



**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

#### 2.4.2 – Preparatory activities for school based practice teaching

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# 1.FORMULATING LEARNING OBJECTIVE

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 06/11/22

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: II<sup>nd</sup>

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

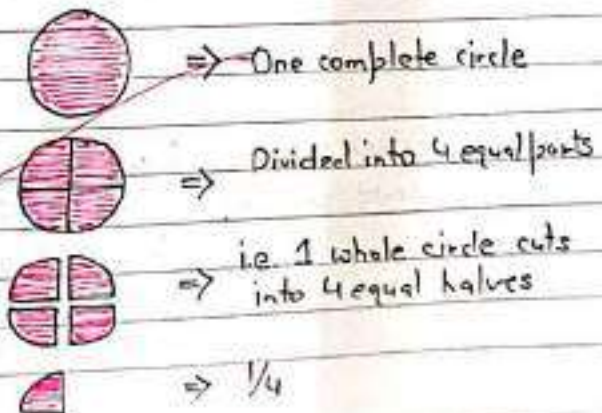
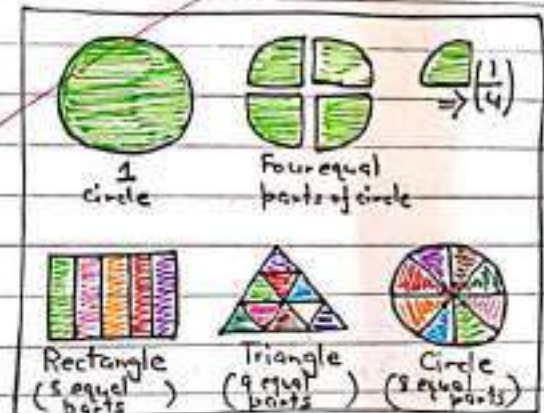
Students will listen attentively and note the definition in their notebooks.



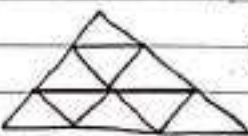
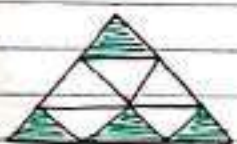

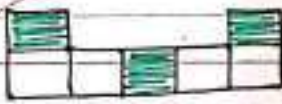

Students will observe actively and attentively listen to the teacher.

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.

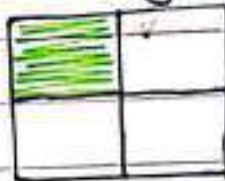
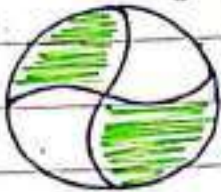


TEACHING POINT	PUPIL/TEACHER ACTIVITY	PUPIL'S ACTIVITY	Whiteboard Summary / TEACHING AIDS
4. <u>Questions on writing fractions representing the shaded portion</u>	Pupil teacher will first solve the questions on writing fractions which represented the shaded portion of the shape, in order for better understanding to the students	Students will listen attentively and note down in their notebooks.	 <p>⇒ <math>\frac{2}{4}</math></p> <p>1 shape Divided into 4 parts (equal) → 2 parts shaded</p>  <p>⇒ <math>\frac{8}{9}</math></p> <p>1 shape Divided into equal 9 parts → 8 parts shaded</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><math>\frac{4}{9}</math> ⇒</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>→  <math>\frac{4}{8}</math> Shade the portion according to fraction</p>

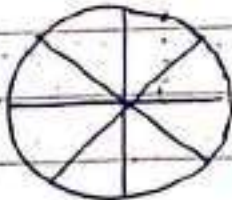
## TERMINAL RECAPITULATION →

Q1. What are fractions?

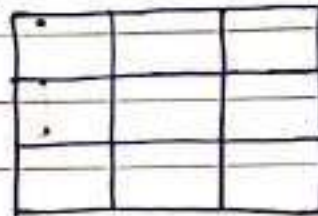
Q2. Write fraction representing shaded portion.



Q3. Shade the portion according to fraction.



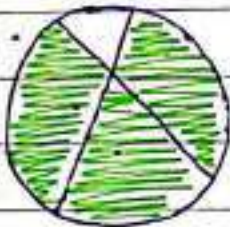
$\frac{7}{8}$



$\frac{5}{9}$

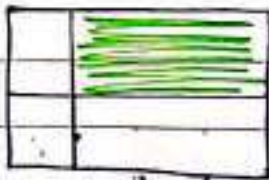
## Home assignment →

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. CONTENT MAPPING

MODEL BASED  
LESSON  
PLANS

# MODEL BASED LESSON PLAN - 01

## Inductive Thinking Model

Pupil Teacher Roll No. → 81  
 Class → IX<sup>th</sup>  
 Duration → 45 minutes

Date → 11/11/22  
 Subject → science  
 Topic → Magnetic force.

### Instructional objectives

#### General objectives →

- Acquire knowledge about force due to interaction.
- understand need of interaction in any situation.
- Apply the acquired knowledge in daily life.
- Generalise with the help of daily activities.

**SPECIFIC OBJECTIVES** → on completion of life students will be able to →

- Give examples of contact and non-contact forces.
- Generalise and explain the muscular force.
- Apply the concept in daily life activities.
- Ask questions related to the daily activities with the concepts of science.

**Instructional strategy** → Inductive thinking Model.

### Previous knowledge Testing →



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


Pupil Teacher Activity	Pupil's Activity
<p><b>Question:</b> What do you do to open a door in a mall?</p>	we pull the door towards ourselves.
<p><b>Question:</b> When you have to close the door, what will you do?</p> <p>so, we can say that each action can be grouped as push or pull?</p> <p>so, a push or pull can be called force.</p> <p>so, when do you think the muscular force is used?</p>	<p>we have to push the door towards opposite side.</p> <p>Yes ma'am.</p> <p>Yes ma'am.</p> <p>No Response.</p>

ANNOUNCEMENT OF THE TOPIC →

Pupil teacher will announce the topic by saying, "Well students, today we are going to study about different types of force"

Presentation:

Teaching Point	Pupil Teacher Activity	Pupil Activity	Interactive board
<u>Presenting situation</u>	Pupil teacher will explain a situation using ppt. A cartoon is eating food, what type of force is used? Is it a contact or non-contact force and tell its particular type	Muscular force.  Contact force.	
<u>Presentation situation</u>	Pupil teacher will ask further questions to the students by presenting: - Mrs. Kumari slipped on dry floor because of flat boots due to the effect of which force.	wear and tear effect.  Frictional force	

Teaching Points	Pupil teacher Activity	Pupil activity	Interactive board
<u>Presenting situation</u>	P.T will ask students to tell if they recognise from picture: what type of force do it exert? Is it contact or non-contact force?	Magnet.  Magnetic force. Non-contact force.	
<u>Hypothesis</u>	Pupil teacher will ask about what they conclude from these situations	Force use of two types - contact and non-contact forces	

CONCLUSION:-

Pupil teacher will explain that forces can be changed/ classified into the broad categories i.e. CONTACT AND NON-CONTACT FORCE.

Recapitulation:-

1. A cartoon uses \_\_\_\_\_ forces to eat food.
2. Magnet exerts \_\_\_\_\_ force of attraction and repulsion.
3. Force \_\_\_\_\_ can be good and bad.

Home Assignment:-

Give five examples from daily life where you see that friction is good and bad force.

Well  
Planned

Get  
✓

# 3. LESSON PLANNING

LESSON PLAN

## Discussion Lesson Plan

Scanned with OKEN Scanner  
Lulu Ram  
22/11/22

Pupil Teacher Roll No. ÷ 81 ✓

class ÷ 7<sup>th</sup> ✓

Subject ÷ science

Duration ÷ 30-35 minutes ✓

Topic ÷ water cycle ✓

Date - 22-Aug, 2022 ✓

### • GENERAL OBJECTIVES:-

- 1) To develop the interest of students in learning science.
- 2) To develop the abilities of imagination, reasoning and observation. ✓
- 3) To inculcate creativity in students and develop the understanding about reality and observation.
- 4) To enable the students to use the study of sciences in their day to day life.
- 5) To make them aware about the basic facts of nature and natural phenomena. ✓

### • Specific objectives:-

- 1) Knowledge objectives ÷
  - 1) The learner is able to recognise different forms of water.
  - 2) students are able to recall the use of water.
- 2) Understanding objective ÷
  - 1) Differentiate between different processes of water cycle.
  - 2) students are able to interpret the change in one form into another.
- 3) Skill objectives ÷
  - 1) Learners are able to analyse different terms in water cycle.

2  
 by Application objectives ÷ observe the process of evaporation in daily life.  
 or students will be able to classify the various stages of water cycle

• TEACHING AIDS ÷ chalk, dustur, chalkboard, chart showing water cycle

• Previous Knowledge Assumed ÷ The students should have familiarity with air, water, clouds, plants, rain etc.

• Previous Knowledge Testing ÷ in order to asstest the previous knowledge pupil teacher will ask few of questions to students ÷

Question ÷ what is the most essential thing we need to survive?  
Expected Response oxygen and water, food.

Question ÷ How we get oxygen?  
Response from plants

Question ÷ can we live without water?  
Response No

Question ÷ do you know about the sources of water?

3  
 Expected Rivers, oceans, lakes, Rain etc.  
Response

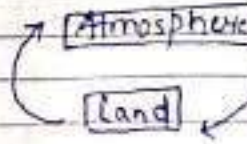
Question ÷ How rain occurs?  
 - No response.


• Announcement of the topic ÷

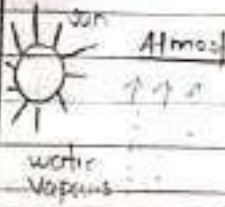


• Pupil teacher will announce the topic.

OK, students today we will study about "Water cycle".

• Presentation ÷

Teaching Points	Pupil Teacher's Activity	Pupil Activity	Blackboard Work.
Definition of water cycle	The water cycle shows the continuous movement of water within the earth and atmosphere.	students will listen carefully and write down in their notebooks.	<u>Water cycle</u> It is circulation of water from land to sky and sky to land.
	It is a cycle of processes by which water circulates between the earth, oceans, atmosphere, land.		

Teaching Points	Pupil teacher's Activity	Pupil Activity	Blackboard Work
Steps of water cycle	<p>There are many processes involved in the movement of water. But, water cycle has mainly 4 steps. These are as under:</p> <ol style="list-style-type: none"> <li>Evaporation</li> <li>condensation</li> <li>Precipitation</li> <li>collection</li> </ol> <p>Pupil teacher will explain these steps with the help of charts. PT will ask the students: Do you know, what is evaporation? OK, listen carefully.</p>	<p>students will listen it carefully.</p> <p>No Response</p>	<p>steps of water cycle</p> <p>Evaporation, condensation, Precipitation, collection.</p> 
example of evaporation	<p>Disappearing trick of water: Many times you have noticed that water spilled on a floor dries</p>	<p>students are able to know</p>	

<p>up after sometime? Similarly water disappears from wet clothes as they dry up, water get dried from wet roads. where does this water go?</p>	<p>about the topic.</p>	
<p>Process of Evaporation: During daytime, sunlight falls on the water in oceans, rivers, ponds. Water from all these places continuously changes into vapours.</p>	<p>students are listening carefully</p>	
<p>Definition of evaporation: It is a process of conversion of water into its vapour state. These vapours also include vapours from transpiration.</p>	<p>Pupil will describe about evaporation and write it on notebook.</p>	
<p>what is transpiration? Transpiration is a process of water loss from leaves surface in the presence of sunlight.</p>	<p>students will listen carefully.</p>	
<p>Process of condensation: ok students, our next step will be condensation. The water vapours that</p>	<p>students pay attention</p>	

6

accumulated in atmosphere eventually cools down due to low temperatures found at high altitudes. these vapours become tiny droplets of water and ice eventually coming together to form clouds.

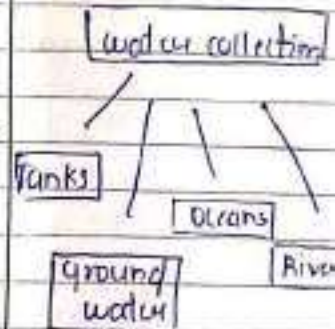
and write in their notebooks.

Condensation: The process of conversion of water vapours into clouds is known as condensation.

Definition of water collection

So collection is a process of storage of water in various water bodies like dams, rivers, water tanks, oceans and mainly stores as ground water.

students note it down in their notebooks



In this way, clouds are formed

Process of precipitation

What is precipitation? On this process the formed clouds become heavy with water and thus falls on earth in the form of tiny droplets of water, hail or snow.

students give attention to their teacher and come to know about precipitation.

Precipitation: The process of conversion water release from clouds in form of rain, snow or hail is called precipitation.

Recapitulation:

- 1) Define water cycle.
- 2) What are the four steps of water cycle.
- 3) The process of changing water into vapours is called
- 4) The process of changing water vapours into water
- 5) collection of water is mainly done in ?
- 6) what is precipitation.

Home Assignment:

- 1) write down about water cycle and give 4 steps of water cycle in your own words.
- 2) Explain each of following:
  - a) Evaporation
  - b) Precipitation
  - c) condensation
- 3) Draw the diagram of water cycle.

Water collection

So students, over last step will be collection of water. what is a process of collection of water?

collection is a process of storage of water.

Very good!



- 47 The process of conversion of water vapours into water:  
 i) Evaporation  $\rightarrow$  condensation  $\rightarrow$  precipitation.

Remarks - PT was quite confident and enthusiastic. Voice was loud, clear and commanding. PT greeted students cheerfully and started her lesson through PK testing by asking simple but relevant questions. PT introduced the lesson at appropriate time and topic was clearly announced and written on the chalkboard. Chalkboard work was quite bold, clear and legible. Students were responding and response was quite encouraging. Students were fully involved in the lesson. Interest was aroused and maintained regularly in the class. Teaching aid used was quite appropriate w.r.t. size, contrast, conceptual clarity and PT utilized the same to the maximum level. Class management was quite effective. Explanation was done step by step to make the pupils understand the concept. Sectional recap done and students responses reinforced. PT is suggested to check the students work in between the lesson. Effective use of gestures were, also made by PT. Overall it was a good lesson delivered. Keep it up.

Likhnam  
 22/8/2022

## 4. IDENTIFYING VARIED STUDENT ABILITIES

Government college of Education sector -20 D  
Chandigarh

*Sessional work*

Guidance and counseling

Assessment of students using intelligence ,maths,  
personality and Aptitude test

Submitted to-  
Dr.Upasana Thapliyal

Submitted by- Ankita Ranout  
Roll number -81

## Non-Verbal Intelligence

**Test No 1** is a free online quiz to prepare questions related to ISSB Intelligence Test, MCAT Intelligence Test, ECAT Intelligence Test, Pakistan Navy Initial Intelligence Test, Pakistan Army Initial Intelligence Test, Pakistan Air Force Initial Intelligence Test. Instructions for this test are given below with full explanation.

# TEST INSTRUCTIONS

TEST NAME	NON-VERBAL INTELLIGENCE TEST NO 1
TEST CATEGORY	INTELLIGENCE TEST
TEST TYPE	MCQS
TOTOL NO OF QUESTIONS	6
TOTAL TIME	6 MINUTES

**Note: Correct Answers will be shown at the end of this test.**

**Note: Correct Answers will be shown at the end of this test.**

**Congratulations!**

You passed the quiz!

Your score is 100%

 **LinkedIn**

 **Facebook**

 **Twitter**

 **Vkontakte**

100%

 **Restart quiz**

# Free Math Diagnostic Tests

Explore the Varsity Learning Tools free diagnostic tests for Math to determine which academic concepts you understand and which ones require your ongoing attention. Each Math problem is tagged down to the core, underlying concept that is being tested. The Math diagnostic test results highlight how you performed on each area of the test. You can then utilize the results to create a personalized study plan that is based on your particular area of need.

## Algebra 1

10 Diagnostic Tests

## Calculus 1

10 Diagnostic Tests

0 Correct 0%	LINEAR INEQUALITIES AND LINEAR PROGRAMMING	1	1
4 Correct 30%	LOGIC, SETS, AND COUNTING	13	13
1 Correct 100%	MARKOV CHAINS	1	1
2 Correct 100%	MATHEMATICS OF FINANCE	2	2
1 Correct 100%	COMPOUND INTEREST	1	1
1 Correct 100%	SIMPLE INTEREST	1	1
3 Correct 50%	PROBABILITY	6	6
2 Correct 66%	CONDITIONAL PROBABILITY	3	3
1 Correct 33%	INDEPENDENCE	3	3
4 Correct 36%	SYSTEMS OF LINEAR EQUATIONS; MATRICES	11	11



2 Correct  
66%

CONDITIONAL  
PROBABILITY

3

3

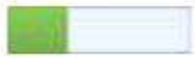


1 Correct  
33%

INDEPENDENCE

3

3



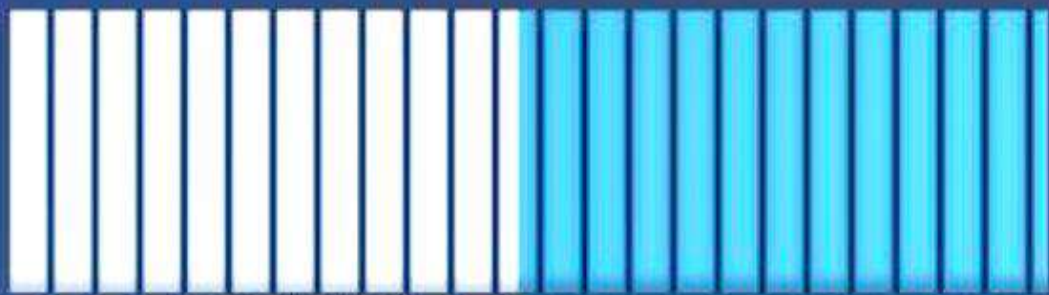
4 Correct  
36%

SYSTEMS OF LINEAR  
EQUATIONS: MATRICES

11

11

### Your Percentile



0

100

49.12%

### Correct vs. Incorrect

58%

INCORRECT

42%

CORRECT





## Aptitude Test

- Aptitude tests assess IQ, verbal reasoning, logic, mathematical skill and an applicant's personality type. The outcome of an aptitude test demonstrates how an applicant performs in different tasks and reacts to different situations.

Direction (Q.No. 19)

Insert the missing number.

19. 16, 33, 65, 131, 261, (....)

523

521

613

721

Your Answer: Option

Correct Answer: Option

Explanation:

Each number is twice the preceding one with 1 added or subtracted alternatively.

So, the next number is  $(2 \times 261 + 1) = 523$ .

Discuss about this problem : [Discuss in Forum](#)

Learn more problems on :

[Odd Man Out and Series](#)




Direction (Q.No. 20)

Find out the wrong number in the series.

20. 40960, 10240, 2560, 640, 200, 40, 10

(A) 640

(B) 40

(C) 200 

(D) 2560

(E) 10240

Your Answer: Option (C)




Correct Answer: Option (C)

Explanation:

Go on dividing by 4 to get the next number.

So, 200 is wrong.

## Personality Test: Definition

- ✓  A test designed to identify a person's natural characteristics,
- ✓  motivations, and tendencies, or "why they are the way they
- ✓  are." These factors tend to stay fixed over time, although major life events can sometimes change a person.

# Free Personality Test

NERIS Type Explorer<sup>®</sup>



Be yourself and answer honestly to find out your personality type.



Learn how your personality type influences many areas of your life.



Grow into the person you want to be with your optional Premium Guides.



Your personality type is:

## Advocate

INFJ-T



Advocates are quiet visionaries, often serving as inspiring and tireless idealists.



Next



# Identity



46%

ASSERTIVE

54%

TURBULENT

Turbulent individuals are self-conscious and sensitive to stress. They feel a sense of urgency in their emotions and tend to be success-driven, perfectionistic, and eager to improve.



Next



## Tactics



71%

JUDGING

29%

PROSPECTING

Judging individuals are decisive, thorough, and highly organized. They value clarity, predictability, and closure, preferring structure and planning to spontaneity.



Next





## Energy



65%

INTUITIVE

35%

OBSERVANT

Intuitive individuals are very imaginative, open-minded, and curious. They value originality and focus on hidden meanings and distant possibilities.



Next



## Nature



21%

THINKING

79%

FEELING

Feeling individuals value emotional expression and sensitivity. They place a lot of importance on empathy, social harmony, and cooperation.



Next



## Mind



47%

EXTRAVERTED

53%

INTROVERTED

Introverted individuals tend to prefer fewer, yet deep and meaningful, social interactions and often feel drawn to calmer environments.



Next

## 5. DEALING WITH STUDENTS DIVERSITY IN CLASSROOM & 6. VISUALISING DIFFERENTIAL LEARNING ACTIVITIES ACCORDING TO STUDENTS NEEDS

GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

REPORT

(24<sup>th</sup> 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 24<sup>th</sup> 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)

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

CC:

1. For Office Record
2. For College Website

# 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.



# 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

- Mission : 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.



# 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.



Topic \_\_\_\_\_ Date \_\_\_\_\_

7

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 compensates 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 consists 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 Basketball, Volley ball, Badminton, table-tennis, cricket kit,



Topic \_\_\_\_\_

Date \_\_\_\_\_

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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, kachhi, 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



Topic \_\_\_\_\_

Date \_\_\_\_\_

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# 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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# 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 20<sup>th</sup> April 2022 to 8<sup>th</sup> 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.





Type \_\_\_\_\_

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

10/10/19



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

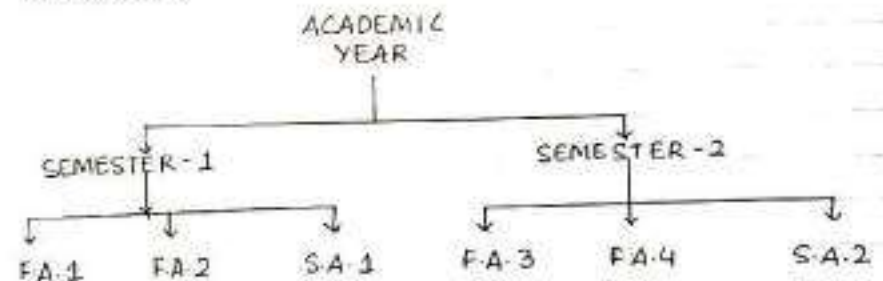
- The teachers mostly use positive reinforcement in the classroom. No corporal punishment is used for discipline in the classroom.



# 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 1<sup>st</sup> - 2<sup>nd</sup>

- 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 3<sup>rd</sup> - 8<sup>th</sup>

- 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 9<sup>th</sup> - 10<sup>th</sup>

- 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 9<sup>th</sup> :-

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

each semester = 100 marks.

### Class 10<sup>th</sup> (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)

**STOCK REGISTER**

No.	Description	Quantity	Unit	Value	Remarks
1	...	...	...	...	...
2	...	...	...	...	...
3	...	...	...	...	...
4	...	...	...	...	...
5	...	...	...	...	...
6	...	...	...	...	...
7	...	...	...	...	...
8	...	...	...	...	...
9	...	...	...	...	...
10	...	...	...	...	...

Page: \_\_\_\_\_ Date: \_\_\_\_\_

## Maintenance of Stock Register

(27)

The whole stock of the school is entered in register called the stock register. Generally there are different registers for articles of permanent nature and consumable.

Each stock register should be checked up at least once a year. Actual stock and entry in the stock should be compared.

We were able to take a look at the Sports stock register of the school which featured the following details -

Name of the Article(s) : \_\_\_\_\_

Date	Particulars	Bill no.	Receipt	Issue	Balance	Remarks

# 7. ADDRESSING INCLUSIVENESS

## 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.



TOPIC

DATE

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.

# 8. ASSESSING STUDENT LEARNING

## UNIT TEST BASED LESSON PLAN - 01

31

Pupil Teacher Roll Number → 81.

Date → 31/08/22

class → IX<sup>th</sup>

Subject → Science

Period → 6<sup>th</sup>

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  
VIII<sup>th</sup>

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) Anopheles 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 49 in number.

Pass = 36

Fail = 3

## UNIT TEST BASED LESSON PLAN - 02

Pupil Teacher's Roll No. :- 81.

class :- VIII<sup>th</sup>

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      ii) Change in the state only.  
 iii) 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 +  $\text{CO}_2$  + water.



## 9. MOBILIZING RELEVANT AND VARIED LEARNING RESOURCES

### 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 II<sup>nd</sup> 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 11<sup>th</sup> 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 1975 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 1 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

2) Ground floor - Magazine AND REGISTERED AREA

The ground floor has an area for magazines and newspapers headed by the supervisor. The library also subscribes for many more newspapers which come periodically and almost to week-endly mailing daily.

3) FIRST FLOOR - CHILDREN SECTION

The first floor is the children's section where children from the age 2-14 years. The head of this section is Mr. Lakshya. This section has a wide variety of books and a fun zone for children.

4) SECOND FLOOR - Journals, Books and Allocation

The second floor has a division room for various activities that occur in the library. The circulation area extends to the third floor. Also, there is a wide range of fiction and non-fiction books. The in-charge is Mr. Anupama Sharma and Mr. Anshu Sharma.

5) THIRD FLOOR - Reference and circulation

The third floor is the reference section which contains encyclopedias, dictionaries as well as computer books. The in-charge of the reference section is Mr. Anshu Sharma.



### 4) Fourth Floor - Reading Hall

The entire fourth floor is a reading hall. There are all sort of free reading halls out of which entire fourth floor has reading halls.

#### MY EXPERIENCE

My experience of the library visit was amazing. The library has an environment of peacefulness and is full of books that are widely demanded by the public. The library has special sections for all categories and I found it very interesting. A student like library provides the reader a pleasant atmosphere 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.

# 10. EVOLVING ICT BASED LEARNING SITUATIONS

BAS  
LESSONS

ICT BASED  
LESSON  
PLANS

# ICT BASED LESSON PLAN - 01

Pupil teacher Roll No. :- 81

Date :- 2-9-20

Class :- 7<sup>th</sup>

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 examples.
- 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.

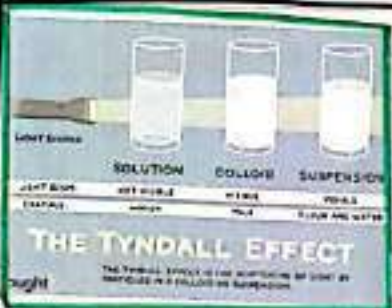
## PRESENTATION :-

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 \_\_\_\_\_ types.

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 - VIII<sup>th</sup>  
 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?

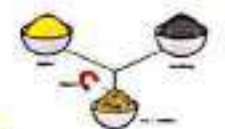
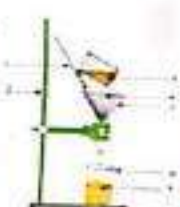


Question → How will you separate mixture of milk and water?


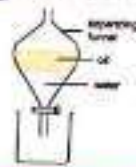

Question → How will you separate kerosene from petrol?

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><b>Separation of Substances</b></p> <p>The separation of substances is a process in which one substance is separated from other in a mixture.</p>  <p><b>Filtration</b></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> 
Explaining Evaporation	Pupil teacher will explain the process of evaporation and its use.	Pupil will listen carefully.	<p><b>EVAPORATION</b></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><b>What is Centrifugation?</b></p>  <p><b>Centrifugation - is the process where a mixture is separated through spinning</b></p>
Description of Separating Funnel	Pupil teacher will describe that separating funnel is use to separate two immiscible liquids.	Pupil will watch carefully	<p><b>3.5 Separating Liquids</b></p> <p><b>Using a Separating Funnel</b></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"> <li>• Oil and water</li> </ul> 
Explaining Distillation	Pupil teacher will explain the process of distillation	Pupil will watch carefully	<p><b>Fractional distillation</b></p> <ul style="list-style-type: none"> <li>• Fractional distillation is the breaking down of a mixture into its component parts.</li> <li>• This is done by boiling the mixture and separating the products by their varying boiling points.</li> </ul> 

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	
			



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

11. COMMUNITY ENGAGEMENT

EPC-4.1

PARTICIPATION  
IN  
COMMUNITY  
SERVICE

SUBMITTED TO

MR. SANJEEV

SUBMITTED BY

SHERON  
B.Ed. IV SEM  
UNI. ROLL NO - 21102035

# INDEX

SR. NO.	TOPIC	PAGE NO.	TEACHER'S SIGN
1.	REPORT ON NUKKAD NATAK AN RALLY (International Women's Day)	1-2	
2.	REPORT ON G-20 EVENTS (Quiz and slogan Writing Competition)	3-4	
3.	REPORT ON BLOOD DONATION CAMP	5-6	



# 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 nailing 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. 1<sup>st</sup> year and 65 students of B.Ed. 2<sup>nd</sup> 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. 2<sup>nd</sup> year got the first position, Sonu of B.Ed. 1<sup>st</sup> year got the second position and Vandana of B.Ed. 1<sup>st</sup> 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. 2<sup>nd</sup> year secured the first position; Anisha of B.Ed. 2<sup>nd</sup> year secured the second position and Sheron of B.Ed. 2<sup>nd</sup> 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.