



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



**3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-II
TEACHING LEARNING AND EVALUATION**



CRITERION 2

KEY INDICATOR- 2.4 Competency and Skill Development

2.4.1 – Developing Competencies and skills in different functional areas through specially designed activities

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1. ORGANIZING LEARNING (LESSON PLAN)

Government College of Education
Sector 20-D, Chandigarh

Certificate

This is to certify that UMISHA KALIA

University Roll No. 21102054 College Roll No. 45/21

has attended the teaching practice in our school GOVT. MODEL SR. SEC. SCHOOL, SEC 20-D, CHD
from AUGUST 25, 2022 to DECEMBER 3, 2022. She / He has completed

1 Discussion Lesson 40 Practice Lessons and

10 Observation Lessons under guidance and my supervision and
is thereby eligible in his / her Skill in Teaching Examination.

General Remarks She is hard working, disciplined and is dedicated to her duties overall she is an excellent teacher.

Date 26/11/22

Principal's
Signature


School Principal
Signature
Principal
Govt. Model Senior Secondary School
Sector 20-D, Chandigarh


Teacher Incharge
Signature

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MACRO LESSON PLAN - 4

Pupil Teacher Roll no.: 45

Class: VI

Period: IInd

Duration: 40 min

Date: 30 August, 2022

Subject: Mathematics

Topic: Fraction (I)

Instructional objectives →

* General objectives:

- To develop attitude, ethics as a basis of mathematical activities
- To develop the interest among students for understanding mathematics logically.
- To develop ability to reaching generalisation and to apply mathematics reason for solving everyday problem.

* Specific objectives:

After the completion of the topic, student will be able to

- Acquire knowledge about fractions
- Represent fractions on number line
- Understand the involvement of fractional numbers in everyday life.

Instructional Material →

Charts, coloured markers, whiteboard

Previous knowledge assumed → Pupil teacher will assume that students are aware of knowledge of numbers written in form of numerator and denominator.

Previous knowledge Testing → In order to establish the entry behaviour, pupil teacher will ask the following questions to the students.

Q1. Can you see the chalk in my hands? How many I have?

Expected Ans: Yes, 1

Q2. After breaking the chalk into two pieces (halves), how many chalks now I have?

Expected Ans: 2.

Q3. What is the small part of chalk after breaking called?

Expected Ans: Half.

Q4. How can you write half in mathematics?

Expected Ans: $\frac{1}{2}$

Q5. What kind of these no. are called?

Expected Ans: Probable answer.

Announcement of the topic → Pupil teacher will announce the topic by saying "well students, today we are going to study about fractions."

Presentation →

TEACHING POINT

PUPIL TEACHER ACTIVITY

1. Definition of Fraction

Pupil teacher will define the fraction and write the definition on the whiteboard with marker.

2. Representation of fractions concept through chart

Pupil teacher will show a chart to the students which involve some shapes divided into equal parts in order for teaching the concept of fractions.

3. Elaborating the concept of fractions through questions answering related to content in chart

After showing the chart, pupil teacher will explain the representation of fractions with the help of shapes drawn on chart.

PUPIL ACTIVITY

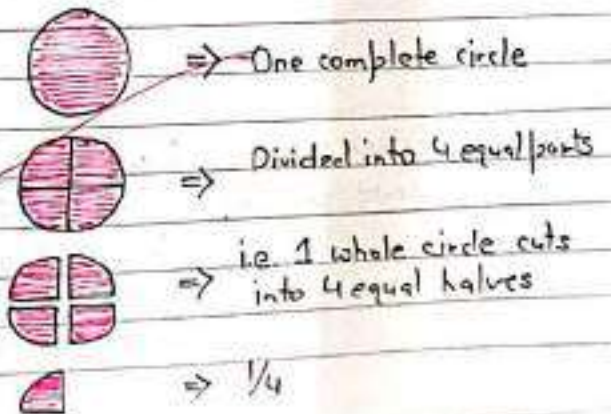
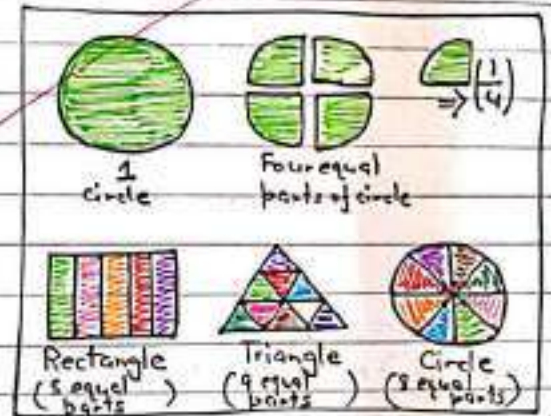
Students will listen attentively and note the definition in their notebooks.




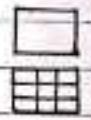

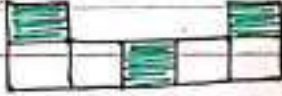

Students will observe actively and attentively listen to the teacher.

Students will listen attentively and respond actively to the questions.

WHITEBOARD SUMMARY / TEACHING AIDS

Fractions: A fraction is a number representing part of a whole.
eg. $\frac{1}{2}$, $\frac{3}{4}$ etc.

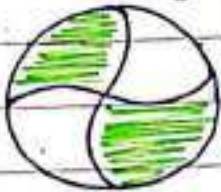


TEACHING POINT	PUPIL/TEACHER ACTIVITY	PUPIL'S ACTIVITY	Whiteboard Summary / TEACHING AIDS
4. <u>Questions on writing fractions representing the shaded portion</u>	Pupil teacher will first solve the questions on writing fractions which represented the shaded portion of the shape, in order for better understanding to the students	Students will listen attentively and note down in their notebooks.	 <p>1 shape Divided into 4 parts (equal) → 2 parts shaded</p> <p>⇒ $\frac{2}{4}$</p>  <p>1 shape Divided into equal 9 parts → 8 parts shaded</p> <p>⇒ $\frac{8}{9}$</p>
5. <u>Questions on shade the part of shape according to given fraction</u>	Pupil teacher will solve the question in which part of shape needed to be shade/colour according to given fraction.	Students will listen attentively and note down in their notebooks.	 <p>$\frac{4}{4}$ ⇒ </p>
6. <u>Question for students on above points</u>	Pupil teacher will ask students to solve question as first to write the fraction representing shaded portion and second question for writing fraction according to given fraction.	Students will positively answer as → $\frac{3}{7}$ → 	 <p>Write the fraction of shaded portion.</p> <p>→  $\frac{4}{8}$ Shade the portion according to fraction</p>

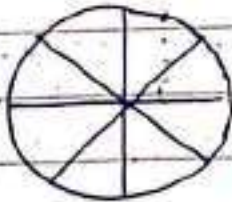
TERMINAL RECAPITULATION →

Q1. What are fractions?

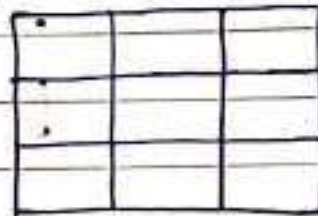
Q2. Write fraction representing shaded portion.



Q3. Shade the portion according to fraction.



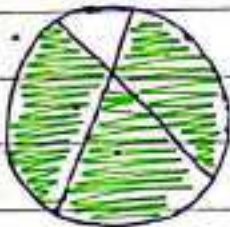
$\frac{7}{8}$



$\frac{5}{9}$

Home assignment →

Q1.



is this $\frac{3}{4}$.

Q2.



is this $\frac{1}{4}$

*Learn
Suman
01/09/22*

** class was interactive.
* fb writing was clear.*

*Pan
30/8/22*

2. DEVELOPING TEACHING COMPETENCIES

MICRO LESSON PLAN

Pupil Teacher Roll No. - 108
Subject - Social Studies
Topic - Mahatma Gandhi

Date - 16-8-2022
Class - VIII
Duration - 5-7 minutes

→ Micro Skill selected for Practice :-

SKILL OF INTRODUCTION

Pupil Teacher Activity	Students Activity	Component Practiced
Pupil Teacher will ask questions from students :- When did India get its freedom?	Students will listen attentively to the pupil teacher and give answers. India got its freedom in 1947 On 15th August	Questions related to previous knowledge.
Now, Pupil teacher will show a	Students will see the picture	

Pupil Teacher Activity	Students Activity	Component Practiced
picture of freedom fighters and ask questions from the students.	stud of freedom fighters and give answer to the question asked.	Question in sequence
Name the freedom fighters you are seeing in the picture one by one.	Bhagat Singh, Jawaharlal Nehru, Chandra Shekhar Azad and Mahatma Gandhi.	
who is known as father of Nation?	Mahatma Gandhi	Question related to context
when and where was Gandhiji born?	Students will respond. He was born on 2nd October 1869 in Gujarat	Question related to previous learning.
what are his guiding principles?	Youth and Non-violence	Sequence of ideas

Pupil Teacher Activity	Students Activity	Component Practiced
What was Mahatma Gandhiji's Profession?	No Response	Question related to new and unknown Knowledge.

Announcement of the Topic :

On the basis of Students response, the pupil Teacher will announce that -
 "Students, Today we will learn about Mahatma Gandhi, his life and the change he brought to India's fight for freedom."

Observation Schedule :

Components	Tallies	Rating Scale					
		0 Not Satisfy	1 Satisfac- tably	2 Neutral	3 Good	4 Very Good	5 Excell- ent
Questions based on Prior Knowledge		0	1	2	3	4	5
Relation of Questions to the Chapter		0	1	2	3	4	5
Questions in serial order		0	1	2	3	4	5
Selection and use of appropriate instructional aids		0	1	2	3	4	5
Ability to raise interest		0	1	2	3	4	5
Relevance and New Knowledge		0	1	2	3	4	5

Handwritten note: A large red scribble is present over the bottom half of the table, with a diagonal line and the word "Neutral" written across it.

MICRO LESSON PLAN

Pupil Teacher Roll No - 108	Date - 17-08-2022
Subject - Social Science	Class - VI
Topic - Fossil fuels	Duration - 5-7 minutes

→ Micro Skill selected for practice :

SKILL OF REINFORCEMENT

Pupil Teacher Activity	Students Activity	Component Practiced
Pupil Teacher will ask questions from students : Tell the name of any 3 fossil fuels!	Students will respond : Coal, Petroleum, Natural Gas	use of Positive Verbal rein-forcement i.e. Very Good
Now, Pupil teacher will ask : which is the best quality of coal?	Students will recall and answer - Anthracite	use of positive non-verbal reinforcement i.e. writing students response on the black-board.

Pupil Teacher Activity	Students Activity	Component Practiced
Pupil Teacher will ask - which is the lowest quality of coal?	Student will respond - Lignite	use of positive verbal reinforcement i.e. excellent and use of positive non-verbal reinforcement.
What are the products extracted from petroleum? - asked by pupil teacher.	Student will say: Petrol, diesel, Kerosene etc.	use of positive verbal reinforcement i.e. very good.
Next, which Gas is present above petroleum deposit? - asked by pupil teacher.	Student will recall and respond: Natural Gas	Extra Verbal reinforcement and positive verbal reinforcement i.e. Excellent.

Observation Schedule:

Components	Tallies	Rating Scale					
		0 Not satisfy	1 satisfactory	2 Neutral	3 Good	4 Very Good	5 Excellent
use of praise words Positive verbal reinforcement		0	1	2	3	4	5
use of extra verbal reinforcement		0	1	2	3	4	5
writing students response on the blackboard		0	1	2	3	4	5
Nodding of head and clapping		0	1	2	3	4	5
Accepting pupils feelings		0	1	2	3	4	5
Summarizing pupil's response		0	1	2	3	4	5

MICRO LESSON PLAN

Pupil Teacher Roll No. - 108	Date - 18-08-2022
Subject - Social Science	Class - 8th
Topic - Agricultural	Duration - 5-7 minutes

→ Micro Skill Selected for Practice :

SKILL OF STIMULUS VARIATION

Pupil Teacher Activity	Students Activity	Components Practiced
Pupil Teacher will ask students to pay attention towards the picture of things and ask them questions - What do you see in these pictures?	Pupils will show interest and pay attention towards the pictures and give answers to the questions. This is the picture of farming / agriculture / crops.	verbal focusing and use of pictures.
Pupil Teacher will tell the student the	Pupils will listen attentively	Physical movements

Pupil Teacher Activity	Students Activity	Components Practiced
Terms used for this is 'Agriculture'. Pupil Teacher will give the definition of agriculture to the student. "Agriculture is the primary activity that involves the cultivation of crops, fruits, vegetables, flowers and rearing of livestock."	and show interest in learning about the agriculture.	of the pupil & teacher. Change in intonation and pitch, Gestures (body and hands).
Name the factors influencing agriculture.	Soil and climate	Engaging the students. Positive reinforcement.
"Yes, that is right." The pupil teacher will move around the class.	Rest class will listen and write it in their notebooks.	Physical movement of the pupil & Teacher.

Pupil Teacher Activity	Students Activity	Components Practiced
Pupil teacher will write the cropping seasons in India on blackboard and ask for examples of each. "yes, that is correct students."	Students will take down from black-board. Students respond- Rabi - wheat, Gram, Barley Kharif - Cotton, Maize, Jawar Zaid - Watermelon, Muskmelon, Cucumber etc.	Engaging the students Positive Verbal reinforcement

Observation Schedule

Components	Talkies	Rating Scale					
		0 Not Satisfy	1 Satisfy- adequely	2 Natural	3 Good	4 very good	5 Excell- ent
Body Movements		0	1	2	3	4	5
Gestures (Hand, body & head)		0	1	2	3	4	5
Change in intonation and pitch		0	1	2	3	4	5
Pause		0	1	2	3	4	5
Focusing (Verbal, gestural & combination of verbal and gestural)		0	1	2	3	4	5
Change in interaction pattern		0	1	2	3	4	5
Physical movement of the students		0	1	2	3	4	5

MICRO LESSON PLAN

Pupil Teacher Roll No - 108
 Subject - Social Science
 Topic - Environment

Date - 19-08-2022
 Class - VII
 Duration - 5-7 minutes

→ Micro Skill selected for Practice :

SKILL OF PROBING QUESTIONS

Pupil Teacher Activity	Students Activity	Components Practiced
Pupil Teacher will ask students :- "Can you tell me what is an Environment?"	'Environment is everything that is around us, which can be living or non-living things?' responded by students.	Prompting
P.T will ask another student :- "What are the components of	Students respond - 1. Natural components (Air, water, land and	Seeking further information

Pupil Teacher Activity	Students Activity	Components Practiced
the environment?	1. Living things 2. Human made components (created by humans) 3. Human components (human populations)	
Pupil Teacher will ask - Give examples of a human-made environment.	One by one Students will report Human-made environment are buildings, parks, industries etc.	Prompting
How can you differentiate - Biosphere and Atmosphere.	Biosphere - narrow zone where the land water and the air interacts. Atmosphere - Blankets of air which surrounds the earth.	Refocusing

upil Teacher Activity	Students Activity	Components practiced
Why is our environment changing?	Students will say - → Because of our needs. → They are increasing day by day.	Seeking further information

Observation Schedule : MICRO

Components	Tallies	Rating Scale					
		0 Not satisfy	1 Satisfy satisfy	2 Neutral	3 Good	4 Very Good	5 Excellent
Redirection		0	1	2	3	4	5
Seeking further information		0	1	2	3	4	5
Refocusing		0	1	2	3	4	5
Positive re-inforcement		0	1	2	3	4	5
Engaging the students		0	1	2	3	4	5
Audio-visual switch		0	1	2	3	4	5
Prompting		0	1	2	3	4	5

~~280~~ ~~3.22~~

MICRO LESSON PLAN

Pupil Teacher Roll No - 108	Date - 20-08-2022
Subject - Social Science	Class - 10th
Topic - Pollution	Duration - 5-7 minutes

Micro Skill selected for practice :

SKILL OF ACHIEVING CLOSURE

Pupil Teacher Activity	Students Activity	Component Practiced
<p>Pupil Teacher will say: "Today we have learnt about pollution. In order to achieve closure teachers will ask questions:-"</p> <ol style="list-style-type: none"> 1. what is pollution? 2. what are the types of pollution? 3. what is air pollution? 4. Define water pollution! 	<p>pupils will listen attentively to the teacher.</p> <p>Students are expected to give answers.</p>	<p>Consolidating pupils learning by questioning</p>

Pupil Teacher Activity	Students Activity	Component Practiced
<p>5. What do you understand by soil pollution?</p> <p>Teachers will appreciate the learners for their answers. with the help of blackboard the teacher will try to create a sense of achievement among students. Hence say: "So, dear students, from today's discussion we have learnt about pollution and its types."</p> <p>Next, P.T. will give few questions as homework.</p>	<p>Students will feel a sense of achievement.</p> <p>Students will note down the questions in their notebooks.</p>	<p>Creating a sense of achievement.</p> <p>Application of acquired knowledge.</p>

Observation Schedule :

Components	Talles	Rating Scale					
		0 Not satisfy	1 Satisfactory	2 Neutral	3 Good	4 Very Good	5 Excellent
Consolidation of learning by questioning, statement etc.		0	1	2	3	4	5
Cognitive link with what already learned and what follows.		0	1	2	3	4	5
Application of acquired knowledge or skill		0	1	2	3	4	5
Creating a sense of achievement		0	1	2	3	4	5

Handwritten signature in red ink
 22/8/22



GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20 - D, CHANDIGARH

WORKSHOP DAY ONE (May 17, 2023)



REPORT

The Skill Development Committee of the Government College of Education Sector 20 D Chandigarh organized Value Added Course on the Capacity Building of Prospective Teachers on Applied Skills from May 17-22, 2023. On the first day, Dr. Balwinder Kaur, Convener Skill Development Committee welcomed all the participants and Resource persons of all sessions. She introduced the theme and objectives of the workshop. Dean, Dr. A.K. Shrivastava, welcomed the Chief Guest of the day.

The first session started with the introduction of Mr. Nirmal Datt former HOD of English Department D.A.V. College Sector-10 Chandigarh by Dr. Balwinder Kaur. The theme of the session was "*New technique to teach English called Vernacular Bridge course*" to Learn English. He emphasised on one's own mother tongue to inculcate English language. He said that language is the tool for communication. He introduced his 8 point structural sentence and discussed about various topics like Active and Passive Speech, Tenses and Sentence formation. He interacted with students and gave live examples to learn English language. He shared YouTube channel link where students may learn English online. In the end, he answered all the questions of students and offered his help of any kind to students for future.

The second session was a yoga workshop with trainer Ms. Manisha Sharma. She's a Yoga Therapist working in Government Rehabilitation Institute for Intellectually Disabled (GRID), Sector 31-C, Chandigarh since 2010. She started the session with a calming prayer. In this session students did some common yoga protocol or '*Sukshmyayam*' for neck, hands feet and trunk in preparation for the upcoming National Yoga Day on 21st May. The session also included a sitting '*Suryanamaskar*' and some '*Pranayam*' or breathing exercises. The session was really enlightening and relaxing. It ended with a light 'OM' chanting.

The Third session for the day was conducted on Road Safety Rules by the Chandigarh Police. The session was led by DSP Jaswinder Singh, Senior Inspector Bhupinder Singh, Head Constable Jagroop Singh, Senior Constable Rajeev Sharma and volunteer Jagdamba Prasad. Senior Constable Rajeev Sharma informed about safety measures on road. He played many videos of roads accidents and accident survivors' courtesy of head constable Jagroop Singh. The whole session was very informative and interesting. Students gained a lot of knowledge on all types of road safety. The team also had a general talk with students on safe living. A pledge was taken by all to protect environment and to become more conscious about road safety. At last, Senior Inspector Bhupinder Singh gave a melodic singing performance of songs written by him especially for traffic related issues.

In the concluding session a discussion was held to view the overall learning of the day and doubts of students were asked. At the end of the workshop Dr. Neelam Paul, Member of Skill Development Committee presented the Vote of Thanks. She expressed her gratitude to all Resource persons of the day Mr. Nirmal Datt, Ms. Manisha Sharma and Chandigarh Police for brilliant sessions. She thanked Principal ma'am for her valuable guidance and supervision during workshop. She thanked all the participants for their enthusiastic participation. The Programme ended with National Anthem.

Glimpses:





Om
Prakash
Skill Development Committee

S. H.
24/5/2022
Principal



GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20 - D, CHANDIGARH

WORKSHOP DAY TWO (May 18, 2023)



REPORT

The Skill Development Committee of the Government College of Education Sector 20 D Chandigarh on the Day 2 of the ongoing Value Added Course on the Capacity Building of Pupil Teachers on Applied Skills was conducted on collaboration of the Placement Cell of the college. The day consisted of three invited speakers and followed by in house panel discussion.

The first session started with Dr. Ravneet Chawla introducing Mrs. Indu Aggarwal from *Disha Consultants* who is a senior corporate and school children and teacher trainer with a diverse experience.

Mrs. Indu Aggarwal began her session by asking questions about the challenges the schools have and gradually transitioned to the gaps the employers find while employing the teachers. The objective was to bring to the listeners the career world expectations, assess their understanding and introducing them to the trending employable talent parameters. She suggested that students should work on their strengths instead of just focusing on their weaknesses and the same should be instructed further to their students. For this purpose she suggested that they should read books like 'Igniting Young Minds'. She referred to the expectation of NEP 2020 in terms of experiential learning. The most important skills that a teacher can have are communication skills, emotional strengths, sensitivity, channelization skills and mentorship. A teacher must also have counselling skills of being empathetic and non-judgmental so as to effectively deal with students, parents, officers, and other stakeholders. The whole session was very informative. The speaker was very encouraging throughout the session and inspired students present to be passionate about their profession and to become good teachers.

The next session of the day was by Mr. Maninder Singh Bajwa associated with *Eapanza Innovations*, Mohali. He's a software engineer by profession and is working in EdTech

sector since 2008. The session started with Mr. Maninder asking question of why students present wanted to become a teacher. He explained that the top most priority of a teacher should be influencing the life of their students in a better way. The main motive of this session was informing students about various opportunities that they have as a teacher in addition to just teaching in schools. The objective was to crystalize the ideas of the changing mode of teaching-learning in the hybrid mode, to introduce the opportunities on developing digital content and orienting them to the applied employability skills. He discussed with three case studies. The first one was about Punjab, Second was about a project with Central Government and NCERT during the lockdown to develop e-content including episodes and web series, the third was about a project with Haryana Government in which sir and his team worked to develop software for the tablets commissioned by the government for their school students so that they can learn effectively. AI technology and its effects on teaching and learning were also discussed in detail. This interactive session was eye opening for the students and it educated them about the different ways they can use technology to make their teaching style more effective. The students were then provided with refreshment.

The third session started by Mr. Abhinav Dogra who is MD at *Chetanya Career Consultants*, Mohali Immigration and Career Consultant. He introduced the skill of refinement for resume writing. He also emphasised professional e mail writing as soft skills for pupil teachers. Through his experience he shared about opportunities of overseas employability and the skills required to work upon. His session was very informative and interactive with students asking questions throughout. Mr. Abhinav also brought forth important details of how to write formal professional e mails, the tone and language to be used. He mentioned countrywise documentation of popular overseas destinations and the correct time and format for applying. He touched upon language, size, and inserting hyperlinks in the resume to make it brief and yet complete. The session was interactive and brought to light points often ignored by applicants.

The concluding session of the day comprised a panel discussion headed by Dr. Ravneet Chawla with valuable participation of Dr. Upasna Thapliyal and Mr. Ravinder Kumar. The objective of the panel discussion was to review the days learning and engage to brainstorm new ideas for upcoming sessions.

Glimpses:



Bany
Kas
Ch
Skill Development Committee

Pr
24/07/2023
Principal



GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20 - D, CHANDIGARH

DAY THREE REPORT (May 19, 2023)



The Third day of the Capacity Building Program organised by Skill Development Committee started with Dr. Kusum introducing Mrs Charanjeet who is an Assistant Professor at Dev Samaj College, Sec-36, Chandigarh. The objective of the session was to provide instruction and guidance on the concept of "*Micro Teaching*".

The session aimed to provide training to teachers in a simulated environment. She covered various aspects of microteaching, including its characteristics and phases. Additionally, she emphasized the significance of learning objectives in teaching and discussed the Bloom's taxonomy and its domains. She also addressed the importance of addressing student's emotional learning and provided guidance on introducing lessons and utilizing reinforcement techniques using different approaches. Furthermore, she focused on specific skills such as the skill of introduction, skill of explanation, skill of stimulus variation, skill of probing, and skill of asking divergent questions. Overall, the session proved highly advantageous for the pupil teachers in their professional development. The students were then provided with refreshments.

The next session of the day was by Mr. Anand Mohan Sharma, the director of Jan Shiksha Sansthan, Mohali which is sponsored by Ministry of Skill development & entrepreneurship (GOI). He had impact on many lives and aims to turn India into skill India. During the session, he began by discussing various avenues for skill development, such as ITIs (Industrial Training Institutes) and government polytechnics. He then delved into the Skill Development Initiative School Scheme (SDIS), which was initiated in 2014 to cater to the educational levels of 5th, 8th, 10th, and 12th students, focusing on Modular Employable Skills. The next topic covered was the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), a flagship program by the Ministry of Skill Development and Entrepreneurship, aimed at fostering the skill development of the country's youth. The training programs conducted through the Ministry of Micro, Small, and Medium Industries (MSME) were also highlighted. Another institution discussed was JAN Shiksha Sansthan, formerly part of the Human Resource Development (HRD) Ministry, which provides various courses with a significant reservation of seats for illiterate individuals and those who have completed up to 8th grade, while 20 percent of seats are allocated for students who have completed 12th grade. The entire session proved to be highly informative.

The third session was started by Dr. M. Dhruvshayani. She spoke on use of ICT and methods in teaching and learning. She emphasised about impact of student learning; teachers being digitally literate and understand how to integrate it into curriculum. She also discussed how schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage

information and outlined the ICT curriculum or lesson plan followed, including the specific topics covered, teaching methods employed, and resources utilized. She also explained how the curriculum aligns with relevant educational standards and objectives, Teaching Strategies and Approaches. The session was very informative and interactive as students were asking questions throughout. The concluding session of the day comprised discussion headed by Dr. Kusum with students about learning experiences. The Vote of Thanks was given by Shachi and the day concluded with the National Anthem.

Glimpses:



Devi Day Gill
Skill Development Committee

Shachi
Principal



GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20 - D, CHANDIGARH

DAY FOUR REPORT (May 20, 2023)



The Skill Development Committee of Government College of Education, Sector 20-D, Chandigarh organized a session on the fourth day of the ongoing Value-Added Course on the Capacity Building of Pupil Teachers on Applied Skills.

The first session was started by The Skill Development Committee Incharge, Dr. Balwinder Kaur introducing Dr. Jasvir Chahal who's been a member of teaching faculty here, at GCE 20-D, Chandigarh serving from 1989-2016, ending her tenure as the vice principal of the college. She excels as a teacher, mentor, and researcher, and remains actively involved in the field of education, serving as a visiting faculty at multiple universities. Principal, Dr. Sapna Nanda welcomed the resource person and highlighted her achievements. The objective of her session was "*Self Development- The core to Personality Development*".

The session primarily centred on self-development. It started with an activity wherein the pupil teachers were required to identify their emotions and express what they were experiencing at that specific moment. The purpose of this exercise was to cultivate self-awareness among them, as awareness serves as the initial stage in the process of self-development. She emphasised on the significance of a teacher's role in shaping young minds, highlighting the crucial need for educators to prioritize self-care and gain a profound understanding of them. This self-awareness enables teachers to effectively impart these insights to their students, thereby enriching their educational experience. The session was very mind opening and interesting, the main takeaway being, life is very unpredictable and uncertain, so pupil teachers should learn to deal with these uncertainties and keep on developing they to deal with these head on and attain self-actualisation.

The second session featured a film called "*Notebook*". Notebook is a 2019 Indian Hindi-language film which revolves around Kabir, a former army officer, who relocates to Kashmir to assume the role of a school teacher. The school is situated in the secluded Wuller Lane, devoid of essential facilities and with only a few students in attendance. Within the confines of the school, Kabir discovers a notebook left behind by the previous year's teacher, Firdaus, which profoundly impacts his life. With Notebook, The Director brought forth a human story which is sweet, simple and full of warmth. The movie beautifully captured Kashmir and had pleasant music. It was an enjoyable and fun experience for the students.

The session concluded by Dr. Aarti Bhatt. She reviewed both sessions and discussed the learning experiences.

Glimpses:



Oliver Bandy
 Skill development Committee

[Signature]
 24/12/23
 Principal



GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20 - D, CHANDIGARH

WORKSHOP DAY FIVE (May 22, 2023)



REPORT

The Skill Development Committee of the Government College of Education Sector 20 D Chandigarh organised Value Added Course on the Capacity Building of Prospective Teachers on Applied Skills. Dr. Balwinder Kaur Skill Development Committee Incharge introduced speakers of both sessions Mr. Navdeep Singh Co founder and President of KachiSadak Foundation and Mr. Prabhu Nath Shahi director Jai Madhusudan Shri Krishna Foundation.

The topic of the first session was "Everyone wants the world to be fixed but who will fix it?". There were two other members of the foundation - Ms. Momka Sharma-Co founder and director of educational research, and Ms. Neha Kulsbeshtra Program Manager Kachi Sadak Foundation. The session was meant to gain knowledge about what is exactly social work and how can it be opted as a profession.

Mr. Navdeep Singh firstly explained about what exactly is a social work. Participants did a fun activity in which they have written their problems of daily life on a slip and thrown it to each other. Participants then picked up the slip randomly and read loudly. The purpose of this activity was to make each one to understand that the most important thing in doing a social work is to have empathy and sympathy towards other people's problems rather than just finding out a working solution.

The speaker gave a detailed description what are the requirements of being a social worker, and how the participants may put their foot in others shoe to feel and understand the problems of others.

The whole session was very informative as participants got to know about exactly how to become a social worker and what is a social service. It's a noble Profession and one should really learn empathy and sympathy for being a good social worker and a good human being.

The second session was on "Save Environment Save Earth Save Life". Mr. Prabhu Nath Shahi Director Jai Madhusudan Jai Shri Krishna foundation interacted with the students. He also appreciated the efforts of the committee to organise such workshop and expressed his gratitude to invite him on such an important day i.e 22nd May 2023 which is celebrated as "International Day of Biodiversity".

He talked on what is the importance of saving environment and what are the various ways in which one can contribute towards saving environment on an individual level. He explained

the ground reality of the tree plantation drives that occur regularly. Most of the trees do not survive due to negligence of people. Although people plant the saplings, yet they do not take care of the sapling afterwards that results into decaying of the plant. So it becomes important not to only plant trees, but plan and take care of them. He also talked about the importance of preserving water since we face water scarcity every year in summers. It is important that one do not use water unnecessarily and also teach about water preservation to the general public.

In last, he talked about waste management and harmful effects of plastics on the environment. All should work towards completely banning plastics from the lives as these small individual steps will lead to a big change and better future. The whole session was very educational and informative. The session was concluded by Dr. Balwinder Kaur by reviewing the learning-experiences of participants. In the end vote of thanks was formally given and National Anthem was sung.

Glimpses:





Chairman
 Skill Development Committee

Principal
 24/1/2023



GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20 - D, CHANDIGARH

VALEDICTORY FUNCTION (May 24, 2023)



REPORT

Skill Development Committee of Government College of Education Sec-20D, Chandigarh organised Value Added Course. The Valedictory function for the Capacity Building Program started with the introduction of the Chief Guest of the day Dr. Nemi Chand State Liaison Officer NSS Chandigarh Administration Chandigarh by Incharge Dr. Balwinder Kaur. Dr. Sapna Nanda Principal of the college welcomed the Chief Guest formally and highlighted various achievements. She also informed about the activities and sessions conducted during the programme.

Students Ms. Shachi and Ms. Isha Duggal shared their Reflections about the programme. They highlighted their experiences, memories, and aspirations of the workshop. Ms. Jyoti sang a Ghazal and Komal performed dance on Krishna Vandana. Chief Guest of the programme distributed the certificate of completion to the participants. Afterwards the College Magazine **The Educational Observer** 2021-22 and 2022-23 was released by the Chief Guest, Principal, Chief-in- Editor and editors.

The Principal of the college Dr. Sapna Nanda appreciated the organizing committee and the students for their enthusiastic participation in the training program. The training ended on a positive note and the few participants Ms. Shachi and Ms. Isha shared their testimonials and expressed gratitude towards the program's organizers for the valuable opportunity provided. Dr. Balwinder Kaur, the convener of the training program extended vote of thanks to all the Chief Guest of the day for their kind presence and incubating the life skills ideas among the prospective teachers of the college.

Glimpses:





गवर्नमेंट कॉलेज ऑफ एजुकेशन, चंडीगढ़ में 'एप्लाइड स्किल्स पर भावी शिक्षकों की क्षमतानिर्माण' पर वैल्यूएडेड कोर्स का आयोजन

— शशी कश्यप

चंडीगढ़: गवर्नमेंट कॉलेज ऑफ एजुकेशन, चंडीगढ़ में 24 मई को 'एप्लाइड स्किल्स पर भावी शिक्षकों की क्षमतानिर्माण' पर वैल्यूएडेड कोर्स का आयोजन हुआ। इस कार्यक्रम में शिक्षकों को नए-नए स्किल्स सिखाने के लिए 'एप्लाइड स्किल्स पर भावी शिक्षकों की क्षमतानिर्माण' पर वैल्यूएडेड कोर्स का आयोजन हुआ। इस कार्यक्रम में शिक्षकों को नए-नए स्किल्स सिखाने के लिए 'एप्लाइड स्किल्स पर भावी शिक्षकों की क्षमतानिर्माण' पर वैल्यूएडेड कोर्स का आयोजन हुआ।

इस कार्यक्रम में शिक्षकों को नए-नए स्किल्स सिखाने के लिए 'एप्लाइड स्किल्स पर भावी शिक्षकों की क्षमतानिर्माण' पर वैल्यूएडेड कोर्स का आयोजन हुआ। इस कार्यक्रम में शिक्षकों को नए-नए स्किल्स सिखाने के लिए 'एप्लाइड स्किल्स पर भावी शिक्षकों की क्षमतानिर्माण' पर वैल्यूएडेड कोर्स का आयोजन हुआ।



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Deep Singh
 Skill Development Committee

Principal
 24/5/23

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**



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)

3. ASSESSMENT OF LEARNING

UNIT TEST BASED LESSON PLAN - 01

31

Pupil Teacher Roll Number → 81.

Date → 31/08/22

class → IXth

Subject → Science

Period → 6th

Topic → Why do we fall ill?

Duration → 45 minutes.

GENERAL OBJECTIVES →

1. To check the knowledge about the scientific terms.
2. To check the understanding about the concepts.
3. To check the drawing skill of the pupil.
4. To check the remembering ability of the pupil.

STUDENT OBJECTIVES → At the end of the test students will be able to →

1. State the meanings of chronic and acute diseases and give their examples.
2. Specify the cause of various diseases.
3. Differentiate between communicable and non-communicable diseases.
4. Describe the meaning of vaccination.
5. Exemplify diseases caused by bacteria, viruses, protozoans, and parasites.

GENERAL AIDS →

chalkboard, chalk, cluster, OMR

DESIGN

32

Science
VIIIth

Date ÷

⇒ weightage to objectives

OBJECTIVES	MARKS	% AGE OF MARKS
Knowledge	2	20%
Understanding	4	40%
Application	2	20%
Skills	2	40%
TOTAL	10	100%

Table 2 ⇒ weightage to contents

CONTENTS	MARKS	% AGE OF MARKS
Types of diseases	6	60%
Their prevention	4	40%
TOTAL	10	100%

Table 3 ⇒ weightage of test items

TEST ITEMS	MARKS	% AGE OF MARKS
MCQ'S	10	100%

Table 4 ⇒ BLUE PRINT

33

Subject ⇒
class ⇒

Maximum Marks ⇒
Time ⇒

OBJECTIVES CONTENTS	KNOWLEDGE S.A.	UNDERSTANDING S.A.	APPLICATION S.A.	SKILLS S.A.	TOTAL S.A.
Types of diseases	1 (2)	1 (2)		1 (2)	6
Their prevention		1 (2)	1 (2)		4
TOTAL	2	4	2	2	10

CLASS TEST

Time = 45 minutes
Maximum Marks = 10

Ques. 1 What do you mean by the term "Health".

- being ill.
- Body is not fit.
- a person's mental or physical condition.
- Keeping your body healthy.

Ques. 2 Diseases are classified as acute or chronic depending on their
a) Duration b) Distance c) Power d) None.

Ques. 3 The disease that is a non-communicable is
a) Malaria b) Mumps c) Aids d) Jaundice.

Ques 4 Malaria is caused by _____

- a) Protozoan c) Fungi
b) Virus d) Bacteria

Ques 5 An insect that transmit a disease is known as _____

- a) intermediate host c) Parasite
b) vector d) Prey

Ques 6 which one is communicable disease?

- a) Malaria c) Diabetes
b) Hypertension d) Helminthes

Ques 7 which one is not a communicable?

- a) Typhoid c) Gaitre
b) Measles d) Leukemia

Ques 8 The disease that affects the lungs is _____

- a) AIDS c) Rabies
b) Polio d) Tuberculosis

Ques 9 The BCG vaccine is given for the immunity against _____

- a) Hepatitis c) Jaundice
b) Tuberculosis d) Malaria

Ques 10 Malaria is caused due to =

- a) Protozoa b) Anophiles Mosquito c) Both a and b d) None

ANSWER KEY

1. A person's mental or physical well being
2. Duration
3. Manasrus
4. Protozoan
5. Vector
6. Malaria
7. Gaitre
8. Tuberculosis
9. Tuberculosis
10. Both a and b

Evaluation - The answer sheet will be evaluated by the pupil/teacher according to the answer key and marks will be awarded.

Result Analysis:

Very good	= 10
Good	= 7-9
Average	= 4-6
Poor	= below 3 (fail)

Conclusion:

Total students = 40.
No. of students present = 39
Pass = 36 Fail = 3.

So, these are total number of students which are 48 in number.

Pass = 36

Fail = 3

Q. 1
Q. 2

UNIT TEST BASED LESSON PLAN - 02

Pupil Teacher's Roll No. :- 81.

class :- VIIIth

Duration :- 45 minutes

Date :- 12/09/22

Duration :- 45 minutes

Topic :- Physical and chemical changes

INSTRUCTIONAL OBJECTIVES :-

On the completion of the test, teacher will be able to -

- 1) Test the scientific knowledge of the students.
- 2) Test the scientific expression of the students.
- 3) Test the scientific skills of the students.
- 4) Test the understanding of topic by the students.

SPECIFIC OBJECTIVES :-

On the completion of the test, students will be able to -

- Define physical and chemical changes and give few examples of physical and chemical changes in everyday life.
- Explain the concept of rusting of iron.
- Explain the ways of prevention of iron gate from rusting.

To get to know the scientific expression of the students.

INSTRUCTIONAL AIDS :-

Question paper / Questions will be written on blackboard.

BLUE PRINT :-

Forms of stems content	KNOWLEDGE			Under-standing			Application			Skills			Total Marks
	E	S	O	E	S	O	E	S	O	E	S	O	
Physical & chemical change	2	3		2	3	1	2						
	(1)	(1)		(1)	(1)	(1)	(1)						
Total Ques	(2)	5		(5)	1		(1)	2					15

Types of Questions	Marks of each Question	Total no. of Questions	Total Marks
1. Essay type			
2. Short Answer type			
3. Objective type			

UNIT TEST

Subject : Science

Topic :- Physical and chemical changes

Maximum Marks: 15

All Questions are compulsory :-

OBJECTIVE TYPE QUESTIONS :-

Ques. 1 A physical change may involve
 i) change in colour only iii) Change in the state only.
 ii) change in size only iv) All of Above.

Ques. 2 Galvanisation is a process used to prevent the rusting of _____.
 a) Iron b) Zinc c) Copper d) Aluminium

Ques. 3 which of the following is a chemical change?
 a) melting of ice b) Melting of wax c) cooking of vegetables d) cutting of fruits. (1) * 3.

SHORT ANSWER TYPE QUESTIONS :-

Ques. 4 Fill in the blanks :-
 a) The chemical name of baking soda is _____.
 b) changes in which a new substance is formed are called _____.
 c) Iron pipes coated with paint/metal don't get _____ easily.

Ques. 5 True or False :-
 a) cutting of log of wood into pieces is a chemical change.
 b) Formation of manure from leaves is a physical change.
 c) condensation of steam is not a chemical change. (3) * (2)

LONG ANSWER TYPE QUESTIONS :-

Ques. 6 Explain how painting of an iron gate prevents it from rusting.
 Ques. 7 Explain why burning of wood and cutting it into small pieces are considered as two different types of changes.
 Ques. 8 When baking soda is mixed with lemon juice, bubbles are formed with evolution of gas what type of change is it? Explain. (2) * 2.

ANSWER KEY

40.

Ans 1. d) All of Above

Ans 2. a) Iron

Ans 3. b) cooking of vegetables.

Ans 4. a) sodium hydrogen carbonate.

b) chemical change

c) Rusted.

Ques. 5. a) False

b) False

c) True

Ques. 6. For rusting, the presence of both oxygen and water or moisture is required. The layer of the paint prevents direct contact of iron with air and oxygen and thus prevent it from rusting.

Ques. 7. Burning of wood is a chemical change because wood on burning converted to a new substance while, cutting of wood in smaller pieces is a physical change because no new substance is formed.

Ques. 8. This a chemical change because new products are formed.

Baking soda + Lemon juice \rightarrow salt + CO_2 + water.

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

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BASED LESSONS

4. TECHNOLOGY USE AND INTEGRATION

GCT BASED
LESSON
PLANS

ICT BASED LESSON PLAN - 01

Pupil teacher Roll No. :- 81

Date :- 2-9-20

Class :- 7th

Subject :- Science

Duration :- 30-35 minutes

Topic :- Mixture

GENERAL OBJECTIVES :-

- After completion of this topic, pupil will be able to :-
- acquire knowledge of mixture.
 - understand about both types of mixtures
 - understand about solutions.
 - Acquire knowledge of solution in daily life.

SPECIFIC OBJECTIVES :-

At the end of the lesson, pupil will be able to :-

- Define substance.
- Illustrate characteristics of substance.
- Describe mixture and its types.
- Illustrate various types of mixture with its example.
- Define solution.
- Explain types.

INSTRUCTIONAL MATERIAL :- Presentation

Previous Knowledge Assumed :-

It is assumed that pupil are aware of mixing sugar into water, salt into water, matter etc.

Previous knowledge Testing :-

Question :- what do you mean by matter?

Expected Response :- Anything that occupies space.

Question :- have you ever prepared sugar solution?

Expected Response :- when making lemonade.

Question :- what happens when you add sugar to water?

Expected Response :- it dissolves completely.

Question :- How will you define mixture?

No Response.

ANNOUNCEMENT OF THE TOPIC :-

so students! today we will learn about mixture and its types.

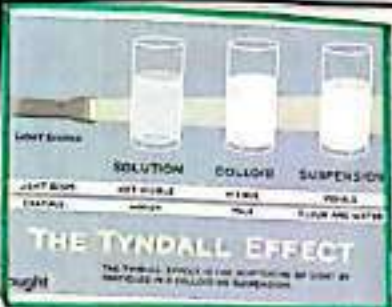
PRESENTATION :-

Content	Pupil Teacher Activity	Pupil Activity
Meaning of pure substance	Pupil teacher will first explain what the meaning of pure substance.	Pupil will listen carefully.
Explaining substances	Pupil teacher will explain about substance and its characteristics.	Pupil will watch carefully.
Explaining various types of mixture	Pupil teacher will explain the mixture and its types.	Pupil will watch and listen carefully.

Presentation

Content	Pupil Teacher Activity	Pupil Activity
Defining and illustrating solution	Pupil teacher will tell that solution is also a type of mixture.	Pupil will watch attentively.
Types of mixture	Pupil teacher will define and describe various types of mixtures, namely solution, colloidal mixture and suspension.	Pupil will note the differences in their notebooks.
Examples of types of mixture	Pupil teacher will give them example of each type of mixture.	Pupil will listen and watch carefully.

Presentation

Content	Pupil Teacher Activity	Pupil Activity	Presentation
Explaining Tyndal Effect.	Pupil teacher will explain tyndal effect.	Pupil will pay attention	

Recapitulation:-

Q11 Define substance

Q12 Mixture is of _____ type.

Q13 The particle of colloidal solution are in size _____.

Homework:-

Differentiate between homogeneous and heterogeneous solution.

ICT BASED LESSON PLAN - 02

Pupil teacher's Roll No + 81
 class - VIIIth
 Duration + 40 minutes

Date + 3/9/22
 subject - Science
 Topic - Separation of mixtures

→ General objectives +

- At the end of lesson pupil will be able to +
- Acquire knowledge about different method of separating mixture.
- understand the concept of various methods
- understand the use of separating techniques
- Apply the knowledge of separation in daily life situations.

→ Specific objectives +

At the end of lesson, students will be able to +

- define separation of techniques
- explain the importance of separation
- describe about filtration
- illustrate the use of centrifugation
- Explain the use of process of distillation.

→ Instruction Aids + Presentation

→ Previous Knowledge Assumed

It is assumed that pupil are aware of various changes in their environment and separation of materials

→ Previous Knowledge Testing

Question → How you separate stones from heap of rice?

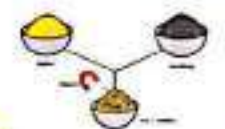
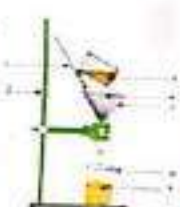
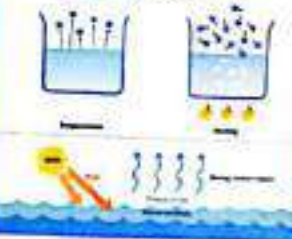
Question → How will you separate mixture of milk and water?


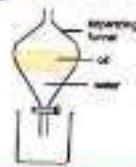

Question → How will you separate kerosene from petrol?

Announcement of the topic

Well students, today we will start our class with the topic, 'separation Methods of Mixtures.'

Presentation

content	Pupil Teacher Activity	Pupil Activity	Presentation
Explaining filtration	Pupil teacher will explain that filtration is use to separate insoluble substance.	Pupil will watch and listen carefully.	<p>Separation of Substances</p> <p>The separation of substances is a process in which one substance is separated from other in a mixture.</p> 
Explaining Evaporation	Pupil teacher will explain the process of evaporation and its use.	Pupil will listen carefully.	<p>Filtration</p> <p>Filtration is a well operation is used in the process in which parts are separated from a liquid by passing the liquid through a porous material.</p> <p>The remaining material is a porous material that separate parts are from the liquid passing through it and is known as a filter.</p> <p>Which are dissolved or suspended.</p> 
			<p>EVAPORATION</p> 

Content	Pupil Teacher Activity	Pupil Activity	Chalkboard Summary
Explaining centrifugation	Pupil teacher will explain the principle behind the process of centrifugation	Pupil will watch carefully and listen	<p>What is Centrifugation?</p>  <p>Centrifugation - is the process where a mixture is separated through spinning</p>
Description of Separating Funnel	Pupil teacher will describe that separating funnel is use to separate two immiscible liquids.	Pupil will watch carefully	<p>3.5 Separating Liquids</p> <p>Using a Separating Funnel</p> <p>This method can be used to separate immiscible liquids. Liquids that do not dissolve in each other are described as immiscible.</p> <p>Example:</p> <ul style="list-style-type: none"> Oil and water 
Explaining Distillation	Pupil teacher will explain the process of distillation	Pupil will watch carefully	<p>Fractional distillation</p> <ul style="list-style-type: none"> Fractional distillation is the breaking down of a mixture into its component parts. This is done by boiling the mixture and separating the products by their varying boiling points. 

Content	Pupil Teacher Activity	Pupil Activity	Chalkboard Summary
Differentiating between physical and chemical changes	Pupil teacher will give examples of physical change and chemical change to make difference between these changes	Pupil will watch carefully	<div data-bbox="1758 351 2217 662"> <p>PHYSICAL CHANGES In a physical change, matter changes form but not its chemical identity.</p>  <p>CHEMICAL CHANGES In a chemical change, a substance is converted into one or more products that are different.</p>  </div> <div data-bbox="1736 774 2228 1069"> <p>CHEMICAL CHANGE vs PHYSICAL CHANGE</p>  <p>Physical changes: Melting, Boiling, Crushing, Dissolving</p> <p>Chemical changes: Combustion, Rotting, Rusting, Digestion, Boiling, Chopping</p> </div>

Recapitulation:-

Question:- By which method you can separate the leaves from tea.

Question:- How will you separate salt from salt solution?

Question:- How will you separate oil and water

Homework:-

Question:- How will you separate butter from milk.

Question:- Differentiate between physical and chemical change.

Well Planned Go

5. ORGANIZING FIELD VISITS

Central State Library, Sector 17 Chandigarh

Report

A Gateway to Knowledge and Cultural
Enrichment

Submitted to :
Dr. Anurag Sankhian

Submitted by :
Meghna Dahan
B.Ed IInd Semester
Roll no. 291

Central State Library, Sector 17 Chandigarh: A Gateway to Knowledge and Cultural Enrichment

The Tarlok Singh Central State Library in Sector 17, Chandigarh, holds a significant place in the cultural and educational landscape of the city. On 11th May 2023 students from Tutorial Group 1-5 of Government College of Education, sector-20 D, Chandigarh visited the Central State Library in Sector 17, Chandigarh



Establishment:

The Tarlok Singh Central State Library was established on November 21, 1958, with the vision of providing a comprehensive repository of knowledge and promoting literacy in Chandigarh. The library was named in honor of Sardar Tarlok Singh, a prominent freedom fighter and the first Speaker of the Punjab Legislative Assembly.

History:

The library's history dates back to the early years of Chandigarh's development as a planned city in the 1950s. The city was designed by renowned architect Le Corbusier and was intended to serve as the capital of both Punjab and Haryana states.

In its initial years, the library operated from a small building in Sector 17. However, recognizing the growing demand for educational and cultural resources, the Punjab Government allocated a larger space for the library in the same sector.

In 1984, the library was rechristened as the Tarlok Singh Central State Library, acknowledging the contributions of Sardar Tarlok Singh to the state of Punjab. The library's name change aimed to honor his legacy and inspire future generations.

Over the years, the Tarlok Singh Central State Library has undergone expansions and renovations to meet the evolving needs of its users. Its infrastructure has been continuously upgraded to provide a modern and welcoming environment for readers and researchers.

The library has played a pivotal role in nurturing a reading culture and intellectual growth in Chandigarh. It has witnessed an increase in its collection, resources, and programs to cater to the diverse interests and needs of the community. Today, it stands as a cherished institution, promoting literacy, lifelong learning, and cultural enrichment.

The Tarlok Singh Central State Library, established in 1958, has emerged as a vital center for education, knowledge, and cultural exchange in Chandigarh. Named in honor of Sardar Tarlok Singh, the library has a rich history and has consistently adapted to meet the evolving needs of its users. Through its extensive collection, modern facilities, and diverse programs, the library continues to inspire intellectual pursuits, foster a love for literature, and contribute to the educational development of the community.

Introduction:

The Tarlok Singh Central State Library, established in 1958, has emerged as a vital center for education, knowledge, and cultural exchange in Chandigarh. Named in honor of Sardar Tarlok Singh, the library has a rich history and has consistently adapted to meet the evolving needs of its users. Through its extensive collection, modern facilities, and diverse programs, the library continues to inspire intellectual pursuits, foster a love for literature, and contribute to the educational development of the community.

The Central State Library in Sector 17, Chandigarh, is a prominent institution that serves as a hub for knowledge, learning, and cultural enrichment. Located in the heart of the city, the library has been a cornerstone of the community for several years. This report provides an overview of the Central State Library, highlighting its facilities, resources, programs, and the impact it has on the local residents.

Facilities and Infrastructure:

The Central State Library boasts a modern and well-designed building, equipped with state-of-the-art facilities to cater to the needs of its diverse visitors. The library offers a spacious and

comfortable environment for reading and research, with ample seating arrangements, study areas, and reading rooms. The infrastructure includes computer terminals with internet access, enabling visitors to explore digital resources and conduct online research. Additionally, the library provides facilities for photocopying and printing, ensuring convenience for users.



Collection and Resources:

The Central State Library houses an extensive collection of books, periodicals, and multimedia resources, catering to a wide range of interests and age groups. The collection encompasses various subjects, including literature, history, science, art, philosophy, and more. It features both fiction and non-fiction works, with an emphasis on local, national, and international authors. The library regularly updates its collection, acquiring new releases and addressing the evolving needs of its users. Furthermore, the library offers access to digital resources, e-books, and online databases, expanding the range of available materials.

Programs and Events:

The Central State Library is known for its vibrant and engaging programs and events that cater to the interests of the community. It organizes literary festivals, author interactions, book launches, and workshops, inviting renowned authors, scholars, and experts to share their knowledge and experiences. These events provide a platform for intellectual discourse, creativity, and cultural exchange. The library also conducts educational programs for students, including storytelling sessions, workshops on writing and research skills, and career guidance sessions. These

initiatives aim to inspire a love for literature, promote lifelong learning, and enhance personal and professional development.



Membership Automation:

The Tarlok Singh Central State Library in Sector 17, Chandigarh, has implemented membership automation to streamline the process of joining and accessing library services. The library likely employs a computerized system to manage memberships, allowing individuals to register electronically and receive a membership card. This automation simplifies the process for both library staff and patrons, making it easier to track membership details, borrow books, and access other resources and services offered by the library.

Working Days:

The Central State Library in Sector 17, Chandigarh, typically operates on all weekdays, from Monday to Saturday. The library is closed on Sundays and public holidays recognized by the government. It is advisable to check the library's official website or contact their administrative office for specific operating hours and any temporary closures or changes in schedule.

Different Areas:

The Central State Library is organized into different areas to cater to the various needs and interests of its users. These areas may include:

- **Reading Areas:** The library provides designated spaces for individuals to sit, read, and study in a quiet and conducive environment. These areas may have tables, chairs, and adequate lighting for comfortable reading.
- **Stacks:** This area houses the library's extensive collection of books, organized by subjects or categories. Users can browse through the shelves to select and borrow books.
- **Children's Library:** The library likely has a separate section or dedicated space for children, featuring age-appropriate books, storytelling corners, and interactive learning resources to foster a love for reading among young readers.
- **Reference Section:** A reference section may be available for users seeking in-depth information, academic resources, or research materials. It may include reference books, encyclopedias, dictionaries, and other specialized resources.
- **Digital Resources:** The library may have a designated area or computer terminals where users can access digital resources, e-books, online databases, and the library's online catalog.

Children's Library:

The Central State Library in Sector 17, Chandigarh, recognizes the importance of catering to the needs of young readers. It likely has a dedicated children's library or section that offers a wide range of age-appropriate books, magazines, and educational resources. This area have colorful and inviting spaces, storytelling corners, and interactive learning materials to engage children and promote a love for reading. The children's library also host storytelling sessions, reading clubs, and other educational programs specifically designed for young readers to enhance their literacy skills and nurture their imagination.



Digital Initiatives:

Recognizing the significance of digital technology, the Central State Library has embraced various digital initiatives to enhance accessibility and engagement. It offers online catalog access, allowing users to search and reserve books remotely. The library's website provides access to e-books, audiobooks, and digital archives, enabling users to access resources from the comfort of their homes. Additionally, the library actively engages with readers through social media platforms, sharing updates, recommendations, and organizing online discussions and contests.

Outreach and Community Engagement:

The Central State Library plays an active role in community outreach and engagement. It collaborates with schools, colleges, and local organizations to promote literacy and education. The library conducts outreach programs in underserved areas, organizing book drives and literacy campaigns to make reading more accessible to marginalized communities. It also partners with cultural and art institutions to host exhibitions, cultural events, and film screenings, fostering a sense of community and celebrating the diversity of the region.

Impact and Benefits:

The Central State Library has had a significant impact on the community in Sector 17, Chandigarh, and beyond. It serves as a beacon of knowledge, providing individuals of all backgrounds with a space to explore, learn, and grow. The library's resources and programs have enriched the lives of residents by promoting intellectual curiosity, encouraging lifelong learning, and nurturing a love for literature and culture. It has become a vital resource for students, researchers, academicians, and the general public, contributing to the intellectual and social development of the community.

Conclusion:

The Central State Library in Sector 17, Chandigarh, stands as a testament to the power of libraries and education. Through its comprehensive collection, engaging programs, and community outreach initiatives, it has become an integral part of Chandigarh's cultural fabric. By providing access to knowledge and fostering a love for reading, the library continues to play a crucial role in shaping the intellectual landscape of the city and empowering individuals to grow and thrive.

Library Visit

As a part of our Pre-Internship program, we visited the Divisional Library (South), Sector 34A, Chandigarh on 11th May 2023.

Divisional Library, Sector 34A, Chandigarh

The Divisional Library, Sector 34A, Chandigarh was inaugurated on 14th August 1995 by Lt. Governor Sh. RKN Chibber, Administrator, Chandigarh and Governor of Punjab.

The library was build as the division of the Central State Library, sec. 17, Chandigarh and some of the first books were donated by the Central Library.

The Building layout

The library is build over a 24,000 sq. yard area and has a total 6 floors. The library sees a foot crowd of about 1800 students and visitors per day and has more than 2 lakh books.

1) Basement - ACQUISITION AREA

The basement of the library is the acquisition area which is headed by Mrs. Kulbir Kaur who also leads technical area. The acquisition department deals with

Teacher's Signature.....



the purchase of books

4) Ground floor - MAGAZINES AND NEWSPAPER AREA

The ground floor has all area for magazines and newspapers. It is headed by Mr. Rajaram. The library has subscription for more than 20 magazines which come periodically and almost 20 newspapers arriving daily.

3) FIRST FLOOR - CHILDREN'S SECTION

The first floor is the children's section where children from the age 2-14 years. The head of this section is Mr. Shakti. This section has wide variety of books available for purchase for children.

4) SECOND FLOOR - Seminar Room and Circulation

The second floor has a seminar room for various activities that occur in the library. The circulation area extends to the third floor also and has a wide range of fiction and non-fiction books. The in-charge is Mr. Anupama Varma and Mr. Anil Sharma.

5) Third Floor - Reference and circulation

The third floor has the reference section which contains encyclopaedia, dictionaries as well as computer books. The in-charge of the reference section is Mr. Harish Kumar.



4) Fourth Floor- Reading Hall

The entire fourth floor is a reading hall. There are no total fixed reading halls out of which entire fourth floor are Reading halls.

MY EXPERIENCE

My experience of the library visit was amazing. The library was an environment of peacefulness, there is full of books that are widely demanded by the public. The library was always's software for all categories and classification and everything is electronic. The library provide its visitors an environment where they can read and learn quietly, without disturbance.

I had a brilliant experience visiting the library and I would really like to visit it again.

Visit to Regional Employment Exchange Office

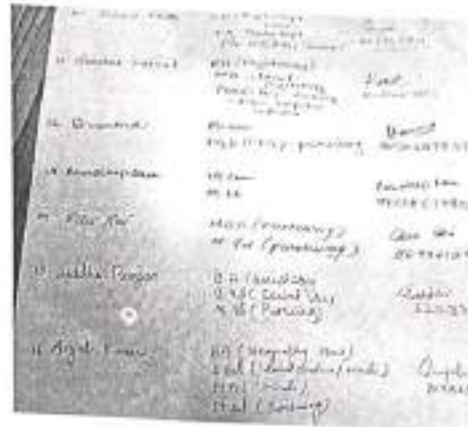
Report

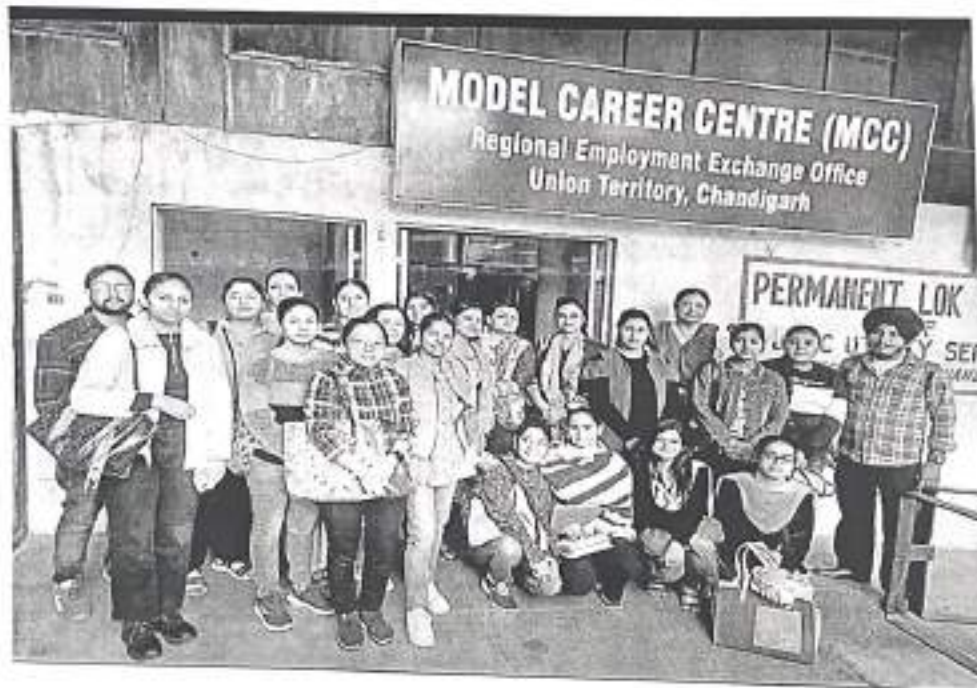
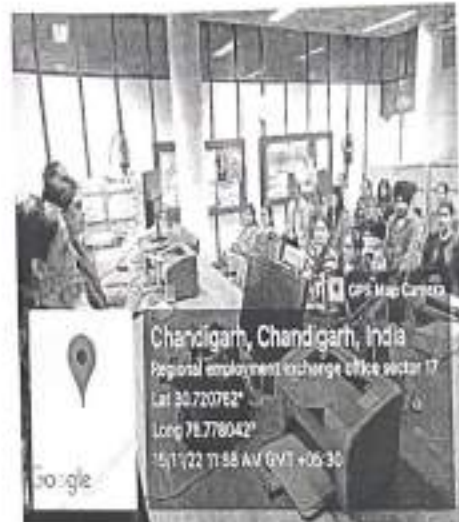
November 15, 2022

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 employers 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.





Dawn 17/11/22
M.Ed INCHARGE

[Signature]
PRINCIPAL

Pre-Internship Training Report EPC-1.4

Government Model Senior Secondary
School, Sector 27C, Chandigarh

Submitted by:
Kriti Shukla
252

Submitted to:
Dr. Neelam Paul
Incharge, T.G. 8

Gout. College of Education, Sec 20D, Chandigarh
B.Ed. 1st, 2022-24

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Introduction

The pre-internship is a major part of B.Ed. curriculum as it forms a base that is a pre-requirement for the fulltime engagement of student teachers in the school situation for a prolonged period of three month duration. Under the pre-internship programme, generally a student teachers are allotted some schools to observe the supervision and monitoring system of the school. The B.Ed. trainees have to observe the organization and management of the school, infrastructure, teaching aids, curriculum and assembly.

The role of student teachers is to analysis and understand the role of teachers in organization of co-curricular activities, organisation of educational field trips, community service, NSS, Scouts and Guides, observation of community festival celebrations, observation of peer teacher's teaching and also the role of principal. These are the topics assigned to the student teachers to observe with an aim to make them learn the school environment.



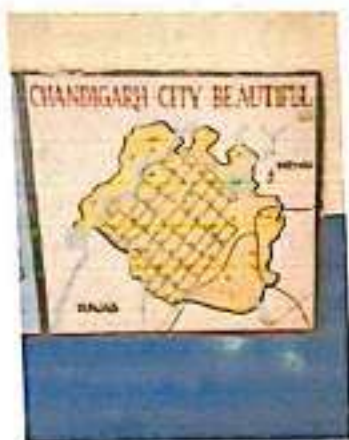
Topic _____

Date _____

(2)

About the School

- Name of the School : Government Model Senior Secondary School
- Address : Sector 27C, Chandigarh
- Name of the Principal : Mrs. Monika Puri
- Name of the counselor : Mrs. Suman Bani
- No. of teaching staff : 33
- No. of non-teaching staff : 15
- Total no. of students : 1047
- Medium of instruction : English and Hindi
- Timing of the school : 8:20 am to 2:20 pm
- Duration of the class : 50 minutes



Philosophy, Aim & Vision

- Philosophy : The philosophy of the school is as mentioned below :
- Emphasis on value based education : The students are taught to take complete responsibility of self and are also guided to sensitise their siblings at home so that they learn to treat all people with respect and dignity.
- To inculcate discipline through positive reinforcement
- Emphasis on all round development of students : The school creates an environment which insures that each student is happy, successful learner, who is fully respected and learns how to respect others and make students confident, complete communicators, skilful in problem solving and capable of creative thinking.
- To prepare students according to their developmental needs by providing them conducive environment to meet the future challenges the school prepares students for the college and future hardships.



Topic _____

Date _____

④

- Mim : Following are the aims that the school looks forward to fulfill
 - To make students enthusiastic learners.
 - To make students mentally and physically strong.
 - To ensure that there is no discrimination or biasness on any grounds in the school.
 - To encourage creative and inquiring minds.
 - To provide high-quality teaching and learning experience to enable all children to achieve biggest possible standards in all fields of curriculum.

- Vision : The vision of the school is to challenge all students to excellence, to promote a climate of respect and support and to encourage and facilitate growth, abilities and talents of students, so that they will live healthy lives characterized by reflection, responsibility, wonder-loving and enthusiasm for life-long learning.

To fulfill this vision, the school provides all students a superior education to enable them achieve full human potential. The school also looks forward to its students, the future leaders, must have effective communication skills and blended global outlook with Indian ethos that nurture the core human values.



Topic: _____

Date: _____

5

Organization & Management

- Affiliating body : Government Model Senior Secondary School, Sector 27-C, Chandigarh is affiliated with CBSE, affiliation no. _____
- Type of school : The type of school is Government school and is working under the Department of Education, Chandigarh (V.T.)
- Management : Government Model Senior Secondary School Sector 27-C, is under the ownership of Chandigarh administration. The school is housed in two sections -
 - Primary wing
 - Secondary wing

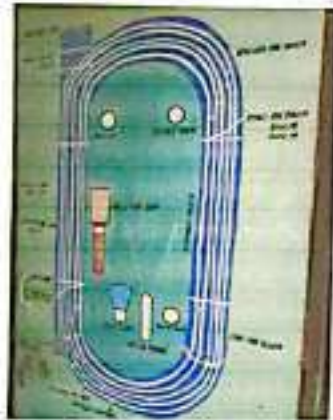


Infrastructure

The school is divided in two buildings, each with three floors. The ground floor includes the Principal office, SSA room, various labs, the nursery wing, library, and the mid-day meal room. The first floor includes the staff room, computer lab, classes 6th to 10th. The second floor contains the primary classes from 1st to 5th, and classes 11th & 12th.

With entrance of school, we get acquainted with parking area, juxtapose to it there is science garden, herbal garden, food corner, further there is mathematics garden also. There are also many labs such as Bio lab, sports lab, maths lab, physics lab, computer lab, home science lab, social science lab and SSA room, these are discussed in brief -

- Parking area - It is of rectangular shape which is suitable to park vehicle and spacious enough so that everyone can enter and exit easily. It is made available to students as well as teachers.
- Science knowledge park - science knowledge park includes anemometer, periscope, newton disc, law of resonance, musical sound, double ended cone, play with mirrors, concave and convex mirrors, cycloidal path, crystal structure, etc.



It makes the students study science more practically and instill scientific temperament in the students.

- Herbal garden - It involves various herbs and shrubs like amla, aloe vera, ratti, turmeric, holy basil, lemon tree, etc. This acquaints the students with herbs which enhance physical and mental health.
- Food corner - As many students come from distant location, so it is difficult for them to carry heavy bags hence, it compensate their hunger and all the food items such as sandwich, dal-rice, tea/coffee etc. are available and affordable.

The school has labs as discussed below :-

- Bio lab - It consist of certain models and equipments such as brain model, model on parts of flower, digestive system and skeleton and various diagrammatical presentation such as reproductive organs, germination of pollen grains on stigma and flower axillary inflorescences.
- Sports lab - This included equipment pertaining to sports to students to involve them in activities apart from academics for their overall development. It includes equipments such as Basket ball, volley ball, badminton, shoe-pair, cricket kit,



Topic _____

Date _____

8

handball and indoor games such as carrom board, chess, ludo, etc.

- Physics lab - It consist of equipments such as ammeter, voltmeter, screw gauge, potentiometer, tuning fork, vernier caliper, etc and models such as electric circuit, logic gates, step-up and step-down transformer etc., separate room for one subject enable to inculcate concepts in the minds of student.
- Mid-day meal - In the mid-day meal, students upto 8th class are being rendered with nutritious food such as rice, which provides carbohydrates, black channa dal, sambhar, kadhi, etc to fulfill protein demand. It is distributed efficiently in well-organized manner so that everybody can get it. Selective food is provided on selective days to fulfill deficiency of vitamins, protein as well as provides variation in taste.
- NTT Workshop - In the school, a workshop was organized for NTT trainees in accordance with National education policy 2020. A team of 10 teachers had been selected, which were assigned further into three groups. The first group of four members worked on the curriculum of the pre school 1 [3-4 years], the second group was of three members and worked on pre-school 2 curriculum, and the third group, also of three members, worked on Bal Vataha [5-6 years] curriculum. The



workshop was for formulating the curriculum of fundamental stages (3-6 years) according to the early childhood care and education. The nursery teacher trainees would prepare activity based curriculum. The aim of this workshop was to develop a curriculum so that a child coming to the class can read & write.

- SSA Room - The Sarva Shiksha Abhiyan is the scheme of central government for compulsory and holistic education from pre-nursery to class 12. It subsumes the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

The school is a cluster school, out of 30 cluster schools of Chandigarh, and it has 6 schools under it. The grants for infrastructure and children's education from the central government comes to this school, and further the school provides it to the 6 schools under it. This whole work is controlled from the SSA room.

- Computer Lab - The computer lab of the school has 17 computer systems, all available to the students as well as teachers. The room is well maintained and well organized. The aim is computer literacy of the students.



Type: _____

Date: _____

Mid-Day Meal Scheme

The mid-day meal is offered to the students who are studying between standard 1 to 8 in the school under the Sarva Shiksha Abhiyan.

• Aims of the school -

- To avoid classroom hunger
- Increase school enrolment
- Increase school attendance
- Improve socialization among castes
- Address malnutrition
- Empower women through employment

• Meals offered under the scheme -

- Food grains : 100 gms for class 1-5th, 150 gms for class 6-8th
- Pulses : 20 gms for class 1-5th, 30 gms for class 6-8th
- Vegetables (leafy also) : 50 gms for class 1-5th
75 gms for class 6-8th
- Oil and fat : 5 gms for class 1-5th
5-7 gms for class 6-8th
- Salt and condiments : As needed



Co-Curricular Activities

Every Saturday in the school is celebrated as activities day. Various activities are done throughout the day. The first and only Saturday that we spent in the school had two activities planned for the day. The first half of the day, before recess, the school organized inter-house sports competition. Classes from 6th to 10th were separated according to their houses. Students from every class were made to run track, first of 100 meters and then of 200 meters. The winners were announced and further selected for inter school competition, which would be held in February.

During the second half of the day, a science quiz was organized for all the classes. The topics were selected according to the classes and the competition was inter-class.

The school promotes participations in co-curricular activities. Sports participation is very important for school. Recently, the girls kabaddi team participated in Under 19 inter school competition and won gold medal. The school takes pride in its students participation and encourages its students to participate more.

Morning Assembly

The morning assembly is a great part of the school. It is always held at 8:30 in the morning in the front of the school premise and continues till 9 a.m. At the assembly various activities were organized by the teachers as well as students. The discipline was maintained in a strict manner. In the assembly, all students stand in rows according to their classes, in ascending order of their height and teachers are supposed to stand at the end of the row so as to maintain the decorum in the assembly. Interestingly, the entire assembly procedure was organized by the teachers but carried out by students only. One student beats the drum and stands on the stage along with the prayer group of the day and a teacher to command them. The prayer is played on speaker system and the prayer group leads other students. It is followed by thought of the day, news, announcement by teachers and any special program prepared by the students for the assembly. The morning assembly ends with national anthem. After this, the students return to their classes.





Children's day

On 14th Nov, National Children's Day, the first day of the pre-internship, the school was also celebrating the joys of birthday of Pt. Jawahar Lal Nehru. The school under the esteemed guidance of the Principal Mrs. Monika Puri had organized a fair with the help of the children and NSS volunteers.

The games included musical chairs, dip and win, throwing rings, archery, balloon bursting. Two students organize everyone's favourite Pani Puri stall.

The students and all the teachers including us (junior teachers) participated in the games and enjoyed the activities. These kind of organised activities lead to joy and satisfaction among the students. Those students that won the games had such a big smile on their faces, it was truly wonderful to see.

These activities also included our first interaction with the students and it was amazing. The students were very helpful and respectful. We enjoyed our first day of pre-internship.

EPC-24
PRE-
INTERNSHIP
REPORT

T.G.-8

**GOVT. MODEL SR. SEC. SCHOOL, SEC 45 C,
CHANDIGARH**

SUBMITTED TO:
DR. NEELAM PAUL
ASST. PROFESSOR

SUBMITTED BY:
KRITI SHUKLA
B.Ed. I (B), 252

GOVT. COLLEGE OF EDUCATION, SEC. 20 D, CHANDIGARH

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Topic _____

Date _____

①

Introduction

Two weeks pre-internship is being carried out during the second semester in rural area schools of Chandigarh. We are writing this report under our T.G. Incharge (B) Dr. Neelam Paul. Under this pre-internship program, we visited Government Model Senior Secondary School, Sec 45-G (Burai), Chandigarh from 20th April 2022 to 8th May 2023.

The purpose of our visit was to observe the following

- 1) The teaching learning process in the real classroom, use of multimedia, student participation, classroom management.
- 2) Evaluation procedures used in the school
 - a) Types of evaluation
 - b) Maintenance of examination records
- 3) Library resources
- 4) Types of grants and scholarships received by school
- 5) Record of any one stock register
- 6) Reflections on school experiences.



Topic _____

Date _____

②

About the School

The students of our T.G. (T.G.B) were given Government Model Senior Secondary School, Sec 45-C (Buzail), Chandigarh to visit during our pre-internship program for rural schools.

The Government Model Sr Secondary School, Sec 45-C, Chandigarh has a vibrant and strong academic family. Each day the school works together to create a supportive, co-operative and positive environment that establishes a safe and caring place for teaching and learning.

The school hopes to create an atmosphere of reverence for education and a healthy environment where work, sports and co-curricular activities will mould the students and enable them to be the best. They aim to give the students the best possible education in order to prepare them for life beyond school.

IMPORTANT INFORMATION -

- Name of the School : Govt. Model Sr Sec School, Sec 45C, Chandigarh
- Name of the Principal : Dr Anil Kumar Gujrani

© 2011



Topic _____

Date _____

5

- Affiliation : Central Board of Secondary Education (CBSE)
- Ownership : State (U.T.) Administration
- Classes : Pre-Nursery to XII
- Gender : Co-educational
- Affiliation number : 2620096
- Affiliation type : General
- Year of opening : 2015
- No. of teachers : 45
- No. of students : 1263
- Shift : Morning
- Timing : 8:00 am to 2:00 pm

SCHOOL BUILDING

- The school building itself acts as a learning aids as BALA stand for Building A Learning Aids.
- The primary classrooms are properly decorated classrooms with wall painting of alphabets, numbers, stories, poems, etc.
- The school also has provision of ramps as well as staircase for all the four floors.

[A 120]



Topic _____

Date _____

③

Teaching-Learning Process

The teaching-learning process is a combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work and assesses the outcomes of the instruction.

TEACHING-LEARNING PROCESS

- The teaching-learning process in the classroom is largely based on concept building using lecture-room demonstration methods.
- Providing a co-operative and inclusive environment to the students in the classroom is a very important task taken up admirably by the teachers of the school.
- The classrooms are well maintained, proper provision of chalks, duster and chalkboard is there.

OKEN



USE OF MULTIMEDIA

- Using multimedia in the teaching-learning process makes it more effective and supports information processing in the students.
- The school has interactive board facility provided only in the library and science laboratory. Any teacher that wants to use the facility can easily take the entire class to any of these room and make the class interesting.

STUDENT PARTICIPATION

- Student participation not only adds interest to a course, it also provides a way for teachers to promote active learning and ensure understanding of the content.
- The students participate actively in the classroom teaching-learning process as well as activities that are organized in the school.

CLASSROOM MANAGEMENT

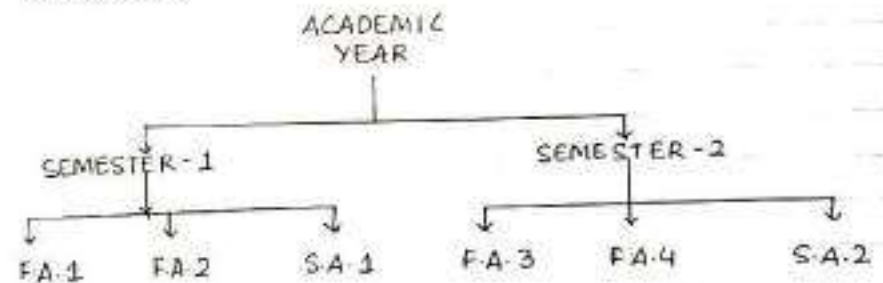
- The teachers mostly use positive reinforcement in the classroom. No corporal punishment is used for discipline in the classroom.



Types of Evaluation

The school follows the pattern of Continuous and Comprehensive Evaluation (CCE) according to the guidelines of CBSE and National Council of Education and Research Technology (NCERT).

- The academic year is divided into two semesters -
Semester I
Semester II
- In each semester, three assessments are conducted, two formative assessments and one summative assessment.



FORMATIVE ASSESSMENT - A formative assessment is conducted during the ongoing semester to check the knowledge and learning of the students.

SUMMATIVE ASSESSMENT - A summative assessment is conducted at the end of the ongoing semester to make a final decision on the learning of the students.

FROM CLASS 1st - 2nd

- There are no written examinations conducted for these classes.
- Assessment is done by-
 - i) In Term 1 - taking a listening and speaking skill test.
 - ii) In Term 2 - taking a reading and writing skills test.
- Grading is provided according to the performance -
 - A - Outstanding
 - B - Very good
 - C - Good
 - D - Satisfactory
- Every child is promoted to the next class without detaining any student.



FROM CLASSES 3rd - 8th

- FORMATIVE ASSESSMENT 1 - activity based assessment is done in F.A.1, no written examination
Maximum marks = 10
- FORMATIVE ASSESSMENT 2 - a written examination is conducted carrying 10 marks.
Maximum marks = 10
- SUMMATIVE ASSESSMENT 1 - written examination conducted at the end of semester 1.
Maximum marks = 60
- FORMATIVE ASSESSMENT 3 - activity based assessment
Maximum marks = 10
- FORMATIVE ASSESSMENT 4 - written examination
Maximum marks = 10
- SUMMATIVE ASSESSMENT 2 - written examination at the end of semester
Maximum marks = 60

$$\begin{aligned}\text{Grand total} &= \text{F.A.1} + \text{F.A.2} + \text{S.A.1} + \text{F.A.3} + \text{F.A.4} + \text{S.A.2} \\ &= 10 + 10 + 60 + 10 + 10 + 60 \\ &= 100\end{aligned}$$

FROM CLASSES 9th - 10th

- For class IX, out of 100 Marks, 80 will be given through written examination and 20 marks will be given by internal assessment.
- For class X, students will have board exams at the end of the year of 80 marks with additional 20 marks for internal assessment, making a grand total of 100 marks.

Class 9th :-

$$\begin{aligned}\text{Grand total} &= \text{F.A.1} + \text{F.A.2} + \text{S.A.1} + \text{F.A.3} + \text{S.A.2} \\ &= 10 + 10 + 80 + 20 + 80 \\ &= 200\end{aligned}$$

each semester = 100 marks.

Class 10th (Boards) :-

$$\begin{aligned}\text{Grand total} &= \text{Board examination marks} + \\ &\quad \text{Internal assessment} \\ &= 80 + 20 \\ &= 100\end{aligned}$$

- Students will have to secure 33% marks in total to pass the examination.

Maintenance of Examination Records

- The school maintains the examination record of all the students.
- For the maintenance of examination record a separate book is employed where important dates like date of examination, examination type, class, marks, etc. are entered.
- Teachers keep the record of the students in this examination and later copies the result in the student's report card.
- This record is used for one school year, the examination record also shows the progress of the students.
- Signature of the head of the institution i.e. the Principal is mandatory before securing the records or uploading them.





Library Resources (21)

- The library of 'Governments Model Senior Secondary School, sec 45 C, Chandigarh' offers the students and staff access to variety of resources.
- The goal of the school library is to ensure that all members of the school community have equitable access "to books and reading, to information, and to information, and to information technology."
- The library uses all type of media that's automated and utilizes the Internet of information gathering.
- The school offers learner-oriented laboratories with support, extend and individualize the school curriculum and acts as a coordinating agency.
- The library has books stored in almirahs properly, according to subject and also has an interactive board as well.

Grants & Scholarship

SCHOLARSHIPS

- SC Scholarship - This scholarship is given to the scheduled caste (SC) students to enable them to pursue their higher studies without any financial constraints. In Government or secondary school, pre-matric SC scholarship is provided to class IX & X SC category students.
- Minority Scholarship - This scholarship is provided by ministry of minority affairs who provided financial aid to students from class 1 to 10 who belong to minority community and are from economically backward families under "Pre-matric scholarship" scheme.
- Attendance based Scholarships - The scholarship is provided by the school for girls students.

FUNDS

Following types of funds are provided to school under various central government and U.T. administration schemes-

- i) Amalgamated funds
- ii) Red-cross funds
- iii) Health funds
- iv) Excursion
- v) SSA
- vi) RMSA
- vii) Maintenance
- viii) Personal Ledger Account (PLA) funds
- ix) Scouts and Guides
- x) Vocational guidance funds
- xi) Library funds
- xii) Club and societies funds
- xiii) Building and property funds
- xiv) Stationary / Examination funds
- xv) Child welfare funds
- xvi) Admission withdrawal funds (I - XII)

6. OUT OF CLASSROOM ACTIVITIES

Report

The Career Fest

Date 05.03.2023

Career Fest was organized by the pupil teachers of B.Ed. Semester 4 Section B of our college, under the guidance of Dr. Nisha Singh, to fulfill the requisites of sessional work of Paper F4.2 Guidance and Counselling, on the 4th of May 2023. The objective of this career fest was to raise awareness among higher secondary and senior secondary school students about various trending career options and the means to pursue them.

The Principal of the college, Dr. (Mrs.) Sapna Nanda, the Principal of the school, and the school teachers graced the event with their presence and engaged with the pupil teachers, offering valuable suggestions and encouragement. The event was organized with a great deal of enthusiasm and hard work by the pupil teachers.

The event was held at the Government Model Senior Secondary School, Sector 20-D, Chandigarh ground, and featured numerous booths showcasing different career fields. The students were grouped into teams, with each team setting up a booth and providing information about a specific career field. The teams arranged for pamphlets and brochures of their respective fields, which they distributed among the students. They also interacted with the students, answering their queries and providing relevant information.

The event was attended by students from 9th to 12th classes, providing them with an opportunity to explore various career options. The students showed a keen interest in the event, and the organizers successfully created awareness among them about the different career opportunities available.

The career fest featured an extensive range of career fields, including Tourism, Agriculture Scientist, Entrepreneurship, Fashion Designing, Make-up artist, Defense Services, Scientist, Police Services, Banking, Lawyer, Start Ups, and many more. The booths were arranged in an interactive manner, providing detailed information about each career option, including educational eligibility, institutes providing specific courses, required qualities, salary structure, and working environment.

The feedback from the attendees was overwhelmingly positive, with many expressing that the event was informative and helpful. They appreciated the efforts of the pupil students in organizing such an event and felt that it helped them gain a better understanding of different career fields.

In conclusion, the career fest organized by the pupil students was a resounding success, providing an excellent opportunity for prospective teachers to organize such events in the future and for the audience to learn about different career fields and means to pursue them. The organizers did a commendable job in setting up the booths, collecting relevant information, and presenting the information in a systematic and attractive manner. The event was a great learning experience for all the students who attended it, and it will undoubtedly help them make informed decisions about their future careers.

Few Glimpses:







Nisha
Coordinator
Dr Nisha Singh

Ramola
5/3/2023
Principal

GOVERNMENT COLLEGE OF EDUCATION,
SECTOR 20-D, CHANDIGARH

REPORT

NUKKAD NATAK ON THE OCCASION OF WOMEN'S DAY

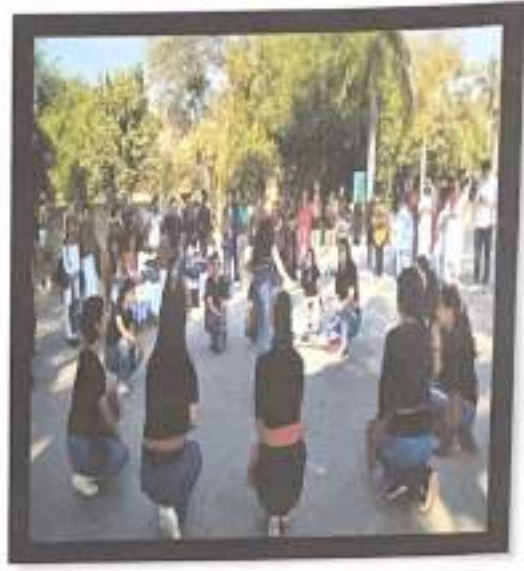
Date: 6th March 2023

Time: 08:30 am

International women's day is a global day celebrating the social, economic, cultural, and political achievements of women. The day also marks a call to action for accelerating gender parity. Keeping the significance of the day in mind, students of Government College of Education, Sector 20 D, Chandigarh performed a *Nukkad Natak* at Sukhna Lake on 6th March 2023. The Act was performed under the supervision of Mr. Sanjeev Kumar. The theme of the *Nukkad Natak* was *Aajki Nari hu main*. The *Nukkad Natak* very beautifully highlighted the importance of women empowerment and relevance of independence of women in all spheres of life.

Beginning from the historical perspectives where gender bias and stereotypes were present to present status of women where they are doing all the jobs which were considered only for men, the act aimed at ensuring upliftment of status of women in all spheres of life. Examples of Shakuntala Devi, Gunjan Saxena, Mitali Raj etc. were given that have excelled in various fields thus breaking the gender stereotypes.

The act was overwhelming praised by the spectators. Principal of the college Dr. Sapna Nanda wholeheartedly praised the efforts of the pupil teachers. Overall, the *Nukkad Natak* was very enlightening.




Incharge


Principal

7. COMMUNITY ENGAGEMENT

EPC-4.1

PARTICIPATION

IN

COMMUNITY

SERVICE

SUBMITTED TO

MR. SANJEEV

SUBMITTED BY

SHERON

B.Ed. IV SEM

UNI. ROLL NO - 21102035

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Chandigarh, चंडीगढ़, India
government College Of Education sector 20-D
Lat 30.720464°
Long 76.777581°
06/03/23 09:13 AM GMT +05:30



REPORT ON NUKKAD NATAK AND RALLY ON INTERNATIONAL WOMEN'S DAY

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

REPORT

NUKKAD NATAK AND RALLY ON INTERNATIONAL WOMEN'S DAY

DATE:- 06 March, 2023

TIME:- 09:00 a.m.

International women's day is a global day celebrating the social, economic, cultural and political achievements of women. The day also makes a call to action for accelerating gender parity.

Keeping in the significance of the day in mind, students of Government College of Education, Sector-20-D, Chandigarh performed a 'NUKKAD NATAK' and held a 'RALLY' at Sukhna Lake on 06 March, 2023. It was performed under the supervision of Mr. Sanjeev Kumar. The theme of the Nukkad



Natak was 'AJ KI NARI HUN MAIN'. The Nukkad natak highlighted the importance of women empowerment and relevance of independence of women in all spheres of life.

After the nukkad natak, students held a rally, spreading awareness regarding the importance of women empowerment, with the help of posters and raising slogans. Beginning from the historical perspectives where gender bias and stereotypes were present to present status of women where they are doing all the jobs which were only considered for men, the act aimed at ensuring upliftment of status of women in all spheres of life.

The rally and nukkad natak were overwhelmingly praised by the spectators. The Principal of the college, Dr. Sapna Wanda wholeheartedly praised the efforts of the public teachers. Overall, the rally and the nukkad natak were very enlightening;



REPORT ON G-20 EVENTS - QUIZ & SLOGAN WRITING

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

REPORT

G-20 EVENTS (QUIZ AND SLOGAN WRITING)

DATE :- 28 March, 2023

TIME :- 10:00 a.m.

Library and cultural committee of Government College of Education, Sector-20-D, Chandigarh organised a Quiz on G-20 on 28 March, 2023 under the supervision of Dr. Balwinder Kaur and Dr. Sant Bratt.

The main objective of the quiz was to check the awareness and knowledge of the students about G-20 meet.

63 students of B.Ed. 1st year and 65 students of B.Ed. 2nd year had participated in the quiz. It was in Google form and students were given only five minutes to



answer the questions. Only those students were considered for the final judgement who had submitted the form within time. Januja of B.Ed. 2nd year got the first position, Sonu of B.Ed. 1st year got the second position and Vandana of B.Ed. 1st year secured the third position.

Slogan writing competition was also organised on the theme G-20.

126 students participated in the Slogan Writing Competition. Mr. Sanjeev Kumar, Instructor, Fine Arts was the judge for the slogan writing competition.

Meera of B.Ed. 2nd year secured the first position; Anisha of B.Ed. 2nd year secured the second position and Sheron of B.Ed. 2nd year secured the third position.

National Anthem was sung at the end of the programme.



REPORT ON BLOOD DONATION CAMP

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

REPORT

BLOOD DONATION CAMP

DATE:- 10 March, 2023

TIME:- 10:00 a.m.

On March 10, 2023, a one day Blood Donation camp was organised by the Red Ribbon Club of the Government College of Education, Sector-20-D, Chandigarh, under the guidance of our club incharge, Dr. KUSUM and member DR. AARTI BHATTI.

In the first session of the day, our guest, DR. RAVNEET KAUR from GOVERNMENT MEDICAL COLLEGE AND HOSPITAL, SECTOR-32 and her team were welcomed by Dr. Kusum and were taken to the auditorium where she gave a very motivational



speech about importance of Blood Donation by Red Ribbon club member through Ribbon Cutting Ceremony.

In her motivational speech, she first discussed about the need of blood to save human life and components of blood that can be used in the situations where blood transfusion is required.

Next, she discussed about the importance of voluntary blood donation and why blood given voluntarily is the best type of blood donation that a person can do. After this, she gave a detailed description about the process of blood donation; where she described the whole process of selecting those donors that are healthy and able to give blood which comes with certain conditions like having haemoglobin more than 12.5; not being on any medication and not being on periods for females.

After the blood has been taken, the donor is monitored by the on sight doctors for a little while so that they can make sure that the donor is perfectly alright.

Dr. Rameet Kaur motivated everyone present in the hall and all the students showed active participation in the blood donation camp.



GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

REPORT

Dated: -02-12-2022

Awareness Rally on National Pollution Prevention Day

PARIJAT ECO-CLUB of Govt. College of Education, Chandigarh observed '*National Pollution Prevention Day*' on 02nd December 2022. The theme of '*National Pollution Prevention Day*' for 2022 is **Raise awareness about the importance of pollution control measures and to educate people on how to prevent pollution.** Students took out a rally to raise their voice in support of environmental conservation. They sensitised the masses about the menace of environment degradation and suggested measures to reduce pollution. Principal Dr. A. K. Srivastava motivated the students and briefs the importance of National Pollution Prevention Day. He emphasized upon the less usage of plastics and also appeals to adopt eco-friendly methods in daily life. Dr Upasana Thapliyal, Dr. Aarti Bhatt, Mr. Manish from Eco-Club was also present along with the incharge. Mr. Ravinder Kumar Incharge **PARIJAT ECO-CLUB** presented a vote of thanks at the end. Event was organized successfully and appreciated by the principal.

Glances:-





Supriya Singh
PARIJAT ECO-CLUB

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

8. FACILITATING INCLUSIVE EDUCATION

F - 4.3

Inclusive School



Submitted By :-
Sahibpreet Kaur
B.Ed Semester - 4
Roll No - 21
Section - A

Submitted To :-
Ms. Sonika Devi

Government College of Education,
Sec-20 D Chandigarh

TOPIC

DATE

Report

Government College Of Education
Sector-20 D, Chandigarh

Report on Visit at GRIID, Sec-31 Chandigarh



A visit was planned at "Government Rehabilitation Institute For Intellectual Disabilities, Sec-31, Chandigarh" by students of Government College of Education Sector-20 D, Chandigarh. GRIID is basically an institute for students with special needs. This institute has children of different needs and of different age group. Each and every student is engaged in work according to their ability. There are groups of students that make jewellery items. Some of them were engaged in the class of music. There were students having different disorders like Dysgraphia, Dyslexia etc. The main aim of the institute is to provide employment of every student. Some students were engaged in the work of carpenter.

The institute provides special educators who train these special children. There are



special courses like -

- i) B. Ed in Special Education
- ii) D. Ed in Special Education
- iii) M. Ed in Special Education

Students vary in different types like -

- i) Intellectual
- ii) Educable

There are playgroup classes, Primary classes [A, B, C, D] and Secondary classes.

Pre-Vocational Section and Vocational sections are also there. These include various activities like -

- i) Interior Designing
- ii) Masala Making
- iii) Book Binding
- iv) Art and Craft
- v) Jewellery Making
- vi) Carpentry
- vii) Sewing and Tailoring
- viii) Pottery

One of the activity that I feel was new for us girls were also engaged in Sanitary Pad Making.



There were students from different regions like Punjab, Haryana and Himachal. There was also a clinical branch, that help students to solve problems. Some students had speech problems. They have 2- Psychologist and 1- Special Educator. Students learn to play music and have 5-6 Associate Professors. Students also learn to do paper work.

They have programs of Inclusive Education. They teach their students to become independent in life, so that they can live their life on their own.

A CASE STUDY

Introduction:- Case study is a research methodology, typically seen in social and life sciences. A case study can be defined as an intensive study about a person, a group of people or a unit, which is carried to generalize over several units. In case study research, the "case" being studied may be an individual, organization.

A case study also has been described as an intensive study, community, or some other unit in which the researcher examines in — depth data, relating to several variables. A case study is a several; research methodology involving an up-close in depth, and detailed examination of a subject of study (the case) as well as its related contextual conditions.

Description of the Student : ⇒

Name of the student	Saurabh Thakur
D.O.B.	07-02-2006
Gender	Male
Mother's Name	Seema Thakur
Father's Name	Ramesh Thakur
Class	11 th
Address	HM 121 Mohali Phase 1
School	G.M.S.S.S. 47D Chandigarh
Annual income of parents	5,00,000
Father's education and occupation	M.A., Private employee
Mother's education and occupation	B.A., House maker
Total members of family	Five
Type of family	Nuclear
No. of brothers	01
No. of sisters	01

Problems :-

- i) Emotional
- ii) Educational
- iii) Social.

Birth information: =>

Birth Place: Civil Hospital Phase 6, Mahali

Child's health at the time of Birth: - Normal

Any accident during Birth: - NO

Health Record:

General Height: => 5'2"

Health: - Good

Weight: - 50 Kg

Eye sight: - Good

Way of communication: - Good

Family Data: - Already mentioned above.

Level of intelligence:

- 1) Teachers opinion about the level of intelligence of the child - good as compared to other students of his age group
- 2) Parents opinion about child's level of intelligence - Not satisfactory.

Educational History of the Subject:-

The child Saurbh, has been a brilliant student throughout the year who scored 95% marks in class VIII, 98% in 9th and 96% marks in 10th CBSE Board exam.

He opted for science (Non-Medical) stream for his 11th class and was doing well with his studies. He scored 87% marks in 11th class. But he was struggling with Physics and Chemistry subject during 12th class exams, he scored about 85% marks in Physics and Chemistry. He was good in English and additional subjects.

Now he took admission in B.Sc (Non-medical). He, himself was not interested in science subject and after a month he stopped going classes but was able to talk to his parents and convince them. The parents came to know about all this through her friends. They tried to confront her but she was aggressive. She, the family was known to me, they wanted me to talk to the child.

First Session:- I met him and talked to him about himself.

What he was doing and how was he doing in his studies. He was very

normal with me. He told me everything about his friends, hobbies and studies. When I enquired about his college and his performance he explained that he was doing well in Mathematics but he is not comfortable with chemistry.

Second Session:- After two days, one afternoon he called me over phone and told me that he wanted to discuss something with me regarding his studies. I invited him to visit immediately. He came the next day and sat with me. During first 5-10 minutes, the rapport was established.

Sr. No.	Questions	Not at all	Several	Days	
1.	Feeling nervous anxious		X	✓	
2.	Worrying too much about diff. things		X	✓	
3.	Not being able to stop or control worrying		X	✓	✓
4.	Trouble Relaxing			X	✓
5.	Feeling afraid of something awful will happen	X		✓	
	Scores		3	5	2

Total Score = $3+5+2 = 10$ (Raw Score)

This is a GAD = 7 Inventory developed by or Robert L Spitzas, Janet BW Williams, Kent Ksoubs and colleagues.

Explanation of Raw Scores.

(0-4) Mild Anxiety

(5-10) Moderate Anxiety

(11-15) Severe Anxiety.

Third Session: - After 2 days, I further asked the following questions which were drawn from Science Interest Test by LN Dubey and Archana Dubey.

Q1. Do you find science a boring subject?

Q2. Do you enjoy solving science equations?

Q3. What about chemistry. Do you like the subject?

Q4. Should Math be separated from science?

Q5. Do you want Math with humanities?

Q6. Which subject you would like to study?

Q7. Economics and Mathematics is a good combination?

Q8. Do you like to study Economics and stats?

Q9. Why do you opt for science subject?

Meeting Session With Parents → Suggestions :-

The very next day, I had a meeting with his parents and discussed with them to length regarding the anxiety level of child and his aggressive behaviour. After some half and hour discussion, they were convinced and they agreed that if she wanted to shift to other stream of liking, they had no problem.

Fourth Session:- The next day, we all sat together and discussed openly about everything. The child wanted to go in for studies in which Mathematics would be present, and the problem was solved.

Conclusion:-

The child had full trust on the counsellor and never wanted to hurt the sentiments of his parents. We got the full cooperation for the father and mother. They were very cooperative.

9. PREPARING INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

GOVT. COLLEGE OF EDUCATION SECTOR-20D CHANDIGARH



M.Ed. (Gen) 2nd SEMESTER (2022-24)

Course Code- E01

Course Title

Pedagogy of Science Education-II

Sessional Work

Submitted To
Dr. Lilu Ram JAKHAR
Associate Professor
Govt. College of Education
Sec-20D Chandigarh

Submitted By
Binita Kumari
Roll No- 803

CONSTRUCTIVIST

APPROACH

INTRODUCTION

For constructing knowledge of the learner the teacher may adopt various strategies of teaching learning process that come under the purview of constructivist pedagogy.

Tolman & Hardy (1995) - According to them all constructivist teaching models are guided generally by five basic elements which are as-

- (i) Activating Prior knowledge
- (ii) Acquiring knowledge
- (iii) Understanding knowledge
- (iv) Using knowledge
- (v) Reflecting on knowledge

NCF (2005) has strongly recommended the use of constructivist approach to teaching-learning in schools.

'5-E' LEARNING MODEL This is a constructivist model of teaching-learning. The '5-Es' are - ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE.

* In this model conceptual changes can be achieved by using 5 distinct but interconnected phases.

CONSTRUCTIVIST LESSON PLAN BASED ON "5-E APPROACH"

CLASS :- IX

SUBJECT :- SCIENCE

DURATION - 40 minutes

TOPIC :- MATTER AROUND US

DATE - 18.03.23

OBJECTIVES

- * Recall the meaning of solute, solvent and solution.
 - * Recognize various solutions of different densities.
 - * Differentiate between solute, solvent and solution.
 - * Give examples of different types of solutions in their day to day life.
 - * Identify homogeneous and heterogeneous solutions.
- Answer the questions related to topic.

Learning Materials

Sugar, Salt, Water, Honey, Sand, Eno etc.

Teaching learning strategies

Constructivist based approach will be used.

Previous knowledge assumed

It is assumed that students

are already know about matter around them.

Previous knowledge testing

To test the previous knowledge of the students pupil teacher will ask few questions from students :-

- Q:- 1. Name some solids, liquids from your daily life.
- Q:- 2. Which substances can be mixed in water?
- Q:- 3. Which substances cannot be mixed in water?
- Q:- 4. Which is more thick honey or lemonade?

INTRODUCTION OF THE TOPIC

On the basis of the students response, the pupil teacher will announce the topic that we will learn about matter around us.

INSTRUCTIONAL PROCESS

TEACHING POINTS	TEACHING LEARNING PROCES	TEACHING LEARNING MATERIALS (TLM)	BLACKBOARD SUMMARY	
STAGE I - 'ENGAGE' (3-5 minutes) ACTIVITY-I Record daily experiences/observations	The class will be divided into 4-5 groups and PT will ask them to enlist their daily	Handout containing some table	Things which may be mixed	Outcome or the new substances
			Water/salt Sugar Honey	Lemonade Sodawater

TEACHING POINTS	TEACHING LEARNING PROCESS	TLM	BLACKBOARD SUMMARY
<p>where students feel or observe that two or more substances are being mixed to bring out something new.</p>	<p>observations where they feel that two or more substances are being mixed to bring out something new. They will be asked to use a table for this task.</p>		
<p>STAGE II - 'EXPLORE' (10-12 minutes) ACTIVITY - II</p> <p>Teacher will distribute sugar salt and water to all groups and ask them to mix and record their observations in another table.</p>	<p>Teacher will distribute sugar salt and water to all groups and ask them to mix and record their observations in another table. They learn how to mix and what is the product after mixing things.</p>	<p><u>Sugar</u> <u>Salt</u> <u>Water</u></p>	<p>1. What did the learners do? 2. What was their observation? 3. Is something new formed? 4. What are the characteristics of the new? 5. Why do they feel so?</p>

Questions for Stage I (Engage)

- ① What are the things / substances mixed in lemonade?
- ② What is the state of substances which are mixed to prepare lemonade?

Questions for stage 2 (Explore)

- ① What are the substances you have mixed?
- ② Which substances you used as a medium to mix other substances?
- ③ What are the outcomes or new products?

TEACHING POINTS	TEACHING LEARNING PROCESS	TLM	BLACKBOARD SUMMARY
<p>STEP. III - "EXPLAIN" (8-10 minutes)</p> <p>Definitions of solute, solvent and solution will be explained.</p>	<p>Teacher will discuss and introduce some key terms like solution, solute and solvent.</p> <p>Teacher will encourage learners to define these terms in their own words.</p>	<p>PPT/ CHART</p>	<p><u>SOLUTION</u> Lemonade</p> <p><u>SOLVENT</u> Water</p> <p><u>SOLUTE</u> Lemon juice</p>

TEACHING POINTS	TEACHING LEARNING PROCESS	TLM	BLACKBOARD SUMMARY
<p>STEP IV - 'ELABORATE' (10-25 minutes)</p> <p>Activity III R IV</p> <p>Students will mix more materials i.e. Solutes and Solvents or two Solvents to make more solutions</p>	<p>In this phase learners will be provided opportunity to experience and explore more about the concepts introduced they will discuss in groups, perform some more examples from their daily life experiences to develop their understanding of these concepts.</p> <p>Teacher will ask them to do one more activity and ask few more questions to help the learners in exploring more.</p>	<p>Pupil may use more material needed for activities that will be provided to them by the teacher.</p>	
<p>Activity - V</p>	<p>Teacher will ask learners to divide the solutions of honey and water into two parts.</p> <p>Teacher will give more water to one group & more honey to another</p>	<p>Honey Water Beaker Spoon</p>	<p>Definitions of Concentrated and dilute Solution.</p>

TEACHING POINTS	TEACHING LEARNING PROCESS	TLM	BLACKBOARD SUMMARY
	group and ask them to mix it in the given solution and reflect on their observation.		
<u>Stage V - "EVALUATION"</u> (3-5 minutes) <u>Activity VI</u>	Teacher will give example of solutions and ask learners to identify the solutes and solvents.	INK, WATER, MILK, GLUCOSE, ETC.	Identify solutes and solvents in the following solutions.
PT will show more examples of solutions such as by mixing ink in water, glucose in water or milk in water etc.	Teacher will show two solutions of same solvent and solute and ask learners to identify and tag, which is dilute and which is concentrated.		1. Ink Water 2. Glucose-water 3. Milk-water

Review and Assessment:

- Q:-1. What is the product we get, if mix Lemon Juice and water.
 Q:-2. What is the solution's colour when mix Glucose with water.

Home Task

Do same process, so many times and keen observe it.

References Text book.