

Government College of Education
Sector 20-D, Chandigarh

Certificate

This is to certify that Kashish
University Roll No. 22053087 College Roll No. 247/22
has attended the teaching practice in our School GOVT. HIGH SCHOOL,
SECTOR-24 A, CHANDIGARH
from 07-08-23 to 30-11-23 She / He has completed
01 Discussion Lesson 40 Practice Lessons and
10 Observation Lesson under guidance and my supervision and
is thereby eligible in his / her Skill in Teaching Examination.

General Remarks Well done, "Hard work in Silence,
let success be your noise" keep it up. All the Best.

Date 30-11-23

Principal's
Signature

[Signature]
21/11/23
Akram

School Principal's
Govt. High School
Sector 24 A, Chandigarh
Signature

[Signature]
Teacher Incharge
Signature

INDEX

Record of School Practice Lessons

Remarks.

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3.	09-08-23	English	Three Forms of Verbs	VIII		Shalini
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24.						

LESSON PLAN - 1

P.T Roll No :- 247

Subject :- English

Topic :- Three Forms of Verb.

Class :- VIII

Date :- 08-08-2023.

Duration :- 45 mins

General Objectives :-

- To develop and improve basic four skills i.e listening, speaking, reading and writing.
- To make them able to form simple and correct sentences in their day to day life.
- To enrich their vocabulary.

Specific Objectives :-

- (i) The students will be able to recognize the three forms of verbs.
- (ii) The students will be able to acquire knowledge about different forms of verbs.
- (iii) The student will be able to make use of the correct form of verb.

TEACHING AID :-

Chalkboard, chalk, duster.

Previous Knowledge Assumed :-

The students will have knowledge about "Verbs" (Action words).

P.K Testing

Ques 1 What are verbs?

Expected - Verb is a word that shows "action"
Response also c/d "Action words".

Ques 2 Give some examples of verbs.

Expected - Play, write, walk, sing, dance, eat,
Response run, cry, etc

Ques 3 What are the three forms of verbs

Expected - No response
Response

ANNOUNCEMENT OF THE TOPIC:-

Students, as you all know what are verbs, there also exist three forms of verbs which are used with different tenses. So, today we shall study about three forms of verbs.

PRESENTATION:-

P.T will introduce the topic by telling them the three forms of verbs - Present, Past and Past Participle

Then P.T will write the three forms of verbs on the board and take up examples of Regular Verbs with them

<u>PRESENT</u> (I st)	<u>PAST SIMPLE</u> (II nd)	<u>PAST PARTICIPLE</u> (III rd)
Rule - Base form	Base form + ed	Base form + ed
Eg:- like call bake name ask use	liked called baked named asked used	liked called baked named asked used

GENERALISATION :-

Now, P.T will explain the usage of different forms of verbs in sentences.

P.T will give some examples and write them on the board.

Eg:- Maria accepts the gift on his behalf. (Present 1st form)

Maria accepted the gift on his behalf. (Past simple 2nd form)

Maria had accepted the gift on his behalf. (Past Participle 3rd form)

PRACTICE STAGE

P.T will give exercise to the students and students will be asked to fill in the blanks with the correct form of verb.

P.T will write exercise questions on the chalkboard.

1. watch
expected answer - watched watched

2. acted
expected answer - act acted

3. joined
expected answer - join joined

RECAPITULATION :-

P.T. Ques 1 What are the 3 forms of verbs.

Ans - Present, Past simple and Past Participle.

P.T. Ques 2 What rule do we use for three forms of Regular Verbs.

Ans - Rule → Base form (Present 1st form)
Base form + ed (Past simple 2nd form)
Base form + ed (Past participle 3rd form)

Ques.3 Give the past simple and past participles form of ask.

Ans - Past simple - asked

Past Participle - asked.

Home Assignment

- Students are asked to revise and learn the three forms of Regular verbs done today.
- Make sentences of the three forms of verbs using the following words.

(i) order

(ii) join

(iii) fixed

(iv) complete

(v) attack.


Shalini P.T was confident and energetic during the presentation. Topic was announced well in time. Interaction with class and discipline was effectively managed.

MICRO LESSON PLANS

Micro-Lesson Plan - 1

Pupil Teacher Roll no - 252 Duration - 6 min
 Date - 25/7/23 Subject - Mathematics
 Class - VII Topic - Sum of angles of a triangle

MICRO-TEACHING SKILL : ILLUSTRATING WITH EXAMPLES

Pupil Teacher Activity	Pupil Activity	Component used
The P.T. will tell the students that since they have already learned about triangle and angles, then they are now going to study about the sum of the interior angles of a triangle.	The P.T. will listen carefully.	Appropriate approach.
	The P.T. will try to find the sum of the angles of ΔABC .	Simple, relevant and interesting example, adequate involvement of pupil.
<p>“Students in the given triangle, you can see</p>		

Pupil Teacher activity	Pupil activity	Component used
<p>When we add the angles, we get a sum of 180°.</p> <p>Sum of angles of $\triangle ABC$ $= m\angle A + m\angle B + m\angle C$ $= 70^\circ + 80^\circ + 30^\circ$ $= 180^\circ$</p>		
<p>"Students this is true for all types of triangles. we can take another example"</p>	<p>The students will try to find the sum of angles of $\triangle PQR$.</p>	<p>Simple, relevant and interesting example</p>
<p>"Sum of angles of $\triangle PQR$ $= m\angle P + m\angle Q + m\angle R$ $= 120^\circ + 30^\circ + 30^\circ$ $= 180^\circ$"</p>		
<p>"So students, the sum of the interior angles of a triangle is 180°."</p>	<p>The students will note it down in their notebooks.</p>	<p>Adequate approach.</p>

OBSERVATION SCHEDULE

S.No	Components	Rating						
		1	2	3	4	5	6	7
1.	Examples used were simple	1	2	3	4	5	6	7
2.	Examples used were interesting	1	2	3	4	5	6	7
3.	Examples used were relevant	1	2	3	4	5	6	7
4.	Approach used was appropriate	1	2	3	4	5	6	7
5.	Pupil involvement was adequate	1	2	3	4	5	6	7

~~1/1/2020~~

Micro-Lesson Plan-2

Pupil Teacher Roll no. - 252 Class - VII
 Date - 25/7/23 Subject - Mathematics
 Duration - 6 mins Topic - Lines and Angles

MICRO-TEACHING SKILL - INTRODUCING A LESSON

Pupil Teacher Activity	Pupil Activity	Component used
"Students, if I connect two parts, what will I get?"	Students will answer "line segment"	previous knowledge testing, correct pupil response
"Yes, good. Now, if I extend it in both the directions, what will I get?"	Pupil will answer - "A line"	
"Yes, very good. Now if I draw a line such that it intersects this line, what		appropriate speed of questioning

(5)

Pupil Teacher Activity	Pupil Activity	Component used
will be the point of intersection?"	Pupil will answer - "Point P"	Correct questions
"Very good. Now, can you tell me what is formed between two intersecting lines and their vertex?"	The pupil will know to respond	Cognitive method by introduction
"Okay students, the two intersecting lines with their vertex form an angle so, today we will study about angles."		

OBSERVATION SCHEDULE

S.No	Components	Rating						
		1	2	3	4	5	6	7
1	P.T. made appropriate use of previous knowledge	3	2	3	4	5	6	7
2	The device used by P.T. was appropriate	1	2	3	4	5	6	7
3	There were instances of lack of cordiality	1	2	3	4	5	6	7
4	P.T. uttered excellent statements and cues	1	2	3	4	5	6	7
5	Almost every question of P.T. was followed by correct pupil response	1	2	3	4	5	6	7
6	On the whole the introduction of lesson was effective	1	2	3	4	5	6	7
7	The speed with which questions were asked was appropriate	1	2	3	4	5	6	7
8	The questions put up by P.T. demanded exact and to the point answers	1	2	3	4	5	6	7

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Micro-Lesson Plan-3

Pupil Teacher Roll no. - 252
 Date - 26/7/23
 Duration - 6 mins

Class - IX
 Subject - Mathematics
 Topic - Surface area of 3-D shapes

MICRO-TEACHING SKILL : SKILL OF QUESTIONING

Pupil Teacher Activity	Pupil Activity	Comments/Use
Q.1 What is a 3-D shape? (P.T. - Yes, your answer is correct)	EA - A 2-D shape has two dimensions - one length and breadth.	Relevant questions, correct, specific
Q.2 Give me some examples of 2-D shapes? (P.T. - Yes, very good)	EA - Square, Rectangle, Circle, etc.	Put up with proper specific relevant
Q.3 Okay, now tell me how do you find the area of a rectangle? (P.T. - Yes, brilliant)	EA - Area = $l \times b$	

Pupil Teacher Activity	Pupil Activity	Component used
B4 Gray, if I add one more dimension i.e. height or depth to a 2-D shape, what will I get? (P.T. - yes, you're absolutely right)	E.A. - A 3-D shape	No unnecessary repetition of questions/ answers
B5: Can anyone tell me how to find area of a 3-D shape P.T. - Gray pupil, we will now study how to find surface area of a 3-D shape.	E.A. - No response	Sufficient no. of questions

S.No	Components	Rating						
		1	2	3	4	5	6	7
1.	Questions were relevant to the topic	1	2	3	4	5	6	7
2.	Questions were concise	1	2	3	4	5	6	7
3.	Questions were specific	1	2	3	4	5	6	7
4.	Questions were grammatically correct.	1	2	3	4	5	6	7
5.	Questions were put with proper speed and pause	1	2	3	4	5	6	7
6.	Questions were put with proper voice	1	2	3	4	5	6	7
7.	Questions were not repeated unnecessarily	1	2	3	4	5	6	7
8.	Responses to the questions were not repeated	1	2	3	4	5	6	7
9.	The teacher could put sufficient no. of questions in this lesson.	1	2	3	4	5	6	7

OBSERVATION SCHEDULE

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GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH

REPORT

SCHOOL INTERNSHIP PROGRAM PHASE- I

Phase I of School Internship Program for B. Ed 3rd semester students was organized from July 21st 2023 to August 5th 2023 in the college premises by Skill in Teaching In charge Dr. Kusum. During this 15-day long phase various sessions, talks and activities were organized. The brief of which is followed day wise.

21st July, 2023

On first Day a brief orientation session was conducted wherein Principal Dr. Sapna Narda of the institution greeted and welcomed students of the B Ed 3rd semester. Principal guided students regarding their next four months internship program. Important tips were shared regarding the classroom management, due compliance of the work and how to ensure that effective learning would take place during this program.



22nd July, 2023

On the second day of orientation program the lecture was organized by Skill in Teaching In charge Dr. Kusum. Wherain details of the School Internship Program were shared with the B. Ed 3rd semester students. List of records that pupil teachers are required to maintain were shared by Ma'am. Syllabus for the

3rd semester was discussed in detail and an interactive question answer round was conducted to clear every doubt of the pupil teachers.



24th July, 2023 to 27th July, 2023

Next four days were followed by the pedagogy classes conducted by the teacher educators on lesson planning and discussion was conducted. Details of the internship program and pedagogy record to be maintained by the pupil teachers were shared. During this period, micro lesson plans were prepared and demonstrated. Both Pedagogy lectures were conducted from 10:00 AM to 12:00 noon in the college premises.

28th July, 2023

Workshop on 'AUDIO VISUAL AIDS' Organized at Government College of Education, Sector 20-D, Chandigarh on 28th July 2023 by Skill in Teaching Incharge Dr. Kusum. The workshop aimed to familiarize the future educators with the effective use of audio-visual aids in the teaching-learning process. The workshop was scheduled from 9:00 AM to 2:00 PM and was divided into two sessions. The workshop began with a warm welcome by the Principal Dr. (Mrs) Sapna Nanda, followed by an introduction to the Skill-in-Teaching Committee and its initiatives. A beautiful motivational song was presented by Jyoti, a student of Semester 3 and Mr. Manish played the tabla.



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Session- I

The morning session of the workshop was conducted by Mr. Jeesu Jaskanwar Singh, Assistant Professor in Education at USOL, Panjab University, Chandigarh. Mr. Singh, a seasoned educator and expert in educational technology, shared his valuable and varied life experiences with the students, inspiring them to explore innovative teaching methods. Key points covered were Introduction to Audio-Visual Aids, Traditional Teaching Aids, Integration of Technology and Best Teaching Practices Worldwide. The session concluded with interactive question answer session.



Session- II

The afternoon session began with a warm and formal welcome to the chief guest of the day by the Principal Dr (Mrs) Sapna Nanda. The afternoon session of the workshop was graced by the esteemed presence of Dr. Jaswinder Singh Shiksha Ratan, a two-time National Awardee and world record holder in the field of education. Accompanying him were a panel of resource persons from the prestigious Indian Association of Physics Teachers (I.A.P.T). The session focused on empowering the B.Ed. Semester 3 students with innovative techniques for creating teaching aids, specifically for science subjects. Key points covered were Easy-to-Construct Teaching Aids, Interactive Demonstrations, Thinking Out-of-the-Box, Guidance from I.A.P.T Panel.



31st July 2023

On July 31st 2023 Demonstration lesson plan was delivered by the teacher educators in the college premises in the presence of school students of class VIIth and IXth of neighbouring schools of Government Model High School Sector 20D, Chandigarh and Government Model Senior Secondary School Sector 20D, Chandigarh. The demonstration lesson plan was observed by the pupil teachers and a brief observation report was prepared by them. Pupil teachers learned a lot from this demonstration regarding classroom management, various stages of lesson planning and effective use of aids in real classroom settings.

1st August, 2023 to 5th August, 2023

During this phase of five days after the demonstration lesson plan by teacher educators, pupil teachers gave their discussion lesson plan in both the pedagogy subjects. The discussion lesson plan was delivered in the college premises in the presence of school students of class VIIth and IXth of neighbouring schools of Government Model High School Sector 20D, Chandigarh and Government Model Senior Secondary School Sector 20D, Chandigarh. Pupil teacher got a real-life experience of teaching before actually going in the schools of actual teaching. Pupil teachers were observed by their concerned pedagogy subject teacher educator and peers. Remarks on discussion lesson plan were given by teacher educator. Peers prepared a peer observation Perikema and provided their remarks as well.



Coordinator
Skill- in- teaching



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

CC:

1. For office record.
2. For College Website.
3. For NAAC Dr. Rajni Thakur

GOVERNMENT COLLEGE
OF EDUCATION
SECTOR 20-D, CHANDIGARH

Session 2022-24

This is to certify that KRITI SHUKLA

University Roll No. 22053092 College Roll No. 252/22

Has completed 08 Diary Lessons, 05 ICT Based Lessons

04 Unit Based Lessons 03 Lesson Plans based on Models of Teaching

in the subject Teaching of MATHEMATICS guidance & under my

supervision and is thereby eligible in his / her Skill in Teaching Examination.

General Remarks P.T is very hard working and
dedicated to her class. She is very creative.

Date 30/11/2023

Principal's
Signature

School Principal
Signature

Govt. Model Sr. Sec. School
Sector 27-C, Chandigarh.

Teacher Incharge

**UNIT TEST
BASED
LESSON
PLAN**

Unit Test Based Lesson Plan-1

Pupil Teacher Roll no. - 252 Class - VIII
 Date - 2/9/23 Subject - Mathematics
 Duration - 45 mins Topic - Linear equations in one variable

Instructional Objectives

- To test the knowledge about the topic of students
- To test the problem solving ability of students
- To test the understanding of the topic by the students
- To evaluate the students based on their performance

Teaching Aids

Chalkboard, question paper, chalk, duster

Blueprint of Question paper

1) Weightage to content

WEIGHTAGE TO CONTENT	MARKS
i) Knowing linear equation	3
ii) Simplifying linear equation	3
iii) Solve linear equation	9

2) Weightage to Objectives

Objectives	Marks
i) Knowledge	4
ii) Understanding	4
iii) Application	7

3) Weightage to type

TYPE OF QUESTION	MARKS
i) Very short Answer type (V.S.A)	3
ii) Short Answer type (S.A)	8
iii) Long Answer type (L.A)	7

4) Blueprint

OBJECTIVES → CONTENT ↓	KNOWLEDGE			UNDERSTANDING			APPLICATION		
	V.S.A	S.A	L.A	V.S.A	S.A	L.A	V.S.A	S.A	L.A
KNOWING LINEAR EQUATION	2(1)			1(1)					
SIMPLIFYING LINEAR EQUATION					1(3)				
SOLVE LINEAR EQUATION		2(1)						1(3)	1(1)

* Questions (Mark)

• Question paper

CLASS TEST - VIII

LINEAR EQUATIONS IN TWO VARIABLE

MAXIMUM MARKS : 15

Q.1 Write the variable, co-efficient and constant in the equation $12-5z=0$. (1)

Q.2 Find the value of x in the equation $3x=2x+18$
a) 18 b) 6 c) 16 d) 20 (1)

Q.3 Check whether $2x-3=x+2$ is satisfied by $x=5$ (1)

Q.4 Solve $x = \frac{4}{5}(x+10)$ (2)

Q.5 Solve and check result $2y + \frac{5}{3} = \frac{26}{3} - y$ (3)

Q.6 Simplify $3(5z-7) - 2(9z-11) = 4(8z-13) - 17$ (3)

Q.7 Solve $\frac{n}{2} - \frac{3n}{4} + \frac{5n}{6} = 21$ (4)

Q.4 $x = \frac{4}{5}(x+10)$
 $5x - 4x = 40$
 $x = 40$

Q.5 $2y + \frac{5}{3} = \frac{26}{3} - y$
 $y = \frac{7}{3}$

Q.6 $3(5z-7) - 2(9z-11) = 4(8z-13) - 17$
 $z = \frac{-71}{29}$

Q.7 $\frac{n}{2} - \frac{3n}{4} + \frac{5n}{6} = 21$
 $LCM(2, 4, 6) = 12$
 $n = 36$

• Analysis

Total Students:- 34 Present:- 29 Absent:- 5
Pass:- 20
Fail:- 9

Grades:-
A (15-12) - 6
B (11-9) - 10
C (8-6) - 4
D (5-0) - 9

• Answer key

Q.1 Variable = z , constant = 12, co-efficient = -5

Q.2 (a) 18

Q.3 Yes (* $7=7$)

~~John~~

Unit Test Based Lesson Plan-2

- Pupil Teacher Roll no. - 252 Class - VIII
- Date - 8/9/23 Subject - Mathematics
- Duration - 45 mins Topic - Squares and square root

Instructional Objectives

- To test the knowledge of students about the topic
- To check student's understanding of the topic
- To test the problem solving ability of the students
- To evaluate the students on the basis of their performance.

Teaching Aids

Question paper, chalkboard, chalk, duster

Blueprint of Question paper

1) Weightage to content

CONTENT	MARKS
i) Squares	4
ii) Square roots	5
iii) Application	6

2) Weightage to objective

OBJECTIVES	MARKS
i) Knowledge	4
ii) Understanding	5
iii) Application	6

3) Weightage to type of question

TYPE OF QUESTION	MARKS
i) Very short answer type (V.S.A)	3
ii) Short answer type (S.A)	6
iii) Long answer type (L.A)	6

4) Blue print

OBJECTIVES →	KNOWLEDGE			UNDERSTANDING			APPLICATION		
	V.S.A	S.A	L.A	V.S.A	S.A	L.A	V.S.A	S.A	L.A
CONTENT ↓									
SQUARES	1(1)			1(1)	1(2)				
SQUARE ROOTS	1(1)	1(2)			1(2)				
APPLICATION									2(3)

* Question (Marks)

• Question paper

CLASS TEST - VIII

SQUARES AND SQUARE ROOTS

MAXIMUM MARKS : 15

Q.1 What will be the unit digit of square of 799 - (1)
 a) 0 b) 1 c) 2 d) 9

Q.2 Without adding, find sum - (1)
 $1+3+5+7+9+11+13+15+17+19$

Q.3 The possible one's digit of square root of 998001 (1)
 a) 0 b) 1 c) 2 d) 3

Q.4 Find the square of 93. (2)

Q.5 Find the square root of 9216 by prime factorisation (2)

Q.6 Find the square root of 729.

Q.7 There are 500 children in a school. For a P.T. drill they have to stand in such a manner that the no. of rows is equal to the no. of columns. How many children would be left out. (3)

Q.8 Find the smallest square number that is divisible by each of the no. 8, 15, 20. (3)

• Answer Key

Q.1 (b) 1

Q.2 9 odd consecutive natural numbers
 $\rightarrow (9)^2 = 81$

Q.3 (b) 1

Q.4 $(93)^2 = (90+3)^2$
 $= (90)^2 + (3)^2 + 2(90)(3)$
 $= 8100 + 9 + 540$
 $= 8649$

Q.5

2	9216
2	4608
2	2304
2	1152
2	576
2	288
2	144
2	72
2	36
2	18
3	9
3	3
	1

$\sqrt{9216} = 2 \times 2 \times 2 \times 2 \times 2 \times 3$
 $= 96$

Unit Test Based Lesson Plan-3

$$\begin{array}{r}
 2.7 \\
 2 \overline{) 7.29} \\
 +2 \quad 4 \\
 \hline
 47 \quad 329 \\
 +7 \quad 329 \\
 \hline
 0
 \end{array}$$

$\sqrt{7.29} = 2.7$

$$\begin{array}{r}
 22 \\
 2 \overline{) 500} \\
 +2 \quad 4 \\
 \hline
 42 \quad 100 \\
 \quad 100 \\
 \quad \hline
 \quad 16
 \end{array}$$

16 students are left out

8. $LCM(8, 15, 20) = 120$ ($2 \times 2 \times 2 \times 5 \times 3$)
 Making it a perfect square = 120×30
 = 3600.

Analysis :-

Total Students :- 34 Present :- 32 Absent :- 2
 Pass :- 28
 Fail :- 4

- Grades :-
- A (15-12) - 10
 - B (11-9) - 10
 - C (8-6) - 8
 - D (5-0) - 4

Ans

- Pupil Teacher Roll no - 252 Class - VII
- Date - 13/10/23 Subject - Mathematics
- Duration - 45 mins Topic - Rational Numbers

Instructional Objectives

- i) To test the knowledge of students about the topic
- ii) To check student's understanding of the topic.
- iii) To test the problem solving ability of the students
- iv) To evaluate the students on the basis of their performance.

Teaching Aids

Question paper, chalkboard, chalk, duster

Blue print of Question paper

1) Weightage to content

CONTENT	MARKS
i) Knowing rational numbers	4
ii) Comparing rational numbers	5
iii) Arithmetic operation on rational numbers	6

2) Weightage to Objectives

OBJECTIVES	MARKS
i) Knowledge	4
ii) Understanding	5
iii) Application	6

3) Weightage to type of question

TYPE OF QUESTION	MARKS
i) Very short answer type (V.S.A)	3
ii) Short answer type (S.A)	5
iii) Long answer type (L.A)	5

4) Blueprint

OBJECTIVES → CONTENT ↓	KNOWLEDGE			UNDERSTANDING			APPLICATION		
	V.S.A	S.A	L.A	V.S.A	S.A	L.A	V.S.A	S.A	L.A
KNOWING RATIONAL NO.S	(1)			(1)	(2)				
COMPARING RATIONAL NO.S	(1)	(2)			(2)				
ARITHMETIC OPERATIONS ON RATIONAL NO.S									2(3)

* Question (Marks)

• Question Paper

CLASS TEST - VII
RATIONAL NUMBERS

MAXIMUM MARKS : 15

Q.1 A rational number equivalent to $-\frac{2}{7}$ is - (1)
 a) $-\frac{7}{14}$ b) $-\frac{8}{20}$ c) $-\frac{9}{27}$ d) $-\frac{3}{2}$

Q.2 Represent $-\frac{5}{3}$ on number line. (1)

Q.3 Fill in the blank $\frac{5}{-11} \square -\frac{5}{11}$ (1)

Q.4 Do $\frac{8}{-5}$ and $-\frac{24}{15}$ represent same rational number? (2)

Q.5 Which is greater: $-3\frac{2}{7}$ or $-3\frac{4}{5}$ (2)

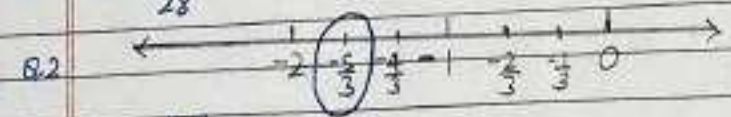
Q.6 Write the numbers in ascending order - (2)
 $-\frac{3}{7}, -\frac{3}{2}, -\frac{3}{4}$

Q.7 Find a) $-\frac{9}{10} + \frac{22}{15}$ (3)
 b) $\frac{7}{24} - \frac{17}{36}$

Q.8 Find the value a) $-\frac{6}{5} \times \frac{9}{11}$ (3)
 b) $-\frac{7}{12} \div (-\frac{2}{13})$

• Answer Key

Q.1 (b) $-\frac{8}{28}$



Q.3 $\frac{5}{-11} = \frac{-5}{11}$

Q.4 $LCM(5, 15) = 15$
 $\frac{-24}{15} = \frac{-24}{15}$ Yes.

Q.6 $LCM(2, 4, 7) = 28$
 $\frac{-3}{7} = \frac{-12}{28}$, $\frac{-3}{2} = \frac{-42}{28}$, $\frac{-3}{4} = \frac{-21}{28}$

$\Rightarrow \frac{-3}{2} < \frac{-3}{4} < \frac{-3}{7}$

Q.7 i) $LCM(10, 15) = 30$
 $\frac{-27}{30} + \frac{44}{30} = \frac{17}{30}$

ii) $LCM(24, 36) = 72$
 $\frac{21}{72} - \frac{24}{72} = \frac{-3}{72}$

Q.8 i) $\frac{-54}{55}$

Q.8 ii) $\frac{-7 \times 13}{2 \times 2}$
 $= \frac{-91}{24}$

• Analysis

Total students:- 36 Present:- 34 Absent:- 2

Pass:- 34

Fail:- 0

Grades:- A (15-12) - 12
B (11-9) - 17
C (8-6) - 5
D (5-0) - 0 *Ashe*

Spud

ICT BASED LESSON PLAN - 4

Pupil Teachers Roll No : 309/22
Class : VIIth
Duration : 45 Minutes

Date : 22/11/23
Subject : Physical Science
Topic : Light - I

General Objectives :-

- To develop interest among students for science subject.
- To develop scientific attitude among student
- To develop technical knowledge among students
- To develop creative thinking skills among students.
- To develop observation skill among students.

Specific Objectives :-

- After the completion of this lesson plan the students will be able to :-
- Explain that Light travels along a straight line
 - Describe Reflection of light
 - Define Erect image
 - Recall Virtual image
 - Explain characteristics of image formed by Plane mirror
 - Recognize concave mirror
 - Recognize convex mirror.

Teaching Aids :- Smart Board ; Power Point Presentation
Printer

Previous Knowledge Assumed.

Students are assumed to know about beam of sunlight & other objects in dark.

Previous Knowledge Testing

Q1. Through a narrow opening or hole in a dark room enters the sunlight, what we call to that light?

Ans. Beam of sunlight.

Q2. Can you give more examples related to beam of light?

Ans. A beam of light can be seen from torch, the headlights of scooters, cars & engines of trains in dark.



Q3. What do these experiences suggest to you? Can you guess?

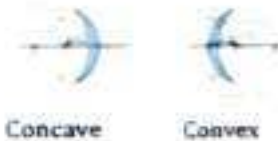
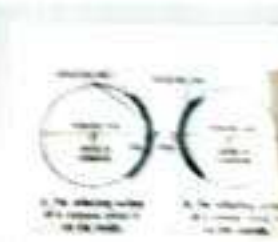
Ans. Unsatisfactory response.

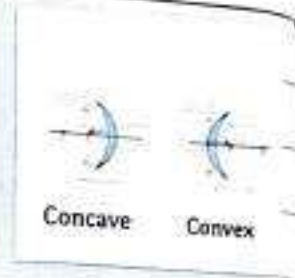

Announcement of the Topic

Dear Students we will learn about characteristic of light & many more concepts related to light with the help of power point presentation.

Presentation :-

Teaching Point	Pupil Teachers Activity	Pupil Activity	Interactive Board
<p>Light & How does it Travels</p>	<p>Pupil Teacher will explain about the light with the help of slides & will also explain How does it travels in a straight line.</p>	<p>Pupil will listen carefully & will observe the slides on the screen</p>	<p>Light And How Does It Travels In A Straight Line</p> 
<p>Reflection of Light</p>	<p>Pupil Teacher will describe about reflection of light & will briefly explain the laws of light.</p>		<p>Reflection And Its Laws</p> 

Teaching Point	Pupil Teaching Activity	Pupil Activity	Interactive Board
Image formed by a plane mirror	Pupil Teacher will describe the characteristics image formed by a plane mirror	Pupil will listen carefully & make impo - start notes	<p>Properties Of Image Formed By A Plane Mirror</p> <p>Properties of image formed by a plane mirror are as follows</p> <ol style="list-style-type: none"> 1. They are virtual 2. They are erect 3. They are of the same size as the object 4. They appear to be as much behind the mirror as the object is in the front of it 5. They are laterally inverted
Spherical Mirror	Pupil Teacher will describe about spherical mirror to the students & will show the pictures of the same using slides and taking an exam-ple of spoon	Pupil will listen accordingly with care-fully & will observe the spheri-cal mirror on slides	<p>Spherical Mirror</p>  <p>Terms Related To Concave And Convex Mirrors</p> 
Image formed by concave	Pupil teacher will describe image formed		

Teaching Point	Pupil Teacher Activity	Pupil Activity	Interactive Board
Mirrors	by concave mirror to the students	◁	<p>Concave And Convex Mirror</p> <p>Concave Mirror is the mirror in which the reflecting surface is curved inwards. It is a type of spherical mirror in which the reflecting surface is concave.</p> <p>Convex Mirror is the mirror in which the reflecting surface is curved outwards. It is a type of spherical mirror in which the reflecting surface is convex.</p>  <p>Concave Convex</p>
Uses of Concave Mirror	Pupil Teacher Describe the Uses of concave mirror to the Students along with pictures		<p>Uses Of Concave Mirrors</p> <ul style="list-style-type: none"> Shaving mirror Rear view mirror Headlight reflector Solar furnace Searchlight Concave mirror is used as a light source in a torch Concave mirror is used as a light source in a car Concave mirror is used as a light source in a car Concave mirror is used as a light source in a car 

Recapitulation :-

- Q1 Give the characteristics of concave mirror?
- Q2 What do you understand by reflection of light?

Home Assignment :-

- Q1 Make a list of uses of concave mirror that you encounter in daily life

[Handwritten signature]
22/11/23

ICT BASED LESSON PLAN - 5

Pupil Teachers Roll No: 309/22

Class: VIIth

Duration: 45 Minutes

Date: 23/11/23

Subject: Physical Science

Topic: Light - II

General Objectives: -

- To develop interest among students for science subject
- To develop curiosity among students for science subject
- To develop creative thinking skills among students
- To develop observation skills among students
- To develop technical knowledge among students.

Specific Objectives: -

- After the completion of this lesson plan the students will be able to: -
- Define convex mirror
 - Explain uses of convex mirror
 - Recognize lenses.
 - Name different type of lenses
 - Explain concave lens
 - Describe uses of concave lens

Teaching Aids : Powerpoint Presentation ; Textbook ; Pointer ; Smart Board .

Previous Knowledge Assumed:

Students are assumed to know spherical mirror, Reflection of light, concave mirror & Uses of concave mirror.

Previous Knowledge Testing :-

Q1. When light strikes the plane mirror & the direction of light changes what is called?

Ans. When light falls on a mirror, the direction of light changes. This change in the direction of light by light by a mirror is called reflection of light.

Q2. What are the inner surfaces of spoon forms in case of mirrors?

Ans. Concave Mirror.



Q3. Do you know where are the concave mirror is used?


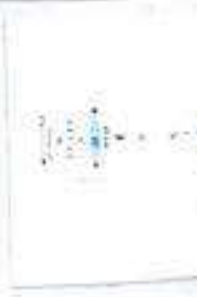
Ans. Concave mirror are used as reflectors in torches, headlights of cars, Boodies & are also used by dentists to see enlarged images of teeth.



Announcement of the Topic :-

Dear Students Today we will study about the remaining topics of Chapter Light with the help of powerpoint such as convex mirrors, lenses, white light.

Presentation :-

Teaching Point	Pupil Teachers Activity	Pupil Activity	Interactive Board
Convex Mirror	Pupil Teachers will describe the convex mirror to the students along with pictures	Pupil will listen carefully & will observe the convex mirror on the slides.	<p>Uses Of Convex Mirrors</p> <ul style="list-style-type: none"> • Mirror Light Reflector • Side View Mirrors • Navigation Lenses • Car Mirrors  
Uses of Convex Mirrors	Pupil Teacher will describe the uses of convex mirror to the	Pupil will listen carefully & will	

Teaching Point	Pupil Teachers Activity	Pupil Activity	Interactive Board
	<p>Students</p>	<p>observe the uses of convex mirrors & will be able to connect it to their daily life</p>	<p>Real And Virtue Image</p> <ul style="list-style-type: none"> A real image is formed by the actual crossing of light rays after reflection from a mirror. The image is inverted & is real. A virtual image is the plane extension of diverging light rays after reflection. It is not formed by actual crossing of light rays. The image formed by a plane mirror is erect, virtual and is of the same size as the object. The image is at the same distance behind the mirror as the object is in front of it. 
Lenses	<p>Pupil Teachers will describe about lenses & its types & will show the pictures of lenses on the slides</p>	<p>Pupils will notice the the types of lenses in the slides</p>	<p>Lenses</p> <ul style="list-style-type: none"> A transparent medium bounded by two surfaces of which at least one is spherical is called a lens. They are of two types: <ol style="list-style-type: none"> Convex or Converging Lenses Diverging or Concave Lenses 

Teaching Point	Pupil Teachers Activity	Pupil Activity	Interactive Board
Concave lens.	Pupil teacher will show the characteristics of concave lens.	Pupil will attentively observe the concave lens.	<p>Diverging Or Concave Lenses</p>  <p>Concave lens is also known as diverging lens. It is thinner at the center and thicker at the edges. It causes parallel rays of light to diverge. The point from which the rays appear to diverge is called the virtual focus. The focal length of a concave lens is negative.</p>
Convex lens	Pupil Teacher will show the characteristics of convex lens.	Pupil will attentively observe the characteristics of convex lens.	<p>Images Formed By Lenses</p>  <p>Convex lens forms a real, inverted and diminished image when the object is placed very close to the lens. The image formed is also inverted and diminished. This type of image is also used as a magnifying glass.</p>
Uses of lenses	Pupil Teacher will describe the uses of lenses to the students.	Pupil will attentively observe the uses of lenses.	

Recapitulation :-

- Q1. What do you understand by convex mirror?
- Q2. What are the uses of convex mirror?

Home Assignment :-

- Q1. Describe about lenses?
- Q2. What are the uses of convex lens?
- Q3. Make a list of uses of concave lens?

Uday
22/11/2023

REPORT ON SCHOOL

SUBMITTED TO

DR. BALKINDER KAUR
ASSOCIATE PROFESSOR

John
A.P. 2023

SUBMITTED BY

SUPANTALI RAO
M.Ed
63430

GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20 D
CHANDIGARH

REPORT CONSISTS OF ---

INTRODUCTION

OBSERVATIONS

ABOUT THE HEAD

Leadership Style and Quality

DATA

(6/1)



Introduction

Internships are known for giving students the opportunity to apply their knowledge in real world environments. At the same time they will also develop skills which will help them perform better at their jobs. By using internship, students are provided with experience that will make them stronger in addition to this they will also get to know using internship, students are provided with experience that will make them stronger in addition to this they will also get to know and they will be confident in their skills. Internships will not only students to learn about the professional discipline and develop communication skills but also the ability to help students to have the chance of knowledge about their field. Internship will also help to provide knowledge for development of such professional leaders and contributors to the students.

As per Government girls model Senior Secondary School Chandigarh

SCHOOL AT A GLANCE

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers.

- In these systems, students progress through a series of schools.

Types of Schools

There are two types of schools government and non government schools (private schools). Government schools are administered and funded by the local, state or national government whereas private body.

Stages of School according to age group

- Pre-Primary School: Class 1 and Class 2 (from age 3 to 8)
- Primary School: Class 3 to 5 (from age 8 to 11)
- Middle School: Class 6 to 8 (from age 11 to 14)
- Secondary School: Class 9 to 12 (from age 14 to 18)

Previous academic structure

2
(Age 16-18)

10
(Age 6-16)

New Pedagogical & Curricular Structure

4
Grade 9-12
(Age 14-18)

3
Grade 6-8
(Age 11-14)

3
Grade 3-5
Age (8-11)

2 years
Grade 1 & 2
(Age 6-8)

5 years
Anglo-Indian /
Farsi /
Balti /
Age 3-6

Secondary

Middle

Primary

Foundational

National Education
Policy 2020

Government Girls Model Senior Secondary School Sector 20B

Description of the school

Government Girls Model Senior Secondary School, Sector 20B, Gurgaon was established in the year 1991 as Govt. Girls Model Model School and it has been upgraded to Govt. level.

At Request Mrs. Beena Anni Principal of the school.

The school is recognized by CBSE (Education Department, Chandigarh Administration). At present the school strives to develop the various facets of child's personality through quality education. The school encourage children to take responsibility and develop a sense of respect for social and social causes. The medium of the school is English. There are 22 teachers and 27 classrooms. The stream offers are Commerce and Humanities.

Mission

As per school (Govt. Jyoti Model Sr. Sec. School, Sec-20B, Chandigarh).

By 2022, The school will improve communication skills (English, Hindi, and Punjabi), provide child friendly learning environment, provide regular attendance and impart Moral Education.

- All-round development of behaviour of the students
- To produce enlightened and responsible citizens with binding commitment towards national integration
- Provide a suitable environment in school that respects for all cultures and faiths.



The School believe in providing high standard education and grooming our students in leading in all aspects of life.

International Link

By International Link, we are intend to enhance the functionality of the school along with the associated facilities. We intend plan to enhance the following areas of the school.

School Infrastructure

The school infrastructure is well facilitated with 27 classrooms, a Staffroom, library and administration office along with necessary shower room and sanitation facilities.

The school also has a shared computer lab facility with 20 machines that is used for computer practical purpose.

The school also has a huge playground that can be used for extracurricular activities. The students of this school are lucky to have such facilities with which they can study better.



Principal's Office

On the first night of the building entrance principal's office is situated. Room 3001 is the principal of the school.

ADMINISTRATION OFFICE

Right next to the principal's office where administration office is situated. It has all the facilities like computers, organized files which we keep the records.

Library

This school's quality can be seen from the collection of books and resources it has for the student's reference.

This school is also having a very good library with a serene and dedicated librarian.

Computer Lab

The school has a very good computer lab with 20 machines and projector system for demonstration. The computer lab is



Well maintained.

Classroom

The school has Classrooms with proper lighting and proper ventilation. The Classroom contains comfortable benches for students to sit. The Classroom also contains good quality of blackboards of suitable size. In short, the Classrooms are very well maintained and contains proper learning environment.

Staff room

The school has good Staffroom where the teachers can sit in their free periods and do their own work. The Staff room is having a relaxing as well as an encouraging environment for staff.

Mid Day Meal system

Mid Day Meal is neat and clean where the food is prepared in the containers and given to the students. Food is served in a hygienic manner and by using separate utensils.



Music Lab

Students from communities learn playing four music vocal come in their respective periods to learn music. The music room has 15 Sitar, 1 tabla set 2 harmoniums and 1 bansuri. Students of Senior and junior classes learn music classical.

Science Lab

These facilities cater to the scientific needs of the students of the school in teaching through the practical methods. There is equipment which helps the students to learn they work while performing it facilitates in knowing the progress of the growing students.

Practical Unit

It is directly concerned according to the new policy of education with the objective that students learn through practical and experimental process. By which students learn with by applying it to nature. An experimental if facilitates and effectively. It is very attractive and colorful. There are 10 many diagrams.



Models for students' learning in Mathematics park. It is planned in the manner so that whole class at a time can visit here.

Science Park

There are different models whose construction for the learning of students' purpose by practically performing them for
e.g. - play with mirror model is constructed so that students learn purpose of reflection of convex, concave and plane mirrors. Ball tower is made to explain the relationship between frequency and speed and vibrating material. Fleming's disc is the disc with seven coils, when the disc is rotated the coils have to write evolution of earth. Law of moments, Newton's third law, Sodium chloride model etc.

Gifts Available Park

There is one advantage park also in the school for students to learn while playing and to increase the relationship between them. It is also very attractive and liked and there are many gifts for the children.



Workshops and related facilities:

- These are special facilities of workshop in the school. There are different workshops for various staff members. The workshops are clean and hygienic.
- With all the special facilities of learning which

Lab "Air Lab"

There are 20 empty benches there in the front and grooming of the lab and its cleanliness is the theme of education.

Physics Lab

Students who have opted for Science stream come in their allotted period to the Physics Lab. There is capacity of 25 students. Display of charts and posters add to the ambience of Physics Lab. Students perform various experiments with full of enthusiasm and it adds to their scientific knowledge as well as practical skills.

Fashion Designing Lab

Fashion Designing & Sewing instruction is a home science based experiment.





Classes being given in Govt. Girls Model
Sch. Sec. School Est. 90 E. Chd. Dist.
Fashion Designing lab has 35 Sewing
machines with Computerized Chases. The lab
Cum Workshop is equipped with 40 Umbrella,
Embroidery - Machine & other various
various Sewing machines and display 25
Lobby table

Home Science Lab

Home Science is very important subject in
gaining knowledge to meet the challenge of
day to day life with confidence. It provides
basic information necessary to make decisions
at home and outside.

Yoga

Yoga is very important way of life and a day.
It enhances the overall personality of the
students. It helps in mental and physical
development of a child and so objectives
of the school parents yoga sessions and
participation in the yoga class students are
very happy and success in the state
level and national level competitions.



• Notice Board System

The school contains a notice board for display for students' notices, location and school notice. It is well maintained and updated on regular basis.

• Playground

The school has quite large playground for students to play in which cricket is sports played. Assembly house is linked to the playground. Students learn various activities and exercises in the playground which is taught by P.T. teacher.

• Canteen

Canteen is located in the ground floor of school building. Near school kitchen from prepares fresh meals such as snack, banana.

• Morning assembly

The day of the school starts from the morning assembly. The school assembly



Name _____

Date _____

Start at 8:15 am all the students and teachers assemble at the back of the school building for morning assembly.

Activities

1. National Flag Day was celebrated on 24th Sep, 2022. A 9th class student dedicated a song for our national heroes and he was rewarded by a teacher and asked all students to greet all the teachers by saying 'Hi' instead of 'Good Morning'.

2. Equality and Wellness program (Awarazh) was conducted on 17 Sep. of 2022. By the request of teachers headed by who taught 9th class girls about how to give their hairs for different donations. Equality and Wellness program develops personality class of students. The event was managed by class 6th students.

Sports Activities

The school has a very big sports ground, where students participate in various sports.

Observation

Date - 19/sep/22.

Duration: 45 min

Pupil Teacher Name: Anjali

Class - 8th B.

Subject - Science

Observation: -1.

Lesson plan: She told about topic and its uses. The method of teaching was impressive and also good command on subject.

- Organization - Teacher maintains organized and explanation method was superb.
- Teaching method - The topic was well explained with bilingual use of communication.
- Classroom management: - class was full disciplined and quiet.
- voice - voice was very clear loud.
- written work - written work like class and about note was given.
- Home work - At the end home work was assigned to students.

Observation - 2.

Date - 20 Sep 22

Duration - 45

Pupil Teacher Name - Nandini

Class - 7th

Subject - Science

- The schedule was set and during planning the first lecture allotted was already midway. As on entering the class students got up and greeted me cheerfully. I responded back.
- The teacher was polite enough and continued with his lesson. The topic being taught was 'Sound'
- It was being instructed in Hindi.
- Class strength was weak. Comparisons of only few students, some were absent. Some were at duty.
- Teacher did not make use of blackboard.
- The lesson discussion was interrupted by irrelevant content by students.
- Students were asked to write and come with what was taught today.

Observation :- 3

Date - 20/06/22

Pupil Teacher name - Jyoti

Subject

Duration - 45 min

Class - 10th

Lesson Plan - She told about topic and its uses, the method of teaching was impressive and she had command on subject.

Motivator - Teacher used discussion and practical method

Voice was clear and loud

Teaching aids - Teaching aids were used with some diagrams

Black board was used in a perfect manner and also handwriting was clear

Classroom management - Teacher managed the class in a good way

Students were satisfied with their learning

Home work - All the end class work was assigned to students.

Observation - 4.

Date 19/06/22

Pupil Teacher name - Nandini

Subject - SST

Duration - 45 min

Class - 10th

Planning - Teacher planned the lesson very nicely

Methods - Teacher used discussion and practical method

Confidence - Teacher was very confident while teaching

Teaching aids - Teaching aids were used with some diagrams

Black board was used in a perfect manner and also handwriting was clear

Classroom management - Teacher managed the class in a good way

Students were satisfied with their learning

Home work - All the end class work was assigned to students.

Observation-5

Date - 21/08/19

Duration - 45

Pupil Teacher Name - Nishu

Class - 11th B

Subject - Geography

- Students greet the teacher
- Teacher continues with the lesson board
- Questions what is demand? and consumer surplus when and where was given
- Teacher asks pupil teacher the question - How do consumers communicate, pupil teacher the consumer interaction.
- How demand is derived by human beings was covered in the class.
- The classroom environment was affecting interesting, disciplined and motivating.
- Use of blackboard was done by the teacher.
- Pupil teacher to line administration was done using pen and without to explain definition of demand. It was a good session.

Observation-6

Date - 22/08/19

Duration - 45 min

Pupil Teacher Name - Anish

Class - 10th B

Subject - SST

- Students greet the pupil teacher. Pupil teacher greets back cheerfully.
- Teacher was on duty for class when given by pupil teacher.
- Teacher initiated the lesson already given introduced and discussed.
- Pupil teacher introduces students to amplitude, frequency and time period.
- Students were meticulous while working.
- Strength of class was weak.
- Boards were introduced in Hindi the language to enhance understanding.
- Class was attentive and demonstrative.

Observation-7

Date - 22/08/19

Duration - 45 min

Pupil Teacher Name - Anish

Class - 6th B

Subject - Maths

- Students greet the pupil teacher and

- The pupil teachers responded back cheerfully.
- The cards were moved with direction of card combined classes were taken.
- Pupil teachers explained the concept when diagrams and pictorial elements were used.
- The class was disciplined and active.
- All students were attentive.
- Teachers who also present in the class.
- Pupil teachers asked questions to check their understanding and checked the answers.
- When a question was done to change understanding by teacher.
- Students were said to be confident but not shy.
- The overall result explanation and individual interest.

Observation - 2

Date - 28/05/22
 Pupil Teacher Name - Anshu
 Teacher Name - Mrs. ...
 Knowledge Area
 Topic - ...

The class was taken with ... the pupil teachers were ... the ...

- All behaviours ...
- The class was taken ...
- Teachers who also present in the class.
- Pupil teachers asked questions to check their understanding and checked the answers.
- When a question was done to change understanding by teacher.
- Students were said to be confident but not shy.
- The overall result explanation and individual interest.

Observation - 3

Date - 28/05/22
 Pupil Teacher Name - Anshu
 Subject - ...

The class was taken with ... the pupil teachers were ... the ...

- The class was motivated by question container
- Section of several chapters of Science.
- Teachers used the questions and explains it to improve the thought process of students.
- Students answer the question (connect) Teacher guides the students about proper representation of container, the correct way of writing.
- Discussion among classmate is provided.
- Students were motivated to answer and use of both medium of instruction was done effectively.

Observation - 10

Date - 23/08/22

Advt Teacher name - Subham

Subject -

- Students had no bag bag on Saturday. It was bag for PISA activity.
- Teacher gave students worksheets.
- Students' activity of their worksheets.
- Teacher asks the focus question from the students to PISA bag is.
- Their active involvement was observed.

interactive and motivating.

- The technique included our efforts to of struggle and beauty of questions to connect to the thought process.
- Home work at the end of the class was assigned to students.

3. • Qualities of "HEAD of SCHOOL"

The best head / principals know the importance of their role and fulfil their duties with commitment, purpose, and steady effort.

They have ability to establish and share a vision of academic success.

Encouraging co-operation and collaboration among teachers, staff and students.

Helping teachers and students reach their fullest potential through continuous learning opportunities.

Engaging people processes and interaction to develop school wide plans.

Principal connect with many people. To they must be adept at building relationships and connect with all people inside and outside the school.

4.

DATA

Class - X (2021-22)

Total no. of Students - 67	
Passed	- 67
Failed	- -
Compartment	- -

67 Students of class 10th not passed

Class - XII (2021-22)

Total Students	: 516
Passed	: 484
Failed	: 4
Compartment	: 27

STAFF DETAILS

Sl. no	Name	Post.	Qualification.
1.	Mrs. Geeta Devi	Principal	M.Sc. B.Ed
2	Mrs. Micky Doss	lec. History	M.A. B.Ed
3	Mrs. Laxmeet Kaur	lec. Pol Sci	M.A. B.Ed
4	Mr. Anshu Jain	lec. M.Sc	M.Sc. B.ed
5	Mrs. Rakha	lec. Math	M.Sc, M.Ed Dip in Statistics
6	Mrs. Susha Sharma	lec. Hindi	Mphil Hindi
7	Mrs. Aditi	lec. Physics	M.Sc Phys, B.ed, M.ed
8	Mrs. Kamrajit Kaur	lec. Math	M.Sc, B.ed
9	Mrs. Neelam Gupta	lec. Chemistry	M.Sc., B.ed
10	Mrs. Veena Sharma	Tut Sanskrit.	Shastri OT
11	Mrs. Rajni	Tut Hindi	M.A. OT
12	Mrs. Sunita Kumari	Tut Panchaj.	M.A, B.ed
13	Mrs. Laxmeet	Tut. Hindi	M.A. B.ed
14	Mrs. Rammeet Kaur	JBT	M.A, B.ed
15	Mrs. Deepa Sharma	JBT	M.A, B.ed, TTT
16	Mrs. Parja	JBT	B.A, B.ed, JBT
17	Mrs. Sushme	Nur.	B.A JBT
18	Mrs. Sumita	Accountant	NTT, B.A, B.ed
19	Mrs. Kusam Lala.	Workshop Assistant.	20 + 2
20	Mrs. Anshu Nayyar	lec. Math	M.Sc. M.Ed.

No. no	Name	Post	Qualification
21.	Mrs. Anita Devi	Librarian	M. Lib Sc.
22.	Mrs. Renu Bab	Tbt Math	B.A B.ed
23.	Mrs. Piyani	Tbt Sst	M.A B.ed
24.	Mrs Kamuel	Tbt Math	B.A B.ed
25.	Mrs Navish Dua	Tbt. Science	M.A B.ed
26.	Mrs. Savita Toham	Tbt. Music	M.A M.ed
27.	Mrs Pooveen	Tbt S.SI	M.A, Mphil Eng. B.ed
28.	Dr. Anupama	Pbt M.ed	PhD Education M.Sc. M.ed Eng. Lgic
29.	Mrs Sangita	Tbt Eng	M.A Eng. M.ed
30.	Mrs. Komal	M. ex. Ind	M.A Eng. B.ed. Lib 3 years. Dip in Lib
31.	Mrs Kavita	L.D.	B.Sc., Pbt, Dip L.D.
32.	Mrs. Neerakshi	Yoga	M.A. B.ed Yoga
33.	Mrs Anita	Lec. L.D	B.A. NTC NTC Beauty.
34.	Mrs Sindia	Tbt M.ed	M.Sc., B.ed, Pbt Dip
35.	Mrs Shivani	Tbt M.ed	M.Sc. M.ed
36.	Mrs Indira Devi	Deputy Enluy	M.A B.ed. Stone
37.	Mrs Himan	Dr. LA	10+2 Non M.ed
38.	Mrs Beekha	Clerk	B.A
39.	Mrs Sumita	Tbt Eng	B.Sc., B.ed, M.ed, Mphil
40.	Mrs Monika	Counselor	M.A Psy. Dip bructon 7 counselling

Total no. of Teachers: 40

Sl. No.	Qualification	No. of Teachers
1	P.H.D	1
2	M.Sc M.Ed	4
3	M.Sc B.Ed	5
4	M.A. B.Ed	13
5	M.A M.Ed	1
6	B.A B.Ed	4
7	M.A Psy	1
8	M.Phil	2
9	B.A	3
10	10+2	2
11	Dharmraj	1
12	M.Com B.Ed	1
13	NTT B.Ed	1
14	M. Lib Sc	1

Experience

Sl. No	Group	X	XII
	0-10	8	7
	10-20	7	9
	20-30	4	3
	30-40	1	0
	Total	20	19

INCLUSIVE EDUCATION (F-4.3)

Report On a visit to

GRIID (Government

Rehabilitation Institute for Intellectual
Disabilities)

Submitted To

Dr. Rajni Thakur

Submitted By

Babita (250)

B.Ed. - IVth Semester

(GOVERNMENT COLLEGE
OF EDUCATION, SEC- 20D
CHANDIGARH)

REPORT ON VISIT TO GRIID

(GOVERNMENT REHABILITATION

INSTITUTE FOR INTELLECTUAL
DISABILITIES)

Submitted To:-

Dr. Rajni Thakur

Submitted By:-

Babita (250)

B.Ed. Semester -
IVth.

(Government College of Education)
Sector - 20 D, Chandigarh



Introduction-

B.Ed. students of Semester IVth of Government College of Education were taken to Government Rehabilitation Institute for Intellectual Disability, Sector-31 on 30th January, 2024. College Professor Dr. Raine Thakur and Ms. Sonika went to the Government Rehabilitation Institute for Intellectual Disability, with the students and guided them.

History of The Institute

Historically a small class of 4-5 mentally retarded children was started in 1964 in the Government College of Education, Chandigarh by Sh. J. S. Gandhi, Lecturer in Psychology in the college. Within a short period, the number of students increased and a separate building was hired for these children. It was established with the aim of providing educational and vocational training to mentally retarded children. Now the Institute is under the direct control and supervision of department of Psychiatry, Government Medical College and Hospital Sector-32, Chandigarh. In the year 1973 the



Control of this institute was transferred from Government college of Education to district Education officer, Chandigarh Administration in the year 1978 and now the control of the institute was transferred to Director State Institute of Education, Chandigarh.

• Visit In Educational and vocational Sections

Teachers working in Government Rehabilitation Institute for Intellectual Disability (GRIID), Ms. Manisha and Ms. Alpna showed educational and vocational sections to all the students and also gave information about these sections.

Educational Sections

• Pre-vocational Section :- Students from 15-18 years learn these skills and behaviours which are necessary for a particular vocation. They acquire pre-requisite skills required for the vocational training. e.g. for Masala grinding a child learns filling, sorting, identification of Masala etc.



3

Secondary Section :- Children of 11 to 14 years of age group from mild to moderate category are admitted in secondary group for teaching and training in various skills like reading, writing, numbers, money and social skills.

Care Group :- Training the students with severe and profound intellectual disabilities in this group. These children need custodial care with IQ range 20-34. The students are trained for activities of daily living like toileting, social dressing, grooming, eating etc.

Primary Section :- Primary section consist of children between 7-10 years children are taught and trained in the areas of Personal, social and functional academics, which includes toileting, eating, reading, writing and concept of number. It is imparted using interactive board and overhead projectors.

Autism Section :- Children diagnosed with Autism associated with intellectual disability. So these children are basically trained primarily on communication skills to improve their social skills.



Play Group :- Age range from 3 to 6 years having moderate to severe intellectual disability. focus area is the overall (Holistic development) and training of the children through Play way method.

Yoga Section :- School students of GR110 are trained in yoga practices such as asanas, pranayam & kriyas as per their scheduled time-table. Students also participate in yoga competition and win prizes.

Sports Section :- Students of GR110 participate in various tournaments of special olympics. It is organised National sports meet for persons with intellectual disabilities to encourage the talent of sports in these children.



Dance Section :- In Dance section, students learn different forms of dance like giddha, bhanger, folk, bhramti. Students give solo as well as group performances. They come to dance class as per their scheduled time-table.



5

Music Section:- Students are taught both vocal and instrumental music. They come to learn music as per their scheduled timetable. Students learn to play various instruments according to their special ability. They played instruments like:- Harmonium, dhol, tabla, duff, keyboard, flute etc.

VOCATIONAL SECTIONS

Pottery Section:- Imparting training to students for making of pots, decorative planters by analysing the skills techniques. Enabling the students to acquire pottery related skills, related functional knowledge and behaviour for independent living.

Masala Section:- STAIR school trained the students to grind the products like Masala powder, garam masala, Chana powder, Jira powder etc.

Paper Recycling:- In this section students are taught how to make waste paper hand made paper sheets through non-polluting pro-



6

Friendly Process:- Students are taught various skills like Mouldings, Pressing, drying of the sheet.

Cooking and Bakery:- Target is to make girls enrolled in a class self-dependent after getting sufficient knowledge in domestic and commercial production of food and make them capable to lend a helping hand to their mothers at home and offer their services to general public.

The aim of the visit was enable to help teachers to understand the need of children with Intellectual disabilities and the various methods that they can adopt to encourage Inclusive Education. The pupil teachers developed a broader perspective and a deeper appreciation for each individual's unique abilities.

Date: 10/12/2015

GOVERNMENT COLLEGE OF
EDUCATION, SECTOR 20-D
CHANDIGARH

Pre-Internship
File of TG-6

GMSSS-47-D

CHANDIGARH

Seen
Babli Ram
10/11/2023

SUBMITTED TO -

Dr. Hili Ram
(TG- Incharge)

SUBMITTED BY -

Babli
105/23
B.Ed 1st Semester

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<u>Sr. No</u>	<u>Content</u>
1.	About T. G Incharge
2.	Members of TGI-6
3.	About the School
4.	Organisation
5.	School Mission & Vision
6.	Infrastructure
7.	MID-DAY MEAL
8.	Morning Assembly
9.	Co-Curricular Activities.
10.	Critical Analysis of Classes in Social Studies and English Subject



About T.G Incharge

Dr. Hile Ram Jajhar is the Tutorial Group Incharge to the team we're assigned to. He is a designated Associate Professor (Physics) at the Government College of Education, Sector-20D Chandigarh. His specializations include - Science, Education, Physics Education, and ICT Education and his qualifications include: PHD, M.Sc. Physics, M.Ed., PNDCA, M.Sc. Physics. During his tenure as Associate Professor of Physics, he served for 14 years as Assistant Professor (Phy), 3 and 1/2 as Associate Professor (Phy) and 7 years as Lecturer in Physics in Senior Secondary School Education, therefore 28 and years in total. As a researcher, he has published 24 Articles in research journals, 11 papers in conference proceedings, and 9 chapters in books. A total of 10 Master Dissertations have been supervised by him in the field of M.Ed / M.Phil Degree. 51 Papers have been presented by him in National and International Seminars / Conferences / Symposia.



Topic _____ Date _____

Members of TG-6 ...

<u>Name</u>	<u>Roll No.</u>	<u>Subjects</u>
17	Saloni	Science and English
28	Rohini	English and Economics
39	Aarizoo	Science and Maths
50	Tona Rani	English and Social Studies
61	Jyoti	Social Studies and English
72	Swati Devi	Computer Science and Maths
83	Mansi	Social Studies and English
94	Sanjana	Hindi and Social Studies
105	Babli	Social Studies and English
116	Noordeep	Science and English

HISTORY OF SCHOOL

GMSSS 47-D, Chandigarh started as Government Middle School in a small building in government quarters in 1980. It upgraded as High School in 1985. In the year 1990, the school was upgraded as a Senior Secondary.

In the year 1996, two vocational streams were started for class 11th and 12th namely:

Textile Designing
Fashion Designing

The school became a model school in the year 1997. Another two vocational streams were started in the year 2005, namely -

Automobile Engineering
Beauty Culture

These courses were also for classes 11th and 12th.



Topic _____

Date _____

ABOUT THE SCHOOL...

The focus of school is not only on pure study but also on providing opportunity to each child to explore his or her own capabilities and area of interest. For this, we have provided each child with many activities both co-curricular and extra-curricular to help the child become the best person he or she can be. Excellence is achieved when each person is helped to continually develop his or her potential as an individual and a member of society.

★ GENERAL INFORMATION

Name of the School - Government Model Senior Secondary School, Sector 47-D, Chandigarh.

Name of the Principal - Mrs. Navta Kuthwala

Affiliated Board - CBSE

Medium of Institution - Hindi, English

School Type - Co-Ed.

Number of Teachers - 47



Topic _____

Date _____

ORGANISATION

- Affiliating Body - Government Model Senior Secondary School Sector-47D Chandigarh is affiliating with CBSE vide affiliation No - 260043 ; State Chandigarh.
- Type of School - The type of school is government school and is working under the department of education Chandigarh (U.T)
- Management - Government Model Senior Secondary School Sector 47-D Chandigarh administration. The school is housed in two sections.
 - Primary wing
 - Middle and High wing



Topic _____

Date _____

MISSION & VISION

The school in partnership with the entire community will empower every student to be able to read and write properly and to become a lifelong learner. The school will provide a variety of extra-curricular activities and values along with excellent academic curriculum so that they can act as responsible citizens of the society.

Government Model Senior Secondary School Sector 47-B Chandigarh is a temple of learning committed to build the nation strong with transformation of the "biological child" into a well read and multi-dimensionally skilled individual required to meet the constantly changing challenges and needs of the hi-tech and ever integrated system that not only fosters deep rooted Indian culture in young mind but also motivates them for a under spectrum with a promising future.



Topic _____

Date _____

INFRASTRUCTURE

1. AREA AND LAYOUT OF THE SCHOOL

The campus of government Model Senior Secondary School Sector 47-D Chandigarh occupies an area of 2.18 acres. School has total 27 classrooms, 1 headmistress room, one clerk room, one science lab, one computer lab, one medical room, a mid-day meal space, a library and a staff room.

2. PLAYGROUND

The school has one playground which is a part of school for developing all round personality of students. The students play many games like volleyball, kho-kho, badminton, cricket etc on this playground.

3. MEDICAL ROOM

The school has a medical room which is fully equipped with all the necessary medicines, first aid kit and two beds. The medical check-ups of students is also done in the medical room.



Topic _____

Date _____

4. SCIENCE LAB

The school has a science lab having capacity of 30 students. It also had all the models of biology, physics, chemistry, instruments, charts for the practical work of students. It also has portraits of some great scientists.

5. MATHS LAB

The school has a maths lab having capacity of 30 students. It has all instructional aids like cut-outs of different geometrical shapes, charts etc. The lab is also equipped with a computer and an interactive board as audio-visual aid.

6. Computer lab

The computer lab in the school is equipped with 12 computers - audio-visual aid and provides high-tech aids to the students.

7. MID-DAY MEAL ROOM

The mid-day meal room scheme is there in the school the nutritious meal is sourced from local



and is provided to the students of the classes in the mid-day meal room.

8. LIBRARY

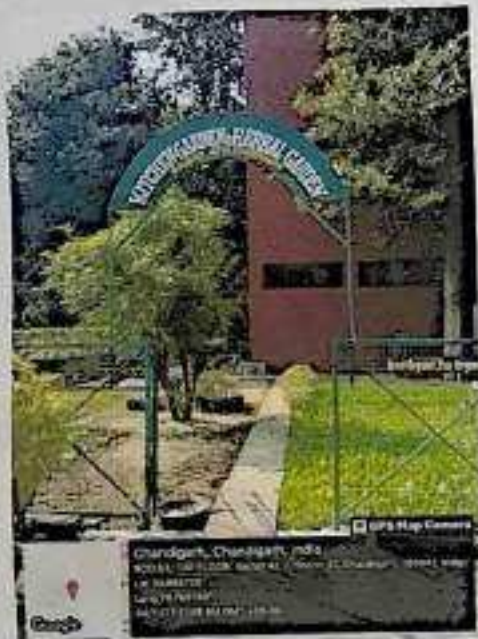
Library has 1291 books of different subjects. More than 80 books in reading divided into three series; keel, mynah and bulbul according to level of the book. We have school has subscribed for five magazines (Children's World, BAL HANS, Health Magazine, Auto Sak and Champak). We have subscribed for daily newspaper Tribune, Punjabi Tribune, Bhaskar, Employment News.

9. CANTEEN

The school has a small canteen as well where tea, candies and different snacks are served. There is proper hygiene in the canteen and the working staff of canteen is also very kind and helpful. All the facilities are being available over here.

10. PARKING

The school has sufficient parking space. There is separate parking fee for two-wheeler, four-wheeler vehicles and cycles.



Topic _____

Date _____

HERBAL GARDEN

The Gulmohar Eco Club of School established Herbal garden, Kitchen garden, Fruit garden and lush green belt in different areas of school. Our Herbal garden have about 25 different variety of herbal plants students, staff, parents and neighbouring people uses the plants for herbal remedies. Kitchen garden of our school grow seasonal organic vegetables with the help of Eco-Club members. These vegetables are used in Mid-Day Meal Preparation of school mid-day meal preparation of in cooking kitchen. These vegetables enrich the quality of food make the taste better. School has developed a fruit-garden in campus since last 3 years there are about 20 different fruit plants in garden. Leaf compost pits in school campus. There is also a leaf compost pits processing machine is installed in school. All leaf collection is processed in campus and converted in valuable manure.



MID-DAY MEAL

The Mid-Day Meal Scheme is the popular name for school meal programme in India. It involves provision of lunch - free of cost to school children on all working days. The key objective of programme are - protecting children from Classroom hunger, increasing school enrolment and social empowerment through provision of employment to women.

1. PRE NURSERY + NURSERY - 68
2. 1ST TO 5TH = 540
3. 6TH TO 8TH = 434

The vegetable added for making mid-day meal are taken from school vegetable garden itself. Proper testing is done of the food and then only it is given to the childrens. Mid-Day Meal Programme has played a major role in increasing the enrolment of students in the schools respectively.



MORNING ASSEMBLY

In any good school, morning assemblies are a must thing to begin the day with. Everyday all students assemble at the Assembly hall / ground and begin the day with a prayer. While we were on observation, the morning assembly frequently happen in the classrooms only. General news reading and instructions are followed passed the prayer. Sometimes, students even make a speech on the important topics and then the principal take over the charge of assembly meeting once in a while. The students recite different prayers daily. One at a time and they are repeated on alternative days. Few of them are :-

- "Aye Malik Tere Bande Hum"
- "Ek Tu Hi Bharosa, Ek tu Hi Sahara"
- "Shubah sochne lekar tera naam Prabhu Karte Hai Hum Shuru Aaj Ka Kam Prabhu"



Topic _____

Date _____

CO-CURRICULAR ACTIVITIES

Since, co-curricular activities are often merged with academics, therefore, it ensures that students get to learn effectively through the medium of debates, sports, events, dancing or musical events, experiments or projects and so on. Students perform co-curricular activities in schools, which help them sharpen their communication skills, expression skills, public speaking, participation and sense of belongingness through different activities.

Co-Curricular Activities are the outside activities from the regular curriculum programmes of a school system but inter-related and correlated programme for the holistic development of a child.

PRE INTERNSHIP REPORT

(on Govt. Ser. Sec. School, Mamiranga CHD)

under
Government college of Education
Sector - 207 Chandigarh

Submitted
By

NEHA
B.ed 1 (Sem 2)
34

Submitted
To

Dr. Balwinder Kaur
(Associate Professor)

SESSION

2023 - 2025

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AW
21/7/24



School -

Government senior secondary school
Manimajra town,
Chandigarh

Mission -

"A Happy school that welcomes All children and inculcates Value along with Traditions blended in Scientific Aptitude where Learners flourish as Awakened, empowered and self-reliant individuals"

These words are quoted on a big board just at the entrance of school building. School's mission is to develop young men with active and creative minds, a sense of understanding and compassion for others, their surroundings and to develop the courage to act on their beliefs.

They stress on holistic development of each child in terms of spiritual, moral, intellectual, social, emotional and physical.

Topic _____

Date _____



Topic _____

Date _____

- This school is located in the area of Manimajra town, Chandigarh. GSSS is a testimony to the fact that they believe in endowing their students with best possible facilities.
- The school's futuristic vision is truly exemplified by the fact that the students are being kept abreast of the latest technological developments.
- To make learning more enriching, interesting and innovative the traditional classrooms are being slowly replaced by technology enabled classrooms so that the children are not intimidated by technology and view it as their friend and a beneficiary model.

Year of foundation - 1980

Pin code - 160101

Principal - Mr. Sapna Hood

Website - gssmitchd.com

Shift - Double Shift

Topic _____

Date _____



Topic _____

Date _____

Nature of School

Category of School - Co-EDUCATIONAL

Medium of instruction - HINDI + ENGLISH

Type of School - Government

Facilities

→ ^{Mid Day Meal} Mid Day meal is provided to all the students of the school.

→ Free notebooks, books to the students of first to eighth class.

→ Free school uniform for the students of 1st to 8th.

Infrastructure

PLAYGROUND -

A playground is an integral part of school education for holistic development of young minds.

This school has three big playgrounds for the students which is important.



Mental and physical development

- LIBRARY:- School has library well equipped with approximately 6000 books in all the three languages i.e. Hindi, English and Punjabi including textbook.

The school is expanding the library area aiming to increase the book and seating capacity for students. This area was under construction and development during our visit.

- Music Room:- To get "ODE" to the rich and exceptional history and heritage of Music, Government Senior Secondary School has a well equipped Music room with instruments like Sitar, Harmonium and Tabla.

→ Learning of vocal music is imparted to students from class VI to X.

- MEDICAL ROOM:-

→ Students of all the classes attend their drawing period here, visualize and are highly impacted by the creative world which has been created for them.

Topic _____

Date _____



Topic _____

Date _____

GREEN SPACES :-

The school has well maintained green spaces and has a glorious tradition of planting trees at every celebration and function.

School also have

- Laboratory
- Science Lab
- Medical room
- Maths Lab
- Computer lab
- Science Park
- Eco Vatika
- Canteen, mid-day meal room
- Make up room
- NSS room
- Yoga room
- Staff room, staff washroom



EVALUATION PROCEDURES →

Types Of Evaluation -

- 1) The school has adopted the curriculum of all classes are prescribed by NCERT and guided by CBSE.
- 2) From time to time CCE is being followed from classes I to X since 2010-2011.
- 3) Subject committees have been made in school of the entire subject being taught till senior secondary stage.
- 4) The committees under their respective heads devise new means in formative and summative evaluation to test the student's knowledge.

FORMATIVE EVALUATION →

It begins from the very start and continues till the end of the course. It provides feedback to the teachers to know the effectiveness of their teaching and modification required.

and the learner to know the progress of their learning.

Examples - Monthly Examination, quarterly examination, half-yearly examination, class test, teacher's observation, etc

SUMMATIVE EVALUATION

It involves the overall grading and certification of the children. It provides terminal feedback, both, to the teacher and the children to re-design their teaching and learning accordingly.

Examples :- Standardised tests, Final examinations, Practical and oral tests, etc.

TERM-I (100 marks) (1st half of the session)

- 20 marks of periodic assessment
- 80 marks of half yearly exam





TERM - II (100 marks)

(2nd half of the session)

- 20 marks of Periodic assessment
- 80 marks of half yearly exam.

MAY AND JULY PERIODIC TESTS :->

Comprises of 5 Marks for notebook submission, 10 marks for test, 5 marks for subject enrichment + student behaviour in classroom + Participation of students.

DECEMBER PERIODIC TEST AND FEBRUARY :->

- Comprises of 10 Marks Test + 5 marks for notebook.
- Comprise submission + 5 marks for subject enrichment + Active participation of student + student's behaviour.

SEPTEMBER HALF YEARLY EXAM :-

Written exam for 30 marks
5+ comprises -

FA-1 + FA2 + SA-1



May + July (written test)
Periodic Test

MARCH FINAL Exam :-

Term 2 includes
FA3 + FA4 + SA2

December + February Periodic Exam
(written)

Final assessment is a combination of
Term-1 + Term2

Class 9th and 10th

The evaluation system will have 80 marks for class IX in all school subjects and Board exams for Class X along with 20 marks component of Internal assessment. Students have to score 33% in total in each of these components.

As per the CBSE pattern, new procedures have been followed which is different for different levels.

GOVT. SR. SEC. SCHOOL, MANIMAJRA TOWN, CHD.**Facilities available for children with special needs in the school.****Children in learning disability areas or per Rights of Persons with Disability Act 1989 will be provided all the necessary support services:**

Coping with stress, attention deficit disorder, Behavior Disorders, Learning Disabilities, Attention Deficit and Hyperactivity, Social Skills, Anxiety, Learning Disabilities, Autism Spectrum Disorder, Multiple Sclerosis, Parkinson's Disease, Spina Injury, Down's Syndrome, Epilepsy, Multiple Sclerosis, Language Disabilities, Intellectual Disability, Deafness, Hearing Impaired, etc.

FOLLOWING FACILITIES WILL BE EXTENDED TO ALL THE CHILDREN WITH SPECIAL NEEDS BREAKING UP INTO NEEDS:

1. All the children with special needs shall be given a free copy of 100 words class written material without charge of purchase and distribution upto 3000 copies per class.

2. Availability of special needs teacher.

3. Availability of teacher.

4. Availability of notes & syllabus in the form of audio-cassette or Braille & large print.

5. Availability of special needs teacher in the form of mobile and audio and Braille will be provided.

6. Availability of Transport upto 10000 per month for children with special needs in all classes.

7. Availability of 10000 per month for children with special needs in all classes.

8. Availability of 10000 per month for children with special needs in all classes.

9. Availability of 10000 per month for children with special needs in all classes.

10. Availability of 10000 per month for children with special needs in all classes.

11. Availability of 10000 per month for children with special needs in all classes.

12. Availability of 10000 per month for children with special needs in all classes.

13. Availability of 10000 per month for children with special needs in all classes.

14. Availability of 10000 per month for children with special needs in all classes.

15. Availability of 10000 per month for children with special needs in all classes.

16. Availability of 10000 per month for children with special needs in all classes.

17. Availability of 10000 per month for children with special needs in all classes.

18. Availability of 10000 per month for children with special needs in all classes.

19. Availability of 10000 per month for children with special needs in all classes.

20. Availability of 10000 per month for children with special needs in all classes.

**Interact**
Youth
Friendship
Service
Development
Leadership
**INTERACT CLUB**
Govt. Sr. Sec. School
Manimajra Town, Chandigarh
Sponsored by
**Rotary** Chandigarh
Midtown
www.rotaryclubindia.org

- Evaluation procedure for class from Nursery to 2nd - grading system and issue of Report cards.
- Evaluation procedure for class 3rd to 8th - Uniform system of Assessment, Examination pattern and issue of Aseper report card to students.
- Evaluation procedure for Class 9th and 10th - The assessment structure and exam pattern for class 9 is similar to that of class 10th.

MAINTAINENCE OF EXAMINATION RECORDS

The school maintain the examination record of all the students. For the maintainance of examination record a separate book is employed where important dates like date of examination, examination type, class, marks, etc are entered.

The examination record is then copied on student's report card. This record is used for showing progress of student.

The consolidated result^{is} as follows :-
Class IX

Total number of students appeared = 247

Total number of students Pass = 149

Total number of students placed under compartment = 98

Pass percentage = 60.32%

LIBRARY RESOURCES :-

The library of "Government senior secondary school, Mahimajra Town, Chandigarh" offers the students, staff and parents access to variety of resources.

It is enriched with approx. 6600 books. A number of magazines and important newspapers are displayed - of science, GK, fashion designing, Home science, English speaking, career guidance etc.

Daily Newspapers For Library :-

- Dainik Bhaskar
- Indian Express
- Punjabi Tribune

Magazines For Library :-

- Greek Shobha
- Savita
- Nandan
- Champaka
- Indian Today
- Education Today
- Deeksha
- Environmental magazine

Types of Grants And Scholarships

All the government and government aided primary and upper primary schools are provided with school grants every year. The motive behind the provision of this grant is to strengthen the teaching learning process in a conducive atmosphere, thereby promoting quality in education. School grants are spent to purchase material required for improving quality in education.

- Rs 5000 is granted to the schools with classes from I to IV.
- Rs 7000 is granted to the schools with classes from V to VIII.
- Rs 10,000 is granted to schools with classes IX, X.
- Rs 15,000 is granted to schools with classes XI, XII.

SCHOLARSHIPS :-

A scholarship is an award of financial aid for a student. It is awarded based upon

Topic

Date

various criteria.

Scholarships and stipends received by government senior secondary school, Manimajra are as follows:-

- Attendance scholarship to students from 1st to 5th class.
- Pre-matric scholarship to the students belonging to minority communities.
- For minority communities.
- For scheduled caste.
- Dr. B.R. Ambedkar scholarship.

GRANTS UNDER SSA -

- Library grant
- Allocation of Uniform
- Improvement of Infrastructure
- Transport facility
- Mid day Meal
- Grants for CWSN
- Digital Education.

GRANTS UNDER RMSA -

- Building of additional classrooms
- Laboratories
- Art and craft room
- Drinking water
- Toilet Blocks
- Libraries

Topic _____

Date _____

RECORD OF Stock Register →

Stock Register keeps information of all the movable properties of the school. While purchasing any equipment or furniture, it must be duly entered in the stock register.

The head of the committee checks the register regularly for ~~see~~ checking which articles are missing and which needs immediate repair.

A general committee is also formed for keeping the record of purchase of the stock.

LIBRARY BOOK STOCK REGISTER :-

→ The stock register contains the name of book purchased, Author name, Language of the book, number of copies of book received, rate per book, firm which supplied the goods and remarks.

Formal of Library Stock Register :-

Bill No. and Date	Name of the Book	Author's name	Language/ Volume	no. of copies received	Rate per Book



Reflection On School Experiences →

School Experiences helps us to understand about the school practices, teaching in classrooms, reading, listening etc.

It helps us to connect to the real life situation and develop certain skills.

It was observed that despite the school success in academics, numerous extra-curricular activities were also a part of the school life.

Various activities were performed in the school under the Eco club which are as follows:-

- World Earth Day
- World Environment Day
- World Heritage Day
- No one Day
- Population Day

It was observed that morning assembly was conducted by the teacher and student co-ordinators informing about the rules and regulations of the school.

- A rangoli competition was also organized in the school campus with the theme of science and maths where the students showcased



their talent

CONCLUSION →

Based on the 'Personal Observation' of the school environment all school experiences helped me to gain an insight on understanding about various aspects of a school and its process for shaping my own personality as an 'Excellent Teacher'.

The observations helped us in being a good educator and how to apply learning methodologies in class teaching.

GOVERNMENT COLLEGE OF EDUCATION, SECTOR-20 B, CHANDIGARH

REPORT OF THE VISIT TO PLACES OF WORSHIP OF VARIOUS FAITHS

20-10-2023

A group of students of M.Ed. Semester-I visited three religious places of different faiths in Chandigarh on October 19, 2023 as part of their quest of familiarity with these faiths covered in History of Education course (C-04) which covers the Jainism period and the Vedic period as topics. The objective of the visit was to learn about the history, culture and beliefs of these three faiths and to compare and contrast their similarities and differences.

The visit was planned and organized by Dr. A. K. Srivastava, the teacher-in-charge of the course and Dr. Sanjeev Kumar, Dr. Mukhtiar Singh and Dr. Rajni Thakur, faculty members of the college, also accompanied the group. The visit started at 11.30 am and lasted for about two hours. The mode of transport was the personal cars of the teachers.

The first destination was the Jain Temple in Sector 27, Chandigarh where it was observed that the temple is dedicated to Lord Mahavira, the 24th and last Tirthankara of Jainism. The temple has a beautiful marble structure with intricate carvings and paintings depicting the life and teachings of Lord Mahavira. The temple is of the "Digambar" sect. The students explored and enquired about the principles of Jainism, such as non-violence, truthfulness, non-attachment and non-stealing. They also explored and enquired about the concept of karma, rebirth and liberation in Jainism.



Jain Temple, Sector-27, Chandigarh

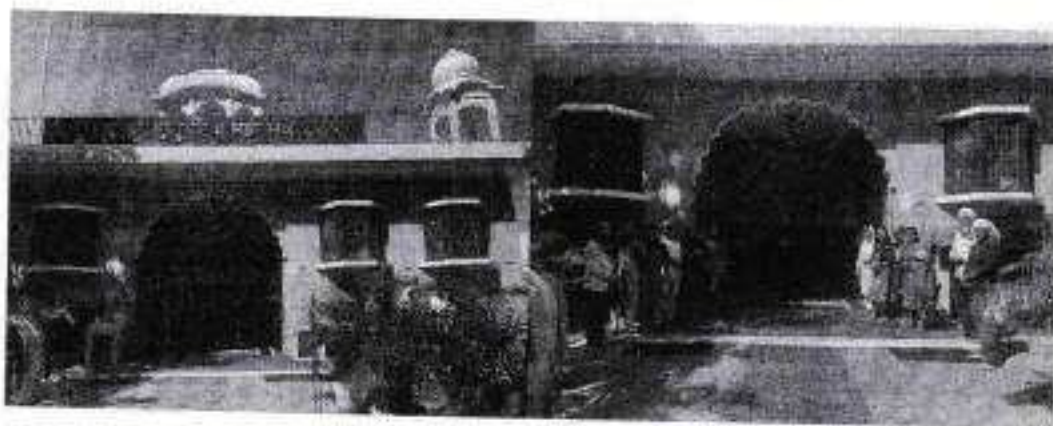
The second destination was the Sanatana Dharma Mandir in Sector 27, Chandigarh. The temple is devoted to various Sanatani deities, such as Lord Shiva, Lord Vishnu, Goddess Durga and Goddess Lakshmi. The temple has a magnificent architecture with domes, pillars and statues. The temple was decorated beautifully on occasion of Navratri. The students explored and enquired about the history and diversity of Sanatan Dharma, which is considered the oldest religion in the world.

They also explored and enquired about the Vedas, the Upanishads, the Bhagavad Gita and other sacred scriptures of Hinduism.



Santan Mandir, Sector-27, Chandigarh


The third and final destination was the Gurudwara in Sector 19, Chandigarh. The Gurudwara is a place of worship for the Sikhs, who follow the teachings of Guru Nanak and his successors. The Gurudwara has a simple and elegant design with a dome and a flagpole. The students explored and enquired about the history and philosophy of Sikhism, which is based on the concept of one God and equality of all human beings. They also learned about the Guru Granth Sahib, the holy book of Sikhism, which is regarded as the living Guru.




Gurudwara, Sector-19, Chandigarh


The visit was a valuable learning experience for the students, as they gained knowledge and insight into three major religions of India. They also developed respect and appreciation for the diversity and harmony of Indian culture. The visit was peaceful and enjoyable, without any hurdles or difficulties. At the end of the visit, the students had a little snack break at a nearby restaurant. They took this opportunity to discuss what they had learned from the visit and to share their opinions and reflections with each other. They also thanked their teachers for arranging such an informative and interesting visit.

Coordinating Committee

Dr. A.K. Srivastava (Dean) 

Dr. Mukhtiar Singh (Associate Professor) 

Dr. Sanjeev Kumar (Associate Professor) 

Dr. Rajni Thakur (Assistant Professor) 

Dr. Sapna Nanda 

Principal.

Reporting by : Shikha Sharma and Kritika Thakur (M.Ed Students), October 30, 2023

CC. 1. NAAC

2. College Website

3. College record

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

PARTICIPATION IN COMMUNITY SERVICES

Session 2022-2024

Submitted to

Mr Sanjeev

Submitted by

Chakshita thukral

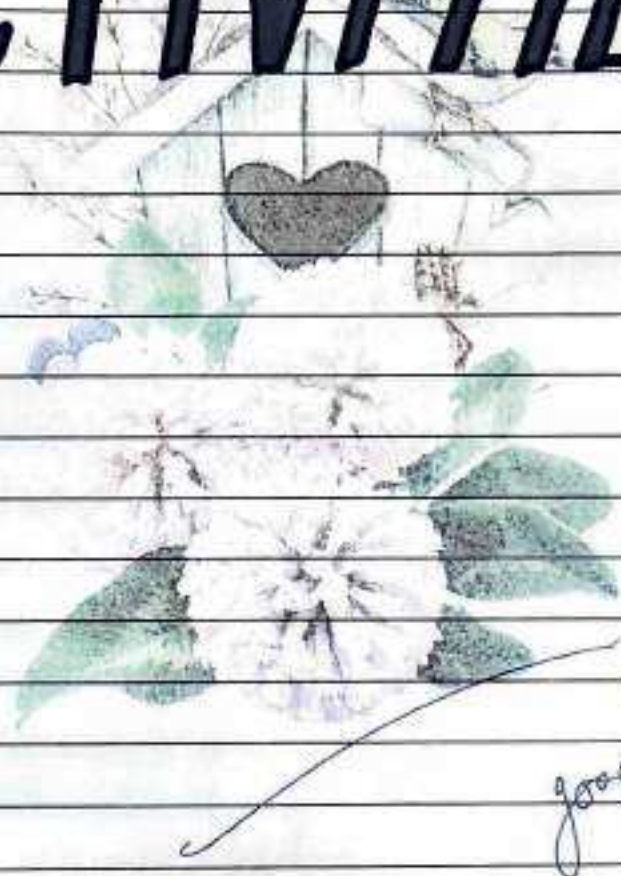
Roll No.- 233

Class - B.Ed 4 Sem. (A)

TOPIC.....

Date:.....

ACTIVITIES



good

[Signature]



VOTER'S DAY RALLY

On January 25, 2024, a vibrant Voter's Day rally energized Sector 20, Chandigarh, as college students rallied to promote civic engagement and democratic participation. Adorned in patriotic colors, students marched with banners and placards advocating for voter awareness and the importance of exercising the right to vote. Chants of empowerment and democracy echoed through the streets, drawing the attention of passersby and residents. The rally served as a platform for students to voice their concerns and aspirations for a better future, emphasizing the significance of their role in shaping the nation's destiny through electoral participation. Amidst cheers and applause, speakers delivered impassioned speeches, urging fellow students to register and vote responsibly. The event culminated in a pledge-taking ceremony, where participants vowed to uphold the democratic values and principles of Voter's Day. The rally not only showcased the enthusiasm of youth but also reinforced the essence of democracy in the heart of Chandigarh.

REPORT ON NATIONAL VOTERS DAY CELEBRATIONS AND RALLY ON ELECTION AWARENESS

REPORT ON THE RALLY ON THE ELECTION AWARENESS, VOTERS DAY CELEBRATION

INTRODUCTION

National Voters' Day is celebrated annually in India on 25 January to mark the foundation day of Election Commission of India. It established by the Government of India in order to encourage more young voters to take part in the political process, and first celebrated 25 January 2011.

13th NATIONAL VOTERS DAY 2024

The national voters day is celebrated on 25 January. The main objective behind this celebration is to encourage facilitate and maximise enrolment especially for the new voters. The day has been celebrated since 2011 across the country to mark the foundation of the election Commission of India that is 25th January 1950.

It is celebrated every year with a particular theme. It is not only encourage the youth to participate in the electoral process but also focuses on the right to vote as a basic rights.

NATIONAL VOTERS DAY SIGNIFICANCE

India is a democratic country every citizen has the basic right to vote. He or she has the right to select his leader to whomever they think is capable of leading the nation, during the problems of common people, bringing about change etc. National voters day is a significant root of India as the future of the country lies on the leader that we choose.

NATIONAL VOTERS DAY 2024

The theme for the year 2024 national voters day 'Nothing like voting', I vote for sure' is dedicated to voters and conveys individuals feelings and aspiration towards participation in the electoral process through the power of their vote.

In our college we have conducted series of competitions such as declaration context quiz competition, and speech competition, a rally was organized by electoral literacy club members on the topic National Voters Day.

RALLY ON NATIONAL VOTERS DAY

One day before National voters day students were asked to prepare posters on the theme for 13th National voters day such as 'nothing like voting, I vote for sure' and then next day on 25th January we all students with our posters got ready to start rally and at 10.00am we start rally from our college all participants were very excited for the rally and everyone had their posters with different slogan in their hands. The rally started from our college and moves the colony around the college. After reaching to the market few students were ready with their nukkad naatak on the theme of voters day to aware people to vote for sure in the upcoming elections. Nukkad naatak was based on the idea that what happens when we choose wrong leaders so it motivates everyone not to choose wrong leader and vote for a best leader for the country. After that we took photos and having banners and posters and slogans in our hands. After that for next activities we were gathered in a room where we have given choice to participate in any activities like speech, poem recitation, rangoli making. I have participated with my partner Aarti in rangoli competition on the theme of voters day.

CONCLUSION

Overall it was amazing and excellent experience for me. I have enjoyed a lot that day. And I have learned a lesson that what is the importance of a vote and I decided not to miss my chance to vote for a right leader.



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REPORT ON BLOOD DONATION CAMP

Date: 13 March 2024

One day blood donation camp was organized by the Government College of Education; sector 20 D, Chandigarh on 13th March 2024 under the esteemed guidance of red ribbon club incharge Dr. Kusum. Mr. Sunil Kumar Panghal, Asst. Director (youth Affairs)-cum-Incharge (Blood Safety) Chandigarh State AIDS Control Society, International Hostel, Madhya Marg, Sector-15-A, Chandigarh were the Guest on the occasion and Our principal Mrs. Dr Sapna Nanda, she inaugurated the camp along with Dr. Ravneet Kaur Head, Department of Blood Transfusion, Government Medical College of Hospital, Sector 32 and RRC incharge Dr. Kusum. The session started with motivational lecture by Dr. Kshitija Mittal Assistant Professor from Government Medical College of Hospital, Sector 32 where she highlighted the importance of blood donation. She discussed about the need of blood to save human life, components of blood that can be used, the situations and diseases where blood transfusion is required. She continued her discussion with the importance of voluntary blood donation and why blood given voluntarily is the best type of blood donation that a person can do. She also emphasised on the fact that blood is replenishable and there is no major effect on donator health whatsoever. 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, not being on periods for females, etc.). After this selection, the donor is asked to lie down and the blood is taken under careful observation of the doctors with clear labelling and careful handling of the collected sample. After the blood has been taken, the donor is monitored by the onsite doctors for a little while so that they can make sure that the donor is in perfect health. Then all the students were motivated to donate blood and save lives, and the result was that the students of the college enthusiastically participated in the blood donation camp. All volunteers were awarded with a brooch and a certificate by Madam Principal, Students of both semesters took part in blood donation camp enthusiastically along with teaching and non-teaching staff. Refreshment was also given to donators. Team of 13 doctors were there to assist and guide donator.

ACTIVITIES


Red Ribbon Club organized various competition on 13 march 2024 on the theme of "Aids Awareness" and "Blood Donation" in the premises of the Government College of Education Sector 20D, Chandigarh. The whole event was organized under the supervision of the In charge of the Red Ribbon Club Dr. Kusum. The competition was organized as follows: Poster Making (Room No. 28), Slogan Making (Room No: 27), Tattoo Making, Cartoon Making and Face Painting (R001n No: 4). Rangoli Making in front of Auditorium and Reel Making was allowed anywhere in college premises. Students of the B.Ed. 2nd and 4th semester participated in this competition.

The activities for the competition were as below

- a) Rangoli Making
- b) Cartoon Making
- c) Tattoo Designing
- d) Face Painting
- e) Poster Making
- f) Slogan Writing
- g) Reel Making

My ROLE

I have participated in slogan writing competition. It was an outstanding experience for me while writing best slogan to create awareness about the importance of blood donation. After finishing the competition we were provided with refreshments we enjoyed it a lot. Then further the results of all competitions were announced.



CONCLUSION

The students expressed their views and thoughts about the theme "Aids Awareness" and blood donation drawing posters, writing slogans, designing tattoos and cartoons along with making different colourful Rangoli. One could see and feel the enthusiasm that the students had in their presentations. This activity kept the sus engaged and was organized to aware and encourages creativity of the students. All the participants participated earnestly in the competition. They all come up with amazing creativity .



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GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20D, CHANDIGARH

Case Study, Action
Research, Assessment
Record and Co-curricular
Activities

GMSSS 27C, Chandigarh

Pedagogy of Mathematics

Submitted By:

Kriti Shukla

B.Ed. II (Sem III)


University Roll no.- 22053092

College Roll no.- 252/22

Submitted To:

Dr. Upasna Thapliyal

GCE 20D, Chandigarh



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

Session 2022-24

This is to certify that KRITI SHUKLA
University roll no. 22053092 College roll no. 252/22
has completed the school internship programme in our school
GMSSS 27C, CHANDIGARH from 7th AUGUST 2023 to
30th NOVEMBER 2023. She/ He has participated in organising various
co-curricular activities (Literary, Dramatics, Fine arts and Sports),
maintained assessment records and conducted Action research
and Case study under our guidance and supervision and is thereby
eligible in her/ his Skill in Teaching Examination.

General Remarks Pupil Teacher enthusiastically
conducted co-curricular activities

Date 30/11/2023

Principal's
Signature

School Principal's
Signature
Govt. Model Sr. Sec. School
Sector 27-C, Chandigarh.

Paul
Teacher Incharge
Signature

Student Details

Case Study

Report

Case Details

School: G.M.S.S.S 27C, Chandigarh

Student Details

Name: T. Shruti

Class: 8th

Age: 13 years

D.O.B: 20 March 2010

Gender: Female

Hobbies: Dancing

Address: 1039/2, Sector 30B, Chandigarh

School: Government Model Senior Secondary School, Sec 27C, Chandigarh

Studying here since: 1st standard



Family Details

Father's Detail

Name: T. Ravi

Age: 35

Shruti did not want to talk about her father more than this so the pupil teacher did not ask for more details

Mother's Detail

Name: T. Santosh

Age: 33

Education: High school pass

Occupation: Caretaker

Salary: Rs.14,000/-

Marital Status of parents: The parents are not divorced but live separately from each other, the father also does not talk to the children and takes no responsibility of them.

Sibling's Detail

Name: T. Somesh

Class: 6th

Age: 11 years

Gender: Male

School: Government Model Senior Secondary School, Sec 27C, Chandigarh

Personal History

Shruti is a well-mannered, soft-spoken girl with lots of friends in the class. She has always been a brilliant student in studies and even managed to rank among top three students in the class during her primary school. Shruti's mother and father live separately from each other. Shruti, her mother and her brother live in a small rented house. The family is originally from Tamil Nadu but her mother and father shifted to Chandigarh in search of livelihood in 2013 when Shruti was 3 years old and her brother was 1 years old. Both the children were admitted into school at normal time and have never faced a year gap for any reason. Shruti's parents separated when she was in 3rd class and that's when her mother started to search for work. She did odd jobs and then finally settled as a caretaker for an old lady which is where she is employed till now. When asked about whether she feels the absence of her father in her life, she said that she remembers very little of him but does feel the absence of her father from her life.

Health History

Early Age: Shruti was a normal healthy baby when she was born and had been vaccinated properly in her childhood.

Age 5 to 10: Shruti started having stomach infections at the age of five. At first stomach pain was bearable but then it became too much to handle and her mother consulted a doctor in government dispensary where she was treated. Shruti started to become sick frequently and as a result developed various diseases throughout her early years including jaundice and dengue.

Age 10-present: Shruti started having her periods at the age of 10. At first, they were normal but then they became less frequent, occurring once every three months and became much too painful to handle. The time durations of the period also increased from the normal 5-7 days to 9 days of continuous bleeding. Her week

immunity was also affected adversely due to this situation and her health deteriorated.

Educational History

Shruti was admitted to school at the age of 4 in pre-primary class and then continued in the current school from 1st class. She has always been a good student and even managed to achieve one of the top three positions in the class. Shruti is very serious about her studies. She is well behaved in the classroom and even gives answer when asked. Even after losing regular school due to her problems, she still managed to cover her studies and balance her education.

Behavioral History

Behavior according to teachers: According to her teachers, Shruti is an obedient student, well-mannered and well-disciplined. She is an active participant in the curricular as well as co-curricular activities organized in the school.

Behavior according to classmates: According to her classmates, Shruti is a soft spoken and kind girl who helps them whenever needed. She has never fought with or behaved rudely with anyone in the class.

Behavior according to friends: Shruti has many friends. All her friends have said that she is a good friend and she entertains them with her silly antics.

Behavior according to Pupil Teacher: the pupil teacher first met Shruti when she was allotted 8th class to teach math. Shruti attended the classes with enthusiasm and answered the questions put up by the P.T. rather well. Shruti's behavior in the classroom was normal and during the first two weeks of teaching.

- After two weeks Shruti missed a whole month of school due to her condition. When she returned to the school, she was very weak and her attention in the classroom was also affected.
- After talking with her teachers, P.T. found that whenever her periods arrived (which is normally once in three-four months), Shruti has problem concentrating on her studies and sitting in the class because the problem leaves her too weak to behave normally. Shruti also contracted another stomach infection which made her condition worse.

Detail of Problem

Problem faced by Shruti

Shruti was diagnosed with a **week immunity system** at a very young age of 6 when she started having regular. The doctors said her week immunity was hereditarily because her mother also faced it during her childhood. The problem was treated accordingly by a doctor at that time and Shruti was told to take proper precautions. Later, when she started having her menstruation at the age of 10, the infections started occurring more frequently than in the past. Her periods also did not occur monthly, they were irregular, very painful and lasted up to 9-10 days.

The most recent episode

Just after two weeks of the start of P.T.s internship in the school, Shruti missed her classes and did not come again to the school for three weeks. When she came back again, she became sick in the class and was immediately taken away to her home by her mother. When the P.T. asked her about this, Shruti said that her periods came immediately after one another with a gap of only one week and each of them lasted for complete 9 days. Due to this, she missed a lot of revision classes and was very behind on her syllabus for the semester examinations.

Effect of this problem on Shruti's regular life

Shruti was normal girl before the onset of her problem and she continues to be one at present. But whenever her periods occur, they hamper her regular life and after they finish, they leave her very weak for a few days. Her week immunity also does not help with the situation as she is more prone to infections and diseases than a normal child.

Effect of this problem on Shruti's school life and education

Shruti is normally a fairly regular student who does not fear coming to school. But due to her problem, she misses a lot of school once every couple of months. This causes her to miss out on a lot of studies at school. Shruti also goes to tuition to help her cope up with whatever she has missed in her school. When she was in 6th standard, due to her problem she also missed her semester examinations as she was not able to sit in the class for giving her examination.

Remedial Measure

The P.T. had taken up the case of Shruti to study for this report because many young girls suffer from what Shruti is suffering and not all of them get the support of their teachers to participate actively in activities. Later on, they continue their studies just as a formality and such conditions always hamper them in participating with full enthusiasm. The P.T. took the following remedial measures to help Shruti in coping up with her problem

- The P.T. asked the teachers to continue to support Shruti in her academics as well as encourage her to participate in various co-curricular activities organized in the school, including sports activities.
- The P.T. asked Shruti's classmates to continue to support her in coping up with missed classes and to tutor her whenever she requires it, whether it be in providing her with the details of homework given or guiding her to complete her missed work.
- The P.T. provided full support to Shruti in the days of her internship. P.T. tutored her separately whenever possible especially when Shruti missed three weeks of school just before examinations.
- The P.T. advised Shruti to properly pay attention to her health, especially during change in seasons. Doing proper yoga and exercises as well as eating healthy will help in keeping her healthy.

Conclusion

To conclude this case study, Shruti suffers from a serious problem but with proper medication and support it is manageable. Shruti is a very wonderful and hardworking student. The P.T. hopes that she continues to be brilliant in her studies with the support of her teachers, friends and family.

John

GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20-D CHANDIGARH

SESSION 2023-2025

PEDAGOGY OF ENGLISH

(LESSON PLAN)

SUBMITTED TO:

Dr. BALWINDER KAUR

SUBMITTED BY-VANDANA

ROLL NO.: 703

CLASS - M.Ed 1st

Date - 11 Feb 2024

Class - 9th

Duration - 45 minutes

Pupil Teacher Roll no - 703

Subject - English

Topic - 'The Sound of Music'

I INSTRUCTIONAL OBJECTIVES:

1. General Objectives - The students will be able to:
 - Understand the linguistic skills.
 - Develop their vocabulary.
 - Understand the organisation of ideas and information.
 - Knowledge about pronunciation, stress, intonation etc.
2. Specific objectives - After reading the prose, the student will:
 - Acquire knowledge of new words and phrases.
 - Understand the theme of lesson.
 - Be able to relate with the characters.

II INSTRUCTIONAL AIDS-

1. General Aid - Chalkboard, textbook.
2. Specific Aid - Flash cards, real objects.

III PREVIOUS KNOWLEDGE ASSUMED - The pupil

teacher assumed that:-

- a) The student can read simple sentences.
- b) They have basic knowledge about the 'Music'.

IV. PREVIEW - The pupil teacher will show the flashcards and ask the questions-

Q1. Tell me the name of some musical instrument.
The musical instruments are - Tabla, gita, sitar etc.

Q2. What we call those people play these instruments?
We call them "Musicians".

Q3. How it feels to listen to music?
It feels to enjoy.

Q4. Why the music make us feel good?

Problematic Question

V. ANNOUNCEMENT OF THE TOPIC -

The pupil teacher will announce the topic as, "well students, today we shall read the poem 'The Sound of Music'".

VI. PRESENTATION -

1. Pre-Reading stage - (Introduction)

The pupil teacher will tell about the writer of the poem. "Evelyn Coplevie (19 July 1965) is a Scottish percussionist, is internationally renowned despite her profound deafness since age 12. She revolutionised percussion, collaborates widely and advocates for deaf awareness."



2. Reading Stage -

i) First Model Reading - The teacher will read the passage with proper pause. The students will listen and their books will remain closed. The pupil teacher will write the word meaning on the board and students will note it in their notebooks.

WORD MEANING

1. Inspiration - courage
2. Handicap - disability
3. Percussion - tabla
4. Priority - preference
5. Accomplished - complete

ii) Second Model Reading - The pupil teacher will take up second model reading and the books will be opened.

iii) Explanation of Unfamiliar References: The pupil teacher will show the flash card objects to the students to tell them about the new instrument from which music is produced and also tell the names of the instruments.

Musical Instruments



xylophone



Flute



Pan Flute

iv) Silent Reading - The students will do silent reading to understand it and grasp the word meanings.

v) Comprehension - The pupil teacher will explain the passage in summarized form. The student will listen carefully and questions will be asked in between to facilitate understanding.

SUMMARY

PART-1

Evelyn Glennie, a Scottish multi-percussionist, defied her deafness by sensing music through vibrations. Despite losing her hearing at 11, she pursued her passion relentlessly. Recognized as India's inaugural guesting artist, she earned him numerous accolades, including the Bharat Ratna. He showcased Indian music worldwide, performing at esteemed venues like the Lincoln Centre Hall and events such as the Cannes Art Festival. Tehran even named its opera house in his honor. Despite international acclaim, Khan remained deeply rooted in India, particularly Benaras. His legacy of soulful music endures.

vi) Loud Reading - The loud reading will be done by the students to get good learning of pronunciation, stress and speed of reading.

vii) Taking up difficulties - The pupil teacher will take up the doubts of the students.

3. Post Reading stage -

VII RECAPITULATION

The pupil teacher will ask some questions to test their understanding:

1. Fill in the blanks: How old was Evelyn when she went to Royal Music Academy? 18 years old.
2. Who thought of impressing the sound of the Pungi?
A Barber.
3. How is the shehnai different from the Pungi?
Shehnai has a better sound.

VIII HOME ASSIGNMENT

Write a short paragraph about Alim Khan and write all the words and meaning.

11/1/24