



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



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



## CRITERION 2

### KEY INDICATOR- 2.3 Teaching Learning Process

#### 2.3.6 – Exposure to students about recent developments in education

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# 1. SPECIAL LECTURE BY EXPERTS

**GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH**

**REPORT**

**(24<sup>th</sup> AUGUST, 2022)**

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

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

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

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

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

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



## SOME GLIMPSES OF WORKSHOP







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

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

CC:

1. For Office Record
2. For College Website

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20 D, CHANDIGARH

REPORT ON

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

(4<sup>th</sup> November, 2022)

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

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

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

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

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

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

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


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

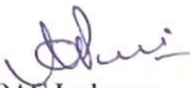
Some Glimpses of the Event:







  
Event Coordinator  
Dr. Rajni Thakur

  
IQAC Incharge  
Dr. Anjali Puri

  
Principal  
GCE20, Chandigarh

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

**EXTENSION LECTURE “Sarthak Shiksha”**

REPORT

Dated 10/10/2022

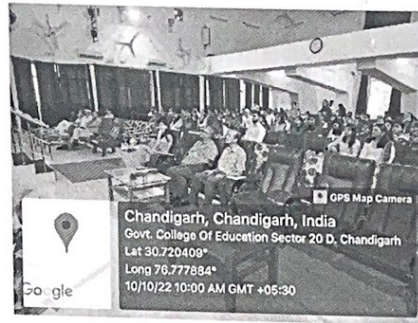
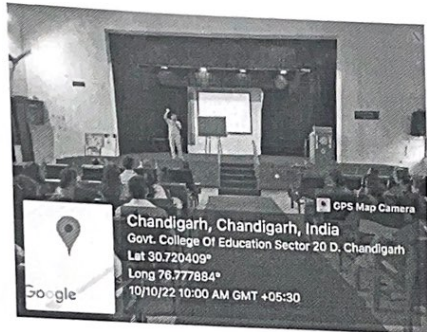
An Extension lecture was organized for the students of M.Ed., B.Ed. and PGDG&C classes on the topic “Sarthak Shiksha”. The lecture was delivered by Acharya Sh Rajesh Bahuguna ji who is presently working as Education Consultant in Anand Niketan Group of School, Gujarat. Principal of the college Dr. A.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

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

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



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



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

Extension Lecture Committee

Dr Nisha Singh

Dr Suman Khokhar

Principal





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



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

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

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

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



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



(Dr. Gulshan Sharma)

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



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



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

Coordinator  
Skill-in-Teaching  
CC:

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

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

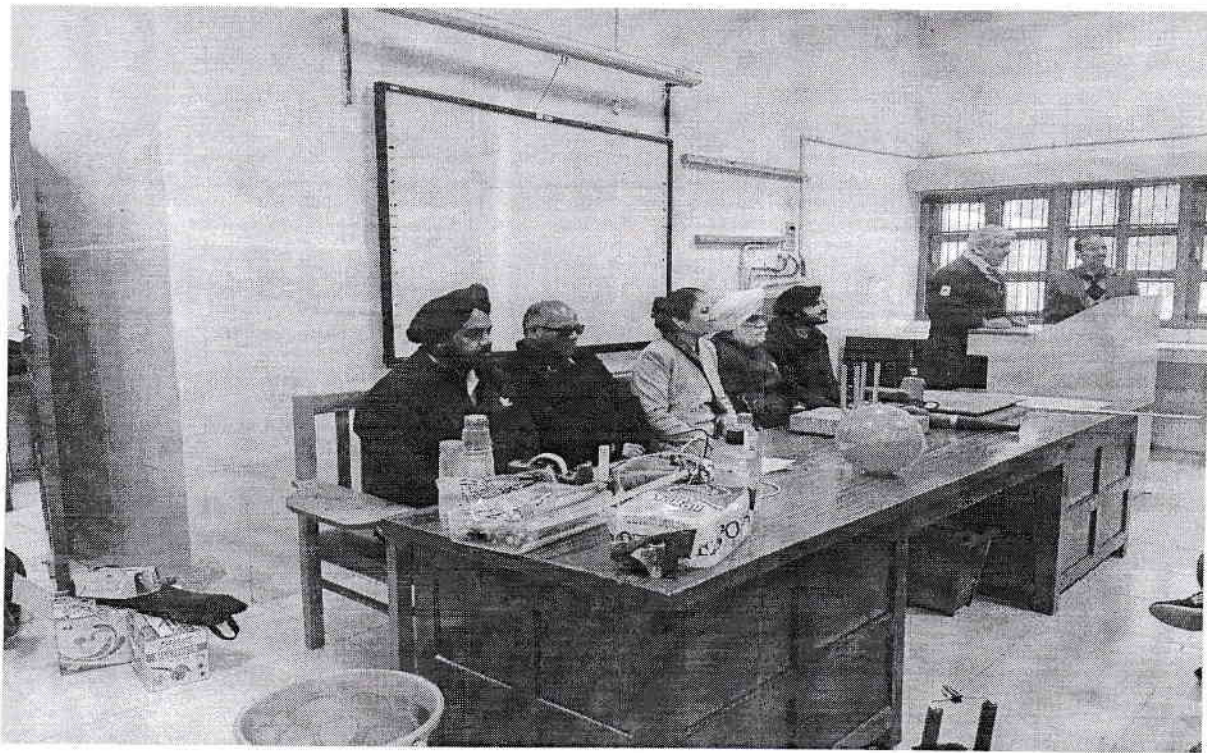
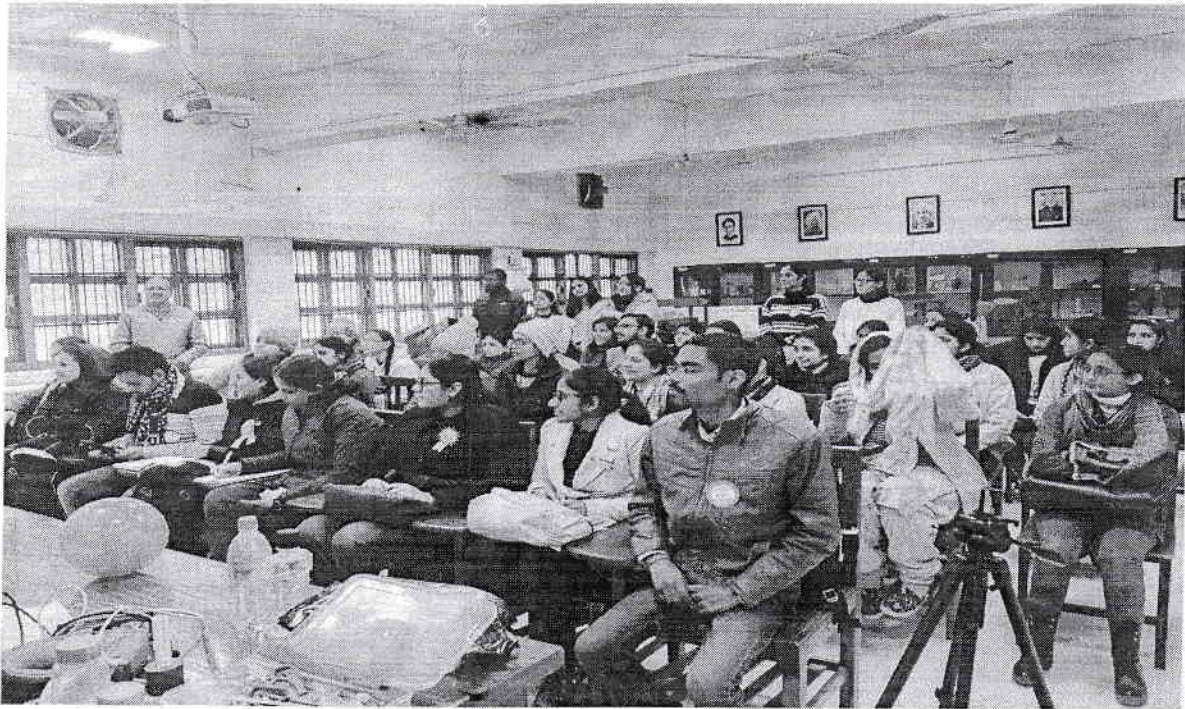
**REPORT OF SCIENCE CLUB 'NAVONMESH' ACTIVITY –  
TEACHING SCIENCE THROUGH SIMPLE DEMONSTRATIONS**

**ON 06-01-2023**

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







*Singh*  
In-Charge Science Department

*4/2/2023*  
Principal



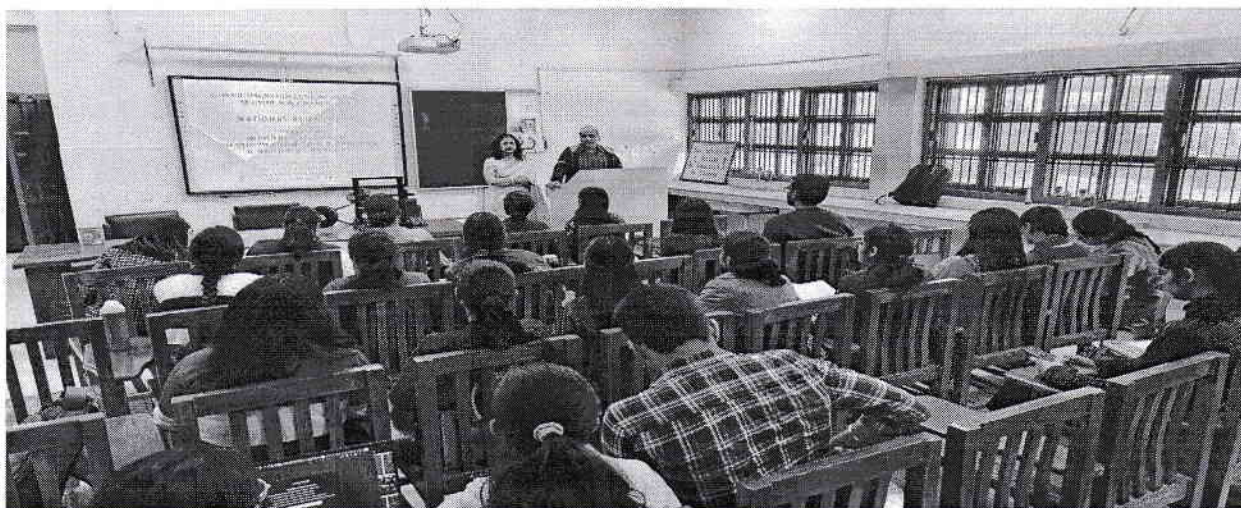
## GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

### NATIONAL SCIENCE DAY

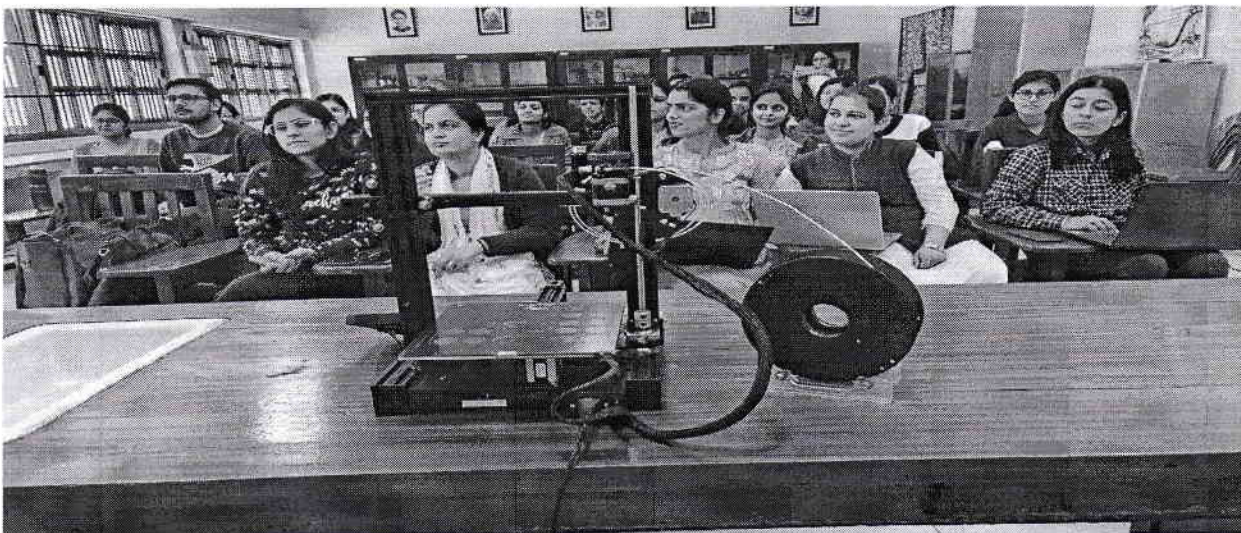
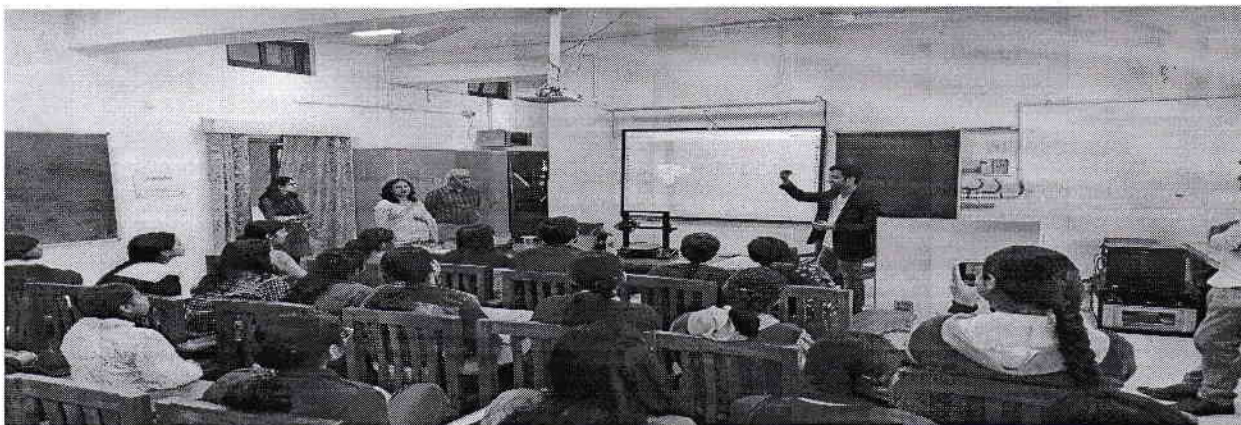
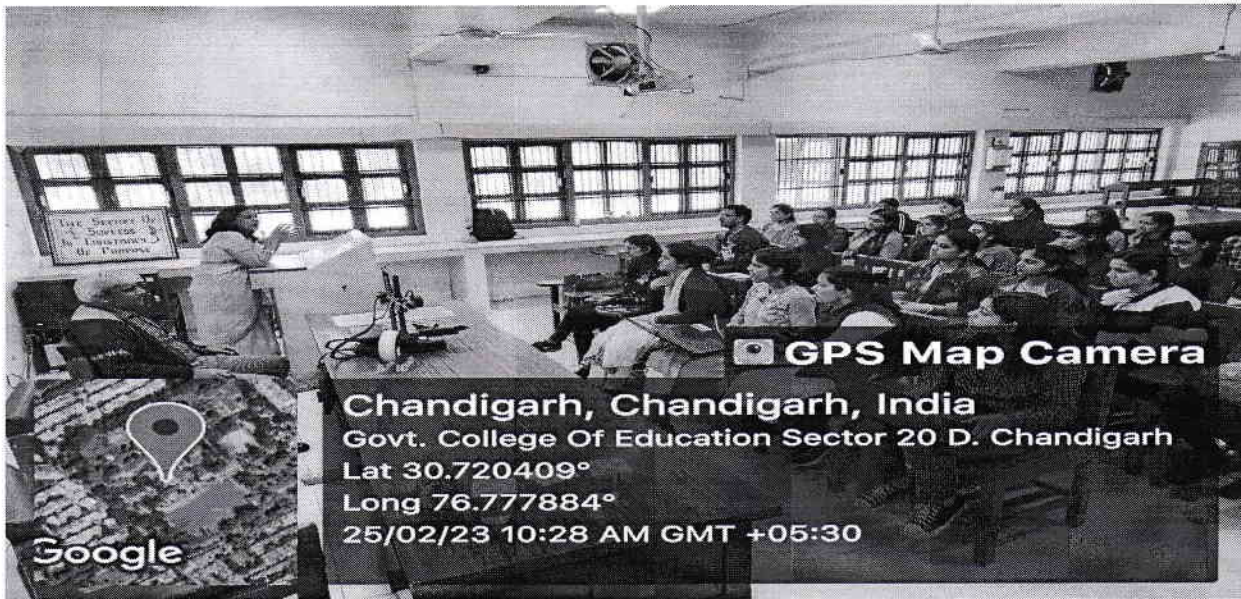
#### REPORT

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

#### Glimpses of the workshop







*Sanjeev*  
25/2/23

Dr. Sanjeev Kumar  
In-Charge Science Club

*Sanjeev*  
25/2/23

Principal



## 2. BOOK READING AND DISCUSSION ON IT

GOVERNMENT COLLEGE OF EDUCATION  
SECTOR 20-D, CHD

F-4.5

Reading and Reflection  
on Text

Session 2021-23

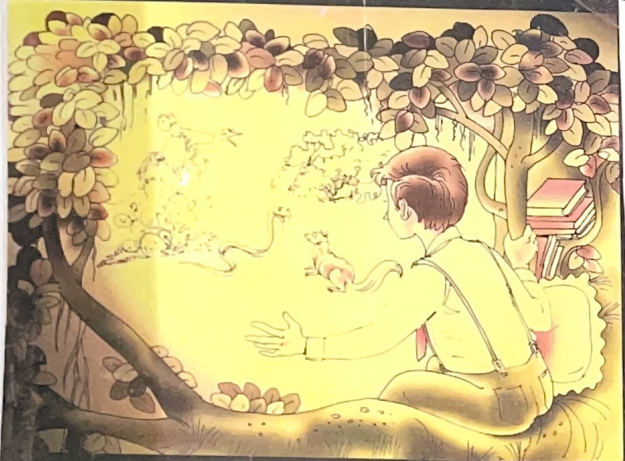
Submitted By: Sonam Bhatia  
B.Ed Sem 4  
18

Submitted To: Dr. Aarti Bhatt

Bhatia  
6/3/23

# HONEYSUCKLE

TEXTBOOK IN ENGLISH FOR CLASS VI



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

## BOOK REVIEW

### About Book.....

- \* Book :: English Language - Class VI
- \* Name of the book - Honeysuckle
- \* Board : CBSE
- \* Publisher : M. Siraj Anwar [Head]
- \* Chief Editor : Shweta Uppal
- \* Illustrations :: Bhushan Shaligram
- \* Cover and Layout : Shweta Rao
- \* Date of printing :: August 2019
- \* Price :: ₹ 65.00
- \* Director :: National Council of Educational Research and Training



# CONTENTS

Sr.no.    Topics

Unit 1

1. Who Did Patrick's Homework
2. A House, A Home (Poem)

Unit 2

3. How the Dog Found Himself a New Master!
4. The kite. (Poem)

Unit 3

5. Taro's Reward
6. The Quarrel (Poem)

Unit 4

7. An Indian - American Woman in Space:  
Kalpana Chawla...
8. Beauty (Poem)

Unit 5

9. A Different kind of school
10. Where Do All the Teachers Go? (Poem)

Unit 6

11. Who I Am
12. The Wonderful Words (Poem)

Unit 7

13. Fair Play

Unit 8

14. A Game of Chance

15. Vocation (Poem)

Unit 9 16. Desert Animals

17. Whatif (Poem)

Unit 10 18. The Banyan Tree

## Objectives of Book

- \* To Develop reading and Comprehension skills.
- \* To Identify the view point of different Characters.
- \* To Identify and comprehend the meaning of new words.
- \* To increase interest of book reading among the students.
- \* To increase the vocabulary of students.
- \* Literacy aptitude is developed.
- \* Infer the importance of being responsible.
- \* To comprehend the use of figurative learning.



# Introduction

A textbook is a book that contains comprehensive information about a course or a subject that a student needs to get through the academic year.

Textbooks are produced to meet the needs of educators, usually at educational institutions.

Textbooks are considered as an aid in teaching and learning process. It is especially designed by the expert according to the level, interests and learning of students. It is usually used by teachers (educators), parents and students.

\* Textbook provides framework for what is taught, & how it is taught.

① Presentation:- In the starting of the book, Constitution of India is given, in which all fundamental duties and rights have mentioned.

② Table of Content:- Content is divided into 3 parts, which contains 10 units in total. Each unit has one prose and one poem except unit 7 and 10.



③ Activities :- Activities are also given and highlighted with kind of Box shape.

④ Illustrations :- Almost unit has contain pictures related to the topic which seems attractive and colourful.

⑤ Each unit has two types of Activities.  
\* Pre Reading Activities ( Before You read)  
\* During Reading Activities

⑥ Notes and Guidelines for the Teacher are also Given.

⑦ Each unit exercises are Based on following headings.

- Working with The Text & Poem.
- Working with Language
- Speaking
- Writing
- Dictation

## Weakness

Some of the noticeable weakness are also present

which may indirectly affect the reader.

⇒ Each unit has activities but it is almost Question Based, it lacks perform task or activity.

⇒ Cover page is not appropriate as per language Book.

⇒ Paper Quality is quite low.

⇒ There is no any kind of Illustrations in poem.

⇒ Some Activities shows Gender Biases. because it shows only Boys not girls.

⇒ Some pictures are low in quality and black & white.

## Advantages

\* Meets the need of students: The book is carefully designed according to the level of students.

\* Language of Book is simple and easy to



understand.

- \* Attractive and colourful illustrations are also used which arouses the interest of student.
- \* Guidelines are also given for teachers and students.
- \* Curriculum is designed according to the mental ability and age of students.
- \* It contains proper reading material, variety of topics, Pictures, Illustrations, List of difficult words, Sequence of Content, Activities etc.
- \* It is designed to make students aware about their life problems & challenges and how to tackle and deal with that problem and find its solution.
- \* Students can easily apply their knowledge in their life and it also helps in many aspects of life.
- \* The Book Honeysuckle follows the principle of Curriculum in every aspect.



# Recommendations

- Cover page should be designed according to the course of English [language].
- Fine Paper should be used for printing of book.
- While Designing book Colourful and appropriate Illustrations should be used in poems also.
- References and Glossary should be given at the end of book or chapters for highly creative and normal students.
- Activities should not be Gender Biased. It should be designed free from any kind of Boundations. More.
- Colourful pages should be used for making the book more attractive & Captivating.

## Conclusion

In Conclusion, I would like to say that the book is Designed beautifully to enhance the

Topic \_\_\_\_\_

Date \_\_\_\_\_

Intelligence of students and it is very important for Class 6 students. The Authentic and Creative exercises are very helpful for students to enhance their skills and knowledge. Guidelines are also given which helps the teacher in his/her professional growth. It also strength oral communication skills and prepares students for their future. Students learn that how to make their communication effective in class, school & society. Books also helps in improving their vocabulary.



Topic \_\_\_\_\_

Date \_\_\_\_\_

# ANALYSIS OF TECHNIQUES OF TEACHING OF CLASS B.Ed.

## About Book .....

Name of the

Book - Techniques of Teaching

Publisher - Kalyani Publishers

Author - K.K. Bhatia

Book :: For ~~BEd~~ students [Punjab University].  
Semester I.

Edition :: Second Revised Edition, 2020

Price :: ₹ 180.00

Techniques of Teaching book of Class B.Ed. Ist year is well written textbook. Book is written by K.K. Bhatia. In the book all techniques are defined, well presented, suitable and appropriate examples are given which is indeed helpful for future teachers [pupil teachers] to teach effectively and in a efficient way.

## About size and Overlook of Book

The Book. Techniques of Teaching includes 4 Units, each unit has three parts which are systematically arranged and well presented. It seems <sup>but</sup> interesting and very helpful for B.Ed students not only for exam purpose, for effecting teaching too. The size of the book <sup>is</sup> appropriate and easy to carry. The layout of the ~~text~~ is quite suitable.

## About Selection and Organisation of Content

The Content of Book is appropriate as per the



syllabus. Each unit has one specific topic, it covers all concepts regarding that specific topic. All topics are covered properly.

Detailed list of chapters are also given which makes it easy to understand and find out any particular topic or heading easily. Also the language and vocabulary is simple & comprehensible for the learner.

## About Printing & Binding

Printing and Binding are essential for a good book. Page quality is too good. The size of text is appropriate and clearly visible.

The concepts are very well explained with the help of diagrams, diagrams are very well printed & highlighted which makes book more attractive and interesting.

Also the binding is good & overall the book is well managed and oriented.

## Language and style of Presentation



The language of the Book is quite simple and appropriate according to the level of learner but some places its difficult too but according to the content it requires that difficulty level. The style of presentation is very good, it covers content, content is given in form of points which makes the concept easily understood and learnable. Appropriate examples are also mentioned in content.

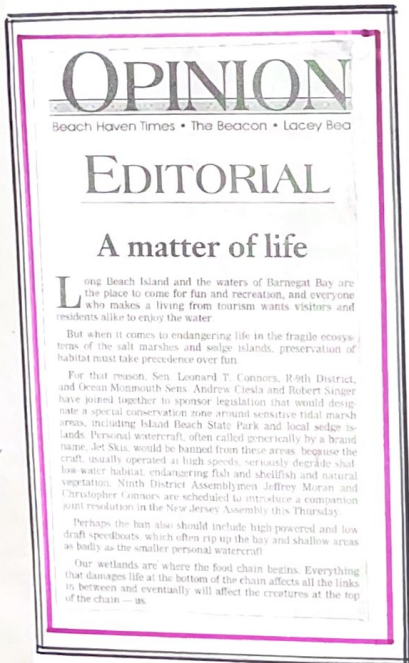
## About the coverage of Syllabus

The Book covered whole syllabus of B.Ed 1st sem as perscribed by Punjab University. All content and topics are covered with appropriate examples which makes book <sup>more</sup> attractive. It tells about that which techniques should be used ~~while~~ teaching in class.

It covers all aspects that is required for a B.Ed student.

Cover page of the book is colourful & beautifully designed. Illustrations are also given at their required place.





# Analysis of Editorial

Topic :- A matter of life

## Introduction

Long Beach Island and the waters of Barnegat Bay are places for fun and recreation & everyone who earns money from tourism wants visitors and residents to come and enjoy the water.

## Theoretical Frame of the study

Theoretical frame of the study contain two paragraph with black coloured letters.

## Description of the Text

Our wetlands are where the food chain begins. Everything that damages life at the bottom of the chain affects all the links in between and eventually will affect the creatures at the top of the chain — us.

So, Preservation of habitat must take precedence over fun. Personal watercraft and Jet skis should be banned from these areas because it harms low-water habitat, endangering fish, shellfish and Natural Vegetation too.

### Interpretation of the Text:

Text of the editorial could be easily interpreted as view points of the editor are clearly written with support of examples of real facts.

### Vocabulary

Use of good & simple words have made editorial more interesting and captivating

### Appropriate Title

The title of the editorial is focus on saving Endangered life. [“A Matter of life”]. The title is appropriate and suitable also has a deep meaning in it.

### Purpose of Editorial



To Draw the reader's attention towards focusing over Wetland and Endangering fish & think about it. That how Everything that damages Wetland & Endangering life affects the food chain which will definitely affects Creatures at the top of the chain [Us].

### Conclusion:-

It can be concluded the editorial highlights Wetlands and species [endangering life] face challenges and how it would be overcome by banning of Jet skis & Personal Watercraft.

# How COVID-19 is affecting people with mental health disorders



By Dr. Anish Shah, MD  
Mental health disorders are frustrating even in the best of times. In the face of the COVID-19 pandemic, people with mental

health disorders face unique challenges and additional risks for negative outcomes. Tens of millions of Americans are experiencing newfound unemployment. For people with psychiatric disorders, the consequences of job loss can be even more devastating than for healthy people.

The stress of unemployment, financial hardships, loss of trusted providers, and a near-complete loss of access to healthcare is more than enough to drive even the healthiest of people to a state of confusion,

long been recognized as key factors in homelessness, and an estimated 30% of chronically homeless people have a psychiatric illness. As COVID-19 continues to devastate communities, rising homelessness and substance abuse will increase, and people with mental health illnesses are at increased risk.

As social distancing, travel restrictions, and isolation become the status quo, access to healthcare providers, counselors, friends, and loved ones drops quickly. The result is an abrupt loss of access to support structures and mental health services.

## Analysis of Article

Topic :- How Covid 19 is affecting people with Mental Health disorders

\* Headline: The main Headline of the Article is "How Covid-19 is affecting people with Mental Health disorders" grabs the attention of reader.

\* Introduction

In the first paragraph Dr. Anish Shah, MD mentioned that Mental health disorders are frustrating even in the best time. During Covid 19 people with Mental Health disorders face unique challenges & additional risks for negative outcomes. Consequences of job loss are even more devastating.

\* Number of Paragraph

An ideal article should contain paragraph in short form which should contain crisp & interesting information to grab reader's attention.



In this Article, there are three paragraphs containing of facts about people with Mental health disorder.

### Sub-title of the Article

This Article Does not have any sub-title

### Description of the Article

In this Article, a detailed description of peoples with Mental health disorder are given. It tells about that how consequences of job loss can be <sup>even more</sup> devastating in people with psychiatric disorders in comparison to healthy people. The stress of Unemployment, financial hardships, loss of trusted providers, social distancing, travel restrictions, isolation adversely affect the people & increased the risk of Mental Illness.

### Vocabulary

Use of simple words have made this article easy to understand & even more interesting.

### Appropriate Title

The title of the Article is "How Covid-19 is affecting people with Mental Health Disorder". It is appropriate and suitable for this Article.

### Purpose of the Article

The Purpose of the Article is to grab readers attention towards the people with Mental Health Disorder. That how these people face unique challenges and frustration and these people need more attention and care from their loved ones and others also.

### Conclusion

It can be concluded that Article highlights the conditions of people with Mental Health disorder and what type of challenges they face & they will need more care & attention to face these challenges.

*Arav*



### 3. DISCUSSION ON RECENT POLICIES AND REGULATION

# CURRICULUM AND UNDERSTANDING THE DISCIPLINES

## Sessional Work

Submitted to :

Dr. Aarti

*Arati*  
1/5/23

Submitted by :

Isha Duggal

B.Ed. 1 (2<sup>nd</sup> Sem)

246/22

National Curriculum Framework for  
School Education (NCFSE - 2005)

GOVERNMENT COLLEGE OF EDUCATION

Sector - 20 D, Chandigarh

# National Curriculum Framework 2005

The National Curriculum Framework (NCF-2005) is one of the four National Curriculum Frameworks published by National Council of Educational Research and Training (NCERT) in India.

NCF was developed to review the National Curriculum Framework for School Education (NCFSE - 2000) in the light of the report, 'Learning without Burden' (1993). It received significant contributions from State Secretaries of Education and Directors of SCERTs, and participants of regional seminars organised at the RIEs.

The revised NCF opens with a quotation of Rabindranath Tagore's essay, 'Civilisation and Progress', in which the poet reminds us that a 'creative spirit' and 'generous joy' are key in childhood, both of which can be distorted by an unthinking



adult world. The framework provides the framework for making syllabi, textbooks and teaching practices within the school education programmes in India.

NCF 2005 document draws its policy basis from earlier government reports on education as 'Learning without Burden' and 'National Policy of Education' 1986-1992 and focus group discussion.

The approach and recommendation of NCF-2005 are for the entire educational system. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many state schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabi in 17 states. The NCERT gave a grant of Rs 10 lakh to each state to promote NCF in the language of the state and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made.

## Need of NCF

1) India is a multicultural society made up of numerous regional and local cultures. People's religious beliefs, way of life and their understanding of social relationships are quite distinct from one another. All the groups have equal rights to co-exist and flourish, and the education system needs to respond to the cultural pluralism inherent in our society.

2) To strengthen our cultural heritage and national identity, the curriculum should enable the younger generation to reinterpret and re-evaluate the past with reference new priorities and emerging outlooks of a changing social context.

3) Understanding human evolution should make it clear that the existence of distinctness in our country is a tribute to the special spirit of our country, which allowed it to flourish.

4) The cultural diversity of this land should continue to be treasured as our special attribute. This

(4)  
should not be considered a result of mere  
steerance. Education of a citizenry conscious of  
their rights and duties, and commitment to the  
principles embodied in our constitution is a pre-  
requisite in this context.

5) All our pedagogic efforts during the primary  
classes greatly depend on professional planning  
and the significant expansion of Early Childhood  
Care and Education (ECCE). Indeed, the revision of  
primary school syllabi and textbooks need to be  
undertaken in the light of the well known  
principles of ECCE and it is planned for it

## Main Features of NCF

### Vision and perspective of NCF

The NCF was framed considering the articulated  
ideas in the past such as

- To shift learning from rote method
- To ensure overall development of children.
- To uphold values enshrined in the Constitution of India.

- (5)
- To ensure quality education for all.
  - To reduce curriculum load.

### Focus of NCF or Guiding Principles of NCF

- Connecting knowledge of life outside the school.
- Enriching curriculum so that it goes beyond Textbook.
- Discuss the aims of education.
- Building the commitment to democratic values of equality, justice, secularism and freedom.
- Learning without burden to make learning a joyful experience.
- To develop a child centered approach and to promote universal enrolment and retention up to the age of 14.

The document is divided into 5 areas:

#### (i) Learning and knowledge

Learning should be an enjoyable act where children should feel that they are valued and their voices are heard. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued.



The curriculum should focus on holistic development of the students to enhance physical and mental development of an individual and as well as with the peer interactions.

#### Development and learning:

In order to bring about the overall development of the students, adequate nutrition, physical exercise and other psycho-social needs and addressed hence participation in yoga and sports is required. Learning should involve concepts, should be enjoyable.

#### Primacy of active learner:

Constructive learning has to be part of the curriculum. Students have to be encouraged to interact with peers, teachers. Situations and opportunities have to be created for students to provide students with challenges, encourage creativity and active participation for students.

#### Learners in context:

The foundation should be laid strong and firm, primary, upper primary and middle school should provide the space for children to explore and

develop rational thinking that they would imbibed in them and have sufficient knowledge of concepts, language, knowledge and validation procedures.

#### (ii) Curriculum area, school stages and assessment

It is important that each curriculum area is revised in depth, so that specific points of entry can be identified in the context of emerging social needs.

##### (a) Language:

- Three language formula system to be followed to address the challenges and opportunities of the linguistic situations in India.

- Medium of communication should be the mother language.

- The first language to be studied must be the mother tongue or the regional language.

##### (b) Mathematics:

The narrow aim of mathematics is to develop useful capabilities particularly those relating to numeracy - numbers, number operations, measurements, decimals and percentages. The higher aim is to develop the child's resources to think and reason mathematically. The emphasis for learning mathematics is that all students can learn and need to learn mathematics.

(c) Computer science :

• Enable the students to access sources of knowledge, interpret them, and create knowledge rather than be passive users.

• Promote flexible models of curriculum transaction

(d) Science :

Pedagogy of learning science should be designed to address the aims of learning science is to learn the facts and principles of science and its applications, consistent with the stage of cognitive development.

(e) Social sciences :

Social science is included in schools to assist students to explore their interests and aptitudes in order to choose appropriate university courses/careers. To promote problem solving abilities and creative thinking in the citizens of tomorrow.

(iii) Draw attention on four other areas

(a) Art education

To bring about complete development of the students personality and mental health, to appreciate cultural

heritage and develop respect for each other's work and connect to environment.

Compulsory subject upto class X.

(b) Health and physical education :

To provide theoretical and practical inputs to provide an integrated and holistic understanding of health, disease, accidents and physical fitness among children.

(c) Education for peace :

It seeks to nurture ethical development, with values, attitudes and skills required for living in harmony within one-self and with other including nature.

(d) Work and Experience :

Work based education aims at involving children in a variety of production or service oriented activities, to develop skills, positive attitudes and values through work and also to develop work related competences.

(iv) School and classroom Environment

• Physical environment has to be maintained favourable to students in terms of infrastructure, adequate light and ventilation and safe environment.



- Schools should also treat students with equality, justice, dignity and right of the students.
- Give equal opportunities for all students to participate in all activities without any bias.

(V) Assessment and Evaluation

A good evaluation and examination system can become an integral part of the learning process and benefit both learners themselves, and the educational system by giving credible feedback.

Grading and correction should be carried out in the presence of students.

# National Curriculum Framework For Teacher Education 2009 (NCFTE 2009)

SUBMITTED TO

AARTI BHATT MAM

SUBMITTED BY

PRAKRITI BANSAL,

ROLL NO. 274,

B Ed. 1st Year ,2nd Semester

*Aarti*  
1/5/23



### **National curriculum framework for teacher education, 2009: A review of its perspectives and relevance** Ness

The education commission (1964-1966) professed, “The destiny of India is now being shaped in her classrooms.” So did the National policy on Education 1986 emphasize: “The status of the teacher reflects the socio-cultural ethos of the society, it is said that no people can rise above the level of its teachers.” Such exhortations are indeed and expression of the important role played by the teachers as transmitters, inspirers and promoters of man’s eternal quest for knowledge. In this regard teacher education becomes an essential part of educational system. To prepare effective, skill full and humane teacher, pre-service as well as in-service teacher programmes have come into the scenario of education. In India there are several courses and programmes as well as institutions for the education of teachers. There is an urgent need for guiding the teacher education programmes. In this background National Council for Teacher Education (N.C.T.E) developed N.C.F.T.E, 2009 on the basis of National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act, 2009 as well as the fundamental tenets enshrined in the Constitution of India. The initial draft of the NCFTE 2009 was developed by an expert Committee Comprising of Prof. C.L. Anand, Prof. Raja Ganesan, Prof. S.V.S. Chaudhury, Prof. V.K. Sabharwal, Prof. C. Seshadri, Prof. R.S. Khan and Prof. L.C. Singh based on the ideas generated in a series of intensive deliberations by the members of the committee and eminent scholars, teachers educators, teachers, trainee teachers, representatives of NGOs, faculty of RIEs of NCERT, SCERTs, DIETs, IASEs, CTEs, university

departments of education, and state departments of education at the two National Consultative meets held at Udaipur and Hyderabad. This National Curriculum Framework for Teacher Education elaborates the context, concerns and vision underscoring that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. The new concerns of school curriculum and the expected transactional modalities have been emphasized in designing this framework for all stages of school education. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of Community Knowledge in education and ICT in schooling as well as e-learning become the centre-stage in the Framework. The main purpose of this present article is to focus in the various aspect of NCFTE, 2009 and to evaluate its relevanceness in the present system of education and to highlight the views of teachers in connection with this framework.

The National Curriculum Framework for Teacher Education, 2009 (NCF 2009) is a Government of India draft. However, its sole purpose is to propose any changes or updates that the National Council for Teacher Education requires. Moreover, the National Council for Teacher Education is an Indian Government body.

### **Brief Introduction of the NCF 2009**

This framework is the creation and project of the National Council for **Teacher Education**. Further, it encourages interested elements and parties to provide their views on improving the system. In other words, this endeavor aims at encouraging opinion on qualitative and quantitative educational improvements. Moreover, the NCF 2009 also aims to help teachers in the following aspects.

- Professionalization of teacher education
- Further, prepare teacher educators
- ODL (open and distant learning) in teacher education
- Vocational education for teachers



- Also, health and physical education for teachers
- Research and innovations in teacher education is critical as well

### **1. About Teacher Education in Brief**

Teacher education refers to the policies and procedure designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider Community.

Although ideally it should be Conceived of, and organized as, a seamless continuum, teacher education is often divided into these stages which is below:

- a) Initial teacher training/education: A pre-service course before entering the classroom as a fully responsible teacher.
- b) Induction: The process of providing training and support during the first few years of teaching or the first year in a particular school.
- c) Continuing professional development (CPD): An inservice process for practicing teachers.

### **2. Brief outlines of NCF, 2005**

This framework for Curriculum presents a vision of what is desirable for our children. It seeks to enable those who are involved with children and their schooling with the bases on which they can make choices that determine the curriculum. This provides and understanding of issues relating to children's learning, the nature of knowledge and the school as an institution. This approach to the curriculum draws attention to the importance of the school ethos and culture, the classroom practices of teachers, learning sites outside the school, and learning resources, as much as to the dimensions of the system that exert direct and indirect influence.

The NCF, 2005 emphasized in the following points –

- Strengthening a National system of education in a pluralistic society,

- Reducing the Curriculum load based on insights provided in learning without Burden,
- Systematic changes in tune with curricular reforms,
- Ensuring quality education for all children,
- Languages, Mathematics, Science, Social Science, Pedagogical Work, Art, Peace, Health and Physical Education should be emphasized considering different levels of education.

### **3. Concerns of Teacher Education in NCFTE, 2009**

The NCFTE, 2009 focused on the following concerns of teacher education before making the Curriculum Framework—

- a) Professionalization of teacher education.
- b) Preparing teacher educators.
- c) Research and innovation in teacher education.
- d) Open and distance learning (ODL) in Teacher Education.
- e) Education of teachers in health and physical education.
- f) Education of teachers for vocational stream.

### **4. Core Purpose of the NCF 2009**

Following are some of the focus areas that the NCF 2009 targets. Therefore, discussed below are the core objectives of this framework.

1. Context, Concerns and Vision of Teacher Education
2. Curricular Areas of Initial Teacher Education
3. Sample Redesigned Schemas of Current Teacher Education Programmes
4. Evaluating The Developing Teacher
5. In-Service Education and Continuous Professional Development



## 6. Preparing Teacher Educators

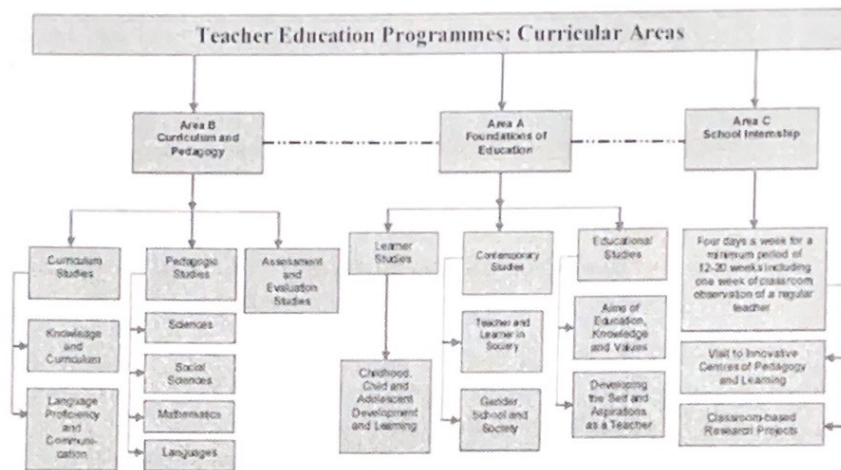
This framework is systematic and comprehensive when it comes to drafting the curriculum for the teacher education. However, it highlights the strategies regarding how to implement it. Also, almost every aspect of the teachers education receives preference in this framework. Following are some of the critical points upon scrutinizing the framework:

- This framework ensures every sphere of education – theoretical, practical, psychological, philosophical and socio-economic aspect.
- Further, in this framework Area-C is very crucial and essential part of teacher education program. This area focuses on the practice teaching and innovative programs which are bound to enrich teacher education.

## 5. Curricular Areas of Initial Teacher Preparation

In NCFTE, 2009: The following flow chart presents the curricular areas along with potential courses of initial teacher's preparation:

Flow Chart



## 6. Discussion

The NCFTE, 2009 has given a systematic and comprehending framework of curriculum for the teacher education and also highlights the strategies to implement it. Almost every aspects of teachers education got preference in this framework. If we take a look on the framework some important points will come out such as follows—

- i. This framework ensures every sphere of education e.g. Theoretical, Practical, Psychological, Philosophical and also Socio-Economic aspect.
- ii. In this framework Area-C is very crucial and essential part of teacher education programme. This area focused on the practice teaching and innovative programmes which surely enrich the programmes of teacher education.
- iii. The others two areas i.e., Area-A and Area-B are common and already known areas and it is extracted from the earlier frameworks e.g. NCF-2005. But the significant point is that NCFTE, 2009 gave a single paradigm and



caught all the features of curriculum to bring a desirable change in teacher education.

iv. NCFTE, 2009 has abled to make an impact in the scenario of educational system. According to the view of NCFTE, 2009 open and Distance learning (ODL) programme for teachers has also been started in our state.

v. Along with pre-service teacher education programmes, In-service and CPD programmes and its various perspectives are carefully and practically emphasized in the NCFTE, 2009. vi. NCFTE, 2009 paves the way for implementation of curricular areas by giving practical and reasonable strategies. vii. This framework is much reliable for making professional and humane teachers.

## **7. Features of the NCF '09**

### **1. Social and personal needs of children**

The framework often considers teachers to be the agent for social transformation. Moreover, it is very important that the education and teachings are close in relation to the personal and social life of students. In addition, it is all the more crucial that the teacher education is relevant to the student's needs and aspirations. Therefore, the council should ensure that the student curriculum and the teacher education is in coordination with one another.

### **2. Flexibility**

Education plays a vital role in providing an overall knowledge to students. Education should include the inclusion of various theories, fields and streams. Some of the few areas that it includes are psychology, sociology, economics and philosophies such as science and math. However, it is also important to make sure that it is easy for students to shift from one stream to another without much hazard. And with the changing and developing trends in science and technology, flexibility is essential. In order to make the best of the condition and reap the most benefits without causing harm to the resources of nature, being well educated is important rather than being ill-educated. Here comes the

role of flexibility in education – be it student education or teacher education.

### 3. Changing and emerging needs of the school

With emergence in science, social trends, technological advancements and research growth, it is safe to say that education should be taken up a notch. With regard to the changing needs of the society, it is rather important that education should include an upgrade from time to time. Therefore, considering the above condition, the council and the education institution should provide an updated course for both teachers and students to match the emerging needs of the school.

### 8. Conclusion

It may be concluded that the NCFTE, 2009 is much more relevant in the present scenario of the teacher education in India. The problem is that the area of implementation. It is very hard in our Country to practice any new idea in short time. All the people concerning educational field should look into the framework, exchange their ideas, make positive approaches and pave the way for a positive change in the area of teacher education without which the future generation cannot be groomed properly. We are also hopeful for the positive change.



## 4. TEACHER PRESENTED SEMINARS FOR BENEFITS OF TEACHERS & STUDENTS

GOVT. COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

Report on

**National Seminar on “Integral Education of Sri Aurobindo and its implications for India’s National resurgence through quality teacher education**

**Dated 22.02.2023**

National Seminar on “Integral Education of Sri Aurobindo and its Implications for India’s National Resurgence through Quality Teacher Education” was organized at Govt. College of Education under the aegis of IQAC and RUSA on 22nd February 2023. Principal Dr. Sapna Nanda introduced the theme of the seminar and welcomed the Chief Guest- Prof. Sampadananda Mishra, Director Centre of Human Sciences, Rishi Hood University, Sonapat & Former Director, Sri Aurobindo Foundation for Integral Culture, Guest of Honor- Er. Arvind Mehan, Former Chairman, Sri Aurobindo Society Chandigarh Branch, Resource Persons- Shri K. Pawan, Chairman , Sri Aurobindo Society, Patiala Branch and Er. Navneet Kukreja, Former Director, NIC, Punjab, Haryana and J&K and guests present on the occasion.

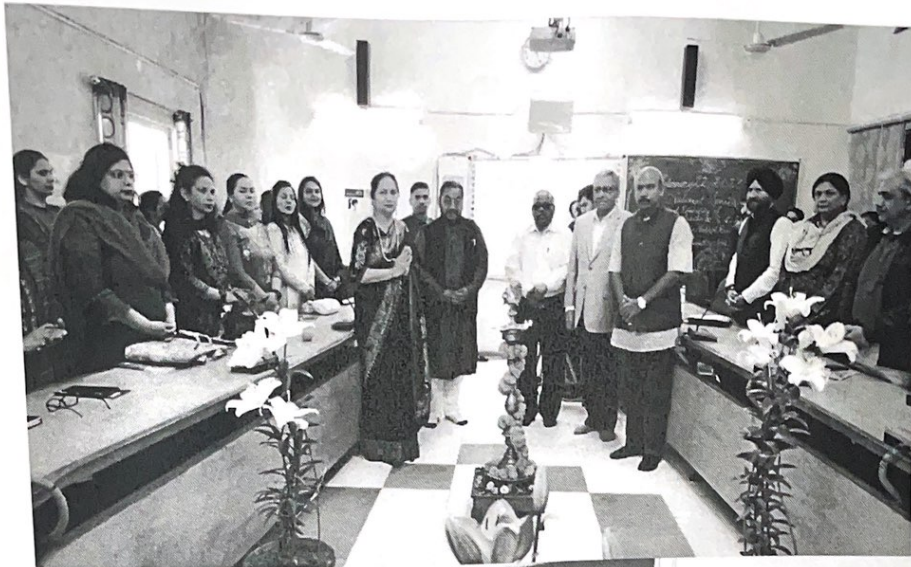
Seminar was inaugurated by Prof. Sampadananda Mishra, Director Centre of Human Sciences, Rishi Hood University, Sonapat & Former Director, Sri Aurobindo Foundation for Integral Culture. He began his inaugural address by reciting Gayatri mantra of Shri Aurobindo. He congratulated the organizing committee to conduct the national seminar on the theme of Integral education to commemorate the 150th anniversary of Shri Aurobindo. He reiterated that the aim of Integral education is to amalgamate life, yoga and education as purang vidya. He also added that the name “Aurobindo” is a mantra in itself. He emphasized that it the harmony among three elements of education- Vidya, Vidya data and Vidya grahita that leads to true education. He also added that a teacher is expected to be a “Yogi” developing a silent mind that is more powerful than a thoughtful mind. He added that a teacher should focus on “growing from within” of the child leading to refinement of senses, developing power of concentration, creativity, imagination. He also highlighted the concepts of aesthetic development, knowing thyself and discipline as given by aurobindo as instructions (awakening), example (ideal) and influence ( your presence) for realisation of “tatvamasi” (you have the potential). He motivated the delegates to make learning perfect through the stages of Agamkale, Svadhyay kale, Pravadhan and Vyavahar kale.

Various key issues related to Integral Education were reflected upon in the technical sessions of this seminar. In the first technical session, Prof. Sampadananda Mishra addressed the delegates on the theme "Teacher as a leader- inner perspective". Second technical session was headed by Resource Persons-Shri K. Pawan, Chairman, Sri Aurobindo Society, Patiala Branch. In his address on the theme-he elucidated that receptivity and being open to changes or new things is the one of prominent qualities of a good teacher. He discussed the three cardinal principles of teaching given by Shri Aurobindo as true teaching is that nothing can be taught, the mind has to be consulted in its own growth and work from the near to the far, from that 'which is' to that 'which shall be'. The third technical session was presided over by Er. Navneet Kukreja. In his address he guided regarding the concept of 'Psychic Being' given by Shri Aurobindo that leads the human being towards evolution. Delegates across the country participated enthusiastically in the seminar and presented papers on the concept of integrated education. It was followed by interactive and stimulating discussions.

Formal vote of thanks was proposed to the Chief Guest, Resource persons and delegates for their graceful presence and making this seminar a huge success. The seminar was organised under the able guidance of Dr. Sapna Nanda, Principal of the college (Patron) by Dr. A.K. Srivastava, Dean (Convenor), Dr. Anjali Puri (Organizing Secretary) and Dr. Anurag Sankhain, Dr. Sheojee Singh, Dr. Lilu Ram, Dr. Neelam Paul & Dr. Ravneet Chawla (Co-ornidators of the event).

Glimpses of the event:





# गवर्नमेंट कॉलेज ऑफ एजुकेशन, सेक्टर 20-डी, चंडीगढ़ में राष्ट्रीय संगोष्ठी का आयोजन



समोच्च टाइम्स/ चंडीगढ़, 22.02.2023 - 22 फरवरी 2023 को IQAC और RUSA के तत्वावधान में गवर्नमेंट कॉलेज ऑफ एजुकेशन में श्री अरविंदो को समग्र शिक्षा और गुणवत्तापूर्ण शिक्षक शिक्षा के माध्यम से भारत के राष्ट्रीय पुनरुत्थान के लिए इसके निहितार्थ पर राष्ट्रीय संगोष्ठी का आयोजन किया गया। प्रयानाचार्यिका डॉ. सपना नन्दा ने संगोष्ठी की धीम पेश की और मुख्य अतिथि का स्वागत किया- प्रा. सम्पदानन्द मिश्रा, निदेशक मानव विज्ञान केंद्र, त्रॉप ह्यूड विध्वविद्यालय, सोनीपत और पूर्व निदेशक, श्री अरविंदो फाउंडेशन फॉर इटीग्रल कल्चर, गेस्ट ऑफ ऑनर- एर। अरविंद मेहन, पूर्व अध्यक्ष, श्री

अरविंदो सोसाइटी चंडीगढ़ शाखा, संस्थापन कर्ता- श्री के. पवन, अध्यक्ष, श्री अरविंदो सोसाइटी, फिटियाला शाखा और इजी नवनीत कुकरेजा, पूर्व निदेशक, एनआईसी, पंजाब, हरियाणा और जम्मू-कश्मीर और इस अवसर पर उपस्थित अतिथि। संगोष्ठी का उद्घाटन प्रोफेसर सम्पदानन्द मिश्रा, मानव विज्ञान केंद्र, त्रॉप ह्यूड विध्वविद्यालय, सोनीपत और पूर्व निदेशक, श्री अरविंदो फाउंडेशन फॉर इटीग्रल कल्चर द्वारा किया गया था। उन्होंने श्री अरविंदो के गायत्री मंत्र का जाप कर अपने उद्घाटन भाषण की शुरुआत की। उन्होंने श्री अरविंदो की 150वीं वर्षगांठ के उत्सव में एकात्म शिक्षा विषय पर राष्ट्रीय संगोष्ठी आयोजित करने के लिए आयोजन



संमति को बढ़ाए दो। उन्होंने दोहराया कि समग्र शिक्षा का उद्देश्य जीवन, योग और शिक्षा को पूरा विद्या के रूप में समायोजित करना है। उन्होंने यह भी कहा कि अरविंदो नाम अपने आप में एक मंत्र है। उन्होंने जोर देकर कहा कि यह शिक्षा के तीन तत्वों- विद्या, विद्या इत्य और विद्या गृह के बीच सामंजस्य है जो सच्ची शिक्षा की ओर ले जाता है। उन्होंने यह भी कहा कि एक शिक्षक से एक योगी होने की उम्मीद की जाती है जो एक मूक दिमाग विकसित करता है जो एक विचारशील

दिमाग से अधिक शक्तिशाली होता है। उन्होंने कहा कि एक शिक्षक को बच्चे के अंदर से बहने पर ध्यान केंद्रित करना चाहिए जिससे इंद्रियों का शोधन हो, एकाग्रता, रचनात्मकता, कल्पना की शक्ति विकसित हो। उन्होंने तत्वमसि (आपके पास क्षमता है) की प्राप्ति के लिए निर्देश (जागृति), उदाहरण (आदर्श) और प्रभाव (आपकी उपस्थिति) के रूप में अरविंदो द्वारा दिए गए सौंदर्य विकास की अवधारणाओं पर प्रकाश डाला।

  
Dr. A.K. Srivastava

Dean

Organizing Committee


1. Dr. Anjali Puri 

2. Dr. Anurag Sankhian 

3. Dr. Sheojee Singh 

4. Dr. Lilu Ram 

5. Dr. Neelam Paul

6. Dr. Ravneet Chawla 

Copy to:

Copy to :

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

  
Dr. Sapna Nanda

Principal



# 5. USE OF MEDIA FOR VARIOUS ASPECTS OF EDUCATION



Government College of Education, Sector 20D, Chandigarh

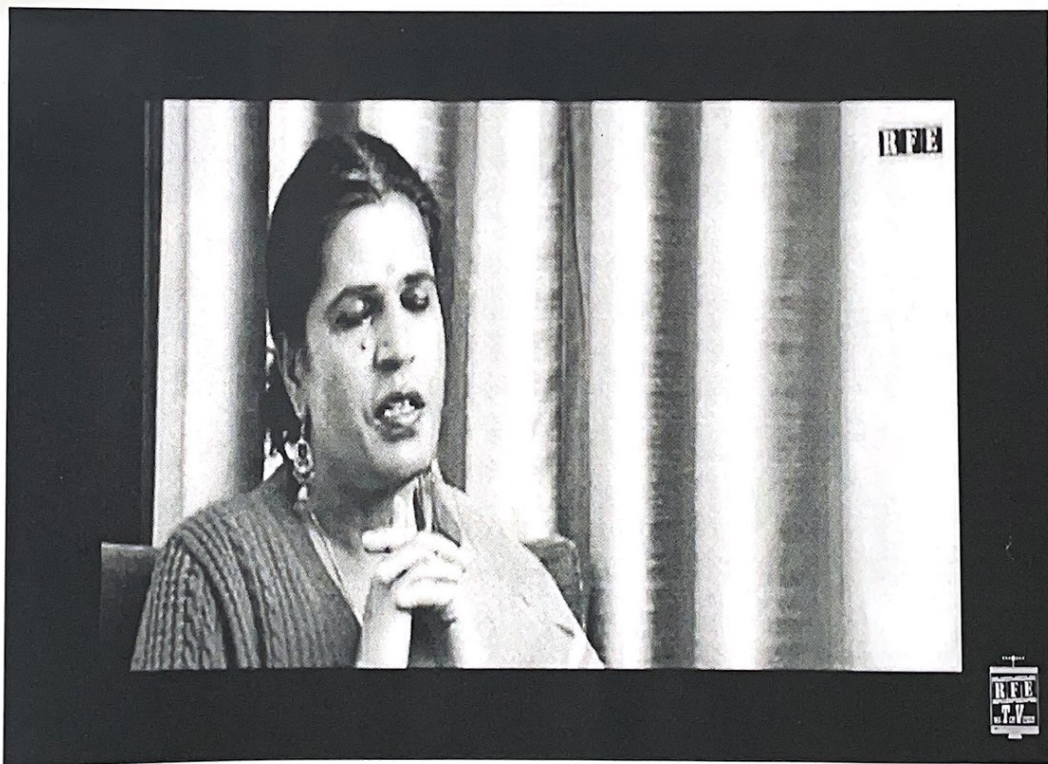
Society Period

**NSS- Movie on Gender Bias “ADMITTED” (17<sup>th</sup> February 2023)**

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

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

Few Glimpses of the documentary:









GOVERNMENT COLLEGE OF EDUCATION SECTOR - 20 D

CHANDIGARH

DOCUMENTARY: - RED ALERT GANGA

03.02.2023

Literary and Cultural Committee has displayed the documentary on **RED ALERT: GANGA** to the students of B.Ed II year in the auditorium on 3 February 2023, Friday during the **society period** at 12:40 pm.

The **RED ALERT: GANGA** – documentary released in 2019. It is a feature length film with a runtime of 44 minutes. . The documentary describes 45 days journey of environment conservationists Dave Morton, Pac Mcbirdie and Jake Norton who trace the course of river from its source Gangotri glacier near Gaumukh in the Uttarkashi district of Uttarakhand to Sagar Islands in Bay of Bengal where it finally discharges its water. Ganga is a perennial river having a length of 2,525 km and is shared by Uttarakhand, Uttar Pradesh, Bihar and West Bengal. Ganga is of great significance to Indians and is worshipped as Goddess Ganga. However, Ganga river is also subjected to great amount of pollution as Indians are treating it as a dumping ground.

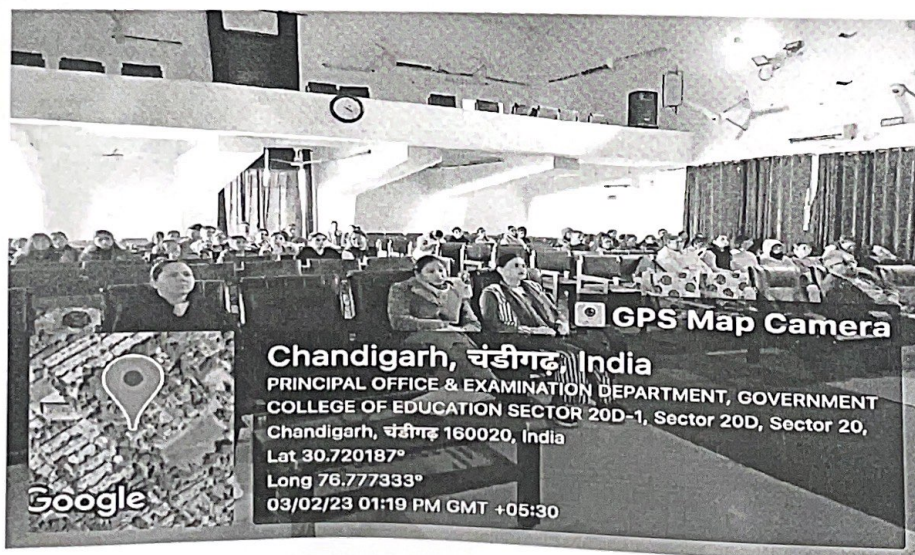
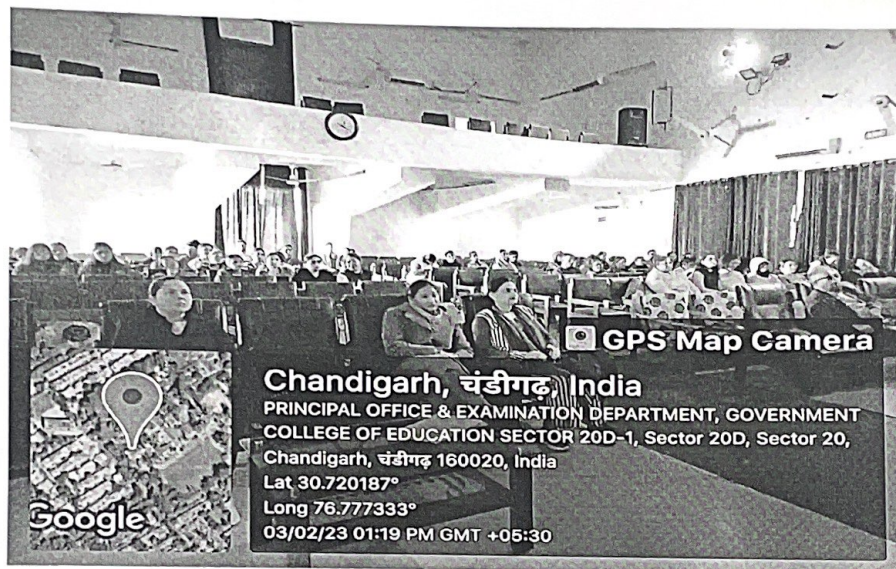
At the upper course in Gangotri glacier, the river water is found to be pure with adequate amount of dissolved oxygen. However, as the river enters the areas near human settlements, the quality of water begins to decline. Yamuna, the western most tributary of Ganga that flows in Agra is found to be highly polluted with moderate levels of oxygen and dissolved Copper and Cadmium. Similarly, in Kanpur and Allahabad as well amounts of Chromium and Nitrates are present in Ganga River with moderate levels of oxygen; also, according to a study about 2.9 tonnes of untreated sewage is directly dumped into river Ganga every year.

However, it is a matter of great surprise that due to its self-rejuvenation mechanism, most of the contaminates are dissolved into the river water and thus Ganga is to a greater extent not yet much affected even after so much harm. But it is to be noted that this will not last forever and



therefore, proper steps must be taken, and human activities need to be checked in order to save Ganga.

Total 97 students were present in the auditorium. Incharge Dr. Balwinder Kaur said that the aim of showing such a documentary was therefore to arouse consciousness among the pupil teachers to show concern towards protection of river Ganga and spread awareness regarding the same.





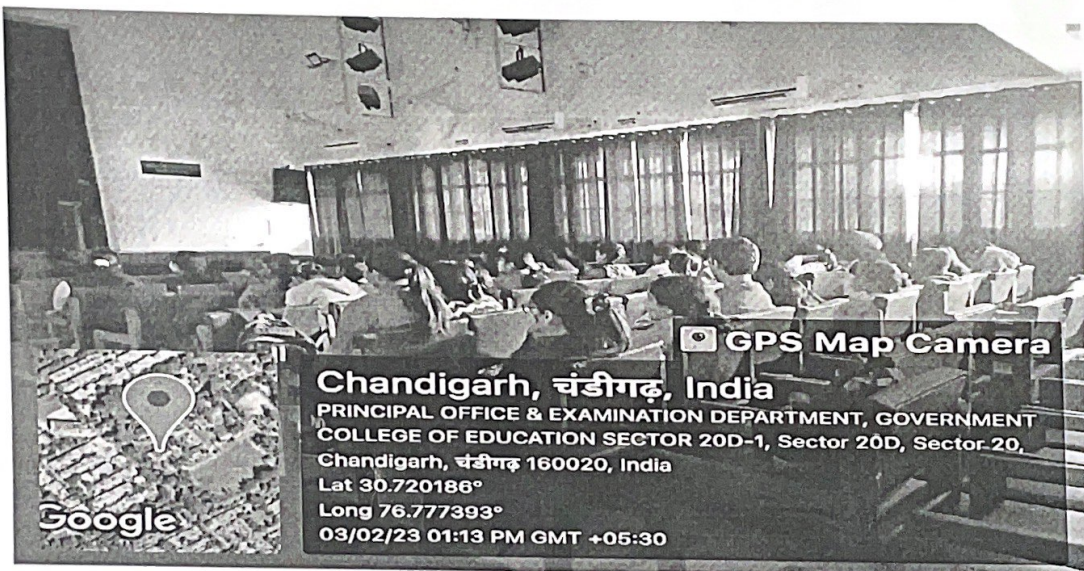


GPS Map Camera



**Chandigarh, चंडीगढ़, India**

ARTS BLOCK, GOVERNMENT COLLEGE OF EDUCATION SECTOR  
20D-1, Sector 20D, Sector 20, Chandigarh, चंडीगढ़ 160020, India  
Lat 30.720525°  
Long 76.777793°  
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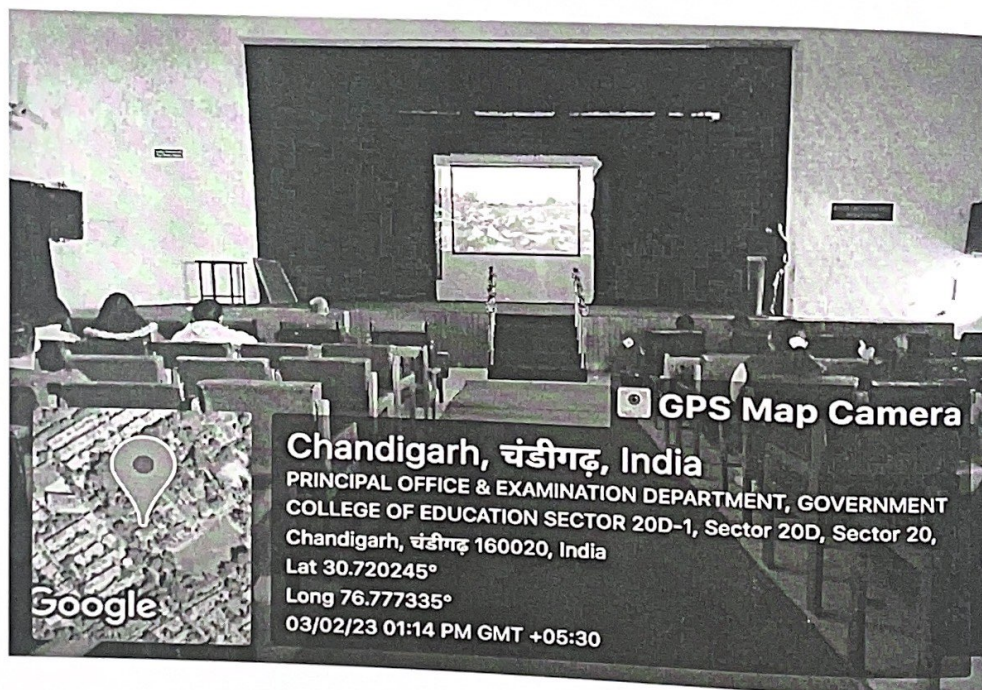
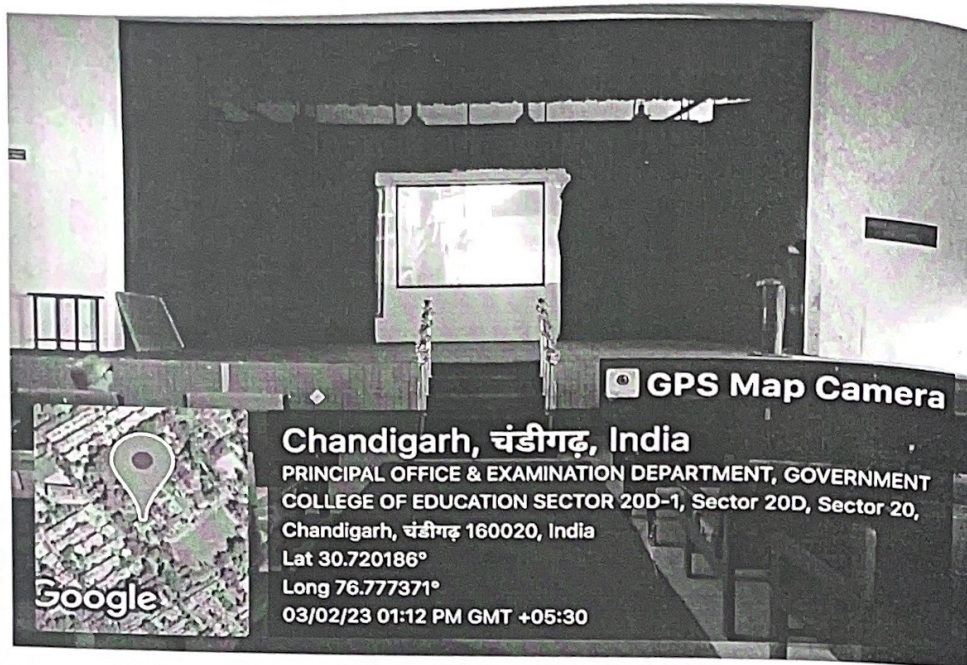
GPS Map Camera



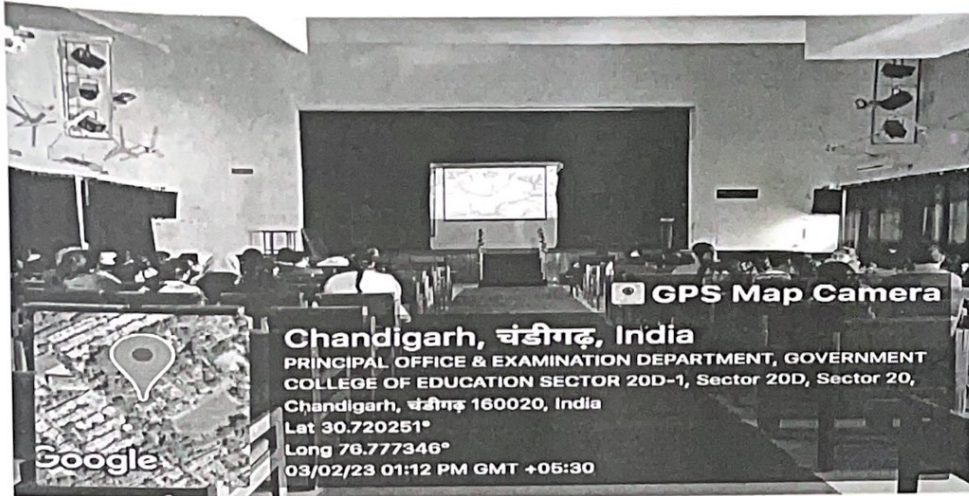
**Chandigarh, चंडीगढ़, India**

PRINCIPAL OFFICE & EXAMINATION DEPARTMENT, GOVERNMENT  
COLLEGE OF EDUCATION SECTOR 20D-1, Sector 20D, Sector 20,  
Chandigarh, चंडीगढ़ 160020, India  
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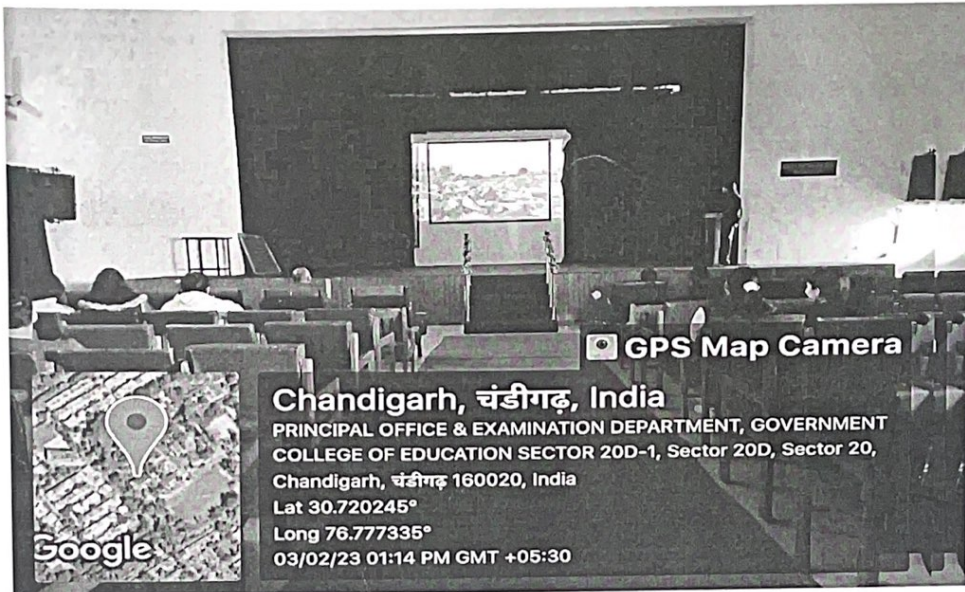








**Chandigarh, चंडीगढ़, India**  
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*Devs*  
3/2/23

Incharge

Literary and Cultural Committee

*Devs*  
3/2/23

Principal

## 6. DISCUSSIONS SHOWCASING THE LINKAGES OF VARIOUS CONTEXTS OF EDUCATION - FROM LOCAL TO REGIONAL TO NATIONAL TO GLOBAL

Government College of Education, Sector 20, Chandigarh

### REPORT

#### **International Workshop under the aegis of IQAC 'Art of Manmaking Through Vasudeva Kriya Yoga' (7<sup>th</sup> January, 2023)**

Govt. College of Education, Sector 20-D, Chandigarh in collaboration with Vasudeva Kriya Yoga organized a One Day International Workshop under the aegis of IQAC 'Art of Manmaking Through Vasudeva Kriya Yoga' on 7<sup>th</sup> January, 2023. The Chief Guest of the day Shri Nitin Yadav (IAS), Home Secretary, Chandigarh Administration and the Guest Speaker- Shri. Rajendra Yenkanamoole founder of Vasudeva Kriya Yoga from Melbourne, Australia were extended a formal floral welcome by Dr. Sapna Nanda, Principal of the College and Dean of the college, Dr. A.K. Srivastava. Special Guest of the day Ms. Yojana Yadav, Senior News Editor, Hindustan Times also graced the occasion.

During the event the students of the college presented Saraswati Vandana and demonstrated varied yoga asanas. Three volumes of the book 'Life Sutras- Inspirational Life Skills' by Shri. Rajendra Yenkanamoole was also released on the occasion.

Shri. Nitin Yadav in his address designated teachers as architects of society whose role has evolved over the years and has become more challenging in the contemporary times. He appreciated the college for conducting workshop based on traditional knowledge system of Yog, Ayurveda, Spiritual Knowledge and Indian traditional wisdom. He also congratulated the college for inculcating three value added courses namely 'The Science of Happiness', 'Upskilling the Employability of Pupil Teachers' and 'Yoga and Fitness' to equip the pupil teachers with the skills to face the challenges of present and future times.

Guest Speaker- Shri. Rajendra Yenkanamoole addressed the sessions on the themes of Inspirations from Bhagavad Geeta, Chakra healing for channelization of energy, Think big and achieve great through yoga along with Yoga demonstrations. Yog Guru emphasized the significance of Bhagwad Gita in our lives as a Yog Shastra and a guide to aesthetic values of life for everyone.

A cultural program was also presented by students of the college which mesmerized the audience. Certificates were awarded to the participants of value added courses of 'The Science of Happiness' and 'Upskilling the Employability of Pupil Teachers' by the guest speaker of the day. Around 350 faculty members and students from various government and privates colleges of Chandigarh participated in the workshop enthusiastically.





**Picture 1:** Cheif Guest of the day Shri Nitin Yadav (IAS), Home Secretary, Chandigarh Administration and the Guest Speaker- Shri. Rajendra Yenkanamoole founder of Vasudeva Kriya Yoga from Melbourne, Australia with Principal Dr. Sapna Nanda, Principal and Dean, Dr. A.K. Srivastava during Lamp Lighting Ceremony of the workshop



**Picture 2:** Three volumes of the book 'Life Sutras- Inspirational Life Skills' by Shri. Rajendra Yenkanamoole released by the Chief guest of the day Shri Nitin Yadav (IAS), Home Secretary, Chandigarh Administration



Picture 3 & 4: Yoga Asanas demonstration by B.Ed. Students of the college during the workshop





**Picture 5:** Guest Speaker- Shri. Rajendra Yenkanamoole addressing the sessions on the themes of Inspirations from Bhagavad Geeta, Chakra healing for channelization of energy, Think big and Yoga demonstrations



**Picture 6:** Guest Speaker- Shri. Rajendra Yenkanamoole awarding certificates to participants of value added courses 'The Science of Happiness' and 'Upskilling the Employability of Pupil Teachers'

*[Signature]*  
Reporting  
Dr. Rajni Thakur

*[Signature]*  
Convener of the Program  
Dr. A.K. Srivastava (Dean)

*[Signature]*  
8/11/2023  
Principal  
Dr. Sapna Nanada



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



29.04.23

**Report on "ANNUTTAMA"**

An event ANNUTTAMA was organized today at Government College of Education, Sector 20-D, Chandigarh by Nivedita Trust for Aahaar Kranti under Azadi Ka Amrit Mahotsav and G20. Nivedita Foundation is a non profitable registered public trust with the aim to follow mission 3D-Dhee, Dharti and Darohar. This event was one of the series of events which are being organized to highlight the importance of millets and honor women dignitaries who have contributed significantly for the growth of society.

The Chief Guest of the event was Dr. Mrs. Mallika Nadda, Chairperson, Special Olympics. Guests of Honour were Sh. Santosh Kumar Taneja, Eminent Social Thinker and Reformist; Hon'ble Mrs. Justice Sabina, Acting Chief Justice (Retd.) IIP, Dr. Vinod N. Indurkar, Chairman, Centre for Cultural Resources and Training and Sh. Banveer Singh, Kshetra, Pracharak RSS. The event was attended by around 400 eminent women including Principals, Co-ordinators and Club Members of Aahaar Kranti of various Government and Private colleges and schools Chandigarh. Dr. Virender Garg, OSD to Union Health Minister and Torch Bearer of Nivedita Trust along with Principal GCE, Dr. Sapna Nanda welcomed the guests.

One of the highlights of the event was the award ceremony where women dignitaries who have made significant contributions to the society were felicitated. The awardees were Dr. Renu Vig (Vice Chancellor, Panjab University); Dr. Suman Singh (DHS), Dr. Meenu Singh (Director AIIMS, Rishikesh), Ms. Kanwardeep Kaur (SSP), Mrs. Beenu Rajpoot (Film Maker), Ms. Samaira Sandhu (Film Actress), Ms. Jonita Doda (Actress), Singers Ms. Annjot Kaur and Ms. Nidhi Narang, Various Entrepreneurs Ms. Mridula Jain, Ms. Deebea Arif Akhtar, Ms. Pooja Arora and Ms. Himja Rana. The awardees have been working tirelessly



to make a distinguished place for themselves and to promote well being of society. They have largely benefitted the institutions and the fields they have been associated with.



Speaking on the occasion Dr. Mallika Nadda who has been passionately working to promote Special Olympics and women entrepreneurship deliberated on the importance of Women Empowerment. She said that women are backbone of the society and we can't think of progress without the active involvement of women in educational and vocational pursuits.

Guest of Honour Sh. Santosh Kumar Taneja reiterated in the light of NEP 2020 that this policy aiming to transform the education system in India and make it more inclusive, flexible and holistic. Regional languages are required for development of Education in our linguistically diverse country. Our languages are a integral part of India's cultural heritage and identity.

Another highlight of the event was Millet Mom Competition. Around 65 participants for this competition were teachers of various schools and colleges. The judges of the competition were Chef Jaswinder Singh, Chef Sanjeev Varma and Chef Sunil Kumar Arya.

Team Nivedita Members who actively contributed to organize the event were Mrs. Minakshi Agnihotri, Dr. Navneet Kaur, Dr. Bimal Anjum, Dr. Harish Kumar, Mrs. Anju, Mrs. Lipika, Mrs. Babita, Mrs. Shivani, Ms. Kalyani, Mrs. Pooja Mahajan, Ms. Parminder Kaur, Dr. Poonam Aggarwal, Mamta Sharma, Dr. Anjali Puri, Dr. Ravneet Chawla and Kunwar Jagmohan. The Event was sponsored by Trident Group.



NIVEDITA TRUST INVITES YOU ALL TO THE

# अन्नुत्तमा

## Aahar Kranti

**29th April, 2023, Govt. College of Education, Sec-20, Chandigarh**  
**TIME: 3:30 PM ONWARDS**  
**Millet Mom Competition**

Niveditatrust01@gmail.com      WWW.NIVEDITATRUST.COM  
 NiveditaTrust      NiveditaTrust      7975274427

## कॉलेज ऑफ एजुकेशन चंडीगढ़ सेक्टर 20 में किया अन्नुत्तमा कार्यक्रम का आयोजन

चंडीगढ़, वैश्याम मिरर।

आजादी का अमृत महोत्सव और जी20 के तहत आहार क्रांति के लिए निवेदिता ट्रस्ट की ओर से गवर्नमेंट कॉलेज ऑफ एजुकेशन, सेक्टर 20, चंडीगढ़ में आज अन्नुत्तमा कार्यक्रम का आयोजन किया गया।


निवेदिता फाउंडेशन एक गैर-लाभकारी पंजीकृत सार्वजनिक ट्रस्ट है जिसका उद्देश्य मिशन उन्नी, धरती और भरोहर का पालन करना है। यह कार्यक्रम उन कार्यक्रमों की श्रृंखला में से एक था जो बाजरा के महत्व को उजागर करने और समाज के विकास में महत्वपूर्ण योगदान देने वाली गणमान्य महिलाओं को सम्मानित करने के लिए आयोजित किया जा रहा है। आज आयोजित हुए कार्यक्रम में डॉ. मस्झिका तट्टा, अध्यक्ष, विशेष ओलंपिक्स ने बतौर मुख्य अतिथि शिरकात की तथा अन्य सम्मानित अतिथियों में श्री सतीश कुमार तनेजा, पर्याय सामाजिक विचारक और



सुभाषवादी, माननीय जम्प्टिम मन्वीना, कार्यवाहक मुख्य न्यायाधीश (सेवानिवृत्त) हिमाचल प्रदेश, डॉ. विनोद रात, इंद्रकर, अध्यक्ष, सांस्कृतिक सम्पन्न और प्रशिक्षण केंद्र और श्री बन्वीर सिंह, क्षेत्र, प्रचारक आगरागण्ड शामिल थे। इस कार्यक्रम में चंडीगढ़ के विभिन्न सरकारी और निजी कॉलेजों और स्कूलों के प्रिंसिपल, समन्वयक और आहार क्रांति के क्लब सदस्यों सहित लगभग 400 प्रतिभाग्य महिलाओं ने भाग लिया। डॉ. वीरेंद्र गंग, कठोर ग्वास्थ मंत्री के ओएसडी और

निवेदिता ट्रस्ट के मशाल बाहक के साथ प्रिंसिपल गवर्नमेंट कॉलेज ऑफ एजुकेशन, चंडीगढ़, डॉ. सपना नंदा ने अतिथियों का स्वागत किया। इस अवसर पर बोलते हुए डॉ. मस्झिका तट्टा, जो विशेष ओलंपिक्स और महिला उद्यमिता को बढ़ावा देने के लिए लगन से काम कर रही हैं, ने महिला सशक्तिकरण के महत्व पर विचार विमर्श किया। उन्होंने कहा कि महिलाएं समाज को गढ़ हैं और हम शैक्षिक और व्यावसायिक गतिविधियों में महिलाओं को सक्रिय भागीदारी के बिना प्रगति के बारे में नहीं सोच सकते।

Reporting by  
  
 Dr. Rajni Thakur

Principal   
 8/5/2023  
 GCE20, Chandigarh





GOVERNMENT COLLEGE OF EDUCATION  
SECTOR-20D, CHANDIGARH



Webinar (May 30,2023)  
REPORT

The Placement Cell of the Govt. College of Education, Sector 20-D Chandigarh organized a webinar on the topic “A *reflection on Migration, Cultural Understandings and Education*”. The speaker of the day was Daylon P. Taylor, holding the esteemed position of Professor in the Faculty of Social Work at Wilfrid Laurier University in Canada. Additionally, she serves as an Adjunct Professor in the Social Work Department at Trent University and fulfils the role of a part-time lecturer in the University of Windsor's Master of Social Work for Working Professionals program. The purpose of the webinar was to shed light on the personal experiences of migrants and explore the educational challenges they face in Canada. Dr. Neeru was also present to provide her valuable insight on the topic.

The program commenced with Dr. Ravneet Chawla introducing the guest speaker. The dean welcomed the esteemed speaker and thanked her for taking time out of her schedule to come and educate students on the topic. The webinar started with an introduction of the distinguished guest speaker, a highly regarded researcher and educator. Notably, her personal experiences as a migrant herself brought a distinctive and invaluable perspective to the discussion. She outlined her motivations for engaging in research and advocacy work in the field. She emphasized the significance of cultural understanding and integration for migrant students. Drawing upon her own experiences, she shared compelling anecdotes that vividly illustrated the value derived from embracing cultural diversity and cultivating a profound sense of belonging among migrant students.

Additionally, the speaker provided an in-depth analysis of the educational challenges faced by migrant students in Canada. She discussed the linguistic barriers they encounter, particularly if English or French is not their first language. She also emphasized the need for tailored language support programs and resources to enable these students to succeed academically. Furthermore, she addressed the issues of social integration, discrimination, and stereotypes that migrant students may encounter within Canadian schools. She stressed the

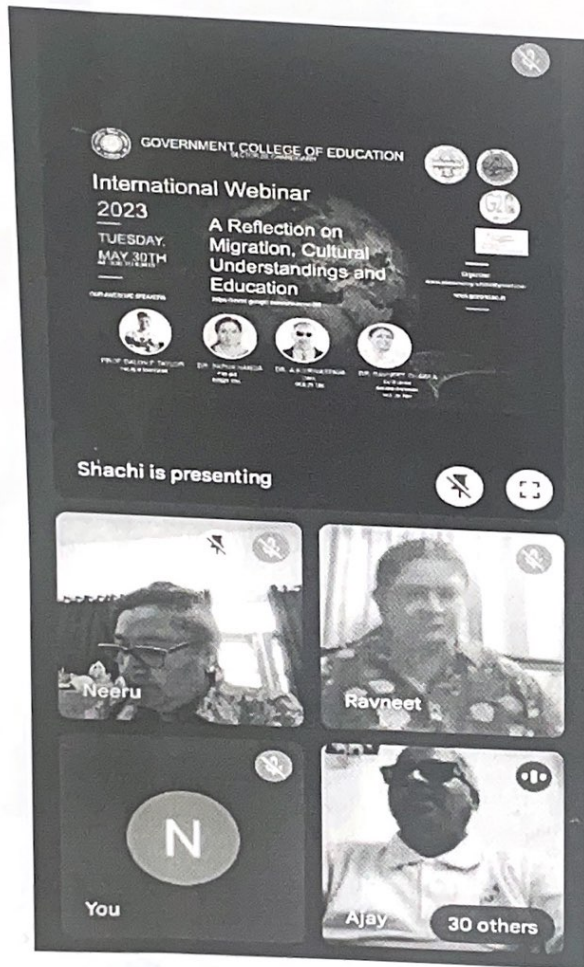
importance of promoting inclusivity, multiculturalism, and equity in educational institutions to create an environment where every student feels valued and supported.

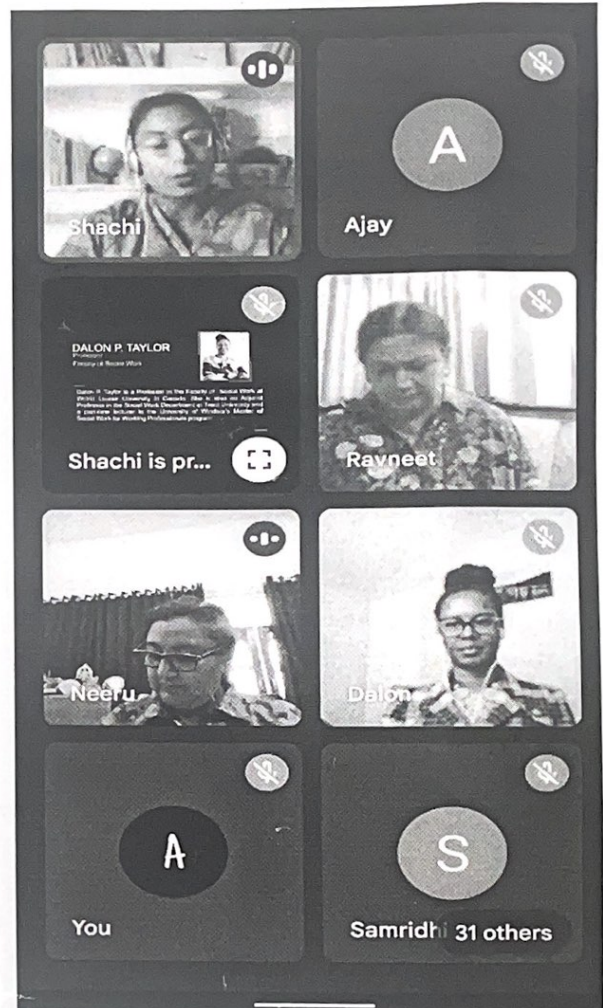
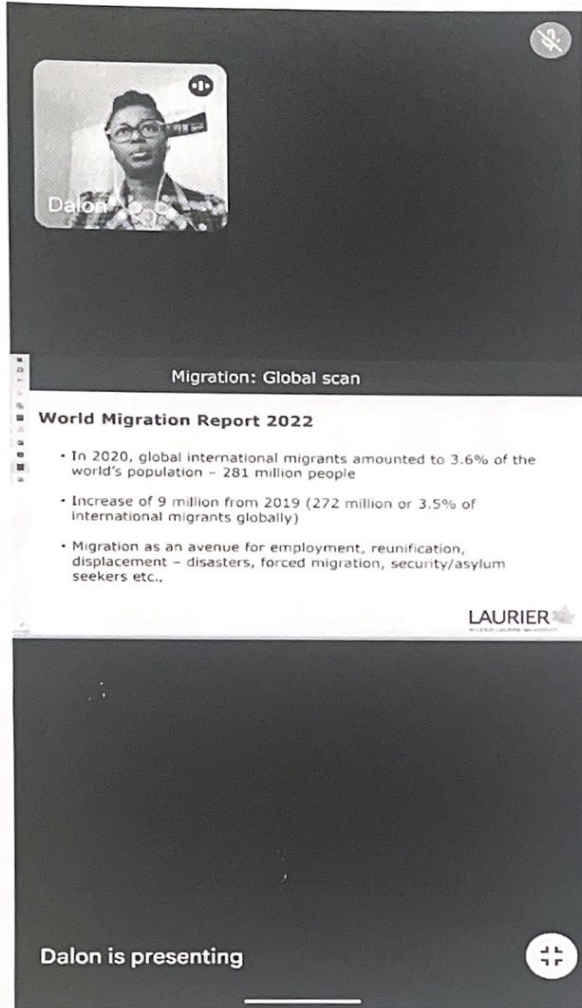
During the webinar, she showcased various initiatives implemented in Canada to support migrant students. She highlighted programs such as mentorship opportunities, cultural exchange programs, and support groups that aim to bridge the gap between migrant and local students. These initiatives fostered mutual understanding, appreciation for different cultures, and created platforms for intercultural dialogue. She suggested strengthening language acquisition programs, providing professional development opportunities for teachers to promote cultural understanding, and implementing anti-discrimination policies within educational institutions. She also emphasized the importance of collaboration between governmental bodies, educational institutions, and community organizations to create a holistic support system for migrant students. The webinar ended with students posing questions to the speaker and clearing their doubts.

The webinar on migration, cultural understanding, and education provided invaluable insights into the experiences of migrant students in Canada. The speaker's experiences and expertise offered a comprehensive understanding of the challenges faced by migrants and the significance of cultural integration and inclusive education. It was an interactive and informative experience for the students.



Glimpses:





Placement Cell  
 Dr. Ravneet Chawla *Ravneet*  
 Dr. Upasna Thapliyal *Upasna*  
 30.5.23

*Ravneet*  
 30/5/2023  
 Principal  
 Govt. College of Education  
 Sec- 20D, CHD



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

### **International Collaboration for “Capacity Building Training Program for Transformative Teaching”**

#### **Report: Online 30-Hour Capacity Building Training for Transformative Teaching**

An online 30-hours “Capacity Building Training Program for Transformative Teaching” was successfully organized under the international collaboration of the International Chamber of Service Industry (ICSI), India, and SARS Technology Innovation, Dubai, aimed to equip prospective teachers with the necessary skills and knowledge for transformative teaching practices and the development of global competencies. The program was inaugurated on April 18, 2023, by Major Dr. Gulshan Sharma, Director of ICSI, India; Mr. Arpit Duggar, Director of SARS Technology Innovation, Dubai; and Dr. Sapna Nanda, Principal. The program was coordinated by Dr. Nisha Singh, Assistant Professor.

This international training program was conducted online from March 17, 2023, to May 4, 2023 and utilized digital platforms (Zoom meeting, Youtube ) to deliver multiple sessions of three hours each that add upto more than 30hrs training. A total of 90 students from the first and second-year B.Ed. classes of ongoing session 2022-2023 participated in the program.

The primary goal of the program was to enhance the skills and knowledge of prospective teachers, equipping them to excel in their teaching careers and improve classroom effectiveness.

The program was meticulously designed with a focus on the key pillars of modern education namely Enquiry-Based Learning, Project-Based Learning, Health and Wellness-Based Learning, Online resources and AI-Based Learning. The program was conducted entirely online, with workshop-style sessions that allowed participants to engage in hands-on activities for practical learning.

The sessions were structured to cover a diverse range of topics including Digital Literacy, Pedagogy and Andragogy, Critical Thinking and Problem Solving, Creativity and Innovation in Teaching, Emotional Intelligence and Mindfulness, Fostering Curiosity and Lifelong Learning, Utilizing AI-Based Tools for Teaching Enhancement and Exploring Online Resources for Effective Teaching and Learning. Participants were actively engaged throughout the training program through discussions, hands-on experiences, quizzes, surveys,



group activities, lesson plans, and regular assignments. These assignments allowed participants to apply the knowledge gained during the sessions and reflect on the outcomes. .

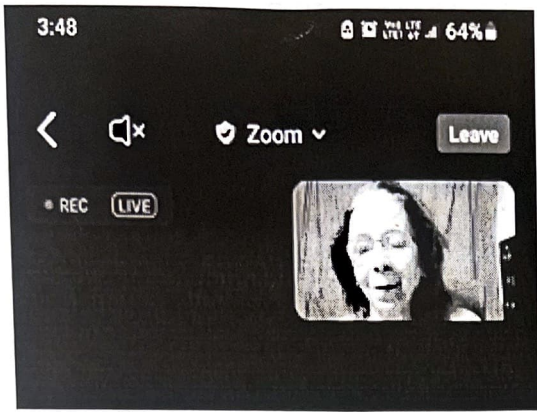
The training program also introduced participants to various new apps and technologies that could enhance their teaching skills and prepare them for global opportunities. Demonstrations and hands-on sessions familiarized participants with these apps, highlighting their potential for effective and engaging teaching.

The program achieved remarkable success, as evidenced by the participation and outcomes. A total of 90 dedicated students successfully completed the program and were awarded certificates of completion.

In conclusion, this online 30-hour capacity building training for transformative teaching, organized by international organization SARS Technology Innovations, Dubai and the ICSI, India proved to be a valuable and impactful initiative. The utilization of online platforms, introduction of new apps, and active engagement of participants contributed to the success of the program. It is anticipated that the training program will have a positive and long-lasting impact on the teaching practices of the participants, benefiting both their professional growth and the future learning experiences of their students.







SI INTERNATIONAL INNOVATES FOR GLOBAL LEARNING In collaboration with **SARS**  
Capacity Building Program for Transformative Teaching

### The Fourth 'R' – Reciprocate by Instructing Actively

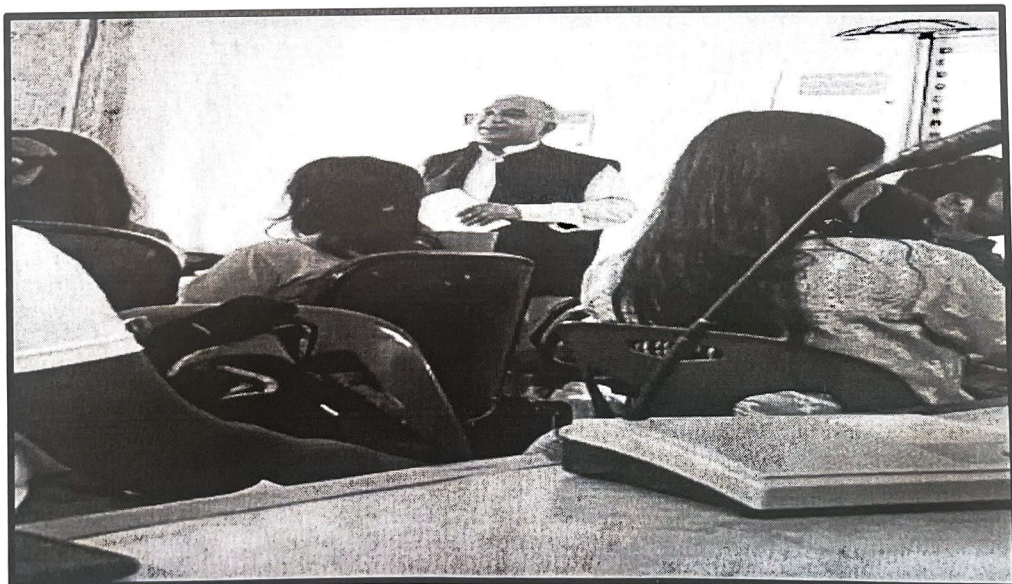
Games	Active Instruction	Facilitation

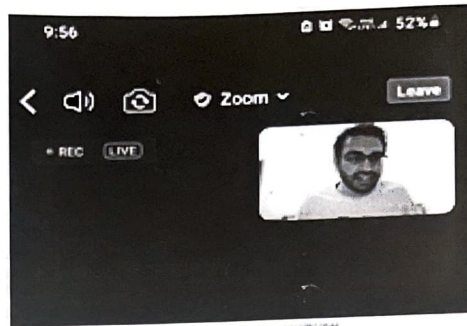
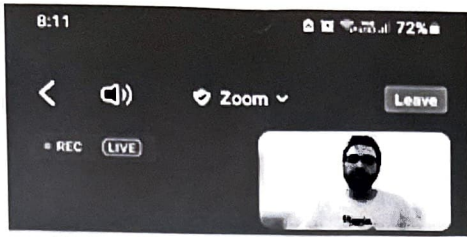
Go to [www.ment.com](http://www.ment.com) and use the code 6480 7097

### Leaderboard

734 p	Tripti
717 p	Amrinder Kaur
686 p	Savanya
524 p	Adarsh
0 p	Niharika
0 p	Earthman
0 p	Ronald

Unmute Start Video Participants 38 Chat Reactions Share

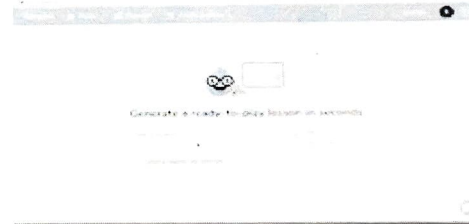
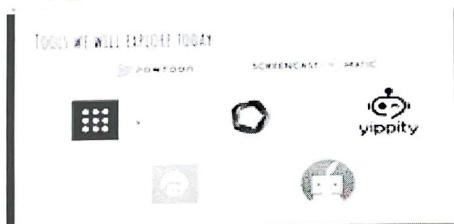
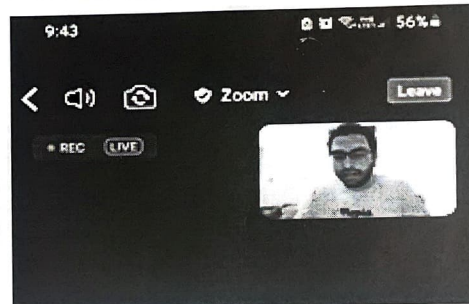
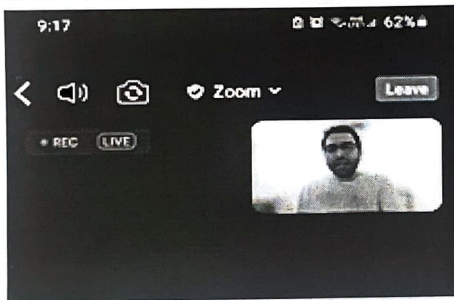
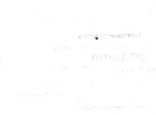




## RECAP

1. Orientation by Mr Arpit Dugar - 17 Mar
2. Digital Literacy by Mr Arpit Dugar - 17 Mar
3. Andragogy & Pedagogy by Dr Indira - 18 Mar
4. Critical Thinking & Problem Solving by Dr Sapna - 24 Mar
5. Effective Classroom Management by Mrs Roma Joshi - 25 Mar
6. Technology is Fun by Mr Arpit Dugar - 31 Mar
7. Creativity & innovation by Dr Indira - 1 Apr
8. Mindfulness by Mr Anand Atar - 21 Apr

How do you feel after today's lesson?



*Nisha*  
 Coordinator  
 Dr Nisha Singh

*Anand*  
 Principal