

Metric ID : 3.1.4

**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

- 1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

**Finding of DVV :-**

- Documentary evidences in support of the claims
- Details of reports highlighting the claims made by the institution
- Reports of innovations tried out and ideas incubated
- Copyrights or patents filed

**Response :-**

- We have attached herewith relevant documents in Appendix I

## **Appendix -I**

# COURSE : 7.6

## SCIENCE AND TECHNOLOGY EDUCATION ASSIGNMENT



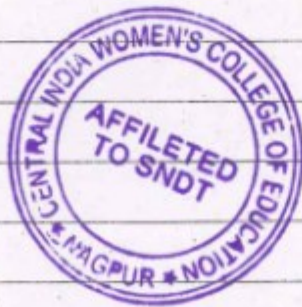
ESHA GOEL  
ROLL NO. - 4

B. Ed FIRST YEAR 2020-22  
CENTRAL INDIA WOMEN'S  
COLLEGE OF EDUCATION



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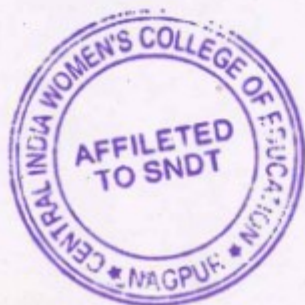


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SCIENCE EXHIBITION



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Q1. Organizing a science exhibition for school students and writing a report including following points. Planning and preparation of material for exhibition, execution, feedback obtained and reflections on experience. (10 marks).

Ans. A science exhibition was organised by the students and the exhibition was conducted in a systematic way by following the steps:-

Planning :-

First of all a meeting was called and the topic of the science exhibition was decided. As per the topic of the exhibition - "Save Water", different aspects of water supply, demand and conservation were discussed and then accordingly teams were divided. Each team comprised of 5-6 students.

Once the topic was decided and the teams were divided, the teams were allotted their respective work.

The date, day, time were also decided and the place for the exhibition was decided.

The chief guest and other list of dignitaries were also decided.

The invitation team members were given

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SCIENCE EXHIBITION ON CONSERVATION  
OF WATER



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the work of preparing guest list and making invitation cards.

The logistic team took care of all the backend work starting from lights, sound, table arrangements, banners etc.

The dress code for the organising team members were decided and the colour theme of the entire exhibition was decided as blue colour to signify water.

The reporting timings and review meeting timings were also decided.

Preparation:-

During the preparation of exhibition, students came up with beautiful and innovative ideas. Different working models were prepared. Students made lot of colourful posters, charts and powerpoint presentations. Children prepared speeches, slogans, presentations, photo galleries, videos etc. All the team members and different teams coordinated the work and it was a great team effort.

Execution:-

On the day of the exhibition, all the team members reported well ahead of time. The exhibits, models and charts, posters etc were placed properly in respective positions and all





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the volunteers were ready at their respective positions. The exhibition was opened by respected dignitaries and guest and other people were welcomed properly. The entire show went on well as per the planning and it turned out to be a well appreciated successful exhibition.

Feedback :-

From the feedback of the guests, we came to know that everyone enjoyed the exhibition as it was very interesting, attractive and knowledgeable. People also appreciated our efforts to spread awareness in our society and "Save Water". Guests also appreciated the way the exhibition was executed with excellent planning. The responses were overwhelming.

Reflection of experience :-

Through this exhibition we learnt that each and every student have hidden talents and if given a proper opportunity everyone excels in their own way. We also experienced that proper planning is needed for each and every work and it is the success of entire team that depends on it. With proper planning and teamwork great success can be achieved.



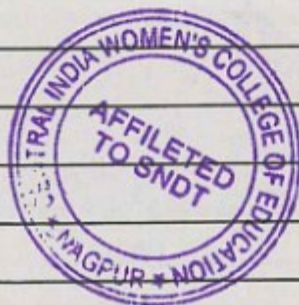


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Importance of exhibition :-

Exhibitions encourage students to learn by interaction with their friends and teachers. The learning abilities get enhanced. It acts as an important tool to bring out hidden talents of students other than studies. It helps students to learn their lessons, subjects and serve as a real hands on experience and stand for the projects. They are more productive than normal classes. Students also learn to work in groups. It also develops their patience, body language and communication skills. It also has an impact on the society.



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Teachers Sign.....





FIELD TRIP TO BISCUIT FACTORY



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Q2. Writing a report based on visit to any 1 place such as factory, zoo, etc (10 marks).

Ans. Field trip to biscuit factory.

Introduction :-

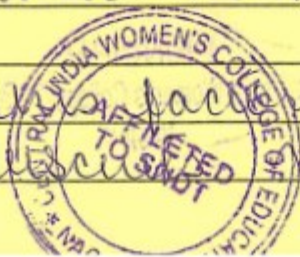
The purpose of this field trip is to understand and experience the biscuit making process in a factory. Apart from this, this trip is also carried out to understand the manufacturing of the biscuit into consumer products.

This factory started as a small workshop where the work was carried on by the family members as a family business and used to supply the biscuits to local bakeries and shops. Gradually they expanded and built the factory where at present more than 300 workers are carrying out the process.

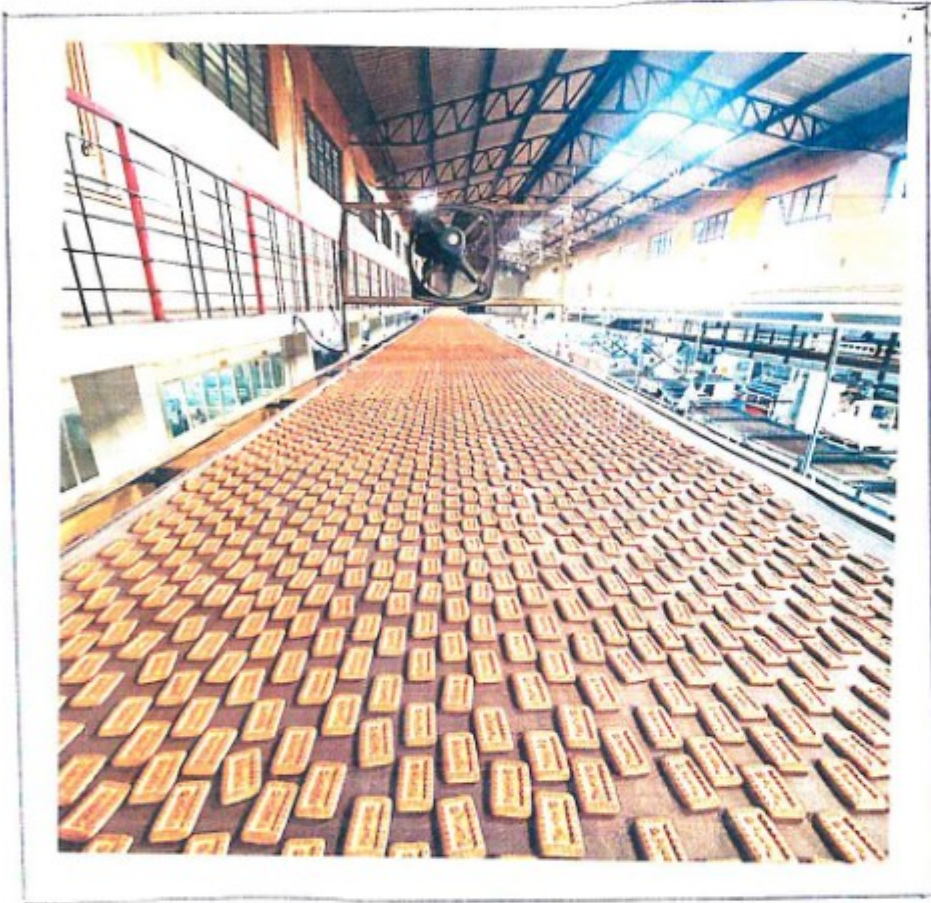
Field Observation :-

There are about 300 employees in the factories divided into two main departments which are production department and marketing department.

This factory has a unique way of making biscuits. New biscuit ideas are sketched







BISCUIT FACTORY



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and designed in the lab, before being molded and packaged in a small lab in the factory, to which access was not allowed. Once approved, the biscuits are given green light for mass production.

The machineries used in the factory are very advanced and they are handled by experts.

Conclusion:-

This factory plays a very important role in producing a good quality of biscuits under hygienic conditions. It is encouraged for the factory to continue the biscuit making research in order to produce good quality of biscuits for the consumers.



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# The Water Cycle



DIAGRAM OF WATER CYCLE



Q3. Prepare a lesson note based on any 1 of Team Teaching / Collaborative Learning or Models of Teaching (5 marks).

Ans. Lesson Plan

class :- VII Subject :- Science

Unit :- Water cycle Average age of class :- 14

Teacher Activity	Students Activity	Component of skill
Q1. What is water?	→ It is a liquid	Probing question
Q2. What is chemical formula of water?	→ H <sub>2</sub> O	Derivation of previous knowledge through questioning.
Q3. What are the different sources of water?	→ The different sources of water are lakes, ponds, streams, rivers, seas and oceans.	Blackboard work. Wrote down the key words.
Q4. How does river get water?	→ From glaciers. The rivers flow into the seas and oceans. Rivers also get water from rain.	Explaining the content.





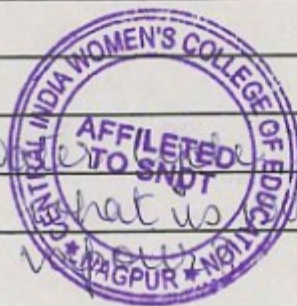


SCIENCE CLASSROOM

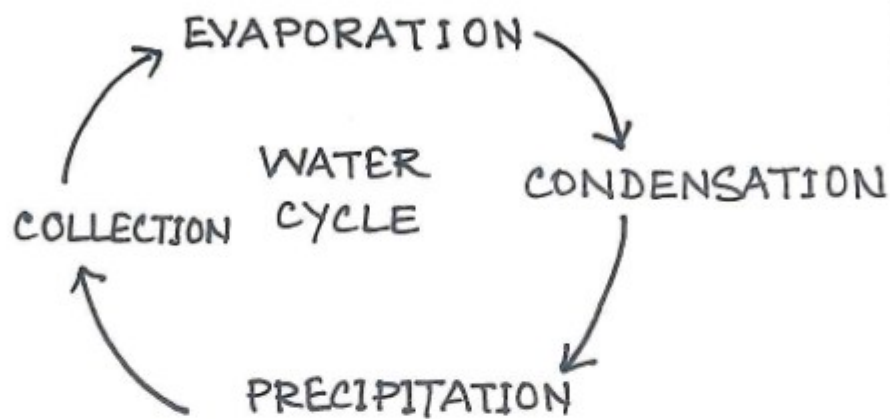
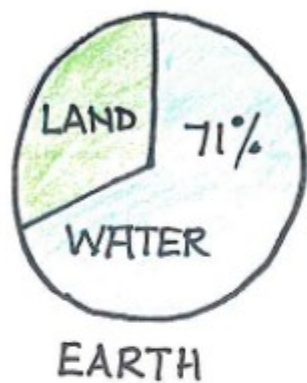


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Teacher Activity	Student Activity	Component of skill.
Q5. How does seas and oceans get water?		
Q6. From where do we get rain?	→ we get rain from clouds. Water Cycle process	
Q7. what is water cycle?	→ no response	
Introduction of topic :- Today we will learn water cycle		
Water is the most important thing in our lives. It is very essential for survival. About 71% of earth's surface is covered by water.	students listen carefully and notes down the important points / topics	stimulus variation skill. → Body movement → Interaction → Gestures → Movement around classroom → eye contact with students
Q1. What is water	water in its gaseous form	encouraging students to move







EVAPORATION → LIQUID TO GAS

CONDENSATION → GAS TO LIQUID

PRECIPITATION → RAINFALL

BLACKBOARD WORK ON LESSON WATER CYCLE



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Teacher activity	Student activity	Component of skill.
<p>The process by which water is being circulated from one form to the other between oceans, land and atmosphere is known as water cycle. Water evaporates from water bodies to form vapours. It accumulates to form clouds. This process is called accumulation. When clouds become heavy, rainfall occurs and this process is called precipitation and rain water again flows into rivers etc. This cycle continues to form water cycle.</p>	<p>Students listened and understood the concept</p>	<p>Experiment on how water vapours are formed and explained process of evaporation and condensation.</p> <p>Explanation skill → My draw diagram of "Water Cycle" on the board</p>



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Topic.....

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Teacher Activity

Student Activity

Components of skill.

So the steps involved in water cycle are:-

1. Evaporation
2. Accumulation
3. Condensation
4. Precipitation
5. Collection

Plan repetition:-

Q1. What is water cycle?

Evaporation of water leading to condensation and precipitation is water cycle.

Questioning skill  
→ encourage each child to think and answer confidently

Q2. What are the steps in water cycle?

Evaporation  
Condensation  
Accumulation  
Precipitation  
Collection

Repetition skill through questioning

Q3. What is evaporation?

Process of changing of liquid to its gaseous form



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Teacher's activity

Student activity

Components of skill

Q4. what do you mean by condensation?

Process of changing of gas to liquid is called as condensation

Q5. what is precipitation?

droplets of water join together to form clouds when clouds become heavy they fall as rain. This is called as precipitation

Q6. what is water cycle powered by?

→ The sun

Q7. Is water cycle a natural process?

→ yes

HOME WORK!  
make model of  
water cycle

Project work



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