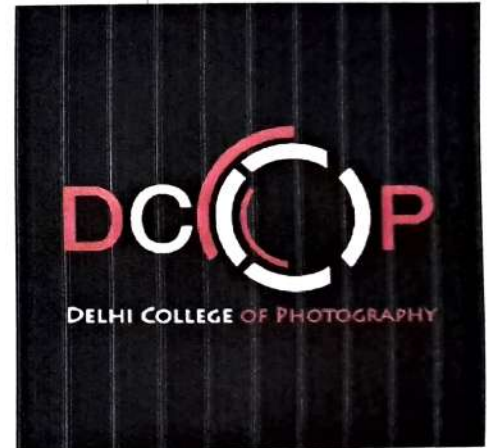
- **BACHELOR OF ARTS IN PHOTOGRAPHY**
- **DIPLOMA IN PHOTOGRAPHY**
- **BACHELOR OF FINE ARTS
(PHOTOGRAPHY)**
- **PG DIPLOMA IN PROFESSIONAL
PHOTOGRAPHY**
- **MFA PHOTOGRAPHY**

Photography Institutes in India



1. DELHI COLLEGE OF PHOTOGRAPHY

- They provide 4 courses from basic to advance.
- **Basic Course** – Duration- two weeks.
- **Foundation Course** – Duration- two months.
- **Advanced Course** – Duration – one year.



Light and Life Academy, Ooty



They provide three courses:

- ***PG Diploma Course in Photography*** –
Duration- one year
- ***Professional Photojournalism***
Duration- 6 months
- ***Workshop*** – Short duration



The Indian Institute of Digital Art and Animation, Kolkata



- ***B.Sc. in film and photography*** –
Duration – three years
- ***PG Diploma course in film and photography*** –
Duration- one year
- ***UG Diploma course in film and photography*** –
Duration – one year



THE INDIAN INSTITUTE
OF DIGITAL ART & ANIMATION

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

Jawaharlal Nehru Architecture and Fine Arts University, Hyderabad

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



Potential Career Paths



- **Freelance photographer**
- **Wedding and event photographer**
- **Product photographer**
- **Wildlife and landscape photographer**
- **Photojournalism**
- **Fashion photographer**
- **Advertising photographer**
- **Food photographer**

Freelance Photographer

- You work for yourself.

Freelance photographer tips:

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



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

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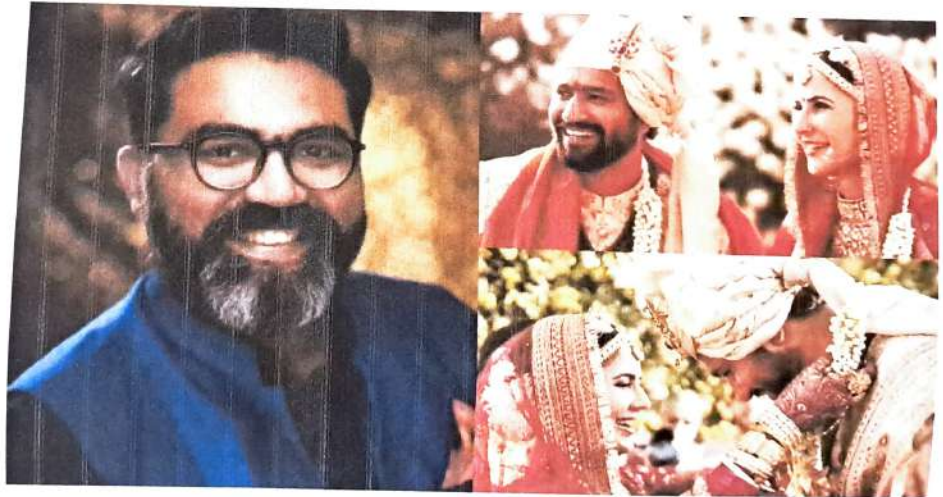
Wedding Photographer



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

Equipments Needed:

- Camera
- Lenses
- External Flashes
- Diffusers



Average Salary: Rs 50k-10,00,000 per month

Product Photographer



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



Average Salary: ₹ 0.3 Lakhs to
₹ 7.3 Lakhs



Photojournalist

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



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

Photojournalist

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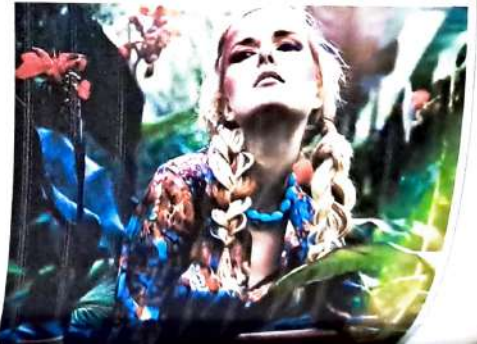


Average Salary: ₹50k - ₹795k per month

Fashion Photographer



- Focuses on the display of fashion clothing and items on advertising boards and in fashion magazines.
- This photography features models wearing the display items.



Employment Sectors:



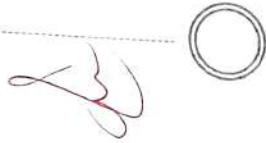
- Newspapers
- Magazines
- Studios
- Advertising Agencies
- Freelancers
- Event Management Organisations

Books & Study Material to Become Photographer



- *Complete Digital Photography* by **Ben Long**
- *Life Guide to Digital Photography* by **Joe McNally**
- *Understanding Exposure* by **Bryan Peterson**
- *The Photographer's Eye* by **Michael Freeman**

Pros of becoming a Photographer



- A career in photography is creative and it develops the creative skills of a person.
- A popular and highly skilled photographer is paid more in India.

Cons of becoming a Photographer



- You will not find clients easily. You have to promote yourself to find clients.
- The job market for photographers is very small. Hence, the job you get as a regular photographer comes with a very low salary.



GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

REPORT

PU ZONAL SKILL IN TEACHING AND ON THE SPOT TEACHING AIDS

PREPARATION COMPETITION

PU Zonal Skill-in- teaching and on the spot teaching aids preparation competition Zone-A organised by Skill-in-Teaching Committee of the College. Students of College participated in PU Zonal skill in teaching and on the spot teaching aids preparation competition from 25th April, 2023- 27th April, 2023.

DAY – 1

Date: 25th April 2023

On the day 1 of the competition, 10 students from various pedagogy subjects took part in the above said competition. They were accompanied by Dr. Kusum, In charge, skill-in-teaching committee and Mr. Sanjeev Kumar. The venue for day 1 was Rayat College of Education, Raylmajra, near Ropar, Punjab.

The team from GCE reached the venue at about 08:30 am and then got the registrations done. Necessary information was provided to the students by the host college. The competition began at about 10:00 am. Participants for on-the-spot teaching aid preparation were allotted a big hall and they were given 3 hours to complete the task with proper presentation and writeup. While the participants for skill in teaching were allotted separate classrooms according to their pedagogy subjects and were required to present their lesson in 25 minutes. The participants wholeheartedly participated in both the events with much zeal and enthusiasm.

Winners were declared at about 02:00 pm and the students of Government College of Education, Sector-20 D, Chandigarh bagged 8 prizes (4 first prizes, 2 second prizes, 1 third prize and 1 consolation prize). The list of winners along with their Pedagogy subjects is as follows-

Skill in Teaching:

First Prize-

- Tanuja Upreti – Pedagogy of English (Adjectives)
- Shampreet Singh – Pedagogy of Music (Punjab ke Lok Vadya)
- Richa – Pedagogy of Sanskrit (Subhashitani)

Second Prize-

- Monica – Pedagogy of Fine Arts (Painting with stencil)

Participation-

- Tania Chadha – Pedagogy of Punjabi (Guru Gobind Singh)

On the spot Teaching Aids Preparation:

First Prize-

- Nisha Garotra – Pedagogy of Music (Tabla)

Second Prize-

- Neha Thakur – Pedagogy of Fine Arts (Glass painting)

Third Prize-

- Kavita Singh – Pedagogy of English (Verbs)

Consolation-

- Meera – Pedagogy of Hindi (Jab cinema ne bolna seekha)

Participation-

- Tania Chadha – Pedagogy of Punjabi (Guru Gobind Singh)



DAY – 2

Date: 26th April 2023

On the day 2 of the competition, 6 students from various pedagogy subjects took part in the above said competition. They were accompanied by Dr. Upasana Thapliyal, and Mr. Ravinder Kumar. The venue for day 2 was A.S. College of Education, Khanna, Ludhiana, Punjab.

The team from GCE reached the venue at about 08:30 am and then got the registrations done. Necessary information was provided to the students by the host college. The competition began at about 10:00 am. Participants for on-the-spot teaching aid preparation were allotted a big hall and they were given 3 hours to complete the task with proper presentation and writeup. While the participants for skill in teaching were allotted separate classrooms according to their pedagogy subjects and were required to present their lesson in 25 minutes. The participants wholeheartedly participated in both the events with much zeal and enthusiasm.

Winners were declared at about 02:00 pm and the students of Government College of Education, Sector-20 D, Chandigarh bagged 2 prizes (2 third prizes in Pedagogy of Computer Science). The list of winners and participants along with their Pedagogy subjects is as follows-

Skill in Teaching:

Third Prize-

- Gunjandeep Kaur– Pedagogy of Computer Science (Cyber Crime)

Participation-

- Poonam Kumari Sharma – Pedagogy of Physical Science (Motion and it's laws)
- Tenzin Khedup – Pedagogy of Mathematics (Probability)

On the spot Teaching Aids Preparation:

Third Prize-

- Prince Bansal – Pedagogy of Computer Science (Credit Card Fraud)

Participation-

- Samiksha Thakur– Pedagogy of Life Science (Sewerage Treatment Plan)
- Aman Kumari – Pedagogy of Mathematics (Mathematical Toys)



DAY- 3

Date: 27th April 2023

On the day 3 of the competition, 6 students from various pedagogy subjects took part in the above said competition. They were accompanied by Dr. Meena, and Mrs. Sonika Devi. The venue for day 3 was Guru Teg Bahadur Khalsa College of Education, Dasuya, Hoshiarpur, Punjab.

The team from GCE reached the venue at about 08:30 am and then got the registrations done. Necessary information was provided to the students by the host college. The competition began at about 10:00 am. Participants for on-the-spot teaching aid preparation were allotted a big hall and they were given 3 hours to complete the task with proper presentation and writeup. While the participants for skill in teaching were allotted separate classrooms according to their pedagogy subjects and were required to present their lesson in 25 minutes. The participants wholeheartedly participated in both the events with much zeal and enthusiasm.

Winners were declared at about 02:00 pm and the students of Government College of Education, Sector-20 D, Chandigarh bagged 3 prizes (1 first prize and 2 second prizes). The list of winners and participants along with their Pedagogy subjects is as follows-

Skill in Teaching:

Second Prize-

- Sujata– Pedagogy of Economics (Sectors of an Economy)
- Raveena Gill – Pedagogy of Home Science (Care & maintenance of cloth)

Participation-

- Shiwangi Singh– Pedagogy of Social Studies (Judiciary)

On the spot Teaching Aids Preparation:

First Prize-

- Kamini – Pedagogy of Home Science (Process of fibre to fabric)

Participation-

- Deepa Yadav – Pedagogy of Economics (Sectors of an Economy)
- Priyanka– Pedagogy of Social Studies (Non- conventional sources of Energy)



Coordinator
Skill-in-Teaching

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

Copy to:

1. For Office Records
2. For College Website
3. For NAAC Dr. Rajni Thakur

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH REPORT

BASELINE ASSESSMENT FROM GRADE 3RD TO 5TH IN ALL GOVT. SCHOOLS UT, CHANDIGARH

Baseline Assessment Exam was conducted by Skill-in-Teaching Committee in the College according to as per the instructions of the District Education Officer Ms. Bindu in collaboration with NGO Arpan Kachi Sadak to assess the basic literacy skills of students of class 3rd, 4th and 5th in Government Schools of Chandigarh. B.Ed 2nd Semester students were appointed as invigilators to ensure the smooth functioning of the assessment. A training session was conducted for the student invigilators in college premises on April 20th, 2023 in the presence of DEO Ms. Bindu, along with resource persons Mr. Ravinder, Ms. Rupinder Kaur and Ms. Neha from Kachi Sadak NGO. Detailed guidelines were given to the invigilators regarding conduction and evaluation of the assessment. After that students continued with their Internship program Phase-II of B. Ed. 2nd semester till April 27th, 2023.

From April 28th, 2023 to May 04th, 2023; 107 Students of B.Ed 2nd semester performed their duty as invigilators in 67 Government Schools of Chandigarh for classes 3rd, 4th and 5th during morning and evening shifts. Exam was conducted in two parts at a time. First part was the written test of English, Hindi and Mathematics, second part was the oral reading assessment of the same before mentioned subjects. After conducting test, it was checked by the invigilators immediately and levels were assigned to each student for each subject in order to depict the level of students learning. After evaluation, levels were uploaded on the provided google sheet. Student invigilator got an opportunity to interact with students at ground level and gained valuable experience.





Coordinator
Skill-in-Teaching

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

Copy to:

1. For Office Records
2. For College Website
3. For NAAC Dr. Rajni Thakur

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20 D, CHANDIGARH

REPORT ON

“IMPROVING COMMUNICATION SKILLS: Some Suggestions for an Effective Interview”

(4th November, 2022)

The Government College of Education, Sector 20D, Chandigarh organized a lecture **under the Memorandum of Understanding (MOU)** signed with the Regional Institute of English, Sector 32, Chandigarh on the theme- **“Improving Communication Skills: Some Suggestions for an Effective Interview”** in the Society Period on **4th November, 2022 from 12:00 noon to 1:20 p.m.** for the **B.Ed., M.Ed. and PGDG&C students** of the college. The Resource Person for the event was Dr. Gopal Chandra Nayak, Assistant Professor, Regional Institute of English, Sector-32, Chandigarh. Principal of the college, Dr. A.K. Srivastava formally welcomed the resource person of the day. A brief introduction of the guest was given to students by Dr. Sheojee Singh and Dr. Anjali Puri, Associate Professors, Government College of Education, Sector 20, Chandigarh.

In his address to students Dr. Gopal Ji discussed about the varied types of communication- verbal, non-verbal, listening, visual, signs etc. He also talked about how important our body language (65%) is over our spoken words (7%) and actions (28%), which justifies the proverb “Actions speak louder than words”. He emphasized that communication is not just the sounds produced but a language that is used not only in terms of grammatical sense but it should be meaningful in the context with proper gestures, feelings and emotions. Also, barriers we have to keep in mind for an effective communication were discussed. He focused on simple but effective tools that can make our communication effective as sticking to the objective, being sincere, brief and precise, relaxed, empathetic, giving and receiving feedback, being visual and being respectful towards others in communication.

Further, he laid emphasis on being an active listener so as to fully understand before responding. Being active listeners we must also learn to, “talk less, listen more”. We must read more closely, the emotional side of the speaker and be mindful about our own words

because as it is rightly said," Be careful with your words. Once they are said, they can be only forgiven, not forgotten.

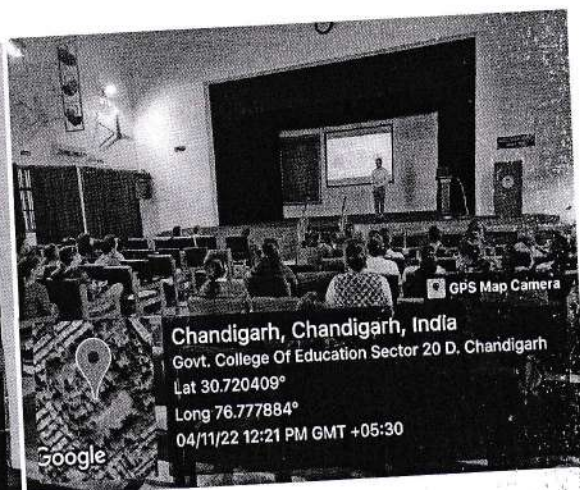
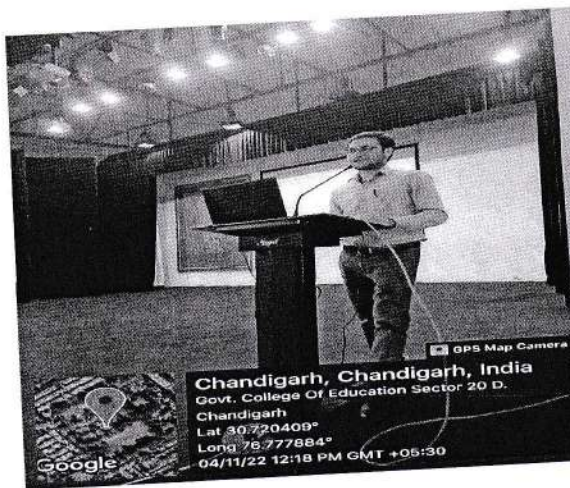
In addition, he also presented interview skills in a broader perspective including the types of interviews, formal introduction, formal dressing etc. Also, the positive effect of an enthusiastic voice during a telephonic interview was also discussed about. Great emphasis was laid on some game changing kind words like PLEASE and THANK YOU. He also highlighted that, how a beaming smile could have a positive effect on the interviewer. He motivated the students to face the fears like anxiety and nervousness by preparing well, in advance, extensive reading and research, or even attending a mock interview.

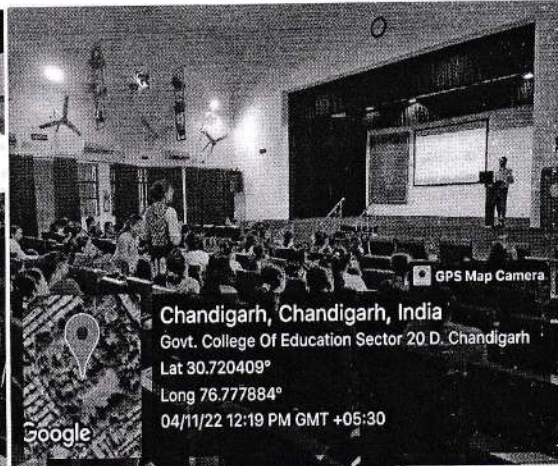
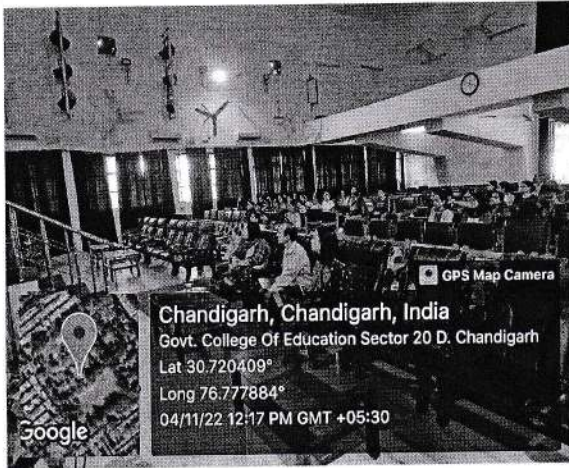
At the end, a question answer session was held wherein students asked their queries and discussed their experiences after his motivating talk.

The program concluded with a formal vote of thanks extended by Dr. Rajni Thakur, Coordinator for the event, towards the resource person, the worthy principal, IQAC committee, the faculty members and the participating students for all the cooperation and support to make the event a success.

(The stage was handled by- Ms. Kashish Bains, B.Ed. Sem.-1st Student, Section B)

Some Glimpses of the Event:





Rajni Thakur

Event Coordinator

Dr. Rajni Thakur

Anjali Puri

IQAC Incharge

Dr. Anjali Puri

Principal

Principal

GCE20, Chandigarh



GOVERNMENT COLLEGE OF EDUCATION, SECTOR-20 D, CHANDIGARH

REPORT ON FILM NOTEBOOK

Event Coordinator: Dr. Balwinder Kaur & Dr. Aarti Bhatt

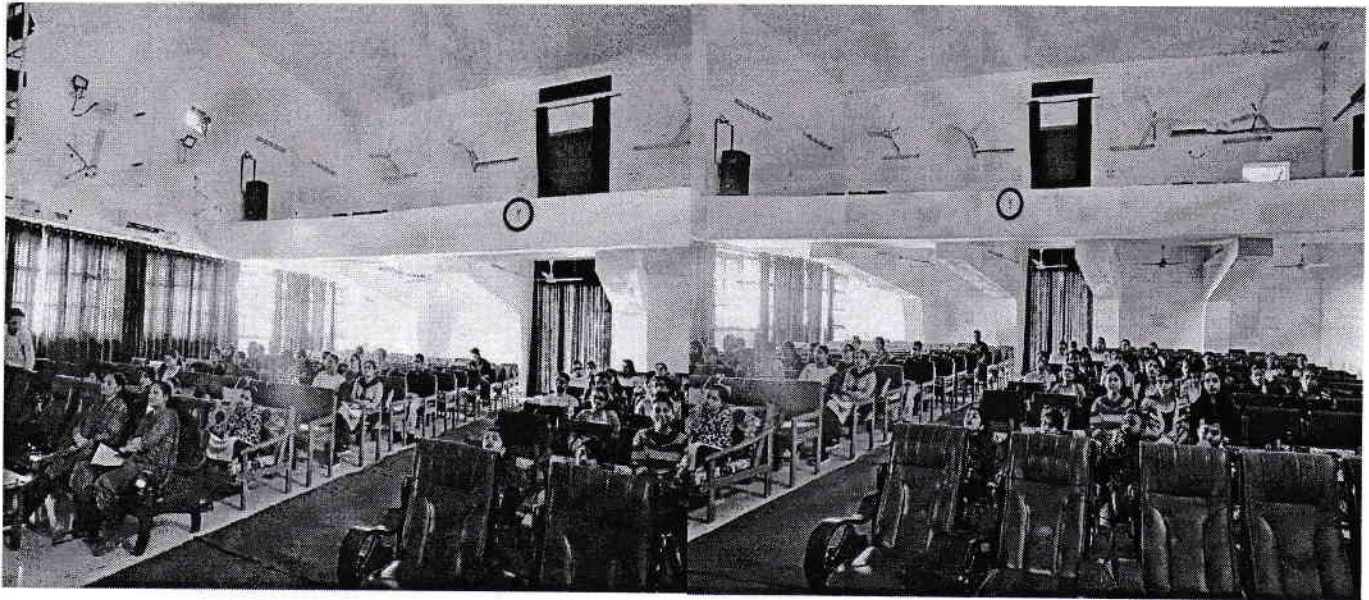
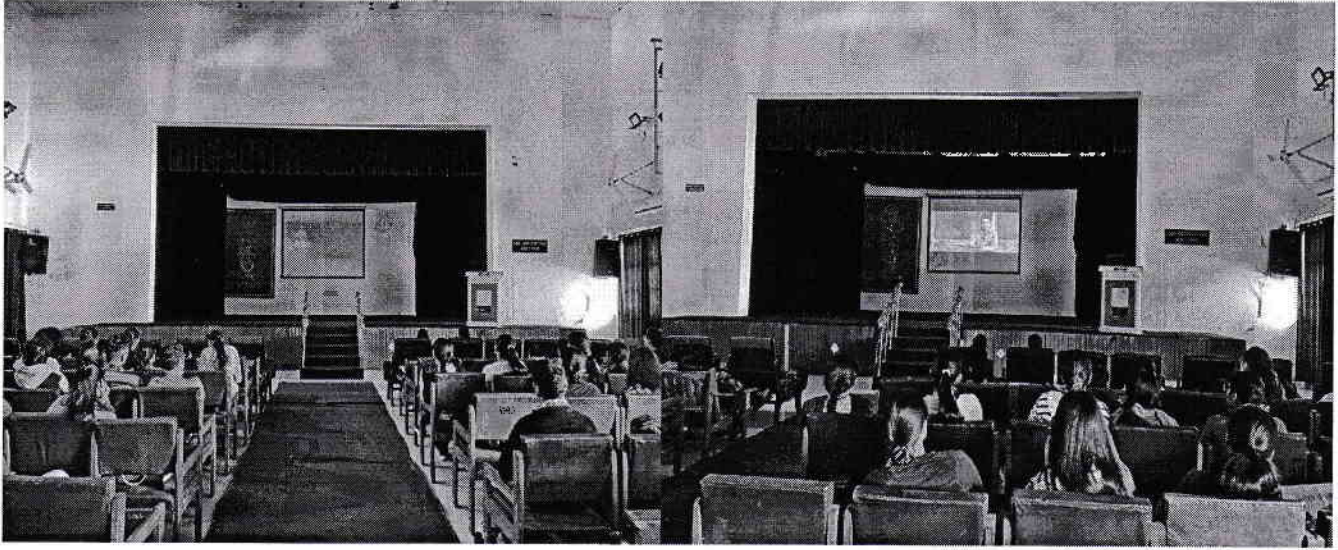
Date: February 24, 2023

Time: 12 PM – 2:00 PM

The Literary and Cultural Society of Government College of Education, Sector-20 D, Chandigarh showed a movie titled "Notebook" to the students of B.Ed 2nd year in the society period. The movie touched on the true meaning of education and highlights the problems in today's teaching practices.

Notebook is a Bollywood film directed by Nitin Kakkar, produced by Salman Khan and remake of the 2014 Thai film 'The Teacher's Diary'. The film emphasises on the need for education, and the fact that even children from isolated areas can grow and be successful like anyone else. It's a delightful central message that works brilliantly throughout, and in tandem with the wonderful relationship that the kids and the teachers strike up together, it really does give a great show of the value of education for everyone. It gives a message that education shouldn't be just for the sake of grades or marks, but for the sake of knowledge, to learn and understand the things around you, to decide what to do with your life in the future.

The movie had a positive impact on the pupil teachers that a teacher must accept the situation, far from civilization, away from people who loved; they are required to be more than a teacher to his students. The spirit of dedication of teachers is a matter that needs to be owned by a teacher



Bratt
Cultural Committee

Bando
9/3/2023
Principal
GCE-20, Chandigarh

- Cc: 1. For Website
- 2. Records
- 3. NAAC Committee



Government College of Education, Sector 20D, Chandigarh

Society Period

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

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

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

Few Glimpses of the documentary:





RFE

Transgender student to lead first ever LGBT pride walk in Uttarakhand

HIMANI BAHUGUNA
CHANDIGARH, 13/07/2013

AFTER a long time for herself and her community's rights at Pooja University, Dehradun Himani Bahuguna, 22, has become the first transgender student to lead the first ever LGBT pride walk in Uttarakhand.

The LGBT community that has been struggling for its rights in Uttarakhand has finally got its first pride walk on July 13, 2013. The first pride walk in Uttarakhand will be held in Dehradun on July 13, 2013. The first pride walk in Uttarakhand will be held in Dehradun on July 13, 2013.

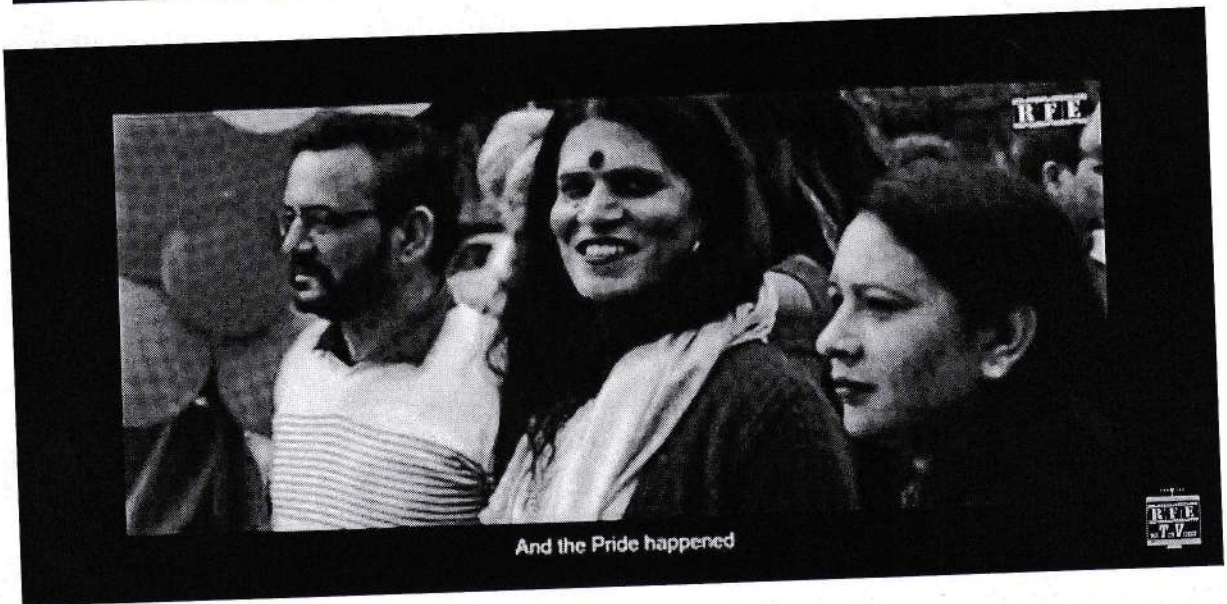
Himani Bahuguna
Dehradun

Starting the first ever LGBT pride walk in Uttarakhand, Himani Bahuguna said, "I am proud to be the first transgender student to lead the first ever LGBT pride walk in Uttarakhand. I am proud to be the first transgender student to lead the first ever LGBT pride walk in Uttarakhand. I am proud to be the first transgender student to lead the first ever LGBT pride walk in Uttarakhand."

She said she had the idea of starting the first ever LGBT pride walk in Uttarakhand. She said she had the idea of starting the first ever LGBT pride walk in Uttarakhand. She said she had the idea of starting the first ever LGBT pride walk in Uttarakhand.

We flagged off the first Pride in 2013

RFE



Teacher Incharges

Mr. Ravinder Kumar

Dr. Rajni Thakur

Bande
Principal, 17/2/2023

GCE20, Chandigarh

B.Ed IInd Year

RollNo	Name	Signature
1	ANSHU	Anshu
2	PARVINDER KAUR	
3	SHIWANGI	
4	YASHIKA SHARMA	
5	GAGANDEEP SINGH	
6	AMAN KUMARI	
7	ANANYA OJHA	Ananya
8	AMISHA	Amisha
9	SAMRIDHI SAINI	Samridhi
10	TSERING NORZOM	nor
11	POONAM KUMARI SHARMA	
12	SARIKA	
13	ISHA	
14	RICHA	Richa
17	AMANDEEP KAUR	Aman
18	SONAM BHATIA	Sonam
19	JASVIR KAUR	Jasvir
20	SANT KAUR	Sant Kaur
21	SAHIBPREET KAUR	Sahib
22	NAVDEEP KAUR	
23	DEEPSHIKHA	Deepshikha
24	SWEETY THAKUR	sweety
25	NEHA THAKUR	Neha
27	SUNITA PARIHAR	
28	TENZIN KHEDUP	Tenzin
29	VANSHIKA	
30	ALISHA	Alisha
31	MEGHA SAINI	
32	SHERON	Sheron
34	SIMRANJEET KAUR	
35	APARAJIT THAAPAR	
36	NIDHI GUPTA	Nidhi Gupta
37	STANZIN SONAM	Stanzin
40	TSERING YODOL	Yodolo
41	DEEKSHA	
43	AMEESHA VERMA	
44	KUSUM CHOUDHARY	Kusum
45	UMISHA KALIA	Umisha
46	SIMRAN	Simran
47	POOJA RANI	
48	NITIKA RANI	Nitika
49	MUSKAN KAUR	
50	KOMAL MAURYA	
51	PALAK DUGGAL	Palak
52	KALPANA POKHREL	
53	NANDINI	
54	SANDHYA DEVI	Sandhya devi
55	NEELAM	Neelam
56	LATA KUMARI	Lata Kumari
57	NEHA SHARMA	Neha Sharma
58	RAMANJEET KAUR	Ramjeet Kaur
59	GURPREET KAUR	Gurpreet Kaur
60	MANPREET KAUR	Manpreet Kaur
61	RUBI	Rubi

67	PARVATI	Parvati
68	KAVITA SINGH	Kavita
69	TASHI LANZES	Tashi Langes
70	RAVEENA GILL	
71	KAMINI	
73	PRINCE BANSAL	
74	SONALI KUMARI MANHAS	Sonali Manhas
75	MONIKA	Monika Dhinora
76	TANUJA UPRETI	Tanuja
78	MEERA DEVI	Meera
79	PUNEET	Puneet
80	NISHA GAROTRA	Nisha
81	ANKITA RANOUT	
84	JAPJEET KAUR	Japjeet
85	SAKSHI VERMA	Sakshi
86	NAVEEN SINGH	
87	PRIYA DADWAL	
88	SUNIL	
89	SHAMPREET SINGH	
90	KANCHAN THAKUR	Kanchan
91	RUCHI RANA	
92	DEEPAK SHARMA	
93	SHIVANI	Shivani
95	RUBBY KUMARI	Rubby Kumari
96	GUNJANDEEP KAUR	Gunjan
97	BANDANA	
98	DEEPA YADAV	Deepa Yadav
99	PRIYANKA	
100	PRIYANKA RANI	Priyanka Rani
101	RASHMEET KAUR	
102	DEETI KAUSHIK	Deeti -
103	NEHA THAPA	Neha Thapa
104	MANISHA	
105	SAROJ KUMARI	
106	KOMAL	Komal
107	JASPREET KAUR	Jaspreet Kaur
108	SHALINI	Shalini
110	RITIKA	Ritika
111	SAMIKSHA THAKUR	Samiksha Thakur
113	POONAM RANI	
114	SHRISTHI JOSHI	Shristhi
115	DAAMAN SHARMA	
116	PADMA YANGZOM	
117	ANNU	Annu
119	MAMTA SHARMA	
120	KOMAL	Komal
121	NIDHI SHARMA	
66	Manisha	Manisha

Present = 64

Duppal 17/2/23

Affred 12/2/2023



GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

REPORT

Dated: -15-05-2023

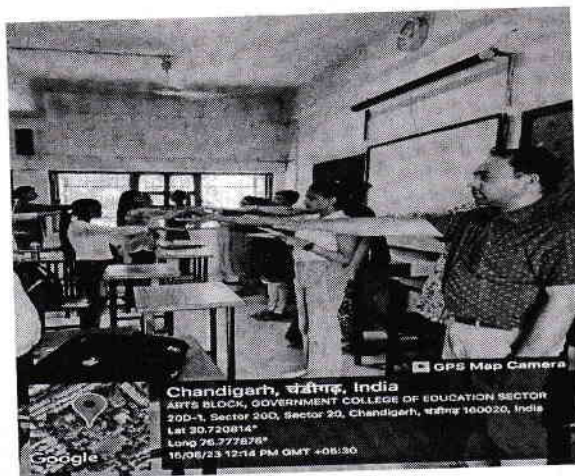
Mass Mobilization Campaign to raise awareness about LIFE (15-05-2023 to 31-05-2023)

PARIJAT ECO-CLUB of Govt. College of Education, Chandigarh started the Mass Mobilization Campaign to raise awareness about LIFE (Life Style for Environment) activities on 15th May 2023. These activities will be continuing till 31st May 2023. On first day i.e. 15th May 2023 activities started with the pledge which was led by Eco-Club executive member Akshita followed by all the students and faculty members. Principal of the college Dr. Sapna Nanda briefed the students about the activities to be conducted till 31st May 2023. She motivated all the students to participate in the same with full dedication and enthusiasm.

A talk on the theme save environment was delivered by Parijat Eco-Club incharge Mr. Ravinder Kumar. Cleanliness drive in the class rooms was conducted by all the students in various class rooms. Event was organized successfully and appreciated by the principal Dr, Sapna Nanda.

Glimpses:

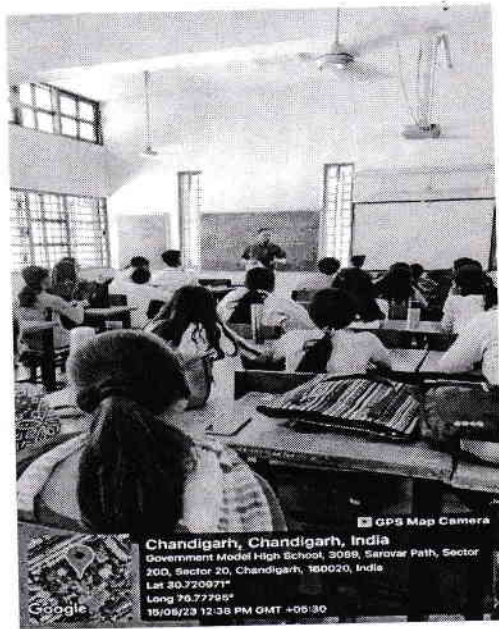
Pledge (Activity 1)



Briefing by Principal Dr. Sapna Nanda

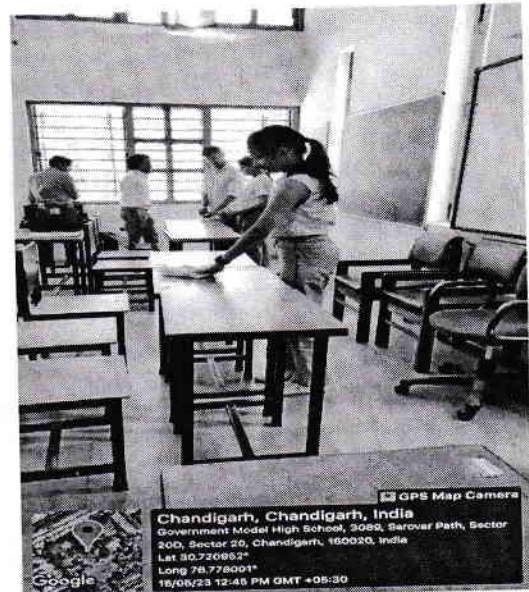


Talk (Activity 2)



15/8/23
PARIJAT ECO-CLUB

Cleanliness Drive (Activity-3)



15/8/23
Principal

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

GOVERNMENT COLLEGE OF EDUCATION SECTOR 20D, CHANDIGARH



TG -7: Report of Value Education held on 2nd January, 2023

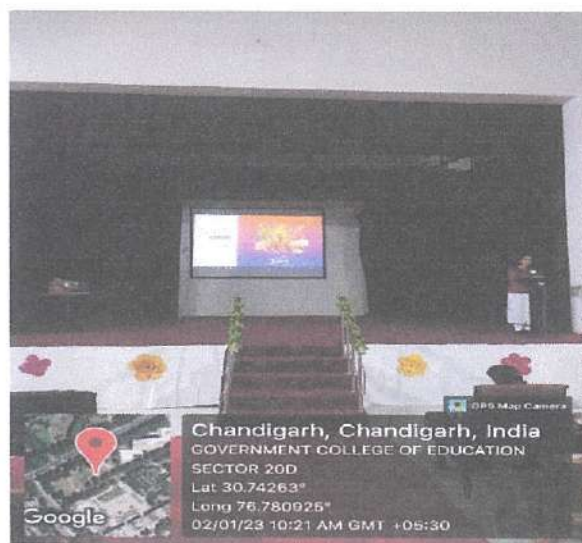
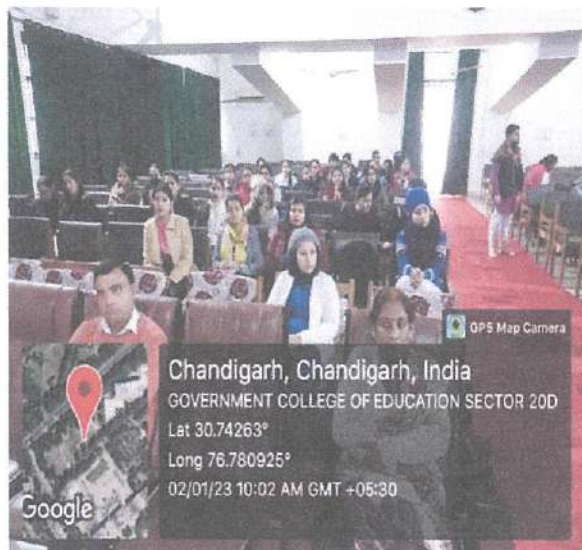
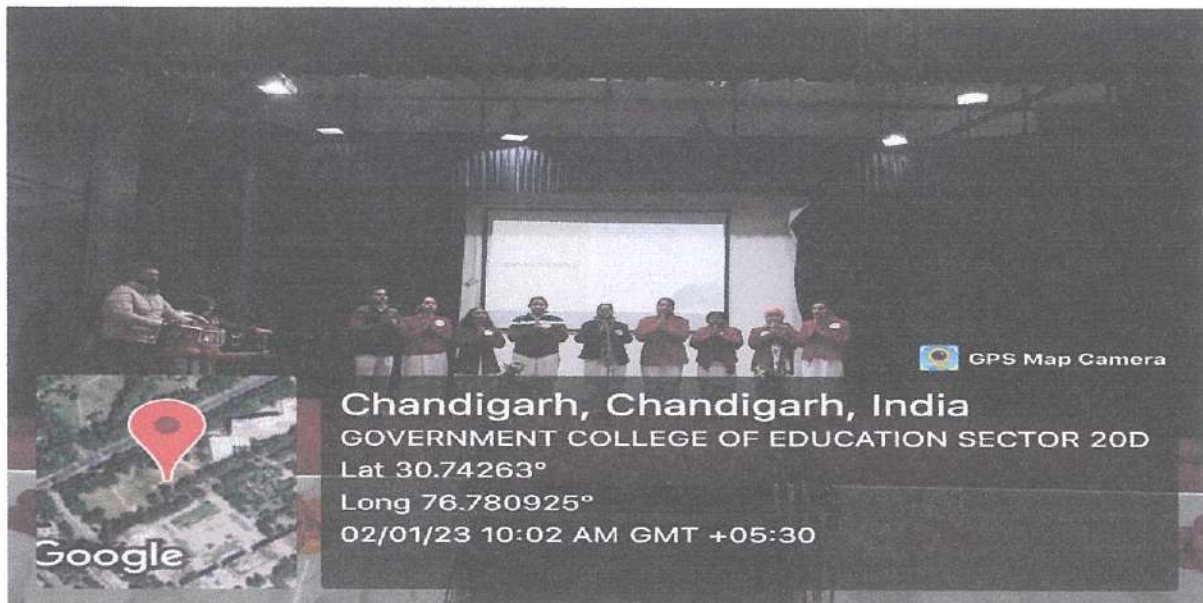
The first assembly of 2023 by tutorial group 7 was organized on 2 January, 2023. Students of Government College of Education, Sector - 20 D, Chandigarh celebrated numerous festivals coming in the month of January 2023.

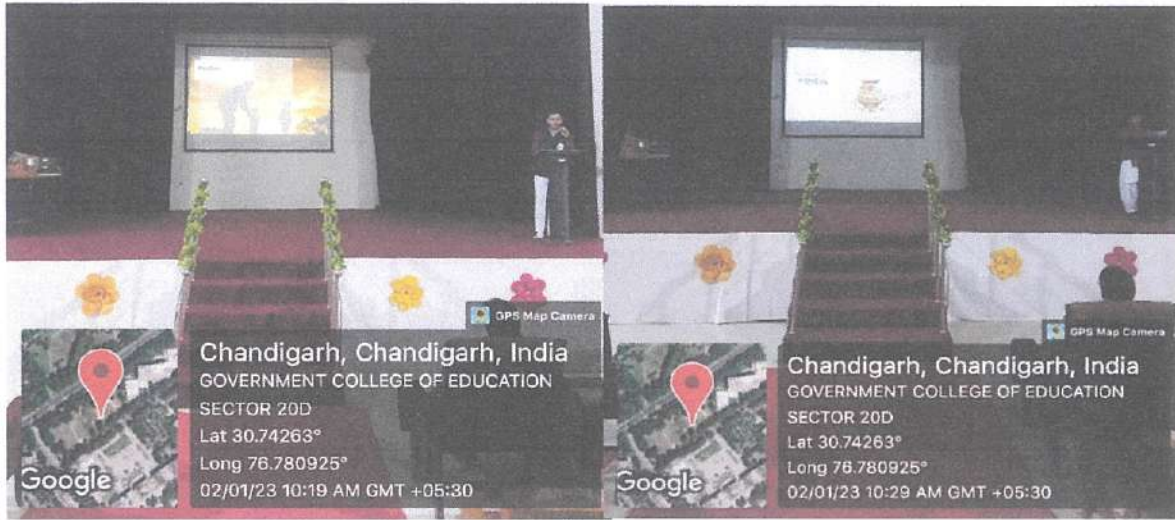
The Assembly started by extending New Year wishes and a soulful prayer **“Subah SavereLekar Tera Naam Prabhu”** that filled our hearts with gratitude and humility. Students maintained the discipline and arrangements were well taken care of in advance. The involvement by the listeners was remarkable. Along with this, information about various upcoming festivals like Lohri, Makar Sankranti and Pongal was also shared with the students.

Students were made aware about National Science Fiction Day, International Mind – Body Wellness Day and the inspirational Indian Army Day. The contributions of Swami Vivekananda were conveyed through a speech on National Youth Day also known as Vivekananda Jayanti. The energy in the room was infectious and the audience was enthralled.

The culmination of the tutorial group activities with morning assembly motivated students to start the New Year with new hopes and aspirations. The T.G. incharge Dr. Lilu Ram Jakhar congratulated the students on the successful completion of the assembly. Principal Dr. Sapna Nanda also praised the efforts and presentation put forward by the students. The assembly concluded with the National Anthem. All were ready to begin a new league in their lives.

Glimpses:





Lilu Ram
21/1/2023

In-charge TG 7
Dr. Lilu Ram Jakhar

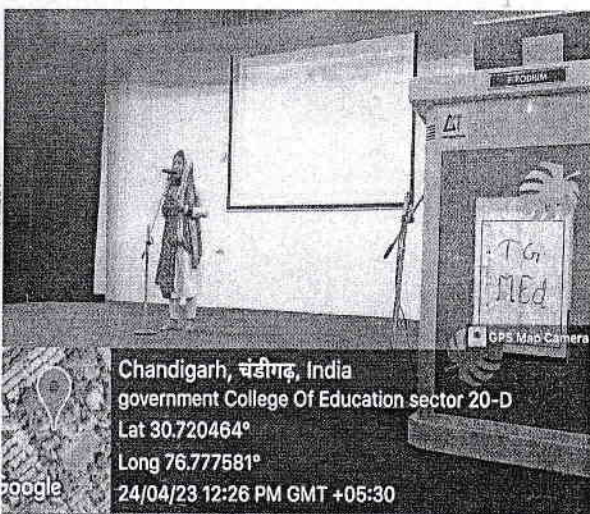
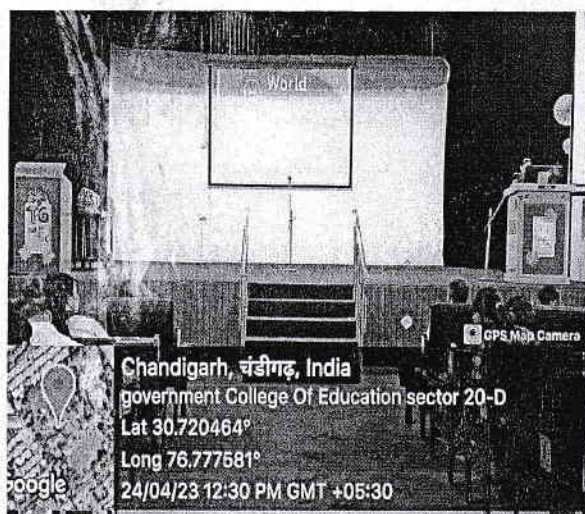
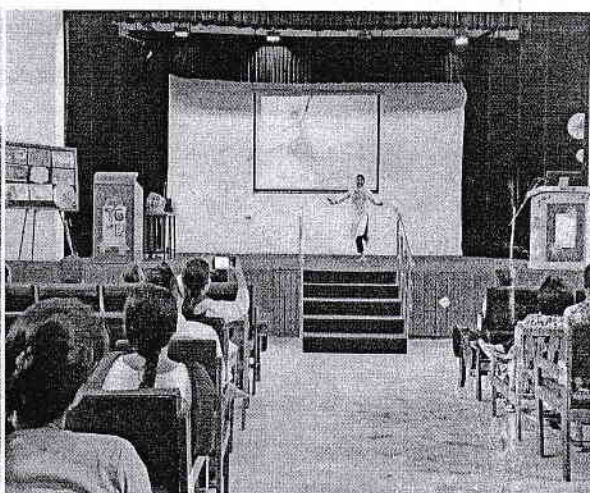
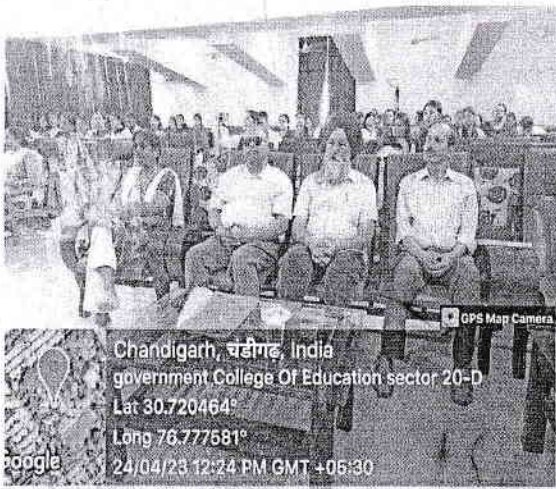
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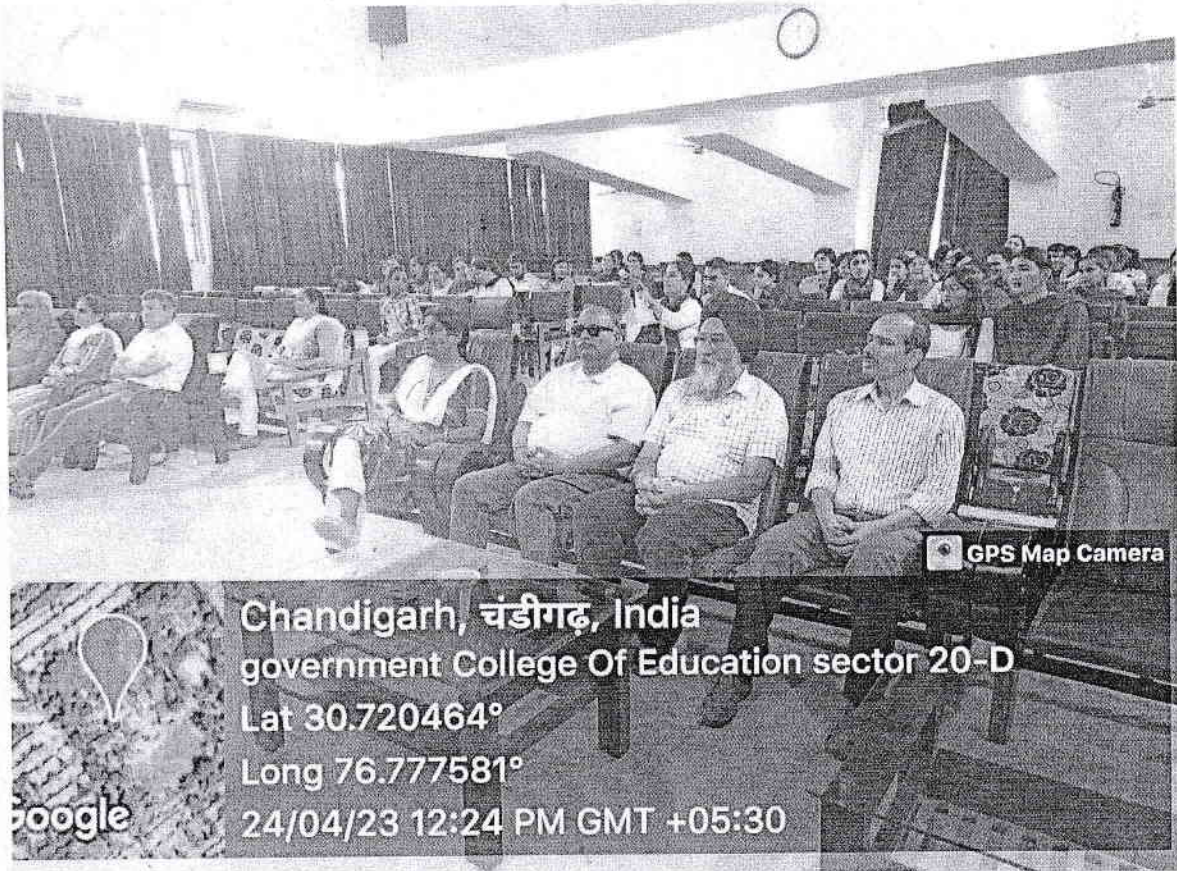
Principal
Govt College of Education
Sec-20D, Chandigarh

TG -M.Ed.
Report on Assembly (April 24th, 2023)

M.Ed. batch of Government College of Education, Sector 20-D, Chandigarh conducted an assembly on Monday i.e. April 24th, 2023 at 12:00 noon. The in-charges of the group were Dr. Savita Arya, Vice Principal and Dr. Mukhtiar Singh who guided the students for the assembly. The assembly began with the prayer thanking the almighty and proceeded with thought of the day by Anjali and headlines of the day by Binita. Sawati of second year gave a speech on World health and safety day at work and World Malaria Day followed by the poem of Siddhi on World Stationery Day. Melodious Bhajan was sung by Indu of M.Ed. first year. World Intellectual Property Day was well elaborated by Aarushi's speech. Anjali of second year well portrayed the poem on National Panchayati Raj Day followed by the enthusiastic dance performance of Abha of second year on International Dance Day. Binita of first year expressed her views on World Veterinary Day. At last but not the least, Dean sir appreciated the students for the effort followed by a vote of thanks and the assembly was concluded up with the National Anthem.

The members took up different duties, anchoring was done by Abha Jain of second year, Report file was prepared by Indu of first year and charts along with decoration was done by Binita and Abha. The assembly was a success with a collaborative effort of the group.





TG In-charges M.Ed.

1. *Sand* 24/4/2023

2. *m-har*

Bando
25/4/2023
Principal

GOVERNMENT COLLEGE OF EDUCATION, SEC-20D, CHANDIGARH**REPORT****On****VALUE EDUCATION PERIOD****(TUTORIAL GROUP – 4)**

The Tutorial Group - 4 of the college conducted Value Education Period on 5th December, 2022. The Value Education Period covered all the events that took place in next two weeks (w. e. f. 05/12/2022 to 18/12/2022).

LIST OF STUDENTS

Details of the students of T.G. – 4 (2022-23) are as follows:-

Sr.No.	Name of the student	Roll no
1.	Rashi	215
2.	Vandana	237
3.	Rankita Kumari	248
4.	Kirandeep Kaur	259
5.	Rajni Maan	270
6.	Navpreet Kaur	292
7.	Neeraj	303
8.	Sundram Jha	314

Themes of the Value Education Period

1. World Soil Day (December, 5)
2. Armed Forces Flag Day (December, 7)
3. International Anti Corruption Day (December, 9)
4. Human Rights Day (December, 10)
5. National Energy Conservation Day (December, 14)
6. Vijay Diwas (December, 16)
7. Minorities Rights Day (December, 18)

Programme Schedule of the Value Education Period

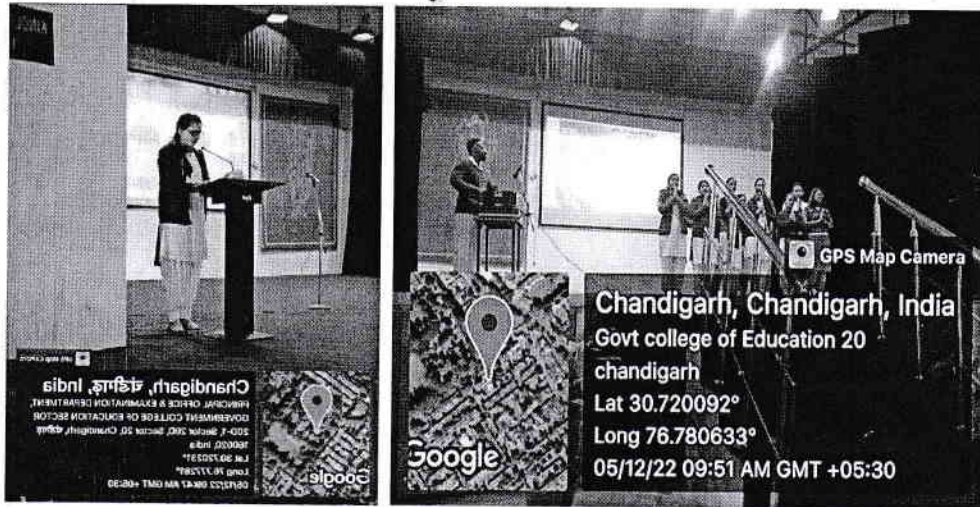
<u>S.NO.</u>	<u>NAME</u>	<u>ROLL NO.</u>	<u>ITEMS</u>	<u>THEME</u>
1	Rashi and Navpreet	215 ,292	Introduction	Rights & Duties
2	All students	All students	Prayer	Ae Maalik Tere Bande Hum(Prayer)
3	Sundram Jha	314	Speech in Hindi	World Soil Day
4	Vandana	237	Speech in Hindi	Armed Forces Flag Day
5	Neeraj	303	Poem in Hindi	Vijay Diwas
6	Navpreet Kaur	292	Speech in Punjabi	Anti Corruption Day
7	Rashi	215	Speech in English	Human Rights Day
8	Rankita Kumari	248	Poem in Hindi	Human Rights Day
9	Kirandeep Kaur	259	Speech in English	National Energy Conservation Day
10	Rajni	270	Speech in English	Minorities Rights Day
11	All students	All students	National anthem	Jan Gan Man

Duties performed by the T.G. Students

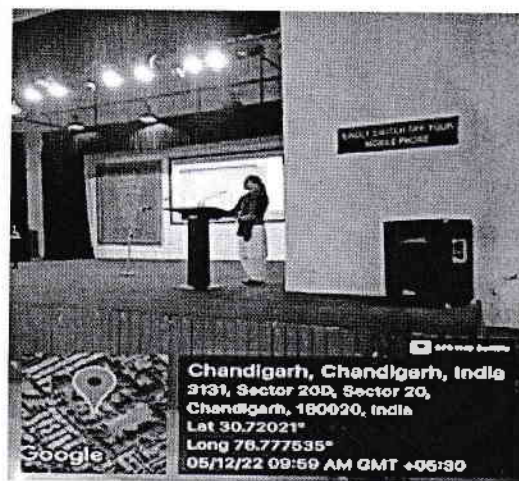
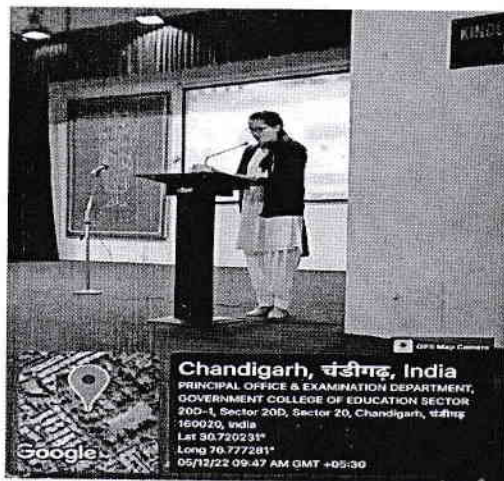
(w. e. f. 05/12/2022 to 18/12/2022)

<u>DUTY</u>	<u>NAME</u>	<u>ROLL NO.</u>
TEACHER'S ON LEAVE .	1. Rankita Kumari 2. Kirandeep kaur	248 259
CHALK DUSTER in Classrooms	1. Navpreet kaur 2. Sundram jha	292 314
THOUGHTS on Chalk Boards	1. Rankita Kumari 2. Navpreet Kaur	248 292
DECORATION	1.Rankita Kumari 2.Kirandeep Kaur 3.Rajni 4.Navpreet Kaur 5.Neeraj 6.Sundram Jha 7.Rashi	248 259 270 292 303 314 215
LAWNS	1.Sundram Jha 2.Rajni 3 Neeraj	314 270 303
Inspection of Washrooms	1.Sundram Jha 2.Kirandeep Kaur 3 Rankita Kumari	314 259 248
FILE MAKING	1. Navpreet Kaur 2. Rankita Kumari	292 248
Water Arrangement	1. Vandana	237
COMPERING	1. Rashi 2. Navpreet Kaur	215 292

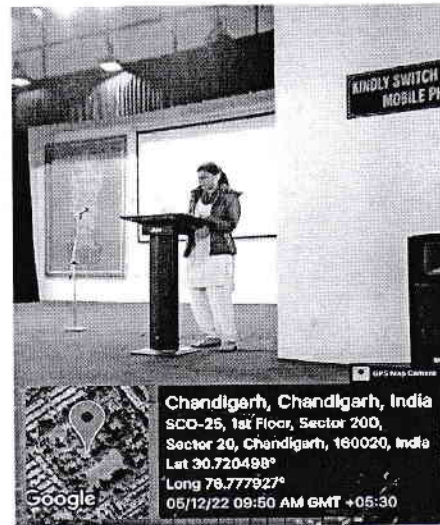
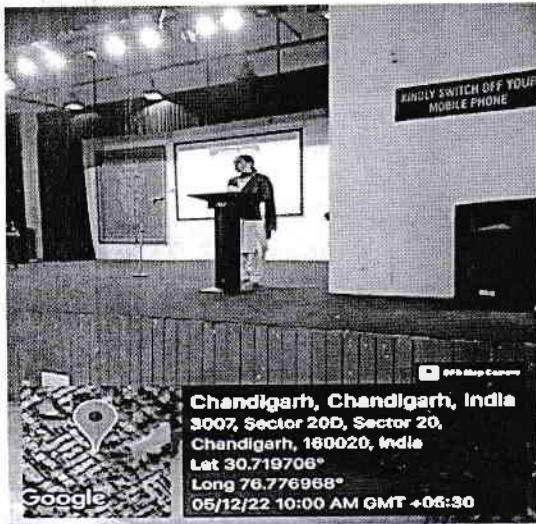
Some glimpses of the event were:-



1. Introduction and Anchoring by Rashi and Navpreet Kaur. 2. Prayer 'Ae Maalik Tere Bande Hum' by All T.G Students.

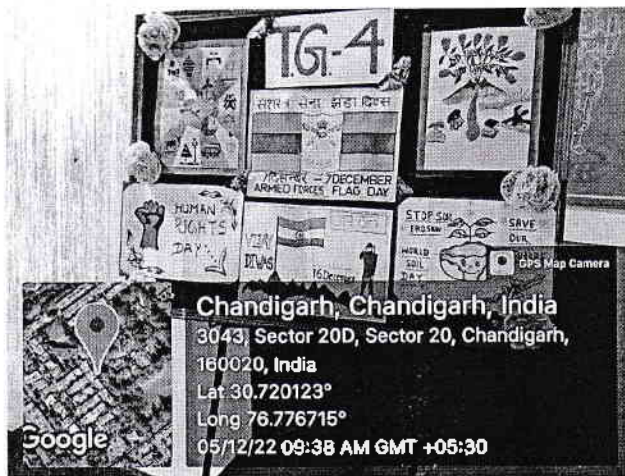


3. Speech on Human Rights Day by Rashi 4. Poem on Human Rights Day by Rankita Kumari



5. Speech on National Energy Conservation Day 6. Speech on Minorities Rights Day by Rajni Maan
by Kirandeep Kaur

Display Board



Report Compilation by Neeraj Sharma Kirandeep Kaur

Meena 24/12/22 Neeraj Sharma Kirandeep Kaur

DR MEENA

T.G. Incharge (Group No.4)

C.C

1. Dr. Anjali Puri (NAAC Record)

2. Dr. Suman Khokhar (For Website Upload)

3. Dr. Rajni Thakur (For Record)

(Signature)
24/12/22
Principal,
Govt. College of Education
Sector 20-D, Chandigarh

Visit to Regional Employment Exchange Office

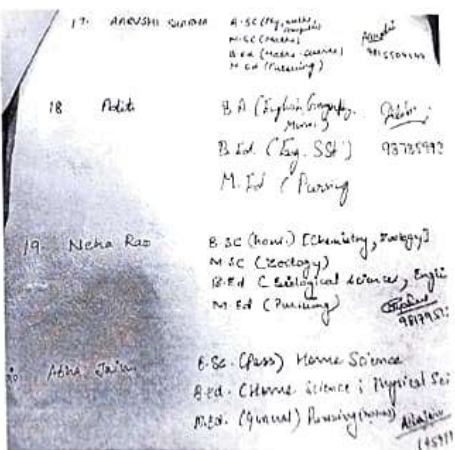
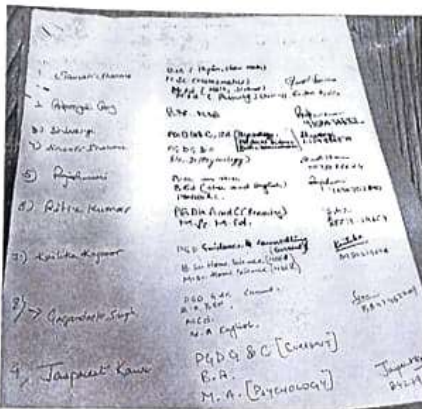
Report

November 15, 2022

Government College of Education organized a visit to Regional Employment Exchange Office for M.Ed. 2nd year and Post Graduate Diploma Guidance and Counseling students on November 15, 2022. Total of 20 students visited the exchange. M.Ed. in charge Dr. Balwinder Kaur and Dr. Ravneet received the students at the office at 11.00a.m. An interaction and the introduction of the students took place in the Registration section, Room no. 14. Mr. Kamal Kishor, Statistical Assistant, E.M.I, briefed the students about the objectives of the Employment Exchange and how it works. He initiated his speech by mentioning that the exchange not only caters to literate candidates but also to illiterate candidates. He talked about the NCS (National Career Service) Portal run by the Government of India under the Ministry of Labor and Employment with which they register their applicants and as per the demand raises their application is taken into consideration. For that, a special card is filled up in which all the basic credentials of the applicant are registered and special preference is given to the Chandigarh (local) domicile applicants through an Aadhaar Card copy. He also stated that applicants are allowed to mention their three traits, for example, computer skills: stenography, etc.

Afterward, he mentioned the Vocational Guidance cell, which is handled by the respected in charge. The in charge of this unit provides vocational guidance and employment counseling to the job seekers registered with this exchange. He brought to the notice that every employer who is employing 25 or more persons in the private sector is required to notify their manpower requirements to the local employment exchange before filling up so that the applicants registered can be sponsored. Information regarding the renewal of the card was given that is after three years and the failure of which leads to the removal of the candidate's name from the Live Register as per the instruction of DGE&T (Directorate General of Employment). Then he took the students to the cabinets, which were placed in the interaction room, consisting of cards filled up by the applicants. Each cabinet is assigned a code with specific qualifications to make it easy to locate when in need. He added that NCO describes and assigns these codes to the various occupations in the country and aligns them with the ISCO.

At last, Mr. Kamal Kishor answered the queries of the students and allowed the students to explore the office. The visit was completed with a group photograph.





Dave
17/11/22 ✓
M.Ed INCHARGE

[Signature]
PRINCIPAL