



MIER College of Education (Autonomous)

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CRITERION II

2.3 TEACHING LEARNING AND EVALUATION

2.3.4-ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship Out of class room activities**
- 4. Biomechanical and Kinesiological activities**
- 5. Field sports**

- 1. Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations.**

Documentary evidence of Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations

S.NO.	DESCRIPTION	ENCLOSURE
1.	Understanding theory courses	<ol style="list-style-type: none">1. Report of ICT based sessional work of course code 102 by student of B.Ed. Spl. Sem. I (2023-25)2. Report of ICT based sessional work of course code 104 by student of M.Ed. Sem. I (2023-25)3. Social science Quiz prepared by student of M.Ed. Sem. II (2022-24)
2.	Practice teaching	<ol style="list-style-type: none">1. ICT Lesson Plan of M.Ed. Sem. II (2022-25)
3.	Internship Out of class room activities	<ol style="list-style-type: none">1. ICT lesson delivered by student of B.Ed. Sem. IV during school Internship sem. IV (2021-23)
5.	Field sports	<ol style="list-style-type: none">1. Report of Interdepartmental Tug of War match



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1. Understanding theory courses

**REPORTS
OF
ICT BASED
SESSIONAL WORK**



MIER COLLEGE OF EDUCATION (AUTONOMOUS)
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SCHOOL OF EDUCATION

B.Ed.

REPORT OF SESSIONAL WORK

M. Marks: **4**

Name Sheetanjali Rajput

Roll No. 2303024 Session 2023-25

Semester 1st

Course Code & Title 102. Contemporary India & Education

Topic Diversity in learning and play

Date of submission 12-3-24

Sheetanjali
Student Teacher

Shamshul
Supervisor

MIER COLLEGE OF EDUCATION (AUTONOMOUS)



NAME:- GEETANJALI RAJPUT
ROLL NO. 2303024

CLASS:- B.ED SPECIAL

SEM:- 1ST

COURSE CODE:- 102

SUBMITTED TO: ASST. PROFESSOR SUMAN DEVI

- Sessional work
- Topic :- Diversity in learning and play



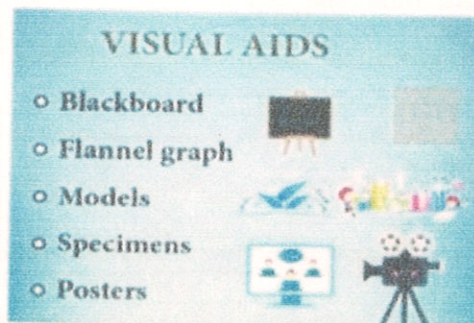
INTRODUCTION

- **Diversity :**
- Diversity have different types of people in a group such as people of different races, cultures and ability.

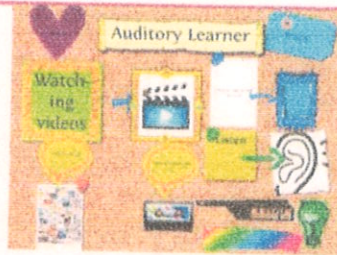


DIVERSITY IN LEARNING

- Diversity in learning refers to learning styles and play habit of children.
- Learning styles
- visual learners:—



□ Auditory learners:-



• Reading and writing learners:-

READ/ WRITE

LEARN BY READING & WRITING

- Books & texts
- Dictionaries
- Note-taking

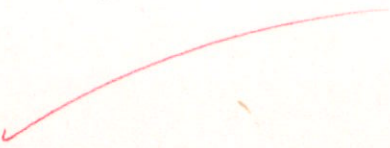
• Diversity in play

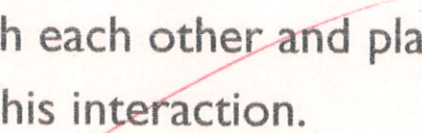
-
- Play and cultural diversity
 - One of the most common elements of childhood across cultures is play. Early childhood educators must recognise the importance of play in the lives of young children and make use of play as a means of promoting cultural awareness.


-
- Play experiences may serve as an excellent way to help teach children about the differences in other people and that these differences are not bad

PLAY AND CULTURE VALUES


- Communicating culture values to young children is a part of every society. Cultural influences on children come from many sources including the family, ,child care centre, and the media.

-
- It is important to teach children that differences in people do exist and that these differences are not bad. Play is a way for young children to learn about the cultural norms and values and values of society.
- 

-
- The most important factor is to encourage children to interaction with each other and play may be the best way to foster this interaction.
- 

-
- Benefits of Play based learning•
 - Physical Development•
 - Social Development•
 - Intellectual Development•
 - Moral Development•
 - Personality Development•
 - Educational Development
- 

CONCLUSION

- The culture, linguistic and religious diversity in India is a testament to rich cultural heritage of the country. The diversity has a profound impact on the social fabric of the country and shapes its national identity, creating a unique and vibrant society.
- 

EVALUATION

- Have different types of people in a group is called
 - (a) culture.
 - (b) diversity
- (c) family
- Culture diversity is known as
 - (a) culturalism
 - (b) multiculturalism
- (c) ethically

-
- What is Benefits of play based on learning
 - (a) physical development
 - (b) social development
 - (c) educational development
 - (d) all of above.

-
- Organisational diversity initiatives should fit in with the.
 - (a) Organisational brand.
 - (b) Organisational culture
 - (c) CRS strategy
 - Sources of cultural influences comes from.
 - (a) Family.
 - (b) Child care centre
 - (c) Media
 - (d) All of the above

REFERENCE

Book —

(Contemporary India And Education)

Which is writte by SHIKHA POKHRIYAL.

*Thank
you!*



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SCHOOL OF EDUCATION

B.Ed. Special Education (ID)

STUDENT REFLECTIONS

M. Marks : 25

I have made power point presentation on the topic "Diversity in learning and play". I have made this presentation from 'Contemporary India and Education' Book, which is written by 'Shikha Pokhriyal'. I have learned that without diversity, I think we are less creative individually and collectively. I can describe diversity as a collection of people who have their own unique qualities who are different and sharing and embracing each other's individual beliefs, culture and thoughts. This information helps me in my further educational process.

Sheetali

Student Teacher

Suma Devi
Supervisor



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SCHOOL OF EDUCATION

SESSIONAL WORK

COURSE NO. MED-104

(METHODOLOGY OF RESEARCH IN
EDUCATION)

NAME: *Naureen Farid*

ROLL NO: *2301003*

SEMESTER: *First*

SESSION: *2023-24*

TEACHER IN-CHARGE: *Dr. Nishta Rama*

REPORT

COURSE CODE: MED-104

COURSE TITLE: Method Of Res. in Education

DATE:22 /04/24

Introduction: Under the expert guidance of Dr. Nishta Rana an orientation program was meticulously orchestrated to elucidate the sessional work associated with the aforementioned course title. The purpose of this initiative was to provide students with a structured understanding of the intricacies pertaining to the course curriculum. Each student was assigned specific topics, delineated by distinct roll numbers, aimed at fostering engagement and facilitating collaborative learning. Emphasis was placed on ensuring that all students received their designated topics along with comprehensive guidelines and instructions.

Objective: The primary objective of the orientation session was to equip participants with a thorough comprehension of the sessional work relevant to the course.

Agenda:

Topic Assignment: Following the allocation process, each student was assigned a designated topic, with "Sampling" being my designated area of focus. Upon receiving this topic, a comprehensive and detailed exploration into its multifaceted dimensions was diligently initiated, encompassing various methodologies, techniques, and theoretical frameworks associated with the sampling process.

Key Highlights: The exploration encompassed a detailed examination as distinct fields, including diverse perspectives of the "Sampling ,Types of Sampling-Probability and Non probability" from notable authors. Additionally, emphasis was placed on elucidating the significance of maintaining a balanced approach among these two domains of sampling , coupled with a comparative analysis. The discourse also encompassed a critical evaluation of the advantages and limitations inherent within each educational paradigm.

Materials Utilized: The foundation of this comprehensive analysis rested upon an exhaustive review of literature meticulously curated from

diverse repositories, including esteemed online databases and the institution's extensive library resources. This rigorous process ensured the acquisition of a rich tapestry of scholarly insights, which were subsequently synthesized to distill key points for presentation.

Presentation Methodology: Leveraging the dynamic capabilities of modern educational technology, a meticulously crafted PowerPoint presentation was employed as the primary medium for knowledge dissemination. This facilitated a structured and visually engaging platform through which to deliver complex concepts and insights to the entire class.

Engagement Strategy: Active participation and engagement were not mere aspirations but central tenets of the pedagogical approach. Students were earnestly encouraged to contribute to the discourse, fostering an environment conducive to inquisitive exploration and intellectual growth. Queries and clarifications were welcomed, providing avenues for students to deepen their understanding of the Sampling. Such interactions enriched the learning experience, nurturing critical thinking and scholarly engagement among participants.

Conclusion: In conclusion, a comprehensive report encompassing the undertaken work, including the research process and presentation methodology, was compiled. Additionally, all relevant materials pertaining to the sessional work, including the PowerPoint presentation, were diligently uploaded to the Google Classroom platform for easy accessibility and reference by all participants. This initiative aimed at fostering a conducive learning environment and facilitating the attainment of academic excellence within the realm of education studies.

MY Reflection

COURSE CODE: MED-104

COURSE TITLE: Method. Of Res. in Education

Introduction: Under the mentorship of Dr. Nishta Rana, I had the privilege to conduct a PowerPoint presentation centred on the assigned topic Sampling, Types of Sampling – Probability and non-probability, their advantages and limitations. The session not only fostered interactive engagement but also provided an intellectually enriching environment, affording me the opportunity to explore the intricacies of the topic while honing my presentation aptitude.

This experience served as a pivotal juncture for enhancing my proficiency in crafting and delivering presentations with finesse and assurance. It provided me with invaluable insights into the nuances of effective communication, enabling me to navigate complex subject matter with clarity and poise.

PRESENTATION EXPERIENCE:

Description of the Assignment: In my presentation, I endeavoured to cover all facets of the assigned topic, ensuring that my classmates gained a comprehensive understanding of the assignment that revolves around the exploration and application of “Sampling, Types of Sampling – Probability and non-probability, their advantages and Limitations” within the context of a specific academic or professional setting. In this comprehensive exploration, I immersed myself in the intricate realm of sampling methodologies, with a keen focus on both probability and non-probability sampling techniques. The assignment tasked me with dissecting the nuances of each approach, delving into their respective advantages and limitations, and elucidating their practical applications in research and data collection endeavours.

Key Learnings: By thoroughly researching and preparing for the presentation, I aimed to foster a conducive learning environment and facilitate meaningful discussions. My journey through the intricacies of sampling provided invaluable insights into the distinct characteristics of probability and non-probability sampling methods. Probability sampling, typified by techniques like simple random sampling and stratified sampling, emerged as a gold standard for ensuring the representativeness of samples. Conversely, non-probability sampling methods, such as convenience sampling and purposive sampling, unveiled their flexibility but also unveiled inherent biases that necessitate careful consideration.

Personal Approach Approaching this assignment with a blend of scholarly curiosity and methodical inquiry, I embarked on a quest to unravel the underlying principles governing sampling methodologies. Drawing from a diverse array of scholarly sources, real-world examples, and empirical studies, I sought to cultivate a nuanced understanding of how researchers navigate the intricate terrain of sampling to glean meaningful insights from data.

Challenges and solution: Amidst the exploration of sampling techniques, I encountered the formidable challenge of discerning and mitigating biases inherent in non-probability sampling methods. To surmount this obstacle, I embarked on an in-depth literature review, consulted with seasoned researchers, and engaged in rigorous critical analysis. By scrutinizing the methodological intricacies and leveraging statistical tools, I endeavoured to formulate robust solutions to minimize biases and enhance the validity of research outcomes.

Challenges and Opportunities The exploration of sampling methodologies not only unearthed formidable challenges but also presented fertile ground for innovation and growth. Recognizing the inherent limitations of certain sampling techniques, I embraced the opportunity to explore novel methodologies and cutting-edge approaches that promise to revolutionize the field of sampling. Through embracing these challenges, I've positioned myself at the vanguard of advancing sampling practices, poised to seize emerging opportunities and drive transformative change.

Conclusion In summation, the odyssey through probability and non-probability sampling methods has been intellectually enriching and profoundly enlightening. Armed with a nuanced understanding of the strengths, limitations, and practical applications of sampling techniques, I stand poised to navigate the intricacies of research design with confidence and acumen.

Closing Argument: As we navigate the ever-evolving landscape of research and data analysis, the mastery of sampling methodologies assumes paramount importance. By leveraging the strengths of probability sampling for rigorous experimentation and harnessing the flexibility of non-probability sampling for exploratory studies, we can forge a path towards robust, reliable, and actionable insights. Thus, armed with a comprehensive understanding of sampling methodologies, we are empowered to unlock the boundless potential of data-driven discovery and innovation.



MIER College of Education

Course Title: Method. of Res. in Education

Course Code: M.Ed.- 104

Topic: Sampling, Types of Sampling – Probability and non-probability, their advantages/limitations

Name: Naureen Farid

Roll No: 2301003

Class: M.ED (SEM-1)

Submitted to: Dr. Nishta Rana

CONTENT

Concept of Sampling

Sampling Frame

Sampling Size

Sampling Error

Types of Sampling

Probability & Non probability

Advantages & Limitations

Conclusion

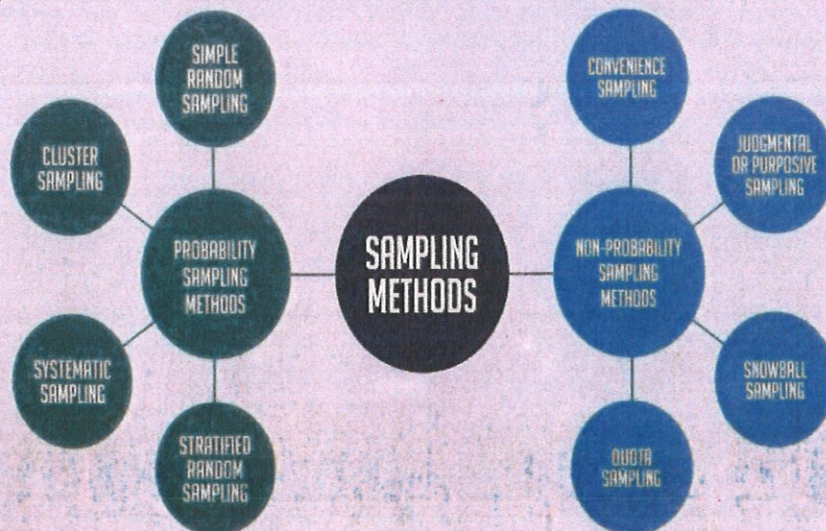
Question & Answers

References

CONCEPT OF SAMPLING

- Sampling is the process of selecting a subset of individuals or items from a larger population for study.
- It allows statisticians to make inferences about the population without studying every individual or item within it.
- Sampling is essential due to factors such as time, cost, and accessibility, which make studying entire populations impractical.
- Common sampling techniques include simple random sampling, stratified sampling, cluster sampling, and systematic sampling.
- Bias, such as non-random sampling or under coverage, can lead to inaccuracies in results, while sampling error is the natural variability between the sample and the population.
- Determining the appropriate sample size is crucial, balancing precision with cost and resources.
- Sampling is utilized in various fields like market research, public opinion polling, epidemiology, and quality control to obtain accurate and meaningful results for decision-making.

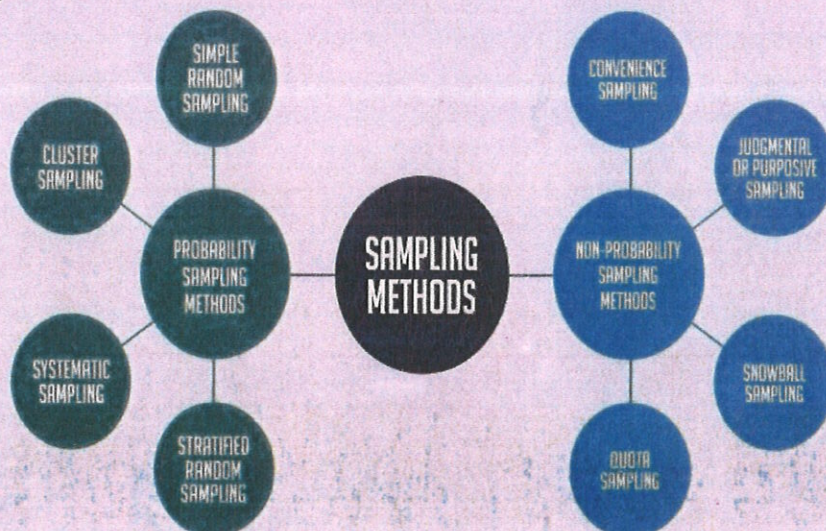
QuestionPro



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QuestionPro





SAMPLING FRAME

- A sampling frame is a list or source that contains all the members of the population from which a sample will be drawn.
- It serves as the basis for selecting individuals or items to be included in the sample.
- The sampling frame should ideally be comprehensive, accurate, and up-to-date to ensure the sample represents the population accurately.
- Common examples of sampling frames include lists of households, telephone directories, membership rosters, or geographic maps.
- Issues such as incomplete coverage, outdated information, or inaccuracies in the sampling frame can introduce bias into the sample selection process.
- Statisticians often assess and adjust the sampling frame to minimize these biases and ensure the sample is representative of the population of interest.



SAMPLING SIZE

- A Sample size refers to the number of individuals or items selected for inclusion in a sample from a larger population.
- The size of the sample plays a critical role in the accuracy and reliability of study results.
- A larger sample size generally leads to more precise estimates and reduces the margin of error.
- Determining the appropriate sample size involves considering factors such as the variability of the population, the desired level of precision, and the available resources.
- Statistical techniques like power analysis and margin of error calculations help researchers determine the optimal sample size for their studies.
- Increasing the sample size typically improves the statistical power of the study, allowing researchers to detect smaller effects or differences with greater confidence.
- However, larger sample sizes also incur higher costs and may not always be feasible or necessary, particularly for studies with limited resources or populations with low variability.

SAMPLING ERROR

- Sampling error is the discrepancy between a sample statistic (such as the sample mean or proportion) and the population parameter (the true value of the statistic for the entire population).
- It arises from the fact that a sample is only a subset of the entire population, and therefore may not perfectly represent the population.
- Sampling error is inherent in any sampling process and cannot be eliminated, but it can be minimized through appropriate sampling techniques and sample size determination.
- The magnitude of sampling error depends on factors such as the size and variability of the population, as well as the sampling method used.
- Statistical methods, such as confidence intervals and hypothesis testing, are employed to quantify and account for sampling error in inferential statistics.
- Understanding and acknowledging sampling error is crucial for interpreting study results accurately and making valid conclusions about the population based on the sample data

TYPES OF SAMPLING

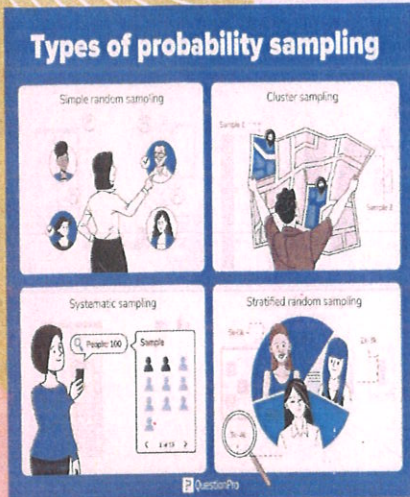
Types of Sampling Method Simple Techniques and Examples



- **Probability Sampling:**
- Its is a technique in which researchers choose samples from a larger population based on the theory of probability. This sampling method considers every member of the population and forms samples based on a fixed process.
- **For example**, in a population of 1000 members, every member will have a 1/1000 chance of being selected to be a part of a sample. Probability sampling eliminates sampling bias in the population and allows all members to be included in the sample
- Common probability sampling methods include simple random sampling, stratified sampling, cluster sampling, and systematic sampling.
- **Cluster Sampling:**
- The population is divided into clusters or groups, often based on geographic proximity.
- A random selection of clusters is made, and all members within the chosen clusters are included in the sample
- For example, suppose the United States government wishes to evaluate the number of immigrants living in the Mainland US. In that case, they can divide it into clusters based on states such as California, Texas, Florida, Massachusetts, Colorado, Hawaii, etc.

TYPES OF SAMPLING

- **Stratified Sampling:**
 - The population is divided into distinct subgroups or strata based on certain characteristics.
 - Random samples are then drawn from each stratum.
 - For example, if you were researching travel behaviors in a group of people, it might be helpful to separate those who own or have use of a car from those who are dependent on public transport.
- **Simple Random Sampling:**
 - Every member of the population has an equal chance of being selected.
 - Selection is done randomly without any specific criteria.
 - For example, in an organization of 500 employees, if the HR team decides on conducting team-building activities, they would likely prefer picking chits out of a bowl. In this case, each of the 500 employees has an equal opportunity of being selected.



TYPES OF SAMPLING

- **Systematic Sampling:**
 - Members of the population are selected at regular intervals.
 - The starting point is randomly chosen, and then every nth member is selected.
 - For example, a researcher intends to collect a systematic sample of 500 people in a population of 5000. He/she numbers each element of the population from 1-5000 and will choose every 10th individual to be a part of the sample ($\text{Total population} / \text{Sample Size} = 5000 / 500 = 10$).
- **Non-Probability Sampling:**
 - Non-probability sampling involves selecting a sample from a population without using randomization techniques.
 - Members of the population do not have a known or equal chance of being selected for the sample.
 - Common non-probability sampling methods include convenience sampling, purposive sampling, quota sampling, and snowball

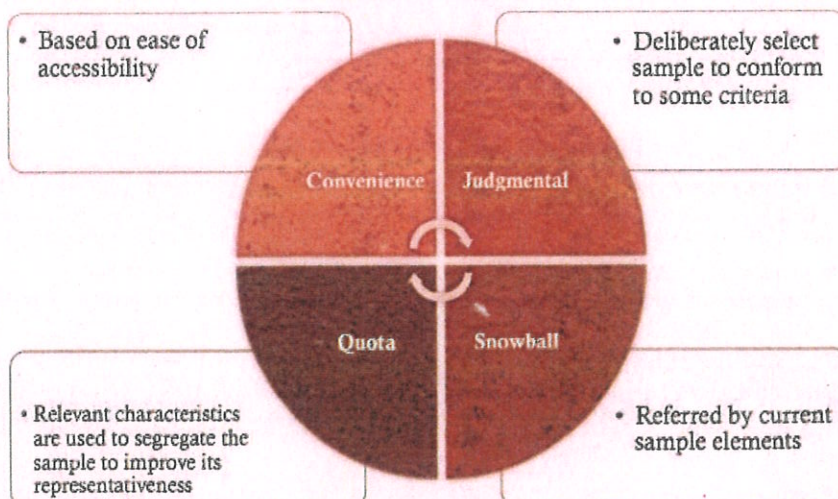
NON-PROBABILITY SAMPLING:

11

- Non-probability sampling involves selecting a sample from a population without using randomization techniques.
- Members of the population do not have a known or equal chance of being selected for the sample.
- In most situations, the output of a survey conducted with a non-probable sample leads to skewed results, which may not represent the desired target population. But, there are situations, such as the preliminary stages of research or cost constraints for conducting research, where non-probability sampling will be much more useful than the other type.
- Common non-probability sampling methods include convenience sampling, purposive sampling, quota sampling, and snowball sampling.

Non-Probability Methods

12





TYPES OF SAMPLING

- **Convenience Sampling:**

- Also known as availability or accidental sampling.
- Researchers select individuals who are readily available and willing to participate. Often used in pilot studies or when access to the entire population is difficult.
- It is usually termed as convenience sampling because of the researcher's ease of carrying it out and getting in touch with the subjects.
- For example, startups and NGOs usually conduct convenience sampling at a mall to distribute leaflets of upcoming events or promotion of a cause – they do that by standing at the mall entrance and giving out pamphlets randomly.



TYPES OF SAMPLING

- **Snowball Sampling:**

- Participants are recruited through referrals from existing participants.
- Particularly useful for locating and studying hidden populations or groups that are difficult to access.
- Can lead to biased samples if referrals are not diverse or representative
- For example, surveying shelter less people or illegal immigrants will be extremely challenging. In such cases, using the snowball theory, researchers can track a few categories to interview and derive results. Researchers also implement this sampling method when the topic is highly sensitive and not openly discussed—for example, surveys to gather information about HIV Aids. Not many victims will readily respond to the questions. Still, researchers can contact people they might know or volunteers associated with the cause to get in touch with the victims and collect information.

TYPES OF SAMPLING

- **Quota Sampling:**
- In Quota sampling, members in this sampling technique selection happens based on a pre-set standard. In this case, as a sample is formed based on specific attributes, the created sample will have the same qualities found in the total population. It is a rapid method of collecting samples.
- Researchers establish quotas for different subgroups based on predetermined characteristics.
- Individuals are then sampled non-randomly to fill these quotas until they are met.
- Allows for control over the composition of the sample but may not be representative of the population.

ADVANTAGES & LIMITATIONS

Advantages of Probability Sampling:

- **Representativeness:** Probability sampling methods provide a fair and unbiased representation of the population, as each member has an equal and known chance of being selected.
- **Generalizability:** Results obtained from probability sampling can be generalized to the larger population, allowing researchers to draw valid conclusions.
- **Statistical Inference:** Probability sampling allows for the calculation of sampling error and the application of statistical tests, enhancing the reliability of research findings.
- **Randomization:** The use of randomization techniques minimizes the risk of systematic bias, leading to more robust and trustworthy results.
- **Compatibility with Statistical Analysis:** Probability sampling methods align well with statistical analysis techniques, facilitating the application of inferential statistics to draw conclusions about the population



ADVANTAGES & LIMITATIONS

Limitations of Probability Sampling:

- **Resource Intensive:** Probability sampling methods can be time-consuming and costly, particularly for large populations or when extensive sampling frames are required.
- **Logistical Challenges:** Implementing probability sampling techniques may pose logistical challenges, especially in populations with limited accessibility or high variability.
- **Sampling Frame Requirements:** Probability sampling requires a comprehensive sampling frame that lists all members of the population, which may not always be available or up-to-date.
- **Sampling Bias:** Despite randomization efforts, certain biases such as non-response bias or sampling frame bias may still occur, potentially affecting the validity of results.
- **Complexity:** Probability sampling methods may be more complex to implement and require a higher level of statistical expertise compared to non-probability sampling.



ADVANTAGES & LIMITATIONS

Advantages of Non- Probability Sampling:

- **Cost-Effectiveness:** Non-probability sampling methods are often more cost-effective and less time-consuming compared to probability sampling, making them suitable for studies with limited resources.
- **Convenience:** Non-probability sampling allows for convenient selection of participants, particularly in situations where access to the entire population is difficult or impractical.
- **Flexibility:** Researchers have greater flexibility in selecting participants based on specific criteria or characteristics of interest, allowing for targeted sampling approaches.
- **Exploratory Research:** Non-probability sampling is well-suited for exploratory research or hypothesis generation, where the emphasis is on understanding phenomena rather than generalizability.
- **Ease of Implementation:** Non-probability sampling methods are often easier to implement and require less administrative effort compared to probability sampling.



ADVANTAGES & LIMITATIONS

Limitations of Non- Probability Sampling:

- **Sampling Bias:** Non-probability sampling methods are prone to various forms of bias, including selection bias, volunteer bias, and self-selection bias, which can undermine the validity of research findings.
- **Limited Generalizability:** Results obtained from non-probability samples may lack generalizability to the larger population, limiting the extent to which findings can be applied beyond the sample.
- **Difficulty in Statistical Inference:** Non-probability sampling methods make it challenging to estimate sampling error and apply inferential statistics, limiting the ability to draw conclusive statements about the population.
- **Subjectivity:** Non-probability sampling relies heavily on researcher judgment and subjectivity in participant selection, increasing the risk of researcher bias.
- **Difficulty in Comparisons:** May hinder the ability to make comparisons between different groups or populations



CONCLUSION

In conclusion, the concept of sampling is integral to the field of statistics, enabling researchers to draw meaningful insights from populations without having to study every individual or item within them. Key components such as the sampling frame, size, and error play crucial roles in the sampling process, influencing the reliability and validity of research findings.

Understanding the various types of sampling methods, including probability and non-probability approaches, allows researchers to tailor their sampling strategies to fit the specific objectives of their studies. While each method has its own set of advantages and limitations, being aware of these factors enables researchers to make informed decisions and mitigate potential biases.

As highlighted in this presentation, sampling is a multifaceted process that requires careful consideration and planning. By utilizing appropriate sampling techniques and addressing potential sources of error, researchers can enhance the accuracy and applicability of their findings, ultimately contributing to the advancement of knowledge in their respective fields



QUESTION & ANSWERS

1. Which of the following best defines the concept of sampling?

- a) Studying the entire population
- b) Selecting a subset of individuals or items from a population
- c) Conducting surveys with random participants
- d) Analyzing data from a sample of convenience

Answer: *b) Selecting a subset of individuals or items from a population*

2. What is the purpose of a sampling frame in the sampling process?

- a) To determine the size of the population
- b) To identify the characteristics of the population
- c) To list all members of the population
- d) To calculate sampling error

Answer: *c) To list all members of the population*



QUESTION & ANSWERS

3. Sampling error refers to:

- a) The difference between the sample mean and the population mean
- b) The variability observed between different samples
- c) Systematic errors introduced during the sampling process
- d) The proportion of the population not included in the sample

Answer: *b) The variability observed between different samples*

4. Which of the following is an advantage of probability sampling over non-probability sampling?

- a) Cost-effectiveness
- b) Convenience in participant selection
- c) Representative sampling
- d) Flexibility in sample size determination

Answer: *c) Representative sampling*



REFERENCES

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**THANK
YOU**

**ICT BASED
QUIZ**

Social Science Quiz

Unit 2 {2.1}

{Concept of curriculum, core-curriculum and hidden curriculum principles of curriculum development in social science}

MCQ'S

The respondent's email (2201007.dhawani@miercollege.in) was recorded on submission of this form.

Amanpreet kaur *

Dhawani sharma

2201005 *

2201007

Social Science Quiz

Unit 2 {2.1}

{Concept of curriculum, core-curriculum and hidden curriculum principles of curriculum development in social science}

MCQ'S

Component of curriculum is: *

1 point

- Teaching strategies
- Objectives
- Evaluation
- All of the above
- Option 5

Curriculum is supposed to: *

1 point

- Be organized by the school
- Achieve the objective
- Both (a) and (b)
- None of the above

The importance of curriculum in the system of education is just like a: *

1 point

- Preparation of students for service
- Constitution in a country
- Provision of latest knowledge
- None of the above

Major concern of curriculum is: *

1 point

- Change in individuals behavior
- Preparation for service
- Personal satisfaction
- None of the above

Psychological foundation play its role in the development of curriculum keeping in view the:

* 1 point

- Student's needs
- Student's Interest
- Student's capabilities
- All of the above

Psychological foundation play its role in the development of curriculum keeping in view the:

* 1 point

- Student's needs
- Student's Interest
- Student's capabilities
- All of the above

The arrangement of the elements of curriculum can be can as: *

1 point

- Curriculum Design
- Curriculum Foundation
- Curriculum Construction
- Curriculum Development

Transmission of norms, values and beliefs conveyed in the classroom atmosphere is -

1 point

- core curriculum
- content curriculum
- interdisciplinary curriculum
- hidden curriculum

The curriculum model that has deductive,linear and prescriptive approach is -

1 point

- Hilda Taba Model
- Ralph W. Tyler
- Fisher Model
- none of the above

* 1 point

It is a set of courses that are considered basic and essential for future classwork or graduation

- hidden curriculum
- core curriculum
- decentralised curriculum
- centralised curriculum

It includes content, learning experiences and learning activities- * 1 point

- Syllabus
- curriculum
- assignments
- assessments

Curriculum based on thinking of John Dewey is

- learner centred curriculum
- activity centred curriculum
- subject centred curriculum
- None of these

Broad field curriculum is a modification of; *

1 point

- Activity centred curriculum
- Learner centred curriculum
- Subject centred curriculum
- None of these

Philosophical foundation of curriculum is concerned with: *

1 point

- Ideas
- History
- Economy
- Contents

The factors that effect the development of curriculum are called: *

1 point

- Curriculum design
- Curriculum evaluation
- Foundation of curriculum
- Elements of curriculum

This form was created inside of MIER College of Education (Autonomous).



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CRITERION II

2.3 TEACHING LEARNING AND EVALUATION

2.3.4-ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship Out of class room activities**
- 4. Biomechanical and Kinesiological activities**
- 5. Field sports**

2.Practice teaching

**ICT
BASED
LESSON PLAN**



MIER College of Education (Autonomous)

College with Potential for Excellence Status by the UGC
Recognised by the J&K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

M.Ed. Semester-II Session 2022-24

Lesson Plan No.: 05

Name: Sandeep kour

Roll No: 2201012

Class: B.ED

Sec: A

Subject: Assessment for learning

Duration: 35-40 min

Topic: Online Examinations, Open

Date: _____

Book Examination, Comp. based Examination

Teaching Points:

- Meaning of online, CBT and Open book examination
- Example of various examination
- Advantage of various examination.
- Disadvantage of various examination.

Objectives:

At the end of the lesson, learner will be able to:

- Recall different mode of examination
- Advantages and Disadvantages
- Differentiate between Online exam, Computerbased Examination, Open book examination

Method:

Collaborative learning

Content Outline

Introduction: Online examination refers to the conducting exams or assessments through the internet or a computer based platform. It allows students to take exams remotely, offering flexibility and convenience.

Examples: Google forms, Moodle, Proprofs, Examsoft, Quizlet.

Advantages: Flexibility, Time Saving, Immediate feedback, Enhanced Accessibility.

Disadvantages: Technical Issues, Cheating Concerns, Inequality in Access, Distraction at home.

COMPUTER BASED EXAM: CBT exam refers to use of computers and digital technology conducting assessments & exams.

Examples: ILETS, GRE, SAT, Microsoft office Specialist exam etc.

Advantages: Convenience, Immediate feedback, Accessibility.

Disadvantages: Technical issues, limited familiarity, Internet dependency.

OPEN BOOK EXAM: Open book exam are tests where we can use our notes and textbooks to help answer the question.

Examples: Law, Literature exam, Technical exam, History exams.

Advantages: ~~Reduced memorization pressure~~, Time Management, Real world stimulation, Resource utilization.

Disadvantages: Over reliance on Resource, Time Management Challenges, Difficulty in Assessing Mastery.

Points of Discussion

- Different mode of examination : Online exam, Computer based exam, Open book exam
- Examples
 - Advantages
 - Disadvantages.

Closure

- From above discussed points we can conclude that :
- Online exams offer flexibility & convenience, but effective preparation & time management are crucial for success.
 - Computer Based examination provide modern & efficient way to assess knowledge & skill, offering advantages such as automated grading & instant feedback.
 - Open book examination offer the benefits of reduced memorization pressure and encourage critical thinking and resource utilization.

References

- <https://www.google.com/search?mode=of+examination>.
- <https://www.google.com/search?q=Advantages+of+Online+exam>
- <https://www.google.com/search?q=Disadvantage+of+Online+exam>.

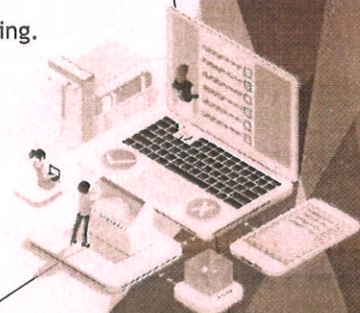
**OBSERVATION OF FIVE
LESSONS OF TEACHING
WORK OF THE PEER
GROUP IN PERSPECTIVE
PAPERS OF THE B.Ed.
COURSE**

CONT..

- ▶ Meaning of open book examinations
- ▶ Examples of open book examinations
- ▶ Advantages of open book examinations
- ▶ Disadvantages of open book examinations
- ▶ Conclusion
- ▶ Evaluation

MEANING OF ONLINE EXAMINATIONS

- Online examinations refers to conducting exams or assessments through the internet or a computer based platform. It allows students to take exams remotely, offering flexibility and convenience.
- It eliminates the need for physical presence in a traditional exam setting. Online examinations often require a stable internet connection and appropriate technology.



Cont..

- They include various questions formats and may provide automated grading and instant feedback.
- Online examinations provide a modern and accessible approach to assessing students knowledge and skills.

EXAMPLES

1. **GOOGLE FORMS:** This free tool allows educators to create online quizzes and assessments with various question types.
2. **MOODLE:** A popular learning management system that offers features for creating and administering online exams.
3. **PROPROFS:** An online examination software that provides a range of features like time limits, randomization of questions and grading options.

Cont..

4. **EXAMSOFT:** A secure exam platform used by many educational institutions for online assessments, including features like lockdown browser and remote proctoring.

5. **QUIZLET:** While primarily known as a flashcard and study tool, quizlet also offers the option to create and share online quizzes.

WHY ONLINE EXAMINATION STARTED?

1. **ADVANCEMENTS IN TECHNOLOGY:** The availability of reliable internet access and the development of secure online examination platforms made it feasible to conduct exams remotely.
2. **FLEXIBILITY AND CONVENIENCE:** Online exams offer flexibility in terms of time and location, allowing students to take exams at their convenience and reducing the need for physical presence.
3. **COST EFFECTIVENESS:** Online examinations can be more cost effective compared to traditional paper based exams as they eliminate the need for printing, distribution, and storage of physical exam papers.

Cont..

4. **ACCESSIBILITY:** Online exams provide equal opportunities for students with disabilities or those who face geographical barriers, as they can take exams from the comfort of their own examinations.

5. **EFFICIENCY AND SPEED:** Online exams can be administered and graded more efficiently, saving time for both students and educators. Instant feedback can also be provided in some cases.

6. **ENVIRONMENTAL SUSTAINABILITY:** Online exams reduce paper usage and waste, contributing to a more environmentally friendly approach to assessment.

ADVANTAGES

1. **FLEXIBILITY:** Students can take exams from anywhere with an internet connection, providing convenience and eliminating the need for physical presence.

2. **TIME SAVING:** Online exams can be completed more efficiently, as there is no need for travel or setup time.

3. **IMMEDIATE FEEDBACK:** Some online examinations platforms provide instant grading and feedback, allowing students to identify areas of improvement right away.

21

Cont..

4. **ENHANCED ACCESSIBILITY:** Online exams can be designed to accommodate various learning styles and accessibility needs, ensuring equal opportunities for all.
5. **REDUCED PAPER USAGE:** Online examinations are environmentally friendly, as they eliminate the need for physical paper and reduced paper.
6. **SECURE AND CONFIDENTIAL:** Online examinations platforms can incorporate security measures to protect the integrity of exams and maintain confidentiality.

DISADVANTAGES

1. **TECHNICAL ISSUES:** Connectivity problems or technical glitches can disrupt the exam taking process and cause frustration.
2. **CHEATING CONCERNS:** Remote exams may raise concerns about cheating as it can be more challenging to monitor students behaviour and prevent unauthorized assistance.
3. **LACK OF PERSONAL INTERACTION:** Online examinations lack the face-to-face interaction between students and teachers, which can limit the opportunity for clarification or discussion during the exam.

Cont..

4. **LIMITED ASSESSMENT METHODS:** Certain subjects or types of questions may be more difficult to assess accurately in an online format, which could impact the overall assessment process.

5. **INEQUALITY IN ACCESS:** Not all students may have equal access to reliable internet connections or suitable technology, which can create disparities in exam conditions and outcomes.

6. **DISTRACTION AT HOME:** Taking exams from home can expose students to various distractions, such as family members, pets, or noise, which can affect their focus and concentration.

MEANING OF COMPUTER BASED EXAMINATIONS

- Computer based examination refers to the use of computers and digital technology for conducting assessments and exams.
- Instead of using traditional pen-and -paper methods, students take exams on computer or other electronic devices. This format typically involves answering questions on a computer screen, with features like multiple choice, fill in the blanks etc.
- Computer based examinations often provide benefits such as automated grading, instant feedback, and the ability to administer exams remotely.



EXAMPLES

1. **IELTS:** The International English Language Testing System is a widely recognized computer based exam for English language proficiency.
2. **GRE:** The Graduate Record Examination is a computer based test used for admission to graduate programs in various disciplines.
3. **SAT:** The Scholastic Assessment Test is a computer based exam commonly used for college admissions in the United States.

Cont..

4. **MICROSOFT OFFICE SPECIALIST EXAMS:** These computer based exams assess proficiency on Microsoft office applications like word, excel, and PowerPoint.
5. **COMPTIA CERTIFICATION EXAMS:** CompTIA offers a range of computer based exams for IT certifications in areas like cybersecurity, networking, and hardware.

ADVANTAGES

1. **CONVENIENCE:** Students can take exams at their own pace and schedule, eliminating the need for a fixed exam date or location.
2. **IMMEDIATE FEEDBACK:** With automated grading , students receive instant feedback on their performance, allowing them to identify areas for improvement.
3. **ENHANCED SECURITY:** Computer based exams can incorporate advanced security measures to prevent cheating, such as randomized question orders and lockdown browser features.

Cont..

4. **TIME EFFICIENCY:** The use of computers allows for faster completion of exams, as students can navigate through questions easily and utilize features like copy paste and spell check.
5. **ACCESSIBILITY:** Computer based exams can be designed to accommodate needs, such as adjustable font sizes, screen readers, and alternative input methods.
6. **REDUCED PAPER USAGE:** By eliminating the need for paper, computer based exams contribute to environmental sustainability.

DISADVANTAGES

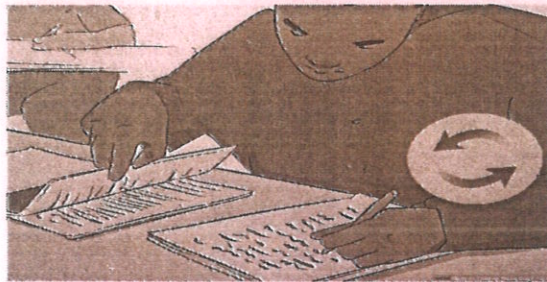
1. **TECHNICAL ISSUES:** Technical glitches or system failures can disrupt the exam process and cause stress or anxiety.
2. **LIMITED FAMILIARITY:** Students who are less familiar with computers or digital devices may face challenges navigating the exam interface, potentially impacting their performance.
3. **INTERNET DEPENDENCY:** Computer based exams often require an internet connection, which can be a barrier for students in areas with limited or unreliable internet access.

Cont..

4. **POTENTIAL FOR CHEATING:** While security measures are in place, there is still a possibility for students to find ways to cheat or access unauthorized resources during computer-based exams.
5. **LACK OF PERSONAL CONNECTION:** Some students may prefer the personal interaction of traditional exams, where they can directly interact with the examiners or have face-to-face discussions.

OPEN BOOK EXAMINATIONS

- Open book examinations are tests where we can use our notes and textbooks to help answer the questions.
- Its like having our study materials right there with us during the exam.



EXAMPLES

1. **LAW** exams where you can refer to legal statutes and case precedents.
2. **LITERATURE** exams where you can use your notes to analyse and interpret literary texts.
3. **TECHNICAL** exams where you can consult manuals and reference materials for problem solving.
4. **HISTORY** exams where you can reference historical documents and sources to support your arguments.
5. **PHILOSOPHY** exams where you can use philosophical texts to explore and discuss complex concepts.

ADVANTAGES

1. **REDUCED MEMORIZATION PRESSURE:** Since you have access to your notes and textbooks, you don't need to stress about memorizing every detail. You can focus on understanding concepts deeply.
2. **APPLICATION OF KNOWLEDGE:** Open book exams assess your ability to apply knowledge rather than just regurgitate information. It encourages critical thinking and problem solving skills.
3. **RESOURCE UTILIZATION:** You can use your study materials to find relevant information, examples, and references during the exam. This promotes thorough research and deeper understanding of the subject.

Cont..

4. **REAL WORLD SIMULATION:** Open book exams mimic real life scenarios where you have access to resources to solve problems. It reflects how knowledge is applied in practical situations.
5. **TIME MANAGEMENT:** With open book exams, you can allocate your time more efficiently since you don't have to spend as much time memorizing information. You can focus on analysing and answering questions effectively.

DISADVANTAGES

1. **OVERRELIANCE ON RESOURCES:** Students may become overly dependent on their notes and textbooks, relying on them too much instead of developing a solid understanding of the material.
2. **TIME MANAGEMENT CHALLENGES:** With the availability of resources, there is a risk of spending too much time searching for information, resulting in time constraints for answering all the questions.
3. **COMPLACENCY IN PREPARATION:** Some students may not prepare as thoroughly for open book exams, assuming that they can rely solely on their resources during the test. This can lead to gaps in knowledge and understanding.

Cont..

4. **DIFFICULTY IN ASSESSING MASTERY:** Open book exams may not accurately measure a student's true mastery of the subject since they have access to external sources. It can be challenging to differentiate between genuine understanding and simply looking up answers.
5. **POTENTIAL FOR INFORMATION OVERLOAD:** Having access to a wide range of resources can sometimes lead to information overload, making it difficult to sift through and select the most relevant information for the exam.

CONCLUSION

From the above mentioned points we conclude that:

- Online examinations offer flexibility and convenience, but effective preparation and time management are crucial for success.
- Computer based examinations provide a modern and efficient way to assess knowledge and skills, offering advantages such as automated grading and instant feedback.
- Open book examinations offer the benefit of reduced memorization pressure and encourage critical thinking and resource utilization.

EVALUATION

Q1. What is one advantage of online examinations?

- a) Flexibility and convenience
- b) Reduced memorization pressure
- c) Real world simulation
- d) Time management challenges

Q2. Which of the following is a challenge of online examination?

- a) Difficulty in monitoring cheating
- b) Limited time for each question
- c) Inability to provide detailed explanations
- d) Lack of access to study materials.

Cont..

Q3. What is one advantage of computer based examinations?

- a) Instant feedback on results
- b) Handwritten answers for personal touch
- c) Limited access to study materials
- d) Longer time for each question

Q4. What is one advantage of open book examinations?

- a) Access to study materials for references
- b) Limited time for each question
- c) Reduced pressure to memorize information
- d) Instant feedback on results





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CRITERION II

2.3 TEACHING LEARNING AND EVALUATION

2.3.4-ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship Out of class room activities**
- 4. Biomechanical and Kinesiological activities**
- 5. Field sports**

3. Internship out of classroom activities

**ICT
BASED
LESSON PLAN**

A. IDENTIFICATION DATA

Name of the Pupil Teacher SHIVANI SINGHRoll No. 2102005School SIMULATED TEACHING (MIER)Class 7TH

Section _____

Subject SCIENCE (CHEMISTRY)Topic CHANGES AROUND USSub-Topic PHYSICAL CHANGETime duration 35-40 MINUTESDate 26/05/2013

B. INPUT

B.1 TEACHING POINTS

1. Concept of physical change
2. Examples of physical change.
3. Properties of physical change.

B.2 OBJECTIVES OF THE LESSON

- (i) To develop the scientific attitude, critical thinking among the students.
- (ii) To acquaint the students with the concept of physical change
- (iii) To enable the students to apply knowledge of science in the daily life.

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBOs)

- (i) The students will be able to recall the concept of the physical change (knowledge).
- (ii) The student will be able to cite examples of physical change (understanding).
- (iii) The student will be able to analyse the problems of physical change (creativity)

B.4 TEACHING AIDS

- (i) Usual classroom apparatus
- (ii) A power point presentation showing various types of physical change.

C. PROCESS

C.1 MOTIVATION

Pupil teacher asks questions:

Question 01: where your teacher write in the classroom?

Answer: Teacher writes on blackboard in the classroom.

Question 02: which material is used to write in blackboard?

Answer: chalk is used to write in blackboard.

Question 03: what happens, if you dissolve sugar in water?

Answer: Sugar will completely dissolved in water.

Question 04: what happens when you break the chalk in two parts?

Answer: It will break into two parts.

Question 05: Now try to crush it and dry the powdered observe what will happen?

Answer: It will change its shape.

C.2 ANNOUNCEMENT OF THE TOPIC

Yes, so students today we will study about a change around us i.e. "Physical change".

C.3 PRESENTATION

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher ask "Students what will happen when you cut the paper in small pieces?"	Student listen Carefully	<u>Topic:</u>
		<u>"PHYSICAL CHANGES"</u>
	Size of the paper reduced.	

Teacher's Activities	Student's Activities	B.B. Summary
<p>Yes, the size of paper reduced. So, student physical change is a change in which no new substance form.</p>		
<p>Pupil teacher further tells that physical change do not change the kind of matter or the composition of matter of an object is made up of but alter the form of object.</p>	<p>Student listen carefully</p>	<p><u>Physical change</u></p> <ul style="list-style-type: none"> - Composition of matter does not change. - No new substances formed.
<p>Pupil teacher show a picture through power point presentation and explain the physical change with the help of picture of cutting of paper into pieces. if you cut the paper into pieces you can see that the size of paper is reduced but no new substance is formed. This is called physical change.</p>	<p>Students see the power point presentation - on carefully.</p>	

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher show the 2nd example of physical change with the help of slide no 2	Students see the slide 2 of power point presentation carefully	
Slide no: 02 Breaking the pencil into two piece : P.T explains that here also the composition of pencil does not change only the size of pencil reduced.	Students listen Carefull	Breaking the pencil into two parts
Slide 03 : P.T will show slide no . 3 give more examples of physical changes and ask pupil to write down the answers on their notebooks.	Students open their notebook and notedown the answer's.	
(i) Making of Juices	Yes, it is physical change.	Physical change 1. making of juice Yes/No
(ii) Burning of wood	No, it is not a physical change.	2. Burning of wood Yes
(iii) Heating of the Iron blade	Yes, it is a physical change.	3. Heating of Iron blade No
(iv) Cutting of wood	Yes, it is a physical change.	4. Digestion of food Yes
(v) Digestion of food	No, it is a physical change.	No

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher show the slide no 04 to students to further, explains the properties of physical change through power point presentation.	Students see the slides of power point presentation carefully.	
<u>Slide 04 : Properties of Physical changes</u>	Students see these properties through power point presentation	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> Properties of physical changes </div>
1. Physical changes cannot formed a new substance.		1. Physical changes cannot formed a new substance.
<u>Example</u> : Freezing of water, cutting of paper		2. Physical change is irreversible
2. <u>Slide 05 : Physical change is irreversible</u>		3. Physical change changes the shape, size, state and colour of substance
<u>Example</u> : Melting of ice.		
3. Physical change changes the shape, size, state and colour of substances.		
<u>Example</u> : Cutting of paper, where shape of paper is reduced.		

C.4 CLOSURE/GENERALIZATION

So, students today we have studied about a changes around us ie, Physical change, it's example and properties of physical change

1. No new substance is formed.
2. Irreversible in nature.
3. Change in shape, colour, size, state of substances.

D. OUTPUT

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

1. classify the changes involved in the following process as physical change

- (a) photosynthesis.
- (b) Beating aluminium to make aluminium foil
- (c) Digestion of food.
- (d) Cutting of wood
- (e) formation of manure from leaves.

Also give the reasons for above changes.

2. state whether the following statement is True/False.

- (a) freezing of water is a physical change (T/F)
- (b) formation of manure from leaves is a physical change (T/F)
- (c) Milk souring is physical change (T/F)
- (d) Melting of Ice (T/F)

Question? what is physical change?

D.2 HOME ASSIGNMENT

- what do you understand by the term physical change? explain with the help of examples.

CHANGES AROUND US
TOPIC : PHYSICAL CHANGE

Physical change :

- 1. Composition of matter doesn't change.**
- 2. No new substances formed.**

Examples of Physical Changes

Cutting a piece of paper:
The shape, size and weight has changed, but it is still paper. (No chemical bonds were formed or broken)



Molding Clay:
Shape has changed but it is still clay. (No chemical bonds have been broken).



Next >

Example of physical change :
Breaking the pencil into two pieces

- Reason : Breaking the pencil into small is the physical change because the composition of pencil remains same , there is no new formation of substance.
- 2. Only the size of pencil reduce



Classify the changes involved in the following processes as physical change

- 1. Making of juices.
- 2. Burning of wood .
- 3. Heating of the iron blade .
- 4. Cutting of wood .
- 5. Digestion of food .
- 6. Photosynthesis.
- 7. rusting of iron .
- 8. Water into ice cubes .

Properties of physical changes .

- 1. Physical changes cannot form a new substance.
- Example: freezing of water , cutting of paper
- 2. Physical change is irreversible.
- Example: cutting of wood .
- 3. Physical change changes the shape , size , state , and colour of substances.
- Example : cutting of paper .

Home assignment

- What do you understand by the term physical change ? Explain with the help of examples ?
- Explain why the cutting of wood is physical change and Burning of wood is not a physical change ?
- Why beating aluminum to make aluminum foil is called as physical changes ?

"CHANGES AROUND US"

Physical Changes

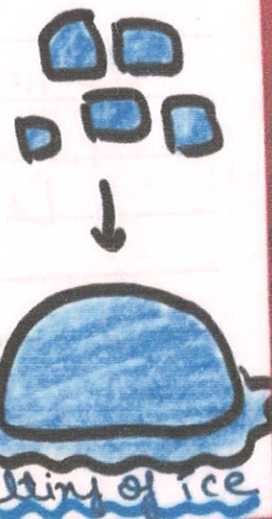
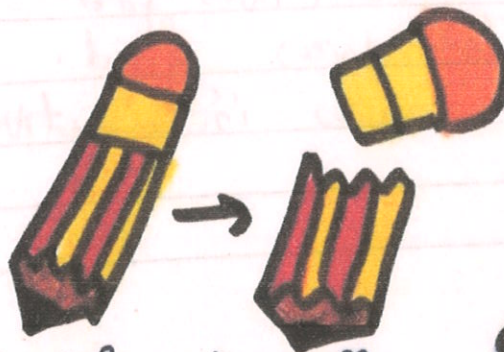
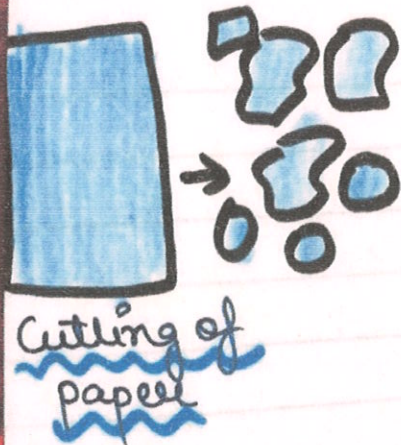
- Composition of matter doesn't change.
- No new substances formed.
- Examples : (i) Breaking the pencil into two pieces.
(ii) Melting of ice
- Physical change: changes the shape, size, state and colour of substances.

Properties of Physical changes:

1. Physical changes cannot form a new substance.

3. Changes the shape, size, colour, state of the substances.

2. It is irreversible.

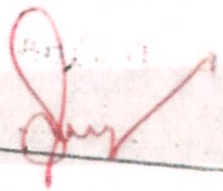


RATING		V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
S.No.	RATING					
1.	Preparation of Lesson Plan		✓			
2.	Preparation of Instructional aids		✓			
3.	Delivery of Lesson : Presentation	H.C*	C	A	L.C.	LEAST C
	Confidence		✓			
	Understanding		✓			
	Chalk board writing		✓			
4.	Relevance and use of instructional aids at appropriate time		✓			
5.	Pupil participation	✓				
6.	Closing of the lesson	✓				
7.	Pupil comprehension		✓			
8.	Any other (specify)					

*H.C - HIGHLY CONFIDENT, C-CONFIDENT, A - AVERAGE, L.C. - LESS CONFIDENT.

Supervisor's Remarks

Confidence level was good.
 Presentation was good.
 Lesson was instructive.

Signature 



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CRITERION II

2.3 TEACHING LEARNING AND EVALUATION

2.3.4-ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship Out of class room activities**
- 4. Biomechanical and Kinesiological activities**
- 5. Field sports**

4. Biomechanical and Kinesiological activities

NIL



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CRITERION II


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- 5. Field sports**

5. Field Sports

**REPORT
OF
TUG OF WAR**

 <p>MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade</p>	<p>EVENT REPORT (Sports Unit)</p>	<p>QF: 0991 Year: 2023-24 Session July, 2023 to May, 2024</p>
---	--	---

<p>Date: 22-11-2023</p>	<p>Name of the Event Sports Event</p>	<p>Nature of Event : Competitive Non-Competitive</p>
--------------------------------	--	---

Activities Organized: Interdepartmental Tug of War Match

No. of Students Participated: 86

Attachments: List of Participation
Press Release
Certificate

Yes
NIL
Yes

Report

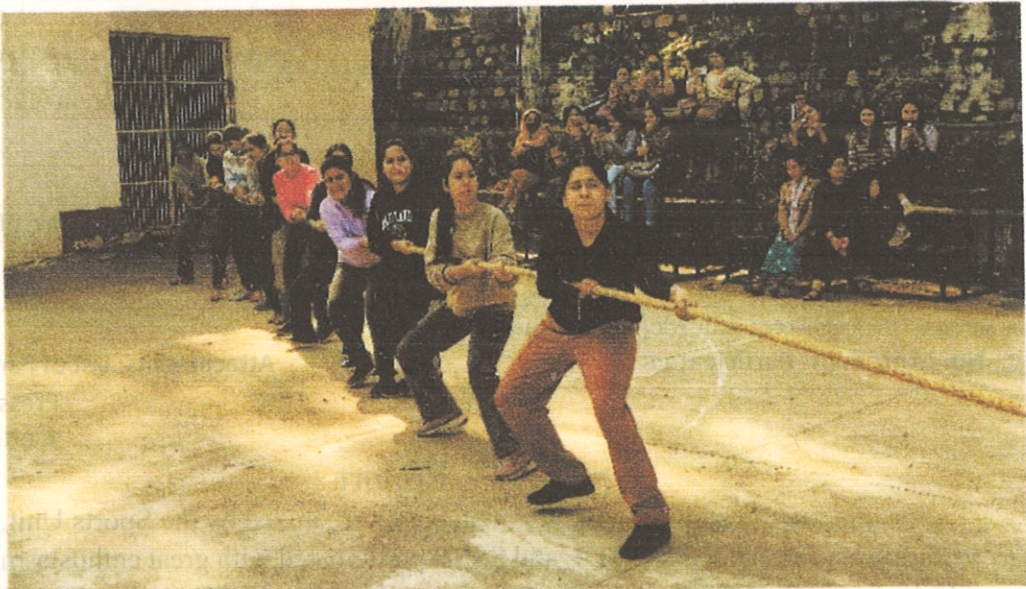
An inter-section Tug of War match was organized by the Sports Unit, MIER College of Education. The students of SOE and SSSH participated with great enthusiasm and commitment. The event was inaugurated by Dr. Adit Gupta, Principal MIER College. Dr. Nishtha Rana, HOD SOE and Dr. Monika bajaj, HOD SSSH Department along with the staff members and the students witnessed the sports event and encouraged the participants.

Speaking on the occasion Dr. Adit Gupta said that sports and games are an integral part of the curriculum and all round development is not possible without physical development of a child. He encouraged the students to participate in the sports event in great numbers.

More than 86 students participated from all the wings of the college. Tug of war final match was held between ten teams from both the departments as it was an interdepartmental activity. There were 12 participants in each team. Team A from B.Ed. semester 3rd Sec. A, led by Anchal won the bronze medal, Team D from B.Ed. semester 1st won the silver medal. Team B from B.Ed. Special semester 3rd led by Bintul Huda won the gold medal.

The programme was organized by Mr.C.R. Jangra, incharge Games and Sports Unit Overall, it was quite a colorful event and proved to be a great stimulant for the staff and students of the College.





0991
 2018-19
 Session July, 2018 to May, 2019

Event : Competitive	Participation	Yes
Non-Competitive	Release	Nil
	Attitude	Yes

MIR College of
 and commitment.
 HOD

The event was organized by the college sports committee along with the staff members and the students witnessed the sports event and encouraged the participants.

On the occasion Dr. Ashu Gupta said that sports are an integral part of education and all round development is not possible without physical development of a student.

Mr. C.R. Jangra
 (In-charge, Games & Sport)

[Signature]
Principal
 MIR COLLEGE OF EDUCATION (AUTONOMOUS)
 PRINCIPAL

80 students participated from all the wings of the college. The final match was between ten teams from both the departments as it was an interdepartmental competition. 12 participants in each team. Team A from B.Ed. semester 3rd Sec. A. led the bronze medal. Team D from B.Ed. semester 1st won the silver medal. Team B from B.Ed. semester 3rd led by Binul Hathi won the gold medal.

The programme was organized by Mr. C.R. Jangra, In-charge Games and Sports Unit. Overall, it was quite a colorful event and proved to be a great stimulant for the staff and students of the College.

