


SAMPLE SHOWING IDENTIFYING AND USING DIFFERENT SOURCES OF STUDY

UNDERSTANDING THE SELF

Submitted To:
Ms. Lakshmi Chopra

Submitted by:
Sudiksha Anand
CLASS:
B-Ed Sem II
Roll No:
1225
(11081822996)

INDEX

S.No.	PARTICULARS	PAGE No.	TEACHER'S REMARKS
1.	Personality	1-11	
2.	Self-Concept	12-17	
3.	Yoga	18-27	
4.	Self-Esteem	28-31	
5.	Positivity	32-36	
6.	Emotional Integration	37-40	
7.	Values	41-45	
8.	Developing the capacity for empathic listening and communication skills	46-50	

9. Understanding group
Dynamics & communication

51-57

10. Exploring & Practicing
ways to facilitate personal
growth & develop social
skills in students

58-59



Topic.....

SAMPLE SHOWING HANDS ON ACTIVITY

RATING

SCALE

Submitted To:
Dr. Kamalpreet Kaur

Submitted By
Joyti
B.Ed - M.Ed
(Integrated)

Date _____

Topic _____

Rating Scale

Introduction - Rating Scale is an important technique of evaluation. Rating is the assessment of one person by another person. This is one of the oldest methods of personality assessment. Rating is a term applied to expression of opinion or judgement regarding some situation, object or character. Opinions are usually expressed on a scale or value.

Definition of Rating Scale -

∴ A rating scale is a set of categories designed to elicit information about a quantitative or a qualitative attribute.

Characteristics of Rating Scale

Are valuable judgements about attributes of one person by another person.

Most commonly used tools to carry out structured observations.

Guilford (1954) identified that rating scale must have following basic characteristics which must be taken care of while constructing a rating scale.

- Clarity
- Relevance

- Variety

- Objectivity

- Uniqueness

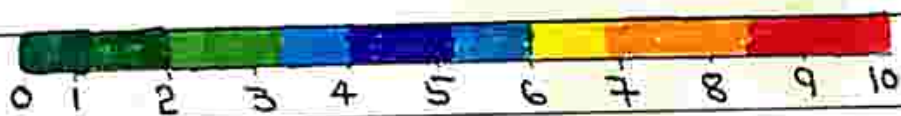
Make quantitative judgements about qualitative attributes.

Provide flexibility to judge the level of performance or presence of attributes among subjects.

Types of Rating Scale

- * Numerical Rating Scale
- * Graphic Rating Scale
- * Descriptive Rating Scale
- * Comparative Rating Scale

1. Numerical Scales - Numerical scales are the easiest to construct and apply to the objects, persons and events etc to be rated. In numerical scale the observer or rater is supplied with a sequence of numbers which is well defined and his task is to rate the objects on the given sequence of numbers on the basis of his impression.



No	Little	Little	Even	Whole	Worst
Pain	Bit	more	more	Lot	Pain
	Pain	Pain	Pain	Pain	

Numeric Pain Intensity Scale

SESSIONAL WORK

Analysis of Economics

SAMPLE SHOWING FIELD EXPLORATION

Current Economic Issue-

Coronavirus :- The World
Economy At Risk

Rajiv Gandhi College of Education, Rajnit Avenue

Sr

Submitted
To

Asst. Prof.

Ms. Rupreet

16/10

16/10



INDEX

Serial No.	Particulars	Page Number
1.	Introduction	1 ✓
2.	Government need to overcome coronavirus and the impact of Covid-19	3 ✓
3.	Sign of stabilising economic activity	6 ✓
4.	Covid-19 impact on Global Trade market	9 ✓
5.	Covid-19 Impact on global growth of world → Impact on GDP	11 ✓
6.	Policy Made to control imbalance in Nation due to Covid-19	18 ✓
7.	References	26 ✓

ASSIGNMENT
Pedagogy of Social Science

Social and Political Developments IN PRESENT CONTEXT

Submitted To - Navdeep Kaur

Submitted by - Komalpreet Kaur (2156)

Contents

Topic/Particulars	Remarks
Digital India Make in India	@
Ram Mandir Renewable Energy	@
2020 Agriculture Acts Central Vista Project	@
Abolition of Article 370 National Education Policy 2020	@
New Banking Rules Banning of Chinese Apps	@

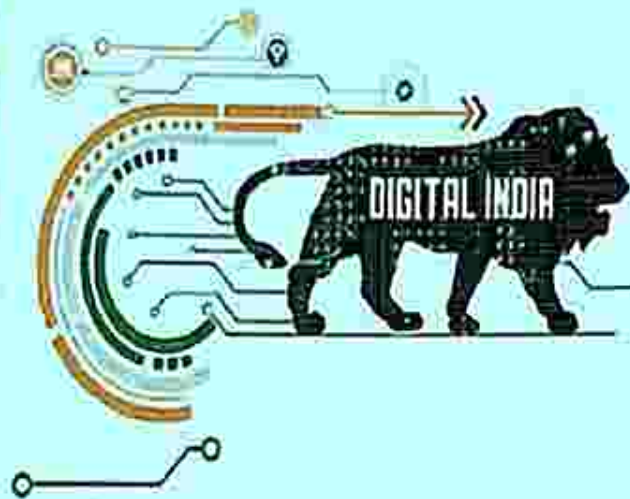
Navdeep

1. Digital India



Digital India
Power To Empower

Digital India is a Campaign launched by Government of India in order to ensure that the services of the



DIGITAL INDIA
A REVOLUTIONARY STEP

Government are made available to the citizens electronically by improved online Infra structure and by increasing Internet connectivity or making the country digitally empowered in the field of Technology.

2. Make in India

Make in India is an initiative by the Government of India to encourage companies to manufacture in India and incentivize dedicated investments into manufacturing. The policy approach was to create a conducive

Make in India



environment for investments, develop a modern and efficient infrastructure, and open up sectors for job creation and skill advancement and aimed "to transform India to a global design and manufacturing hub" line with Make in India, individual states too launched their own local initiatives as 'Make in Odisha', 'Make in Tamil Nadu'

3. Ram Mandir



The Ram Mandir is an under-construction Hindu Temple in Ayodhya, Uttar Pradesh, India at the site of Ram Janmabhoomi, which is believed to be the birthplace of the Hindu god Rama.

SAMPLE SHOWING
LIBRARY WORK

READING

AND

REFLECTING

ON

TEXT



Submitted To :-
Ms. Pooja Sharma

Submitted by :-

Priya Sharma

1392

11081823001

Enhance the quality of learning & reflection

INDEX

Sr. No.	Particulars	Page No.	Signature
1.	NPE 1986 (1-14)	1-14.	Sham
2.	NCF 2005 (15-24)	1-10.	Sham
3.	Reading & Reflecting Context (25-34)	1-10.	Sham
4.	Learning To Be (UNESCO) (35-46)	1-12.	Sham
5.	Learning Without Burden (47-54)	1-8.	Sham
6.	Human Development Report (55-63)	1-9.	Sham

INDEX

Sr. No.	Particulars	Page No.	Signature
	• Introduction	1.	Shanu
	• Salient Features of NPE	2.	
	• Aims of Education	7.	Shanu
	• Evaluation	9.	
	• NPE 1986 with respect to pedagogy	11.	
	• Conclusion	14.	Shanu

Introduction

The national Policy on Education (NPE) is a policy formulated by the government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by government of Prime Minister Indira Gandhi, and second by Prime Minister Rajiv Gandhi in 1986.

Having announced that a new policy was in development in January, 1985, the government of Rajiv Gandhi introduced a new National Policy on Education in May 1986. The 1986 Policy was modified in 1992 by the P.V. Narashimha Rao government. In 2005, former Prime Minister Manmohan Singh adopted a new policy based on the 'Common Minimum Programme' of his United Progressive Alliance i.e. UPA.

SALIENT FEATURES OF NPE (1986)

The article throws light upon the eleven salient features of national policy of education (1986). The features are:

The Essence and Role of Education:

1) **All-Round Development**: "In our national perception education is essential for all, as it is fundamental to our all round development i.e. material and spiritual."

Acculturating Role: Education has to play an acculturating role as it refines sentiments and perceptions that contribute to national unity and togetherness.

Man-power Development: Education develops man-power for different levels of national economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.

2. National System of Education:

i) Equality of Opportunity of Education: To promote equality it will be

necessary to provide for equal opportunity to all not only in access, but also in the conditions for success.

ii) National Curricular Framework with a Common Core: The NPE will be based on a NCF which

contains a common core along with other components that are flexible.

iii) Common Educational Structure: The common educational structure i.e. 10+2+3 which was recommended by Kothari Commission (1964-66). This structure has now been accepted in all parts of country.

3. Education for Equality:

i) Education for Women's equality: The policy states the following:

1) Status of Women: Education will be used as an agent of basic change in the status.

2) Empowerment of Women: The NPE will play a positive role in the empowerment of women.

SAMPLE SHOWING LIBRARY
WORK

UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT

Submitted To :-

Prof - Neelu Arora

Submitted By :-

Arun Kumar Shukla

Roll No - 2179

B.ED - Ist SEM

SEC - D

ASSIGNMENT

OF

UNDERSTANDING THE
LEARNER

AND

LEARNING ENVIRONMENT

Submitted To:

Prof - Neelzy Azaria

Submitted By:-

Arun Kumar Shukla

2179

BED, Sem-I

SEC-D

सूची

क्रमांक	शीर्षक	पृष्ठ संख्या	टिप्पणियाँ
1	PIAGET THEORY		
→	परिचय	2	Neelu
→	पियाजे सिद्धान्त की संज्ञानात्मक विकास की अवस्थाएँ	2	
→	पियाजे सिद्धान्त के मुख्य बिन्दु	4	
→	पियाजे के जैविक अनुकूलन का सिद्धान्त	6	Neelu
→	पियाजे के बौद्धिक विकास का सिद्धान्त	7	
→	पियाजे सिद्धान्त में शिक्षा निहितार्थ सिद्धान्त	7	Neelu
→	निष्कर्ष	9	
2.	Marginalisation (हाशिये पर)		
→	परिचय	10	Neelu
→	हाशियावन्दी का सामाजिक परिप्रेक्ष्य	10	
→	हाशियावन्दी का दुष्प्रभाव	11	
→	हाशियावन्दी में विशेष शिक्षण कौशल की आवश्यकता	13	
→	निष्कर्ष	14	Neelu
		15	

पियाजे का सिद्धान्त : →

परिचय : → स्विट्जरलैंड के प्रसिद्ध बाल मनोवैज्ञानिक पियाजे ने बच्चे संज्ञानात्मक विकास के ऊपर अपने विचार प्रस्तुत किये उन्होंने अपने स्वयं के तीन बच्चों पर होने वाले परिवर्तनों को जाँचा, परम्परा और चार अलग-अलग चरणों में रखकर उनका वर्णन किया।

पियाजे का मानना है कि सीखना कोई यांत्रिक क्रिया नहीं है बल्कि यह एक बौद्धिक प्रक्रिया होती है। सीखना एक संपूर्णतम निर्माण करना होता है। और निर्माण करने की यह प्रक्रिया सरल से कठिन की ओर चलती है।

पियाजे की संज्ञानात्मक विकास की अवस्थाएँ : →

1. संवेदक प्रेरक अवस्था (Sensory-motor stage) (0-2) :

यह अवस्था जन्म से लेकर पहले 2 वर्ष तक होती है। इस अवस्था में बच्चों को स्पर्श, गंध तथा प्रकाश का अनुभव होता है। इस स्तर पर बच्चों की बुद्धि बजाय ज्ञानेन्द्रियाँ ज्यादा सक्रिय होती है। इस स्तर पर बच्चा दूसरे के भावों को ज्ञानेन्द्रियों के माध्यम से महसूस करता है और अपने भाव व्यक्त भी ज्ञानेन्द्रियों के द्वारा करता है। जैसे- भूख लगने पर इध

की मींग से कर करता।

2. पूर्व संक्रियात्मक अवस्था : → Pre-operational stage (2-7)

इसमें 2 वर्ष से लेकर 7 वर्ष तक का समय होता है। इस स्तर पर बच्चे की पहचान क्षमता में परिवर्तन के साथ उसके स्वरूप में वृद्धि होती जाती है। अर्थात् शारीरिक विकास हो जाता है। इस स्तर पर बच्चों में निम्नलिखित योग्यताओं का विकास हो जाता है -

कल्पनाशक्ति का विकास

सृजनात्मकता का विकास

ज्ञान का प्रतीकात्मक होना

3. मूर्त संक्रियात्मक अवस्था : → Concrete-operational stage (7-11)

यह अवस्था 7 से 11 वर्ष तक का समय होता है। इस स्तर पर बच्चा यथार्थवादी और व्यवहारशील हो जाता है। वे स्वप्न और वास्तविकता के मध्य श्रेय के बारे में जानते हैं। इस अवस्था में बच्चा दो घटनाओं के मध्य अन्तर करना सीख जाता है। उसमें वस्तुओं में वर्गीकरण करने की क्षमता विकसित हो जाती है। उसके विचारों में कर्म-बुद्धि और स्वार्थिता का समावेश हो जाता है। उनका सोचना और विचारना पूर्व अधिगम पर आधारित होता है। इस स्तर पर बच्चे समस्या को जानते हैं परन्तु उसका समाधान निकालना नहीं सीख पाते।

4. औपचारिक अमूर्त अवस्था : → *Formal-operational stage (18+)*

यह अवस्था किशोरवस्था के आसपास का समय होती है। इसमें बच्चों की बुद्धि पूर्णतः विकसित हो जाती है। उन वह अपनी व्यक्तिगत समस्याओं के बारे में चिंतन करके हल ढूँढना शुरू कर देता है। इस स्तर पर बच्चों में निम्नलिखित योग्यताओं का विकास होता है -

- (i) सृजनात्मक योग्यता का विकास
- (ii) स्मृति का विकास
- (iii) चिंतन का विकास
- (iv) विसंगति की समझ
- (v) समस्या समाधान योग्यता का विकास

* पियाजे सिद्धान्त के मुख्य बिन्दु : →

(1) वस्तु स्थायित्व : → जब कोई चीज सामने नहीं होती फिर भी उसकी image दिमाग में बन जाता (18-24 माह) यह 1st stage में पायी जाती है।

(2) जीववाद : → गतिमान वस्तुओं को सजीव मानना है। यह 2nd stage में पाया जाता है।

(3) अहमकेन्द्रिता : → Egocentric :- अपने विचारों को श्रेष्ठ समझना। अपने नज़रिये से दुनियाँ को देखना। दूसरे के विचारों को समझने की निर्गोच्यता। यह भी 2nd stage में पाया जाता है।

(4) अनपलटावली गुण : → बच्चा पलट नहीं सकता। बच्चे लगातार बोलते हैं लेकिन बीच से शुरू नहीं करता। जैसे:- बच्चे ABCD शुरू से बोलेंगे बीच से शुरू नहीं कर पाते। यह भी 2nd stage में होता है।

(5) संरक्षणवाद : → बच्चे को लावाई, चॉर्डाई, ड्रॉप, क्षेत्रफल, आपतन की समझ, रंग, रूप, आकार बदल जाने के बाद भी कुछ मौलिक गुण विद्यमान रहते हैं। यह 3rd stage में होता है।

(6) पलटावली गुण : → बच्चों में बीच से बोलने का गुण विकसित हो जाता है। बच्चा समझने बग़ैर बोलता है। यह 3rd stage में होता है।

विकेन्द्रण : → किसी भी समस्या के विभिन्न पहलुओं के बारे में जानना समझना। यह Divergent होता है। यह 3rd stage में होता है।

ਸਮਾਇਕਰਮ

ਸਾਂਠ

ਪੰਜਾਬੀ

ਹਰਬੀਤ ਕੋਰ

ਨਵੀਨ ਕੋਰ:-
ਬੀ.ਐੱਡ: ਐੱਸ ਐੱਡ
ਸਮੇਸਟਰ (ਪਹਿਲਾ)
ਰੋਲ ਨੰ:- 1532

☆ ਤਰਵਰਾ ☆

ਸਾਂਗੀਮਲ ਨੰ:-	ਵਿਸ਼ ਦਾ ਨਾਮ	ਯੋਜਨਾ ਨੰਬਰ	ਸਾਥਿਕ
1.	ਸਾਤ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਮਲ ਤੇ ਅਧਿਐਮਲ ਯਹਿਲੀ ਭਾਸ਼ਾ ਦੇ ਤੌਰ ਤੇ ਅਧਿਐਮਲ	1-6	(P)
2.	ਸਾਤ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਮਲ ਦੁਜੀ ਭਾਸ਼ਾ ਦੇ ਤੌਰ ਤੇ	6-10	(P)
3.	ਯੰਜੁਬੀ ਦੀ ਸਕੂਲਾਂ ਵਿਚ ਵਰਤਮਾਨ ਸਥਿਤੀ	11-14	(P)

ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਮਹਿਮਾਨ ਤੇ ਮਹਿਮਾਯਨ

ਪਹਿਲੀ ਭਾਸ਼ਾ ਦੇ ਤੌਰ ਤੇ ਮਾਤ ਭਾਸ਼ਾ

ਤੁਸੀਂ:- ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਮਨੁੱਖ ਦੇ ਜੀਵਨ ਵਿੱਚ ਬਹੁਤ ਮਹਿਮਾ ਸਥਾਨ ਹੈ। ਮਨੁੱਖ ਆਪਣੇ ਮਨ ਦੀਆਂ ਭਾਵਨਾਵਾਂ ਤੇ ਵਿਚਾਰਾਂ ਨੂੰ ਸਾਰਥਕ ਰੂਪ ਵਿੱਚ ਮਾਤ-ਭਾਸ਼ਾ ਵਿੱਚੀ ਖੁਸ਼ਰੂਤ ਕਰਦਾ ਹੈ। ਉਹ ਮਾਤ-ਭਾਸ਼ਾ ਦੇ ਅਗੈਰ ਦੁਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਾਇਮ ਕਰਦਾ ਹੈ।

ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਸਾਬਦਿਕ ਅਰਥ:-

ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਅਰਥ ਹੈ 'ਮਾਤ + ਭਾਸ਼ਾ' ਦਾ ਅਰਥ ਹੈ ਸੰਚਾਰ ਦਾ ਮਾਧਿਅਮ ਜਾਂ ਬੋਲਣਾ। ਜੇ ਇਸ ਖੁਸ਼ਰੂ ਮਾਤ ਭਾਸ਼ਾ ਉਹ ਸੰਚਾਰ ਦਾ ਮਾਧਿਅਮ ਹੈ ਜਿਸ ਨੂੰ ਮਾਂ ਤੋਂ ਸ਼ੁਰੂ ਕੀਤਾ ਜਾਂਦਾ ਭਾਵ ਉਹ ਭਾਸ਼ਾ ਜੋ ਬੱਚਾ ਆਪਣੀ ਮਾਂ ਦੇ ਸਾਥ ਤੇ ਸੁਣ ਕੇ ਕ੍ਰਮ ਵਿੱਚ ਕਰਦਾ ਹੈ।

ਮਾਤ ਭਾਸ਼ਾ ਦੀਆਂ ਪਰਿਭਾਸ਼ਾਵਾਂ:-

ਪੀ. ਥੀ. ਵੈਲਾਰਡ ਮਨੁੱਖ:- "ਮਾਤ ਭਾਸ਼ਾ ਬੱਚੇ ਦੀ ਉਹ ਭਾਸ਼ਾ ਹੈ ਜਿਸ ਦੁਆਰਾ ਉਹ ਸੰਚਾਰ ਤੇ ਸੰਪਰਕ ਕਰਦਾ ਹੈ।"

2. ਵਾਲਕਿਸ਼ ਦੇ ਅਨੁਸਾਰ:- "ਮਾਤ ਭਾਸ਼ਾ ਸਲੋਚ, ਦੇ ਸਮੇਂ ਵਿੱਚ ਯਕਦ ਦਿਲ ਦੀ ਭਾਸ਼ਾ ਹੈ।"
3. ਸੰਵਿਮਲਿਤ ਨਿਕਸ਼ਿਪੀ ਅਨੁਸਾਰ:- "ਉਹ ਖੁਸ਼ੀ ਭਾਸ਼ਾ ਜਿਹੜੀ ਇੱਕ ਥੋੜ ਜਾਂ ਦੋਸ਼ ਦੇ ਲੋਕ ਬੋਲਦੇ ਹਨ।"
4. ਡਾ. ਵੀ. ਵੀ. ਸਿੰਘ ਅਨੁਸਾਰ:- "ਮਾਮ ਵਰਕੇ ਪਹਿਲੀ ਭਾਸ਼ਾ ਉਹ ਹੋਈ ਹੈ ਜਿਹੜੀ ਬੱਚਾ ਆਪਣੇ ਘਰ ਵਿੱਚ ਸਿੱਖਦਾ ਤੇ ਵੱਲਦਾ ਹੈ।"

ਪਹਿਲੀ ਭਾਸ਼ਾ ਦਾ ਮਹਿਮਾ ਤੇ ਮਹਿਮਾਯਲ

ਸੁਵਾਲ ਇਹ ਹੈ ਕਿ ਪਹਿਲੀ ਭਾਸ਼ਾ ਵੱਧ ਜਲਮ ਤੇ ਆਪਣੇ ਆਪ ਗ੍ਰਹਿਣ ਕਰ ਲੈਂਦਾ ਹੈ। ਇਹ ਵੱਧ ਹੈ ਕਿ ਇਸਦਾ ਮਹਿਮਾ ਸਰੂਲ ਵਿੱਚ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ਤਾਂ ਕਿਉਂਕਿ ਇਸਦੀ ਸ਼ਕਤੀ ਵਿੱਚ ਬੱਚਿਆਂ ਨੂੰ ਯਕਦੀ ਸ਼ਾਂਤੀ ਹੈ। ਇਸਦਾ ਅਰਥ ਹੈ ਕਿ ਇਸਦੀ - ਸਰੂਰਤ ਹੈ।

ਪੰਜਾਬੀ ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਮਹਿਮਾ ਤੇ ਮਹਿਮਾਯਲ: ਪਹਿਲੀ

ਭਾਸ਼ਾ ਦੇ ਤੌਰ ਤੇ:-

ਸੁਵਾਲ ਹੈ ਕਿ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਪਹਿਲੀ ਭਾਸ਼ਾ ਹੈ ਜਾਂ ਦੂਜੀ ਭਾਸ਼ਾ ਉੱਤੇ ਹੈ ਕਿ ਹਰ ਮਾਤ ਭਾਸ਼ਾ ਮਹਿਮਾ ਤੇ ਮਹਿਮਾਯਲ ਲਈ ਸਰੂਲ ਵਿੱਚ ਪਹਿਲੀ ਭਾਸ਼ਾ

ਹੀ ਹੋ ਸਕਦੀ ਹੈ ਤੇ ਦੂਜੀ ਭਾਸ਼ਾ ਵੀ ਜਦੋਂ ਵਿਦਿਆਰਥੀ ਦੰਜਾਬੀ ਪਰਿਵਾਰ 'ਚ ਆਇਆ ਹੈ। ਉਸਦੀ ਮਾਤ ਭਾਸ਼ਾ ਦੰਜਾਬੀ ਹੈ ਤਾਂ ਉਹ ਦੰਜਾਬ ਦੇ ਸਰਕਾਰੀ ਸਕੂਲ ਵਿੱਚ ਦੰਜਾਬੀ ਹੀ ਪੜ੍ਹੇਗਾ। ਉਸਦਾ ਅਧਿਐਨ ਤੇ ਅਧਿਆਪਕ ਪਹਿਲੀ ਭਾਸ਼ਾ ਦੇ ਉੱਚ ਤੇ ਉੱਚੇਗਾ। ਇਹ ਭਾਸ਼ਾ ਉਹ ਪਹਿਲੀ ਜ਼ਬਾਨ ਤੇ ਹੀ ਪੜ੍ਹੇਗਾ।

1 ਨਵੇਂ ਵਾਤਾਵਰਣ 'ਚ ਸਰਕਾਰ:- ਸਕੂਲ ਦਾ ਵਾਤਾਵਰਣ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਨਵਾਂ ਹੈ। ਸਕੂਲ ਦਾ ਕਮਰਾ, ਵਿਦਿਆਰਥੀ, ਅਧਿਆਪਕ ਨਵੇਂ ਚਿਹਰੇ, ਪੜ੍ਹਨ-ਪੜ੍ਹਾਉਣ ਆਦਿ ਸਾਰੇ ਖੁੱਲ੍ਹੇ ਹੋਏ ਹਨ। ਉਸ ਲਈ ਹਰ ਵਿੱਚ ਵਿਸ਼ਵਾਸ ਨਵਾਂ ਹੈ।

2 ਵਿਧਰਠ ਸਿੱਖਣਾ:- ਮਾਤ ਭਾਸ਼ਾ ਨੂੰ ਉਹ ਪਹਿਲੀ ਭਾਸ਼ਾ ਦੇ ਤੌਰ ਤੇ ਸਕੂਲ ਵਿੱਚ ਵਰਤਦਾ ਹੈ। ਉਹ ਹਰ ਗੱਲ ਨੂੰ ਮਾਧਯਮੀ ਭਾਸ਼ਾ ਵਿੱਚ ਕਰਦਾ ਤੇ ਸਮਝਦਾ ਹੈ। ਜਦੋਂ ਉਹ ਦੂਜੀ ਭਾਸ਼ਾ ਵਿੱਚ ਕੋਈ ਵਿਸ਼ਵਾਸ ਪੈਂਦਾ ਹੈ ਤਾਂ ਉਸਨੂੰ ਥੋੜ੍ਹਾ ਸਿੱਖਾ ਲਿਆ ਜਾਂਦਾ ਹੈ।

ਵਧੇਰੇ ਦਾਖਲਾ:- ਜੇਕਰ ਮਾਤ ਭਾਸ਼ਾ ਸਕੂਲ ਵਿੱਚ ਸ਼ੁਰੂ ਤੇ ਪੜ੍ਹਾਈ ਸਾਫ਼ ਹੋਵੇ ਤਾਂ ਸਕੂਲ ਵਿੱਚ ਦਾਖਲੇ ਵਧੇਰੇ ਹੋਣਗੇ। ਇਹ ਸਿੱਖਿਆ ਵਿੱਚ ਸਰਵਵਿਆਪੀ ਸਮੱਥਿਕਾ ਹੋਵੇ ਕਰਨ ਵਿੱਚ ਸਾਹਿਬ ਲੋਕਤਾ ਹੈ।



SAMPLE SHOWING FIELD EXPLORATION

Assignment :- Pedagogy of
Science

Topic :- Scientists And Their
Contributions

Submitted to :- Neelu Arora Mam

Submitted by :- Tanmeet Kaur

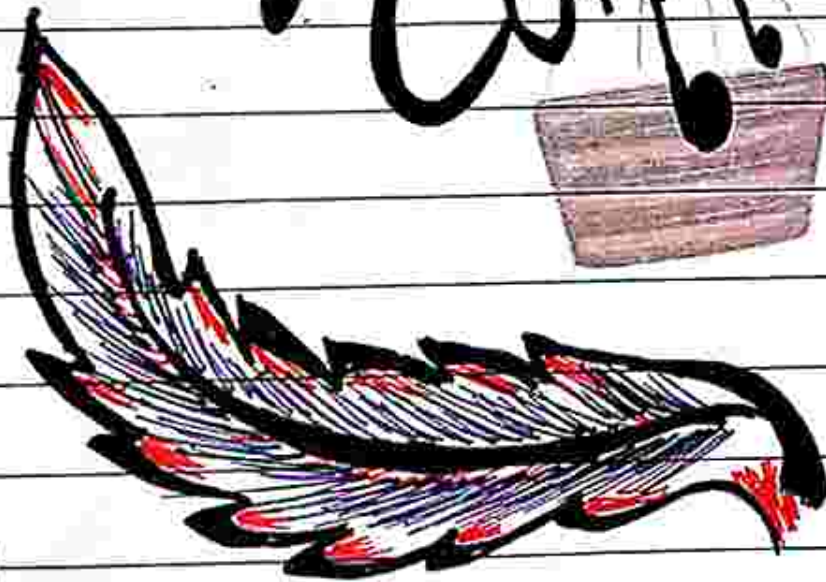


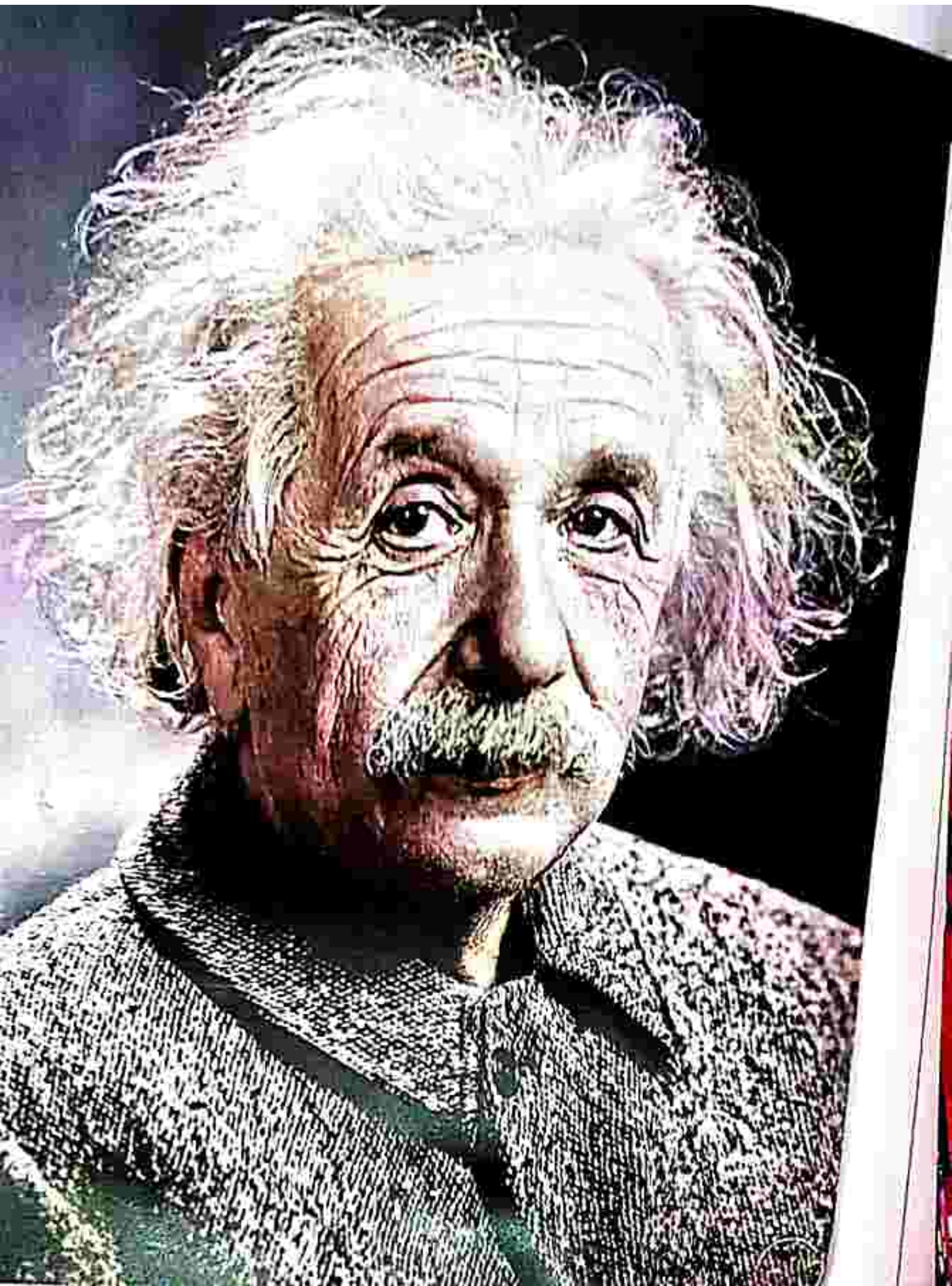
Neelu



Albert

Ringstein





Life Sketch

Born :- 14 March 1879
Ulm, Kingdom of Württemberg, German Empire

Residence :- Germany, Italy, Switzerland, Belgium,
United States

Fields :- Physics, Philosophy

Thesis :- *Die neue Bestimmung der Moleküldimensionen*
(A new Determination of Molecular Dimensions) (1905)

Known For :- General Relativity and Special relativity
Photoelectric effect, $E=mc^2$, Theory of
Brownian motion, Einstein field equations,
Bose-Einstein statistics, Gravitational wave, Cosmological
Constant, Unified field theory, EPR-paradox,
Bose-Einstein Condensate



Doctoral Advisors :- Alfred Klemen

Notable Awards :- Barnard Medal (1920)

Noble Prize in Physics (1921)

Matteucci Medal (1921)

Jury Maxima (1921)

Copley Medal (1925)

Max Planck Medal (1929)

Time person of the century (1929)

Institutions :- Swiss Patent office (1902-1909)

University of Bonn (1908-1909)

University of Zurich (1909-1911)

Charles University in Prague (1911-1912)

ETH Zurich (1912-1914)

Prussian Academy of Sciences (1914-1933)

Humboldt University of Berlin (1914-1917)

Kaiser Wilhelm Institute (1917-1933)

German Physical Society (president, 1916-)

Jordan University (visits, 1920)

Czech (visits, 1931-1933)

Died :- 18 April, 1955 (aged 76) New Jersey USA

Contribution In Science

Throughout his life, Einstein published hundred of books and articles. He published more than 300 scientific papers and 150 non-scientific ones. On 5 December 2014, Universities and teachers announced the release of Einstein's papers. Einstein's intellectual achievements and originality have made the word "Einstein" synonymous with "genius".

General Principles

He articulated the principle of relativity. This was understood by Hermann Minkowski to be a generalization of Galilean invariances from space to space-time. Other principles postulated by Einstein are ~~not~~ vindicated one.



SAMPLE SHOWING HANDS ON ACTIVITY

**INTERNSHIP IN A SCHOOL WITH
STAGE SPECIFIC SPECIALIZATION**

INTERNSHIP FILE

**MASTER OF EDUCATION (M.Ed.)
(SEMESTER-III)**

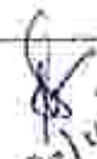




SUBMITTED TO

SUBMITTED BY

Kuitika Arora
21771910310

**KHALSA COLLEGE OF EDUCATION
RANJIT AVENUE
AMRITSAR**

INDEX

SERIAL NUMBER	PARTICULARS	PAGE NUMBER	SIGNATURE
1.	PROFILE OF THE INSTITUTION: KHALSA COLLEGE INTERNATIONAL PUBLIC SCHOOL	1-20.	 20/11/2020
2.	FINAL REPORT	21-64.	
3.	FEEDBACK RECORD: a. LESSON PLANS b. STRENGTHS, WEAKNESSES & SUGGESTIONS OF THE LESSONS		
4.	ACTION RESEARCH	65-72.	
5.	TEACHING LEARNING RESOURCES	73-76.	
6.	CO-ORDINATION AND SUPERVISION OF CO-CURRICULAR ACTIVITIES	77-92.	 22/12/2020

**PROFILE OF
THE
INSTITUTION**



**KHALSA
COLLEGE
INTERNATIONAL
PUBLIC SCHOOL**

1.
18 Nov/2020

School Information

School Name -	Khalsa College International Public school
School Board -	Central Board of Secondary Education
Address	Opp. M.K. Hotel, C Block, Ranjit Avenue
Foundation year	2001
Email	Kcipsamitsae@yahoo.in
website	www.kcipsamitsae.com
Medium of Instruction	English
Type	Co Education
School level	Senior Secondary
Society	Khalsa College Society
Type of Affiliation	Provisional
Type of school classes	Independent Nursery till XII
Teaching staff	
PRTs	14
TbTs	0
Librarian	1
PTI	1
POTs	0
NTTs	3

About School

Khalsa College International Public School was established in August 2001 with a vision to not only impart the light of knowledge of curricular subjects but also to inculcate moral as well as cultural values in the children. The school, spread in the most prime location of Ranjit Avenue in a vast area of 3 acres, is a co-educational English Medium school affiliated to Central Board of School Education and offers schooling from pre-primary to 12 grade.

The school believes in unravelling every child's potential by providing a holistic environment to discover his/her ability, talent and creativity. It also awakens in them an enterprising spirit. The school prepares the children for future prospects by equipping them with latest technology as well by teaching them intellectual & practical skills.

Principal's Message

"Flowers leave part of their fragrance on the hands that bestow them"

We believe in a joyful experiential learning system wherein every child is encouraged to participate whole heartedly at KCIPS, we leave no stone unturned to offer multitudes of opportunities to our children.

We believe in empowering our children in such a manner that they act as representatives of value based society. Our pedagogy tends to be holistic and comprehensive. We have a team of fabulous faculty who is ever ready to display intense commitment to keep the ethos of our school shining brightly.

There are only two lasting requests we can hope to give our children: Roots and wings. Parents offer them roots and we are proud to say that we offer them wings to touch the sky. We think:

"Let us keep alive the child's inborn sense of wonder, let's arouse their curiosity to discover the mystery of the world we live in"

Infrastructure Details

6.

PHYSICAL SIZE

Area of Campus in Sq. Mtrs.	8093.7128
Area of Campus in Acres	02
Built up Area in Sq. Mtrs.	2198.3
Whether the school at one site or two site	ONE
Area of Playground in Sq. mtrs.	42751.6

Labs & Rooms Details

1. Physics lab - 1	29' x 20'
2. Chemistry lab - 1	31' x 15'
3. Biology Lab - 1	29' x 20'
4. Maths Lab - 1	28' x 19'
5. Computer lab - 1	44' x 20'
6. Library - 1	31' x 20'
7. Music Room - 1	20' x 14'
8. Smart class Rooms - 6	22' x 20'
9. Class Rooms - 26	22' x 20'
10. Cricket Playground - 1	12.20 x 8.7m
11. Sick Room - 1	14' x 14'
12. Basketball Court - 1	27m x 13m

SAMPLE SHOWING FIELD
EXPLORATION

ASSIGNMENT OF PHYSICAL SCIENCE

SANJANA
17/10/21
SUBMITTED TO
Ms. Samita

SUBMITTED BY
Ramandeep Kaur
Roll No. - 1013
B.ed Sem - I (A)

INDEX

Sl. No.	Particulars	Page No.
1.	Article of Physical Science	1-4
2.	Scientists	5-10
3.	Landmark Discoveries of Physical Science (Chemistry and Physics)	11-21

ARTICLE
OF PHYSICAL
SCIENCE



MARS STUDY OFFERS CLUES TO ORIGIN OF LIFE ON EARTH

NASA scientists have discovered evidence for ancient sea-floor hydrothermal deposits on Mars which may offer clues about the origin of life on Earth.

Researchers examined observations by NASA's Mars Reconnaissance Orbiter (MRO) of massive deposits in a basin on southern Mars.

They interpret the data as evidence that these deposits were formed by heated water from a volcanically active part of planet's crust entering the bottom of a large sea long ago.

"Even if we never find evidence

that there has been life on Mars, this site can tell us about the type of environment where life may have begun on Earth," said Paul Niles of NASA's Johnson Space Center in the US.

"Volcanic activity combined with standing water provided conditions that were likely similar to conditions that existed on Earth at about the same time - when early life was evolving here," said Niles, co-author of the research published in the journal *Nature Communications*.

Mars today has neither standing water nor volcanic activity. Researchers estimate an age of about 3.7 billion years for the martian deposits attributed to seafloor hydrothermal activity.

Undersea hydrothermal conditions on Earth at about that same time are a strong candidate for where and when life on Earth began, researchers said.

Earth still has such conditions, where many forms of life thrive on chemical energy extracted from rocks, without sunlight, they said.

However, due to Earth's crust, our planet hold little direct geological evidence preserved from the time when life begun.

The possibility of undenses hydrothermal activity inside icy moons such as Europa at Jupiter and Enceladus at Saturn feeds interest in them as destinations in the quest to find extraterrestrial life.

Observations by MRO's Compact Reconnaissance Spectrometer for Mars (CRISM) provided the data for identifying minerals in "massive" deposits within Mars' Eridania basin, which lies in a region with some of the red planet's most ancient exposed crust.

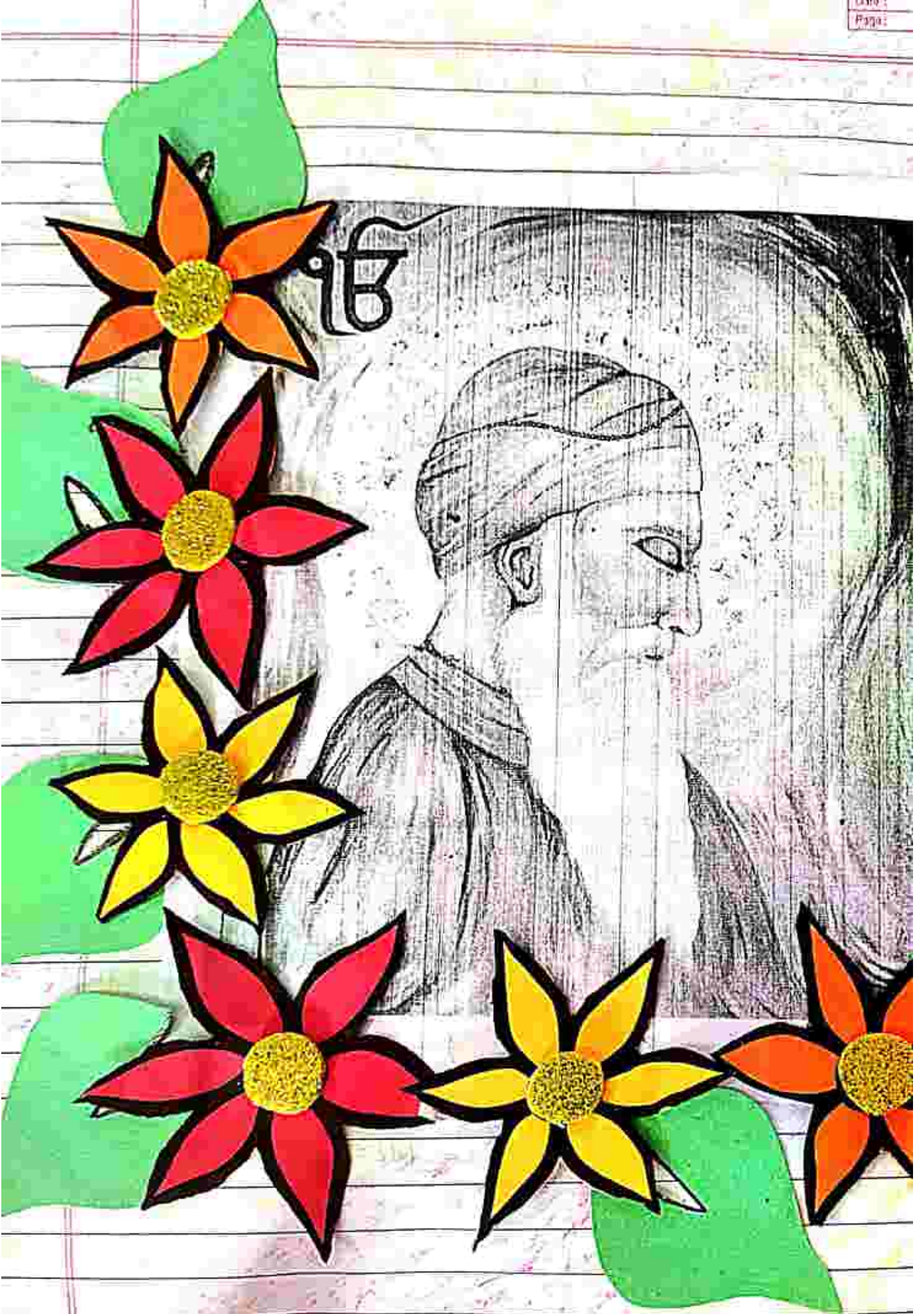
"This site gives us a compelling story for a deep, long-lived sea and a deep-sea hydrothermal environment," Niles said.

The researchers estimate the ancient Eridania sea held about 210,000 cubic kilometers of water.

The mix of minerals identified from the spectrometer data, including serpentine, talc and carbonate, and the shape and texture of thick bedrock layers, led to identifying possible seafloor hydrothermal deposits.

The area has lava flows that post-date the disappearance of the sea. The researchers

ॐ



Page: _____

ਗਿਅਲ ਸੀ ਅਧਿਆਪਕ ਲਈ ਉਮਰ ਯਕੂਤਿਏ
 ਸਕੋਲਰਸ਼ਿਪ ਮਿਲੀ ਉਨ੍ਹਾਂ ਨੇ ਅਧਿਆਪਕ ਨੂੰ ਰਿਗ
 ਸੇਵੇ ਲਾਲੂ ਬਗੋਰ ਅਤੇ ਉਮਰੇ (ਈਸਟਰ)
 ਗਿਅਲ ਤੇ ਬਗੋਰ ਮਾਗ ਮਿੱਥਣ ਬੇਰਾਹ ਹੈ। ਉਨ੍ਹਾਂ ਦੀਆਂ ਗੱਲਾਂ
 ਅਧਿਆਪਕ ਜੇਗਨ ਉਦਿਆ ਅਤੇ ਨਾਲਕ ਦੇਵਜੀ
 ਚਰਲੀ ਯਿਅਮ। ਗੁਰੂ ਨਾਲਕ ਦੇਵ ਜੀ ਦੀ ਯਥਾਗਤ
 ਸਕੂਲ ਦੀ ਯਕੂਤਿਏ ਦਾ ਇਹ ਅੰਤ ਸੀ।

ਯਥਿਵਾਰਿ ਜੀਵਨ ਅਤੇ ਸੇਵਾ (Family Life

and Service): ਚੌਥੇ ਸਾਲਾਂ ਦੀ ਉਮਰ ਵਿੱਚ

ਸਕੂਲ ਦੇ ਮੁਲ ਚੰਦ ਦੀ ਬੇਟੀ ਮਲਖੋਈ ਨਾਲ ਉਦਿਆ
 ਆਪ ਦੇ ਦੋ ਚੰਡਰ ਯੋਧਾ ਹੋਏ, ਸੀ ਚੰਦ ਅਤੇ ਲਖਮੀ
 ਦਾਮ। ਪੰਤੂ ਵਿਦਿਆਰਥਿ ਜੀਵਨ ਨਾਲ ਗੁਰੂ ਨਾਲਕ ਦੇਵ
 ਜੀ ਦੀ ਤਗੱਤੀ ਉਧਰ ਰੋਈ ਫਰਰ ਨਾ ਯਿਅਮ।
 ਆਪ ਜੀ ਦੀ ਤੇਵ ਬੀਬੀ ਨਾਲਕੀ ਆਪ ਨੂੰ
 ਮੁਲਤਾਲਧਰ ਲੈਯੀ ਲੈ ਗਈ। ਉਮਰੇ ਯਤੀ ਸੀ ਜੈ ਗਮ
 ਨੇ ਸੋਈਘਾਨੇ ਵਿੱਚ ਆਪ ਨੂੰ ਤੰਡਾਰੀ ਦੀ ਕੋਰੀ
 ਲੈ ਦਿੱਤੀ। ਆਪ ਨੇ ਇਮਾਨਦਾਰੀ ਨਾਲ ਆਪਣਾ
 ਫਰਜ਼ ਨਿਭਾਇਆ। ਯਕੁਤਿ ਉਹ ਆਪਣੀ ਰਮਾਈ
 ਗਰੀਬਾਂ ਅਤੇ ਲੋਕੀਏ ਵਿੱਚ 'ਤੇਗ', 'ਤੇਗ' (ਈਸਟਰ
 ਦਾ) ਰਹਿ ਕੇ ਵੰਡ ਦਿੰਦੇ ਸਨ।

ਉਦਾਸੀਆਂ (Travels Udasis): ਆਪਣਾ ਸਾਂਤੀ,

ਯਿਅਮ, ਨਿਮਦਾਮ
 ਸੇਵਾ ਅਤੇ ਈਮਾਨ ਤੇ ਜੀਵਨ ਦਾ ਸੰਦੇਸ਼ ਦੇਣ ਲਈ ਗੁਰੂ
 ਨਾਲਕ ਨੇ 1996 ਵਿੱਚ ਕੋਰੀ ਛੱਡ ਦਿੱਤੀ ਅਤੇ ਦੋ ਚੈਲੰਜ

ਹਿੰਦੂ ਖਾਲਾ ਤੇ ਮੁਸਲਮਾਨ ਮਰਦਾਨਾ ਨਾਲ ਮਫਰ ਤੇ ਨਿਰਲ ਤਰ੍ਹਾਂ। ਉਹਨਾਂ ਨੇ ਚਾਰ ਵੱਡੀਆਂ ਆਤਮਕ ਰੀਤੀਆਂ। ਉਹਨਾਂ ਨੇ ਯਾਤਰਾ, ਮੈਦਾਨਾ, ਰੇਗਿਮਖਾਲਾ ਅਤੇ ਘਾਲੀਆਂ ਉਧਰ ਮਫਰ ਰੀਤ।

1.
2.
3.
4.

- ਯਹਿਲੀ ਉਦਾਸੀ (1496-1509)
- ਦਮਰੀ ਉਦਾਸੀ (1510-1515)
- ਕੀਮਰੀ ਉਦਾਸੀ (1515-1517)
- ਚੌਥੀ ਉਦਾਸੀ (1517-1521)

ਜੀਵਨ ਦਾ ਅੰਤਿਮ ਯੁਗ (Last Phase of

Life): ਆਖਰੇ ਸੰਸਾਰੀ ਜੀਵਨ ਦੇ ਆਖਰੀ ਕੁਰਲ ਇੱਕ ਗੁਰੂ ਨਾਲ ਰਹਤਾਰਧਰ ਵੱਸ ਗਏ। ਉਹਨਾਂ ਉਧਦੇਸ਼ ਦਿੱਤਾ ਕਿ ਜੇ ਦਿਅਰਤੀ ਨੂੰ ਕੋਰ ਰਮਾਈ ਰਹੀ ਚਾਹੀਦੀ ਹੈ। ਉਹਨਾਂ ਆਖਰੇ ਮਰਯਾਦਾ ਨੂੰ ਰਿਗ ਜੀਵਨ ਦਿੱਤੇ ਯੋਜ ਮਮੂਲ ਆਖਦੇ ਉਧੇ ਚਾਹੀਦੇ ਹਨ।

1.
2.
3.
4.

- ਲਾਮ (ਈਸ਼ਵਰ ਦਾ ਗੁਣਗਾਨ)
- ਦਾਲ (ਮਾਰਿਸ਼ਾਂ ਲਈ ਜਾਂ ਲੋਕਦੇਵ ਲਈ ਦਾਲ)
- ਇਸ਼ਕਾਲ (ਮਰੀਰ ਨੂੰ ਮਾਫ ਰੱਖਣ ਲਈ ਰੋਜ਼ਾਨਾ ਇਸ਼ਕਾਲ)
- ਮੈਦਾ (ਮਾਨਵਤਾ ਦੀ ਮੈਦਾ)
- ਮਿਸਰਨ (ਆਤਮਾ ਦੇ ਨਿਕਾਣੇ। ਮੁਰਤੀ ਲਈ ਨਿਰੰਤਰ ਯਾਚਨਾ। ਯਾਨ)

ਗੁਰੂ ਨਾਲ ਨੇ ਮੱਲਖਤਾ ਨੂੰ ਰਿਗ ਰਿ ਇੱਕ ਈਸ਼ ਦੀ ਯੁੱਧਾ ਰੋ, ਯਦਿੰਤਰ ਜੀਵਨ ਬਿਤਾਓ ਅਤੇ ਦੁਸ਼ੀ ਦੀਆਂ ਰਮੀਆਂ ਨੂੰ ਮਦੀਰਾਰ ਰੋ।

ਗੁਰੂ ਨਾਲ 22 ਮਤਬਰ 1539 ਨੂੰ 70 ਮਾਲ ਦੇ ਉਮਰ ਇੱਕ ਜੋਤੀ ਜੋਤ ਸਮਾ ਗਏ।

SAMPLE SHOWING LIBRARY WORK

Assignment of Education and Development

Report on:

Swami Vivekananda

Submitted to:

Navdeep Mam

Submitted by:

Manpreet Kaur

B. Ed 1st Sem.

Roll No. 2176



S. No.	Topic	Page No.
1.	Biography	1
2.	Early life and Education	2-3
3.	Spiritual Crises & Relationship with Ramakrishna Paramhansa	3-4
4.	Spiritual Awakening	5
5.	Teachings and Ramakrishna Mission	6-7
6.	Lecture at Parliament	7-8
7.	Life of a monk	9, 10, 11
8.	Legacy	11-12
9.	Death	12-13

Assignment

on

Swami

Vivekananda

SAMPLE SHOWING LIBRARY
WORK

M

O

Swami Vivekananda was a Hindu Monk and one of the most celebrated spiritual mind. He was responsible for the revival of Hindu spiritualism for the revival of Hindu and established Hinduism as a revered religion on world stage. His message of Universal Brotherhood and self-awakening remains relevant and especially in the current backdrop of widespread political turmoil around the world. For this very the young monk and his teachings have been an inspiration to many and his words have become goals of self improvement especially for the youth of the country. For this very reason, his birthday, January 12, is celebrated as the National Youth Day in India.

Early Life and Education

Ram Narendranath Dutta, into an affluent Bengali family in Calcutta, Vivekananda was one of the eight children of Vishwanath Dutta and Bhuvaneshwari Devi. He was born on January 12, 1863 on the occasion of Makar Sankranti. Father Vishwanath was a successful attorney with considerable influence in society. Narendranath's mother Bhuvaneshwari was a woman endowed with a strong, God-fearing mind who had a great impact on her son.

As a young boy, he displayed sharp intellect. His mischievous nature belied his interest in music, both instrumental as well as vocal. He excelled in his studies.

SAMPLE SHOWING FIELD EXPLORATION

FILE OF PRACTICUM-1 M.Ed [SEM.1]

COMMUNICATION

AND

EXPOSITORY

WRITING

SUBMITTED TO:

MS.PRABJIT KAUR

SUBMITTED BY:

RAMA JOSHI,

706.

KHALSA COLLEGE OF EDUCATION

RANJIT AVENUE

AMRITSAR

INDEX

S.No.	Topic	Page No.	Remarks
(A)	<u>UNIT - 1. <u>Communication</u></u>		Prathy
1.	Introduction	1	
2.	Concept of Communication	2	
3.	Characteristics of Communication	3	
4.	Communication Process	4-5	
5.	Barriers of Communication	6-9	
6.	Types of Communication	10-12	
7.	Do and Don'ts of an effective Communication	13-15	
8.	Principles of effective speaking	16-18	
9.	Principles of effective listening	19-21	
10.	Essentials of good presentation of thesis	22-26	
(B)	<u>Unit - 2. <u>Expository Writing</u></u>		
1.	Concept of Expository Writing	27-31	
2.	Strategies of Expository Writing	32-34	
3.	Types of Expository Writing	35-36	
4.	Steps to be followed in Expository Writing of thesis	37-46	Prathy

WOMEN'S DAY



COMMUNICATION

INTRODUCTION: →

People change their feelings, experience and thoughts through verbal and non-verbal communications. All interpersonal relationships depends upon the effectiveness of such common communication. Communication is all the more important in teaching and learning process. When teacher teaches, he communicate with students. Good teacher are always good communicators. As the teacher is a good communication then the pupil in the classroom have no difficulty in understanding and learning the new concept from the teacher.



MEANING :- The word communication is derived from the latin word 'communis' which means 'to share', 'give and take'. In a sense, communication is having common experience with other people.

EXPERT'S VIEWS

Brooker's View :- Communication is anything that conveys that carries a message from one person to another."

Merzides View :- "Communication is a process of mutual exchange of thoughts, feelings, ideas, facts, and emotions."

It can be concluded that communication is basically the process of sharing thoughts, ideas, experiences with others.

SAMPLE SHOWING
PREPARATION OF TERM
PAPER

SESSIONAL WORK

ON

CONTRIBUTION OF
MAHATMA GANDHI

w.r.t CHARACTER

DEVELOPMENT OF

AN INDIVIDUAL

DEVELOPMENT

AND

EDUCATION

Topic _____

Date _____

INDEX

S.No.	POINTS DISCUSSED	P. NO.	REMARKS
01	Mohatoma Gandhi - Brief History	1-2	Savneet
02	Meaning of Education for Gandhiji	3	
03	Gandhi's View on Education	4-5	Savneet
04	Gandhi's Contribution to Education	6-8	
05	Conclusion	8-9	Savneet
06	References	10	

Submitted To:

Samita Ma'am

Submitted By:

Savneet Kaur

B.ed Sem-I

Roll No: 1230

SAMPLE SHOWING PREPARATION OF TERM PAPER

Assignment of

UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT

Submitted to :- Ms RAMA JOSHI MAM

Submitted by :- GURKIRAT KAUR

Roll No :- 2101

Class :- B.ED Semi I

SECTION :- C

INDEX

ser no.	Particulars	Page no	Sign
1	Introduction to Piaget theory	1	✓
2	Basic concept of Piaget theory	2-3	
3	Piaget's stages of cognitive development	4	✓
	Preoperational stage - case study	4-9	
	conclusion	9	✓

INTRODUCTION TO PIAGET THEORY

Piaget [1896] is an important cognitive psychologist whose contribution to the understanding of cognitive growth in children is widely known. A zoologist by training, Piaget was keen to understand how an individual comes to know about different objects, events and phenomena. According to Piaget intelligence may be regarded to represent all those dynamic traits with help an individual creates a functional condition for his survival under existing circumstances.

SAMPLE SHOWING LIBRARY WORK

Pedagogy of Geography

B.ed - M.ed (Int) Sem I

Submitted by: Rollno: 1633

Radhika Sohal

Submitted to:

MRS. USALA

Radhika

PREFACE

In compliance to the notification issued by the ministry of Environment, Forest and Climate change dated 15.01.2016. In preparation of district Survey Report of river bed mining and other minor minerals is in accordance with appendix 10 of the notification. It is also mentioned here that the procedure of preparation of District Survey Report is as per notification guidelines. Every efforts have been made to cover sand mining locations, areas & overview of Mining activity in the district with all its relevant features pertaining to geology & mineral wealth in replenishable and non-replenishable areas of rivers, streams and other sand sources.

Signature

M

This report will be a model and guiding document which is a compendium of available mineral resources, geographical set up, environmental and ecological set up of the district and is based on data of various departments, published reports, and websites. The data may vary due to floods, heavy rains, and other natural calamities. Therefore, it is recommended that Sub divisional level committee may take into consideration all its relevant aspects / data while scrutinizing and recommending the application for EC to the concerned authority.

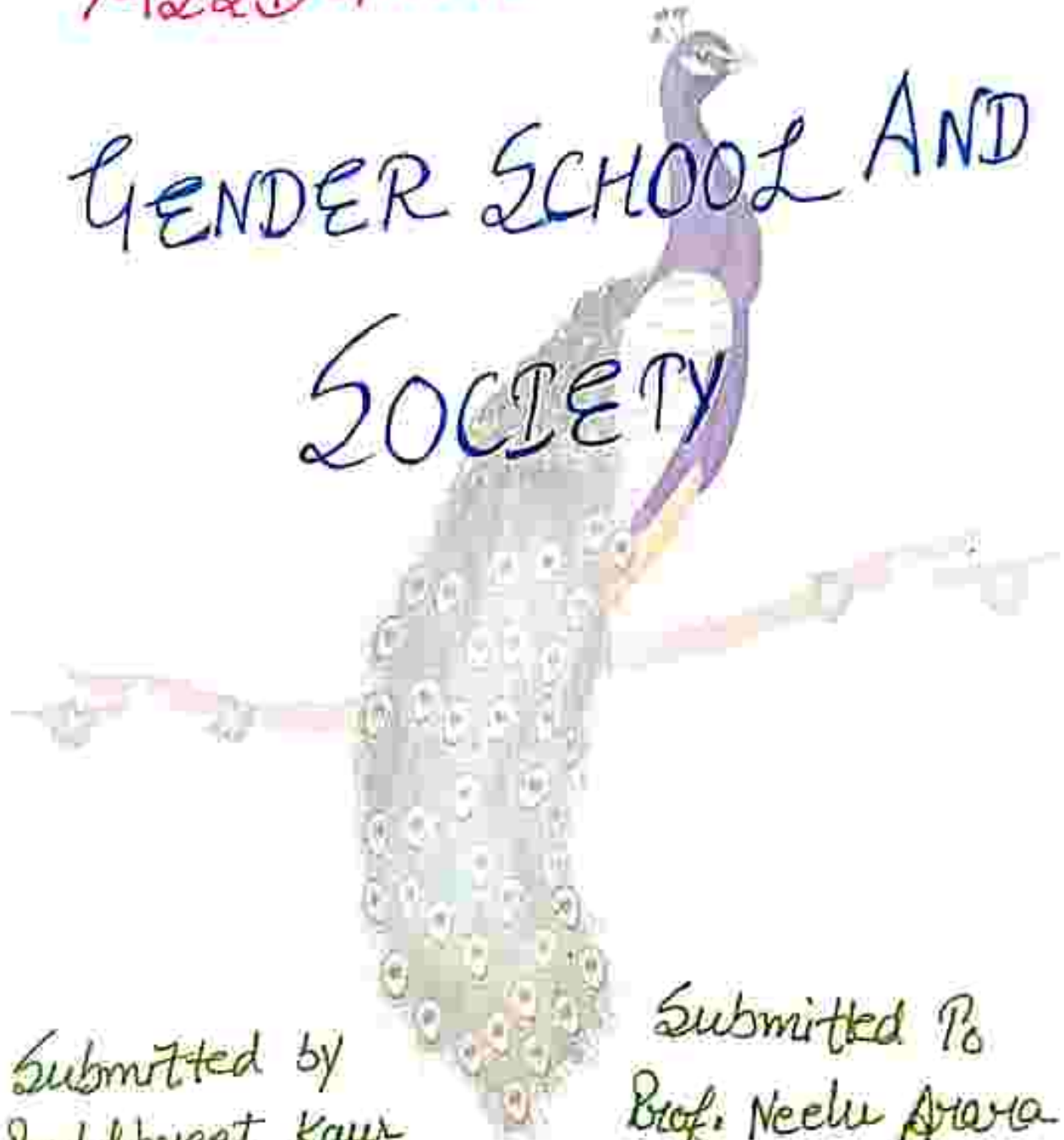
Taran Taran district is one of the districts in the state of Punjab in North-west Republic of India. The main cities are Taran Taran Sahib and Patti.

SAMPLE SHOWING FIELD EXPLORATION

ASSIGNMENT OF

GENDER SCHOOL AND

SOCIETY

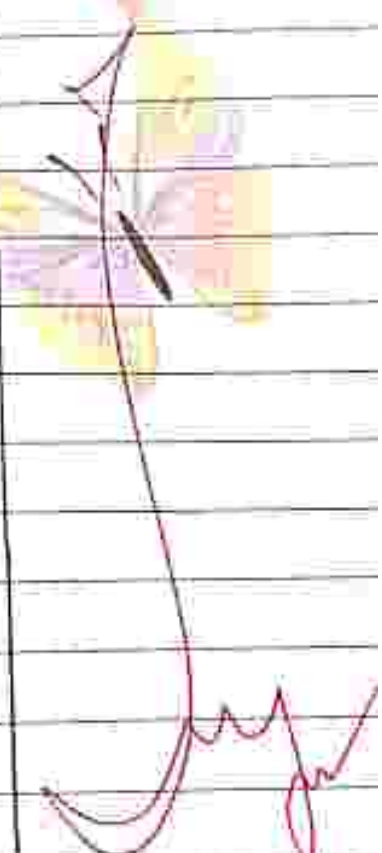


Submitted by
Prabhpreet Kaur
class B.Ed Sem-III
Roll No: 1198
University Roll No:
11081910310

Submitted To
Prof. Neelu Arora

N

INDEX

Ser. No.	Topics	Page No.	Remarks
1.	Arifa Ghouse Sen. Sec. School	01 - 06	
2.	Police DAV Public School (Co- education School)	07 - 12	
3.	Hindlu Sabha Sen. Sec. School (Boys School)	13 - 16	

Name of School

ARYA GIRLS SENIOR SEC. SCHOOL

Location: Arya Girls Sen. Sec. School is located in Lalbagate, Lucknow.

Head of School: The head of School (Principal) is Mrs. Manuella Kanta Swai. She is an MSc (Comp. Sci.), B.Ed.

About School: Arya Girls Sen. Sec. School, Lucknow, is an institute that offers products & services in the field of Education. It is located in Lalbagate, Lucknow. Arya Sen. Sec. School in Lucknow is the top and is affiliated to CBSE.

Head of School: Head of the School is female.

Attitude towards gender Issue & Principal is.

well qualified and good as/

SAMPLE SHOWING HANDS ON ACTIVITY

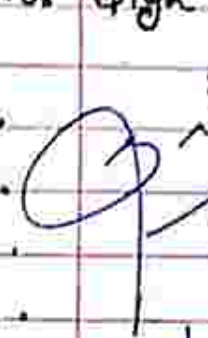
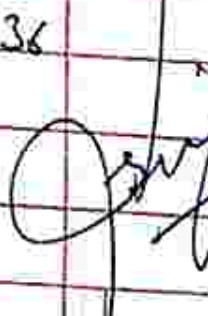
File of

ICT

Submitted by: Kirandeep Kaur
Roll No. - 1326

University Roll No. - 11081822982

College Name - Khanna College of
Education, Ranjit
Avenue, Amritsar.

S. No.	Content	Page No.	Sign
1.	Introduction of ICT	1.	
	• meaning of ICT	2.	
	• Characterist. of ICT	3.	
	• Role of ICT in teaching learning process.	4.	
	• Different types of ICT	5-6	
	• tools of ICT	7-8	
	• Objectives of ICT	9-10	
	• Advantages of ICT	11-12	
	• Disadvantages of ICT	13	
2.	MS. Word		
	• Introduction of MS. Word	14	
	• Meaning of MS. Word	15	
	• Features of MS. Word	16-18	
	• Components of MS. Word	19-20	
	• How to create a table	21-23	
	• Formatting Features.	24-25	
3.	MS - Powerpoint		
	• Introduction	26	
	• Meaning of MS. Powerpoint	27-28	
	• Features of MS. Powerpoint	28-31	
	• Steps of creating PPT. Presentation.	32-36	
	• Views of PPT	37	
4.	MS EXCEL		
	• Introduction		



• meaning of ms. Excel	39
• Features of ms. Excel	40-43
• How to create window	42-45
• How to Apply formula to excel.	46-48

5. Internet

• Meaning	49
• Definition	50
• Advantage of Internet	51
• Disadvantage of Internet	52
• Role of Education in Internet	52-53
• How to search engine information regarding this topic.	54

SAMPLE SHOWING LIBRARY WORK

ਪੰਜਾਬੀ ਸਾਹਿਤ ਸਾਧਕ

ਦਾ

ਅੰਮ੍ਰਿਤ ਕਰਤਾ

ਪੰਜਾਬੀ ਸਾਹਿਤ

ਦਾ ਅੰਮ੍ਰਿਤ ਕਰਤਾ

ਪੰਜਾਬੀ ਸਾਹਿਤ ਕੌਮ

ਦਾ ਅੰਮ੍ਰਿਤ ਕਰਤਾ

(ਅੰਮ੍ਰਿਤ)

ਅੰਮ੍ਰਿਤ - ਈ-ਮੈਂਬਰ ਕੌਮ

ਦੇਸ਼ - 2097

ਤਾਮਾ ⇒ ਤਾਮਾ ਮਨੁੱਖੀ ਸੰਸਾਰ ਦਾ
 ਮਾਧਿਅਮ ਹੈ। ਤਾਮਾ ਇਸਦਾ
 ਸੋ ਯੁਗਟ ਕਰਨ ਲਈ ਮਨੁੱਖੀ
 ਯੁੱਠੀ ਚਿੰਤਰ ਦਿੱਤੇ ਨਿਕਲੀਆ ਯੁੱਠੀਆ
 ਮਸਿੱਠੇ ਮਕੁਰ ਨੂੰ ਕੱਢਿਓਂ ਜਨ, ਸਿਮ ਦ
 ਨਿਕਲਿਤ ਮਕੁਰ ਉੱਚੇ ਜਨ ਜਾ ਇਸ ਕਰਿ
 ਮਕਦੇ ਜਾ ਸਿ ਤਾਮਾ ਮਨੁੱਖੀ ਸੰਸਾਰ ਦਾ
 ਕਾਠਿ ਇਕ ਸਿਤ ਮਾਧਿਅਮ ਹੈ, ਮਨੁੱਖੀ ਇਕਾਰਨ
 ਕੰਗਾਂ ਰਾਹੀਂ ਇਕੱਠੇ ਯੁੱਠੀ ਇੰਨਾ ਦਾ ਬਣਿਕਾ
 ਉੱਚਾ ਹੈ। ਜਦ ਇਸਦੇ ਜਾਂ ਰਾਜ ਦੀ
 ਕਾਧਈ ਤਾਮਾ ਉੱਚੀ ਹੈ : ਸਿਠੇ ਪੰਜਾਬ ਦਿੱਤੇ
 ਪੰਜਾਬੀ, ਹਰਿਮਾਟੇ ਦੀ ਰਚਿਕਾਈ ਕਾਠਿ।

ਤਾਮਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ⇒

ਦਿੱਤੇ ਨਿਕਾ ਇਸਦੇ ਕਮ ਕਮ ਮਾਰ, " ਤਾਮਾ, ਇਕਾਰਨ
 ਕੰਗਾਂ ਤੇ ਇਕਰਿਤ, ਯੁੱਠੀ ਯੁੱਠੀਆਂ ਦਾ ਇੱਕ
 ਯੁੱਠੀ ਹੈ, ਸਿਮ ਦੁਆਰਾ ਇਕ ਮਸਾਜ ਦੇ
 ਇਕ ਮਾਧਿਅਮ ਦਿੱਤੇ ਤਾਮਾ ਕਮੇ ਦਿੱਕਾਂ
 ਦਾ ਮਾਧਿਅਮ ਯੁੱਠੀ ਕਰਦੇ ਹਨ। "



SAMPLE SHOWING FIELD EXPLORATION

LANGUAGE ACROSS THE CURRICULUM

SUBMITTED TO:-
Ms. GUNMEERA

SUBMITTED BY
MAMTA BALOTI
CLASS: B.ed Ser
ROLL NO: 2058

SR. NO	PARTICULARS	Page No	Signature
1.	Introduction	1	
2.	Structure	2	
3.	Need for Appointment of Commission	3	
4.	GOALS	4-5	
5.	Recommendations	6-7	
6.	Development of Modern Indian Languages	8-9	
7.	Three language formula	10-11	
8.	Merits of Three language formula	12	
9.	Demerits of Three language	13	
10.	Conclusion	14	

PHILOSOPHY

OF

EDUCATION

Topic

Date

CRITICAL ANALYSIS

OF THOUGHTS OF

GREAT EDUCATOR:

SWAMI

VIVEKANANDA

Topic

Date

INTRODUCTION :- Swami Vivekananda was a practical saint of modern India. He wanted to revive the ancient wisdom of India especially Vedic wisdom and succeeded in re-establishing the glorious traditions of great India. His mission was to strike a balance between the spirituality of the East and the materialism of the West. He was a world teacher and great educationist.

A BRIEF LIFE SKETCH :- Swami Vivekananda was born on 12th January, 1863 in Kolkata. His original name was Narendranath Dutta before becoming monk. His father was Vishwanath Dutta and he was a successful attorney. His mother was Bhuvaneshwari Devi. Right from his childhood, he was curious to explore things and find out the realities. During his college life, he came under the influence of Sri Ramakrishna Paramahansa. There he was transformed and realised his self as a part of the Higher Self - Atman. He was enlightened and got Viveka - Knowledge, which was eternal.

Vivekananda was a great scholar and studied philosophy and poetry. He also studied all the systems of Western philosophy and soon became an authority on the subject.

He was unique in all respects. He impressed everybody. His Principal remarked, "Narendranath is really a genius. He is bound to make his mark in life."

Vivekananda travelled throughout the world and demonstrated to the world that the great Indian spiritual tradition was still alive and vigorous. He showed both by

SAMPLE SHOWING HANDS ON ACTIVITY AND FIELD EXPLORATION

PRACTICAL FILE OF INTERNSHIP PROGRAMME IN SCHOOL

B. Ed. Sem 1



SUBMITTED TO:

Naukirat Mam

SUBMITTED BY:

Ansh Bajaj
1223

RHALSA COLLEGE OF EDUCATION

RANJIT AVENUE, AMRITSAR

Report File

On School Visit

AJANTA PUBLIC SCHOOL,

BASANT AVENUE

Submitted to :-

Naukirat Mam

Submitted By :-

Ansh Bajaj

1223



Index

Ser. No.	Particulars	Pg No.	Remarks
1.	About School	1	✓
2.	Interaction with Principal	2	
3.	Interaction with Teachers	3	
4.	Visit to the library	4-5	✓
5.	Schedule of the school	6-7	
6.	Interaction with Students	8-9	✓
7.	Visit to laboratories & Others	10-12	
8.	Conclusion	13	✓



About School

AJANTA PUBLIC SCHOOL
BASANT AVENUE, AMRITSAR.

The school is situated amidst the peaceful, picturesque and the most fascinating sight of Basant Avenue, Amritsar.

- SCHOOL : Co-Ed public school
- ESTABLISH : 1984
- AFFILIATION : C.B.S.E.
- PRESIDENT : Sh. Rajinder Shargazi
- ADMINISTRATOR : Smt. Ranjna Mehra
- PRINCIPAL : Sh. Prashant Mehra



TOPIC _____

DATE _____

SOCIAL WELFARE SCHEMES

FOR GIRLS AND THEIR

IMPACT IN THE EMPOWERMENT

OF GIRLS

SUBMITTED TO

SUBMITTED BY

KAMALPREET KAUR MAM

BHAWNA

Class - B.ed - M.ed

Int. Sem - V

PAPER - A - Inclusive Education

and its Practices

Roll No - 1413

List out major social welfare schemes for girls and critically analyse their impact in the empowerment of girls.

There cannot be an educated people without educated women. If general Education had to be filled limited to men or to women, that opportunity should be given to women, for then it would most surely be passed on to the next generation."

University Education Commission Report (1948)

स्त्री शिक्षा हर दृष्टिकोण से महत्वपूर्ण है। भारतीय सामाजिक और राष्ट्रीय विकास के लिए बहुत जरूरी है। लड़कियाँ राष्ट्रीय का भविष्य हैं। यह राष्ट्रीय के विकास में, देश की प्रगति में इनका बराबर का हाथ है। यह सुनिश्चित करने के लिए कि प्रत्येक बालिका राष्ट्र निर्माण की दिशा में योगदान करने में सक्षम है, भारत सरकार ने राज्य सरकारों के साथ मिलकर बालिकाओं की शिक्षा को बढ़ाने और उन्हें राष्ट्र के विकास में भागीदार बनाने में विशेष रण्य में सक्षम बनाने के लिए कई योजनाएँ शुरू की हैं।

SUKANYA SAMRIDHI Yojana :- Sukanya

भारत सरकार द्वारा समर्पित एक प्रमुख और लंबी अवधि की योजना है। सरकार द्वारा शुरू किए गए बंटी बचाओ, बंटी पढ़ाओ आंदोलन के तहत, यह बालिकाओं के लाभ के लिए एक बचत योजना है। यह योजना बालिकाओं के भविष्य को सुरक्षित करती है, माता पिता को एक निधि बनाने के लिए प्रोत्साहित करती है, ताकि उनकी बालिका की शिक्षा और शादी के खर्च को पूरा किया जा सके।

Benefits :- 1. सुकन्या समृद्धि योजना स्वतंत्र प्रत्येक वित्तीय वर्ष के लिए एक त्रैमासिक बचत

मुद्रादान करता है।

इसमें दी जाने वाली बचत दर अन्य छोटी बचत योजनाओं की तुलना में सबसे अधिक है।

यह योजना भी सबसे अधिक टैक्स बचाने वाले से एक महत्वपूर्ण योजना है।

इस योजना की सबसे अच्छी विशेषताओं में से एक लॉक-इन अवधि का प्रावधान है।

आप निश्चित रूप से अपनी बेटों के उज्ज्वल भविष्य के प्रयाप्त राशि का निर्माण कर सकते हैं।

आवश्यकता पड़ने पर स्वतंत्र की दूसरी जगह भी स्थानांतरित

SAMPLE SHOWING LIBRARY WORK

PHILOSOPHY
OF
EDUCATION

SUBMITTED TO
R. SURINDER KAUR

M.Ed - Sem Ist

SUBMITTED BY
ALKA YADAV (805)

JEAN JACQUES ROUSSEAU :- A NATURAL

INTRODUCTION :-

Jean Jacques Rousseau, the great revolutionary educational, was born in 1712 in the city of Geneva in the family of watchmaker. He lost his mother soon after his birth. At the age of 12 he was appointed as an apprentice to an engineer who treated him badly. He ran away to Italy.

His early life was full of shameful acts which he mentioned in his book, 'Confessions'. At

Geneva he had a simply happy and pure life.

After attempting many occupations like private tutor, music teacher, composer, secretary and dramatist he became successful writer.

SAMPLE SHOWING LIBRARY WORK

Assignment

On

Gandhian

Philosophy

Submitted To

Submitted By

Dr. Surinder Kaur

Harpreet Kaur

Class H.Ed - I

Roll No. 806

Index

S. No.	Particulars	Page No.	Remarks
	Mohatma Gandhi		
i)	Introduction	1	✓
ii)	Gandhiji's Philosophy of life	2-3	
iii)	Important Aspect of Gandhian philosophy.	3-6	
iv)	Meaning of Education acc to Gandhiji	6	✓
v)	Basic Principles of Gandhiji's philosophy of Education.	7	
vi)	i) Idealism	7-8	✓
	ii) Pragmatism	9-10	
	iii) Naturalism	10-11	
vii)	Aim of Education	11-13	✓
viii)	Curriculum & Content of Education	13-15	
ix)	Method of Teaching	15	
x)	Other aspect of Education.	16-17	

SAMPLE SHOWING PREPARATION OF TERM PAPER

ਸਮਾਜੀ ਨੀਤੀ

ਪਾਠਕ੍ਰਮ ਵਿਚ
ਕੁਮਾਰ

ਸ਼ਾਖਾ ਵਰਗ : ਪੇਸ਼ ਵਰਗ :
ਮਾਠ : ਸਮਾਜੀ ਨੀਤੀ ਵਰਗ
(ਸੈਕਸ) ਈ. ਸਮੇਟ ਸਮੇਟਰ - 1
ਰੋਡ ਨੰਬਰ - 2178



ਇਸ਼ਾ - ਫਸਤ

1. ਸਾਇ - ਪਠਾਣ

2. ਮੈਨ. ਸੀ. ਮੈਂਟ ਤਮਾ ਦੀ ਪ੍ਰਕਿਰਤੀ

3. ਤਮਾ ਮੁੰਦੇ

6. ਦੂਜੀ ਤਮਾ ਪ੍ਰਾਪਤੀ

8. ਮੈਨ ਸੀ. ਮੈਂਟ 2005 ਇਲ ਸਾਤ ਤਮਾ



**SAMPLE SHOWING FIELD EXPLORATION
AND HANDS ON ACTIVITY**

FILE OF PRACTICUM-1 M.Ed [SEM.1]

COMMUNICATION

AND

EXPOSITORY

WRITING

SUBMITTED TO

SUBMITTED BY

MS.SURUCHI

ALKA YADAV

ROLL NO.805

KHALSA COLLEGE OF EDUCATION

RANJIT AVENUE

AMRITSAR

INDEX

<u>Sl. No.</u>	<u>TOPIC</u>	<u>PAGE NO.</u>	<u>REMARK.</u>
(A)	<u>UNIT-1 Communication</u>		
1.	Introduction	1	Shuchi
2.	Concept of communication	2	
3.	Characteristic of communication	3	
4.	Communication Process	4-6	
5.	Barriers of communication	6-10	
6.	Types of communication	10-13	
7.	Do and Don't of an effective communication	13-16	
8.	Principle of effective speaking	17-19	
9.	Principle of effective listening	20-22	
10.	Essentials of good presentation of thesis.	22-26	
(B)	<u>UNIT-2 Expository writing</u>		
1.	Concept of Expository writing	27-32	Shuchi
2.	Strategies of Expository writing	33-35	
3.	Types of Expository writing	36-39	
4.	Steps to be followed in expository writing of thesis	40-45	

COMMUNICATION

INTRODUCTION: →

People change their feelings, experience and thoughts through verbal and non-verbal communications. All interpersonal relationship depends upon the effectiveness of such communication. Communication is all the more important in teaching and learning process. When teacher teaches, he communicates with students. Good teachers are always good communicators. As the teacher is a good communicator then the pupil in the classroom have no difficulty in understanding and learning the new concept from the teacher.

SAMPLE SHOWING HANDS ON ACTIVITY AND
IDENTIFYING DIFFERENT SOURCES OF STUDY

ASSIGNMENT

ON
CUMULATIVE &
ANECDOTAL
RECORD CARD

Submitted To: Rajeev Kumar

Submitted By: ANHNA SINGH
1158

TOPIC _____

DATE _____

INDEX

	Page No.
1. Report Card	1
2. Scholastic & Co-scholastic Areas	2-4
3. Anecdotal Record	5
4. Scholastic Areas	6
5. Attitudes & Values	7
6. Co-scholastic Activities	8
7. Suggestive Skills	9
8. Health & Physical Activities	10
9. Self Awareness	11
10. Cumulative Record Card	12
11. Personal Data	13
12. Family Background	14
13. Personality Traits & Health Status	15
14. Scholastic Data	16
15. Co-scholastic Areas	17-18



THE MILLENNIUM SCHOOL

SG Enclave, Phase I,
Majitha Road, Amritsar - 143001

REPORT CARD

CLASS → X 'B'

SESSION → 2015-16

Student's Profile :-

NAME :-

Shifali Mahajan

ADMISSION NO. :-

3418

REGISTRATION NO. :-

TMS1208100916

DATE OF BIRTH :-

14-10-2000

TOPIC

DATE

SAMPLE SHOWING FIELD
EXPLORATION

School Internship file

Survey of government
and private school

Submitted to

Dr Surinder Kaur Mam

Submitted by
Samriti Kumari
Roll no. 1619

About the School

Govt Smart Sen Sec School, Bhangali Kalam was donated by Shri Pramod Nanda s/o Shri Haryas Rai Nanda Resident of Village Bhangali Kalam on 15-04-1948. Before Nationalization this school was named as Guru Namak High School Bhangali Kalam.

The Headmaster is the head of the institution. At present it has teaching staff and non teaching staff. There are total no. of students studying in this school from class to

General information of the school

→ Name of the School — Govt. sen. sec. school
Bhangali Kalam, Amritsar.

→ Address — Village Bhangali Kalam, Majitha
Road, Amritsar.

→ Name of the Headmaster — Sukhwinder
Singh

→ Number of teaching staff — 26.

→ Number of non teaching — 8
(Helpers, 1st
Watchman)

→ Total number of students — 1500.

→ Medium of Institution — Punjabi

→ Timing of the school — 8 AM to 2 PM (In
9:00 AM to 3:20 PM)

→ Duration of the class — 40 min.

SCIENCE

ASSIGNMENT

Submitted by
Namrata Mahajan
B. Ed (sem-I)

1081

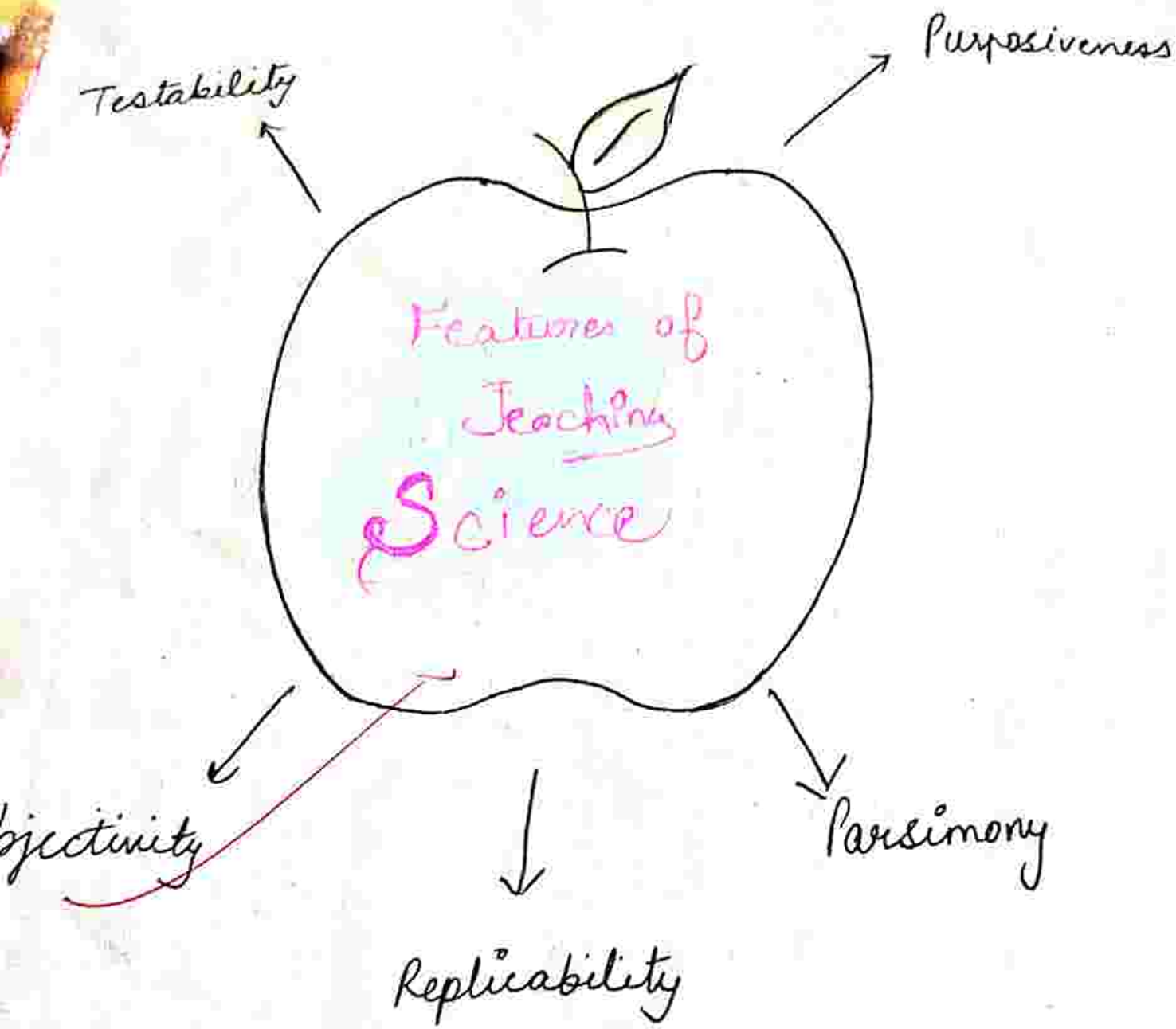
Submitted to
Mrs Neelu Arora

Features

Of

Teaching

Science



Testability

Purposiveness

Features of
Teaching
Science

Objectivity

Parsimony

Replicability

SAMPLE SHOWING FIELD EXPLORATION AND HANDS ON ACTIVITY

Mid Day Meal Scheme Implementation at Govt. Girls Sen. Sec School,

*Kot Baba Deep Singh,
Amritsar, Punjab*

Assignment submitted for Paper II of
Bachelor of Education

CONTEMPORARY INDIA AND EDUCATION


Submitted To:

SURUCHI ARORA
(Asst. Professor)

Submitted By:

SIMRANJIT SINGH
B.Ed SEM-I
R.NO. 2007

TABLE OF CONTENTS

CONTENT	PAGE NO.
INTRODUCTION	04-05
OBJECTIVES OF MID DAY MEAL SCHEME	05
HISTORY OF MID DAY MEAL SCHEME IN PUNJAB	06-07
DETAILS ABOUT WEEKLY MENU IN PUNJAB & FOOD NORMS UNDER MID-DAY MEAL SCHEME	08
GUIDELINES FOR MDM SCHEME IN PUNJAB DURING COVID-19	09
MDM SCHEME IMPLEMENTATION AT GOVT. GIRLS SEN. SEC. SCHOOL, AMRITSAR, PUNJAB	10
DESCRIPTION OF THE SCHOOL	11
RECORDS OF MID DAY MEAL SCHEME IN SCHOOL	12
FINDINGS & ANALYSIS ON MANAGEMENT OF MDM PROVISION	13-14
CONCLUSION	14-15


Sign. of Teacher

CONTEMPORARY INDIA

Submitted To:-

Prof:- Paramjit Singh

Submitted By:-

Arun Kumar Shukla

Roll No - 2179

B.ED - Ist SEM

SEC - D

TOPIC _____

DATE _____

ASSIGNMENT OF CONTEMPORARY INDIA

Submitted To:
Prof. Paramjit Singh

Submitted By:
Arun Kumar Shukla
2179
BED, Sem-I
Sec-D

सूची

क्रमांक	शीर्षक	पृष्ठ संख्या	टिप्पणियाँ
1.	NCF-2005		
⇒	परिचय	3	}
⇒	NCF 2005 की ऐतिहासिक पृष्ठभूमि	4	
⇒	NCF 2005 की खामियाँ	4	
⇒	NCF 2005 की विशेषताएँ	5	
⇒	NCF 2005 के सुझाव	6	
⇒	निष्कर्ष	6	
2	NCFTE-2009		
⇒	परिचय	7	}
⇒	NCFTE-2009 की ऐतिहासिक पृष्ठभूमि	8	
⇒	NCFTE-2009 की विशेषताएँ	8	
⇒	NCFTE-2009 के सुझाव	9	
⇒	निष्कर्ष	10	
3	RTE-2009		
⇒	परिचय	10	}
⇒	RTE-2009 की ऐतिहासिक पृष्ठभूमि	11	
⇒	RTE-2009 की विशेषताएँ	11	
⇒	RTE-2009 के सुझाव	12	
⇒	निष्कर्ष	13	

NCF-2005 ⇒परिचय ⇒

राष्ट्रीय पाठ्यचर्या की रूपरेखा NCF 2005 का उद्घरण रविन्द्र नाथ टैगोर के निबन्ध "सभ्यता और प्रगति" से 2005 में हुआ। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद के द्वारा राष्ट्रीय पाठ्यचर्या की रूपरेखा का 2005 में प्रकाशन किया गया। NCF 2005 के द्वारा बताया गया है कि शिक्षा के लिए उचित पाठ्यक्रम, कितने और शैक्षिक प्रशिक्षण का उचित मापदण्ड है। राष्ट्रीय पाठ्यचर्या 2005 का आधार है कि "शिक्षा बिना बोझ" के है। ज्ञान को स्कूल के बाहर के जीवन से जोड़ना। यह सुनिश्चित करना कि पढ़ाई स्टन्ट पठाली से मुक्त हो। शिक्षा बिना बोझ के लिए राष्ट्रीय शिक्षा अधिनियम 1986-1992 बनाया गया।

डायरेक्टर कृष्णा कुमार ने सन् 2008 में पाठ्यक्रम की कठिनाइयों पर चर्चा की गी गाँव के विद्यालय का सुधार एवं पाठ्यक्रम व पुस्तकों की श्रमिका सुनिश्चित हो। NCF-2005 22 भाषाओं में अनुवादित है तथा इसका प्रभाव 14 राज्यों पर पडा है। इन्होंने अपने राज्य में शिक्षा के पाठ्यक्रम का उचित सुधार किया है।



A Leaf of Cordia Plant

Classification

- Kingdom - Plantae
Clade - Eudicots
Order - Boraginiales
Family - Boraginaceae
Genus - Cordia
Species - dichotoma



A Leaf of Bauhinia Plant

Classification

Kingdom - Plantae

Clade - Eudicots

Order - Fabales

Family - Fabaceae

Genus - Bauhinia

Species - Variiegata

SAMPLE SHOWING
IDENTIFYING DIFFERENT
SOURCES OF STUDY

ARTICLE ON

LANGUAGE
ACROSS
THE
CURRICULUM

DICTIONARY

TEXT

SUBMITTED TO :

Neelu Arora

SUBMITTED BY :

Narjot Kaur

B.Ed (Sem I) (B.A. (Hons) in Education)

1240



ARTICLE ON

PULL CARBON

DIOXIDE OUT OF

THE AIR

Subject: Language Across the Curriculum



SUBMITTED TO:


Neelu Arora

SUBMITTED BY:

Navjot Kaur

B.Ed (Sem I) (Soc. A)

1240



PULL CARBON DIOXIDE OUT OF THE AIR

Most of the people of world are aware of the fact that increasing level of carbon dioxide in atmosphere are responsible for climate change and global warming. And yet the food and drink industry is facing the deficiency of carbon dioxide (CO_2) which is used in many products from beer to crumpets. Now the obvious question is :-

Why can't we just capture the excess carbon dioxide (CO_2) from the atmosphere and use that?