



**MIER COLLEGE OF EDUCATION (Autonomous)**  
Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu  
Accredited by the NAAC with 'A+' Grade

**SCHOOL OF EDUCATION**

## **CRITERION II**

**2.4.8 Internship programme is systematically planned with necessary preparedness**

- 1. Selection/identification of schools for internship: participative/on request**
- 2. Orientation to school principal/teachers**
- 3. Orientation to students going for internship**
- 4. Defining role of teachers of the institution**
- 5. Streamlining mode/s of assessment of student performance**
- 6. Exposure to variety of school set ups**

**Documentary evidence in support of the claim**

## Documentary evidence in support of the claim

S.NO.	DESCRIPTION	ENCLOSURE
1.	<b>Selection/identification of schools for internship: participative/on request</b>	<ol style="list-style-type: none"> <li>1. Letter to Chief Education Officer for the approval of Schools for Macro Teaching Practice of B.Ed. Students</li> <li>2. Letter to Principal, Model Academy School for conduct of Individualized Education programme (Course code-107)</li> <li>3. Letter to Principal, Model Academy School for conduct of School Internship of B.Ed. students</li> </ol>
2.	<b>Orientation to school principal/teachers</b>	<ol style="list-style-type: none"> <li>1. Report of Orientation on 'Practical and Internship Programme of B.Ed. Special' by the faculty Dr. Behzaad Maqbool and Mr. C.R. Jangra to the Principal and Faculty members of Model Academy School along with photographs</li> </ol>
3.	<b>Orientation to students going for internship</b>	<ol style="list-style-type: none"> <li>1. Circular for Orientation about Main Disability Special School (Course code-306) for the Students of B.Ed. Special Semester-III</li> <li>2. Circular for Orientation about Pre-Internship-II (Course code-206) for the Students of B.Ed. Semester-II</li> </ol>
4.	<b>Defining role of teachers of the institution</b>	<ol style="list-style-type: none"> <li>1. Descriptions of Teacher's various roles during Internship</li> </ol>
5.	<b>Streamlining mode/s of assessment of student performance</b>	<ol style="list-style-type: none"> <li>1. Evaluation Sheet of Internship (MED-205)</li> <li>2. Evaluation Sheet Internship (MED-309)</li> <li>3. Evaluation Sheet of Pre-Internship-I Course Code-BDE-107</li> <li>4. Evaluation Sheet Pre-Internship-II Course Code-BDE-206</li> </ol>
6.	<b>Exposure to variety of school set ups</b>	<ol style="list-style-type: none"> <li>1. Visit of B.Ed. students to Anganwadi Centre</li> <li>2. Visit of M.Ed. students to District Institute of Education and Training (DIET) and Govt. College of Education, Jammu</li> <li>3. Visit of B.Ed. students to Nursery, Middle, Secondary and Higher Secondary Wings of various Schools</li> <li>4. Visit of B.Ed. Special students to Model Academy, (Inclusive School)</li> </ol>



# MIER COLLEGE OF EDUCATION

## Autonomous

College with Potential for Excellence Status by the UGC

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Recognised by the UGC under Section 2(f) & 12(B)  
Accredited by the NAAC with 'A+' Grade

Mr. Sunil Singh  
Parmls  
25/05/2022  
MCE/2022/04  
DT: 05.05.2022

The Chief Education Officer,  
Directorate of School Education,  
Jammu.

Subject: **Conduct of Macro Teaching Practice in Schools.**

Esteemed Sir / Madam,

MIER College of Education (Autonomous), is dedicated to imparting and promoting quality education to its trainees for the last 41 years. Currently, we are providing training to around three hundred teacher trainees. As you are aware that B.Ed. has now become a two year course with four semesters and the trainees are required to do teaching practice and internship in schools in the third semester for a longer time than before and have also to observe the school system during the internship.

Considering your full cooperation given to us in the previous years, we approach your good self to seek your permission in allotment of the below given schools in the month of July, 2022 after summer break for observation of school practices where in the trainees would observe the classroom practices, teacher behavior and student behavior in the class etc. for a period of 15 working days. The number of trainees allotted to each school shall be 15 and they shall work under the supervision and guidance of a supervisor from the college.

<u>S. No.</u>	<u>Name of the School</u>
1.	G.H.S. Janipur, Jammu
2.	-G.H.S. City Chowk, Jammu.
3.	-G.H.S. Dogra Hall, Jammu.
4.	-G.H.S. Kachi Chawni, Jammu.
5.	G.H.S. Satwari, Jammu
6.	G.H.S Gurha Brahmana, Bantalab
7.	†G.H.S. Resham Ghar Colony, Jammu
8.	- G.H.S. Sarwal, Jammu
9.	- G.H.S. Rehari, Jammu
10.	G.H.S. BikramChowk, (Ware House), Jammu
11.	G.H.S. Channi Himmat, Jammu
12.	-G.H.S. Bakshi Nagar, Jammu.

R.P.O.  
With the request to  
Approve for Schools  
for TP  
GSO  
12/5/2022

Thanking you in anticipation and hoping for a positive response from your end.

Warm regards,

  
Dr. Adit Gupta  
Principal

650  
S/O  
12/5/2022

श्रेष्ठ

B.C. Road Jammu  
180 001

Ph.: 0191-2546078,2565098  
Fax:0191-2548239

Email:principal@miercollege.in  
Website: www.miercollege.in



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NO: MCE/2023/133  
DT: 07/04/2023

The Chief Education Officer,  
Directorate of School Education,  
Jammu.

**Subject: Conduct of Macro Teaching Practice in Schools.**

Esteemed Sir / Madam,


MIER College of Education (Autonomous), is dedicated to imparting and promoting quality education to its trainees for the last 41 years. Currently, we are providing training to around eighty-seven teacher trainees. As you are aware that B.Ed. has now become a two year course with four semesters and the trainees are required to do teaching practice and internship in schools in the third and fourth semester for a longer time than before and have also to observe the school system during the internship.

Considering your full cooperation given to us in the previous years, we approach your good self to seek your permission in allotment of the below given schools in the month of April / May, 2023 for observation of school practices where in the trainees would observe the classroom practices, teacher behavior and student behavior in the class etc. for a period of 10 working days. The number of trainees allotted to each school shall be 18 and they shall work under the supervision and guidance of a supervisor from the college.

<u>S. No.</u>	<u>Name of the School</u>
1.	G.H.S. City Chowk, Jammu.
2.	G.H.S. Dogra Hall, Jammu.
3.	G.H.S. Kachi Chawni, Jammu.
4.	G.H.S. Sarwal, Jammu
5.	G.H.S. Rehari, Jammu
6.	G.H.S. Bakshi Nagar, Jammu.
7.	G.H.S. Gurha Brahmana, Bantalab
8.	G.H.S. Channi Himmat

Thanking you in anticipation and hoping for a positive response from your end.

Warm regards,

  
Dr. Adit Gupta  
Principal

NO: MCE/SOE/2024/300  
DT: 01/03/2024

To,

The Principal,  
Model Academy Inclusive School,  
Jammu.

Subject: Request for conduct of Practical Component (IEP Resource Room).

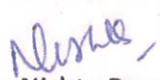
Respected Sir,


This is to express our utmost gratitude for the opportunity you had given to our B.Ed. Special Education students in previous semester for gaining actual field experience in your esteemed school. For this academic session too, I would like to request you to accommodate student teachers of Semester-III session 2022-24 to complete the Practical Component (Resource Room) of Course Code 307 Practical Disability Specialization and Semester-I session 2023-2025 Course Code-107 Cross Disability & Inclusion.

In this connection 30 student teachers alongwith group supervisors will be visiting your school for 25 days (4<sup>th</sup> March,2024 to 29<sup>th</sup> March, 2024) at 10.00 a.m. to 11.00 a.m. in order to complete their above mentioned component. In this regard, Dr. Behzaad Maqbool, Associate Professor & Mr. C.R. Jangra, Assistant Professor MIER College of Education will be coordinating with you for the smooth conduct of above mentioned Practical Components.


I hope and believe you will be kind enough to cooperate and accommodate us for the above said purpose.

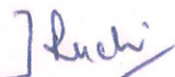


Thanks & Regards

  
Dr. Nishta Rana  
HOD  
School of Education

  
1/3/24

Copy to :

- 
1. Principal MIER College of Education
  2. Joint Director
  3. Incharge inclusive School
  4. Special Educators of Inclusive School



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NO: MCE/2023/172

DT: 19/07/2023

Principal,  
Model Academy School,  
B.C. Road, Jammu.

Subject: Request for conduct of School Internship.

Dear Sir,

This is to express our utmost gratitude for the opportunity you had given to our B.Ed. students in previous semester for gaining actual field experience in your esteemed school. For this academic session too, I would like to request you to accommodate student teacher of semester IV session 2021-23 to complete their practical component of course code 406: School Internship.

In this connection, 87 student teachers along with group supervisors will be visiting your school for 5 days w.e.f 24<sup>th</sup> July, 2023 to 28<sup>th</sup> July, 2023 in order to complete their above mentioned component. In this regard Dr. Monika Bajaj (Associate Professor, MIER, college of education) will be coordinating with you for the smooth conduct of School Internship.

I hope and believe you will be kind enough to co-operate and accommodate us for the above said purpose.

Regards

*[Handwritten Signature]*

HOD, UG Department

19/7/23

Copy to:

1. Principal, MIER College of Education
2. Group Supervisors

*Time*  
11:40 AM to 1:40 PM  
*as discussed*  
*h*  
20/7/2023

*[Handwritten Mark]*

B.C. Road Jammu  
180 001

Ph.: 0191-2546078,2565098  
Fax:0191-2548239

Email:principal@miercollege.in  
Website: www.miercollege.in



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### SCHOOL OF EDUCATION

#### Report

An orientation on Practical and Internship programme of B.Ed. Special was organised with the faculty members along with Principal of the Model Academy School, Jammu the upcoming internship program. The orientation aimed to familiarize teachers with the objectives, structure, and expectations of the internship to ensure a successful and enriching experience for both students and mentors. Dr Behzaad and Mr. C.R. Jangra were the resource persons for the event.

Agenda of the discussion was-

1. Introduction to the Internship Program:
  - Overview of the internship objectives and goals.
  - Importance of the internship in student development and learning outcomes.
2. Roles and Responsibilities:
  - Responsibilities of teachers as mentors and guides during the internship.
  - Expectations from students during the internship period.
3. Internship Structure:
  - Duration of the internship program.
  - Division of the internship into phases (e.g., orientation, placement, evaluation).
4. Guidelines and Procedures:
  - Guidelines for selecting internship placements.
  - Procedures for monitoring and evaluating student performance during the internship.
5. Q&A Session:
  - An interactive session where teachers could ask questions and seek clarifications regarding the internship program.

Key Outcomes:

- Teachers gained a clear understanding of their roles and responsibilities as mentors.
- Teachers were informed about the structure and timeline of the internship program.
- Teachers expressed enthusiasm and willingness to support students during their internships.

Signature

Dr. Behzaad Maqbool

Mr. C.R. Jangra

## Orientation to School principal/teachers







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## SCHOOL OF EDUCATION

NO: MCE/SOE/2024/258

DT: 15/01/2024

### CIRCULAR

This is for the information of all the students of B.Ed. Special Education (ID), Semester III, Session 2022-24 that an Orientation about Main Disability Special School (306) will be conducted on 20<sup>th</sup> January, 2024 by Mr. C. R. Jangra at 9:30 am in their classroom (1<sup>st</sup> floor). In this regard all the students are hereby required to attend the same.

*Wishu*

HOD

School of Education

Copy to:-

- Principal, MIER College of Education

*204*  
*15/1/24*



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## SCHOOL OF EDUCATION

NO: MCE/SOE/2023/197  
DT: 21/09/2023

### CIRCULAR

This is for the information of all the students of B.Ed. Semester II, Session 2022-24 that an orientation about Course code 206 pre-internship-II shall be conducted by Dr. Rohnika Sharma on 25<sup>th</sup> September, 2023 at 9:30 am in Lecture Room No. 5. In this regard all the group supervisors and students are hereby requested to attend the same.

*Rohnika Sharma*  
HOD 21/9/23  
School of Education

Copy to:-

- Principal, MIER College of Education



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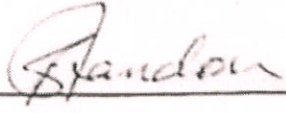
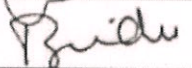
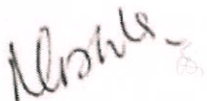
### *Role of Teachers of the hosting School/Institution during Internship/Teaching Practice*

During an internship or Teaching Practice, teachers and observers from the hosting school play crucial roles in supporting the development of the intern or student teacher. Their roles vary but typically include:

1. **Mentoring and Supervision:** Teachers and observers provide guidance and support to the intern, offering feedback on teaching strategies, lesson planning, and classroom management techniques.
2. **Modelling Best Practices:** They demonstrate effective teaching practices and classroom management skills, serving as role models for the intern.
3. **Observation and Feedback:** Teachers and observers regularly observe the intern's teaching sessions and provide constructive feedback to help them improve their skills.
4. **Collaboration:** They work collaboratively with the intern, sharing resources, discussing teaching approaches, and planning lessons together.
5. **Assessment:** They assess the intern's progress and performance, identifying strengths and areas for improvement.
6. **Support and Encouragement:** Teachers and observers offer emotional support and encouragement to the intern, helping them navigate the challenges of teaching and build confidence in their abilities.

Overall, teachers and observers play a crucial role in ensuring that the intern develops the necessary skills and competencies to become an effective teacher.

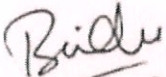
# EVALUATION SHEET

<b><u>INTERNSHIP (MED-205)</u></b>			
S. No.	Content	Maximum Marks	Marks Obtained
1.	Visit to DIET / SIE and submission of the report	10	8
2.	Observation of five lessons in perspective papers of the B.Ed. Course delivered by regular teachers of the college	10	8
3.	Delivery of five lessons in perspective papers of the B.Ed. Course	25	20
4.	Observation of five lessons of teaching work of the peer group in perspective papers of the B.Ed. Course	20	17
5.	Preparation of five question papers from perspective papers of the B.Ed. Course	20	15
6.	Writing a reflective journal on activities carried out during the Internship	15	10
<b>Total</b>		<b>100</b>	<b>78</b>
<b>Signature of Supervisors</b>			
1.		2.	
3.			
<b>Head of the Department</b>			

# EVALUATION SHEET

## INTERNSHIP (MED-309)

S. No.	Content	Maximum Marks	Marks Obtained
1.	Delivery of ten lessons in the area of specialisation (Elementary or Secondary/ Higher Secondary Stage) in the School subjects (Science/Social Science/Language/ Mathematics) (Atleast one lesson is to be delivered using ICT)	50	36
2.	Supervision of five lessons delivered by the peer group either at Elementary or Secondary / Higher Secondary Stage providing feedback and maintenance of the record	20	18
3.	Overall conduct of the student (Punctuality, discipline etc.)	10	8
4.	Reflections on the experience gained during the internship	20	18
<b>Total</b>		<b>100</b>	<b>80</b>

  
Signature of Supervisor/s

  
Head of the Department



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## SCHOOL OF EDUCATION

B.Ed.

### PRE-INTERNSHIP - I

Course Code: BDE - 107

SEMESTER - I

SESSION.....2023-25.....

S.No.	Activity	Max. Marks	Marks Obtained
1.	Visit to elementary school to observe regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers of the school.	10	8
2.	Interaction with elementary teachers and other school staff to understand their roles and responsibilities. Observation of infrastructural facilities like library, laboratories, playground, multipurpose hall, toilets etc. in the school.	10	8
3.	Visit to Pre-school and review its functioning.	10	7
4.	Visit to a village school and preparation of its profile.	10	8
5.	Writing a Reflective Journal on activities carried out during the Pre-Internship-I	10	8
<b>Total</b>		<b>50</b>	<b>39</b>

  
Group Supervisor

  
HOD



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UG Department/B.Ed.

PRE-INTERNSHIP - II

Course Code: BDE – 206

SEMESTER-II

SESSION: 2021-23

S.No.	Activity	Max. Marks	Marks Obtained
1.	Visit to high schools for observation of atleast ten lectures delivered by school teachers during real classroom teaching.	10	8
2.	Observation and analysis of the schedule of the school and submission of its report.	5	4
3.	Interaction with students of the school in different classes and submission of report on the difficulties faced by them.	5	4
4.	Organization of co-curricular activities by the student-teachers and participation and recording experiences of the same in the report.	10	8
5.	Review of the assessment and evaluation system followed by the school.	10	8
6.	Writing a Reflective Journal on activities carried out during the Pre-Internship-II	10	8
Total		50	40

*Asmita*  
Group Supervisor

*Alpesh*  
HOD



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### SCHOOL INTERNSHIP – I

SEMESTER III<sup>rd</sup>.....

SESSION 2021-2023.....

### EVALUATION RECORD

S. No.	Activity	Max. Marks	Marks Obtained
1.	Micro Teaching Practice • Skill of Questioning • Skill of Reinforcement • Skill of Stimulus Variation • Skill of Explanation • Skill of Illustrations with examples and visuals	20	16
2.	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	60	47
3.	Peer Group Observation (10 lessons)	10	8
4.	Two Criticism Lessons (1 lesson in each subject)	10	8
Total		100	79

*Sharma*  
Group Supervisor

*J. Manoh*  
HOD





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UG Department

B.Ed.

**SCHOOL INTERNSHIP**

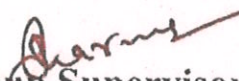
**Course Code: BDE - 406**

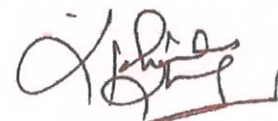
**Semester – IV**

**Session: 2021-23**

**EVALUATION SHEET**

S. NO.	ACTIVITY	Max. Marks	Marks Obtained
1	Thirty Supervised Lessons (15 in each subject) through RCEM Approach	60	48
2	Ten Lessons based on the Constructivists Approach (05 lesson in each subject)	20	16
3	Four Lessons through ICT (2 lessons in each subject)	10	8
4	Two Criticism lessons	10	8
	<b>Total</b>	<b>100</b>	<b>80</b>

  
Group Supervisor

  
HOD



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UG Department/B.Ed.

COMMUNITY WORK

Course Code: BDE - 405

SEMESTER - IV

SESSION 2021-23

EVALUATION SHEET

S. NO.	ACTIVITY	Max. Marks	Marks Obtained
1	Conducting an interview with any case of child labour/ Dowry Victim/Beggary etc. to know about the causes for their status, their day to day life along with the suggestion for their improvement.	20	16
2	Tree Plantation Drive	15	12
3	Organisation of health awareness programme for the senior citizens	15	12
Total		50	40

*Aravind*  
Group Supervisor

*[Signature]*  
HOD



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UG Department/B.Ed.

COMMUNITY WORK

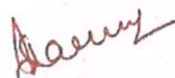
Course Code: BDE - 405

SEMESTER - IV

SESSION 2020-22

## EVALUATION SHEET

S. NO.	ACTIVITY	Max. Marks	Marks Obtained
1	Conducting an interview with any case of child labour/ Dowry Victim/Beggary etc. to know about the causes for their status, their day to day life along with the suggestion for their improvement.	20	13
2	Make a 4 minute video on any school activity and write a reflective note on it.	15	11
3	Organisation of health awareness programme for the senior citizens	15	11
<b>Total</b>		50	35

  
Group Supervisor

  
HOD



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## Visit to Anganwadi Centre

B.Ed. students visit the Anganwadi centres to understand their functioning under the Indian School system. This also helps nurture their commitment to community service and fostering early childhood development through insightful educational engagement.



## Visit to DIET

The teacher trainees visit the District Institute of Education and Training (DIET) to understand functioning of the district-level school system.



### Visit To School

The B.Ed. students' visit nurseries, middle, secondary and higher secondary wings of various schools to get a clear picture of functioning of the schools running under the state board and central board.

#### **Visit to Nursery**



#### **Visit to Middle School (CBSE School)**



**Visit to Secondary School (CBSE School)**



**Visit to Secondary School (JKBOSE School)**



### Visit to Inclusive School

A comparative perspective is created in the thinking of practising teachers by visits to inclusive schools. These visits sensitize them to the needs of special children in an inclusive set-up and how to handle them during classroom interactions.

