



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

TEACHING – LEARNING AND EVALUATION

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of:

- 1. Preparation of Lesson Plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/ learning apps/ adaptive devices for learning**
- 4. Identifying and selecting/developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Documentary Evidence in Support of Each Response
Circular/Orders

Documentary Evidence in Support of Each Response
Circular/Orders

S.NO.	DESCRIPTION	ENCLOSURE
1.	Preparation of Digital Lesson Plan by Student-Teacher	<ol style="list-style-type: none"> 1. Circular for Orientation Program on Lesson Planning through RCEM Approach for B.Ed. Semester III students. 2. Circular for Orientation Programme on School Internship-I 3. Circular for Macro Teaching Practice of B.Ed. Spl. Sem. II Students. 4. Letter to School Principal for conduct of Macro Teaching Practice of B.Ed. Spl. Sem. II Students. 5. Circular for Orientation Program on Lesson Planning through RCEM Approach for B.Ed. Spl. Semester II students 6. Circular for students of B.Ed. Spl. Sem.-II for Practical Component (IEP) 7. Letter to Principal, Model Academy Inclusive School regarding conduct of Practical Component (IEP) 8. Circular for orientation on Lesson Planning through Constructivist Approach for B.Ed. Sem. III students.
2.		
3.	Developing assessment tools for both online & offline learning	1. Circular for orientation on (different tools for assessment) for B.Ed. Sem. III students.
4.	Effective use of social media/learning apps/adaptive devices for learning	-NIL-
5.	Identifying and selecting/developing online learning resources	-NIL-
	Evolving learning sequences (learning activities) for online as well as face to face situations	-NIL-



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**Documentary Evidence in Support of Each Response
Circular/Orders**



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SCHOOL OF EDUCATION

NO: MCE/SOE/2024/238

DT: 02.03.2024

CIRCULAR

This is for the information of all the students of B.Ed., Semester III, Session 2022-24 that an Orientation Programme on preparation of lesson plans for BDE-305 (Pre-Internship) through RCEM Approach will be conducted by subject teachers on 4th March, 2024 to 7th March, 2024 as per the following schedule:

Date	Venue	Name of the Skill	Resource Person	Time	Signature
04/03/2024 (Monday)	Room No. 5	Teaching of English (Poetry)	Dr. Reeta Dwivedi	11.00 a.m. – 11.40 a.m.	R. Dwivedi
04/03/2024 (Monday)	Room No.6	Teaching of Science	Dr. Monika Bajaj	01.30 p.m.-02.10 p.m.	Monika
04/03/2024 (Monday)	Room No. 7	Teaching of Maths	Mrs. Suman Gupta	01.30 p.m.-02.10 p.m.	Suman
04/03/2024 (Monday)	Room No. 5	Teaching of Social Science	Mrs. Jyoti Sharma	01.30 p.m.-02.10 p.m.	Jyoti
06/03/2024 (Wednesday)	Room No. 5	Teaching of English (Composition)	Dr. Reeta Dwivedi	11.00 a.m. – 11.40 a.m.	R. Dwivedi
07/03/2024 (Thursday)	Room No. 5	Teaching of English (Prose)	Mrs. Arpana Koul	11.00 a.m. – 11.40 a.m.	Arpana

Nishu

HOD

School of Education



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SCHOOL OF EDUCATION

NO: MCE/SOE/2023/234
DT: 14/12/2023

CIRCULAR

This is for the information of all the faculty members & students of B.Ed., Semester III, Session 2022-24 that an orientation programme will be conducted on School Internship-I, Course Code: BDE-305 on 15th December, 2023 at 10:00 am in Lecture Room No. 5. So, all the students are required to attend the same.

Nishita Rana

HOD
School of Education

Copy to:

- Principal, MIER College of Education



QF: 028B

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SCHOOL OF EDUCATION

NO: MCE/SOE/2023/205

DT: 03/10/2023

CIRCULAR

This is for the information of all the students of B.Ed. Special Education (ID) Semester II, Session 2022-24 that Macro Practice of Teaching will be conducted w.e.f 5th October, 2023 to 15th October, 2023 at Model Academy School, Residency Road. It is mandatory for all the students to deliver two lessons based on RCEM approach as per the allotted primary level class.


HOD 3/10/23
School of Education

Copy to:-

- Principal, MIER College of Education



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NO: MCE/2023/203

DT: 27/09/2023

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

Subject: Conduct of Macro Practice of Teaching.

Dear Sir,

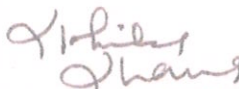
MIER College of Education (Autonomous), a premier institute and the first College of Education in the private sector, is dedicated to imparting and promoting Quality Education to its teacher trainees for the last 41 years. The B.Ed. Special Education (ID) course has been introduced for a period of two years and the entire curriculum has been reframed with lot of practical activities thrown in as field and school visits, community service and internship in schools.


In this connection, we would like to send our 24 student teachers of Semester II, session 2022-24 along with their supervisors w.e.f 5th October, 2023 to 15th October, 2023 at Model Academy School, Residency Road to complete their Teaching Practice component in which classes from 2nd to 5th will be involved.

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

Thanking you in anticipation.

Yours faithfully,


(Dr. Rohnika Sharma) 27/9/23
HOD
School of Education


27/9/2023

श्रेष्ठ

B.C. Road Jammu
180 001

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

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



QF: 028B

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SCHOOL OF EDUCATION

NO: MCE/SOE/2023/198

DT: 21/09/2023

CIRCULAR

This is for the information of all the students of B.Ed. Special Education (ID) Semester II, Session 2022-24 that an Orientation about Micro Teaching Practice will be conducted on 18th of September, 2023 and Macro Teaching Practice will be conducted on 20th & 21st of September, 2023 by Dr. Rohnika Sharma at 9:30 am in Lecture Room No. 8. In this regard all the faculty members and students are hereby requested to attend the same.


HOD _____
School of Education 21/9/23

Copy to:-

- Principal, MIER College of Education



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UG DEPARTMENT

B.Ed. Special Education (ID)

NO: MCE/UG/2023/173

DT: 20/07/2023

CIRCULAR

This is for the information of all the students of B.Ed. Special Education (ID) Semester-II of Session 2022-24 that the Practical Component (IEP) of Course Code 206: Disability Specialization is scheduled to be held w.e.f. 24th July, 2023 to 19rd August, 2023 at 10:00 a.m. to 11:00 a.m. in the Model Academy Inclusive School. It is mandatory for all the students to attend the same and ensure 100% attendance in the above mentioned practical.

For further information, kindly contact with Dr. Behzad Maqbool (Associate Professor) & Mr. C.R. Jangra (Assistant Professor) MIER, College of Education.

HOD, UG Department

20/7/23

Copy to:

- Principal, MIER College of Education



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NO: MCE/2023/170

DT: 19/07/2023

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

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

Dear 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. or this academic session too, I would like to request you to accommodate student teacher of semester II session 2022-24 to complete their Practical Component (IEP) of course code 206: Disability Specialization.

In this connection, 24 student teachers along with group supervisors will be visiting your school for 20 days at 10:00 am to 11:00 am (i.e. 24th July, 2023 to 19rd August, 2023) in order to complete their above mentioned component. In this regard Mr. C.R. Jangra (Assistant Professor, MIER, College of Education) will be coordinating with you for the smooth conduct of above mentioned Practical Component.

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

Regards


Dr. Rohnika Sharma
HOD, UG Department
19/7/23

Copy to:

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

Mr Kuldeep.
Kindly coordinate
with the Dept. &
have it done
accordingly.


19/7/2023.

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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UG Department

QF: 028A

NO: MCE/UG/2023/175A

DT: 21/07/2023

CIRCULAR

It is for the information of all the faculty members and students of B.Ed. that as part of our on-going efforts to enhance the quality of education and teaching methods at our college, an orientation of lesson planning on the Constructivist Approach is going to be conducted on 24-07-2023 at 12.20 PM in M.Ed. Hall. Attendance is mandatory for all students. Please come prepared to engage in discussions and activities that will help you incorporate the Constructivist Approach into your lesson plans effectively.

The orientation will cover the following topics:

- Understanding the Principles of the Constructivist Approach.
- Integrating the Constructivist Approach into Lesson Planning.
- Creating Engaging and Interactive Learning Experiences.
- Promoting Student Inquiry and Exploration.
- Assessing Student Learning in A Constructivist Classroom.

HoD, UG Department

Copy to: -

- Principal, MIER College of Education



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SCHOOL OF EDUCATION

QF: 028A

NO: MCE/SOE/2024/298A

DT: 21/02/2024

CIRCULAR

This is for the information of all the students of B.Ed., Semester-III, Session 2022-24 that an orientation programme is going to be organized on the topic "Different Tools for Assessment" on 22nd and 23rd February, 2024 in Room No. 5 as per the following schedule:

Date	Types of Assessment Tool	Resource Person	Time	Signature
22/02/2024	Framing of Short Answer Questions	Prof. Nishta Rana	11.00 a.m.- 11.40 a.m.	<i>Nishta Rana</i>
22/02/2024	Framing of Long Answer Question	Dr. Bharti Tandon	01.30 p.m.- 02.10 p.m.	<i>B. Tandon</i>
23/02/2024	Framing of MCQs	Dr. Bindu Dua	11.00 a.m.- 11.40 a.m.	<i>Bindu</i>
23/02/2024	Framing of Questions for Oral Assessment	Dr. Behzad Maqbool	01.30 p.m.- 02.10 p.m.	<i>Behzad</i>

Nishta Rana
Head
School of Education

Copy to: -

- Principal, MIER College of Education



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TEACHING – LEARNING AND EVALUATION

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of:

- 1. Preparation of Lesson Plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/ learning apps/ adaptive devices for learning**
- 4. Identifying and selecting/developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Sample Evidence Showing the Task Carried Out for Each of the Selected Response

Sample Evidence Showing the Task Carried Out for Each of the Selected Response

S.NO.	DESCRIPTION	ENCLOSURE
1.	Preparation of Digital Lesson Plan by Student-Teacher	1. Digital Lesson Plan Based on RCEM Approach Plan Made by Student-Teacher of B.Ed. Sem.-III 2. Lesson Plan on Prose Based on RCEM Approach Made by Student-Teacher B.Ed. Sem. III 3. Micro Lesson Plan Made by B.Ed. Spl. Sem.-II Student on Various Skills 4. Macro Lesson Plan Made by B.Ed. Spl. Sem.-II Students Based on RCEM Approach 5. Digital Lesson Plan Based on IEP (Individualized Educational Programme) Prepared by Student of B.Ed. Spl. Sem. II. 6. Digital Lesson Plan by Student of B.Ed. Sem.-III Through Constructivist Approach
2.	Developing assessment tools for both online & offline learning	1. Construction of Online/Offline Assessment Tool (Questionnaire for Students) by the Student-Teacher of M.Ed. Spl. Semester-II 2. Preparation of Teacher made Test by the Student of M.Ed. Spl. Semester-III 3. Achievement Test Developed by the Student of M.Ed. Semester-III
3.	Effective use of social media/learning apps/adaptive devices for learning	1. Creation of Educational Blog by Student Teacher of M.Ed. Semester-III 2. Students of M.Ed. Semester-III Exploring Various Mobile Learning Apps
4.	Identifying and selecting/developing online learning resources	1. Commonwealth Digital Education Leadership Training in Action (C-DELTA) Training for MIER Students 2. Use of Online Resources (MIER College ELMS/MOODLE CLOUD.COM) by B.Ed. Semester- III students 3. Use of Google Classroom by MIER Students

		4. MOOCS Courses Done by Students of M.Ed. Using SWAYAM Online Platform
5.	Evolving learning sequences (learning activities) for online as well as face to face situations	1. Students of B.Ed. Special Semester-II Attending Class Conducted Through Team Teaching in Face to Face Situations
		2. Students Participating in Panel Discussion B.Ed. Semester-I
		3. Online Learning Through Flipped Classroom
		4. Students of B.Ed. Semester-I Engaged in Cooperative Learning
		5. Students of B.Ed. Semester -III Attending Online Class
		6. Students of B.Ed. Semester-III Attending Class in Face to Face Situation Through Lecture Cum Discussion Method
		7. Students Engaged in Role Playing
		8. Students Participating in Group Discussion
		9. Students of B.Ed. Semester-III Learning in Blended Mode Through MOODLE Platform.
		10. Students Doing Seminar Presentation Using Power Point Presentation.



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**Digital Lesson Plan Based on RCEM Approach
Prepared by Student-Teacher: Anjali Jain
(Roll No. 2202003) of B.Ed. Sem.-III**

Preparation of Digital Lesson Plan by Student-Teacher

Name of the Student Teacher: Anjali Jain
Roll No. 2202003
Subject: Pedagogy of English -C-203
Unit: III
Topic: The Adventures of Toto
RCEM Approach
Class: B.Ed.
Duration: 35-40 Minutes

• Lesson Planning According to • RCEM Approach

Topic

The Adventures of Toto
by
Ruskin Bond

IDENTIFICATION DATA

Name of the Pupil Teacher : Anjali Jain

Roll No.: 2202003

School : Model Academy, BC Road Jammu

Class : 9th Section A Subject English (Prose)

Topic : The Adventures of Toto

Sub-topic : The Adventures of Toto

Time Duration : 35-40 minutes Date : 8/04/24

B. INPUT

B.1 TEACHING POINTS

1. Reading of the prose passage from 'The Adventures of Toto'.
2. Addition of the new words.
3. Practice in the use of language items from the passage.

B.2 OBJECTIVES OF THE LESSON

- To develop different linguistic skills among the students.
- To enable the students to read for pleasure, information and understanding.
- To enable the students to get practice in the use of new vocabulary items.
- To enable the students to comprehend the passage and grasp its substance and meaning.

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBOs)

- The learner is able to recall correct pronunciation of words. (knowledge objective)
- The learner is able to recognise the meaning of new words . (knowledge objective)
- The learner is able to cite examples of sentences using the new words (Understanding objective).

The Adventures of Toto

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B.4 TEACHING AIDS

- Usual classroom apparatus.
- A chart depicting "The Adventurous Monkey Toto."

The Adventures of Toto

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C. PROCESS

C.1 MOTIVATION

Q1 Which is your favourite animal?

Ans Dog, lion, cat, etc.

Q2 Which of these animals do you keep as pets?

Ans Dog and cat.

Q3 Have you ever seen a monkey at somebody's home kept as a pet?

Ans .The students may say yes or no.

C.2 ANNOUNCEMENT OF THE TOPIC

So students today we will study about a family who had kept a monkey as a pet in the lesson, 'The Adventures of Toto'.

C.3 PRESENTATION

Teacher Activities	Student's Activities	B.B. Summary
Pupil teacher will ask the students to open the book at page no. 85 from their prose "Grandfather bought Toto.....from the window."	Students will open their books at page no. 85	<u>Word meanings</u> mischief – naughtiness pickled – kept
The pupil teacher will read the lesson with proper pronunciation, stress and intonation.	Students will make note of the pronunciation of words, use of stress and intonation	wicked – evil, bad, horrible Scooping- picking up
The pupil teacher will ask 2 or 3 students to read the passage one by one and will attend to their reading, pronunciation and make necessary corrections.		Delicacy– choice food fussed – complained closet – small room peg –hook for hanging

The Adventures of Toto

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C.3 PRESENTATION

Teacher Activities	Student's Activities	B.B. Summary
The difficult words will be drilled whenever necessary.		Shreds- torn piece of cloth
Pupil teacher will explain the meaning of new words and will write them on black board.	Students will listen to the explanation of difficult words and note in their note books the meaning of difficult words.	Wrenched- pulled Escape-an act of running away
The pupil teacher will ask a student to make a sentence using the word 'mischief'.	The guard played mischief with the poor children.	

The Adventures of Toto

12

Teacher Activities	Student's Activities	B.B. Summary
Pupil teacher will explain the meaning of the paragraph.	Students will listen to the explanation which is given by the pupil teacher.	
Pupil teacher will ask the students to do silent reading of the paragraph.	Students will read silently and if they will have any problem they will ask the pupil teacher.	

The Adventures of Toto

13

• C.4 CLOSURE

So students today we studied the story of the mischievous monkey named Toto.

• The pupil teacher asks a few questions to test their comprehension.

Q1 What was the name of the monkey?

Ans Toto.

Q2 How did Toto make use his tail?

Ans Toto used his tail like a third hand.

Q3 Who in the house didn't like animals?

Ans The grandmother didn't like animals.

Q4 Where did grandfather hide Toto?

Ans The grandfather hid Toto in the closet.

The Adventures of Toto

14

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLOs) / EVALUATION/ APPLICATION

1. Use the word 'delicacy' in a sentence.
2. Use the phrase 'scoop up' in a sentence of your own.
3. Toto was a pretty monkey. In what sense was Toto pretty?
4. What mess had Toto made in the closet?

(cont...)

5. Fill in the blanks

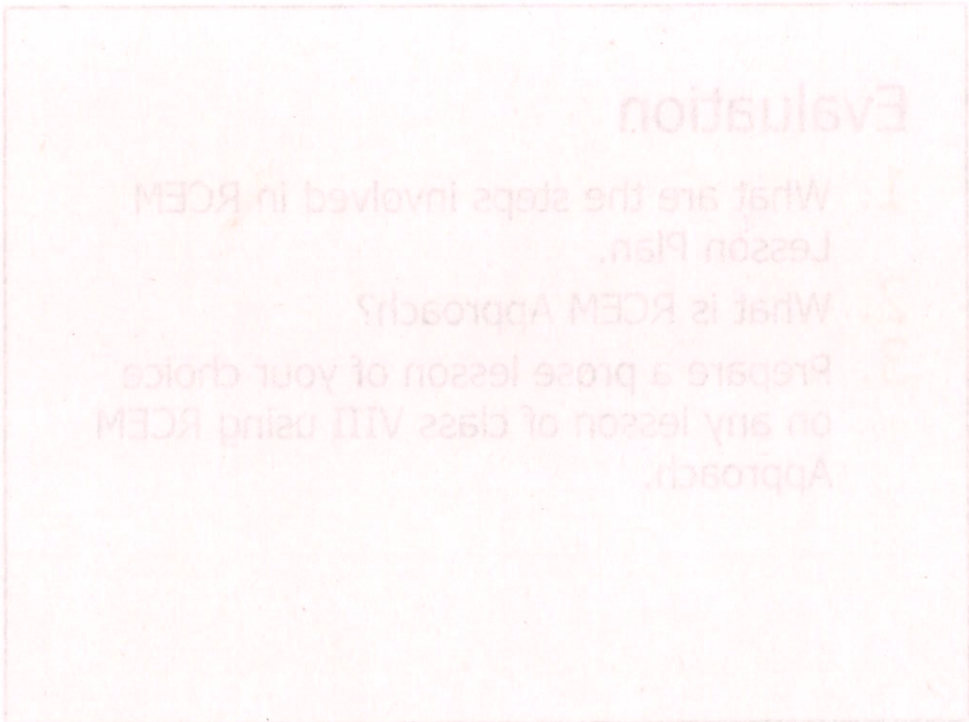
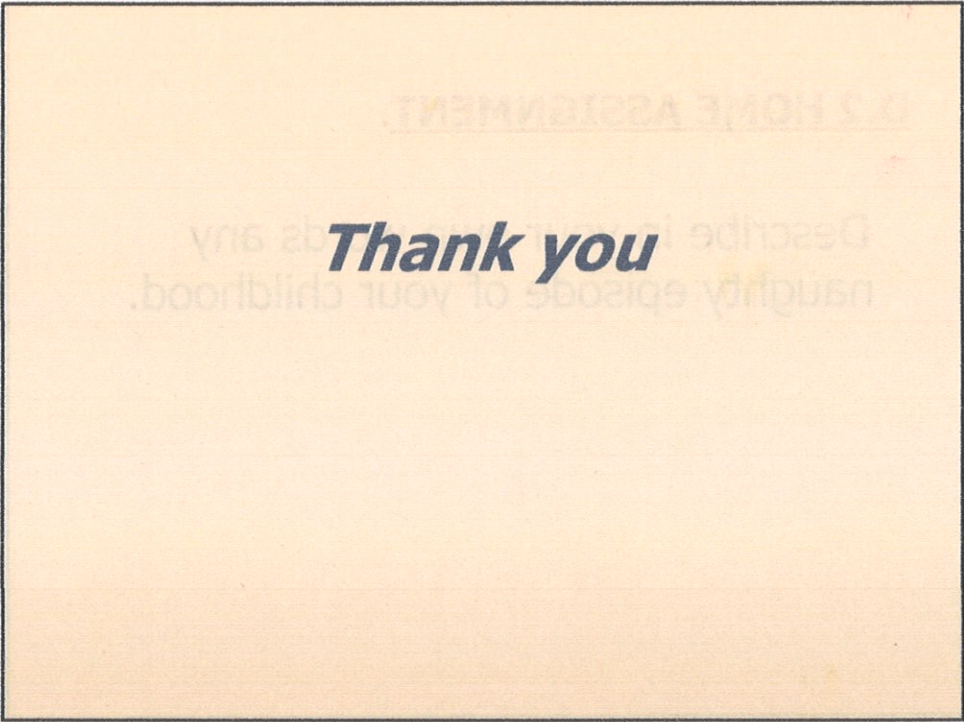
- Grandfather bought Toto from a _____.
- He could use his _____ to hang from a branch.
- We found that the walls, had been _____ with some ornamental paper (cover/covered).
- He seemed _____ with Toto's performance (please/pleased).

D.2 HOME ASSIGNMENT.

Describe in your own words any naughty episode of your childhood.

Evaluation

- 1.** What are the steps involved in RCEM Lesson Plan.
- 2.** What is RCEM Approach?
- 3.** Prepare a prose lesson of your choice on any lesson of class VIII using RCEM Approach.



Lesson planning According to RCEM APPROACH

The Adventures of Toto by Ruskin Bond

A. IDENTIFICATION DATA

Name of the Pupil Teacher- Anjali Jain Roll No. 2202003

Semester-III

School : Model Academy, BC Road Jammu

Class 9th Section A Subject English (Prose)

Topic The Adventures of Toto

Sub-topic The Adventures of Toto

Time Duration 35-40 minutes Date 8/04/2024

B. INPUT

B.1 TEACHING POINTS

1. Reading of the prose passage from 'The Adventures of Toto'.
2. Addition of the new words.
3. Practice in the use of language items from the passage.

B.2 OBJECTIVES OF THE LESSON

- To develop different linguistic skills among the students.
- To enable the students to read for pleasure, information and understanding.
- To enable the students to get practice in the use of new vocabulary items.
- To enable the students to comprehend the passage and grasp its substance and meaning.

B.3 EXPECTED BEHAVOURAL OBJECTIVES (EBOs)

- The learner is able to recall correct pronunciation of words. (knowledge objective)
- The learner is able to recognise the meaning of new words . (knowledge objective)
- The learner is able to cite examples of sentences using the new words (Understanding objective).

B.4 TEACHING AIDS

- Usual classroom apparatus.
- A chart depicting “The Adventurous Monkey Toto.”

C. PROCESS

C.1 MOTIVATION

Q1 Which is your favourite animal?

Ans Dog, lion, cat, etc.

Q2 Which of these animals do you keep as pets?

Ans Dog and cat.

Q3 Have you ever seen a monkey at somebody’s home kept as a pet?

Ans .The students may say yes or no.

C.2 ANNOUNCEMENT OF THE TOPIC

So students today we will study about a family who had kept a monkey as a pet in the lesson, ‘The Adventures of Toto’.

C.3 PRESENTATION

Teacher’s Activities	Student’s Activities	B.B. Summary
Pupil teacher will ask the students to open the book at page no. 85 from their prose “Grandfather bought Toto.....from the window.”	Students will open their books at page no. 85	<u>Word meanings</u> mischievous – naughtiness pickled – kept
The pupil teacher will read the lesson with proper pronunciation, stress and intonation.	Students will make note of the pronunciation of words, use of stress and intonation	wicked – evil, bad, horrible Scooping- picking up
The pupil teacher will ask 2 or 3 students to read the passage one by one and will attend to their reading, pronunciation and make necessary corrections.	Students listen attentively	Delicacy– choice food fussed – complained closet – small room peg –hook for hanging

Teacher Activities	Student's Activities	B.B. Summary
The difficult words will be drilled whenever necessary.		Shreds- torn piece of cloth
Pupil teacher will explain the meaning of new words and will write them on black board	Students will listen to the explanation of difficult words and note in their note books the meaning of difficult words.	Wrenched- pulled Escape-an act of running away
The pupil teacher will ask a student to make a sentence using the word 'mischief'.	The guard played mischief with the poor children.	

Teacher Activities	Student's Activities	B.B. Summary
Pupil teacher will explain the meaning of the paragraph	Students will listen to the explanation which is given by the pupil teacher.	
Pupil teacher will ask the students to do silent reading of the paragraph.	Students will read silently and if they will have any problem they will ask the pupil teacher.	

C.4 COMPREHENSION QUESTIONS

- The pupil teacher asks a few questions to test the comprehension of the students.

Q1 What was the name of the monkey?

Ans Toto.

Q2 How did Toto make use his tail?

Ans Toto used his tail like a third hand.

Q3 Who in the house didn't like animals?

Ans The grandmother didn't like animals.

Q4 Where did grandfather hide Toto?

C.4 CLOSURE

So students today we studied the story of the mischievous monkey named Toto.

Ans The grandfather hid Toto in the closet.

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLOs) / EVALUATION/ APPLICATION

1. Use the word 'delicacy' in a sentence.
2. Use the phrase 'scoop up' in a sentence of your own.
3. Toto was a pretty monkey. In what sense was Toto pretty?
4. What mess had Toto made in the closet?

5. Fill in the blanks

- Grandfather bought Toto from a _____.
- He could use his _____ to hang from a branch.
- We found that the walls, had been _____ with some ornamental paper (cover/covered).
- He seemed _____ with Toto's performance (please/pleased).

D.2 HOME ASSIGNMENT.

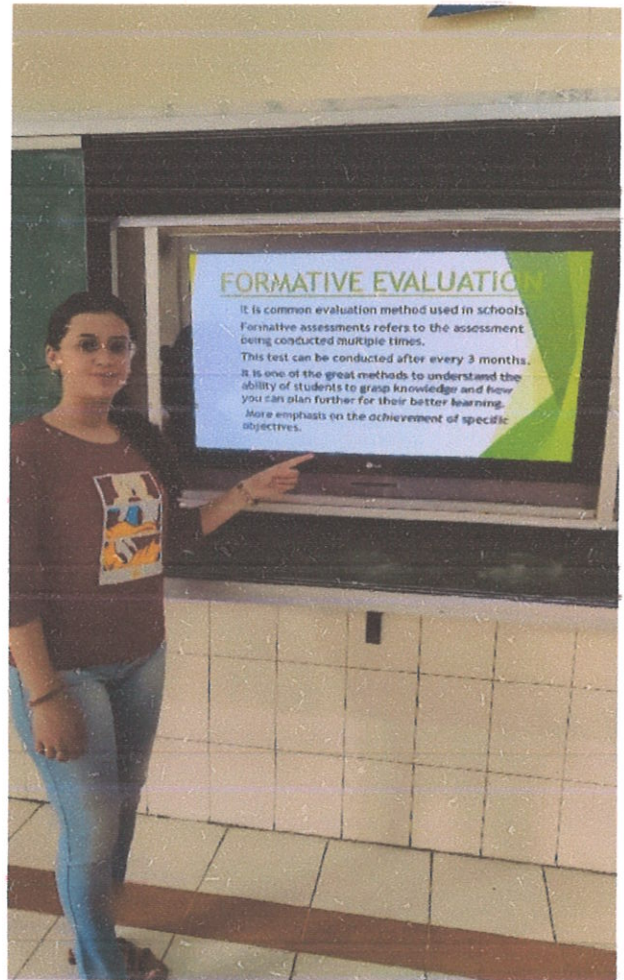
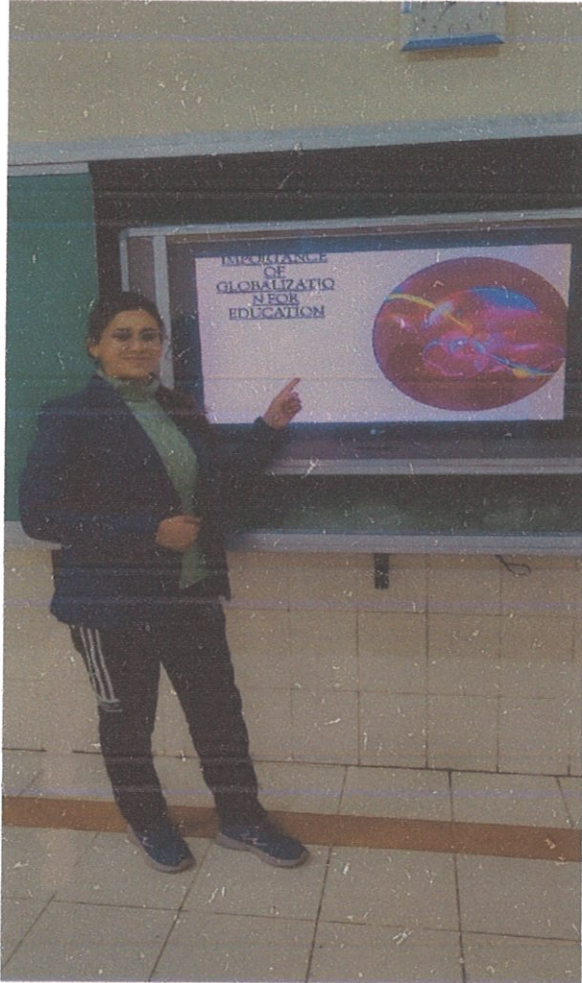
Describe in your own words any naughty episode of your childhood.

Supervisor's Remarks

Pupil teacher was confident. Lesson presentation was satisfactory. Model reading done properly with voice modulation. New words discussed with situations. Language item done systematically. Teaching aid needs to be improved.

R. Divya
Signature -

Student/Teacher of B.Ed. Semester-III, Session (2022-24), Anjali Jain delivering Digital Lesson Plan through RCEM Approach





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**Digital Micro Lesson Plan Prepared by the
Student: Azra Khatoon of B.Ed. Spl. Roll No.
2203009 Sem. II**

Digital Lesson Plan

Micro Teaching

- Submitted by: Azra Khatoun
- Course: B.Ed. Special (Intellectual Disability), Semester - II
 - Roll No.2203009
- Subject: Teaching practice- Intellectual Disability
 - Supervisor: Dr Behzad

Skills in Micro Lesson Plan:

- *Skill of explaining*
- *Illustrating with examples*
- *Skill of stimulus variation*
- *Skill of reinforcement*
- *Skill of probing questions*
- *Skill of classroom management*
- *Skill of blackboard writing*

Micro-Teaching Lesson

Date : 14th Jan 2020

class : IVth

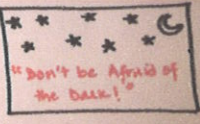
Duration of the class : 10-15 min

Subject : English

Topic : poem (Don't be afraid of the dark)

Skill : classroom management

Enrollment no. : A140115019001

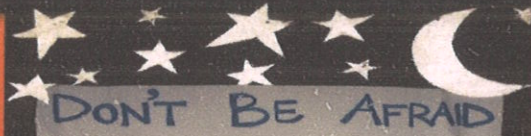
Content	Teacher's Activity	Student's Activity	Component Skill	Blackboard Work
<p>Poem</p> <p>"Don't be afraid of the dark"</p> <p>by: Patrick Bond</p>	<ul style="list-style-type: none"> * Teacher will greet the students of the class * Teacher will introduce the topic to the student * Teacher will show a video to the students. * Teacher will explain the poem & will give clear directions to students 	<ul style="list-style-type: none"> * Students will greet the teacher * students will carefully pay attention * students will see * student will listen & understand. 	<ul style="list-style-type: none"> * Beginning statement * classroom management 	

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Content	Teacher's Activity	Student's Activity	Component Skill	Blackboard Work
	<ul style="list-style-type: none"> * Teacher will manage the classroom norms. * Teacher will tell the meaning of the key words a) Afraid b) Dark c) cease d) rest e) harsh f) trouble * Teacher will shift from telling the meaning of the difficult words to asking questions on the poem :- Q1- what happens when the day is over? Q2- what does the poet want us to do at night? * Teacher will also check the inappropriate behaviours of the pupils * Teacher will give rewards to the students → social rewards (good) → small (physical reward) 	<ul style="list-style-type: none"> * the students will sit patiently & listen * The student will understand & learn. * students will answer the questions. * students will sit properly & pay attention * The students will be rewarded. 	<ul style="list-style-type: none"> * classroom management 	

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Teaching learning material



DON'T BE AFRAID

Don't be afraid of the
 dark little one, the earth
 must rest when the day is done
 The sun must be harsh, but
 moonlight - never! And those stars
 will be shining forever and ever.
 Be friends with the Night, there is
 nothing to fear. Just let your thought
 travel to friends far and near.
 By day, it does seem that our
 troubles won't cease, But at
 night, late at night, the world is
 at Peace.

—Ruskin Bond

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*Good - Sun
 Spring*

**Digital MICRO Lesson Plan Delivery by the Student-Teacher: Azra Khatoon of B.Ed
Special Roll No. 2203009 Semester-II. (Session, 2022-24)**





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SCHOOL OF EDUCATION

**Digital Macro Lesson Plan Based on RCEM
Approach**

Prepared by: Vishali Rani, Roll No. (2203006)

Student of B.Ed. Spl. Education Sem. II

Digital Lesson Plan

Macro lesson plan


Submitted by: Vishali Rani

Course: B.Ed. Special (Intellectual Disability), Semester -II

Roll No. 2203006

Subject : Teaching Practice- Intellectual Disability.

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Teaching Points	Teacher's Activity	Student's Activity	TLM / Adaptations
Bonsai Tree -	Teacher trainee will greet the students.	students will greet the teacher trainee	
	Teacher trainee will ask the students - - Name the parts of tree - How many types of trees have you seen? Now, teacher trainee will introduce the topic by telling them about Bonsai Tree. Bonsai is an Art of creating decorative &	students will answer.	

Reflection by Students	
1. Self Evaluation	lesson plan went well students actively participated in it.
2. Execution	Teacher trainee winded up the lesson plan & gave her worksheet.
	<i>Shama</i> Student's Signature

TEACHING LEARNING MATERIAL USED

April

Bonsai Trees

- Bonsai is the art of creating decorative & ornamental trees & shrubs.
- The beauty of bonsai trees is that they are purposely dwarfed.
- This art is began in homes of rich chinese & Japanese people almost a 1000 yrs. ago. Today, Bonsai is practiced in all over the world as a hobby.
- eg: Pine, Bamboo, Maple, Canyon tree.

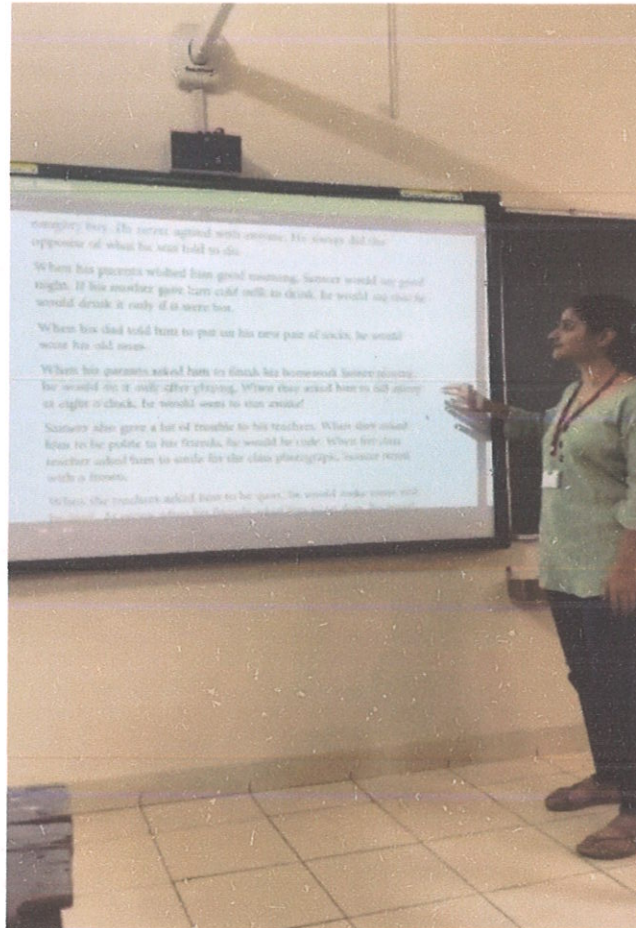
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Teaching learning material: Pine bonsai

Shaded Spines

**Student of B.Ed. Special Semester-III Vishali Rani Roll No. 2103006 Delivering
Digital MACRO Lesson Plan Based on RCEM Approach**





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SCHOOL OF EDUCATION

**Digital lesson Plan Based on IEP (Individualized
Educational Programme) Prepared by Student
of B.Ed. Spl. Sem. II.**

Name: Bintul Huda

Roll No. 2203012

Session: 2022 – 24.

Supervisor: Dr. Behzad Maqbool

IEP CASE STUDY- (specific learning disability)

Submitted by: Bintul Huda
 Course: B.ED Special (Intellectual disability), Semester 2
 Subject name: Teaching practice- Intellectual Disability

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Demographic data of the child

Case Summary

- My case name is Tejal
- He is a boy
- He is 7 years old
- He is born on 6th October 2013
- Father's Name is S.M. Tomar
- Mother's Name is Priyanka Tomar
- Father's Occupation is Engineer
- Mother's Occupation is housewife
- Mother tongue of Tejal is Hindi
- Tejal is a child with specific learning disability.
- I have done his assessment through DDLB diagnostic Test of learning disability.

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Goals selected:

- Long term goal- Writing expressive language
- Short term goals- 1) Reading spellings of : flower, playing, trunk, bridge, boating.
- 2) Writing spellings of: flower, playing, trunk, bridge, boating.

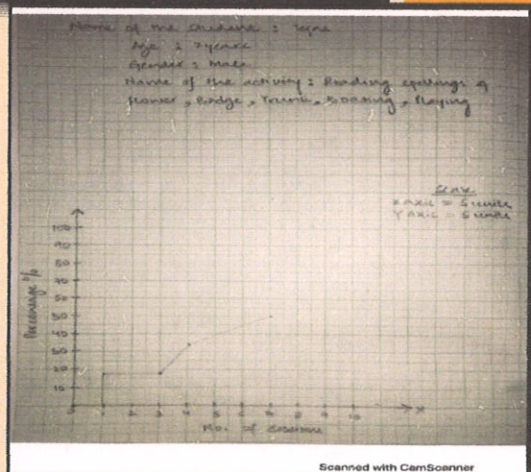
Task analysis of short term goal 1.

Task Analysis

Task: Reading spellings of flower, trunk, bridge, boating.
Name: Tejas

S.No.	Condition:	Date 2020/12/20						
		1	2	3	4	5	6	7
1	Look at the picture of flower.	I	I	I	I	I	I	I
2	Look at the spelling of 'flower' along with the picture.	VP	C	C	I	I	I	I
3	Trace down the spelling of 'flower' with 2 syllables i.e. flower	VP	VP	VP	VP	C	C	C
4	Join the syllables together and read i.e. flower as a flower	VP	VP	C	VP	VP	VP	C
5	Generate 'flower' in different situations	VP	C	C	C	C	C	C
6	Follow the same procedure for other words: trunk, reading, playing	VP	C	C	C	I	I	I
No. of successful attempts:		1	1	1	2	3	3	3
Percentage:		100%	100%	100%	100%	100%	100%	100%

Key: - VP: Physical Prompt VP: Verbal Prompt C: cluing I: Independent.



Task analysis of short term goal 2.

Task Analysis
 Name: Tina

Task: Learning spelling of words: bridge, turn, beauty, flying

Age: 7 yrs

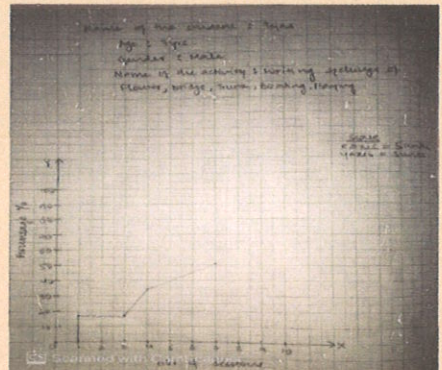
Number of trials: 5 trials

Number of sessions: 5 sessions

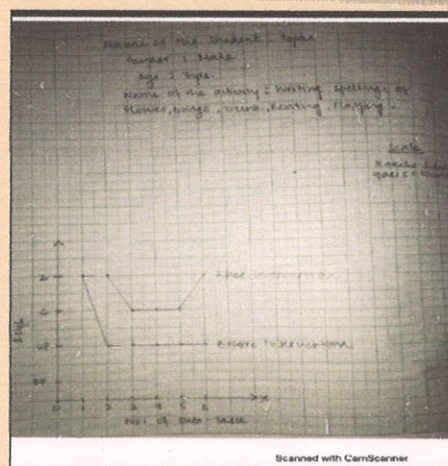
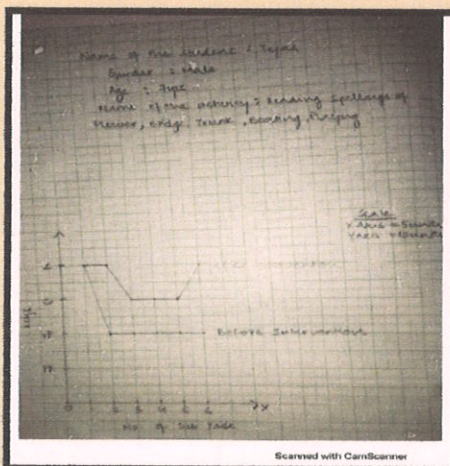
Number of the activity: Learning spelling of words: bridge, turn, beauty, flying

Session	1	2	3	4	5	6	7
1. Look at the picture of flower	VT	C	C	C	C	C	C
2. Look at the picture of flower	VT	C	C	C	C	C	C
3. Look at the picture of flower	VT	VT	VT	C	C	C	C
4. Look at the picture of flower	VT	VT	VT	VT	C	C	C
5. Look at the picture of flower	VT	C	C	C	C	C	C
6. Look at the picture of flower	VT	C	C	C	C	C	C
7. Look at the picture of flower	VT	C	C	C	C	C	C
8. Look at the picture of flower	VT	C	C	C	C	C	C
9. Look at the picture of flower	VT	C	C	C	C	C	C
10. Look at the picture of flower	VT	C	C	C	C	C	C
Percentage	100%	100%	100%	100%	100%	100%	100%

Key: VT: Verbal Prompt C: Omitting I: Independent

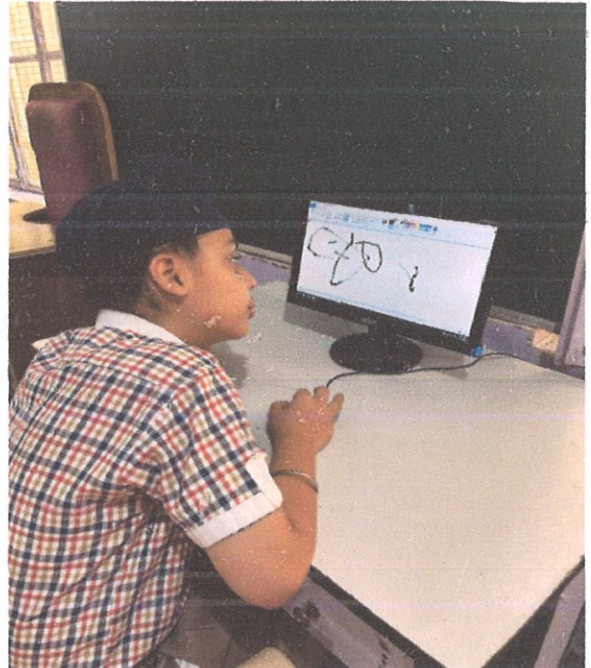


Evaluation of short term goal 1. and 2.



Tina

Digital Lesson Plan Based on Individualized Educational Programme prepared b Student-Teacher of B.Ed. special Bintul Huda Roll No. 2203012 Semester-II, Session (2022-24)





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**Digital Lesson Plan Prepared by Anandita Thakur,
Roll No. 2102004, Student of B.Ed. Sem. III
through Constructivist Approach.**

English Lesson Plan on Constructivist Approach

Name: Anandita Thakur

Roll No.: 2102004

Session: 2021-2023 B.Ed. Semester-IV

Subject: English

Aspect: Linguistics

Class: IX

Topic: Phonological structures

Sub-topic: Vowels and Consonants, Mechanism of Speech

Time: 55-60 minutes

(Spread over two lectures)

Learning Points:

1. Articulation of English Phonemes (44 Sounds)
2. Phonological Structures – Vowels and Consonants
3. Mechanism of Speech
4. Classification of Sounds – Vowels and Consonants

Learning Strategies:

Group discussion, video clippings, Phonemes Chart, Pictures of articulators

Assessment: Evaluation on the basis of learning activities

Objectives of the lesson:

Content Objectives: Each student will be able to:

- Know about English Phonemes / Sounds.
- Know about Phonological Structures- Vowels & Consonants.
- Develop knowledge about Mechanism of speech.
- Know about the classification of sounds – vowels and consonants.

Process Objectives:

- The students shall be encouraged to pronounce the English Speech sounds correctly.
- The students would be able to articulate the sounds accurately by using proper organs of speech.

PRESENTATION

Steps	Pupil teacher Activity	Students Activity
<p>Engage</p>	<p>Pupil teacher will engage the learners by initiating the following activities.</p> <ul style="list-style-type: none"> • Learners will be divided into groups (each group comprising of not more than five students). Each group will be given two - three enlarged pictures of phoneme chart. • Pupil teacher will also show a video consisting the pronunciation of the English Phonemes/ Sounds. <p>Pupil teacher will say watch the video carefully and focus on the pronunciation of English phonemes. Pupil teacher will ask the following questions and encourage group interaction before accepting the answers.</p> <p>Qno.1-What do you observe in the video? Qno.2-What is a phoneme? Qno.3-How many phonemes are there in English language? Qno.4-How many vowel sounds are there? Qno.5-How many consonant sounds are there? Qno.6-What is the Pronunciation of 'I'?</p> <p>Pupil teacher will say that today we are going to study about English phonemes- Vowels and Consonants which would help us to know about the way of pronunciation, articulation, the mechanism of speech and about the speech organs which are involved in production of speech sounds. (A</p>	<p>Students will explore the pronunciation of English Phonemes through Phoneme chart & videos</p> <p>Students will try to answer</p>

	<p>phoneme chart will be provided to each group).</p> <p>Students will be asked to identify the vowel and consonant sounds they come across in the given phoneme chart.</p> <p>Pupil teacher will further ask the students to put their hands on their throat and feel the vibration and the position of air (whether it comes out or blocked) while producing the different sounds.</p> <p>Students will be asked to make a list of sounds where there is vibration or no vibration.</p>	<p>Students will mark the vowel and consonant sounds in the given phoneme chart.</p> <p>Students will try to feel the vibration on their throat and the position of air and will make a list of sounds where there is vibration or no vibration.</p>
Explore	<p>Pupil teacher will facilitate the students to explore the concept of vowel and consonant sounds (the sounds where they breath out and feel vibration and where the air is obstructed or blocked in articulation) by asking them to discuss in their groups.(answer sharing). (the students will know about the voiced and voiceless sounds).</p> <p>Pupil teacher will ask the following questions:</p> <p>Qno.1- Do you feel vibration in production of all the sounds?</p> <p>Qno.2- How do you feel when you produce the vowel sounds?</p> <p>Qno.3- How do you feel in production of consonant sounds?</p> <p>Qno.4- What are the voiced sounds?</p> <p>Qno.5- What are the voiceless sounds</p> <p>Qno.6- What is the position of air when we produce 'L' sound?</p>	<p>Students will discuss in groups and answer.</p>
Explain	<p>Pupil teacher will explain that when we feel vibration on our throat and the air comes out freely in the production</p>	<p>Students will note down the information given by the teacher.</p>

	<p>of a sound, it is voiced sound. All the vowels are voiced sounds. If the air does not flow out freely and the obstruction is caused in production of a sound, it is voiceless sound.</p> <p>Consonants are produced by a closure or narrowing of the air passage so that the air stream is blocked completely in the mouth or the air comes out with audible friction.</p> <p>Pupil teacher will explain about the mechanism of speech and tell that on the basis of articulation the vowel and consonant sounds are classified into different categories.</p> <p>Vowels are classified into two categories- Monophthongs and Diphthongs.</p> <p>Pupil teacher will further explain Monophthongs and Diphthongs by giving examples of words like- Captain, Painting, Training, etc.</p> <p>Pupil teacher will explain that Consonants are also classified on the basis of the place of articulation. The various categories of consonants are- Velar, Glottal, Fricative, Lateral, Plosives, Nasal, Bilabial, Dental, Labio- dental, Alveolar, Post-alveolar, Palatal- alveolar by giving the examples of different speech sounds</p> <p>Pupil teacher will ask the students to make a list of ten words each consisting Monophthongs and Diphthongs.</p> <p>In order to connect their personal experiences about speech organs, pupil teacher will ask the students to identify their own organs that are involved in production of speech sounds.</p>	<p>Students will make a list of ten words each consisting Monophthongs and Diphthongs.</p> <p>Students will identify their own speech organs.</p>
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<p>Elaborate</p>	<p>To help the students further elaborate their learning pupil teacher will show pictures of articulators/ various speech organs and explain about the various organs that are involved in the production of speech. They are divided in three groups:</p> <ol style="list-style-type: none"> 1. Initiators(Respiratory system): Lungs, Wind pipe, Trachea, Bronchial tube. 2. Phonators: (Phonatory system): Larynx , Vocal Cord. 3. Articulators(Articulatory system): Nose, Mouth, Tongue, Teeth, Palate, Uvula, Lips <p>Pupil teacher will give an exercise/chart to each group consisting different categories of Consonants, on the basis of the place of articulation. Students will be asked to identify the consonant sounds according to the place of articulation and complete the exercises given.</p>	<p>Students will try to complete the exercises.</p>
<p>Evaluate</p>	<p>In order to evaluate the effectiveness of learning, Some questions will be asked orally which would be corrected for any mistake by the pupil teacher and later to be written in the notebook.</p> <p>Qno.1- What are the voiced sounds? Qno.2- What are Monophthongs? Qno.3- What are Diphthongs? Qno.4- Which organs are involved in articulation of Plosives? Qno.5- What are Nasal sounds? Qno.6- What is a Lateral? Qno.7- What is Glottal? Qno.8- Speech Organs are divided into how many groups? Name them.</p> <p>Students will be asked to draw the picture of Organs of speech and write about the functions and role of different organs in production of speech sounds as home assignment.</p>	<p>Students will try to answer the questions orally and later write in their notebooks.</p> <p>Students will do the home assignment.</p>

**Student/Teacher of B.Ed. Semester-III Session-(2022-24) Anandita Thakur
Delivering Digital Lesson Plan through Constructive Approach**





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SCHOOL OF EDUCATION

**Construction of online/offline Assessment Tool
(Questionnaire for students) by the Student-
Teacher of M.Ed. Spl. Semester-II**

Name: Neha Thapa

Class: M.Ed. Special Education

Roll No. 2206006

Supervisor: Dr. Behzad Maqbool



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SCHOOL OF EDUCATION

Construction of Online/Offline Assessment Tool by the Student-teachers

Tool :(Questionnaire for students)

Name: Neha Thapa Name of College: MIER College of Edu.
B.C. Road, Jammu -
Course enrolled in: M.Ed Spl. (D) Semester: III
Name of the school: Model Academy Medium of instruction in school: English
Class: Primary (I)
Note:

- I. Please answer the questions honestly keeping in mind your current situation.
- II. There are fifteen (20) statements having three/four options. Select only one best applicable to you.
- III. There is no right or wrong answer. So, please answer them carefully and honestly.

1. Language you use while communicating with your friends /classmates

- a) Mother tongue b) English

2. Language you use while communicating with your teachers

- a) Mother tongue b) English

3. Do you know what soft skills are?

- a) Yes b) No

4. Do you think soft skills are beneficial for you?

- a) Yes b) No

5. How do you think soft skills can be helpful to you? (Please number them in the order of preference)

- a) It develops confidence
- b) It improves Performance
- c) It improves interpersonal skills
- d) It develops Leadership skills

6. Have you received any soft skills training?
a) Yes b) No

7. Are you aware of aspects covered under soft skills?
a) Yes b) No

8. Mentioned below are the soft skills. Number them in the order of preference.

a) Communication skills

NA b) Body Language

c) Positive Thinking

d) Presentation skills

9) Do you think communicating (conversing) in English is helpful for you to achieve success ?

a) Yes b) No

10) Are you comfortable in conversing with others in English?

a) Yes b) No

11) Which skill do you think is more important for success?

a) Oral skill

b) Written skill

12) Which of the following oral skills do you think are important for a person?

a) Conversation skills

b) Presentation skills

c) Group discussion

d) Telephonic conversation

13) Conversation skills help you in :

a) Personal life b) Professional Life

14) Do you agree that Non-verbal communication is important ?

a) Yes b) No

15) Do you think proper Body Language helps you to create a good impression on others?

a) Yes b) No

16) Which Non-verbal skill is most important in our day today personal/professional communication?

a) Body language

b) Charts

c) Dress

d) Color

17) Which of the following aspects are included in body language?

- a) Gestures
- b) Posture
- c) Expression in eyes
- d) Grooming

18) Do you think a person can improve his/her oral communication skills and body language by proper training?

- a) Yes
- b) No

19) Do you think there is a need to increase the awareness about importance of these skills?

- a) Yes
- b) No

20) Would you like to attend Soft skills training, if such an opportunity is provided to you?

- a) Yes
- b) No

21) Suggestions if any....

.....
..... No

Name: -----

Signature: -----

Place: -----

Verbal communication

Note:

I. Please answer the questions honestly keeping in mind your current situation.

II. There are fifteen (15) statements having three/four options. Select only one best applicable to you.

III. There is no right or wrong answer. So, please answer them carefully and honestly.

1. I have to translate my ideas in English as my thought process is in my mother tongue.

- a) Always
- b) Frequently
- c) Sometimes
- d) Never

2. I have difficulty putting my thoughts into words while speaking in English.

- a) Always
- b) Frequently
- c) Sometimes
- d) Never

3. I speak fluently in English.

- a) Always
- b) Frequently
- c) Sometimes
- d) Never

4. I vary the tone, volume and pitch of my voice appropriately during conversation.

- a) Always
- b) Frequently
- c) Sometimes
- d) Never

5. People understand what I say.

a) Always b) ~~Frequently~~ c) Sometimes d) Never

6. My accent and intonation in English is correct.

a) Always b) Frequently c) ~~Sometimes~~ d) Never

7. I am comfortable in conversing with varied kind of people.

a) Always b) Frequently c) ~~Sometimes~~ d) Never

8. My sentence construction in English is influenced by my mother tongue.

a) Always b) Frequently c) ~~Sometimes~~ d) Never

9. I speak at an average rate i.e. neither too slow nor too fast.

a) Always b) Frequently c) ~~Sometimes~~ d) Never

10. While speaking I give a lot of audible pauses.

a) ~~Always~~ b) Frequently c) Sometimes d) Never

11. While speaking in English I mix the words of other languages.

a) Always b) Frequently c) ~~Sometimes~~ d) Never

12. I am particular about speaking grammatically correct English.

a) Always b) Frequently c) ~~Sometimes~~ d) Never

13. I have to repeat my sentence as people don't understand what I want to say.

a) Always b) Frequently c) ~~Sometimes~~ d) Never

14. I feel more comfortable to speak in my mother tongue as compared to that in English.

a) Always b) Frequently c) ~~Sometimes~~ d) Never

15. I think I need to work on my vocabulary in English.

a) ~~To great extent~~ b) to some extent c) not at all

Non –Verbal Communication

Note:

I. Please answer the questions honestly keeping in mind your current situation.

II. There are fifteen (15) statements having three/four options. Select only one best applicable to you.

III. There is no right or wrong answer. So, please answer them carefully and honestly.

1. When communicating with other, I pay attention to Non-verbal signals – body language, facial expressions and gesture

a) Always b) ~~Frequently~~ c) Sometimes d) never

2. I make eye contact with others while talking to others.
a) Always b) Frequently c) Sometimes d) never
3. While conversing I hold my head still.
a) Always b) Frequently c) Sometimes d) never
4. When standing before people to speak I shake with nervousness.
a) Always b) Frequently c) Sometimes d) never
5. While speaking I make involuntary movements like tapping feet, touching hair/nose.
a) Always b) Frequently c) Sometimes d) never
6. While speaking my face is usually blank.
a) Always b) Frequently c) Sometimes d) never
7. I use gestures to emphasize what I am saying.
a) Always b) Frequently c) Sometimes d) never
8. I maintain eye contact with the listener/s.
a) Always b) Frequently c) Sometimes d) never
9. I am careful about my postures while in formal conversation.
a) Always b) Frequently c) Sometimes d) never
10. I use a lot of hand gestures while talking to others.
a) Always b) Frequently c) Sometimes d) never
- AA (SIU) Page 2
11. When talking to people I pay attention to their body language.
a) Always b) Frequently c) Sometimes d) never
12. My verbal and non-verbal messages complement each other.
a) Always b) Frequently c) Sometimes d) never
13. I prefer to maintain sufficient physical space with people in formal situation.
a) Always b) Frequently c) Sometimes d) never
14. I shift weight from one leg to another while talking.
a) Always b) Frequently c) Sometimes d) never
15. I clench my hands when talking to others.
a) Always b) Frequently c) Sometimes d) never

COMPUTER SELF EFFICACY SCALE

This computer self efficacy scale contains 36 statements concerning about your knowledge and application of computer. Read each statement carefully and decide your answer on your own characteristics on given five point response alternatives viz. 'strongly agree (5)', 'agree(4)', 'undecided(3)', 'disagree(2)' and 'strongly disagree(1)'.
please do answer to all the 36 statements.

Be rest assured, your answers will be kept confidential.

Google form created by: Dhawani Sharma (M.Ed. Student) (MIER College of Education)

cr.jangra@miercollege.in Switch accounts



Not shared

* Indicates required question

*

NAME:

Your answer

GENDER: *

Your answer

Academic Qualification: *

Your answer

Professional Qualification: *

Your answer

Type of Institution: *

Government

Private

Aided

Residential Area *

Urban

Rural

Name of the school *

Your answer

1. I can locate any file/folder saved in my computer. *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. I am able to apply animation effects to power point slides. *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



3. I am able to move data from computer hard disk to different external drives including CD/DVD and USB devices. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I can add data and time to ms-powerpoint slides. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. I can insert bullets and numbering to a Ms-word document. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I am able to install and update antivirus software on my computer. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I am able to attach video and audio files with e-mails. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. I can chat on internet using messaging tools/software like yahoo, skype etc. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I am able to apply spelling and grammar check in Ms-Word Document. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I am able to apply borders and shadings in Ms-Word document. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I can add charts/diagrams in Ms-Powerpoint presentation. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. I am able to insert or remove page numbers in Ms-Word document. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



13. I can carry out calculations in Ms-Excel spreadsheet. *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. I can change the cell or column width in Ms-Excel spreadsheet. *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. I can create a chart or graph in Ms-Excel spreadsheet. *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. I am able to download and save web pages from internet. *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. I am able to restore files and folders that have been moved to the recycle bin. *

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. I can change wall paper and screen saver on my computer. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. I can create an e-mail account. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. I can locate and modify a particular word or phrase in Ms-Word document. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. I can set date and time on the computer. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. I am able to format a paragraph in Ms-word document as per the requirements. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. I am able to use the antivirus for scanning the computer to prevent it from threats. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. I am able to copy and save images by using scanner. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. I am able to insert/delete rows and columns in Ms-Excel spreadsheet. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. I can add sounds and videos to Ms-Powerpoint slides. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. I am able to install any software Programme on my computer. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. I can connect different parts of computer like mouse, keyboard, CPU, UPS, Speakers etc so as to make it work. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. I can communicate online with other individual through video conferencing. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. I can change the chart type of an existing chart in Ms-Excel spreadsheet. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. I can download different games from internet. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. I can prepare a banner or a poster by using word art option. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. I am able to protect the word document from formatting and editing. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. I can change boarders along with gridlines of an existing table in Ms-word document. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. I am able to show the entire page or multiple pages of Ms-word document at the same time on screen. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. I can create shortcuts of programmes and data files/folders. *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit

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SCHOOL OF EDUCATION

Preparation of Teacher Made Test

Prepared by:

Name: Neha Thapa

Class: M.Ed. Special Education

Roll No. 2206006

Supervisor: Dr. Behzad Maqbool

Q2. Name any two natural calamities? (3X2 Marks)

1. _____

2. _____

Q3. Name any two vehicles that use petrol ?

1. _____

2. _____

Q4. Name any two things that are used to construct a building ?

1. _____

2. _____

Identification and Classification

Q1. Write true or false for the following:- (2X 1) Marks

1) Gandhi ji said that every person should do every kind of work. []

2) Team spirit is not needed to play games like cricket and basketball . []

Q2. What kind of jobs people don't want to do. Why?

(2) Ans.

Q3. We blow to cool hot things as well as to warm them. Give examples ?(2)

Ans. _____

Q4. Write are the similarities and differences between the changpa tribe and bakarwals?

Ans. _____

(4)

III. Discovering Facts

Q1. Fill in the blanks: (2X1 Marks)

- 1) _____ is the main occupation in villages.
- 2) Indian constitution was prepared under the leadership of _____.

Q2. Write names of any four people who can help in natural calamities and how?(2)

Ans _____.

Q3. What should we do in case of an earthquake?(2)

Ans. _____

Q4. Write some ways to save oil? (4)

Ans. _____

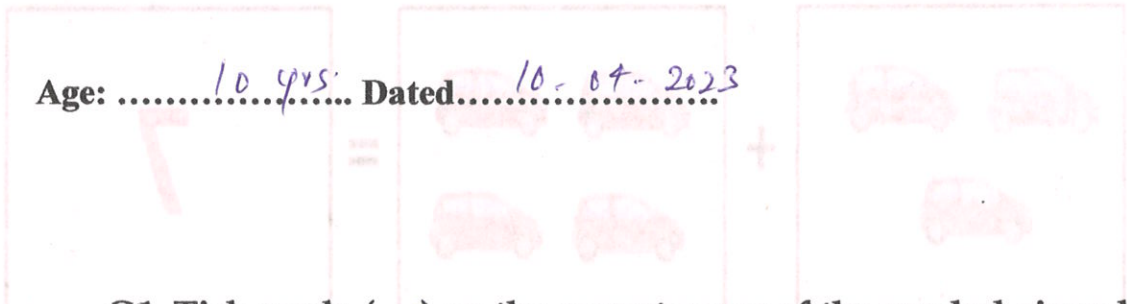


Checklist For Assessing Functional Maths (Adaptive Skills)

Functional maths (Addition and Subtraction count upto 20).

Name of the subject : *Basic Arithmetic (maths)*

Age: *10 yrs.* Dated: *10-04-2023*

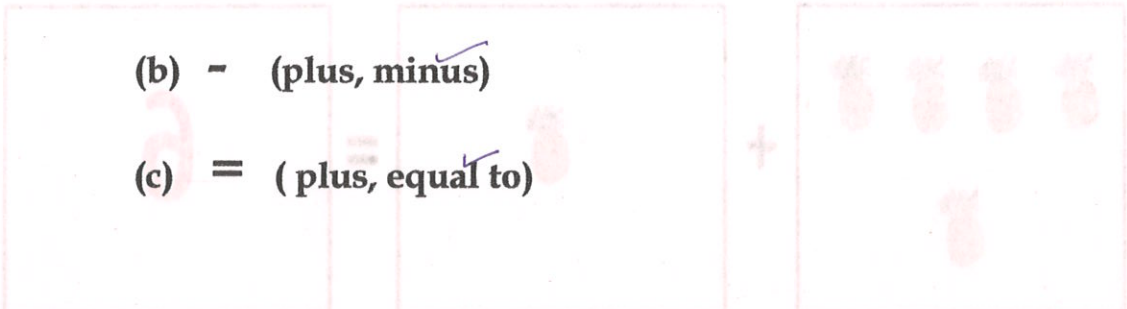


Q1. Tick mark (✓) on the correct name of the symbol given below.

(a) + (plus, [✓]minus)

(b) - (plus, [✓]minus)

(c) = (plus, [✓]equal to)

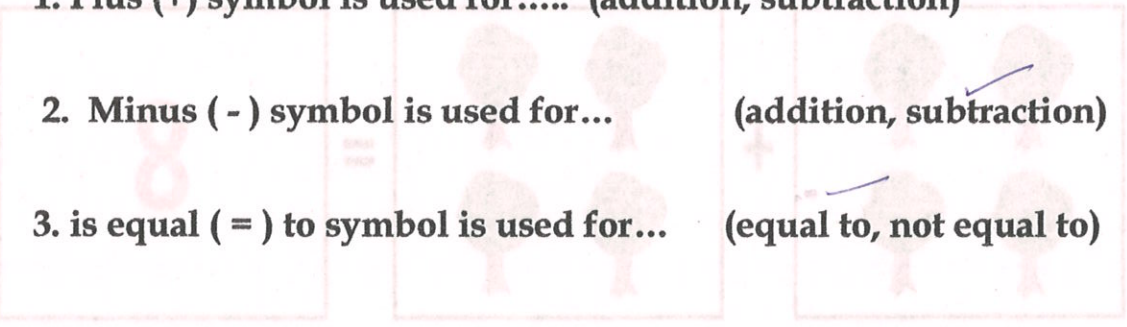


Q2. Answer the following questions using tick (✓) on correct answer.

1. Plus (+) symbol is used for..... (addition, [✓]subtraction)

2. Minus (-) symbol is used for... (addition, [✓]subtraction)

3. is equal (=) to symbol is used for... (equal to, [✓]not equal to)

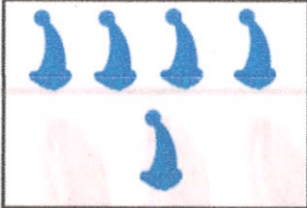



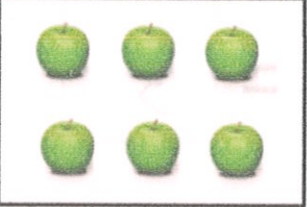
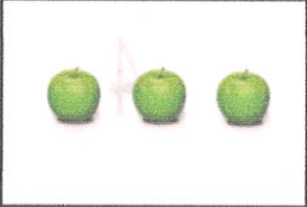

Q3. Pictorial addition:

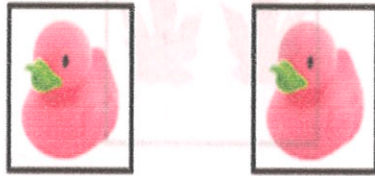
A pictorial addition problem. The first box contains 3 red cars (two in the top row and one in the bottom row). A plus sign (+) is between the boxes. The second box contains 4 red cars (two in the top row and two in the bottom row). An equals sign (=) is between the boxes and the final box. The final box contains the number 7.

A pictorial addition problem. The first box contains 5 pineapples (four in the top row and one in the bottom row). A plus sign (+) is between the boxes. The second box contains 1 pineapple. An equals sign (=) is between the boxes and the final box. The final box contains the number 6.

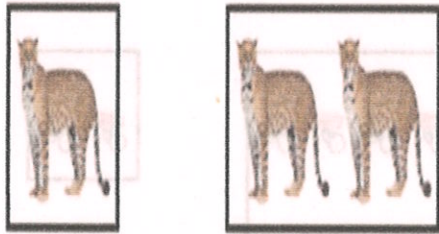
A pictorial addition problem. The first box contains 4 green trees (two in the top row and two in the bottom row). A plus sign (+) is between the boxes. The second box contains 4 green trees (two in the top row and two in the bottom row). An equals sign (=) is between the boxes and the final box. The final box contains the number 8.

 $+$  $=$ 

 $+$  $=$ 



$1 + 1 = 2$



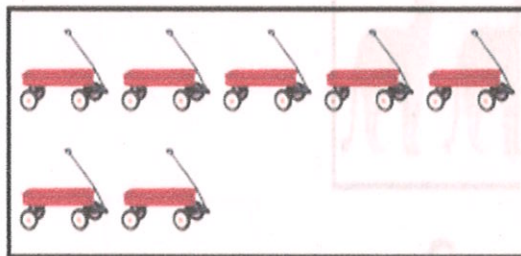
$1 + 2 = 3$



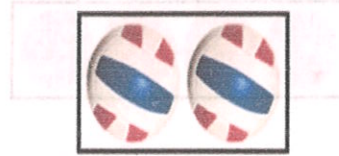
$$1 + 4 = 5$$



$$3 + 2 = 5$$



$$7 + 1 = 8$$



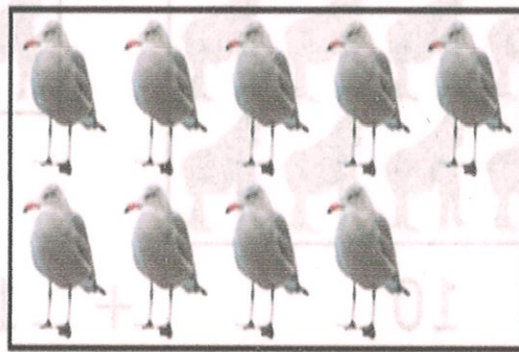
7

+

2

=

9



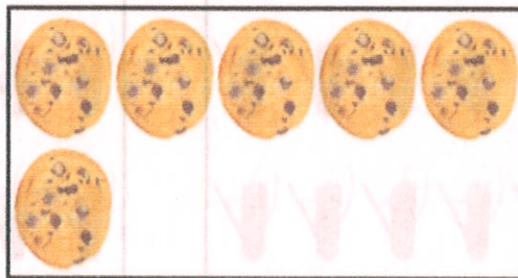
1

+

9

=

10



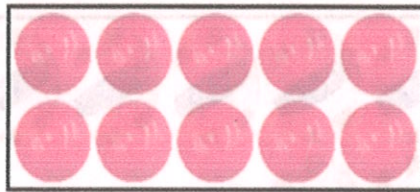
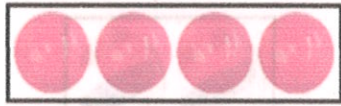
1

+

6

=

7



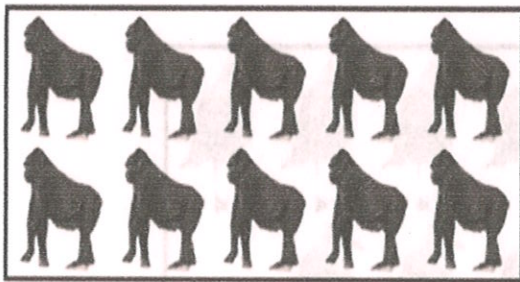
4

+

10

=

14



10

+

1

=

11



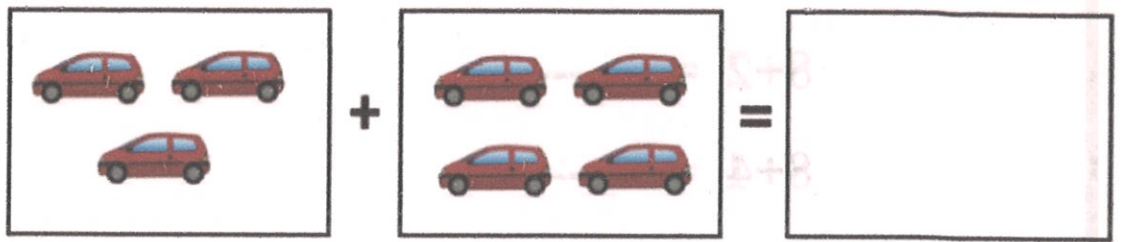
10

+

7

=

17



Q5. Solve the following

Q4 Complete the following:

$1+2=$ <u>3</u>				
$1+5=$ <u>6</u>				
$2+3=$ _____				
$3+4=$ _____				
$4+4=$ _____				
$5+5=$ _____				
$6+6=$ _____				
$7+3=$ _____				
$7+4=$ _____				

$8+2 = \text{-----}$

$8+4 = \text{-----}$

$8+5 = \text{-----}$

$9+5 = \text{-----}$

$9+7 = \text{-----}$

$10+10 = \text{-----}$

Q5. Solve The Following

1 + 2	2 + 2	4 + 3	3 + 2	5 + 2	6 + 4
3	4	7			
5 + 5	7 + 5	5 + 8	8 + 4	9 + 3	10 + 4
					14
10 + 5	11 + 3	12 + 4	12 + 5	13 + 6	14 + 3
17 + 2	17 + 3	15 + 5	14 + 6	13 + 7	9 + 8



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SCHOOL OF EDUCATION

Achievement Test Developed by Student of M.Ed.

Semester-III

Name: Shivali Sharma

Roll No. 2101015

Supervisor: Dr. Mool Raj



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P.G. DEPARTMENT OF EDUCATION

SESSIONAL WORK

COURSE NO. MED-307

(EDUCATIONAL TESTING AND EVALUATION)

NAME: *Shivali Shauma*

ROLL NO: *2101015*

SEMESTER: *IIIrd*

SESSION: *2021-2023*

TEACHER IN-CHARGE: *Dr. Mool Raj*

38
9. Kharif crop is sown in

- a. June-July
b. October-November
c. September-October
d. February-March

10. Murrah and Jaffarabadi are well known breeds of

- a. Goats
b. Buffaloes

11. Zaffron or Saffron is grown in

- a. Pampore
b. Bandipore

12. Rabi crops are harvested during the months of

- a. June-July
b. May-June

13. _____ is a machine which is used for harvesting.

- a. Bamboo table
b. Wood

14. Which method is used for harvesting?

- a. Sprinkling
b. Drill

15. Seed-drill is used for

- a. Harvesting
b. Cleaning the seed

16. Which one of the following is a pesticide?

- a. 2,4-dichlorophenoxyacetic acid
b. Malathion

17. Compost is a

- a. manure
b. fertiliser
c. pesticide
d. weedicide

18. The soil matter formed by decayed organic matter is called

- a. Pesticide
b. Humus

19. Supply of water to crops at appropriate intervals is called

- a. Cultivation
b. Irrigation

20. Maize grow well during

- a. June
b. September

21. The agricultural instrument used for removal of weed is

- a. Sickle
b. Khurpi
c. Seed-Drill
d. Plough

c. Horse

d. Deer

c. Gulmarg

d. Kathua

c. October-November

d. March-April

c. Thresher

d. Stones

c. Pulley

d. Transplanting

c. Sowing

d. Weeding

c. Metolachlor

d. Chloroform

c. Biocide

d. Fertiliser

c. Harvesting

d. Sowing

c. January

d. April

Achievement Test

Topic: Food Production and Management

This test has been prepared by Shivali Sharma, a student of Semester - III as a part of M.Ed. programme. This test has 30 questions; a student has to select one answer from the four options from each question.

Name: Dhruv Gupta

Roll No: 10

Subject: Science

Class: 8th

Max. Marks: 30

Max. Time: 30 minutes

Instructions: Read each statement carefully and mark the tick before the right option in the given checkbox.

1. The process of turning and loosening the soil is called

a. <input checked="" type="checkbox"/> Ploughing	c. <input type="checkbox"/> Sprinkling
b. <input type="checkbox"/> Weeding	d. <input type="checkbox"/> Seed-drilling

2. An egg-laying bird is called

a. <input checked="" type="checkbox"/> frog	c. <input type="checkbox"/> the queen bee
b. <input type="checkbox"/> broody-hen	d. <input type="checkbox"/> duck

3. All domesticated and useful animals constitute

a. <input checked="" type="checkbox"/> Livestock	c. <input type="checkbox"/> Sowing
b. <input type="checkbox"/> Tilling	d. <input type="checkbox"/> Harvesting

4. Cluster beans and horse gram are the two _____ crops.

a. <input checked="" type="checkbox"/> leguminous	c. <input type="checkbox"/> cash
b. <input type="checkbox"/> non-leguminous	d. <input type="checkbox"/> mixed

5. What is the top part of the drill called?

a. <input type="checkbox"/> Seed-bowl	c. <input type="checkbox"/> Straw
b. <input checked="" type="checkbox"/> Seed-drill	d. <input type="checkbox"/> Wood chips

6. Which is the common food of poultry chicken?

a. <input checked="" type="checkbox"/> Grains	c. <input type="checkbox"/> Bread
b. <input type="checkbox"/> Milk	d. <input type="checkbox"/> Weeds

7. Which material is used to cover the floor of a hen-house?

a. <input checked="" type="checkbox"/> Straw	b. <input type="checkbox"/> Wood-pallets
c. <input type="checkbox"/> Even sand	d. <input type="checkbox"/> Wood-shavings

8. Pashmina Goat is found in

a. <input checked="" type="checkbox"/> Ladakh	c. <input type="checkbox"/> Udampur
b. <input type="checkbox"/> Kathua	d. <input type="checkbox"/> Katra

20
30

22. Transplantation of seedling is done in

- a. coffee
- b. cocoa
- c. rice
- d. mango

23. The process of separation of grains from the chaff after harvesting is known as

- a. Tilling
- b. Spraying
- c. Threshing
- d. Weeding

24. Which instrument is used for spraying weedicides?

- a. Sprayer
- b. Cultivator
- c. Plough
- d. Combiner

25. 2-4D is a

- a. Pesticide
- b. Insecticide
- c. Fungicide
- d. Weedicide

26. Rhizobium bacteria in the root nodules of leguminous plants help in living in fixing

- a. Sulphur
- b. Oxygen
- c. Nitrogen
- d. Hydrogen

27. _____ is a method in which farmers cultivate different types of crops in a piece of land, season after season.

- a. Irrigation
- b. Monoculture
- c. Crop-rotation
- d. Shifting cultivation

28. Which type of irrigation is similiar to rainfall?

- a. Moat
- b. Sprinkler
- c. Rahat
- d. Drill

29. Which one of the following is used to preserve food grains at home ?

- a. Tulsi
- b. Spinach
- c. Neem
- d. Curry

30. Which one of the following is a Rabi crop?

- a. Rice
- b. Mustard
- c. Soyabean
- d. Maize

S.No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL	Rank		
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16	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	22	19	
8	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	21	22.5	
13	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	1	0	21	22.5	
	1	0	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	21	22.5	
19	1	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	21	22.5	
6	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	20	26.5	
7	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	20	26.5	
14	0	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	20	26.5	
26	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	20	26.5
21	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	18	29
17	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	16	30	
ID	0.93	0.73	1	0.77	0.63	0.83	0.6	0.97	0.87	0.63	0.37	0.63	1	0.47	0.83	0.77	0.9	0.87	1	0.67	0.27	0.83	0.87	1	0.6	0.97	0.83	0.87	0.8	0.4				
DV	1	1	1	0.55	0.88	0.82	0.76	1	0.88	0.59	0.65	0.88	1	0.58	0.94	0.88	0.94	0.88	1	0.71	0.24	0.88	0.94	1	0.58	1	0.94	0.88	0.76	0.58				

INTERPRETATION

42

$$\begin{aligned} P27 &= P/100(n+1) \\ &= 27/100(30+1) \\ &= 27/100(31) \\ &= 0.27(31) \\ P27 &= 8.37 \end{aligned}$$

$$\begin{aligned} P73 &= P/100(n+1) \\ &= 73/100(30+1) \\ &= 0.73(31) \\ P73 &= 22.63 \end{aligned}$$

Highest Group Falling in P73	Lowest Group Falling in P27
3,22,23,2,28,29,1,4,5,11,24,27,30,9,12,20,25	0
Total= 17	0

D.V	Item No.	Item Evaluation
0.20-0.30	21	Most Difficult
0.30-0.40	0	Difficult
0.40-0.60	10,14,25,30	Moderate Difficult
0.60-0.70	4,11	Easy
0.70-0.80	1,2,3,5,6,7,8,9,12,13,15,16, 17,18,19,20,22,23,24,26,27,2 8, 29	Most Easy



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MY REFLECTION

At first, our class has been assigned for a sessional work i.e. making an achievement test. For that, I have consulted the 8th class Science book and I had taken the lesson 'Crop Production and Management'. Then I made the achievement test of 30 items and gave it to the 30 students to fill that test. For me, that was the most exciting as well as fascinating work because I have never done this before. Once the test was filled by the students, I learned how to do scoring and how to make an excel sheet of those scores. Then I also learned how to find the difficulty index of each item and how to analyze an item. After the difficulty index, I learned how to find the difficulty value of each item and then on the basis of D.V, I came to know which item is the most difficult, moderate difficult, easy and most easy. My experience regarding this work was very good. I enjoyed it a lot and the main thing is I learned a lot of new things which I never knew earlier. All these experiences that I gained will help in the future. Though it was new, it was great.



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SCHOOL OF EDUCATION

Creation of Educational Blog by Student -Teacher
Sheetal Thapa of M.Ed. Semester-III



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SCHOOL OF EDUCATION

Creation of Educational Blog by Student -Teacher Sheetal Thapa of M.Ed. Semester-III

← S kour vlogs   



S kour vlogs

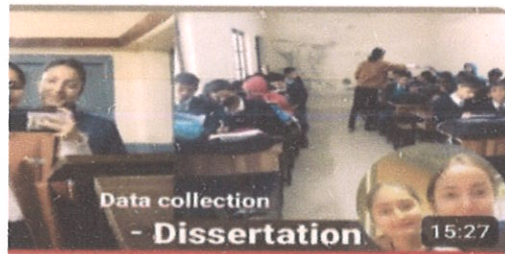
@carpediemsvlogs3777
459 subscribers · 147 videos

I am Sheetal Thapa. This is my channel named as S kour Vlogs. I upload vlogging videos like travelling, awareness pr... >

Manage videos  

Home Videos Shorts Playlists Commu

For you



Data Collection | Research work | Dissertation | M.Ed | with friend | enjoying ...
15:27
views · 1 year ago



A college day in my classes/teaching pr
295 views · 1 year ago



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SCHOOL OF EDUCATION

**Students of M.Ed. Semester-III exploring various
Mobile Learning Apps under the supervision
of Dr. Mool Raj Sharma**

Students of M.Ed. Semester-III exploring various Mobile Learning Apps under the supervision of Dr. Mool Raj Sharma





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SCHOOL OF EDUCATION

**Commonwealth Digital Education Leadership Training in
Action (C-DELTA) Training for B.Ed. Students Semester-
III under the supervision of Mrs. Rohini Sharma**

**Commonwealth Digital Education Leadership Training in Action (C-DELTA)
Training for B.Ed. Students under the supervision of Mrs. Rohini Sharma**





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SCHOOL OF EDUCATION

**Use of online resources (ELMS/MOODLE CLOUD.COM) by
B.Ed. Student, Bhavya Gupta Roll No. 2202002, of Semester-
III, Session, (2022-24)**



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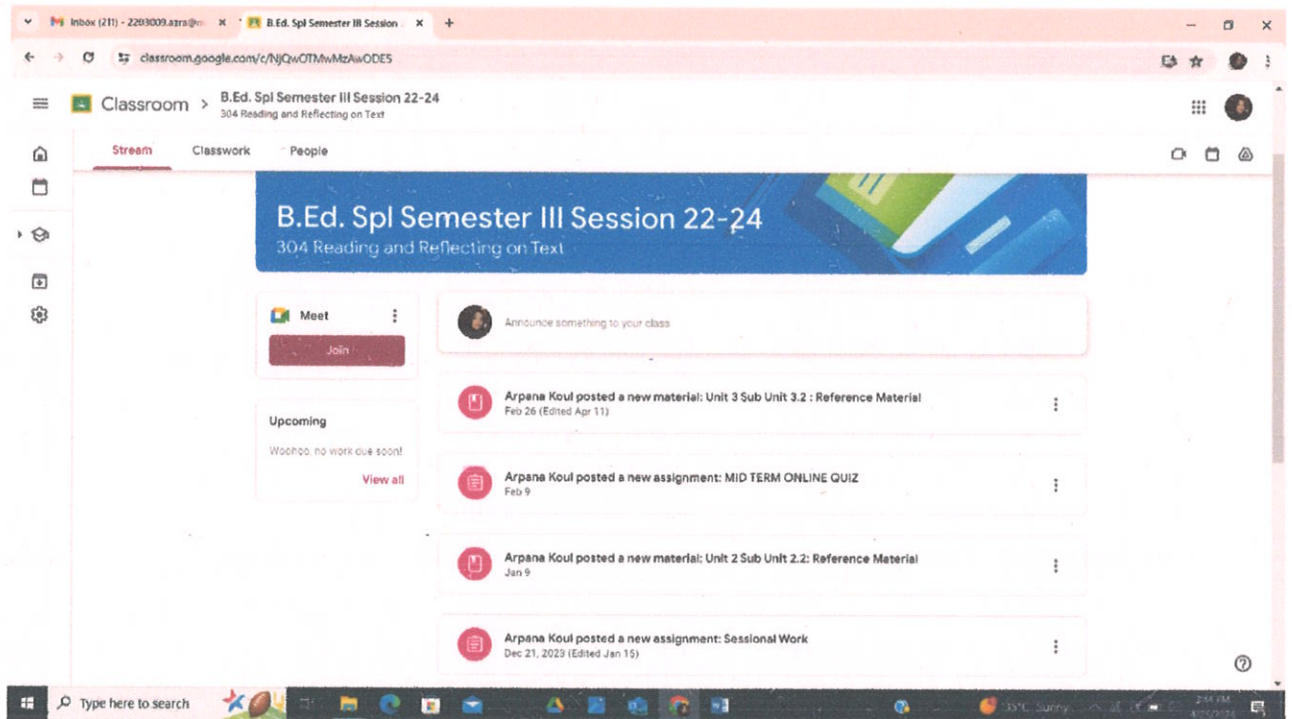
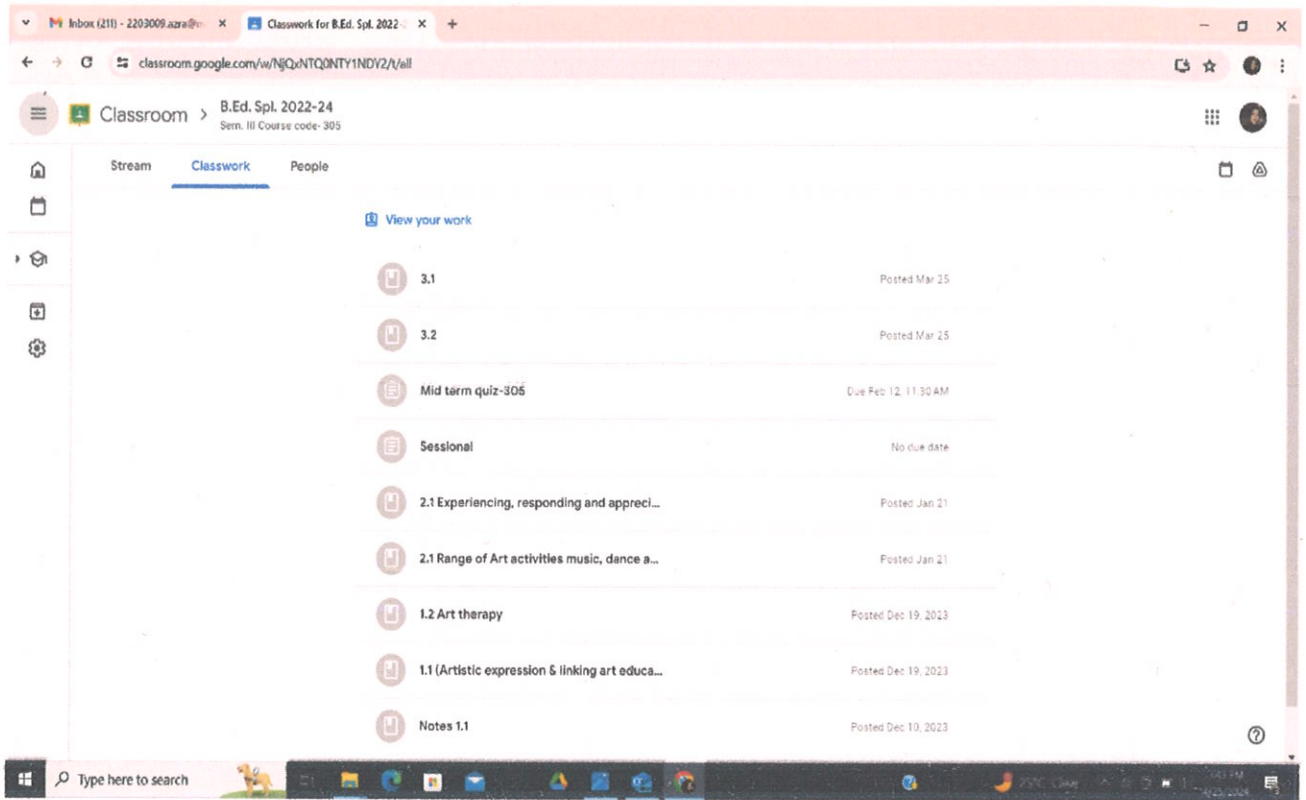
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SCHOOL OF EDUCATION

Use of online resources (ELMS/MOODLE CLOUD.COM) by B.Ed. Student,
Bhavya Gupta Roll No. 2202002, of Semester-III, Session, (2022-24)

The image shows a mobile application interface. On the left, a vertical menu titled 'User account' is open, listing various options: MIER College of Education (Autonomous), Jammu; MIER College ELMS (with URL https://miercollege.moodlecloud.com); BHAVYA GUPTA; Grades; Files; Reports; Badges; Blog entries; Preferences; Contact site support; and Switch account. A red 'LOG OUT' button is at the bottom of the menu. On the right, a quiz question is displayed: 'Quiz on Principles and Limitations of Lesson Planning'. Below the question is a 'Done' button and a list of four multiple-choice options: 'Lack of adaptability to students' needs', 'Enhanced creativity in teaching', 'Increased teacher stress', and 'Improved student engagement'. The question asks for a potential limitation of over-reliance on a rigid lesson plan. At the bottom of the screen, there are navigation buttons for 'Previous activity' and 'Next activity'.

Use of Google Classroom by B.Ed. Special Student, Azra Khatoon Roll No. 2203009, of Semester-III, Session, (2022-24)





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SCHOOL OF EDUCATION

**MOOCS Course done by Student-Teacher Sonika
Devi of M.Ed. Semester-III Roll No. 2201002,
through SWAYAM Online Platform**



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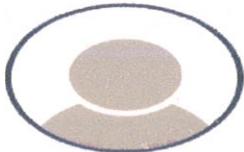
SCHOOL OF EDUCATION

**MOOCS Course done by Student-Teacher Sonika Devi of M.Ed. Semester-III
Roll No. 2201002, through SWAYAM Online Platform**

4:00

COMMONWEALTH of LEARNING

← Profile Last Login: 21/04/2024 10:28

 Change Your Picture
CHOOSE FILE

First Name Sonika

Last Name Devi

UEN 2201002

Gender Male Female

Date Of Birth 1995-11-15

2201002.sonika@miercollege.in



Swayam Central
swayam.gov.in

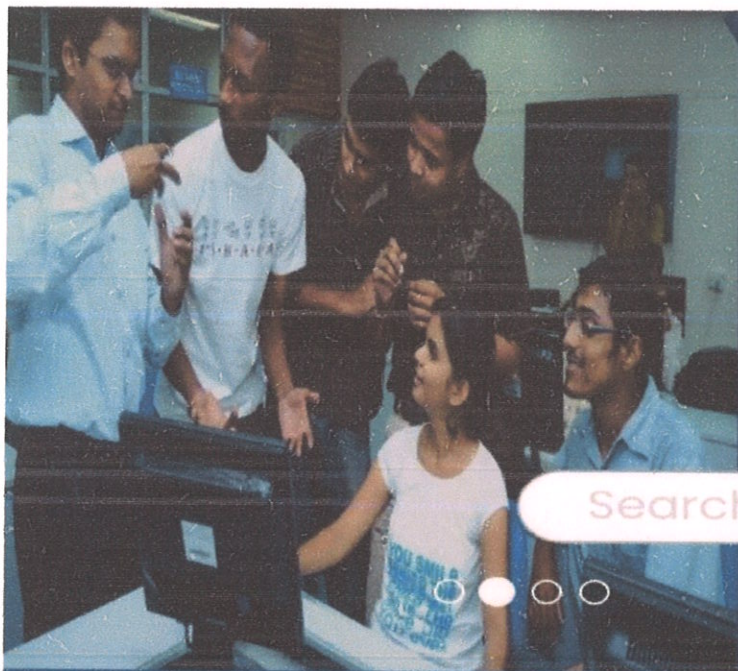


An initiative by Ministry of Education (Govt. of India)



2201002.sonika@mi... ▾

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**Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) January 2023 Semester
Score Card for Final Proctored Exam**

Roll Number :	JK02030186	Application Number:	2315100019244	 
Candidate's Name :	Sonika Devi	Date of Birth :	15-11-1995	
Category :	General	Nationality :	Indian	
Gender :	Female	Person with Disability (PwD) :	NO	

SCORE DETAILS

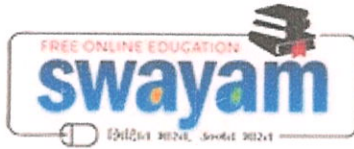
Course Code	nou23-hs17		
Course Name	BEDS-001: Overview and Perspectives of Values		
Mode of Exam	CBT		
Date of Exam	20-10-2023		
Shift of Exam	Shift 1		
Maximum Marks	100		
Marks Obtained	82		
Marks Obtained (in words)	Eighty Two		
Date of Declaration of Result	26/11/2023		

J. Parashar

SENIOR DIRECTOR - NTA

Note:

1. Particulars of the Candidate have been indicated as mentioned by her/him in the online application form , which are subject to verification later.
2. Candidate, if found submitting incorrect information or tampering with the Score Card, will be considered as using unfair means and their candidature will be cancelled.
3. Candidates must preserve this Score Card till the result process is complete.
4. Final scores & certificates will be given by respective National Coordinator.



SWAYAM ONLINE COURSE CERTIFICATION

This Certificate is awarded to

Sonika Devi

for successfully completing the 4 credit course

BEDS-001: Overview and Perspectives of Values

with a consolidated score of 79% marks

in the proctored examination held on 20.10.2023

offered by Dr. Grace Don Nemching of

Indira Gandhi National Open University, New Delhi



Roll No:JK02030186

Uma Kanjilal

Prof. Uma Kanjilal

National Coordinator

Indira Gandhi National Open University, New Delhi

Issued On: 29-11-2023

V.B. Negi

V.B. Negi

Registrar, SED

Indira Gandhi National Open University, New Delhi

To validate and check scores: <https://swayam.gov.in/>



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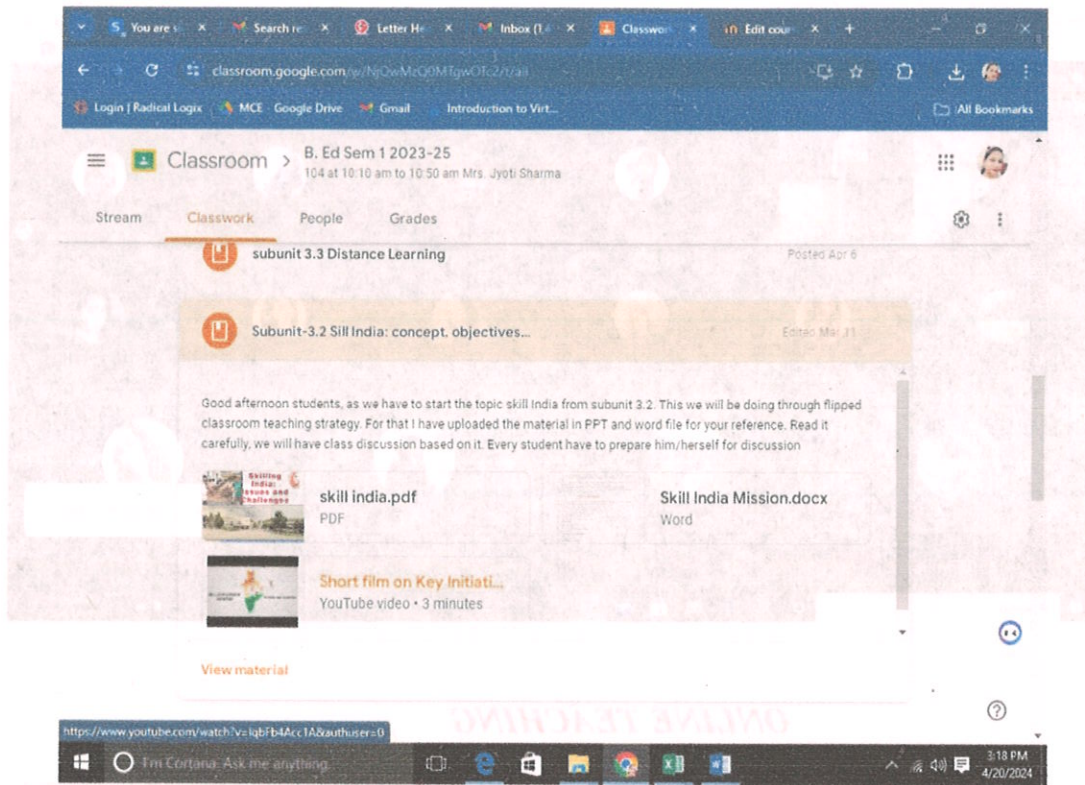
5. Evolving learning sequences (learning activities) for online as well as face to face situations



TEAM TEACHING



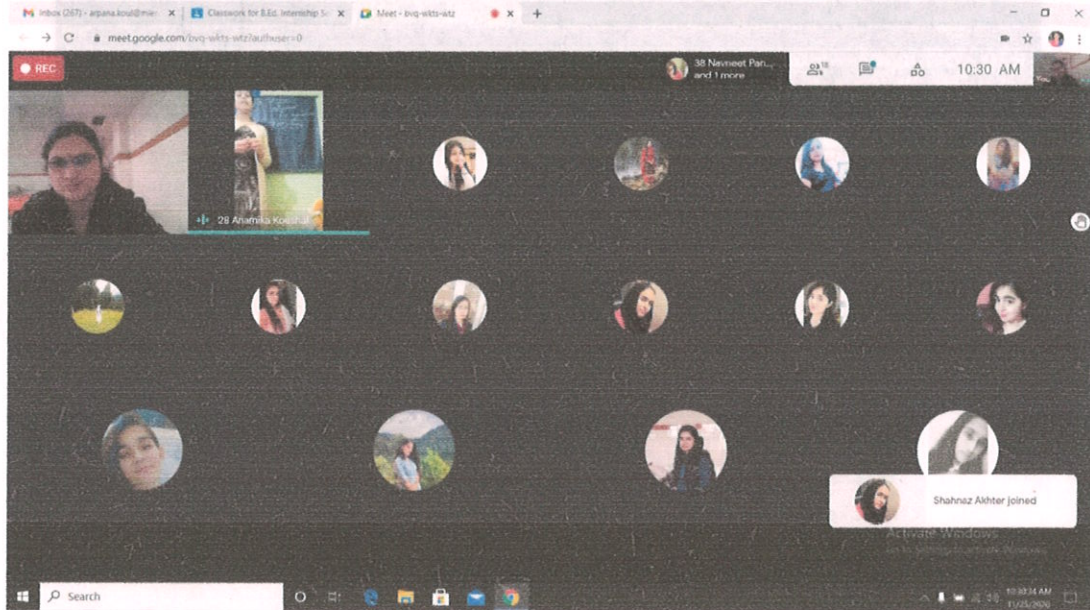
PANEL DISCUSSION



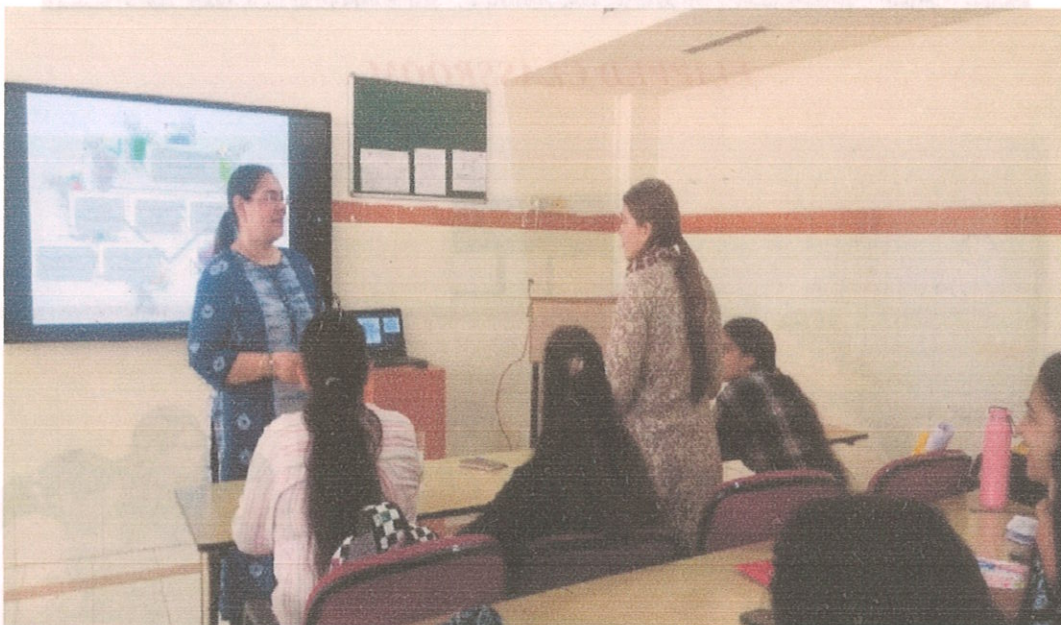
FLIPPED CLASSROOM



COOPERATIVE LEARNING



ONLINE TEACHING



LECTURE CUM DISCUSSION METHOD

COOPERATIVE LEARNING



ROLE PLAYING



GROUP DISCUSSION

The screenshot shows a web browser window displaying a Moodle course page. The browser's address bar shows the URL: `miercollege.moodlecloud.com/course/view.php?id=87#section-3`. The page header includes navigation links for Home, Dashboard, and My courses, along with an Edit mode toggle. The sidebar menu on the left lists various course sections, with 'Comprehensive and Cont...' and 'Evaluation Tools' expanded. The main content area displays a topic description and two assignment cards. The first card, 'Meaning features and procedure', is opened, showing its description and a list of instructions for submission.

This topic includes meaning, features and procedure of continuous and comprehensive evaluation as continues and comprehensive evaluation is a very necessary part in the evaluation process because it covers scholastic and non-scholastic achievements of the students.

Meaning features and procedure
Opened: Saturday, 16 March 2024, 12:00 AM

Assignment 1
Opened: Friday, 22 March 2024, 12:00 AM

Q1. Explain the importance and procedure of continuous and comprehensive evaluation.

Instructions:

See the following 5 steps to submit your assignments

Step 1: Click Add submission button

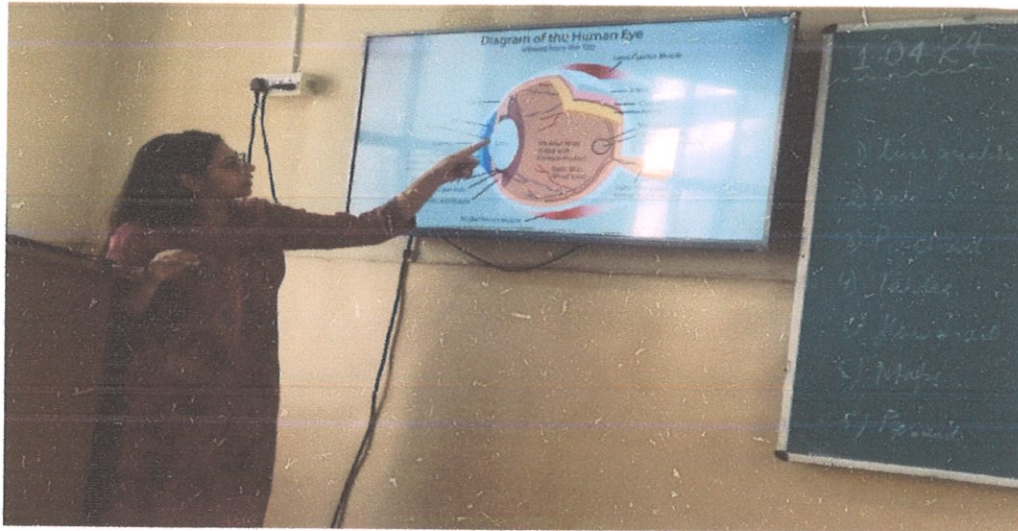
Step 2: Type your assignment in the white editor board

Step 3: Click Save changes button

Step 4: Click Submit Assignment button

BLENDED LEARNING

Students of M.Ed. Special Purti Sethi & Komal Devi Semester-III Session, (2022-24), Delivering Lesson through Power Point Presentation





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SCHOOL OF EDUCATION

CRITERION II

TEACHING – LEARNING AND EVALUATION

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of:

- 1. Preparation of Lesson Plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/ learning apps/ adaptive devices for learning**
- 4. Identifying and selecting/developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Any Other Relevant Information



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SOE Department

(Macro Practice Teaching)

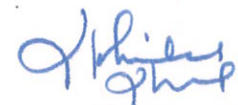
B.Ed. Special Education (ID) Semester-II (2022-24)

Venue: Model Academy School, Residency Road

(5th October, 2023 to 15th October, 2023)

Date	Period	Time	Class			
			2 nd	3 rd	4 th	5 th
05/10/2023 to 10/10/2023	I	9:30 to 10:00	1/Eng.	2/Eng.	3/Eng.	4/Eng.
	II	10:00 to 10:30	5/Science	6/SST	7/SST	8/Science
	BREAK					
	III	11:00 to 11:30	9/Eng.	10/Eng.	11/Eng.	12/Eng.
	IV	12:00 to 12:30	13/SST	14/SST	15/SST	16/SST
	V	1:00 to 1:30	17/Eng.	18/Eng.	19/Eng.	20/Eng.
11/10/2023 To 15/10/2023	VI	1:30 to 2:00	21/SST	22/SST	23/SST	24/SST
	I	9:30 to 10:00	24/Eng.	23/Eng.	22/Eng.	21/Eng.
	II	10:00 to 10:30	20/Science	19/SST	18/SST	17/Science
	BREAK					
	III	11:00 to 11:30	16/Eng.	15/Eng.	14/Eng.	13/Eng.
	IV	12:00 to 12:30	12/SST	11/SST	10/SST	9/SST
	V	1:00 to 1:30	8/Eng.	7/Eng.	6/Eng.	5/Eng.
	VI	1:30 to 2:00	4/SST	3/SST	2/SST	1/SST


Incharge


HOD 3/10/23
(School Of Education)



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SCHOOL OF EDUCATION

Ref. No. MCE/SOE/2024/248

Date: 03/01/2024

B.Ed., Semester-III, Session 2022-24

Schedule for Micro-Teaching Practice Component

It is for the information of all the students of B.Ed., Semester-III, Session 2022-24 that the Micro-Teaching Practice Component of School Internship (BDE-305) is going to be organized as per the schedule given below:

Date	Time	Teacher Incharge	Days	Venue
08.01.2024	10:10-10:50	Dr. Komal Sharma Mrs. Arpana Koul	4-5	Lecture Room No. 5 & 7
	11:40-12:20	Dr. Reeta Dwivedi Mrs. Suman Gupta	4-5	Lecture Room No. 5 & M.Ed. Hall
	12:50-01:30	Dr. Reeta Dwivedi Mrs. Arpana Koul	4-5	Lecture Room No. 5 & M.Ed. Hall
	02:10-3:30	Dr. Reeta Dwivedi Dr. Komal Sharma Mrs. Suman Gupta Mrs. Arpana Koul Mrs. Jyoti Sharma Mrs. Suman Devi	1-5	Lecture Room No. 1, 5, 6, 7, 8 & 9

For further information, kindly contact with your teacher incharge.

Note: All the supervisors will report the no. of lessons delivered by their students to the Head SOE daily at 3:30 p.m.

Nishita Rana

HOD

School of Education

Copy to:

- Principal, MIER College of Education.