



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

- 1. Documentary evidence in support of the selected response/s**

Documentary Evidence in Support of Each Response/s

S.NO.	DESCRIPTION	ENCLOSURE
1.	Organizing Learning (Lesson Plan)	<ol style="list-style-type: none"> 1. Sample Lesson plan of M.Ed. Spl. Edu. ID for Teaching Practice Field Engagement Practice 2. Sample lesson Plan of B.Ed. Sem. III through RCEM approach (2022-24) 3. Sample lesson plan of M.Ed. Sem. III through constructivist approach (2022-24) 4. Sample Lesson plan for resource room teaching of B.Ed. Spl. Edu. (ID) Sem. III (2022-24)
2.	Developing Teaching Competencies	<ol style="list-style-type: none"> 1. Sample Micro lesson of B.Ed. Sem. III (2022-24) 2. Circular of workshop on communication skills for the students of B.Ed. Sem. III (2022-24) 3. Circular of workshop on communication skills for the students of B.Ed. Spl. Edu. (ID) Sem. III (2022-24) 4. Circular cum schedule of workshop on Digital Literacy (MS Office) for the students of B.Ed. Spl. Edu. (ID) and M.Ed. Sem. III (2022-24)
3.	Assessment of Learning	<ol style="list-style-type: none"> 1. Sample of question papers prepared by student of M.Ed. Sem. II as a part of Internship 2. Sample of question papers prepared by student of B.Ed. Sem. IV as a part of Internship. 3. Sample of Online quiz prepared by M.Ed. Sem. II (2022-24)
4.	Technology Use and Integration	<ol style="list-style-type: none"> 1. Sample of ICT lesson of M.Ed. Sem. II (2022-24) 2. Photographic evidence of technology use and integration for developing competencies and skills among students 3. Sample of sessional work of M.Ed. Sem. II (2022-24) for course Innovative use of technology in use of research MED <p style="text-align: center;">204</p>

5.	Organizing Field Visits	<ol style="list-style-type: none"> 1. Circular of field visit to Sher-e-Kashmir University of Agricultural Sciences and Technology regarding organic farming systems Vermi composting 2. Circular of field visit to Government Polytechnic college, Bikram chowk, Jammu regarding course work BDE 104 and MED 305. 3. Copy of letter to Principal Govt. Polytechnic College seeking permission for field visit. 4. Circular of visit to NIMBARK, Jammu
6.	Conducting Outreach/ Out of Classroom Activities	<ol style="list-style-type: none"> 1. Programme Schedule of event based on Healthy Practices related to Environment 2. Programme Schedule of Tug of War organised by Sports Unit
7.	Community Engagement	<ol style="list-style-type: none"> 1. Duty sheet of World Health day 2. Duty Sheet of Awareness regarding importance of voting. 3. Duty Sheet of Nukkad Natak on Aids
8.	Facilitating Inclusive Education	<ol style="list-style-type: none"> 1. Letter to Principal Model Academy for Resource room Teaching of B.Ed. Spl. Edu. (ID) Sem. III (2022-24) 2. Lesson Plan of Resource Room Teaching of B.Ed. Spl. Edu. (ID) Sem. III (2022-24) 3. Letter to Principal Model Academy for Group Teaching of B.Ed. Spl. Edu. (ID) Sem. III (2022-24) 4. Lesson Plan of Group Teaching of B.Ed. Spl. Edu. (ID) Sem. III (2022-24)
9.	Preparing Individualized Educational Plan(IEP)	<ol style="list-style-type: none"> 1. Sample copy of IEP prepared by student of B.Ed. Spl. Edu. (ID) Sem. .III (Refer Metrix No. 2.3.7)



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1. Organizing Learning (lesson plan)

SAMPLE OF LESSON PLANS



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M.Ed. Special Education (ID)

Lesson Plan for Teaching Practice Field Engagement Practice

B.Ed SP1 Sem I:-

Name of the Master Trainee: Komal Devi.

Roll No: 2806004

Lesson Plan No: (4)

Class: M.Ed SP1 (Sem I)

Paper: Human growth and development (101)

Date & Time: 11:30 to 12:00 am

Unit: (4) Theoretical Approaches to development

No. of Student Trainee (8)

Topic: (4.1) (a) Piaget's Theory of cognitive
(b) Vygotsky's Theory of social development.

Duration: 25 minutes

1. General Instructional Objectives:

1. To develop the concept of Piaget theory.
2. To understand stages of Piaget theory.
3. To know Vygotsky's theory of social development.
4. To understand the stages and uses/purpose of both theories.

2. Specific Instructional Objectives:

1. To let the learners distinguish between Vygotsky's theory and Piaget's theory.
2. To let the learners understand stages of Piaget's theory.
3. To let the learners understand the Vygotsky's theory of social development in child life.
4. To let the learners understand the stages of Vygotsky's theory.

3. Previous Knowledge on the Topic:

1. What is the theory of Piaget related?
2. What are the stages of cognitive theory?
3. Think of differences between Piaget theory and info-processing theory development.
4. What theory is Vygotsky linked to?
5. How is Vygotsky's theory applied in the classroom?

4. Instructional Aids Required:

Syllabus and study material

5. Teaching Methods to be used:

Discussion and lecture method.

6. Introduction to the topic:

Teacher trainee will introduce the topic with certain questions like what is the Piaget theory of cognitive and what are the stages? who is vygotsky what his is his theory

7. Lesson Presentation:

Content Objective	Content Explanation by Master Trainee	Expected response from student trainee
1. What is the concept of Piaget cognitive theory?	The theory of cognitive development by Jean Piaget, the Swiss psychologist suggest that children's intelligence undergoes changes as they grow. Cognitive development in children is not only related to acquiring knowledge, children need to build or develop a mental model of their surrounding world (Miller 2011)	Learners will listen carefully and note it down carefully.
2. What are the stages of cognitive development?	<ul style="list-style-type: none"> • Sensorimotor (0-2 yrs) • Preoperational (2-7 yrs) • Concrete operational (7-11 yrs) • Formal operational (11 yrs) 	Learners will write it down.
3. What is the concept of Piaget cognitive theory?	Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions.	Learners will be able to listen and write it down some important points.

<p>What do you understand by ZPD?</p>	<p>ZPD and scaffolding</p> <ul style="list-style-type: none"> • knowledgeable others • Technology and tools • what i can learn with the help of ZPD. • Beyond my reach. 	<p>• Students will listen and write down some important points.</p>
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Sum up/Recapitulation: Teacher trainee will conclude her lesson by saying hope you all might understand the today topic for any queries please ask me.

Evaluation: Teacher trainee will ask certain questions regarding the today's topic.

Assignment: Teacher trainee will give home assignments to the students that is write down project and vigotsky theory in detail.

Reference: During presentation I learned and explore various books and online platforms.

Self-Evaluation: After developing the lesson plan I came to know about my strengths and weakness. I understand that I need to make certain pauses while delivering my lesson plans.

Observer's Remarks:

Kamaldevi

Name and Signature of the Master Trainee

[Signature]

Name and Signature of the Observer

Thirty Supervised Lessons (15 in each subject) through RCEM Approach

- To enable the student to read the poem with proper rhythm & intonation
- To enable students to identify the poetic devices like rhyme, alliteration, metaphor etc.
- (ii) The learner will be able to recall the correct intonation of the poem (Knowledge)
- (iii) The learner will be able to recite the poem using words and the poetic devices (Knowledge)
- (iv) The learner will be able to use appropriate language to describe the theme of the poem "On killing a tree"

A. IDENTIFICATION DATA

Name of the pupil teacher Shriya Shan Lesson No: 13
 School Simulated Teaching Roll No 2202015
 Class 7th Section A Subject English
 Topic On killing a Tree by Gieve Patel
 Sub-Topic On killing a Tree.
 Time duration 35-40 min. Date 12/4/24

B. INPUT

B.1 TEACHING POINTS

- Background of the poem 'On killing a tree' and the poet
 - Recitation of the poem with proper stress, rhythm & intonation
 - Identification of rhyming words & poetic devices
- B.2 OBJECTIVES OF THE LESSON
- Appreciation of the thought and imagination contained in the poem.
 - To enable the student to become acquainted with the background of the poems and the poet
 - To enable the student to recite the poem with proper rhythm & intonation
 - To enable students to identify the poetic devices like rhyming words, metaphors etc

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBO's)

- (1.1) The learner will be able to recall the correct recitation of the poem (Knowledge)
- (1.2) The learner will be able to recognise the rhyming words and the poetic device (Knowledge)
- (2.2) The learner will be able to cite examples of metaphors & rhyming words (understanding)

B.4 TEACHING AIDS

- Usual classroom apparatus.
- A chart depicting the theme of the poem. "On killing a tree"

C. PROCESS

C.1 MOTIVATION

Q. What are the two types of living organisms?

Ans. Plants & animals are 2 major types of living organisms

Q. What do we call an area where plants and trees are grown in large number?

Ans. It is called a forest

Q. How are trees / Plants helpful for us in our day to day life?

Ans. They give us wood, medicine, oxygen etc.

C.2 ANNOUNCEMENT OF THE TOPIC

So, students we shall study the poem "On killing a tree" written by Gieve Patel

C.3 PRESENTATION

Teacher's Activities	Student's Activity	B.B Summary
P.T will write the topic on the board	Student will listen to the background of the poet.	Topic : "On killing a tree"
The P.T. will talk about		Born : 1940

Teacher's Activities	Student's Activity	B.B Summary
<p>the background of the poet Gieve Patel</p> <p>He was an Indian poet, painter and physician</p> <p>The P.T. will</p>		
<p>try to communicate the central idea contained in the poem & also give them the gist of the poem.</p>	<p>They will listen to the central idea contained in the poem carefully.</p>	<p>Profession: A poet, a playwright, a painter and a doctor</p> <ul style="list-style-type: none"> - lives in Mumbai - Book on poetry - Environmentalist - loves nature.
<p>The poem widely depicts the cutting of a tree & raises important environmental issues. It tells us that only cutting the stem (i.e. branch) or cutting its stem is not enough to heal a tree. The branches and leaves will grow again. We need to cut out the roots and dry it in sunlight</p>		

Teacher's Activities	Student's Activity	B.B Summary
<p>so that it is destroyed. This poem highlights a lot of morals too.</p>		
<p><u>Model Recitation I</u></p>		
<p>The P.T. will ask the students to close their books. The P.T. will recite the poem with proper rhyme and rhythm.</p>	<p>Students will listen carefully the poetry and book is closed</p>	
<p><u>Model Recitation II</u></p>		
<p>The P.T. will recite the poem again with proper rhyme, rhythm, stress and intonation</p>	<p>Student will listen carefully and now book is open.</p>	
<p><u>Individual Recitation</u></p>		
<p>P.T. will ask 2 or 3 students to recite the</p>	<p>students will recite the poem one by one.</p>	

Teacher's Activities	Student's Activity	B.B Summary
poem.		
<u>Critical Appreciation of the poem</u>		
P.T. will convey the thought contained in the poem with the help of the teaching aid.	Student observe & try to relate the teaching aid with the thought contained in the poem.	
P.T. explains the poetic phrases in the poem.	Students listen carefully to the explanation given by the Pupil Teacher.	literary devices/ poetic phrases
Metaphor is a word or phrase used in an imaginative way to represent or stand for something else is a metaphor.		
P.T. then gives an example of a metaphor from the poem i.e., out of anchoring earth and explains it to the students	Students listen to the pupil teacher carefully	Anchoring Earth.

C.4 CLOSURE/GENERALIZATION

Students today we recited and appreciation the poem "On killing a tree" by Gieve Patel in which he tells us how actually a tree loses its strength & life.

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLO's)/EVALUATION/APPLICATION

Q. Give the rhyming words of the following words:

- Snapped
- Cave
- out
- Matter

Q2. How is the earth compared to a cave in the poem?

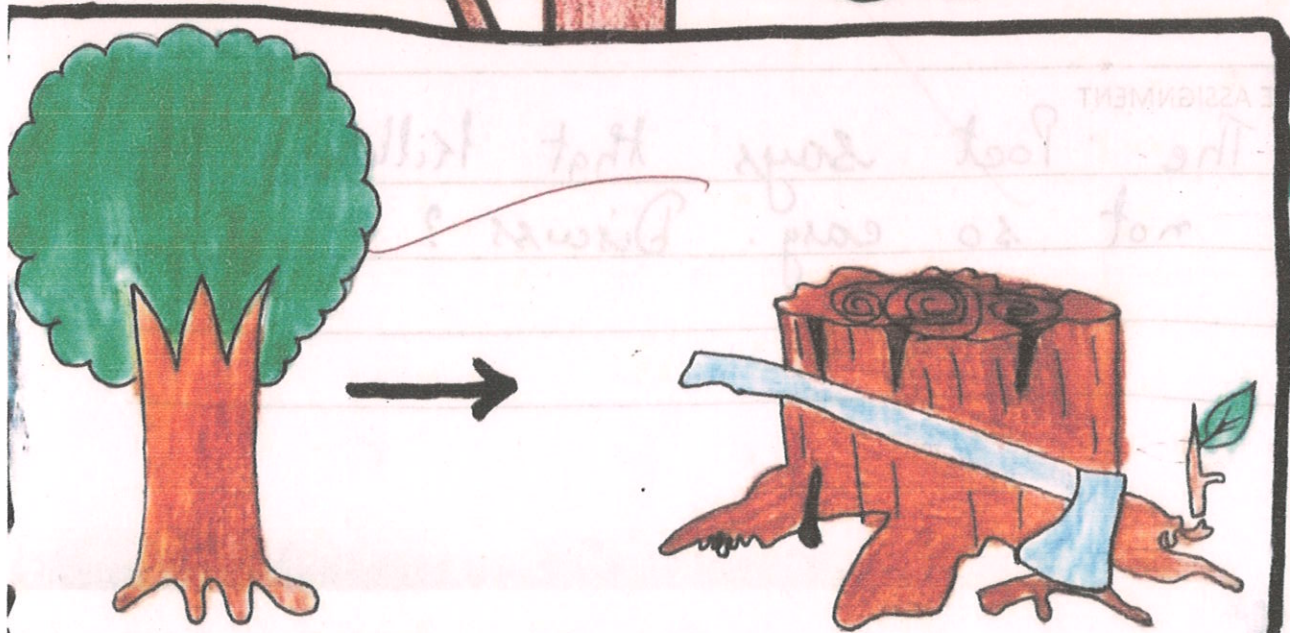
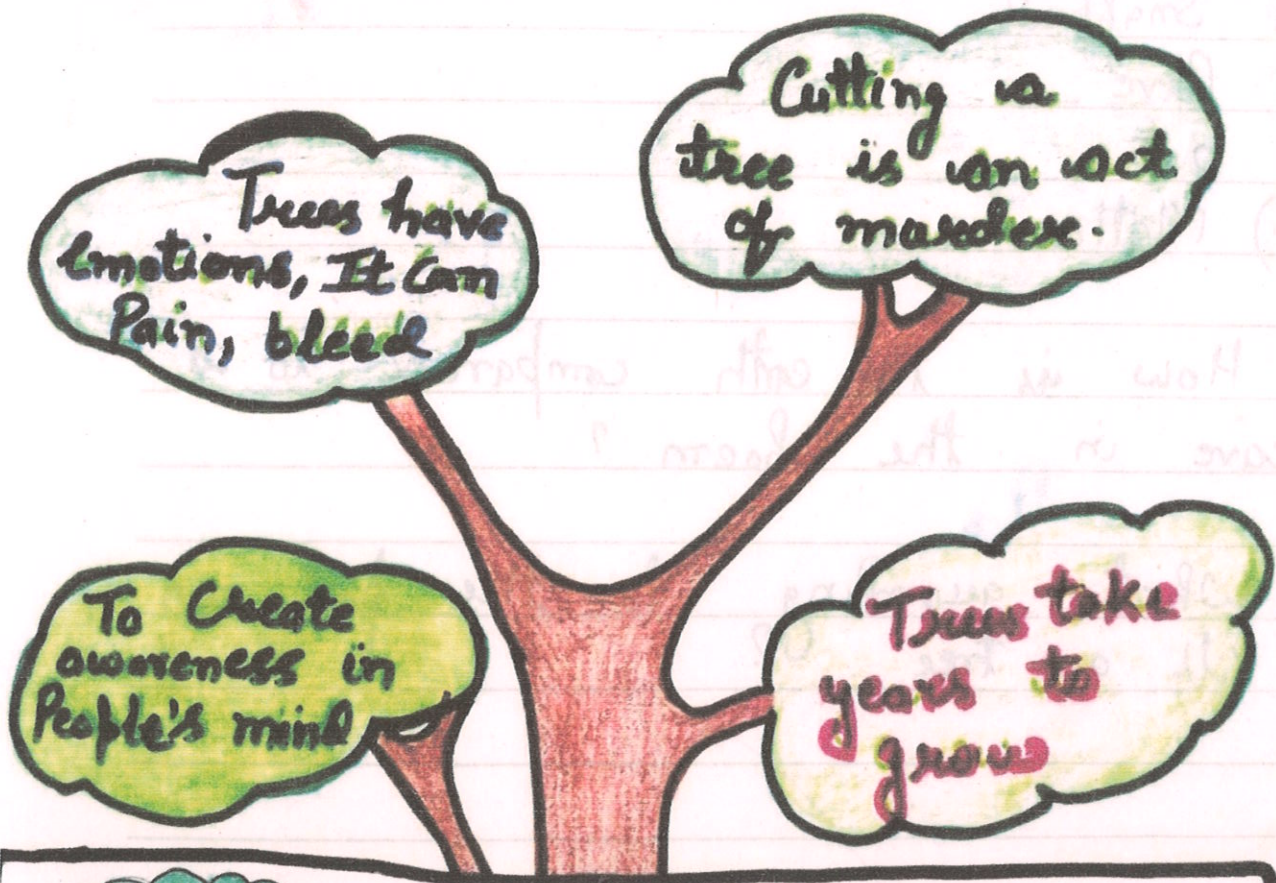
Q3. What according to the poet can kill a tree?

D.2 HOME ASSIGNMENT

Q. The Poet says that killing a tree is not so easy. Discuss?

MINIATURE TEACHING AIDS

ON KILLING A TREE POEM IS ABOUT



S.No.	RATING	V.GOOD	GOOD	AVERAGE	WEAK	V.WEAK
1.	Preparation of lesson plan		✓			
2.	Preparation of instructional aids		✓			
3.	Delivery of lesson: presentation		✓			
	Confidence	H.C	C	A	L.C	LEAST C
	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)					

HC-HIGHLY CONFIDENT, C-CONFIDENT, A-AVERAGE, L.C- LESS CONFIDENT

SUPERVISOR'S REMARKS

Good recitation of the poem with proper stress & intonation

Poetic devices are explained systematically.

Students seem to be very interesting throughout the lesson.

SIGNATURE James

CONSTRUCTIVIST LESSON PLAN - 9

Identification Data Name of Pupil Teacher - Sonia Chaudhary
Class - 9th
Topic - Is matter around us pure?
Sub-topic - Mixtures & its types
Time duration - 40 min
Date - 15 Jan, 2024

Learning Points

- Meaning of mixtures.
- Types of mixtures
- Characteristics of homogeneous & heterogeneous mixtures.
- Immiscibility.
- Real-life Applications.

Objectives of the Lesson

- To develop an understanding of mixtures among the students.
- To enable the learners to identify and differentiate between homogeneous & heterogeneous mixtures.
- To enable the learners to grasp the concept of immiscibility.
- To explore real-life examples and applications of mixtures in daily life.
- To understand the relevance of mixtures, especially immiscible ones in environmental concerns.

Engage

Teacher Activity

P.T will engage the students by asking them few questions:

Q1 What do you usually add to your tea or coffee to make it taste better?

Q2 What happens to sugar in the tea?

Q3 What is present in the air?

Q4 What is this combination of substances known as?

Students these are known as mixtures. So today we are going to study about mixtures and their types. Now P.T will divide them into two groups for the activity.

Student Activity

Students will answer the questions as:-

Ans1. We add sugar to tea to make it tasty.

Ans2. Sugar dissolves in the tea.

Ans3. Gases, dust particles, water vapours, other pollutants, etc.

Ans4. May or may not respond.

Now the students will perform the following activities given by the pupil teacher and write their observations in a table.

Activities	Observation
1	Sugar & water → Salt & water →
2	Oil & water → Sand & water →

Activity 1: P.T will provide students with sugar, salt, water & cups to each group. She will ask them to mix each substance in individual cups with water and then report their observations in the table.

Activity 2: P.T gives items like sand, oil, cup & water. She will ask the students to mix sand with water in one cup & oil with water in another cup. Write your observations in the table.

Explore

• Teacher Activity

P.T will facilitate the students to explore their present knowledge further and ask them questions:

Q1 What happened when you mixed sugar with water?

Q2 Did you notice any difference between the mixing of sugar & salt in water?

Q3 What did you observe while mixing oil with water?

Q4 What happened when you mixed sand in water?

Q5 What could be the reason behind these differences?

• Student Activity

Students will answer the questions:-

Ans1 Sugar dissolved in water forming a clear solution.

Ans2 Sugar and salt both dissolved in water but salt dissolved quickly than sugar & sugar solution was more thick. Thus, the difference was based on speed and appearance.

Ans3 The oil and water formed separate layers.

Ans4 Sand did not dissolve but settled at the bottom.

Ans5 ~~What could be~~ Oil is hydrophobic & the sand's particles are heavier in nature.

Explain

• Teacher Activity

The P.T will explain the observations and concepts derived from these activities to the students & also ask questions:

- Q1 What did you understand about mixtures?
- Q2 From your observations in the activity 1, how would you describe this type of mixture?
- Q3 What is a homogeneous mixture?
- Q4 In Activity 2 which various components maintain their individual properties without fully combining, what term would you use for this kind of mixture?
- Q5 What is a heterogeneous mixture?
- Q6 How many types of mixtures are present?

• Student Activity

Students will try to explain thoroughly.

- Ans1 A mixture is a combination of different substances i.e. more than one kind of pure form.
- Ans2 This type of mixture is known as homogeneous mixture.
- Ans3 A mixture in which constituents are uniformly distributed throughout i.e. without any clear boundary of separation is called homogeneous mixture.
- Ans4 Heterogeneous mixture
- Ans5 A mixture that does not have uniform composition i.e. has visible boundaries of separation between its constituents is called heterogeneous mixture.
- Ans6 There are two types of mixture.

Elaborate

• Teacher Activity

To facilitate the students to further elaborate their present learning, P.T will ask certain questions beyond the basic concepts.

- Q1 Give example of homogeneous mixture, & why is it crucial?
- Q2 How does our understanding of immiscible mixtures like oil & water relate to environmental concerns?
- Q3 Provide an example of heterogeneous mixture where maintaining the individual properties of components is essential.
- Q4 How does our body handle the digestion of different substances forming mixtures?

• Student Activity

Students will answer the questions leading to the elaboration and broader in-depth understanding.

- Ans 1 One example is cooking when we dissolve ingredients like cooking sugar or salt uniformly in water to ensure even taste in our food.
- Ans 2 In environmental spills, understanding immiscibility helps manage the impact of oil spills on water bodies. Industries also need to consider immiscibility in certain processes.
- Ans 3 In pharmaceuticals, where precise portions matter, maintaining the individual property of each substance is crucial for the effectiveness of the final product.
- Ans 4 During digestion, our body breaks down complex mixtures of food into simpler substances for absorption.

Evaluate

• Teacher Activity

In order to evaluate the effectiveness of learning, the P.T will ask the students to answer the following questions:-

Q1 Match the following:-

A. Solution

1. Homogeneous mixture

B. Mixture

2. Immiscibility

C. Separation

3. Digestion

D. Absorption

4. Heterogeneous mixture

Q2 Short answer type questions:-

(a) Define mixtures.

(b) State the two types of mixtures.

(c) The 'sea water' can be classified as homogeneous as well as heterogeneous mixture. Explain.

• Student Activity

Students will answer the questions:

Ans 1

A. Solution

1. Homogeneous

B. Mixture ^{non-uniform}

4. Heterogeneous

C. Separation

2. Immiscibility

D. Absorption

3. Digestion

Ans 2 (a) Mixtures are a combination of more than one kind of pure substance.

(b) The two types of mixtures are heterogeneous and homogeneous mixtures.

(c) Sea water is called homogeneous mixture as it contains dissolved salts in it. It may also be called heterogeneous mixture as it contains various insoluble components too such as sand, microbes, shell, etc.

Constructivist Lesson Plan Rubric

	Not Present	Beginning	Developing	Achieved
	0	1	2	3
Constructivist Model Components				
Learning phases are implemented in the lesson (Phases: experience, interpretation, exploration, engagement, identification, organization, application, explanation, elaboration, evaluation)		✓		
The activities are interactive and student centered		✓		
Learners are actively involved				
The teacher facilitates a process of learning in which students are encouraged to be responsible and independent			✓	
Existing Knowledge				
Existing Knowledge is probed		✓		
Misconceptions are given a chance to be revealed		✓		
Predictive or discrepant events are presented				
Situated Cognition				
Activities or portions of activities authentic or put forward with authentic Big Ideas		✓		
Social learning is present and integral to activities				
Dialogue is available for misconception redemption		✓		
Construction of Knowledge				
Students are given the opportunity to apply new ideas of different situations by examining prior conceptions and applying them to new knowledge		✓		
Lab, situations or inquiry activities are present, to help students generate new ideas				
Students are asked to question their beliefs and test their ideas through self-reflection		✓		
Metacognition				
Learning goals are clear			✓	
Students are asked to confront pre-conceptions		✓		
Students self-assess their progress (self-reflection)		✓		



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SESSION 2022-24 (Semester- III)

Resource Room Teaching

NAME : Bintul - Huda

ROLL NO: 2203012

CLASS : B.Ed. Special Education (ID)

SUPERVISOR: Dr. Behzad Maqbool & Asst. Prof C.R Jangwa

Bintul
22/4/24



LESSON PLAN FOR RESOURCE ROOM TEACHING

Student Name: Aastha Kak Class: 3rd Lesson No: 01 Date: 20-03-2024

Subject: English Topic/Goal: To fill in the blanks with the correct vowel pair.

Specific Objective: To enhance their vowel knowledge
To enhance vocabulary and understanding of the word

Material Used: worksheet, pen, pencil, whiteboard, Marker, Dusten

Student Teacher Activity	Learner's Activity
1) TIT will wish "Good Morning" to learner	Learner will also say "Good Morning"
2) Teacher trainee will ask about vowel	Learner will give response to
to the learner then she will introduce the topic.	the teacher trainee and listen carefully.

Student Teacher Activity	Learner's Activity
3) Teacher trainee instruct the learner how to perform the task.	Learner will listen and understand carefully.
4) T.T will give worksheet to the learner.	Learner will take the worksheet.
5) T.T will ask the learners to fill the blanks with correct vowel pair from the help box.	Learner will take the worksheet and find the appropriate vowel pair from the help box.
6) T.T will help and give meaning of words.	Learner will ask for help & understand the meaning.
7) T.T will check the worksheet.	Learner will learn from mistakes.

Student Teacher Activity	Learner's Activity
and find mistakes and correct it.	A correct pair of vowel.
8) T.T will give reinforcement by saying Good, v. Good.	Learner will get motivated
9) Teacher trainee. will say "Thank You".	Learner will also say "Thank You".

Sushree Jaisri
Signature of the Student

[Signature]
Signature of the Supervisor



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2. Developing teaching competencies

**SAMPLE OF MICRO
LESSON PLAN**



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SCHOOL INTERNSHIP – I
(Duration – 7 weeks)

COURSE CODE : BDE-305

SEMESTER IIIrd

SESSION 2022-2024

NAME: Shriya Shan

ROLL NO: 2202015

SECTION: A

GROUP NO: 6

GROUP SUPERVISOR: Mrs. Jyoti Sharma



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SCHOOL OF EDUCATION

B.Ed.

SEMESTER IIIrd

SESSION 2022-2024

CERTIFICATE

This is to certify that Mr. / Ms. Shriya Shan

S/o / D/o Badri Nath Shan, student of B.Ed.

Bearing Roll no. 2202015, Section A Session

2022-2024, has physically participated in all the Activities

mentioned in his / her school internship and that his / her writings are his

/ her original contributions.

GROUP SUPERVISOR: Mr. Gyanesh Sharma

Gaurav
Group Supervisor

Alisat
HOD

Micro Teaching Practice: Twenty Micro lessons, two lessons of each skill in the opted subject

- Skill of Questioning
- Skill of Reinforcement
- Skill of Stimulus Variation
- Skill of Explanation
- Skill of Illustrations with examples and visuals

Name of the Pupil Teacher Shreya Shan Lesson No. 4
 Subject English Class VI Date 26/1/24
 Micro Topic Noun Session Teach / Reteach
 Micro Skill Stimulus Variation Time Duration 5-7 Min.

S.No.	Teacher Behaviour/Activity	Pupil Behaviour/Activity	Component Used
	Good morning students	Good morning maam	
1)	Who is your best friend (PT asks one student in the class)	Anam	Teacher pupil interaction, Gesture focusing
2)	What is this in your hand?	Pen	Teacher pupil interaction, Gesture, focusing.
3)	Which is your favourite destination? (PT asks one student in the class)	Delhi	Teacher-pupil interaction, Gestures, focusing
4)	What does Anam, Pen, Delhi indicates?	Name of a person, thing, place	Teacher group interaction, passing
5)	What do we call the name of a person, place or a thing?	Noun	Teacher pupil interaction, gesture.
	So, students today we will study about noun.		
6)	A noun is a word that functions on the name of specific	Student listen carefully	Teacher pupil interaction, gesture focusing, passing

Sl. No.	Teacher Behaviour/Activity	Pupil Behaviour/Activity	
		person, object, place	
7)	PT explains further these are five types of Noun by using chart. 1) Proper noun 2) Common noun 3) Abstract noun 4) Material noun 5) Collective noun	Student listen carefully	Movement. Teacher Pupil interaction. Change in voice, pausing, Ruv
8)	What is proper noun? A noun that designates a particular being or thing, place	No response	Teacher pupil interaction, change in voice
9)	Give some examples. (PT come & write on the board)	eg Ram, Sita, Delhi etc	Movement, gesture, change in voice, interaction.
10)	What is Common noun? A noun that names a class of person or thing or any individual.	No response	Teacher pupil interaction, change in voice
11)	Give some examples? (PT come & write on board)	Eg girl, city, day etc	Movement, change in voice, Teacher pupil interaction, gestures

S.No.	Teacher Behaviour/Activity	Pupil Behaviour/Activity	Component Used
13)	Abstract noun are things. Like ideas, quality or state rather than a concrete object.	Student listen carefully	Teacher-pupil interaction, change in speech style
14)	Give some examples? (PT come and write on the board)	eg love, charing, freedom etc	Purposeful movement of pupil, change in speech, Teacher pupil interaction
15)	Material noun refers to a material or substance from which things are made such as gold, iron.	Student listen carefully	Teacher pupil interaction, change in speech style
16)	Give some examples? (PT comes & writes on the board)	eg water, air, coal, sand.	Movement, gesture change in speech. Teacher pupil interaction.
17)	A noun that are names for a collection or a no. of people or thing. are known as Collective noun	Students note down it on notebook.	Teacher pupil interaction, change in voice.
18)	Give some examples? (PT comes and write on the board)	eg library, book of notes etc	Movement, gesture Teacher pupil interaction.
So, students we have studied about noun.			

TEACHING AIDS

NOUN

Who is your best friend?
 Which is your favourite place?
 What is this in my hand?

Anam
 Delhi
 Pen

What are all these things?
 Name of a person, place and thing of a specific person.

Noun: A noun is a name of a person place or a thing.

eg: Arya, Delhi, Table etc

Types of Noun

Proper Noun

Ram,
Sita
Gita

Common Noun

eg. Girl,
City

Abstract Noun

eg. love,
Anger
Cry

Material Noun

eg. Coal
etc

Collective Noun

eg. library
Books

OBSERVATION SCHEDULE FOR SKILL OF STIMULUS VARIATION

COMPONENTS	TALLIES	FREQUENCY	RATING				
			1	2	3	4	5
Movement	IIII I	8					
Gestures	IIII II	7					
Change in voice	IIII III	8					
Focussing	IIII II	7					
Pausing	IIII III	8					
Change in interaction pattern	IIII III	8					
Pupil's physical participation	IIII IIII	9					
Audio-visual switching	IIII III	8					

Points on the rating scale indicate :-

- Very Weak 2. Weak 3. Average
 Good 5. Very Good

General Remarks (if any) : _____

II rating for Skill acquisition :-

- Acquired b) Inadequately acquired
 Not acquired

Observers

Simran

2. *Arora*

Arora
SIGNATURE OF THE SUPERVISOR

CIRCULARS



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SCHOOL OF EDUCATION

QF: 028A

Ref. No. MCE/SOE/March/2024/306

Dt: 13/03/2024

CIRCULAR

It is for the information of all the students of B.Ed. Semester-III, Session 2022-24 that as a part of Life Skill Programme, a workshop on Communication Skills is being organized from 20th March, 2024 to 3rd April, 2024 at 01:30 p.m. to 02:10 p.m. Mrs. Maneka Khanna will conduct the session. It is mandatory for all the students to attend. Certificate for life skill programme will be awarded to the participants.

HOD
School of Education

Copy to: -

1. Principal, MIER College of Education.
2. IQAC
3. Mrs. Maneka Khanna



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SCHOOL OF EDUCATION

QF: 028B
Ref. No. MCE/SOE/November/2023/226A
Dt: 20/11/2023

CIRCULAR

It is for the information of all the students of B.Ed. Special Education (ID) Semester-III, Session 2022-24 that as a part of Life Skill Programme, a workshop on Communication Skills is being organized from 22nd November, 2023 to 1st December, 2023 at 12:50 p.m. to 01:30 p.m. Ms. Maneka Khanna will conduct the session. It is mandatory for all the students to attend. Certificate for life skill programme will be awarded to the participants.

HOD

School of Education

20/11/23

Copy to: -

1. Principal, MIER College of Education.
2. Ms. Maneka Khanna



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SCHOOL OF EDUCATION

QF: 028B&C
Ref. No. MCE/SOE/March 2024/307
Dt: 13-03-2024

CIRCULAR

It is for the information of all the students of B.Ed. Special Education & M.Ed. Semester-III, Session 2022-24 that as a part of Life Skill Programme, a workshop on Digital Literacy (MS Office) is being organized from 20th March, 2024 to 27th March, 2024 at 01:30 pm to 02:10 pm in the Computer Lab, Administration block. Mr. Sachin Prabhakar and Mrs. Rohini Sharma will conduct these training sessions which are mandatory for the all the students of the programme. The following schedule shall be followed for this workshop:

Date	Content	Group	Resource Person
20-03-2024	• Introduction to MS Word and Excel	B.Ed. Spl. Edu. (ID) Sem. III (2022-24) and M.Ed. Sem. III (2022-24)	Mrs. Rohini Sharma
21-03-2024	• Conversion of documents in different extensions., Demonstration of Google docs and Drive		
22-03-2024	• Introduction to Virtual Platforms: Google Meet, Zoom , Skype		
26-03-2024	• Introduction to AI. • Introduction to Canva.		Mr. Sachin Prabhakar
27-03-2024	• Introduction to Picxart. • Introduction to Quillbot		

Nishita

HOD

School of Education

Email Copy to: -

1. Principal, MIER College of Education.
2. IQAC
3. Mr. Sachin Prabhakar and Mrs. Rohini Sharma



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

3. Assessment of Learning

**SAMPLE OF
ASSESSMENT OF
LEARNING**



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SCHOOL OF EDUCATION

REFLECTIVE JOURNAL

ON



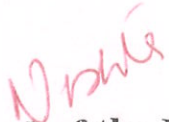
INTERNSHIP

M.Ed. Semester-II
(Session 2022-24)

NAME: *Sonia Chaudhary*

ROLL NO: *2201001*

EVALUATION SHEET

INTERNSHIP (MED-205)			
S. No.	Content	Maximum Marks	Marks Obtained
1.	Visit to DIET / SIE and submission of the report	10	8
2.	Observation of five lessons in perspective papers of the B.Ed. Course delivered by regular teachers of the college	10	8
3.	Delivery of five lessons in perspective papers of the B.Ed. Course	25	20
4.	Observation of five lessons of teaching work of the peer group in perspective papers of the B.Ed. Course	20	17
5.	Preparation of five question papers from perspective papers of the B.Ed. Course	20	16
6.	Writing a reflective journal on activities carried out during the Internship	15	11
Total		100	80
Signature of Supervisors			
1.		2.	_____
3.			
			 Head of the Department

[Total No. of Questions-9]

[Total No. of Printed Pages-2]

B.Ed. Semester-II Examination

B.Ed.-11/10/23

Assessment for Learning

Course Code: BED-202
(2022-24)

Time Allowed: 3 Hours

Maximum Marks: 60

Minimum Pass Marks: 24

Note: i) Attempt five questions in all, selecting one question from each unit. **Question No. 1 is compulsory.**

ii) All the questions carry equal marks.

1. Write note on each of the following in about 50-75 words:
 - a) Difference between formative and summative evaluation.
 - b) Interval scale of measurement
 - c) Criteria of a good test.
 - d) Sociometry as a qualitative tool of evaluation.

(3, 3, 3, 3)

UNIT-I

2. Differentiate between assessment, evaluation and measurement based on their meanings and importance in the educational context. (4,4,4)
3. Explain the concept and process of Continuous and Comprehensive Evaluation (CCE). (4,8)

UNIT-II

4. What are qualitative and quantitative approaches for assessment? (6,6)
5. Explain the outcomes of assessment of learning outcomes for affective Domain. Elaborate on the role of teacher as a facilitator in assessment for

Learning.

(8,4)

UNIT-III

6. Describe standardized and diagnostic test. Give their advantages and limitations. (6,6)
7. What is a norm-referenced test? Explain its importance and the steps in The development of a norm-referenced test. (3,3,6)

UNIT-IV

8. Explain rubrics in detail as one of the techniques of assessment. (12)
9. Define credit-system. Explain its need and limitations. (3,6,3)

[Total No. of Questions-9]

[Total No. of Printed Pages-2]

B.Ed. Semester-II Examination

B.Ed.-13/10/23

Knowledge and Curriculum

Course Code: BED-201

(2022-24)

Time Allowed: 3 Hours

Maximum Marks: 60

Minimum Pass Marks: 24

Note: i) Attempt five questions in all, selecting one question from each unit. Question No. 1 is compulsory.

ii) All the questions carry equal marks.

1. Write note on each of the following in about 50-75 words:

- a) Characteristics of Knowledge.
- b) Education for nationalism.
- c) Meaning of community-centered curriculum.
- d) Textbook as an indicator of effective curriculum construction.

(3, 3, 3, 3)

UNIT-I

2. Explain the different sources of knowledge in detail. (12)
3. Explain the role of teacher in the construction of knowledge. Give six Barriers in the transaction of knowledge. (6,6)

UNIT-II

4. Define education. What are the characteristics of education? (3,9)
5. What is meant by values? Explain the different types of values. (4,8)

UNIT-III

6. Define curriculum. Explain the components and principles of curriculum construction. (2,5,5)
7. What are the different factors responsible for curriculum change? Explain With the help of appropriate examples. (9,3)

UNIT-IV

8. Explain the curriculum development model given by Hilda Taba. Give its Advantages and limitations. (8,4)
9. Discuss the role of teacher in knowledge construction through feedback as a critical pedagogue. (12)

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 * 1 point

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

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

4. Technology use and Integration

**SAMPLE
OF
ICT LESSON**

IDENTIFICATION DATA

LESSON NO. 3

Name of the Pupil Teacher: Sonia Chaudhary

School: Model Academy

Class 9th Section: _____ Subject: Science (Biology)

Topic: Why do we fall ill?

Sub-topic: Health and Diseases

Time Duration: 40 min Date 12 Jan, 2024

INPUT

TEACHING POINTS:

- Concept of health
- Meaning and types of Diseases
- Difference between being healthy and being disease-free.
- Causes of disease

OBJECTIVES OF THE LESSON:

- To inculcate scientific attitude among the students.
- To develop critical thinking among students.
- To enable the learners to understand health and disease.
- To exhibit clear understanding of the causes of diseases.

EXPECTED BEHAVIOURAL OBJECTIVES (EBOs):

- 1.1 The learner will be able to recall the concept of health & disease. (Knowledge).
- 1.2 The learner will be able to recognize the different diseases. (Knowledge)
- 2.2 The learner will be able to cite examples of different types of diseases. (Understanding)
- 2.3 The learner will be able to discriminate between being healthy and being disease-free. (Understanding)
- 3.1 The learner will be able to reason out ^{that} infectious diseases are called communicable diseases. (Application)

TEACHING AIDS

- Usual Classroom Apparatus.
- A powerpoint presentation depicting the concepts of health, diseases and its types, causes of diseases and difference between being healthy & being disease-free.

PROCESS

MOTIVATION:

Q1 Share a healthy choice you made recently.

Ans Exercising, yoga and choosing nutritional meals.

Q2 Why should you prioritise doing these in your lifestyles?

Ans These habits make us healthy and happy.

Q3 What will happen if you do not exercise daily?

Ans We will fall ill.

Q4 What is health?

Ans May or may not respond.

ANNOUNCEMENT OF THE TOPIC:

It is always said that health is the real wealth because health is that foundational privilege which becomes noticeable only when compromised. So students, we are going to study what it means to be healthy, explore the intricacies of diseases, understand their causes.

PRESENTATION:

Teacher's Activity	Student's Activity	Board Summary
<p>PoT asks 'What are some of the privileges you value in your life?'</p> <p>PoT tells that like this, state of being</p>	<p>Access to education, supportive family, security, a comfortable home, etc.</p>	<p><u>Why do we fall ill?</u></p>

Teacher's Activity	Student's Activity	Board Summary
<p>healthy is also a privilege that we often take for granted & it becomes especially noticeable when compromised.</p>	<p>Students listen carefully.</p>	
<p>P.T then shows the ppt and asks 'What do you mean by health?'</p>	<p>Health means when we are free from all diseases!</p>	
<p>P.T explains that health is a state of equilibrium of physical, mental & social well-being. It is not merely an absence of disease.</p>		
<p>P.T asks 'What is a disease?'</p>	<p>When our body does not function in a proper manner.</p>	
<p>P.T explains that the word 'disease' is made up of two words - 'dis' ease which means absence of comfort in our body. So, an abnormal condition of an organism which interrupts the normal body functions is called a disease.</p>		
<p>P.T asks 'What signs and symptoms you observe in diabetes?'</p>	<p>Feeling excessively thirsty and frequently urinating are symptoms & high blood sugar level in a test is a sign of diabetes.</p>	
<p>P.T asks 'What is the difference between symptoms & signs?'</p>	<p>No response</p>	

Teacher's Activity	Student's Activity	Board Summary
<p>P.T explains that symptoms are the subjective feelings or personal experiences or how we feel inside whereas signs are the observable & measurable indicators.</p>	<p>Students listen carefully.</p>	<p>Symptoms - subjective feelings Signs - Observable indicators</p>
<p>P.T shows the difference between being healthy and disease free and points at it, asking 'Differentiate between being disease free & healthy!'</p>	<p>Being healthy is a state of equilibrium of physical, mental and social well-being. On the other hand, being disease free is a state of comfort in the body.</p>	
<p>P.T asks 'What do you do to maintain your health?'</p>	<p>Proper diet, yoga, exercise, etc.</p>	
<p>So, P.T explains that health is determined by individual as well as social & environmental factors whereas the things you do & the way you spend your life helps you to become free from diseases.</p>	<p>Students listen carefully.</p>	
<p>P.T asks 'What are the causes that lead to diseases?'</p>	<p>There are so many causes like virus, bacteria, fungi, mosquitoes, etc.</p>	

Teacher's Activity

P.T will explain that the causes of diseases is of two types: first immediate causes & second contributory causes. Immediate causes are the factors like microorganisms that are directly responsible for infectious diseases, whereas contributory disease causes are the disease causing factors that exist within the human body.

P.T asks 'what short term illnesses have you experienced recently?'

P.T explains that the diseases that last only for a very short period of time are called acute diseases. They do not cause long-term effects on the health of people.

P.T again asks 'How many of you know of your family members with a long term health condition?'

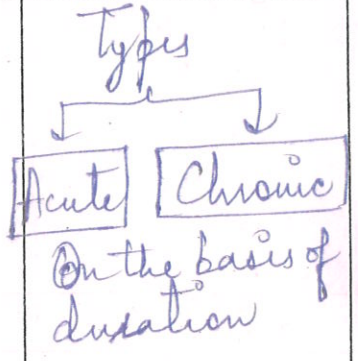
Student's Activity

Students listen carefully and write it on the notebook.

fever, cold, cough.

We have our family members ^{with} having a long term disease.

Board Summary



Teacher's Activity	Student's Activity	Board Summary
--------------------	--------------------	---------------

P.T asks 'Which long term disease was that?'

P.T explains that these diseases are called chronic diseases. They last for a long time even as much as a lifetime. They cause drastic long-term effects on human health.

Thyroid, heart problem, Allergy, etc

Students listen carefully.

for eg: Cancer, TB, thyroid, heart problem, etc

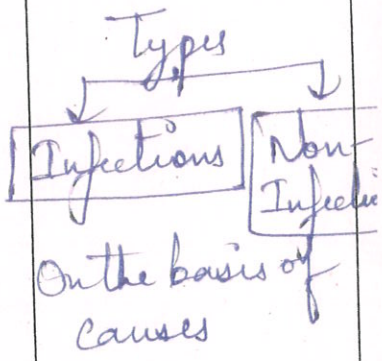
There are two types one the first category of the types of diseases.

P.T shows another category of diseases on the ppt i.e. infections and non-infections and asks 'What do you mean by term infections diseases?'

The diseases that ~~are caused by~~ cause infections in our body.

P.T asks 'Who causes these infections?'

Microorganisms



P.T explains that diseases caused by pathogens are called infectious diseases & those that arise as a result of internal imbalances in body are called non-infectious diseases.

P.T asks 'Give examples.'

Infectious - Malaria, mumps, SARS
 Non-infectious - Asthma, allergies, diabetes, heart disease

CLOSURE/GENERALIZATION:

Thus, knowledge of these fundamentals empowers us to make informed choices, leading us towards a healthier and happier life. So students, today we have delved & learned the essence of health and disease, distinguishing between the two and explored the realms of the different types of diseases: Acute & Chronic and Infections and Non-Infections.

OUTPUT

REAL LEARNING OUTCOME (RLOs) EVALUATION/APPLICATION:

A. Fill in the blanks:-

- Health is a dynamic equilibrium of _____, _____ and _____ well-being.
- Diseases are often characterized by an imbalance in the _____.
- _____ factors are also known as intrinsic or internal factors.
- The difference between ~~between~~ being healthy and disease free lies in the _____ of state of an individual.

B. Short answer type questions:-

- State two conditions essential for good health.
- What is a disease? State its types.
- Give two examples for each of the following:
 - Acute diseases
 - Chronic diseases
 - Infectious diseases.
- Differentiate between being healthy and disease free.

HOME ASSIGNMENT:

Create a visual collage reflecting your daily health choices (meals, exercise, screen time, sleep) with short reflective captions. Set two wellness goals for the week & design a simple daily tracker to monitor your progress. Submit a picture of your health snapshot & share insights gained.

MINIATURE TEACHING AIDS

TEACHING PRACTICE

IDENTIFICATION DATA

Name: Sonia Chaudhary
Roll No: 2201001



SUPERVISOR:
Dr. Bharti Tandon

DATE: 15 January, 2024

CLASS: 9th

TOPIC: Why do we fall ill?



Why do we
fall ill?



CONTENT

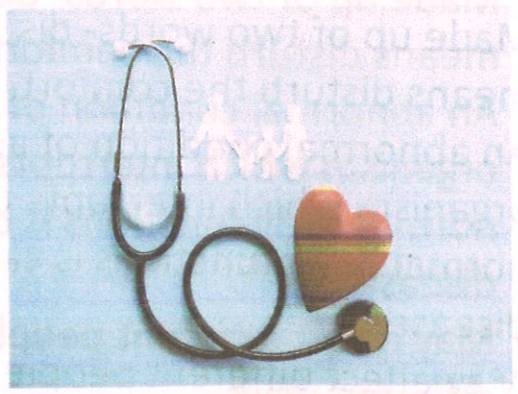
- ✓ Introduction
- ✓ Concept of Health
- ✓ Meaning of Disease
- ✓ Difference between Being Healthy & Disease-free
- ✓ Causes of Disease
- ✓ Types of Disease
- ✓ Difference between Infectious and Non-Infectious Diseases
- ✓ Evaluation
- ✓ Home Assignment

INTRODUCTION

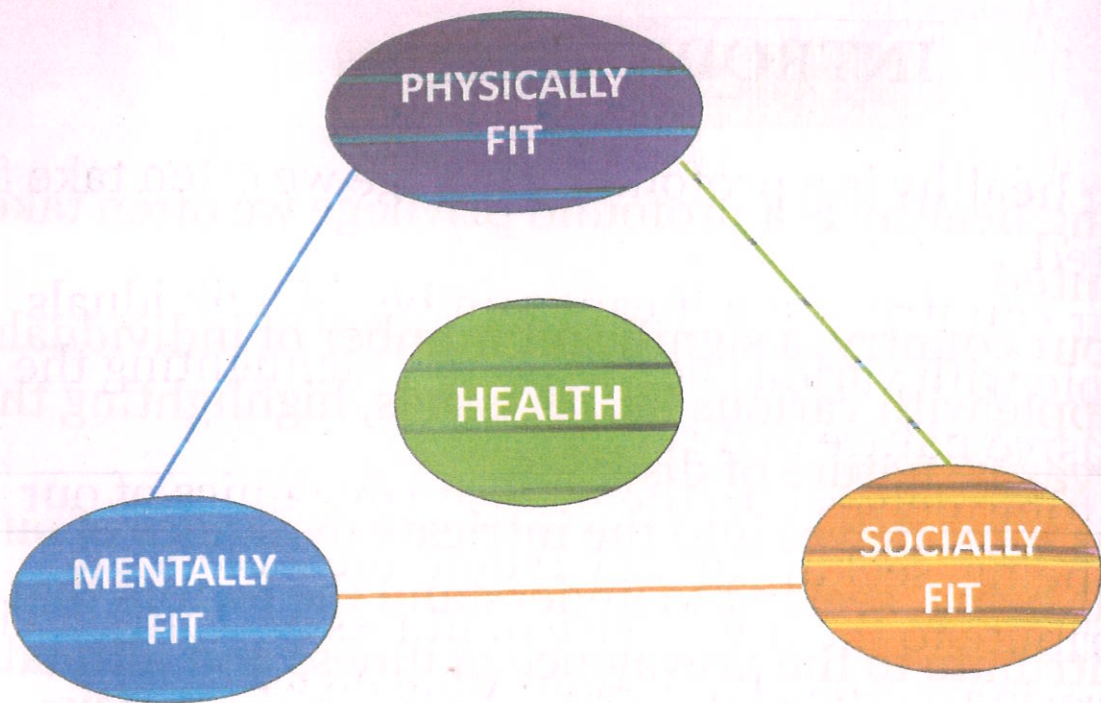
- Being healthy is a profound privilege we often take for granted.
- In our country, a significant number of individuals grapple with various health issues, highlighting the pervasive nature of diseases.
- This topic delves into the intricate dynamics of our well-being, seeking to understand the factors that contribute to the prevalence of illness and ultimately answering a crucial question: Why do we fall ill?

HEALTH

- State of proper functioning of body and mind.
- Not merely the absence of disease but a holistic state of thriving.
- Influenced by lifestyle, genetics, environment and healthcare access.
- Vital for a productive and fulfilling life.

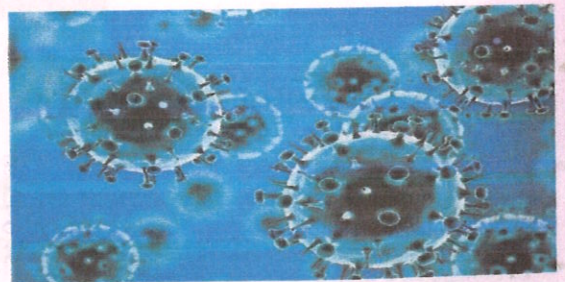


According to World Health Organization (WHO)-
“Health is a state of complete physical, mental and social well-being and not merely an absence of disease or infirmity.”



DISEASE

- Made up of two words- dis + ease means disturb the comfort.
- An abnormal condition of an organism which interrupts the normal body functions is called a disease.
- May affect different people in different ways.
- Gives rise to symptoms and signs.



HEALTHY VS. DISEASE – FREE

Being Healthy	Being Disease – Free
It is a state of being – well to function properly physically, mentally and socially.	It is a state in which there is no discomfort in any part of the body.
It is determined by the individual as well as social and environmental factors.	It is entirely up to the individual.
A healthy person will be free of disease.	A disease-free person may or may not be healthy.
A healthy person is energetic and capable of performing as needed.	A disease-free person's performance depends on his or her nature and personal attitude.

CAUSES OF DISEASES

IMMEDIATE

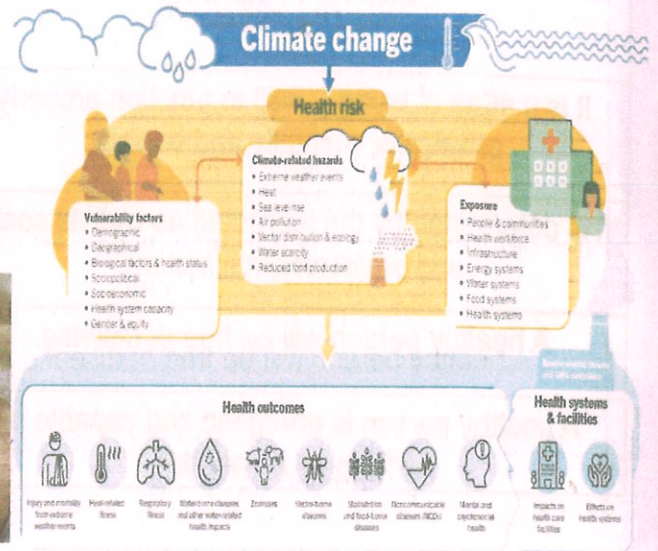
- Real, primary or external factors.
- Include microorganisms like bacteria, viruses, fungi, protozoans, etc.
- Directly responsible for infectious diseases.

CONTRIBUTORY

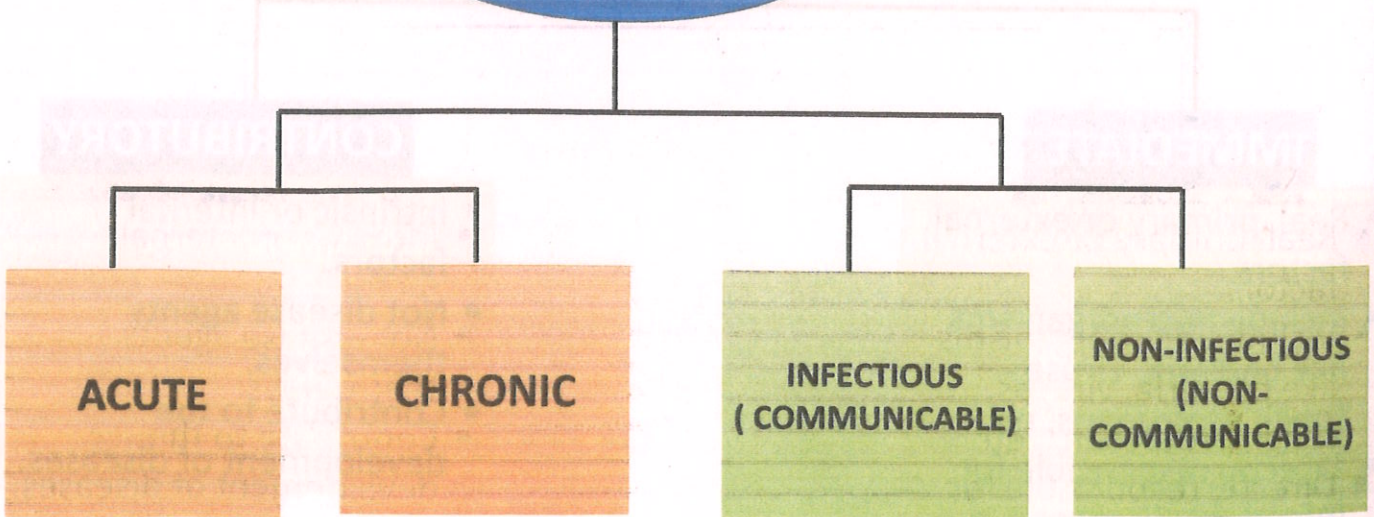
- Intrinsic or internal factors.
- Not disease agents themselves.
- Contribute to the development of diseases.

The diseases are caused due to the following reasons:

- Environmental factors (Climate, Industrial hazards)
- Inadequate diet
- Genetic disorders
- Poor economic conditions
- Infective agents



TYPES OF DISEASES

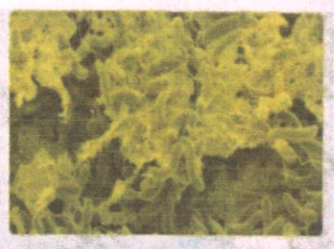
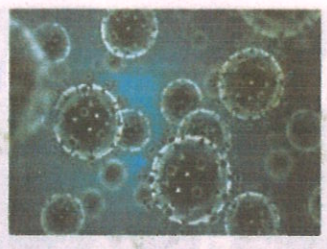


ACUTE DISEASES



Acute Diseases refer to a medical condition that occurs suddenly and lasts for a shorter period of time. There symptoms are clearly visible in the body.

Examples :- Common Cold, Influenza, Typhoid, Cholera, etc.

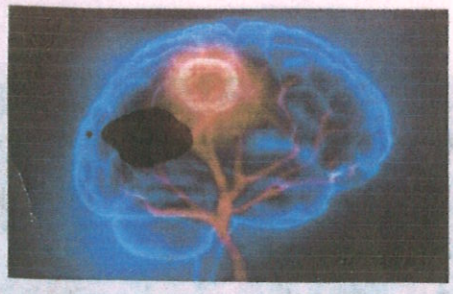


CHRONIC DISEASES



Chronic Disease refers to a medical condition which lasts for a long period of time and have long – term effects on our body.

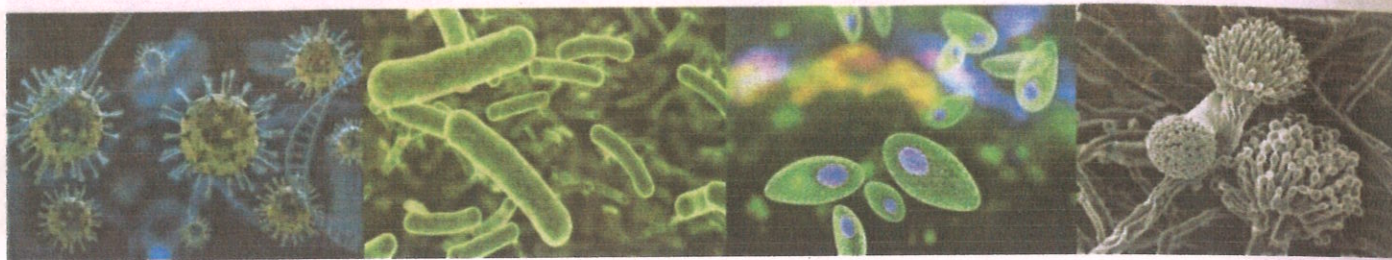
Examples :- Elephantiasis, Cardiovascular Disease, Arthritis, Cancer, Tuberculosis, etc.



INFECTIOUS DISEASES

Infectious Diseases are the diseases caused by various pathogenic microorganisms such as **Virus**, **Bacteria**, **Protozoan**, **Fungi**, and other **Parasites**. They are also known as Communicable Disease. These infectious diseases can be transmitted by **Animals**, **Humans**, **Insects** or **Other Agents**.

Examples are – Malaria, Rabies, Mumps, Influenza, Hepatitis – B, Polio, Dengue, Smallpox, Elephantiasis, SARS, Measles, Common Cold, Cholera and Tuberculosis.



NON – INFECTIOUS DISEASES

Diseases that do not require the presence of an infectious agent to cause disease are called Non-Infectious Diseases (also known as Non – Communicable Disease). They arise as a result of **Internal Imbalances** in our body.

Examples are – Asthma, Allergies, Diabetes, Heart Diseases, Cancer, Arthritis, Epilepsy, Multiple Sclerosis, Anorexia and Bulimia.



INFECTIOUS VS. NON – INFECTIOUS DISEASE

Infectious Diseases	Non – Infectious Disease
Diseases that spread from one person to another are called Infectious Diseases.	Diseases that do not spread from one person to another are called Non-Infectious Diseases.
They are caused by microbes called Pathogens such as Bacteria, Protozoans, Viruses, etc.	They are also caused by the Pathogens.
Transmission of diseases occurs through Direct Contact, Air, Water, Food etc.	Transmission of diseases occurs from Parent to Offspring (Hereditary Disease).
Community Hygiene can reduce the risk and occurrence of Diseases.	Societal Hygiene is ineffective in reducing the occurrence of diseases.
Example: Cholera, Malaria, Covid – 19	Example: Diabetes, Cancer, Allergies, etc.

A. Fill in the blanks:

- Health is a dynamic equilibrium of _____, _____ and _____ well-being.
- Diseases are often characterized by an imbalance in the _____ of the body.
- _____ factors are also known as intrinsic or internal factors.
- The difference between being healthy and disease free lies in the _____ state of an individual.

B. Short answer type questions:

Q1. State any two conditions essential for good health.

Q2. What is a disease? State its types.

Q3. Give two examples for each of the following:

- Acute diseases
- Chronic diseases
- Infectious diseases

Q4. Differentiate between being healthy and disease free.

HOME ASSIGNMENT

"HEALTH SNAPSHOT"

Create a visual collage reflecting your daily health choices (meals, exercise, screen time, sleep) with short reflective captions. Set two wellness goals for the week and design a simple daily tracker to monitor your progress. Submit a picture of your health snapshot and share insights gained.





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

OBSERVATION SCHEDULE
 (To be filled in by Group Supervisors)

S. No.	Components	Ratings				
		V. Good	Good	Average	Weak	V. Weak
1.	Clarity of Language		✓			
2.	Variety in Interaction		✓			
3.	Formulation of Instructional Objectives		✓			
4.	Delivery: Presentation	*H. C.	C	A	LA	L.C.
	Delivery: Confidence		✓			
	Delivery: Understanding		✓			
	Delivery: Board Writing		✓			
5.	Appropriateness of Pacing		✓			
6.	Pupil Participation		✓			
7.	Closing of the Lesson		✓			

*H.C.-Highly Confident, C.-Confident, A-Average, L.C.-Least Confident.

Observer's Remarks:

Good teaching aid used in developing and engaging students in the lesson. Good examples provided in explaining the concepts.

Brandon
 Signature of Supervisor

**SAMPLE
OF
SESSIONAL WORK**

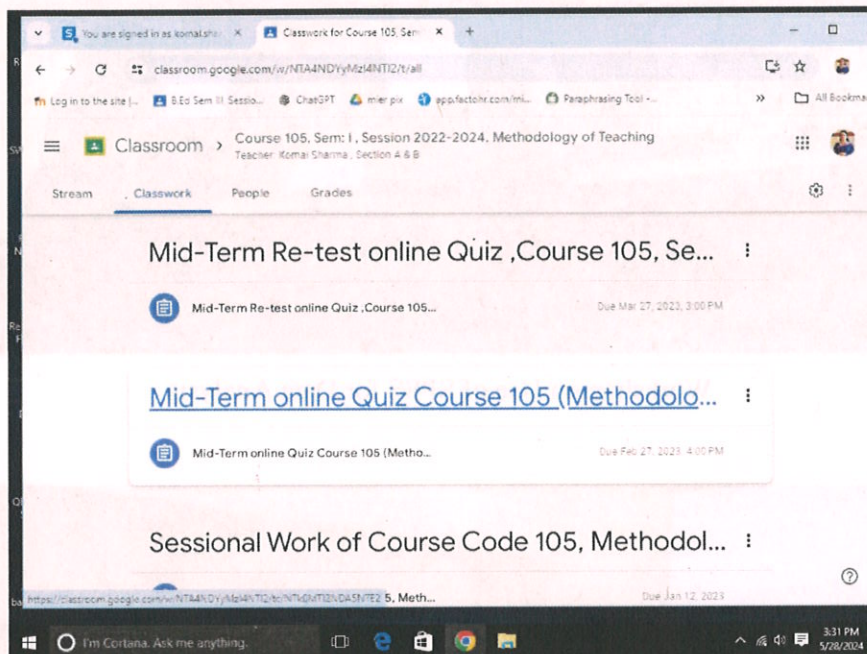


MIER COLLEGE OF EDUCATION (AUTONOMOUS)

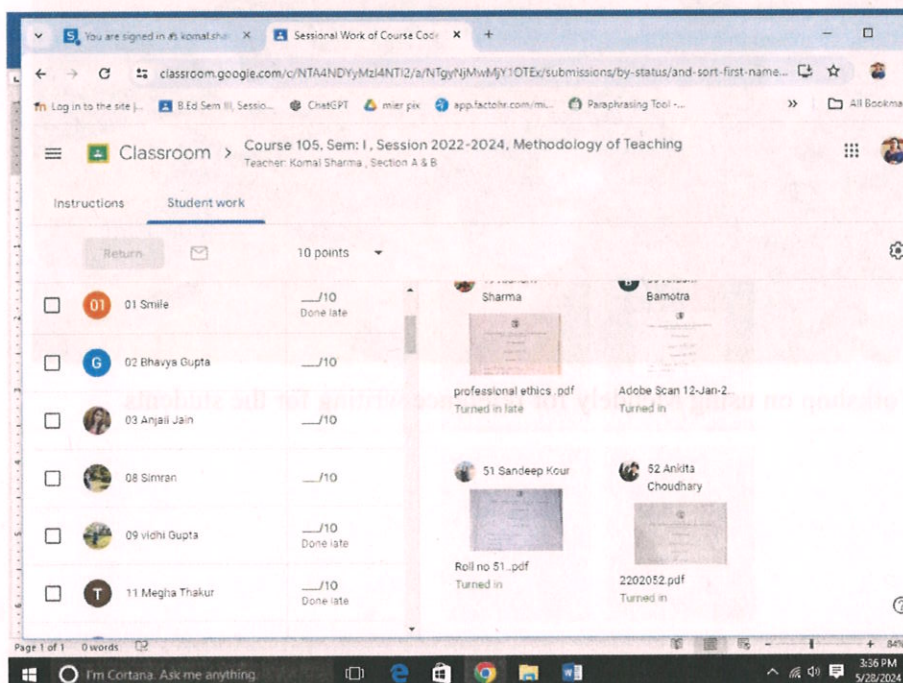
Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Accredited by NAAC with 'A+' Grade

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include:

4. Technology use and Integration



Academic activities for students conducted through Google Classroom



Submission of Sessional work by students in Google Classroom.



Workshop on Use of SPSS for Data Analysis



Workshop on using Mendely for reference writing for the students

Connect to Wi-Fi x You are signed in as jyotsnam x Quiz on Evaluation and its typ... x

miercollege.moodlecloud.com/mod/quiz/report.php?id=1777&mode=overview

Login | Radical Login MCE - Google Drive Gmail Introduction to Virt... All Bookmarks

Home Dashboard My courses Edit mode

	First name / Last name	Email address	State	Started on	Completed	Time taken	Grade/10.00	Q. 1 /1.00	Q. 2 /1.00
<input type="checkbox"/>	SHRUTI BHASIN Review attempt	2202018.shruti@miercollege.in	Finished	15 March 2024 9:40 PM	15 March 2024 9:49 PM	8 mins 32 secs	10.00	✓ 1.00	✓ 1.00
<input type="checkbox"/>	DIVHYA KARDAR Review attempt	2202036.divhyam@miercollege.in	Finished	16 March 2024 8:25 PM	16 March 2024 8:34 PM	9 mins 10 secs	9.00	✓ 1.00	✓ 1.00
<input type="checkbox"/>	Priya Gupta Review attempt	2202043.priya@miercollege.in	In progress	18 March 2024 12:18 PM	-	-	-	-	-
<input type="checkbox"/>	ANJALI JAIN Review attempt	2202003.anjali@miercollege.in	Finished	18 March 2024 4:49 PM	18 March 2024 4:58 PM	8 mins 16 secs	10.00	✓ 1.00	✓ 1.00

https://miercollege.moodlecloud.com/my/

Windows Taskbar: I'm Cortana. Ask me anything. 9:43 AM 5/29/2024



Students working on Moodle



Use of Technology by student in Seminar presentation



Use of Technology by student in presenting ICT lesson



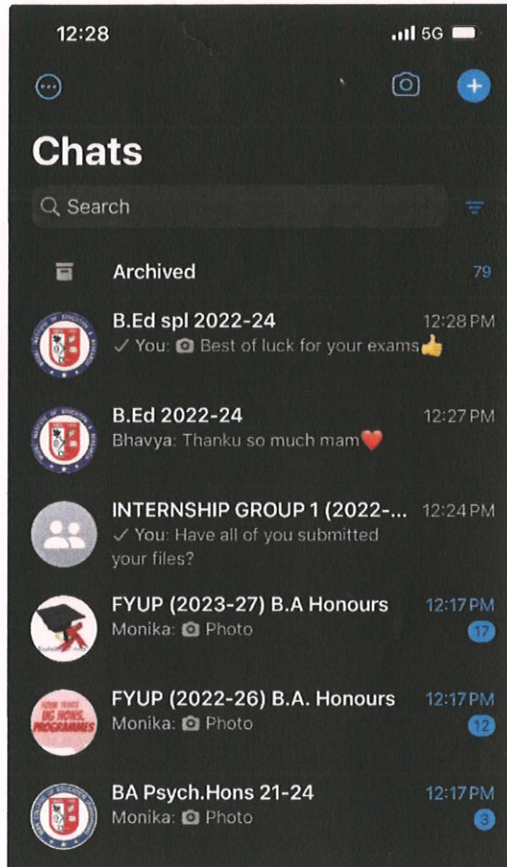
Digital Skills enhancement of students through workshop

www.ijerph.in



Digital Skills Enhancement of students through workshop

Students being trained on using QUIZZIZ app



Watts app groups of various programmes for online interaction of students



Orientation on MOOCs for the students



MIER COLLEGE OF EDUCATION (Autonomous)

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Accredited by the NAAC with 'A+' Grade

SCHOOL OF EDUCATION

SESSIONAL WORK

COURSE NO. MED-204

(INNOVATIVE USE OF TECHNOLOGY IN RESEARCH)

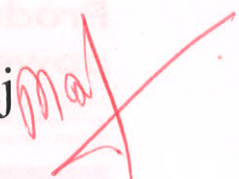
NAME: Sonia Chaudhary

ROLL NO: 2201001

SEMESTER: II

SESSION: 2022-24

TEACHER IN-CHARGE: Dr. Mool Raj



Sessional Work (All compulsory)

D. Creating record of the below mentioned activities in the form of a Digital/Print File along with reflection/blog/portfolio on each activity;

- a) Google Classroom Setup
- b) Online Teaching on other platforms
- c) Data Entry in Excel/ Google Sheets and Basic Statistical Computation
- d) SPSS Setup and Usage
- e) References and Mendeley Usage
- f) Development of one MOOC

E. EVALUATION

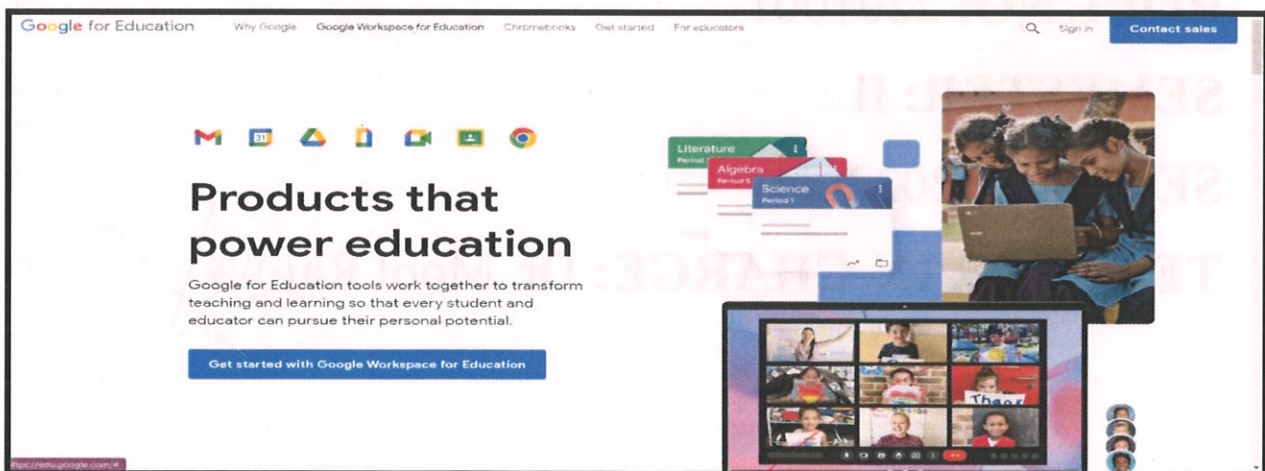
The distribution of marks for the course is as under:

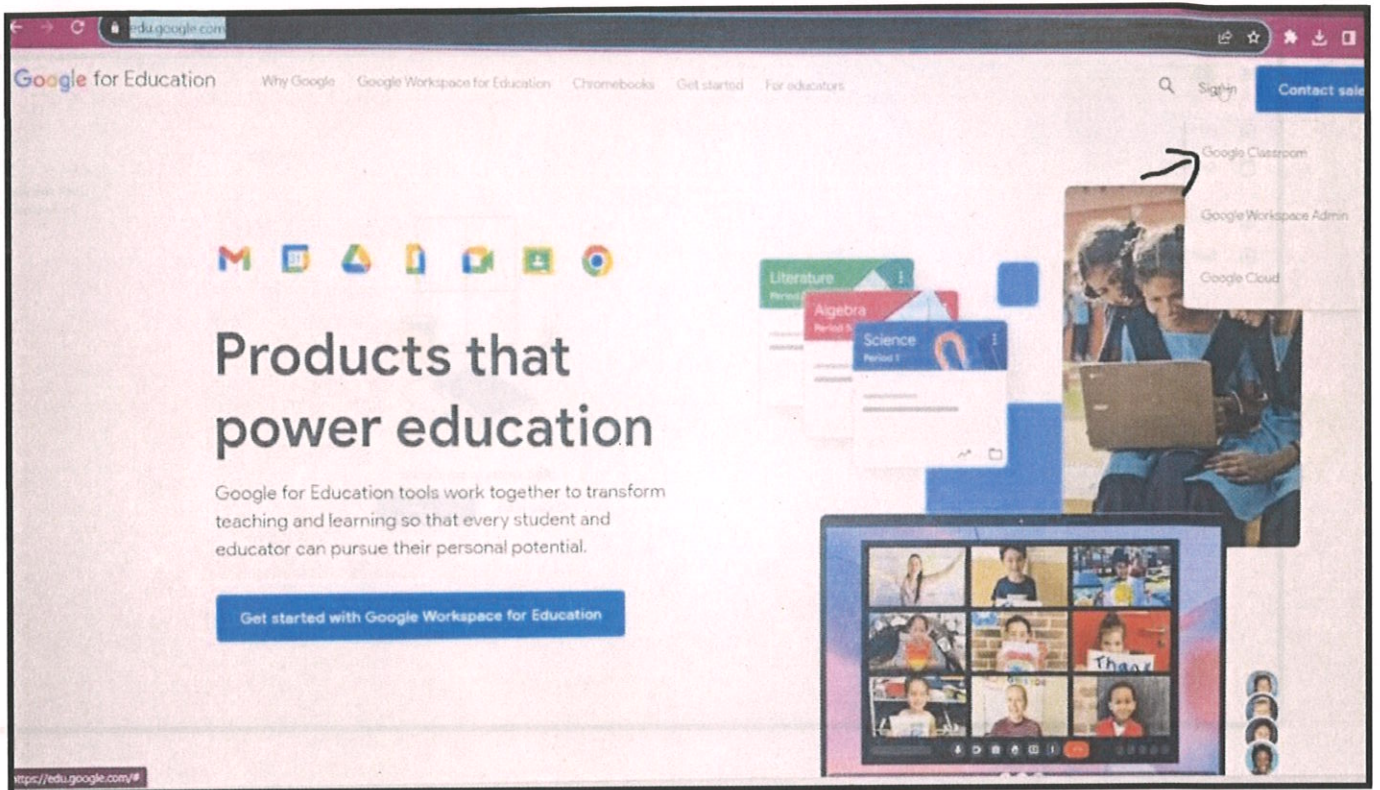
- (a) Sessional Work
 - 1) Google Classroom Setup and Online Teaching
 - 2) Data Entry in Excel/Google Sheets and Basic Statistics Calculations:
 - 3) SPSS setup and Usage
 - 4) References and Mendeley Usage
 - 5) Development of MOOCs
- (b) ICT Based Quiz

1. Google Classroom Setup

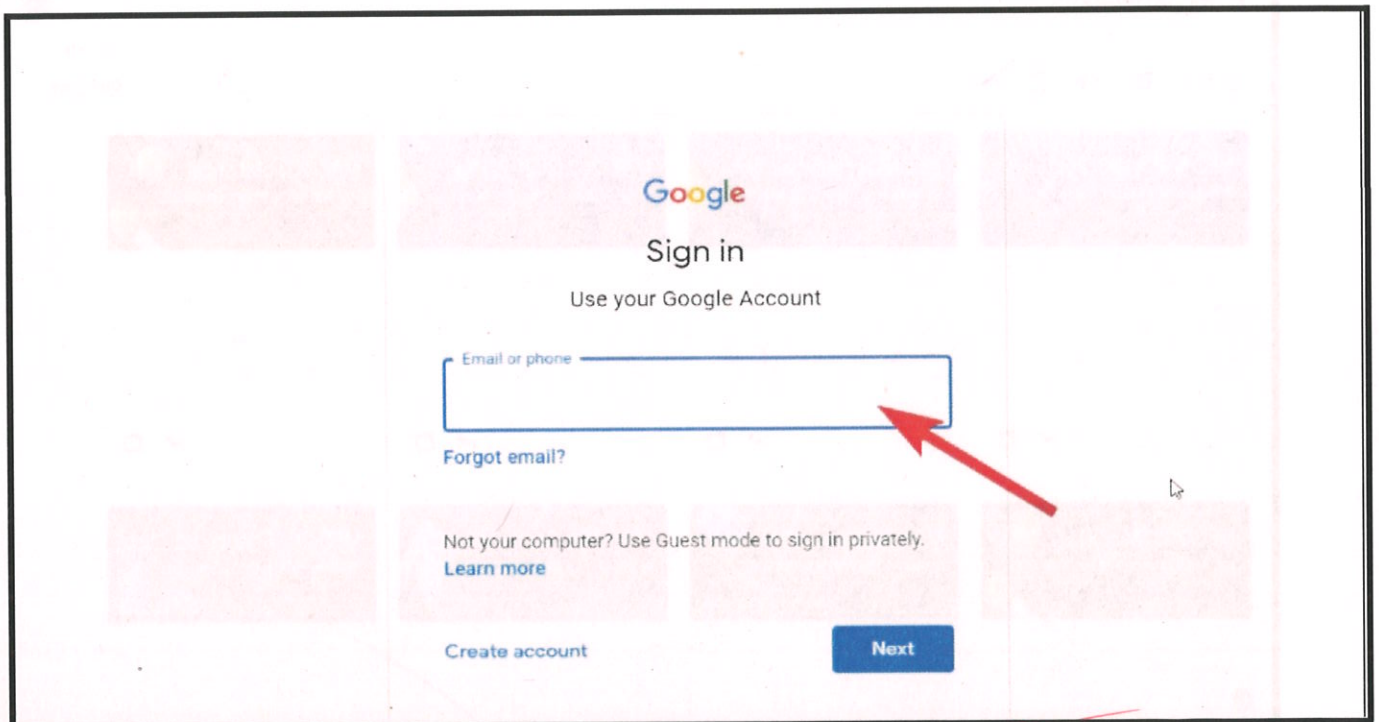
STEPS OF CREATING GOOGLE CLASSROOM AS A TEACHER

STEP 1: Search Google for Education on the web or enter URL- edu.google.com/ and then click on sign in. Now simply go to google class.

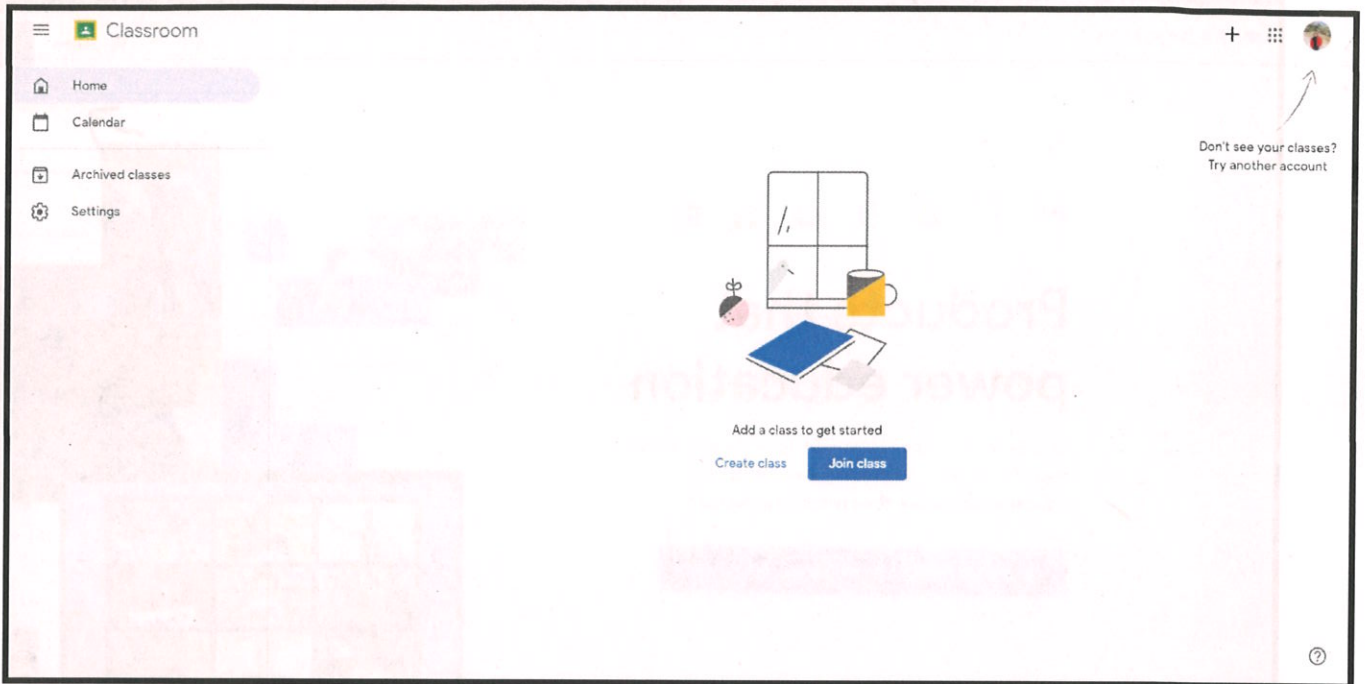




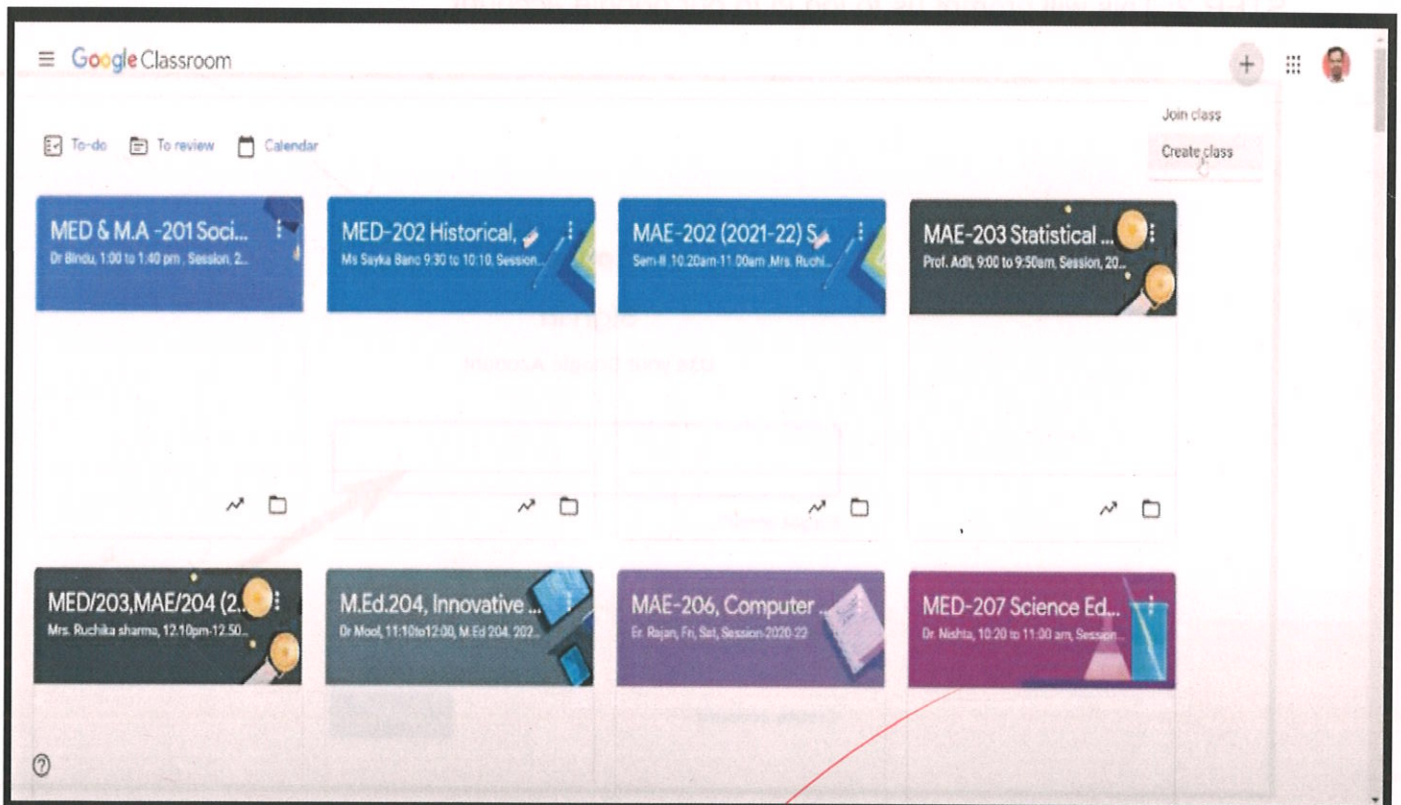
STEP 2: This will prompt us to log in to our google account.

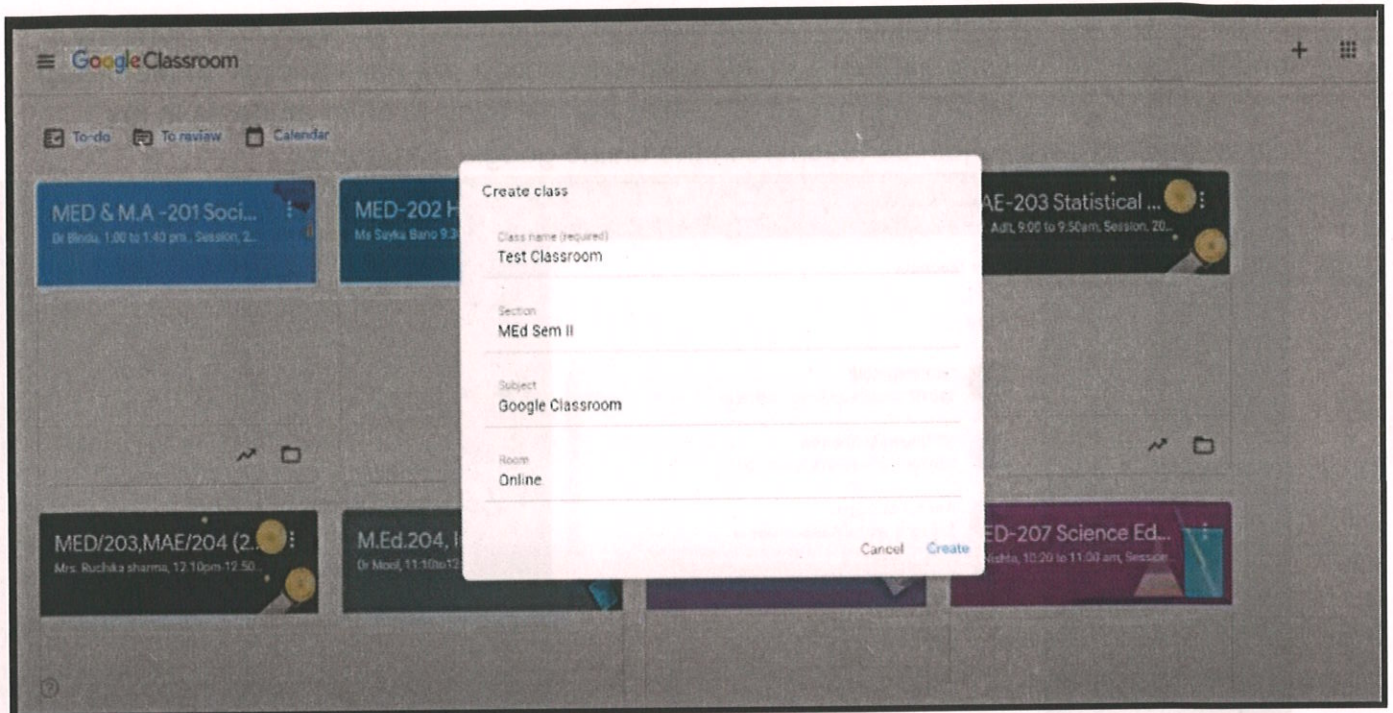


STEP 3: Once we've logged in, we will see the Google Classroom page.

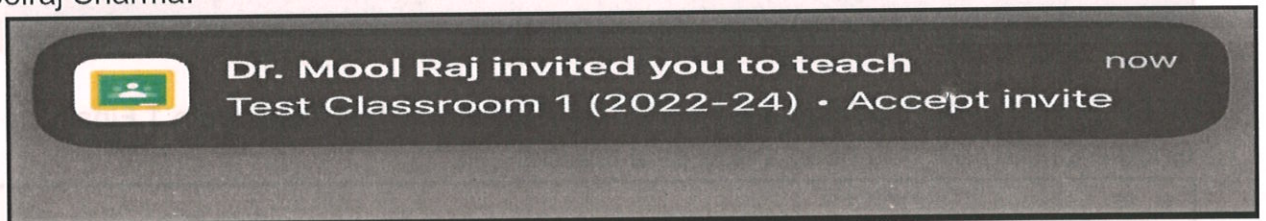


STEP 4: Click on the "+" sign in the top right corner and select "Create class." Fill in the details (class name, section, etc) and click "Create."

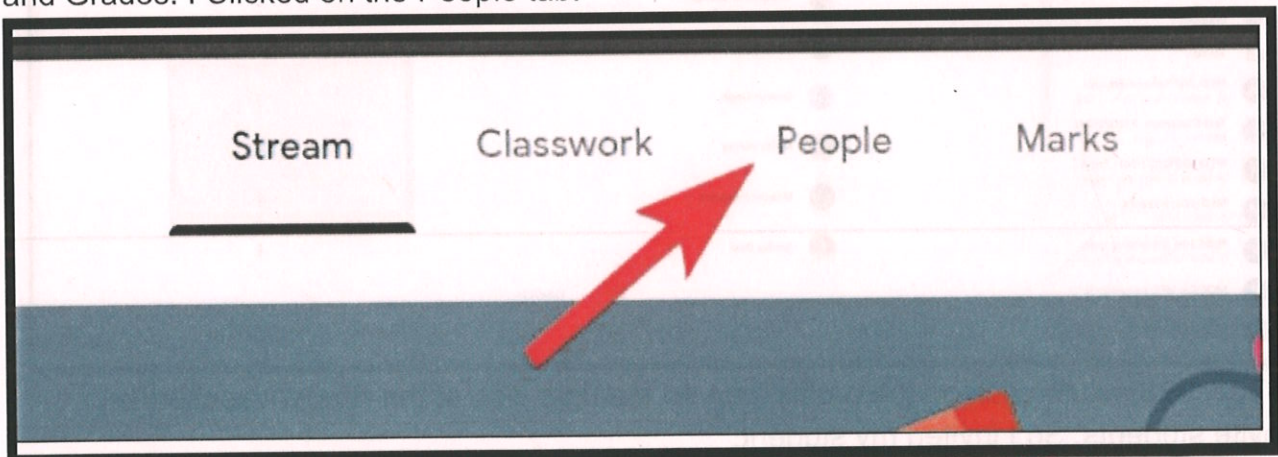




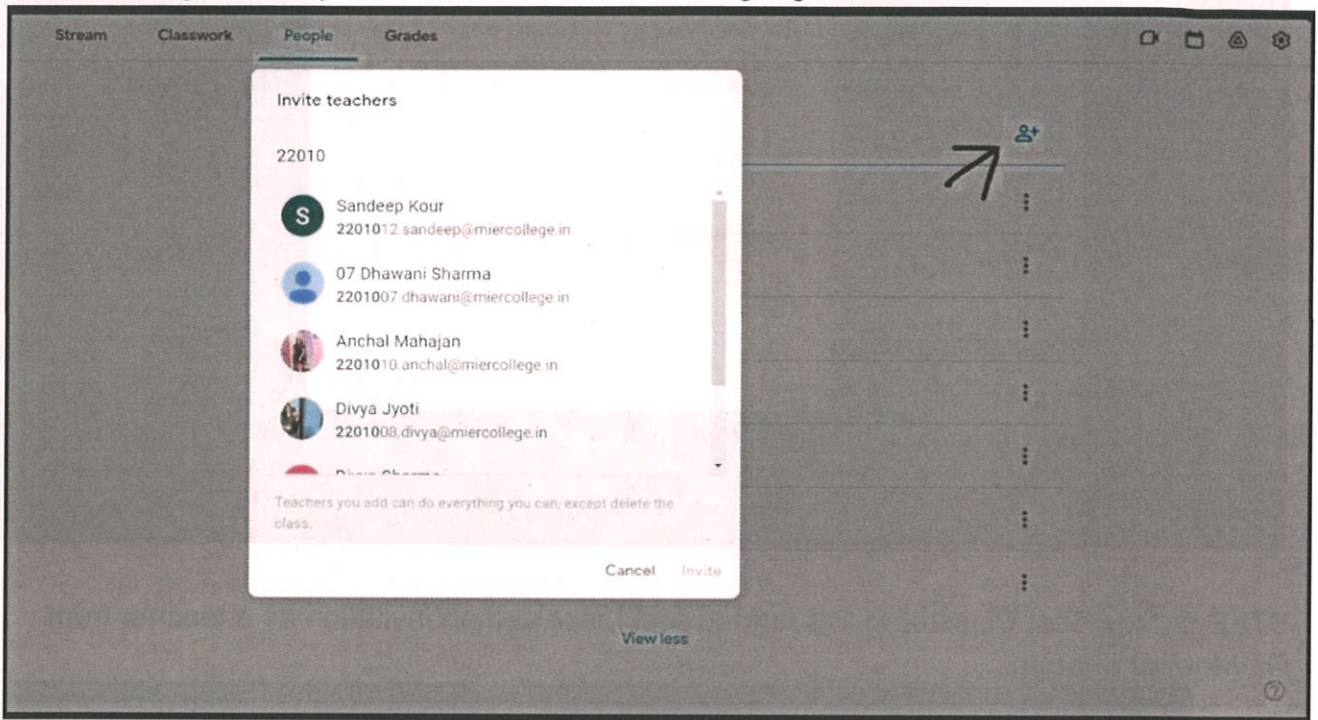
STEP 5: Now Test Classroom 1 is formed and I received an invitation as a teacher from Dr. Moolraj Sharma.



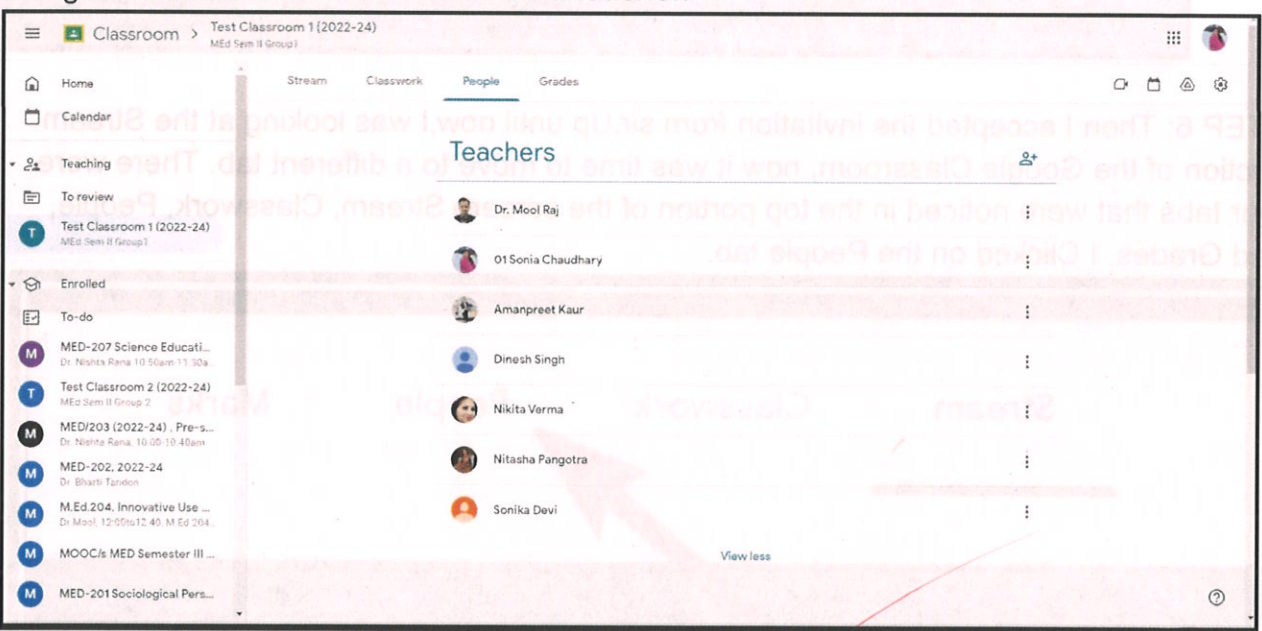
STEP 6: Then I accepted the invitation from sir. Up until now, I was looking at the Stream section of the Google Classroom, now it was time to move to a different tab. There were four tabs that were noticed in the top portion of the screen: Stream, Classwork, People, and Grades. I Clicked on the People tab.



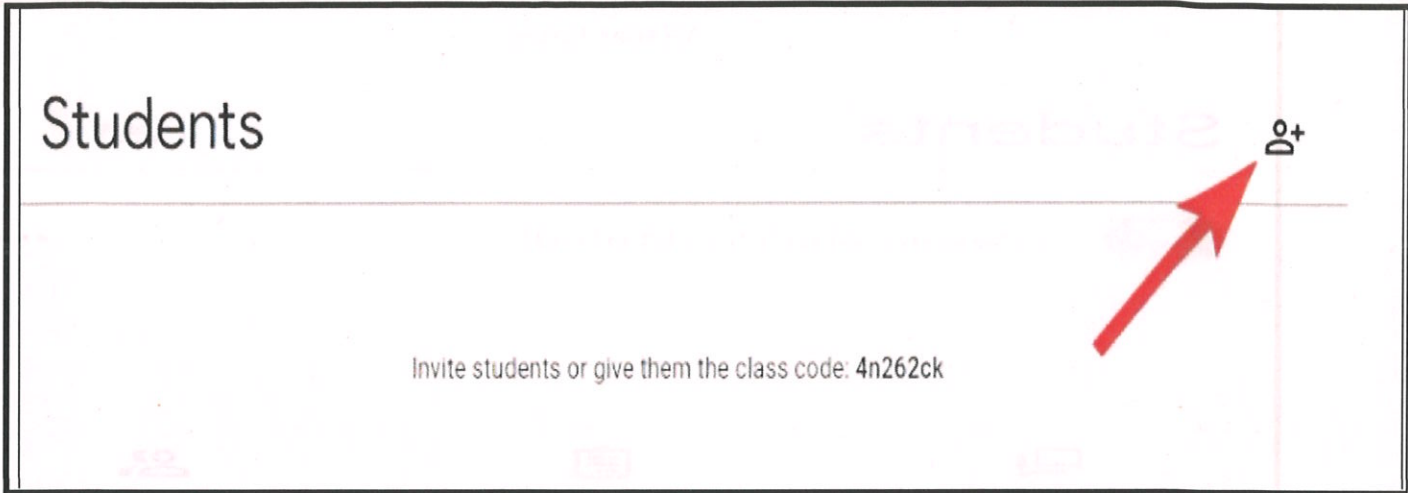
STEP 7: On the People page, we can see two sections, one is to invite other teachers and the other is to invite students. In the teachers section, we have to click on the profile icon on the right side of it to proceed to extend the invitation to other students in my class, inviting them to join as teachers in the online google classroom.



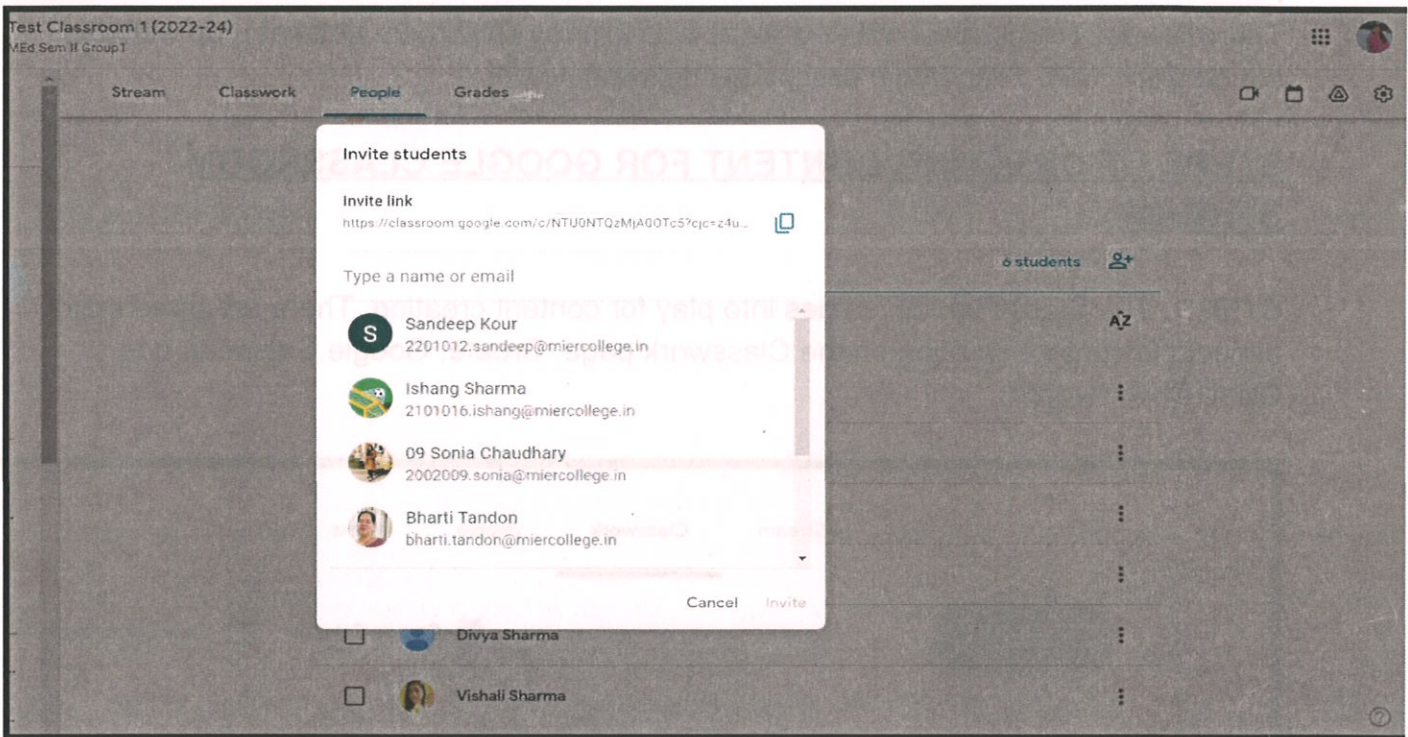
STEP 8: Half of the students are enrolled as teachers in Test Classroom 1. Finally Google Classroom has been made as a teacher.



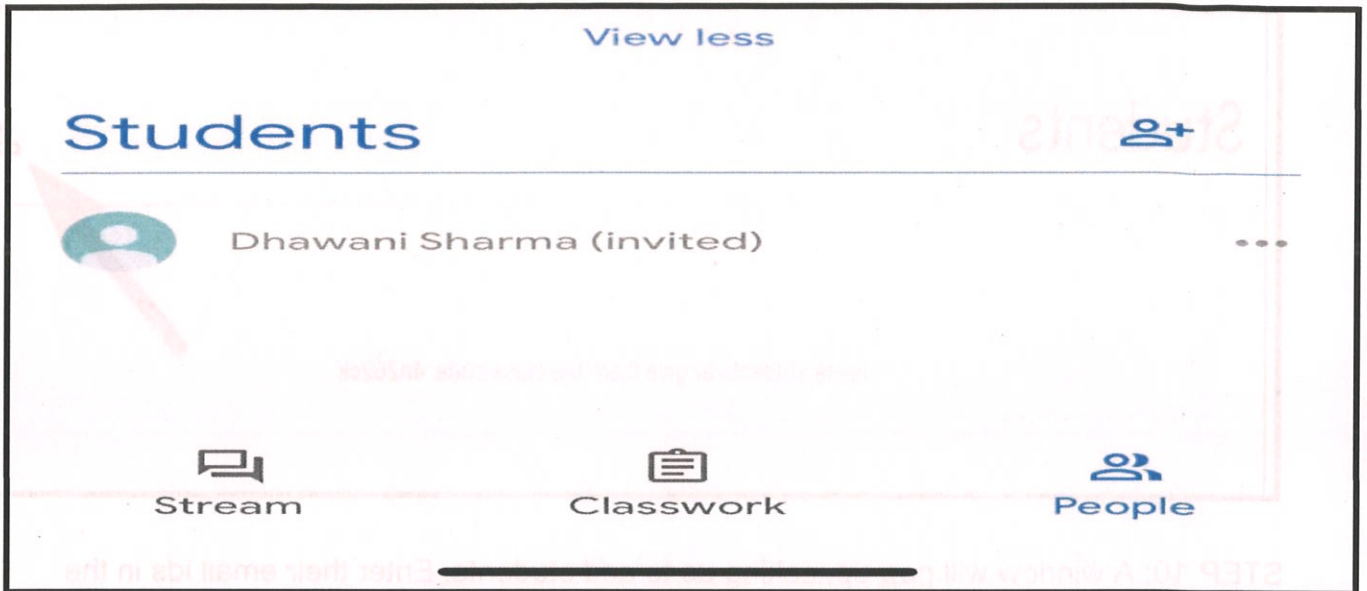
STEP 9: Similarly, click on the profile icon on the right side of the Student section to invite students. So I invited my student.



STEP 10: A window will pop-up, asking us to add students. Enter their email ids in the recipient box and then click on Invite.



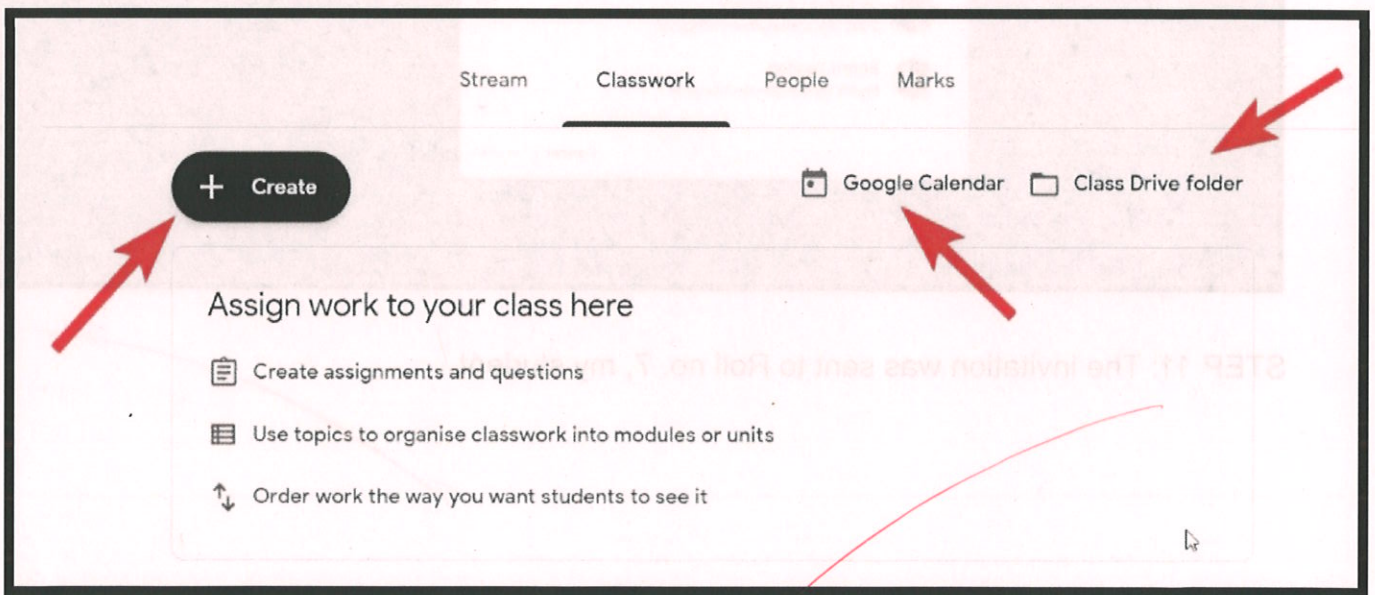
STEP 11: The invitation was sent to Roll no. 7, my student.



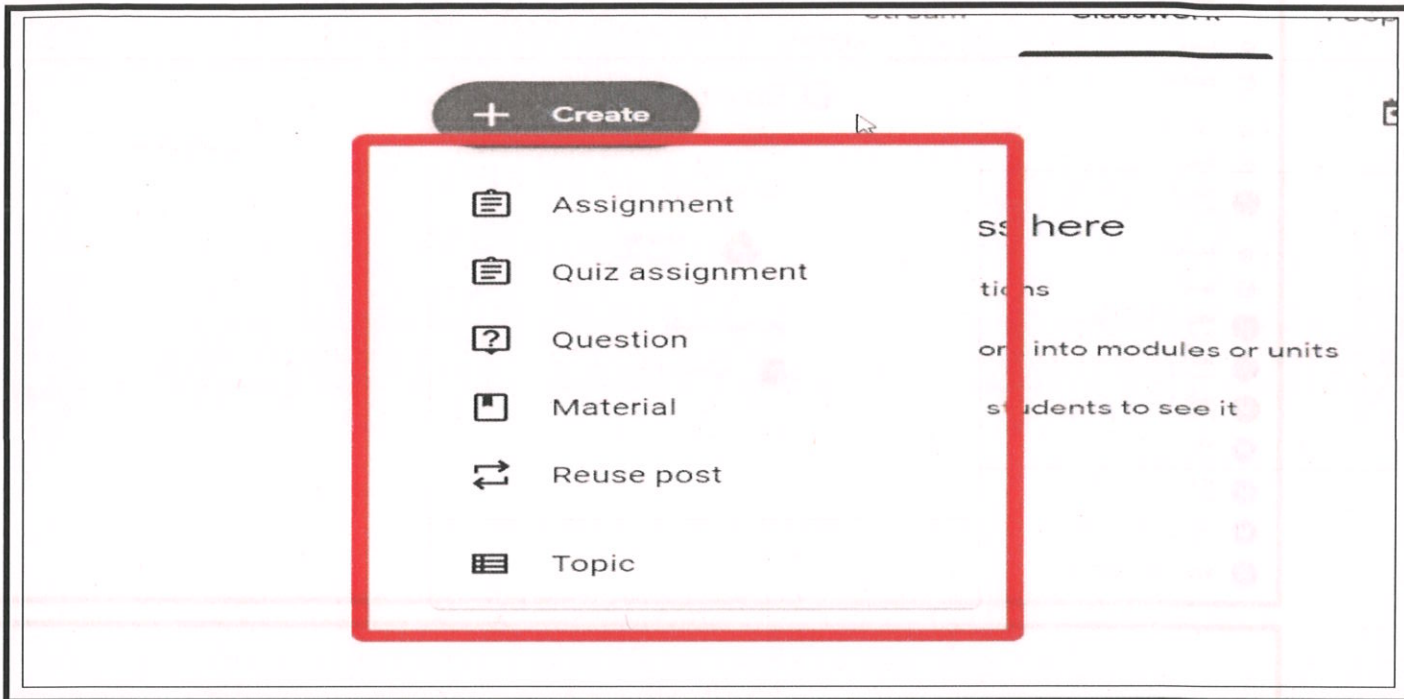
There we go! The Student will now be able to join my classroom and keep up with the coursework. Now I can begin assigning classwork to her.

STEPS OF CREATING CONTENT FOR GOOGLE CLASSROOM STREAM

STEP 1: The Classwork tab comes into play for content creation. There are three major aspects to content creation on the Classwork page: Create, Google Calendar, and Class Drive folder.



STEP 2: Create-The Create button will give formats that you can use to set your content



ASSIGNMENT CREATED

STEP 3: Now I assigned the essay type test first to my student, Dhwani.



Classroom > Test Classroom 1 (2022-24)
MEd Sem II Group 1

Home | Calendar | Teaching | To review | Enrolled | To-do

Test Classroom 1 (2022-24)
MEd Sem II Group 1

MEd Sem II Group 2

MED/203 (2022-24) . Pre-s...
Dr. Nishita Rana, 10:00-10:40am

MED-202, 2022-24
Dr. Bharti Tanon

M.Ed.204, Innovative Use ...
Dr. Mool, 12:30-12:40, M.Ed.204

MOOC/6 MED Semester III ...

MED-201 Sociological Pers...

Instructions | Student work

Essay type test

Sonia Chaudhary · Jul 18

10 points Due Jul 30, 11:59 PM

Write a brief biodata.

Drive file
Unknown File

Class comments

Add class comment.

Sonia Chaudhary posted a new assignment: Essay type test ▶ 1 student

Jul 18

STEP4: The assignment was submitted by her and then graded by me.

Instructions | Student work

Return | 10 points

All students

Sort by status

Graded

07 Dhawani Sharma
"Very good"

Essay type test

0 Turned in | 0 Assigned | 1 Graded

Accepting submissions

All

07 Dhawani Sharma

07 Dhawani Sharma - ...
Graded

QUIZ CREATED

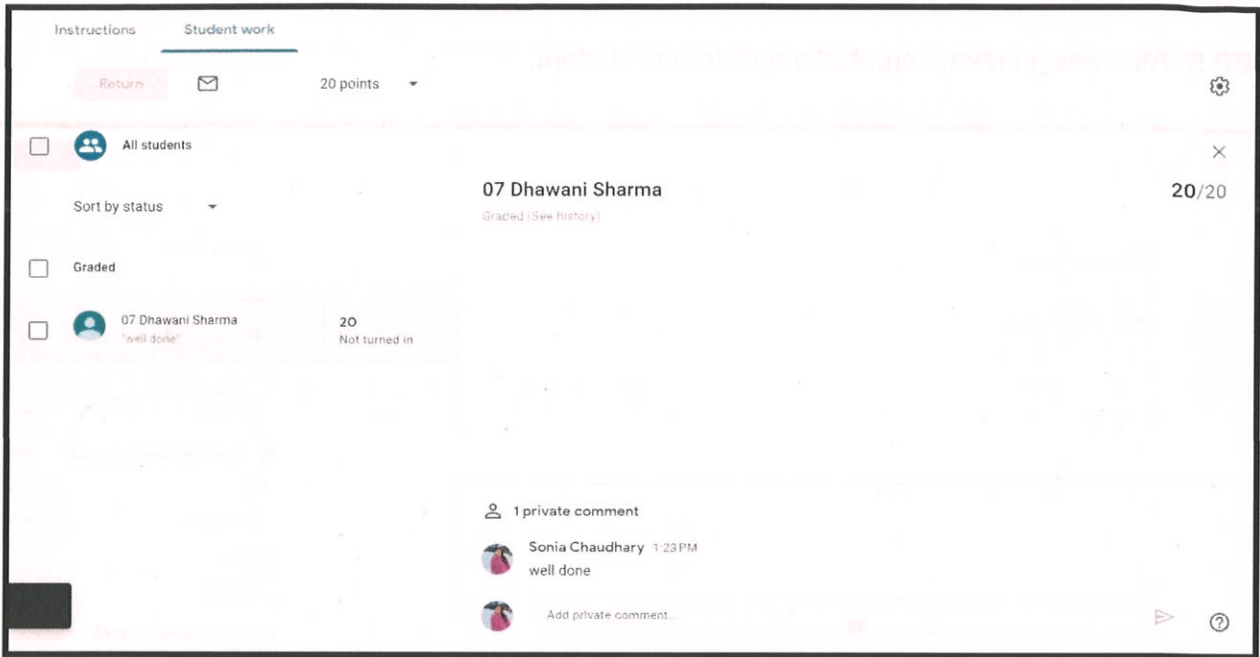
STEP 5: After assignment, I created a quiz for my student.

The screenshot shows the 'Assignment' creation screen in Google Classroom. The title is 'Quiz on social change.' and the instructions are 'Kindly complete the quiz.' A 'Blank Quiz' is attached with the URL <https://forms.gle/icSB1HEXFpgu6Wbu9>. The right-hand panel shows settings: 'For' 1 student, 'Points' 20, 'Due' Tue, Oct 31, 'Close submissions after due date' checked, 'Topic' 2201001 Sonia, and 'Rubric' + Rubric. There is also an option to 'Check plagiarism (originality)'. At the bottom, there are icons for Drive, YouTube, Create, Upload, and Link.

STEP 6: The quiz was assigned.

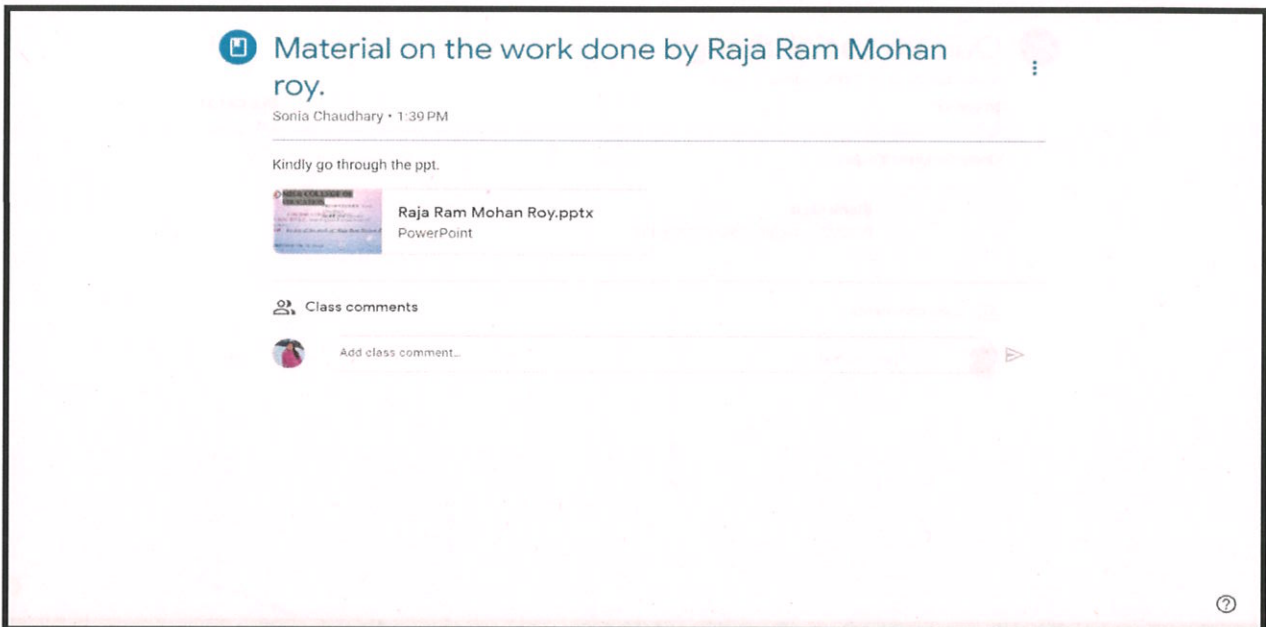
The screenshot shows the assignment page for 'Quiz on social change.' by Sonia Chaudhary, created at 1:15 PM and edited at 1:21 PM. It is worth 20 points and is due on Oct 31. The instructions are 'Kindly complete the quiz.' The 'Blank Quiz' attachment is visible with the URL <https://forms.gle/icSB1HEXFpgu6W>. Below the attachment is a 'Class comments' section with an 'Add class comment...' input field.

STEP 7: The student completed and handed in the quiz assigned. Then it was graded.



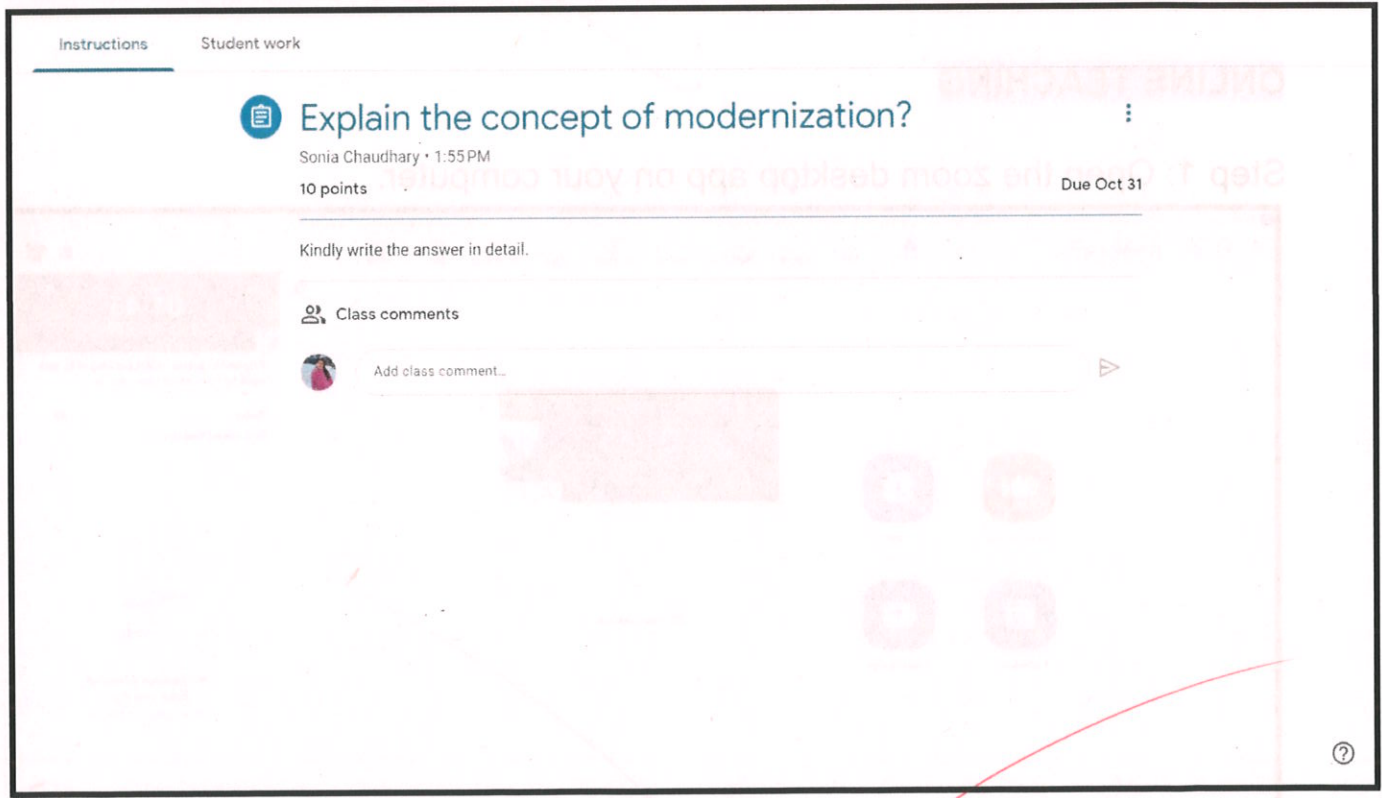
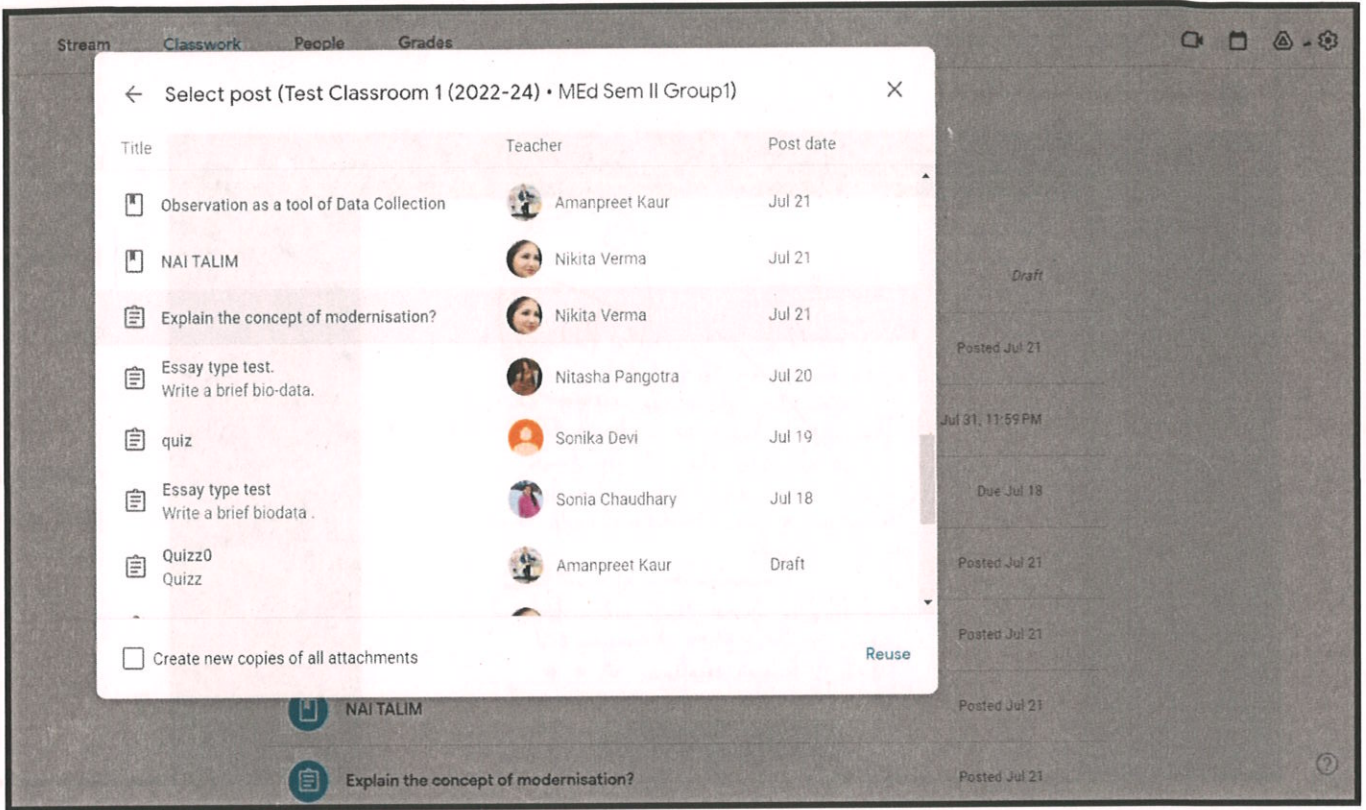
MATERIAL UPLOADED

STEP 8: Then I uploaded a material (ppt) on Raja Ram Mohan Roy.



REUSE POST

STEP 9: I reused the post of one of the teachers in the classroom.



STEP 10: The answer was graded by me as a teacher.

Explain the concept of modernization?

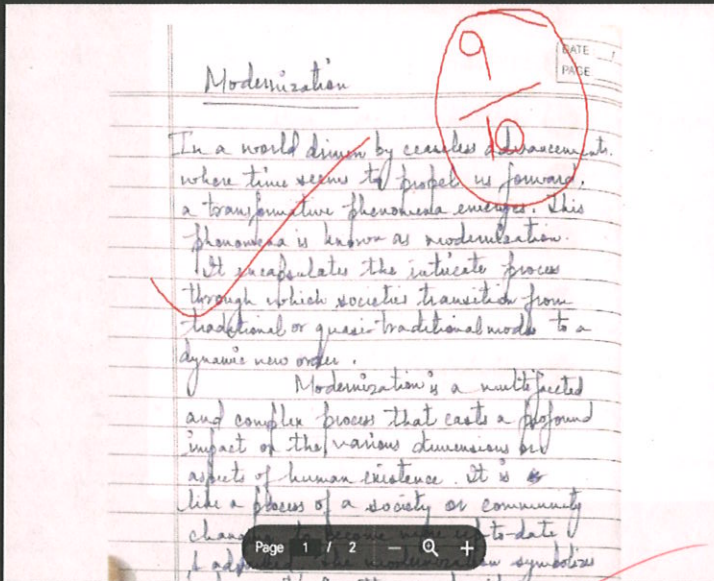
07 Dhawani Sharma

9/10

Return

Roll no. 7 Dhawani .pdf

Open with



Files

Turned in on Oct 3, 2:10 PM
See history

Roll no. 7 Dhawani .p...

Grade

9/10

Private comments

Sonia Chaudhary
Oct 3, 2:14 PM

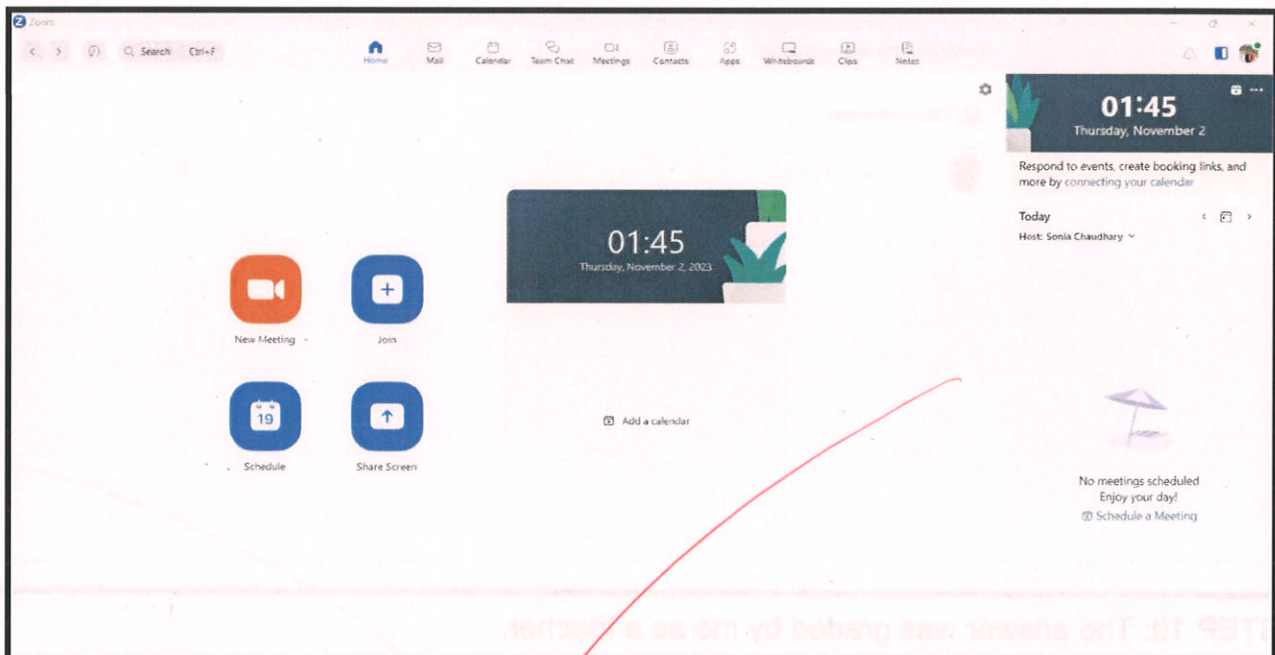
Written well

Add private comment...

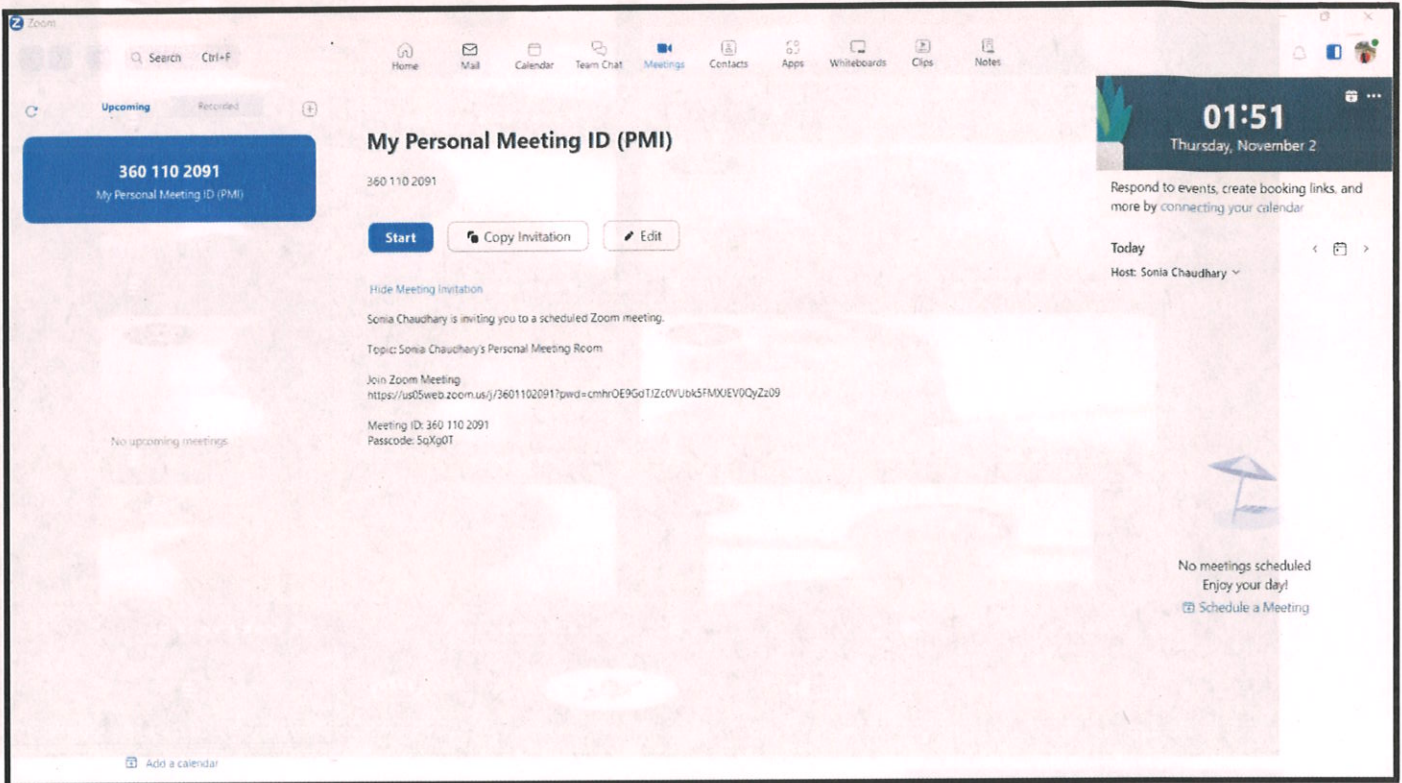
Post

ONLINE TEACHING

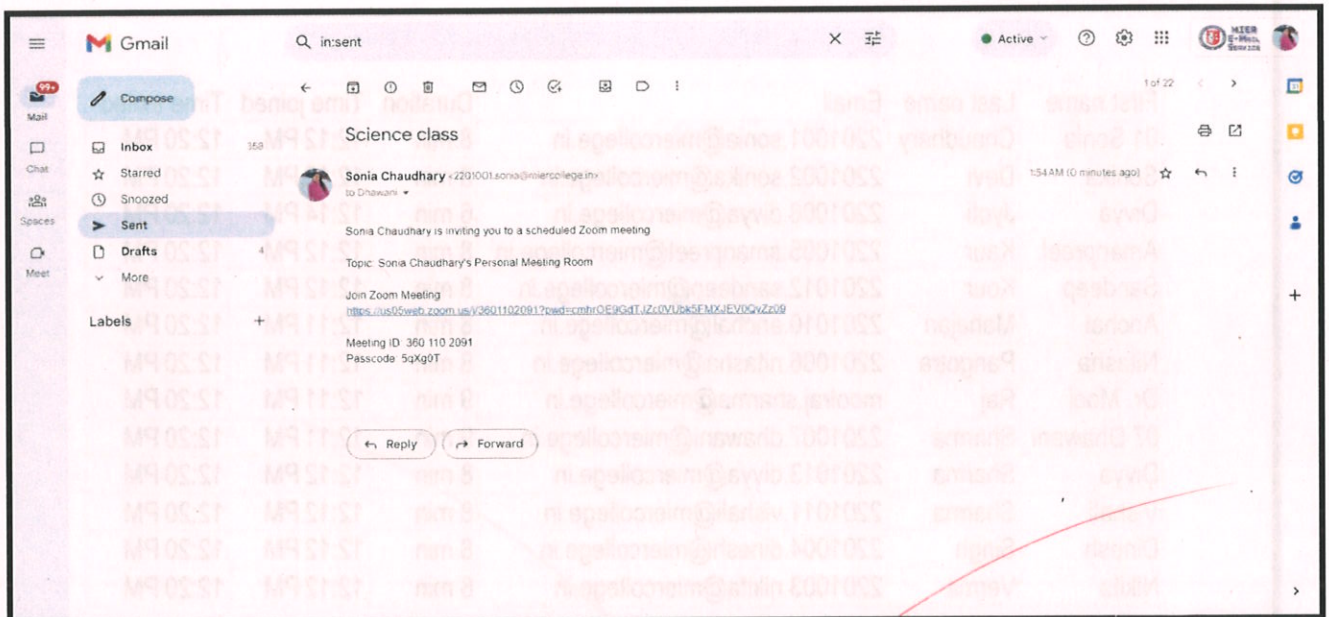
Step 1: Open the zoom desktop app on your computer.



Step 2: Go to the "Meetings" option on the top. Your personal meeting id and link will be shown.



Step 3: Just copy the invitation as a teacher and send it to the mail of the student.



Step 4: The student joined the meeting and taught her online.



Attendance recorded

First name	Last name	Email	Duration	Time joined	Time exited
01 Sonia	Chaudhary	2201001.sonia@miercollege.in	8 min	12:12 PM	12:20 PM
Sonika	Devi	2201002.sonika@miercollege.in	8 min	12:12 PM	12:20 PM
Divya	Jyoti	2201008.divya@miercollege.in	6 min	12:14 PM	12:20 PM
Amanpreet	Kaur	2201005.amanpreet@miercollege.in	8 min	12:12 PM	12:20 PM
Sandeep	Kour	2201012.sandeep@miercollege.in	8 min	12:12 PM	12:20 PM
Anchal	Mahajan	2201010.anchal@miercollege.in	8 min	12:11 PM	12:20 PM
Nitasha	Pangotra	2201006.nitasha@miercollege.in	8 min	12:11 PM	12:20 PM
Dr. Mool	Raj	moolraj.sharma@miercollege.in	9 min	12:11 PM	12:20 PM
07 Dhawani	Sharma	2201007.dhawani@miercollege.in	9 min	12:11 PM	12:20 PM
Divya	Sharma	2201013.divya@miercollege.in	8 min	12:12 PM	12:20 PM
Vishali	Sharma	2201011.vishali@miercollege.in	8 min	12:12 PM	12:20 PM
Dinesh	Singh	2201004.dinesh@miercollege.in	8 min	12:12 PM	12:20 PM
Nikita	Verma	2201003.nikita@miercollege.in	8 min	12:12 PM	12:20 PM

USING GOOGLE CLASSROOM AS A STUDENT

Completed assignment

The screenshot shows a Google Classroom interface for a class named "Test Classroom 2 (2022-24)" in the "MED Sem II Group 2". The assignment is titled "What do you mean by technology? Give a brief description". The student "Sonia Chaudhary" has submitted an answer. The answer text is: "Technology refers to the collection of techniques, tools, processes, and systems used by humans to solve problems, achieve specific goals, and make tasks more efficient. It encompasses a wide range of knowledge, skills, and methods that are applied in various fields to create, modify, or improve products and processes. Technology can be tangible, such as physical devices and machinery, or intangible, like software, algorithms, and systems that facilitate the accomplishment of tasks. In a broader sense, technology encompasses not only the physical artifacts and systems but also the knowledge, expertise, and methods that humans use to manipulate and interact with the natural world to achieve specific objectives. It is a fundamental driver of progress and innovation in modern society, impacting various aspects of life, from communication and transportation to healthcare, education, and beyond." There is a "Reply" button below the answer.

Read the material uploaded by the teacher

The screenshot shows the "Classroom" interface for the same class. Under the "Materials" tab, there are two items: "Educational studies ppt" and "Educational studies.pdf". The PDF is dated "Jul 21" and is by "Dhawani Sharma". Below the materials, there is a "Class comments" section with an "Add class comment" button.

Completed the quiz also.

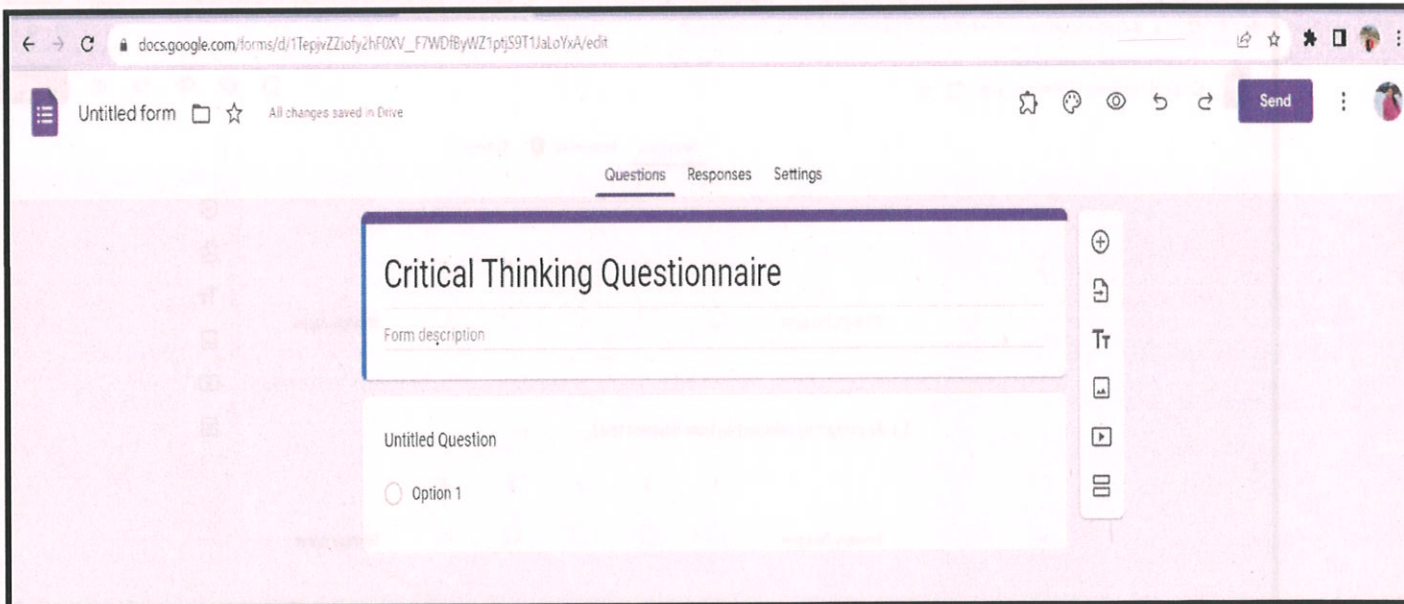
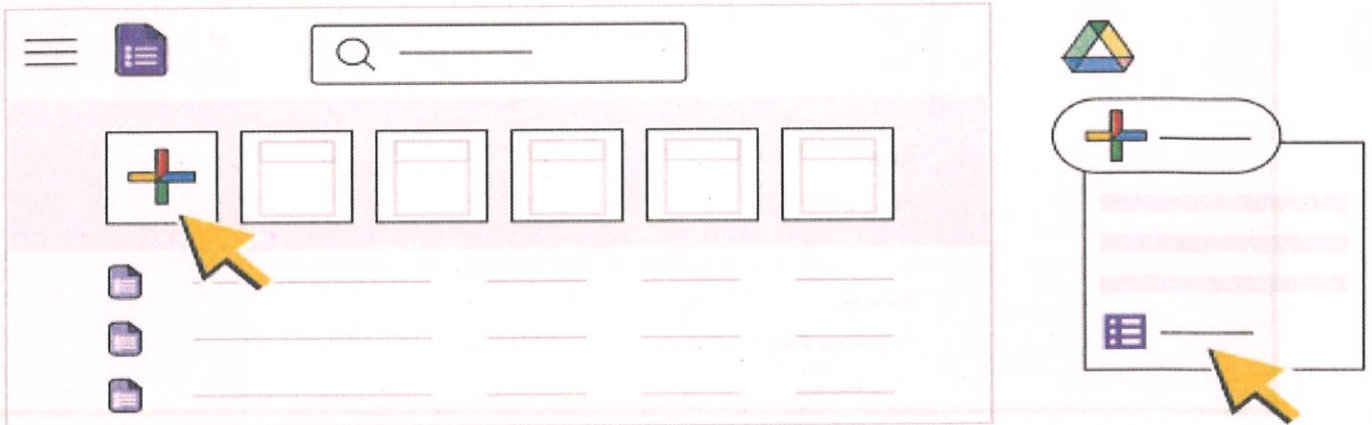
REFLECTION

I, Sonia Chaudhary, a student of M.ED sem-II having roll no. 2201001 wants to reflect on the process of setting up Google Classroom and online teaching. On 6 July 2023, Dr. Mool Raj Sharma, our teacher in-charge, oriented us about the syllabus of Course code- 204 "INNOVATIVE USE OF TECHNOLOGY IN RESEARCH". Then he continued the first unit- "Google classroom as a teaching and learning tool" from the next day i.e on 7 July, 2023. After learning this unit, I am filled with a sense of accomplishment and a new found knowledge. As a future teacher, I have learned the intricacies of creating a digital classroom environment, from sending invitations to students to assigning various forms of work. Understanding how to manage and grade online work has been a valuable skill that I've acquired. Moreover the ability to conduct online classes through zoom and google meet, sharing screens, recording lessons and attendance has streamlined my professional development. In the role of student, I delved into the world of Google classroom from a different perspective. I learned to navigate assignments, quizzes, and materials with ease gaining a deeper understanding of the platform's capabilities. Now I am equipped with a powerful tool that enhances my teaching methodology and enables an interactive learning experience. Looking ahead, I envision integrating this learning into the various facets of my teaching journey. From creating lessons to providing timely feedback, Google classroom will serve as a cornerstone of my instructional approach. The adaptability and versatility of online teaching using google classroom, zoom, google meet, webex have opened up exciting possibilities for my future lesson planning and delivery. In conclusion, this experience has been transformative, equipping me with a valuable set of skills and tools that I would undoubtedly use in my teaching approach in the digital age. Special thanks to my teacher for supporting and guiding me in this journey.

2) Data Entry in Excel/Google Sheets and Basic Statistics Calculations

i) Making of Google form

Step 1: Go to forms.google.com. Click Blank Plus and name your untitled form.



Step 2: Add questions

Open a form in Google Forms. Click Add question. To the right of the question title, choose the type of question you want. Type the possible responses to your question. To

prevent people from not answering, turn on Required.

docs.google.com/forms/d/1l6es4MRukivACRaa0rYzk5bi1oH_2zpydPKVlym9Hs/edit

Critical Thinking Questionnaire

Questions Responses 5 Settings

Critical Thinking Questionnaire

The following is a list of 5 statements. Please rate on a scale of 1 to 5 to what extent you agree with the given statement that applies to you.

Name *

Short answer text

Roll No.

Short answer text

Programme

- B.A. Political Science
- B.A. Psychology

docs.google.com/forms/d/1l6es4MRukivACRaa0rYzk5bi1oH_2zpydPKVlym9Hs/edit

Critical Thinking Questionnaire

Questions Responses 5 Settings

1. After reading anything, I check important information, even it seems to be true.

1 2 3 4 5

Strongly Disagree Strongly Agree

2. I like combining information from different texts.

1 2 3 4 5

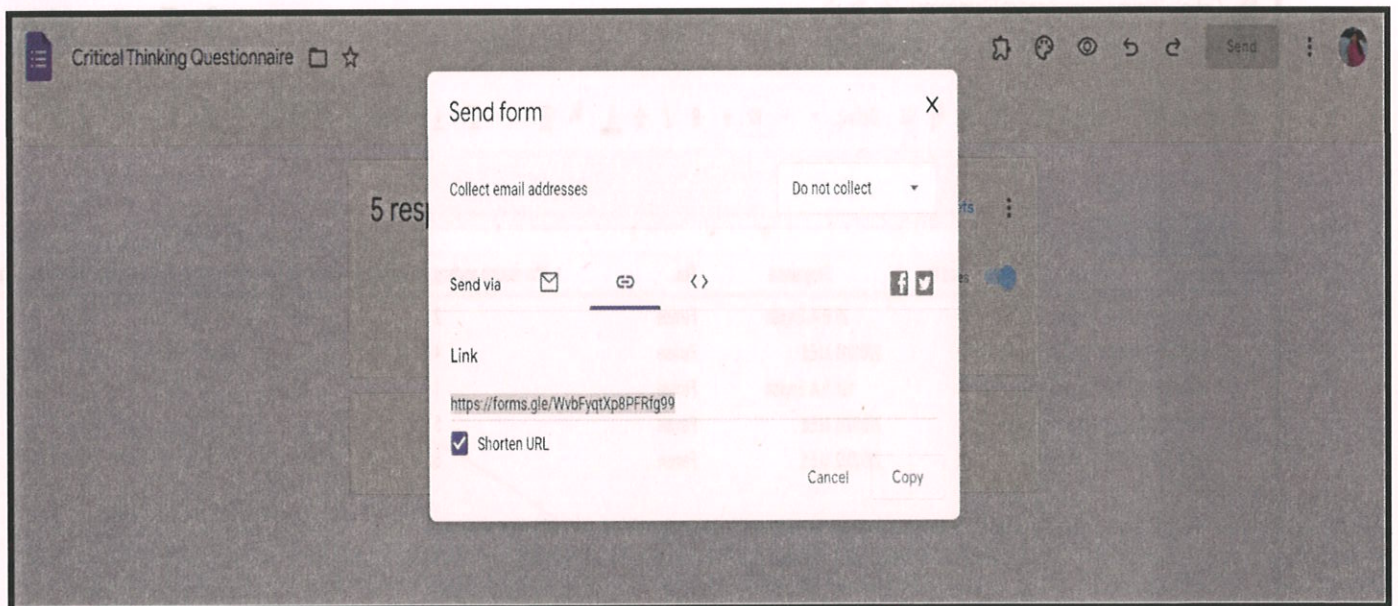
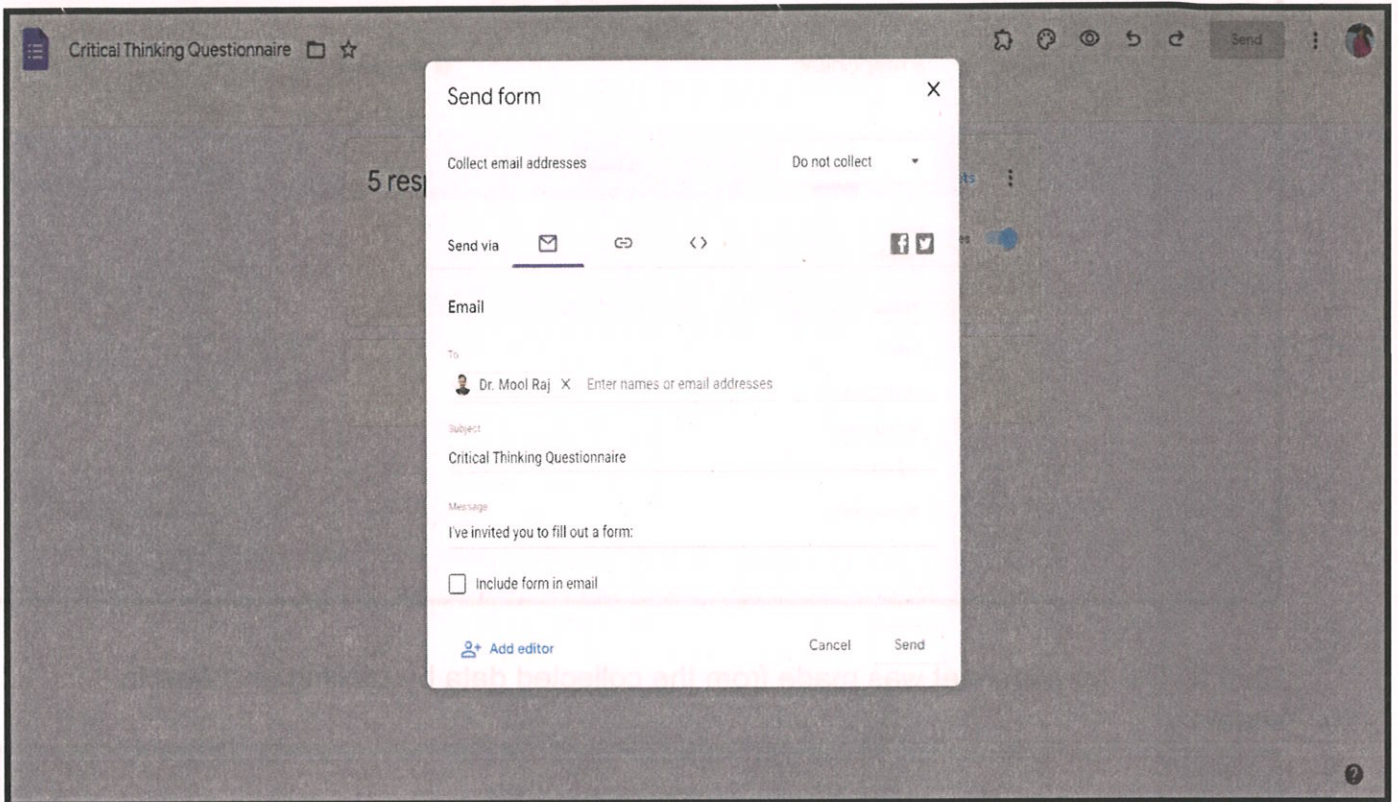
Strongly Disagree Strongly Agree

3. I am willing to share the newly gained information.

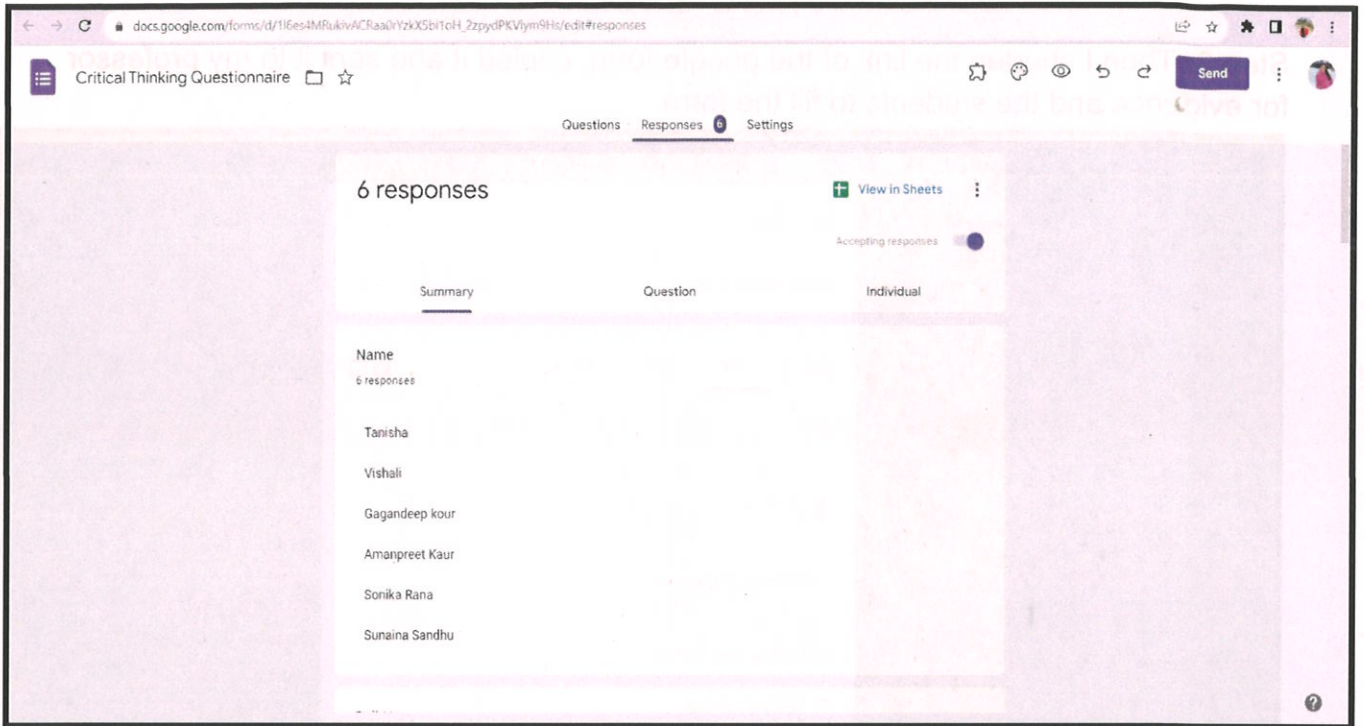
1 2 3 4 5

Strongly Disagree Strongly Agree

Step 3: Then I shorten the link of the google form, copied it and sent it to my professor for evidence and the students to fill the form.



Step 4: After that, the students filled the questionnaire and I collected the data from them.



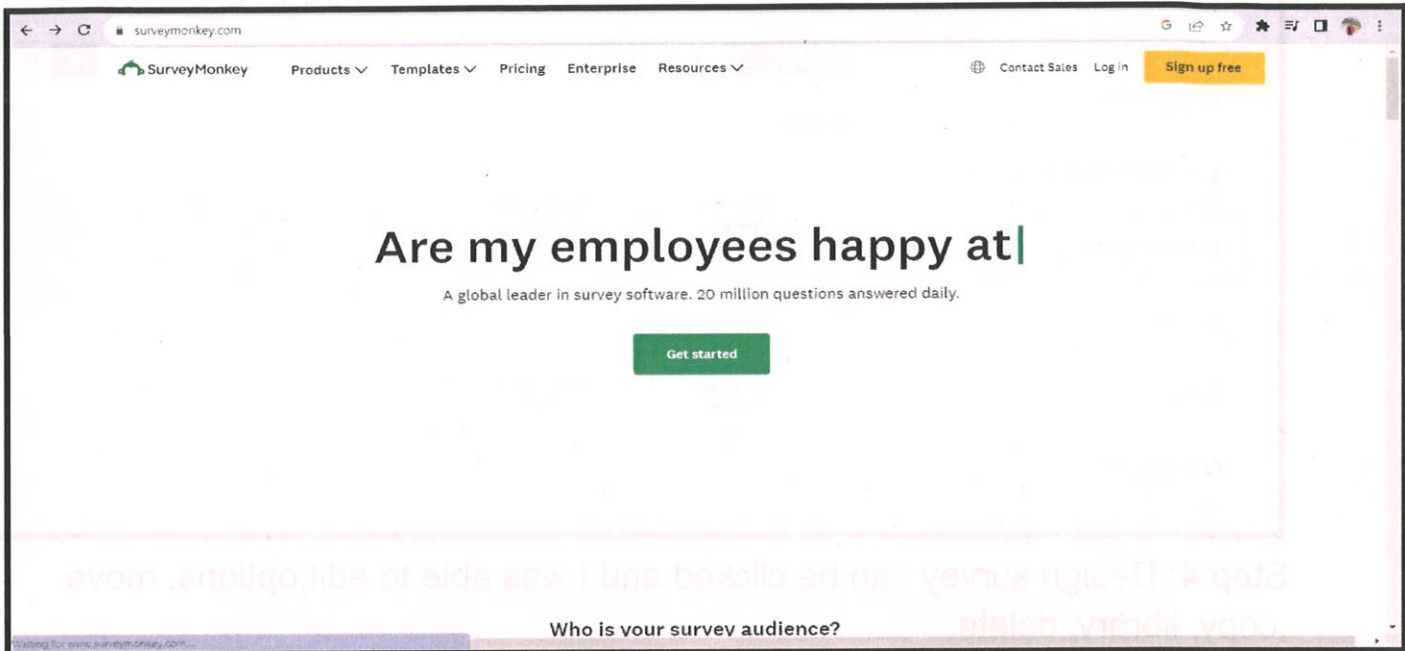
Step 5: The spreadsheet was made from the collected data by clicking on “View in sheets”.

The screenshot shows a Google Sheet titled 'Critical Thinking Questionnaire (Responses)'. The data is organized into a table with the following columns: Timestamp, Name, Roll No., Programme, Sex, and five Likert-scale questions. A red arrow points from the 'View in Sheets' button in the previous screenshot to the spreadsheet.

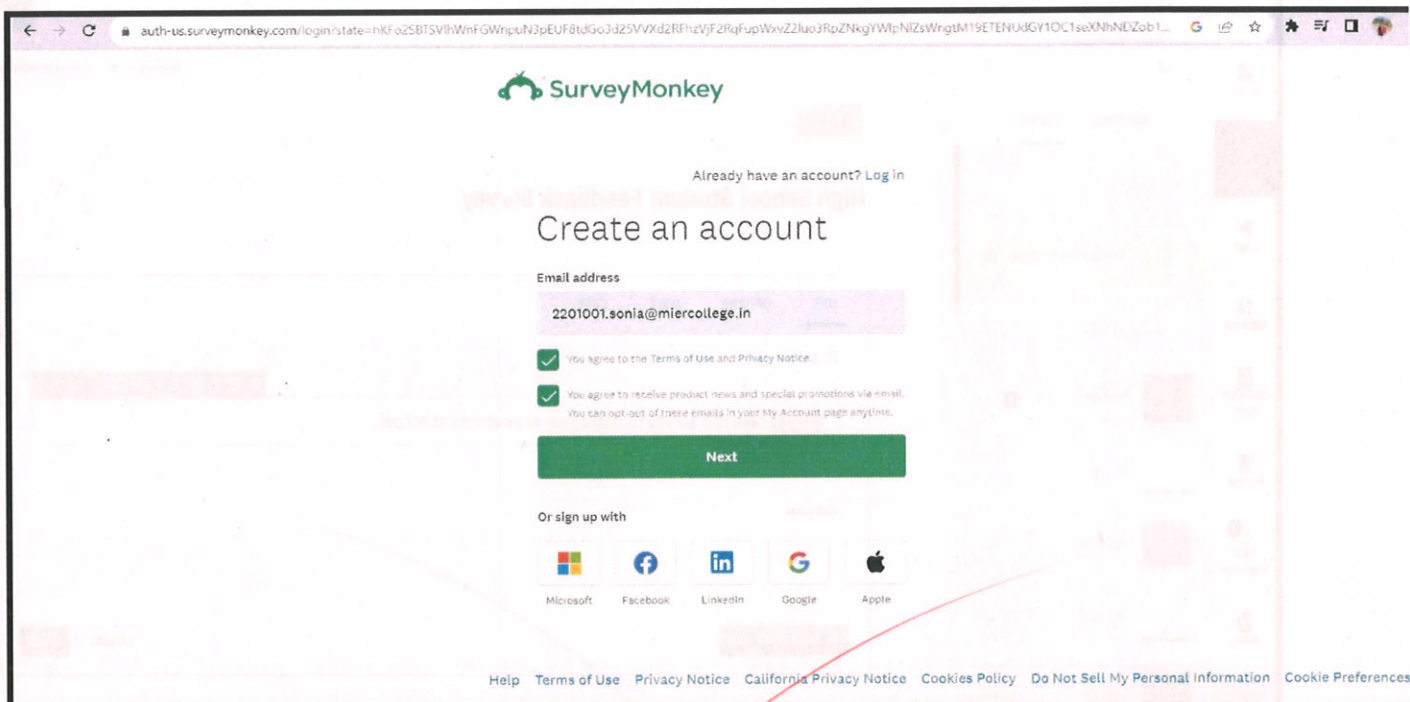
Timestamp	Name	Roll No.	Programme	Sex	1. After reading anything.	2. I like combining inform	3. I am willing to share th	4. In-depth analysis of re	5. The same conter
10/26/2023 11:03:40	Tanisha		20 B.A. English	Female	2	3	1	2	
10/26/2023 11:04:43	Vishali	2201011	M.Ed.	Female	4	4	4	3	
10/26/2023 11:15:28	Gagandeep kour	191	B.A. English	Female	1	3	3	2	
10/26/2023 11:27:44	Amanpreet Kaur	2201005	M.Ed.	Female	5	5	4	4	
10/26/2023 11:37:29	Sonika Rana	2201002	M.Ed.	Female	5	5	5	4	

ii) MAKING OF SURVEY MONKEY

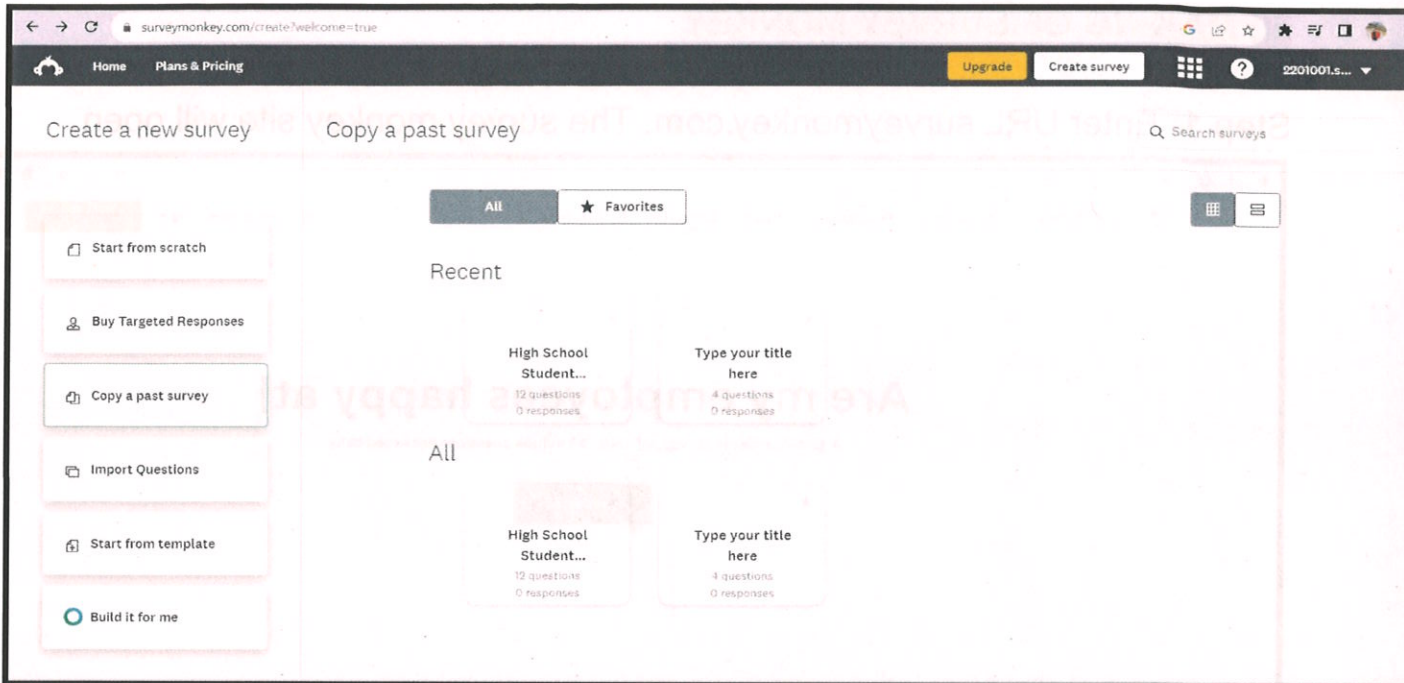
Step 1: Enter URL surveymonkey.com. The survey monkey site will open.



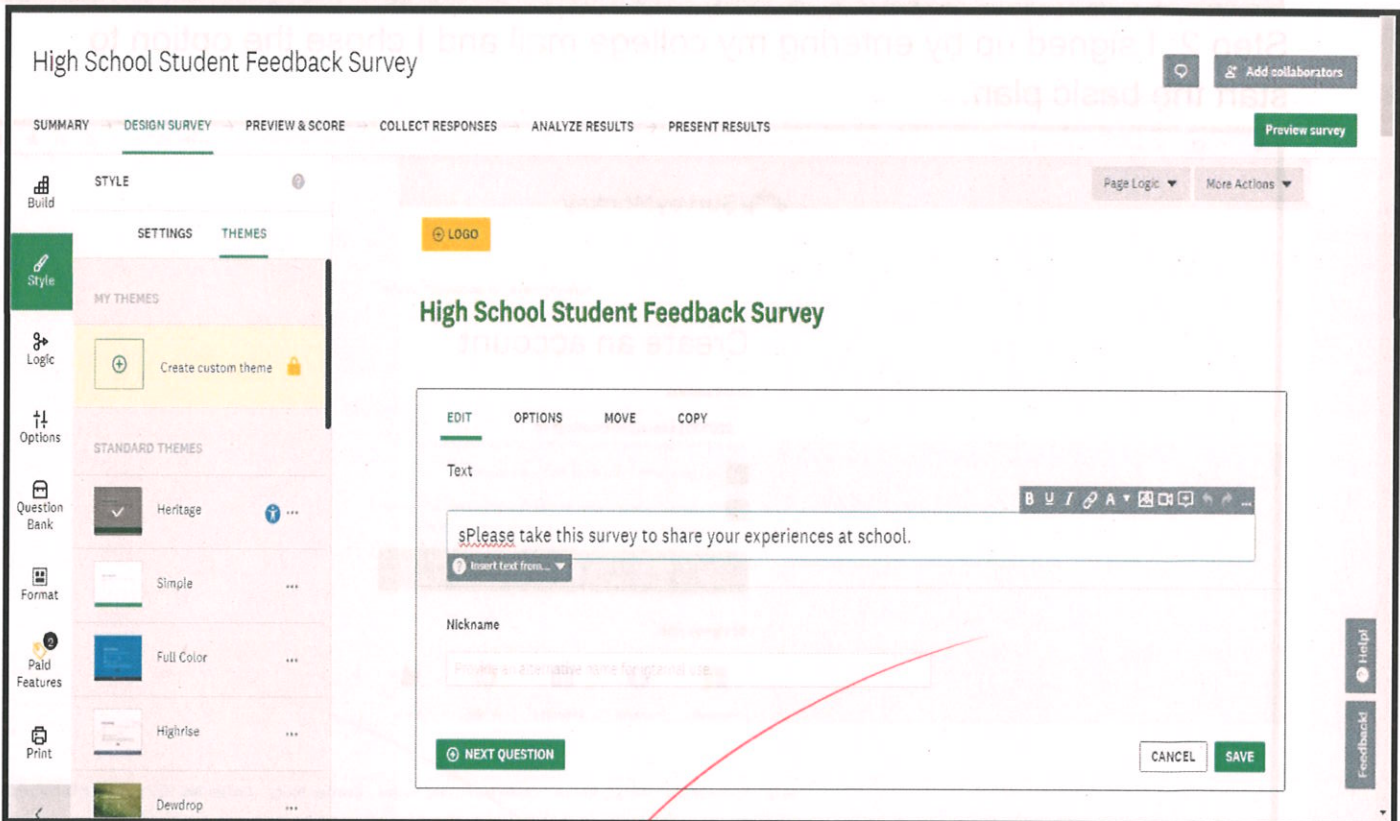
Step 2: I signed up by entering my college mail and I chose the option to start the basic plan.



Step 3: I selected the option- "Build it for me" after clicking on my target audience as students and goal as "School Evaluation".

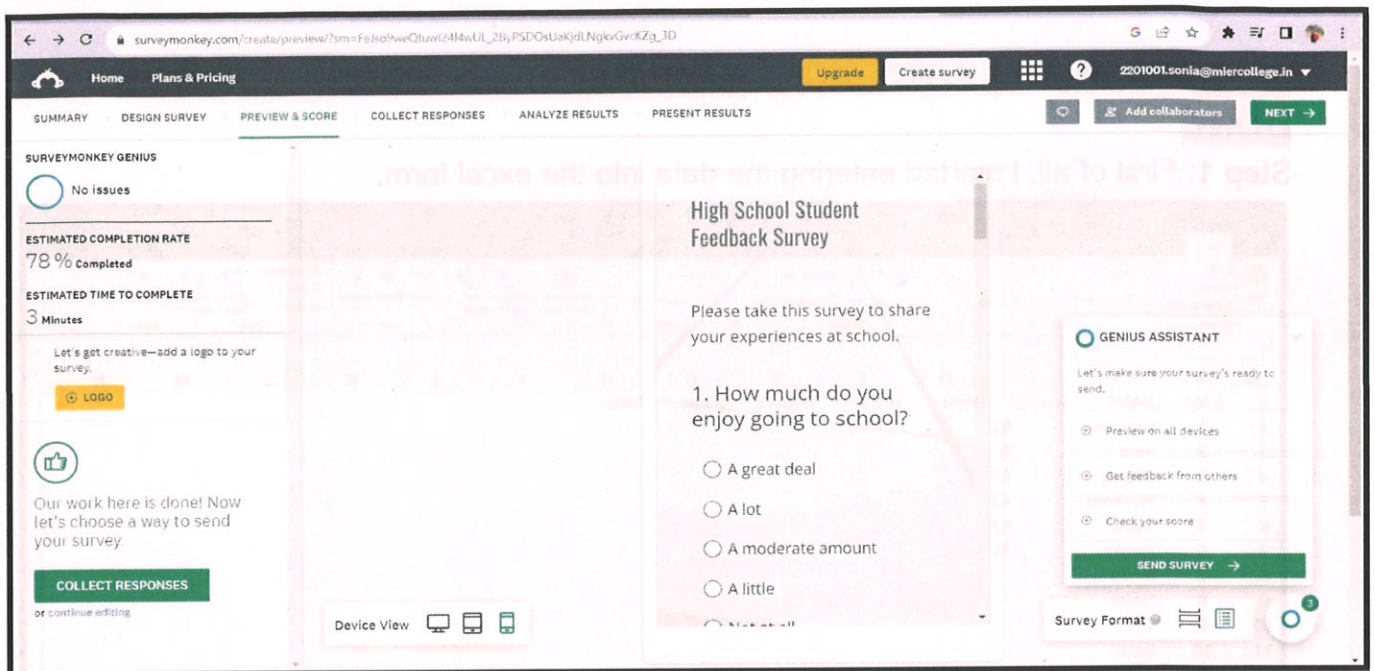


Step 4: Design survey can be clicked and I was able to edit, options, move, copy, library, delete.

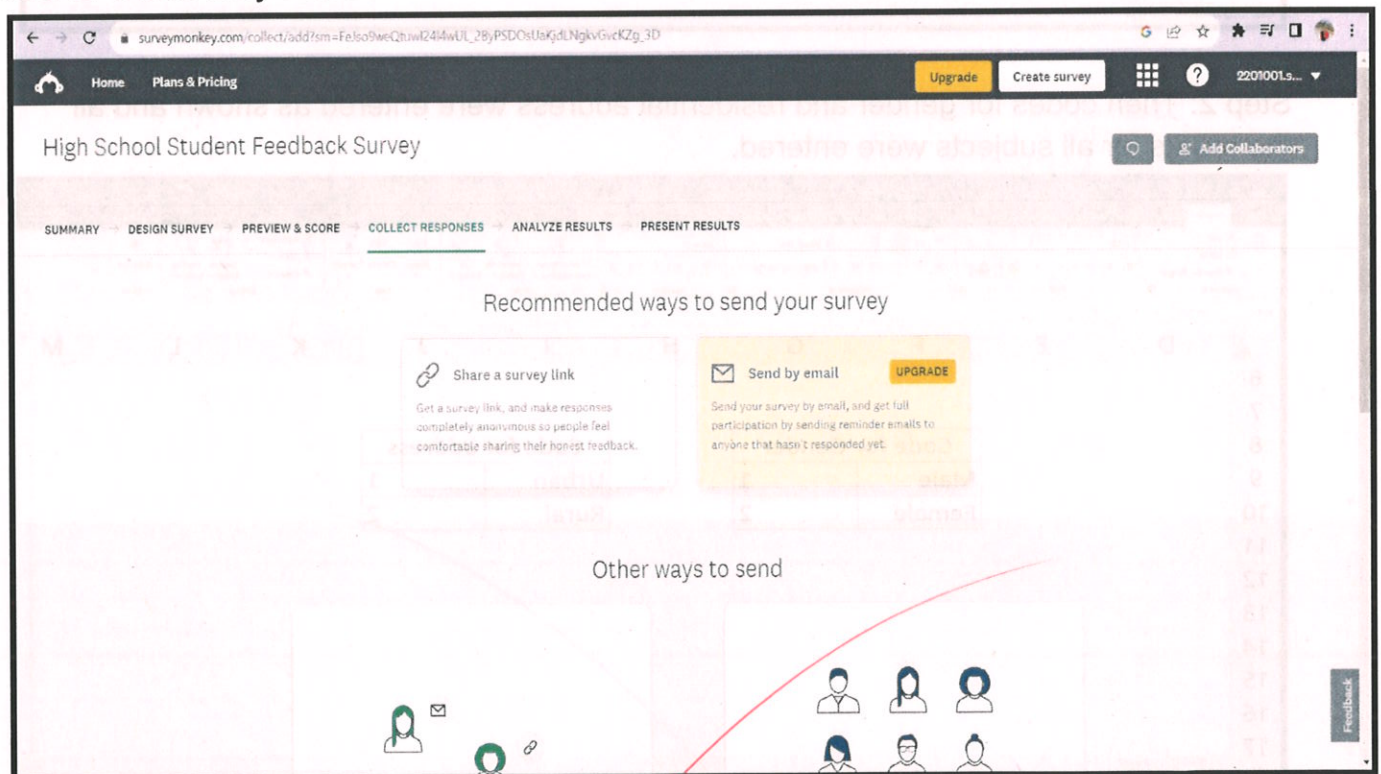


Step 5: Then the survey questions (Total 10) were made which I could

preview in various forms by clicking one of the three options below in the left corner.



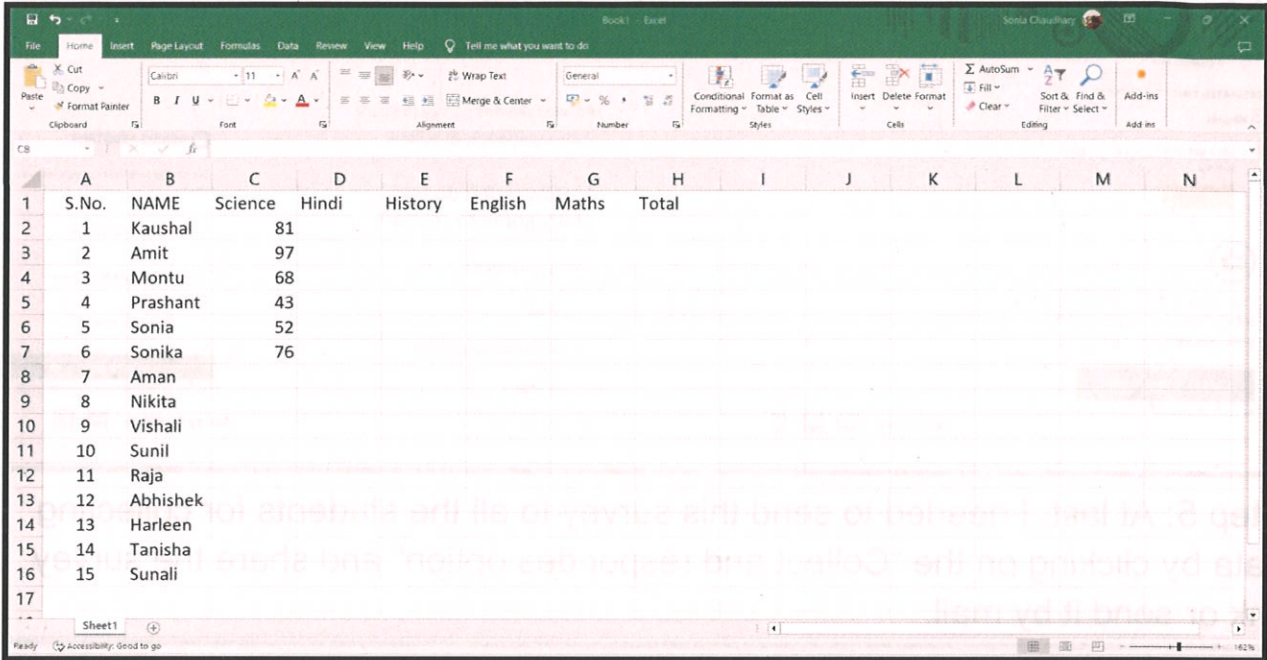
Step 5: At last, I needed to send this survey to all the students for collecting data by clicking on the "Collect and responses option" and share the survey link or send it by mail.



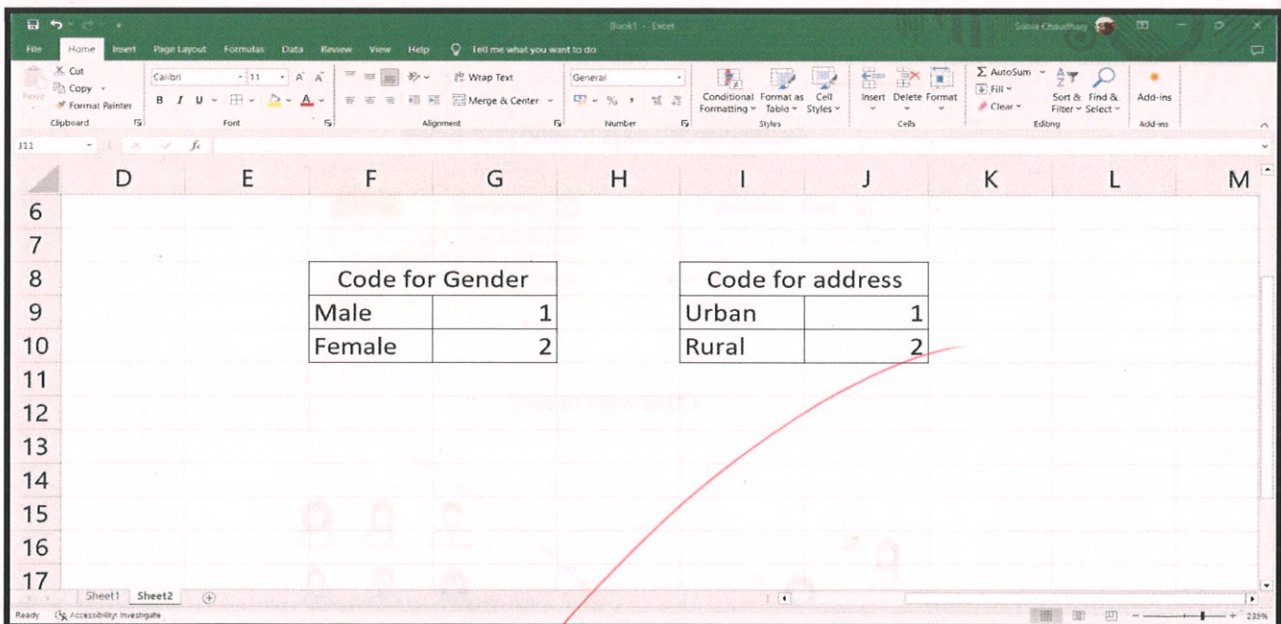
Step 6: Lastly, we can analyze and present the results from the data collected by clicking on the options “Analyze results” and “Present results”.

iii) DATA ENTRY INTO EXCEL AND STATISTICAL CALCULATIONS DONE

Step 1: First of all, I started entering the data into the excel form.



Step 2: Then codes for gender and residential address were entered as shown and all the marks for all subjects were entered.



	A	B	C	D	E	F	G	H	I	J	K	L	M
1	S.No.	NAME	Gender	Residential Address	History	English	Maths	Hindi	Science				
2	1	Kaushal	1	1	50	65	67	56	81				
3	2	Amit	1	1	60.5	88	83	87	97				
4	3	Montu	1	2	65	56	38	43	68				
5	4	Prashant	1	2	74.5	97	97	88	43				
6	5	Sonia	2	2	34	34	64	24	52				
7	6	Sonika	2	1	54	70	63	87	76				
8	7	Aman	2	1	86	85	42	90	48				
9	8	Nikita	2	1	92	44	62	65	69				
10	9	Vishali	2	1	76	74	76	73	74				
11	10	Sunil	1	2	99	73	87	82	81				
12	11	Raja	1	1	32	89	87	83	85				
13	12	Abhishek	1	2	43	94	87	98	98				
14	13	Harleen	2	2	29	93	6	89	55				
15	14	Tanisha	2	1	87	91	54	98	87				
16	15	Sunali	2	2	66	82	90	56	88				

Step 3: Now the basic statistical calculations were done such as the following:

AUTOSUM

By clicking on the “Autosum” option from the formula, the total of marks of all the subjects were made from the first row i.e from E2 : 12 by 2 ways. First is to enter “=Sum (E2:I2)” and second is to directly choose the Sum option from Autosum.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	S.No.	NAME	Gender	Residential Address	History	English	Maths	Hindi	Science	Total			
2	1	Kaushal	1	1	50	65	67	56	81	319			
3	2	Amit	1	1	60.5	88	83	87	97				
4	3	Montu	1	2	65	56	38	43	68				
5	4	Prashant	1	2	74.5	97	97	88	43				
6	5	Sonia	2	2	34	34	64	24	52				
7	6	Sonika	2	1	54	70	63	87	76				
8	7	Aman	2	1	86	85	42	90	48				
9	8	Nikita	2	1	92	44	62	65	69				
10	9	Vishali	2	1	76	74	76	73	74				
11	10	Sunil	1	2	99	73	87	82	81				
12	11	Raja	1	1	32	89	87	83	85				
13	12	Abhishek	1	2	43	94	87	98	98				
14	13	Harleen	2	2	29	93	6	89	55				
15	14	Tanisha	2	1	87	91	54	98	87				
16	15	Sunali	2	2	66	82	90	56	88				

Then the cell of the Autosum answer was dragged below till I wanted the sum.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	S.No.	NAME	Gender	Residential Address	History	English	Maths	Hindi	Science	Total			
2	1	Kaushal	1	1	50	65	67	56	81	319			
3	2	Amit	1	1	60.5	88	83	87	97	415.5			
4	3	Montu	1	2	65	56	38	43	68	270			
5	4	Prashant	1	2	74.5	97	97	88	43	399.5			
6	5	Sonia	2	2	34	34	64	24	52	208			
7	6	Sonika	2	1	54	70	63	87	76	350			
8	7	Aman	2	1	86	85	42	90	48	351			
9	8	Nikita	2	1	92	44	62	65	69	332			
10	9	Vishali	2	1	76	74	76	73	74	373			
11	10	Sunil	1	2	99	73	87	82	81	422			
12	11	Raja	1	1	32	89	87	83	85	376			
13	12	Abhishek	1	2	43	94	87	98	98	420			
14	13	Harleen	2	2	29	93	6	89	55	272			
15	14	Tanisha	2	1	87	91	54	98	87	417			
16	15	Sunali	2	2	66	82	90	56	88	382			

MEAN / AVERAGE

Now the Mean was used to calculate the average of the selected data. It can be done in 2 ways: First is to type “ =AVERAGE (E2: I2) i.e from 1st cell address to 2nd and drag below and second is to select the average option in the Autosum.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	S.No.	NAME	Gender	Residential Address	History	English	Maths	Hindi	Science	Total			
2	1	Kaushal	1	1	50	65	67	56	81	319 =AVERAGE(E2:I2)			
3	2	Amit	1	1	60.5	88	83	87	97	415.5			
4	3	Montu	1	2	65	56	38	43	68	270			
5	4	Prashant	1	2	74.5	97	97	88	43	399.5			
6	5	Sonia	2	2	34	34	64	24	52	208			
7	6	Sonika	2	1	54	70	63	87	76	350			
8	7	Aman	2	1	86	85	42	90	48	351			
9	8	Nikita	2	1	92	44	62	65	69	332			
10	9	Vishali	2	1	76	74	76	73	74	373			
11	10	Sunil	1	2	99	73	87	82	81	422			
12	11	Raja	1	1	32	89	87	83	85	376			
13	12	Abhishek	1	2	43	94	87	98	98	420			
14	13	Harleen	2	2	29	93	6	89	55	272			
15	14	Tanisha	2	1	87	91	54	98	87	417			
16	15	Sunali	2	2	66	82	90	56	88	382			

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	S.No.	NAME	Gender	Residential Address	History	English	Maths	Hindi	Science	Total	Mean		
2	1	Kaushal	1	1	50	65	67	56	81	319	63.8		
3	2	Amit	1	1	60.5	88	83	87	97	415.5	83.1		
4	3	Montu	1	2	65	56	38	43	68	270	54		
5	4	Prashant	1	2	74.5	97	97	88	43	399.5	79.9		
6	5	Sonia	2	2	34	34	64	24	52	208	41.6		
7	6	Sonika	2	1	54	70	63	87	76	350	70		
8	7	Aman	2	1	86	85	42	90	48	351	70.2		
9	8	Nikita	2	1	92	44	62	65	69	332	66.4		
10	9	Vishali	2	1	76	74	76	73	74	373	74.6		
11	10	Sunil	1	2	99	73	87	82	81	422	84.4		
12	11	Raja	1	1	32	89	87	83	85	376	75.2		
13	12	Abhishek	1	2	43	94	87	98	98	420	84		
14	13	Harleen	2	2	29	93	6	89	55	272	54.4		
15	14	Tanisha	2	1	87	91	54	98	87	417	83.4		
16	15	Sunali	2	2	66	82	90	56	88	382	76.4		

PERCENTAGE

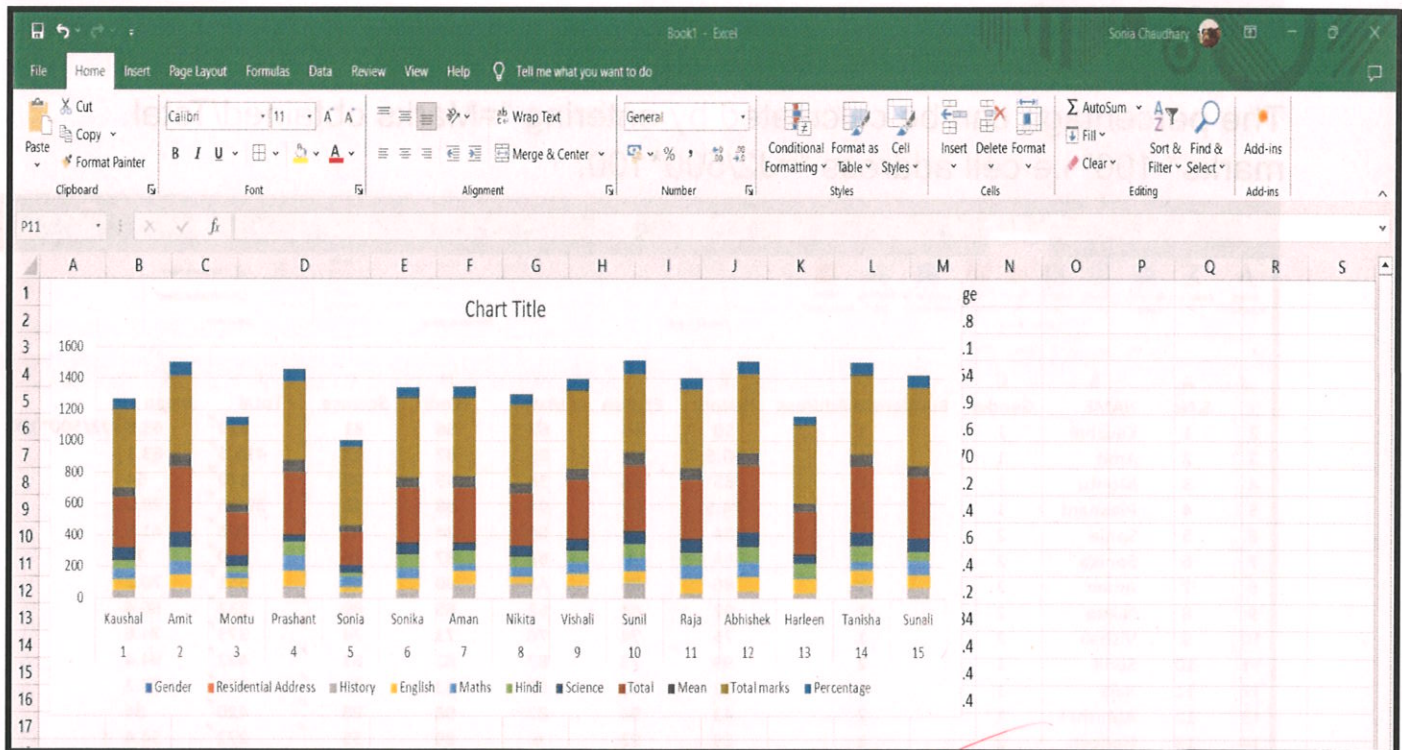
The percentage can be calculated by entering “=Marks obtained/Total marks* 100” i.e cell address “=J2/500*100”.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	S.No.	NAME	Gender	Residential Address	History	English	Maths	Hindi	Science	Total	Mean		
2	1	Kaushal	1	1	50	65	67	56	81	319	63.8 =J2/500*100		
3	2	Amit	1	1	60.5	88	83	87	97	415.5	83.1		
4	3	Montu	1	2	65	56	38	43	68	270	54		
5	4	Prashant	1	2	74.5	97	97	88	43	399.5	79.9		
6	5	Sonia	2	2	34	34	64	24	52	208	41.6		
7	6	Sonika	2	1	54	70	63	87	76	350	70		
8	7	Aman	2	1	86	85	42	90	48	351	70.2		
9	8	Nikita	2	1	92	44	62	65	69	332	66.4		
10	9	Vishali	2	1	76	74	76	73	74	373	74.6		
11	10	Sunil	1	2	99	73	87	82	81	422	84.4		
12	11	Raja	1	1	32	89	87	83	85	376	75.2		
13	12	Abhishek	1	2	43	94	87	98	98	420	84		
14	13	Harleen	2	2	29	93	6	89	55	272	54.4		
15	14	Tanisha	2	1	87	91	54	98	87	417	83.4		
16	15	Sunali	2	2	66	82	90	56	88	382	76.4		

Then clicking on enter and dragging it below.

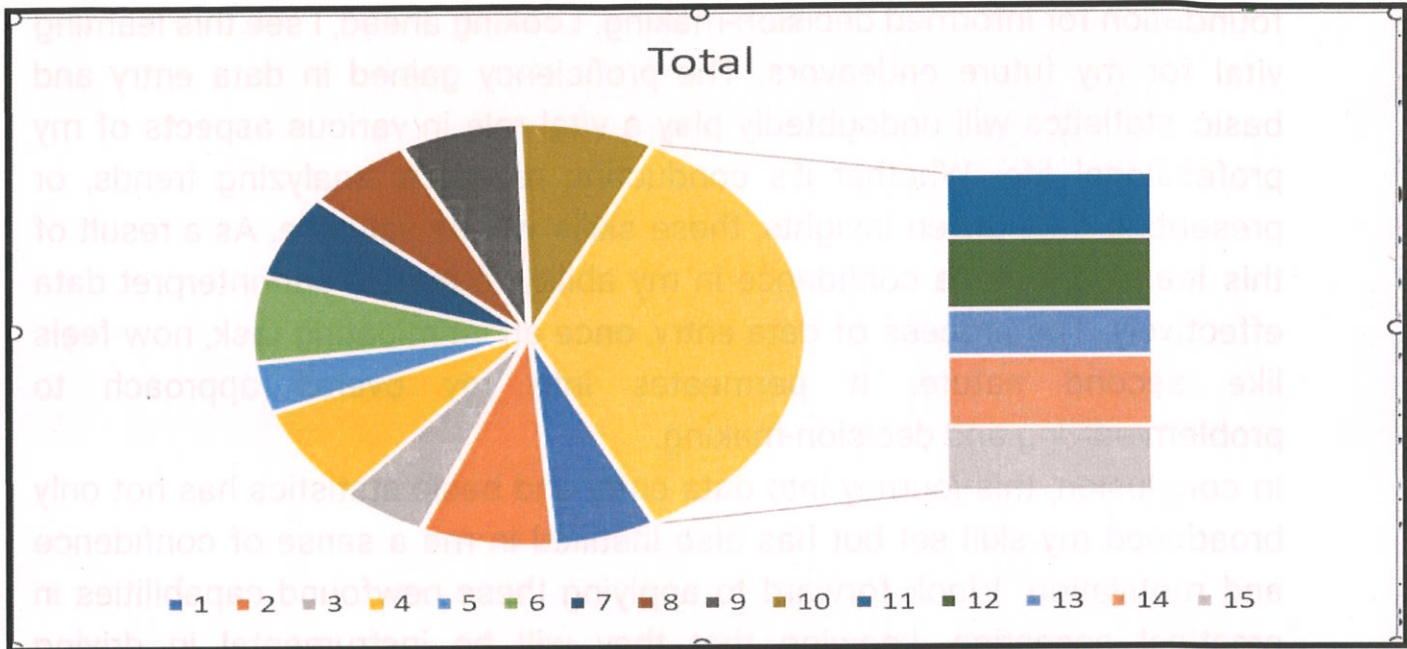
	A	B	C	D	E	F	G	H	I	J	K	L	M
1	S.No.	NAME	Gender	Residential Address	History	English	Maths	Hindi	Science	Total	Mean	Total marks	Percentage
2	1	Kaushal	1	1	50	65	67	56	81	319	63.8	500	63.8
3	2	Amit	1	1	60.5	88	83	87	97	415.5	83.1	500	83.1
4	3	Montu	1	2	65	56	38	43	68	270	54	500	54
5	4	Prashant	1	2	74.5	97	97	88	43	399.5	79.9	500	79.9
6	5	Sonia	2	2	34	34	64	24	52	208	41.6	500	41.6
7	6	Sonika	2	1	54	70	63	87	76	350	70	500	70
8	7	Aman	2	1	86	85	42	90	48	351	70.2	500	70.2
9	8	Nikita	2	1	92	44	62	65	69	332	66.4	500	66.4
10	9	Vishali	2	1	76	74	76	73	74	373	74.6	500	74.6
11	10	Sunil	1	2	99	73	87	82	81	422	84.4	500	84.4
12	11	Raja	1	1	32	89	87	83	85	376	75.2	500	75.2
13	12	Abhishek	1	2	43	94	87	98	98	420	84	500	84
14	13	Harleen	2	2	29	93	6	89	55	272	54.4	500	54.4
15	14	Tanisha	2	1	87	91	54	98	87	417	83.4	500	83.4
16	15	Sunali	2	2	66	82	90	56	88	382	76.4	500	76.4

BAR CHART



PIE CHART

Pie chart is made from the total marks obtained from the students.



REFLECTION

Engaging in the process of data entry and statistical calculation through platforms like Excel, Google Sheets, and collecting data from tools like Google Forms and SurveyMonkey has been an illuminating journey. This topic was started and taught on 9 Oct, 2023. Upon understanding and practically doing all this, I find myself not only equipped with new skills but also motivated by the vast potential these tools offer.

First and foremost, learning how to effectively collect and manage data through Google Forms and Survey Monkey has been a pivotal skill. The ability to craft insightful questionnaires and quizzes, and subsequently compile responses into organized spreadsheets, has streamlined the data collection process. This knowledge has significantly enhanced my proficiency in conducting surveys and extracting meaningful insights from the gathered data. It will be very beneficial for me in my research work afterwards. Furthermore, delving into the intricacies of data entry in Excel has provided me with the possibilities. Understanding functions like AutoSum, mean, average, and the creation of visual representations through bar graphs and pie charts has fortified my analytical capabilities. These skills not only facilitate accurate data representation but also lay the

foundation for informed decision-making. Looking ahead, I see this learning vital for my future endeavors. The proficiency gained in data entry and basic statistics will undoubtedly play a vital role in various aspects of my professional life. Whether it's conducting research, analyzing trends, or presenting data-driven insights, these skills will be valuable. As a result of this learning, I feel a confidence in my ability to handle and interpret data effectively. The process of data entry, once an intimidating task, now feels like second nature. It permeates into my overall approach to problem-solving and decision-making.

In conclusion, this journey into data entry and basic statistics has not only broadened my skill set but has also instilled in me a sense of confidence and motivation. I look forward to applying these newfound capabilities in practical scenarios, knowing that they will be instrumental in driving informed and data-backed decisions.

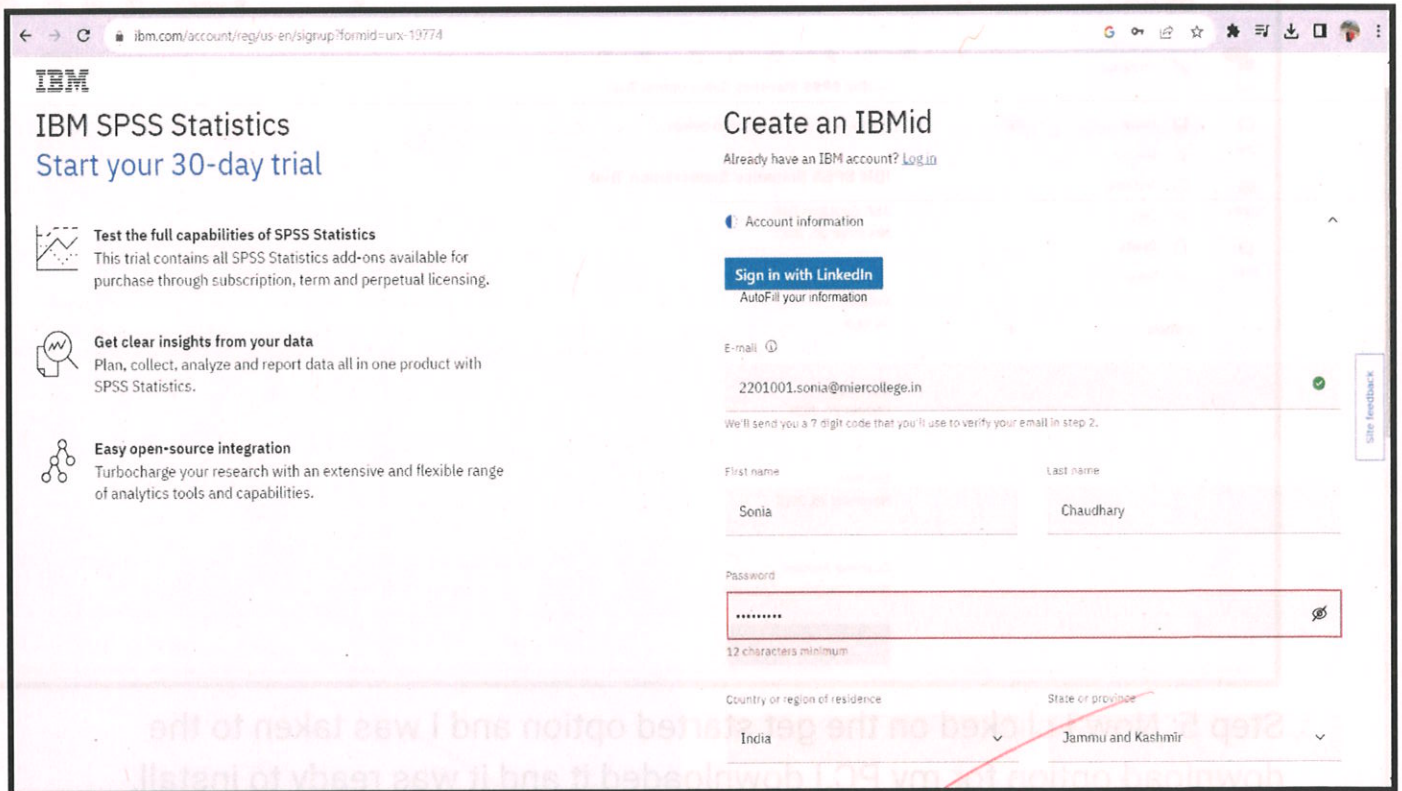
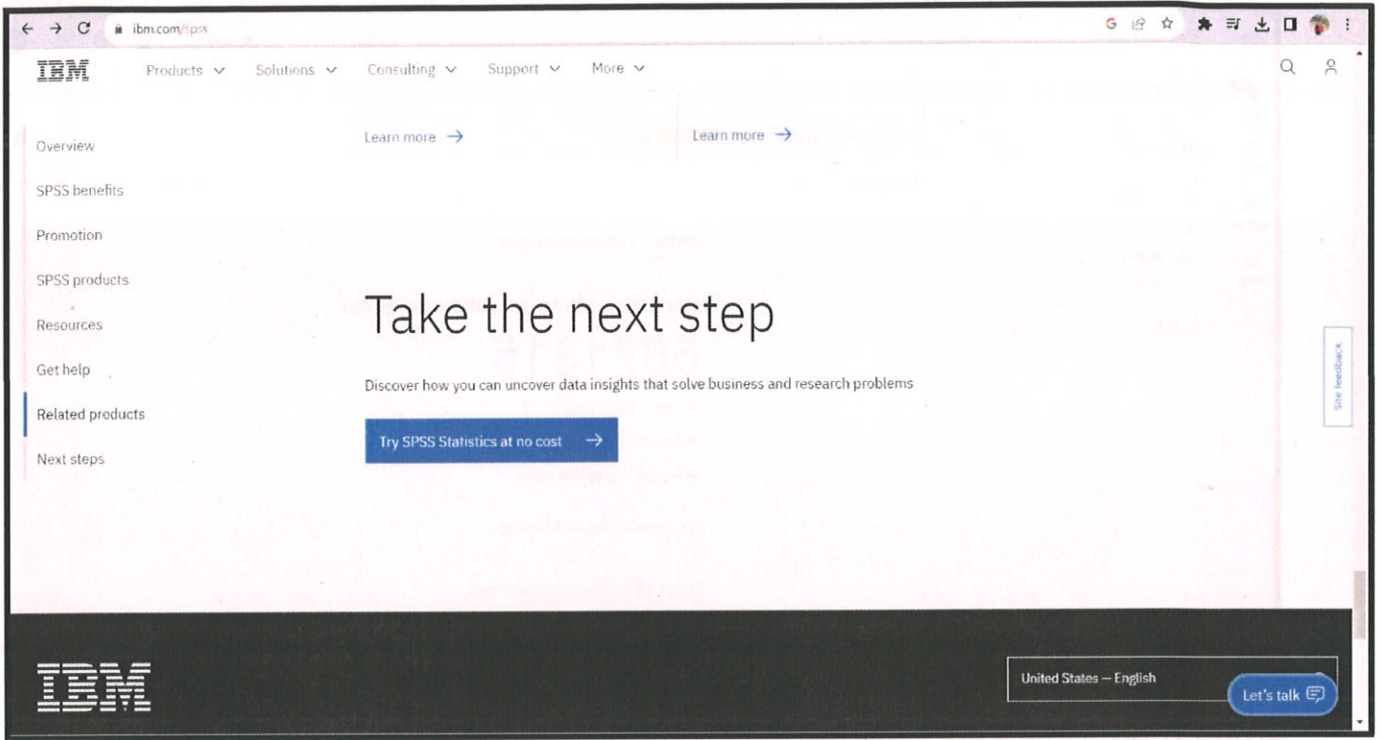
3) SPSS setup and Usage

Steps to Download and install the trial version of SPSS from its website.

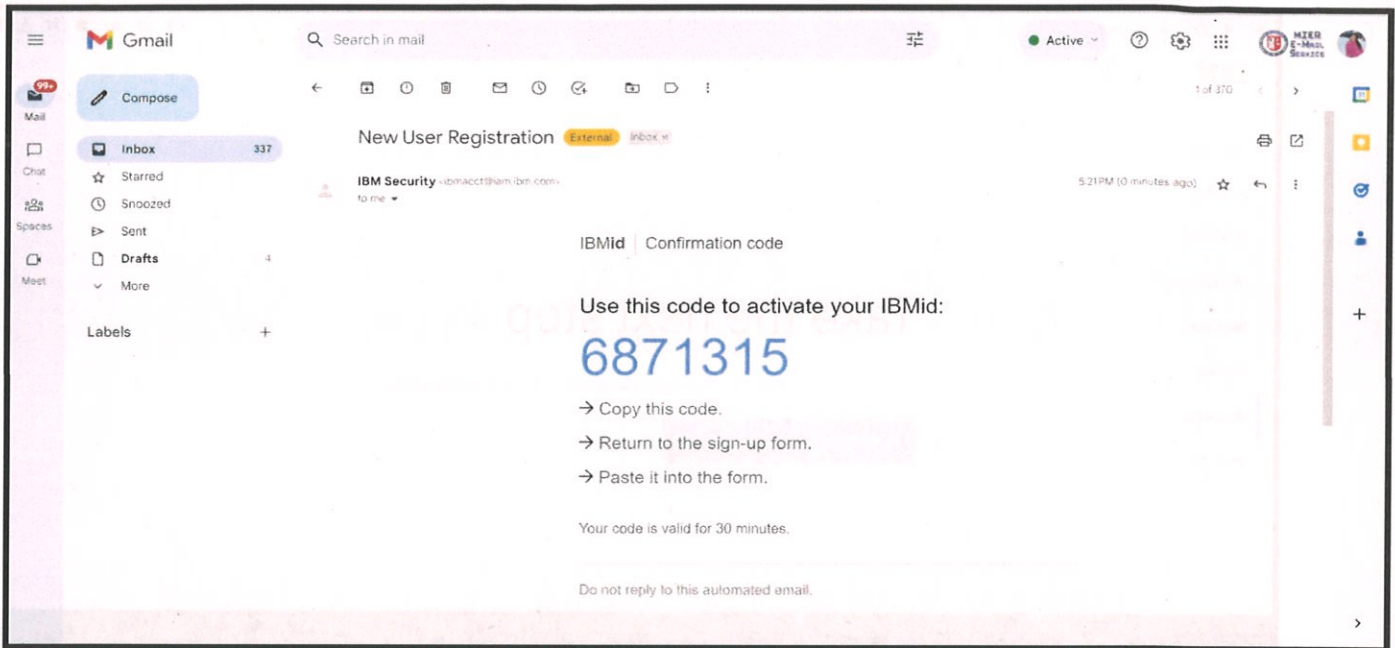
Step 1: Type IBM SPSS statistics trial in google. It opened and I clicked on the first option.



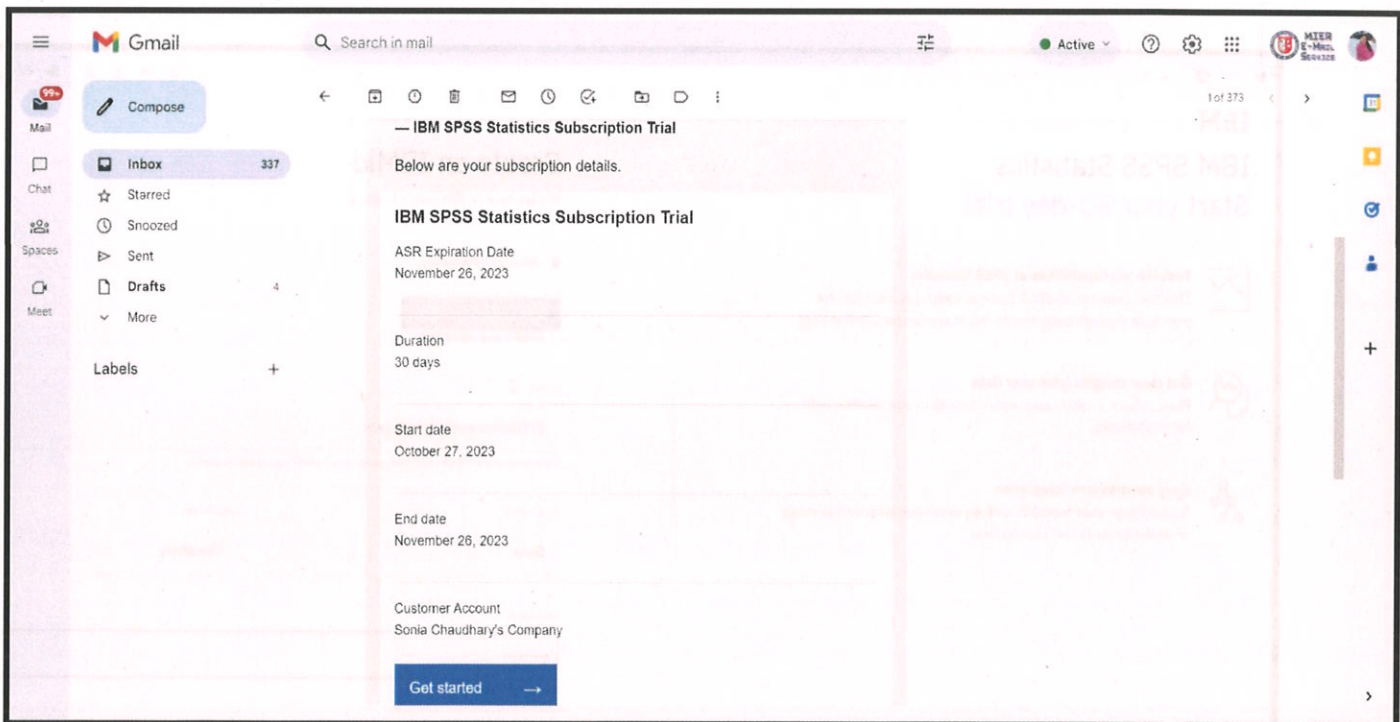
Step 2: I scrolled down and clicked on "Try SPSS statistics at no cost" and entered my details for signing in.



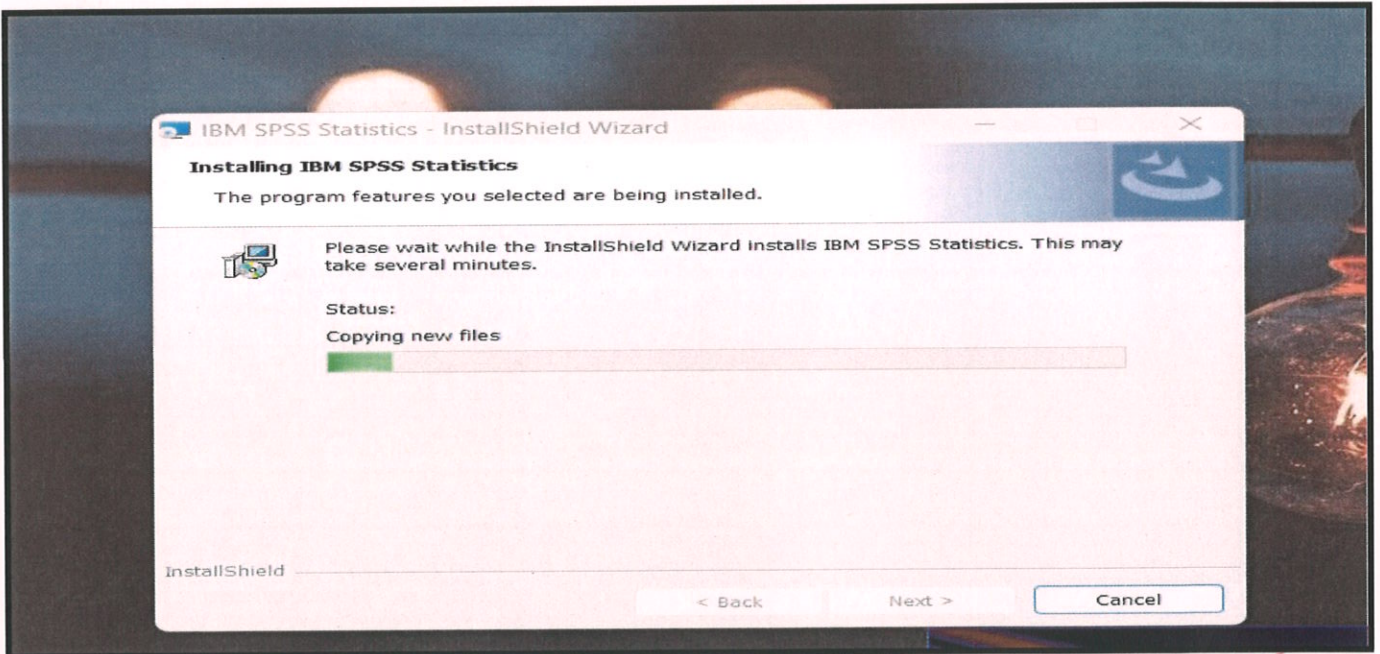
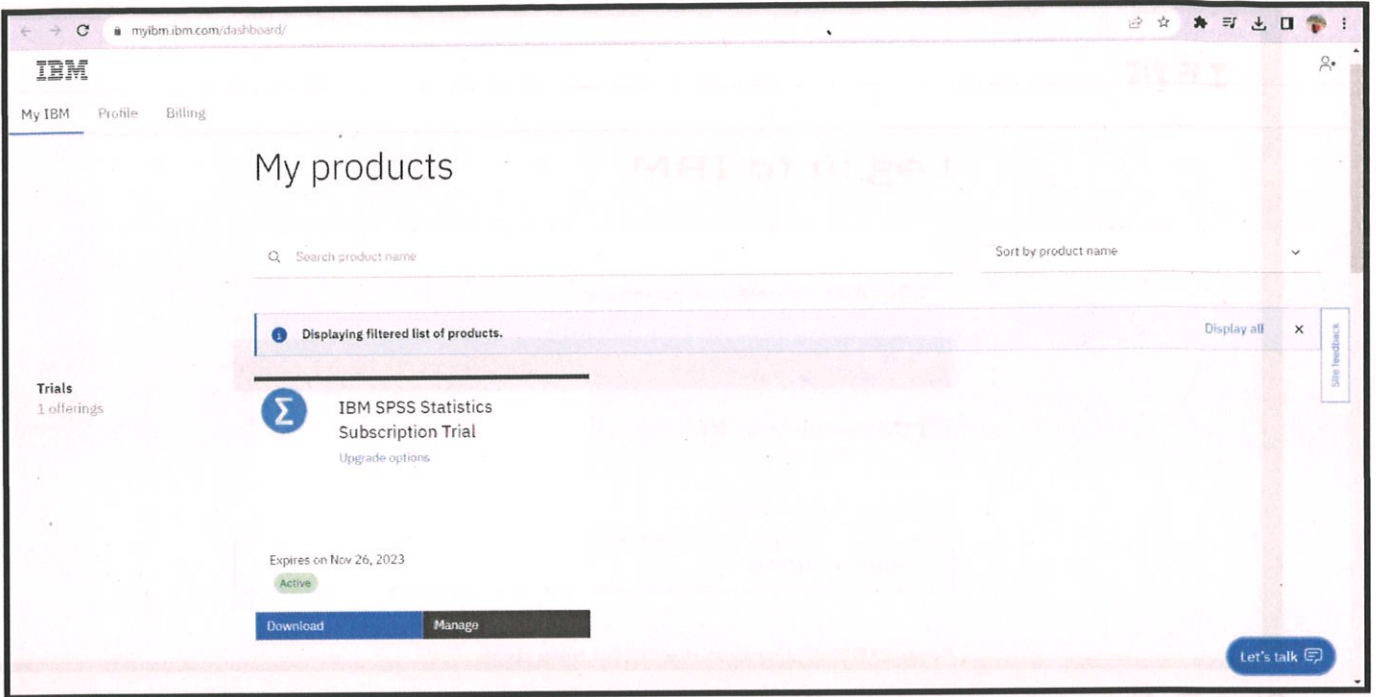
Step 3: I got a code for activating my IBMid in my mail. So I had to enter it for verification.



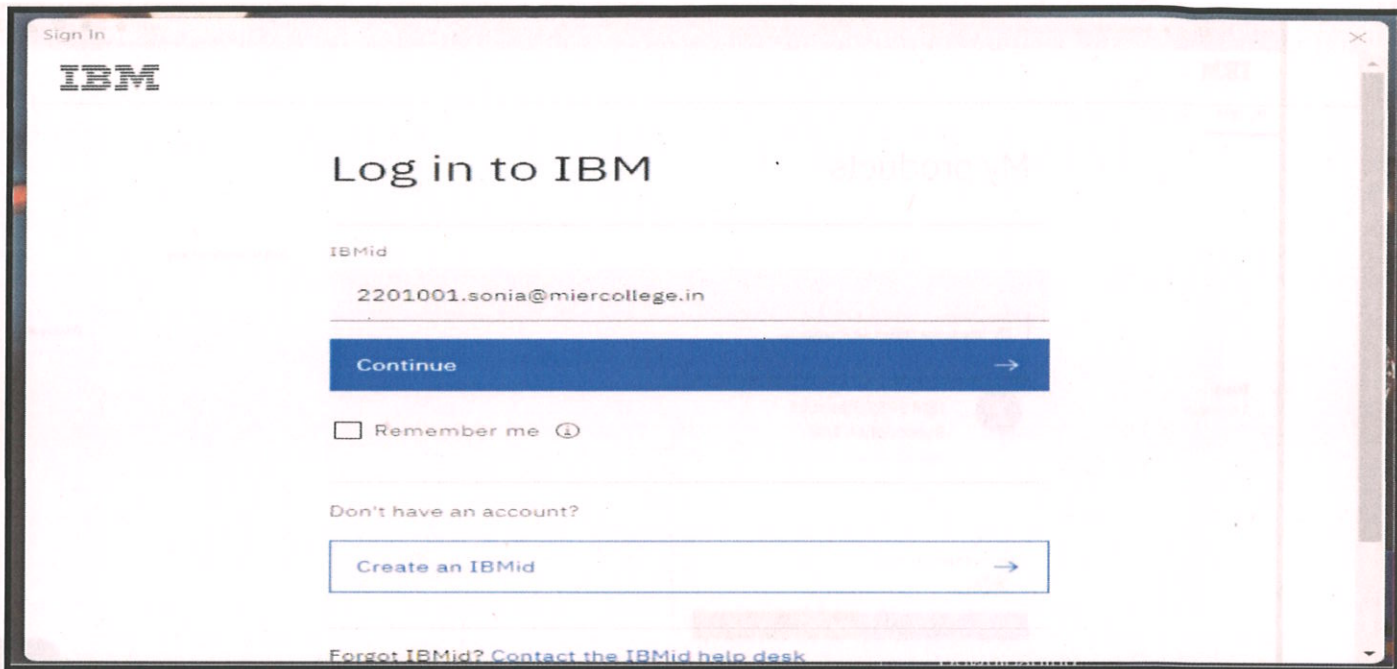
Step 4: After verification, registration was successful. A mail was received again mentioning successful registration.



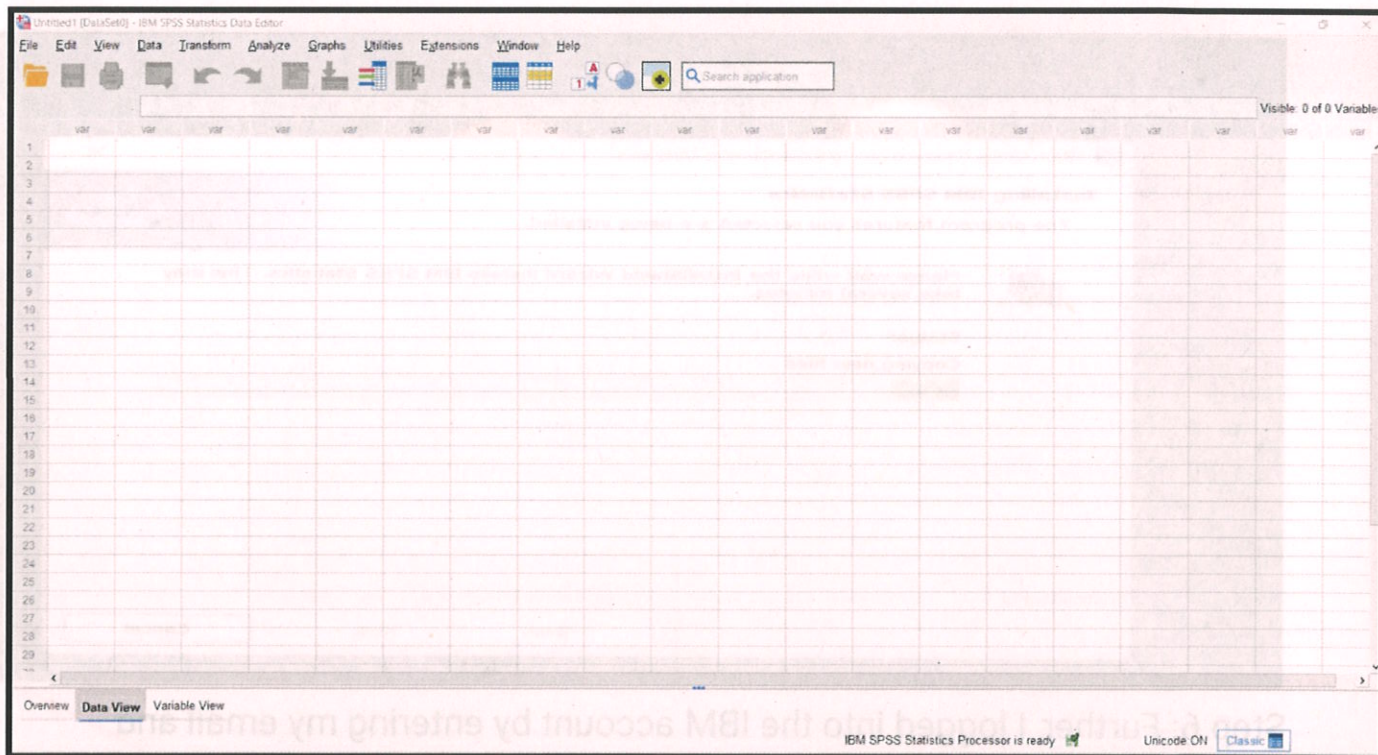
Step 5: Now I clicked on the get started option and I was taken to the download option for my PC. I downloaded it and it was ready to install.



Step 6: Further, I logged into the IBM account by entering my email and password.



Step 7: At last, I opened the SPSS software and it appeared like this below.



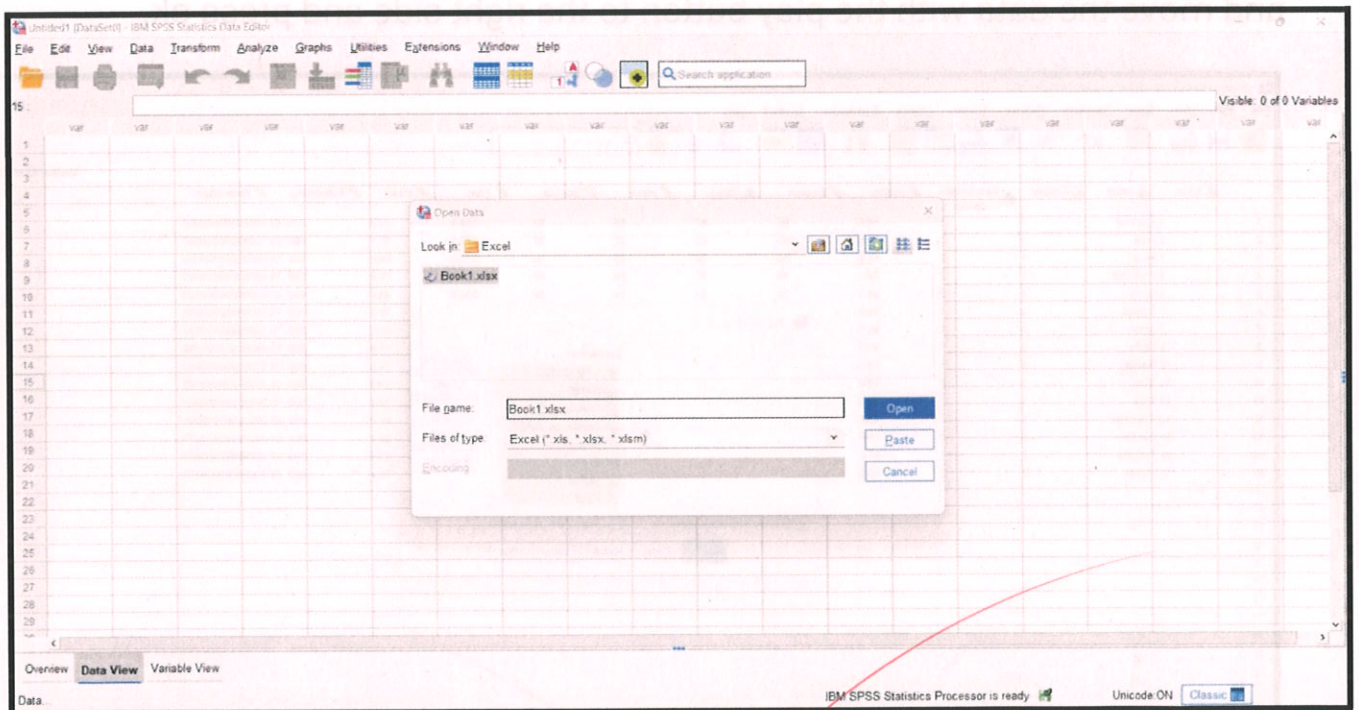
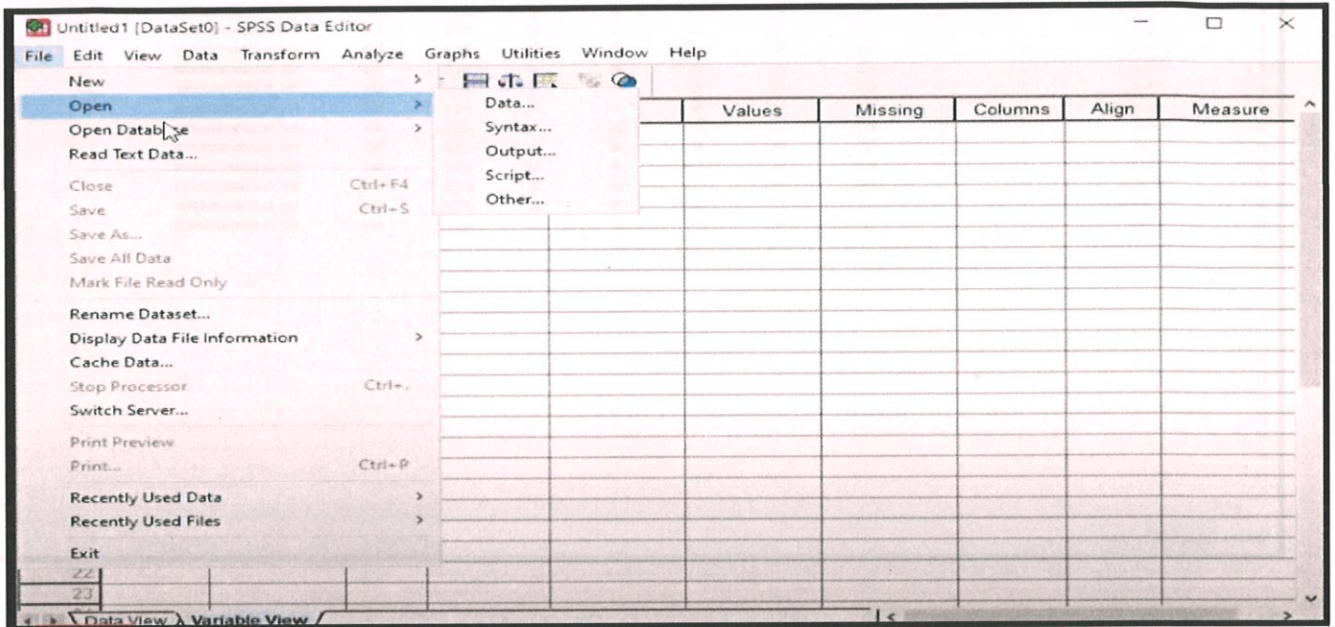
Screenshots showing installation, working, and steps of analyzing data

Example- Measures of Central Tendency, SD, Correlation, t-test, F-Test

(ANOVA), Reliability, etc. and creating SPSS output file, importing results, and interpretation of results

COMPUTATION OF FREQUENCIES

Step 1: Go to File>Open>Data either from SPSS file itself or Excel sheet.



Step 2: The data from excel sheet has been imported into the SPSS format.

S No	NAME	Gender	Residential address	History	English	Maths	Hindi	Science	Total	Mean	Totalmarks	Percentage
1	1 Kaushal	1	1	50.0	65	67	56	81	319.0	63.8	500	63.80000000000000
2	2 Amit	1	1	60.5	88	83	87	97	415.5	83.1	500	83.10000000000000
3	3 Monu	1	2	65.0	56	38	43	68	270.0	54.0	500	54.00000000000000
4	4 Prashant	1	2	74.5	97	97	88	43	399.5	79.9	500	79.90000000000000
5	5 Sonia	2	2	34.0	34	64	24	52	208.0	41.6	500	41.60000000000000
6	6 Sonika	2	1	54.0	70	63	87	76	350.0	70.0	500	70.00000000000000
7	7 Aman	2	1	86.0	85	42	90	48	351.0	70.2	500	70.19999999999999
8	8 Nikita	2	1	92.0	44	82	65	69	332.0	66.4	500	66.40000000000000
9	9 Vishali	2	1	76.0	74	76	73	74	373.0	74.6	500	74.60000000000000
10	10 Sunil	1	2	99.0	73	87	82	81	422.0	84.4	500	84.39999999999999
11	11 Raja	1	1	32.0	88	87	83	85	375.0	75.2	500	75.20000000000000
12	12 Abhishek	1	2	43.0	94	87	98	98	420.0	84.0	500	84.00000000000000
13	13 Harleen	2	2	29.0	93	6	89	55	272.0	54.4	500	54.40000000000001
14	14 Tanisha	2	1	87.0	91	54	98	87	417.0	83.4	500	83.39999999999999
15	15 Sunali	2	2	66.0	82	90	56	88	362.0	76.4	500	76.40000000000000

Step 3: Go to Analyze option>Descriptive Statistics>Frequencies. Now copy and move the data with the play button to the right side and press ok.

S No	NAME	Gender	Residential address	History	English	Maths	Hindi	Science	Total	Mean	Totalmarks	Percentage
1	1 Kaushal	1	1	50.0	65	67	56	81	319.0	63.8	500	63.80000000000000
2	2 Amit	1	1	60.5	88	83	87	97	415.5	83.1	500	83.10000000000000
3	3 Monu	1	2	65.0	56	38	43	68	270.0	54.0	500	54.00000000000000
4	4 Prashant	1	2	74.5	97	97	88	43	399.5	79.9	500	79.90000000000000
5	5 Sonia	2	2	34.0	34	64	24	52	208.0	41.6	500	41.60000000000000
6	6 Sonika	2	1	54.0	70	63	87	76	350.0	70.0	500	70.00000000000000
7	7 Aman	2	1	86.0	85	42	90	48	351.0	70.2	500	70.19999999999999
8	8 Nikita	2	1	92.0	44	82	65	69	332.0	66.4	500	66.40000000000000
9	9 Vishali	2	1	76.0	74	76	73	74	373.0	74.6	500	74.60000000000000
10	10 Sunil	1	2	99.0	73	87	82	81	422.0	84.4	500	84.39999999999999
11	11 Raja	1	1	32.0	88	87	83	85	375.0	75.2	500	75.20000000000000
12	12 Abhishek	1	2	43.0	94	87	98	98	420.0	84.0	500	84.00000000000000
13	13 Harleen	2	2	29.0	93	6	89	55	272.0	54.4	500	54.40000000000001
14	14 Tanisha	2	1	87.0	91	54	98	87	417.0	83.4	500	83.39999999999999
15	15 Sunali	2	2	66.0	82	90	56	88	362.0	76.4	500	76.40000000000000

The screenshot shows the IBM SPSS Statistics Viewer interface. The 'Frequencies' dialog box is open, showing the 'Statistics' section with various options checked. Below the dialog, the 'Frequency Table' is displayed, showing the distribution of 'S.No.' values.

Statistics														
	S.No.	NAME	Gender	Residential Address	History	English	Maths	Hindi	Science	Total	Mean	Total marks	Percentage	
N	Valid	15	15	15	15	15	15	15	15	15	15	15	15	15
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0

S.No.				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	6.7	6.7	6.7
2	1	6.7	6.7	13.3
3	1	6.7	6.7	20.0
4	1	6.7	6.7	26.7
5	1	6.7	6.7	33.3
6	1	6.7	6.7	40.0
7	1	6.7	6.7	46.7
8	1	6.7	6.7	53.3
9	1	6.7	6.7	60.0
10	1	6.7	6.7	66.7
11	1	6.7	6.7	73.3
12	1	6.7	6.7	80.0
13	1	6.7	6.7	86.7
14	1	6.7	6.7	93.3
15	1	6.7	6.7	100.0
Total	15	100.0	100.0	

Step 4: The frequency tables are obtained from the given data and it is now exported to the word form in word by clicking File>Export.

The screenshot shows a Microsoft Word document titled 'Frequency table [Compatibility Mode] - Word'. The document contains two frequency tables. The first table is for 'NAME' and the second is for 'Gender'.

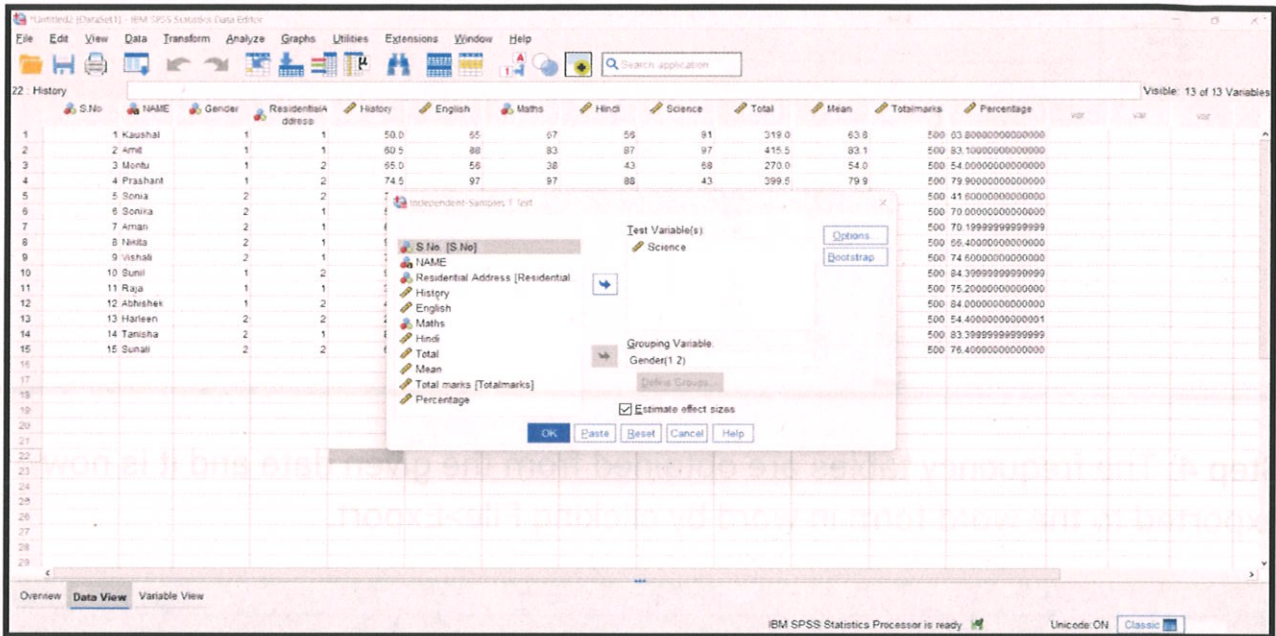
NAME				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Abhishek	1	6.7	6.7	6.7

Aman	1	6.7	6.7	13.3
Amit	1	6.7	6.7	20.0
Harleen	1	6.7	6.7	26.7
Kaushal	1	6.7	6.7	33.3
Montu	1	6.7	6.7	40.0
Nikola	1	6.7	6.7	46.7
Prashant	1	6.7	6.7	53.3
Raja	1	6.7	6.7	60.0
Sonia	1	6.7	6.7	66.7
Sonika	1	6.7	6.7	73.3
Sunali	1	6.7	6.7	80.0
Suni	1	6.7	6.7	86.7
Tanisha	1	6.7	6.7	93.3
Vishali	1	6.7	6.7	100.0
Total	15	100.0	100.0	

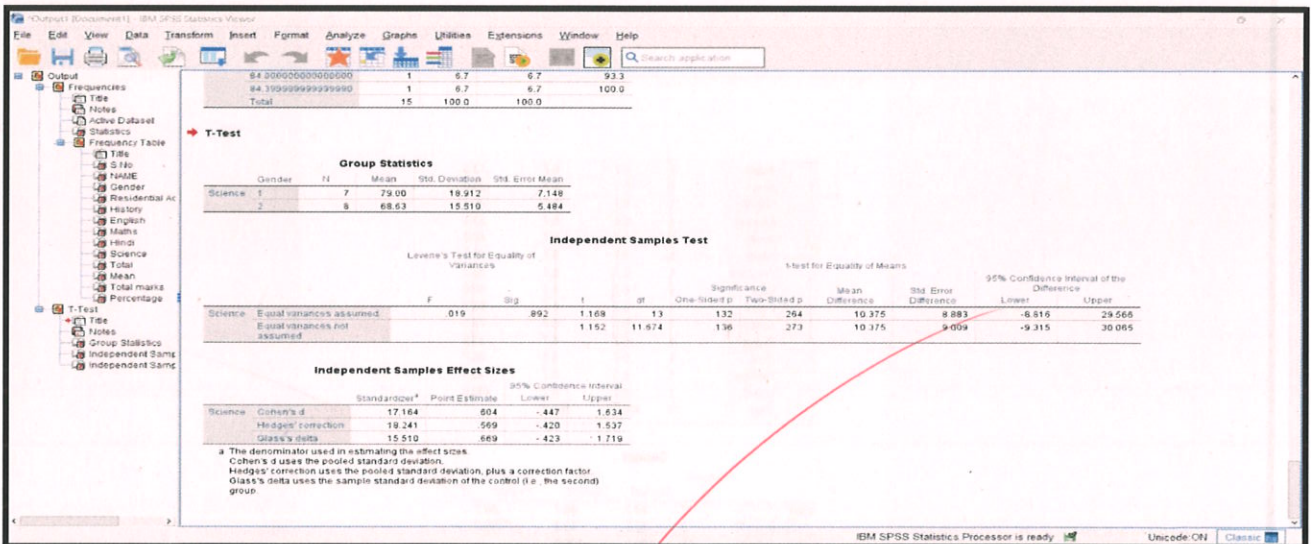
Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	46.7	46.7	46.7
2	8	53.3	53.3	100.0
Total	15	100.0	100.0	

COMPUTATION OF T-test

Step 1: Go to Analyze>Compare means and proportions>Independent samples T-test. Then a pop up box will open. Just Add Science in the upper right box through the play button and Two independent samples i.e gender (Define it as male and female). Click on OK.

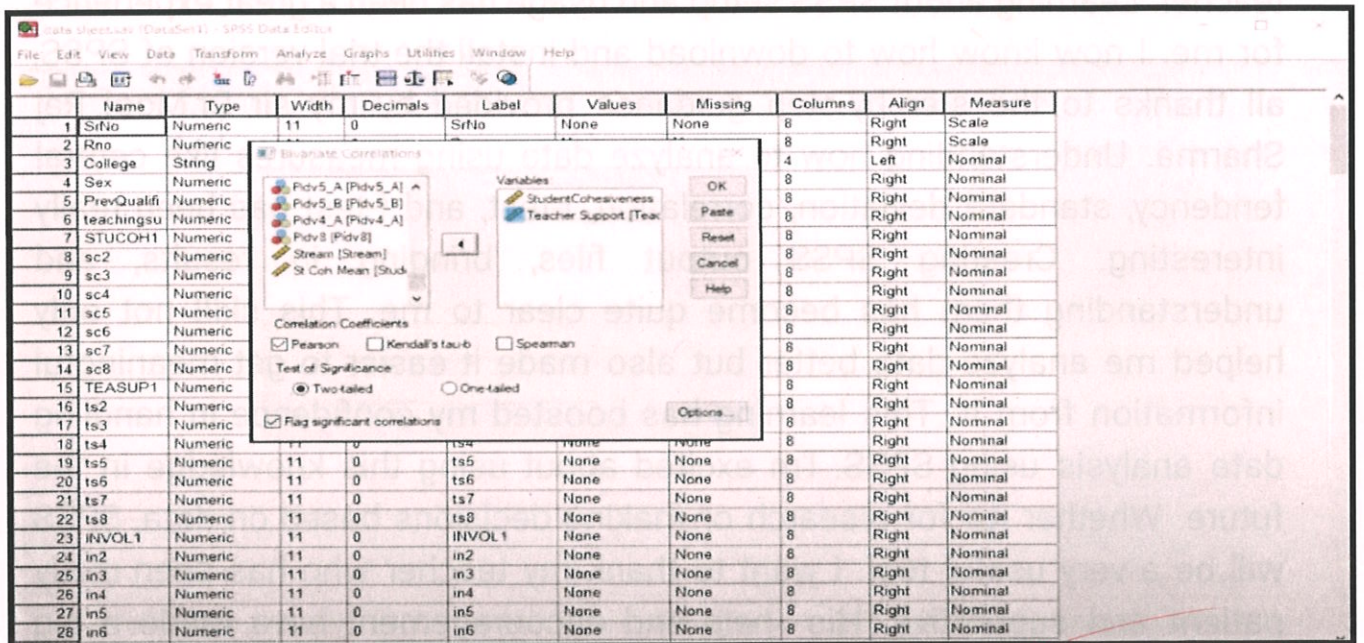
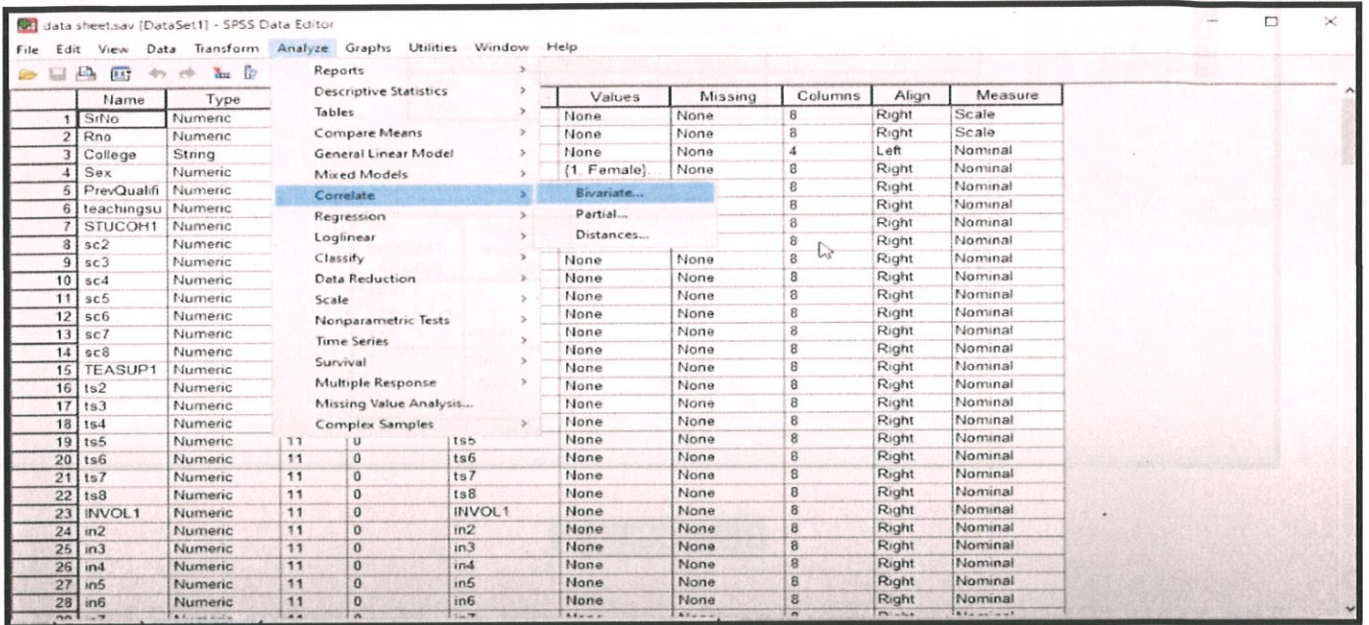


Step 2: Now an output file will open. The whole calculations and result will open on the T-test.



COMPUTATION OF CORRELATION

Step 1: Go to Analyze>Correlate>Bi-variate. Then choose the variables among which we need to determine the correlation i.e pearson correlation.



Step 2: Click on ok. The output file will open which shows the correlation between student cohesiveness and teacher support.

The screenshot shows the SPSS Viewer interface with the following data:

Descriptive Statistics

	Mean	Std. Deviation	N
StudentCohesiveness	33.0315	4.29589	317
Teacher Support	27.2934	5.72185	317

Correlations

		Student Cohesiveness	Teacher Support
StudentCohesiveness	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.000
	N	317	317
Teacher Support	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.000	
	N	317	317

** . Correlation is significant at the 0.01 level (2-tailed).

REFLECTION

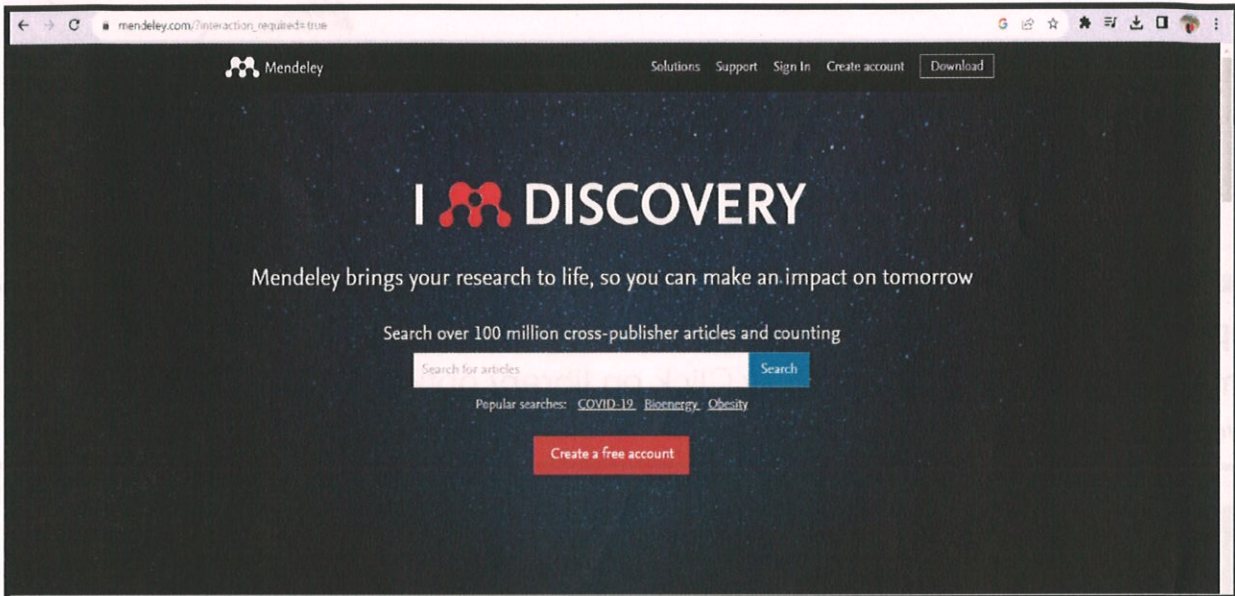
The topic "SPSS setup and usage" was taught on 16 October, 2023 by my teacher. Learning about SPSS setup and usage has been a great experience for me. I now know how to download and install the trial version of SPSS, all thanks to the step-by-step guidance provided by my sir Dr.Mool Raj Sharma. Understanding how to analyze data using measures like central tendency, standard deviation, correlation, t-test, and f-test has been really interesting. Creating SPSS output files, bringing in results, and understanding them has become quite clear to me. This skill not only helped me analyze data better but also made it easier to get meaningful information from it. This learning has boosted my confidence in handling data analysis using SPSS. I'm excited about using this knowledge in the future. Whether it's for research or making decisions based on data, SPSS will be a very useful tool. I want to thank my teacher who has been really patient and supportive. His help and encouragement have made a big difference in how well I understand and use SPSS. In conclusion, this experience has given me a valuable skill in data analysis with SPSS. It's not

just useful for my studies but will also be really important in my future work.

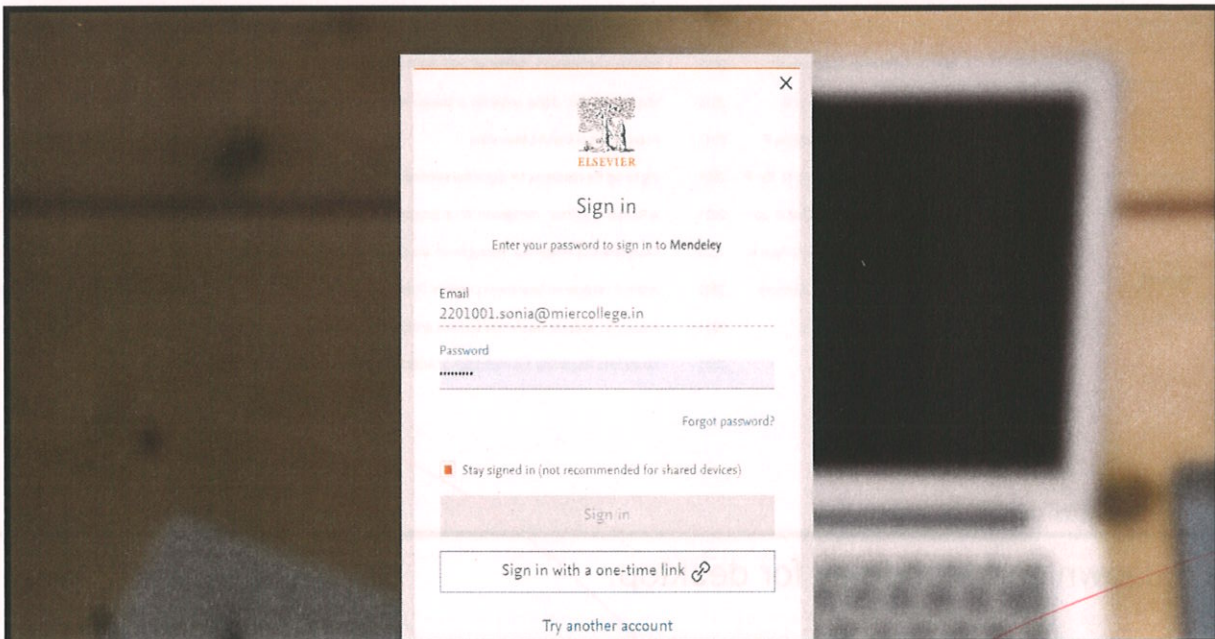
4) References and Mendeley Usage

Creating an account and sharing a screenshot of my library depicting my name in Mendeley

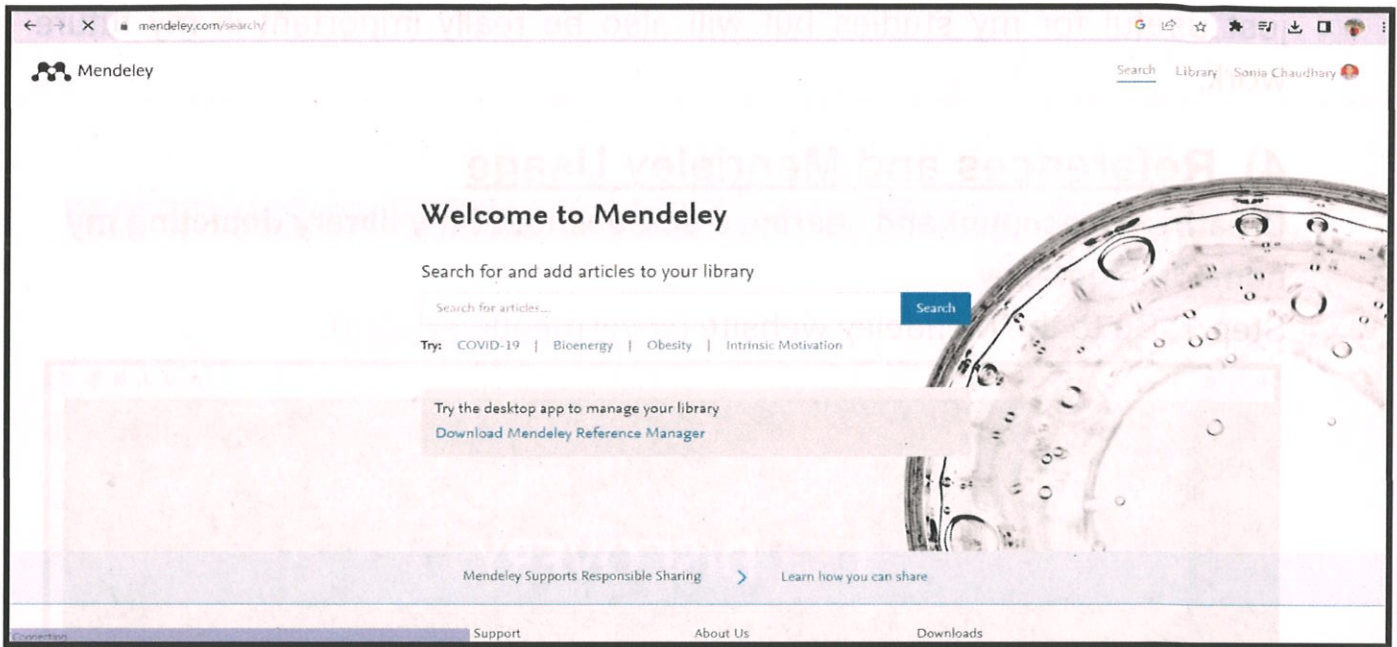
Step 1: Go to the Mendeley website (www.mendeley.com).



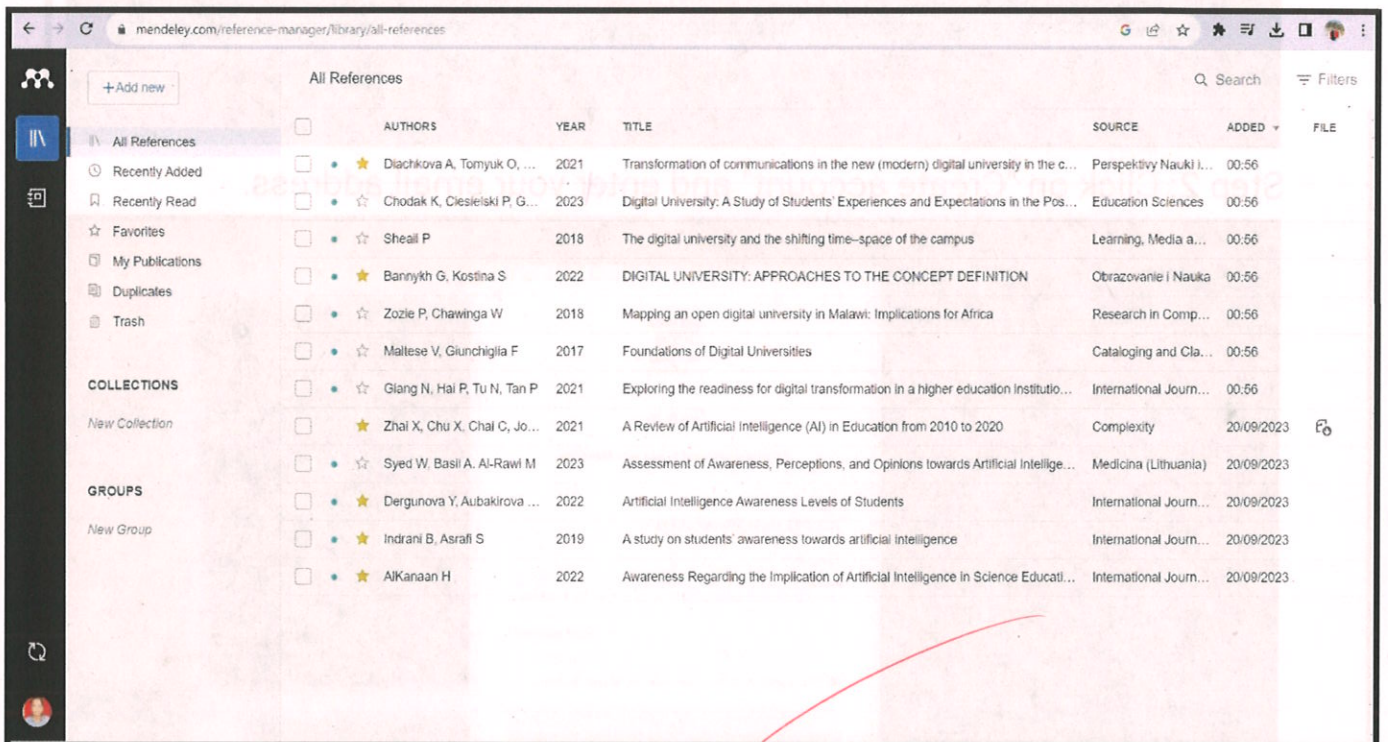
Step 2: Click on "Create account" and enter your email address.



Step 3: The main page of mendeley reference management will open.



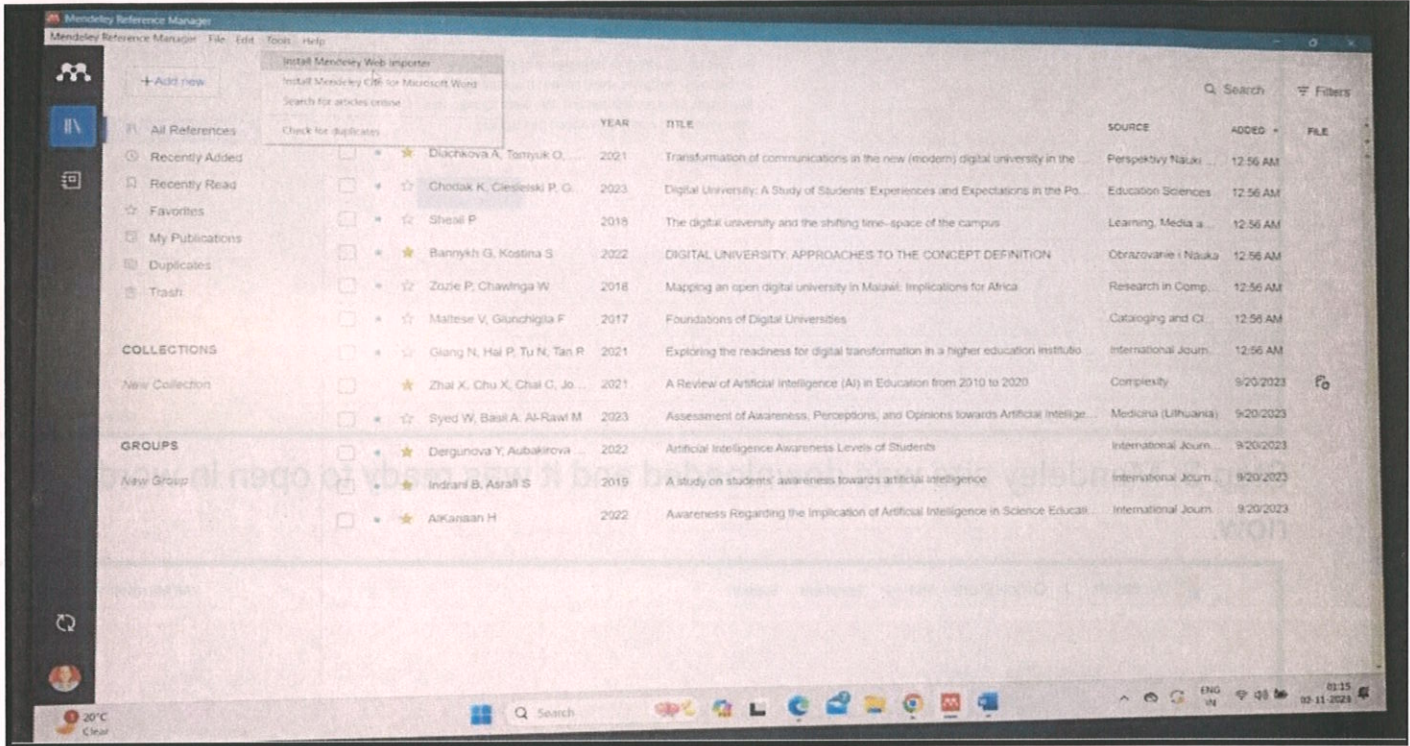
Step 4: Search for and add articles to your library. Then a library will be formed as a reference repository. Click on library option and see all the saved references.



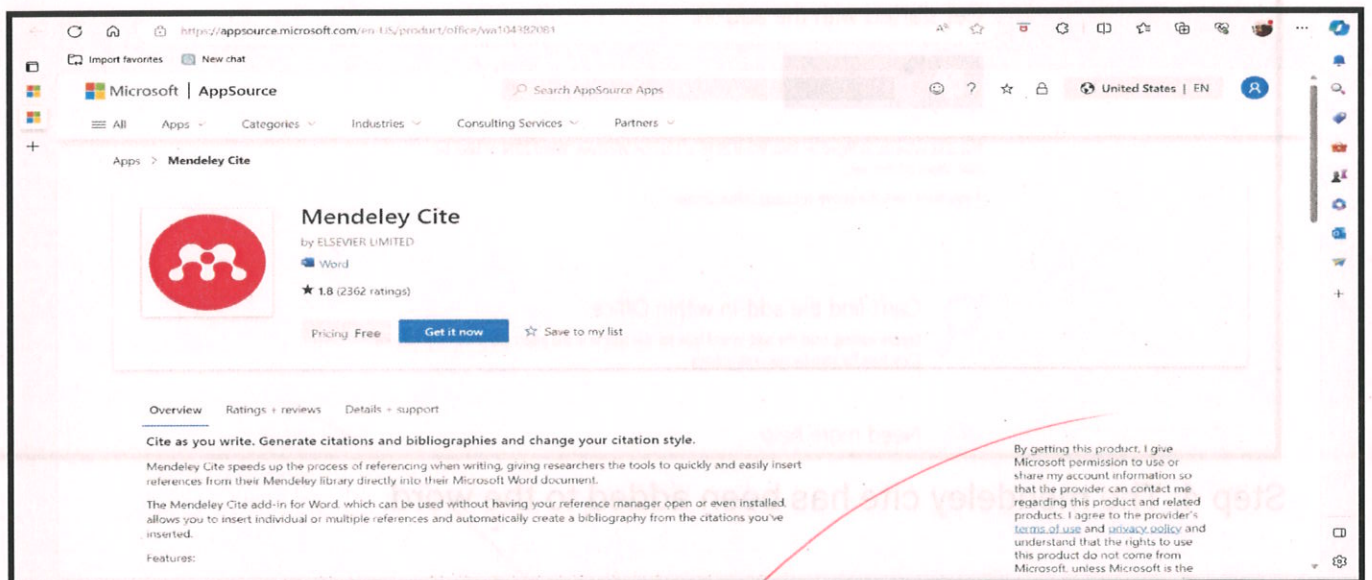
Step 5: Download Mendeley for desktop.

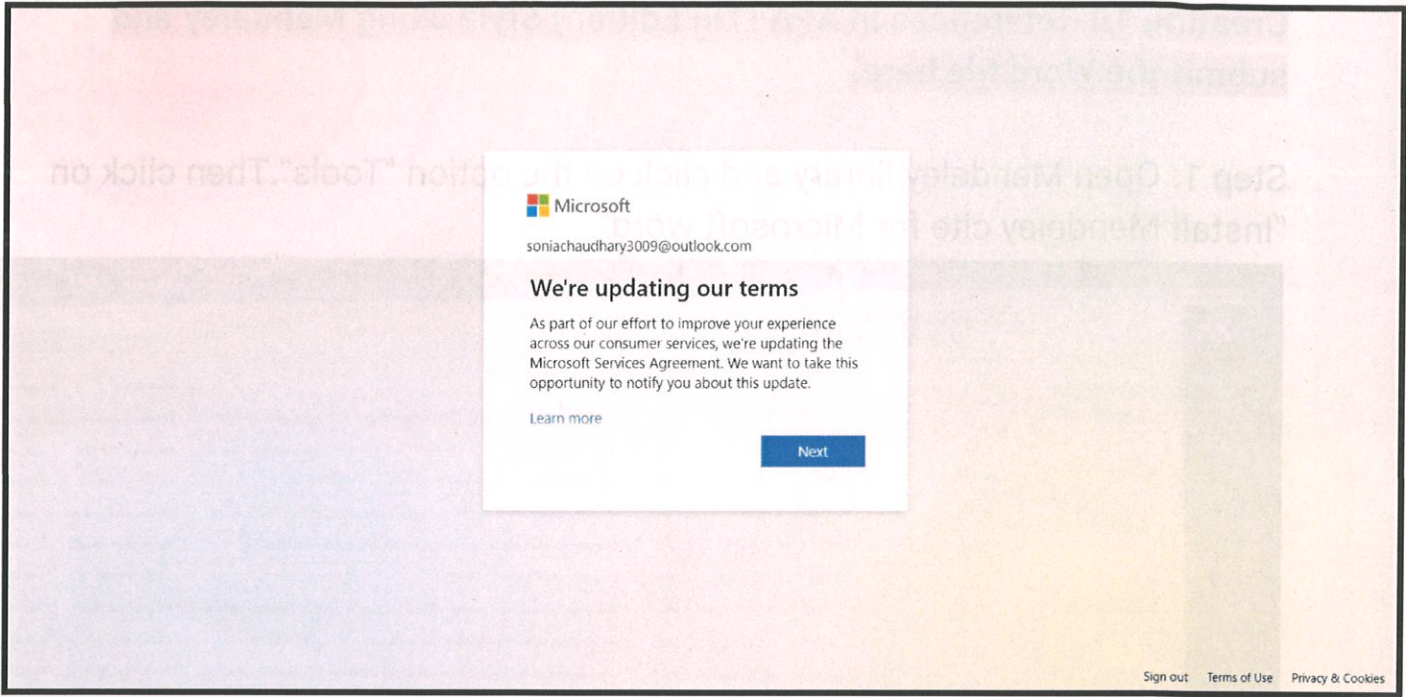
Creating 10 References in APA (7th Edition) Style using Mendeley and submit the Word file here.

Step 1: Open Mendeley library and click on the option "Tools". Then click on "Install Mendeley cite for Microsoft word".

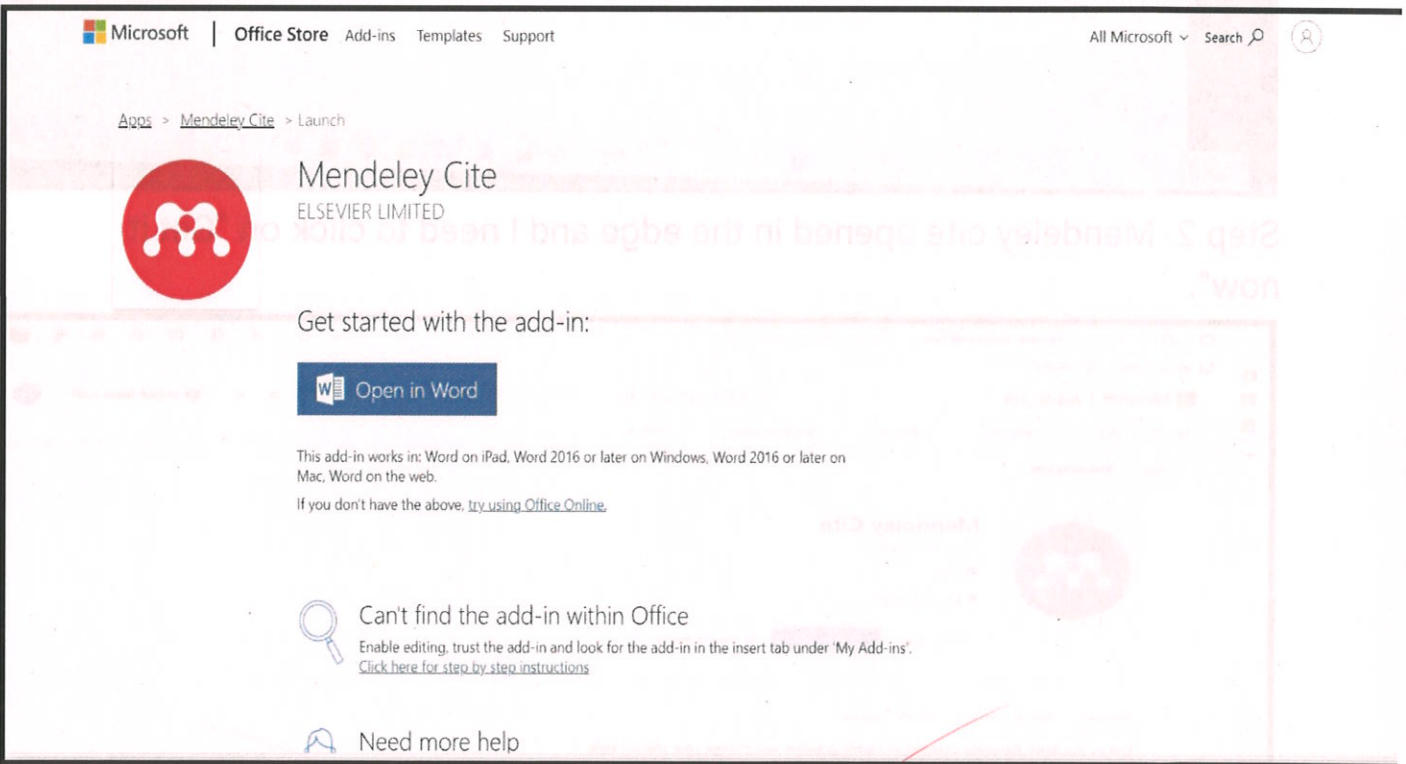


Step 2: Mendeley cite opened in the edge and I need to click on "Get it now".

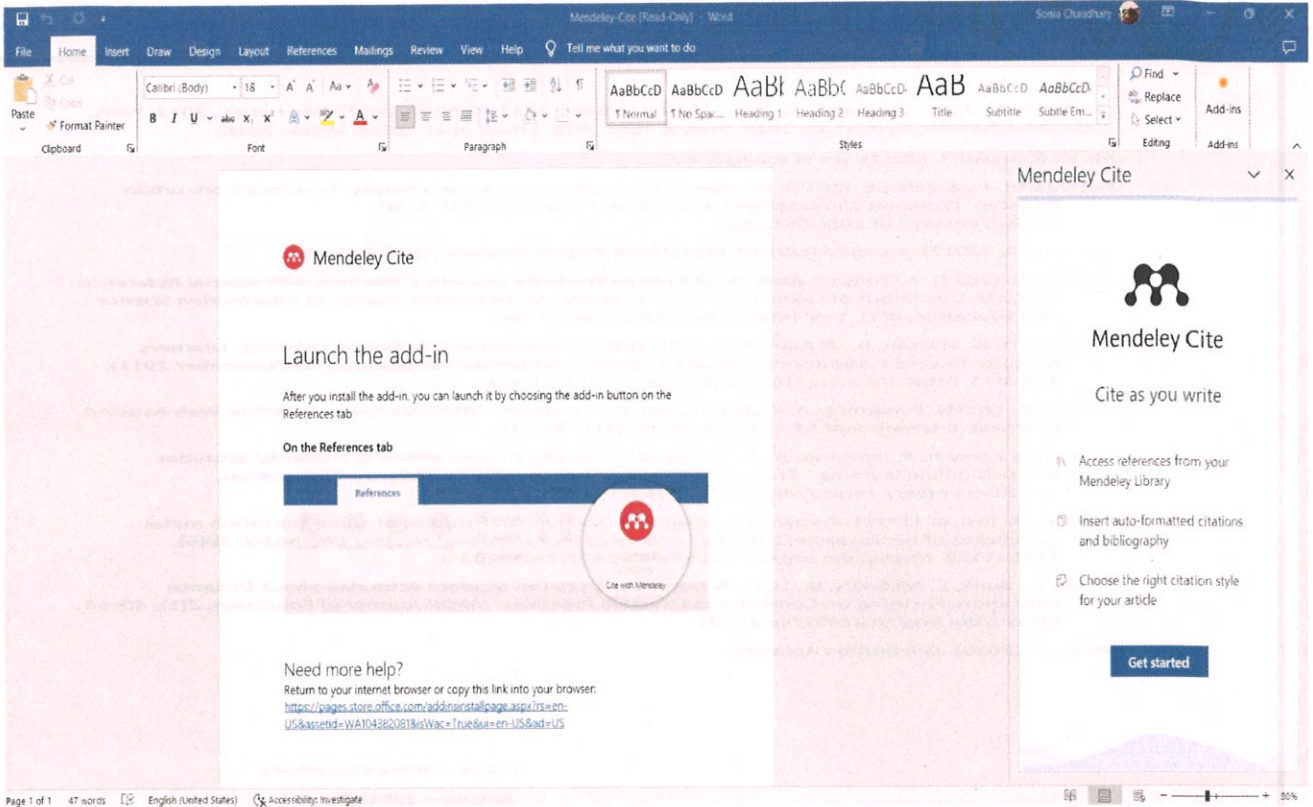




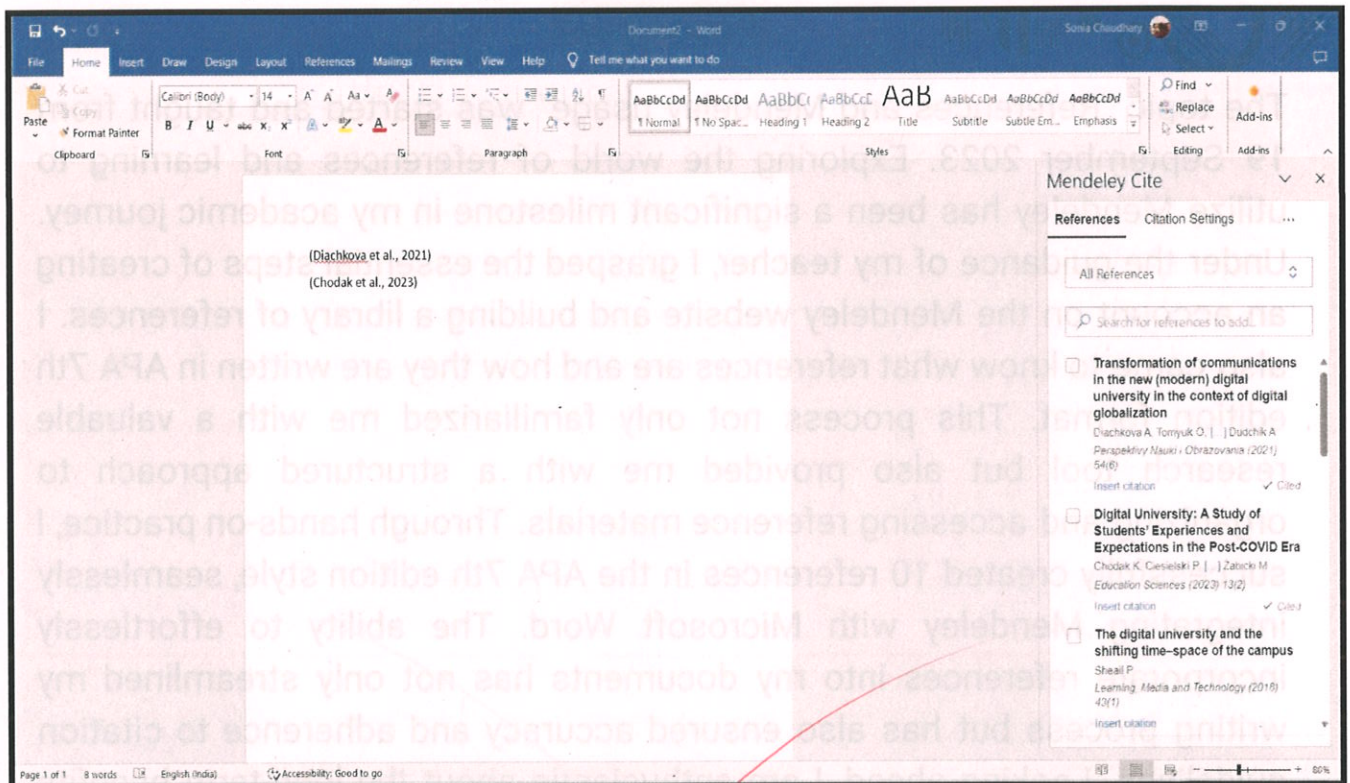
Step 3: Mendeley cite was downloaded and it was ready to open in word now.



Step 4: The mendeley cite has been added to the word.



Step 5: Now the references can be added in the word file by clicking on the “References” option and going to insert references from Mendely.



Step 6: At last, I created 10 references in APA style 7th edition in it.

- (Ali & Anwar, 2011; Delavande & Zafar, 2019; Ferrante, 2012; Konwar, 2017; Omar et al., 2012; Paris, 2004; Peytcheva-Forsyth et al., 2018; Preti & Tosi, 1976; Smidt et al., 2014; Week, 2016)
- Ali, Z., & Anwar, I. (2011). *www.econstor.eu*.
- Delavande, A., & Zafar, B. (2019). Gender discrimination and social identity: Evidence from urban Pakistan. *Economic Development and Cultural Change*, 68(1), 1–40. <https://doi.org/10.1086/700555>
- Ferrante, A. (2012). *A CASE STUDY OF INCLUSION AND Charmaine Agius Ferrante*.
- Konwar, H. (2017). A Study on Attitude of College Students towards E-learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam. *International Journal of Information Science and Education*, 4(1), 1–9. <http://www.ripublication.com>
- Omar, N. D. @, Hassan, H., & Atan, H. (2012). Student Engagement in Online Learning: Learners Attitude Toward E-Mentoring. *Procedia - Social and Behavioral Sciences*, 67(November 2011), 464–475. <https://doi.org/10.1016/j.sbspro.2012.11.351>
- Paris, P. G. (2004). E-learning: A study on secondary students' attitudes towards Online Web Assisted Learning. *International Education Journal*, 5(1), 98–112.
- Peytcheva-Forsyth, R., Yovkova, B., & Aleksieva, L. (2018). Factors affecting students' attitudes towards online learning - The case of Sofia University. *AIP Conference Proceedings*, 2048(December). <https://doi.org/10.1063/1.5082043>
- Preti, C., & Tosi, G. (1976). Preparation, magnetic and spectral studies of some transition metal complexes of benzoxazole-2-thione. *Journal of Inorganic and Nuclear Chemistry*, 38(6), 1125–1129. [https://doi.org/10.1016/0022-1902\(76\)80233-3](https://doi.org/10.1016/0022-1902(76)80233-3)
- Smidt, E., Bunk, J., McGrory, B., Li, R., & Gatenby, T. (2014). Student Attitudes about Distance Education: Focusing on Context and Effective Practices. *IAFOR Journal of Education*, 2(1), 40–64. <https://doi.org/10.22492/ije.2.1.02>
- Week, S. (2016). *Celebration Activities*.

Name – Sonia Chaudhary

Roll.no – 2201001

Style – APA 7th edition

REFLECTION

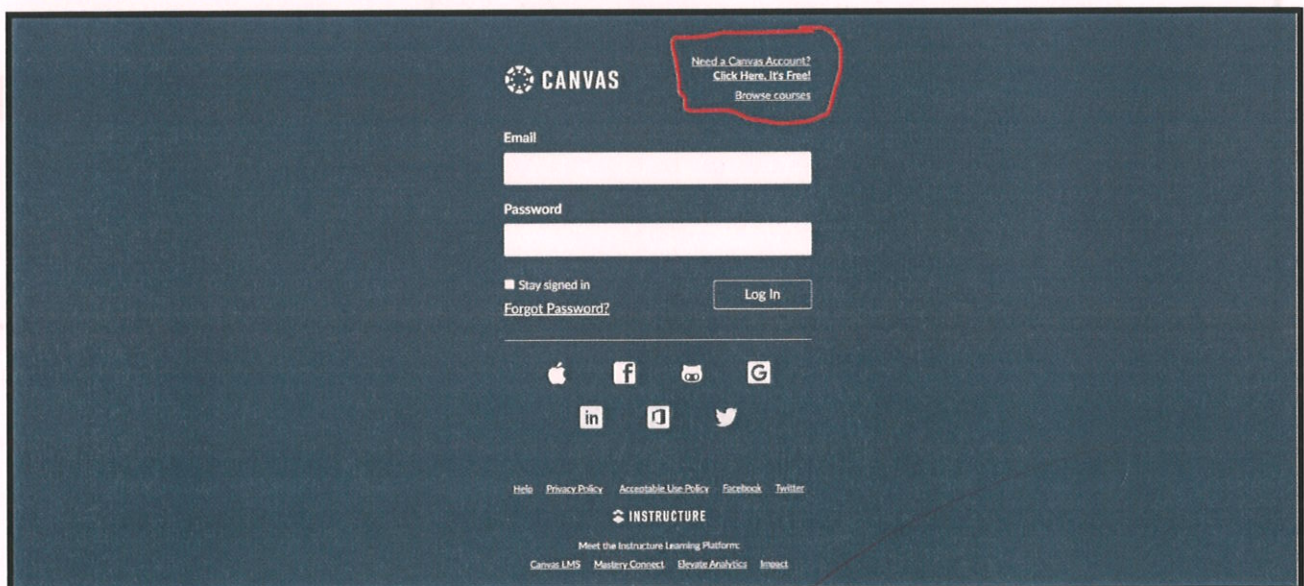
The topic “References and Mendeley usage” was started and taught from 19 September 2023. Exploring the world of references and learning to utilize Mendeley has been a significant milestone in my academic journey. Under the guidance of my teacher, I grasped the essential steps of creating an account on the Mendeley website and building a library of references. I also came to know what references are and how they are written in APA 7th edition format. This process not only familiarized me with a valuable research tool but also provided me with a structured approach to organizing and accessing reference materials. Through hands-on practice, I successfully created 10 references in the APA 7th edition style, seamlessly integrating Mendeley with Microsoft Word. The ability to effortlessly incorporate references into my documents has not only streamlined my writing process but has also ensured accuracy and adherence to citation guidelines. Looking ahead, I am enthusiastic about the long-term benefits

of this knowledge. As a future educator, this skill set will serve as a cornerstone of my teaching. It will empower me to guide students in effective research practices and equip them with the tools necessary for scholarly pursuits. I am particularly grateful for the unwavering support and guidance provided by my teacher throughout this learning journey. Their patient assistance and clear instructions have been instrumental in my understanding and proficiency with Mendeley. My teacher's dedication to my growth as a student is a testament to his commitment to nurturing academic excellence. In conclusion, this experience has not only enhanced my ability to navigate and utilize Mendeley but has also equipped me with a valuable skill set that will resonate throughout my academic and professional endeavors. I am excited about the future applications of this knowledge and look forward to sharing it with the students I will have the privilege of teaching.

5) Development of MOOCs

DEVELOPMENT OF MOOC ON CANVAS

Step 1: Create a canvas account by entering the URL- canvas.instructure.com. It will open the canvas.



Step 2: Click on "Need a canvas account" and fill in the details.

YES, YOU CANVAS

Use Canvas For Free

A Canvas Free-for-Teacher account has the essential features and functionality of Canvas LMS, even if your institution is not a Canvas customer. Whether you want to get to know basic Canvas features or need an environment to deliver courses, Free-for-Teacher gives access to students, parents, and administrators. Leverage the power of Canvas with course-level access that comes at no cost to you.

With a Free-for-Teacher account, you can:

- Create content such as assignments, quizzes, discussions, and video conferences
- Personalize learning with Mastery Paths, Outcomes, and standards-based gradebooks
- Leverage the Canvas mobile app suite

Create Your Account

Want to see Canvas in action? [Get a demo.](#)

*First Name
Sonia

*Last Name
Chaudhary

*Account Type
Teacher

*Email Address
2201001 sonia@miercollege.in

*Phone Number
9149902025

*Country
India

*Organization Type
Higher Ed

*Job Title
Trainee

*School / Organization
MIER COLLEGE OF EDUCATION

*Why Canvas?

Step 3: Click on submit.

North America

Try Canvas Free Corp Edu Support Contact Us Log In

INSTRUCTURE

K-12 HIGHER EDUCATION RESOURCES NEWS & EVENTS ABOUT US GET A DEMO

the privacy policy

I agree to the Canvas Free for Teacher [Acceptable Use Policy](#)

Meth question
1 + 3 =
4

Please solve the problem to continue

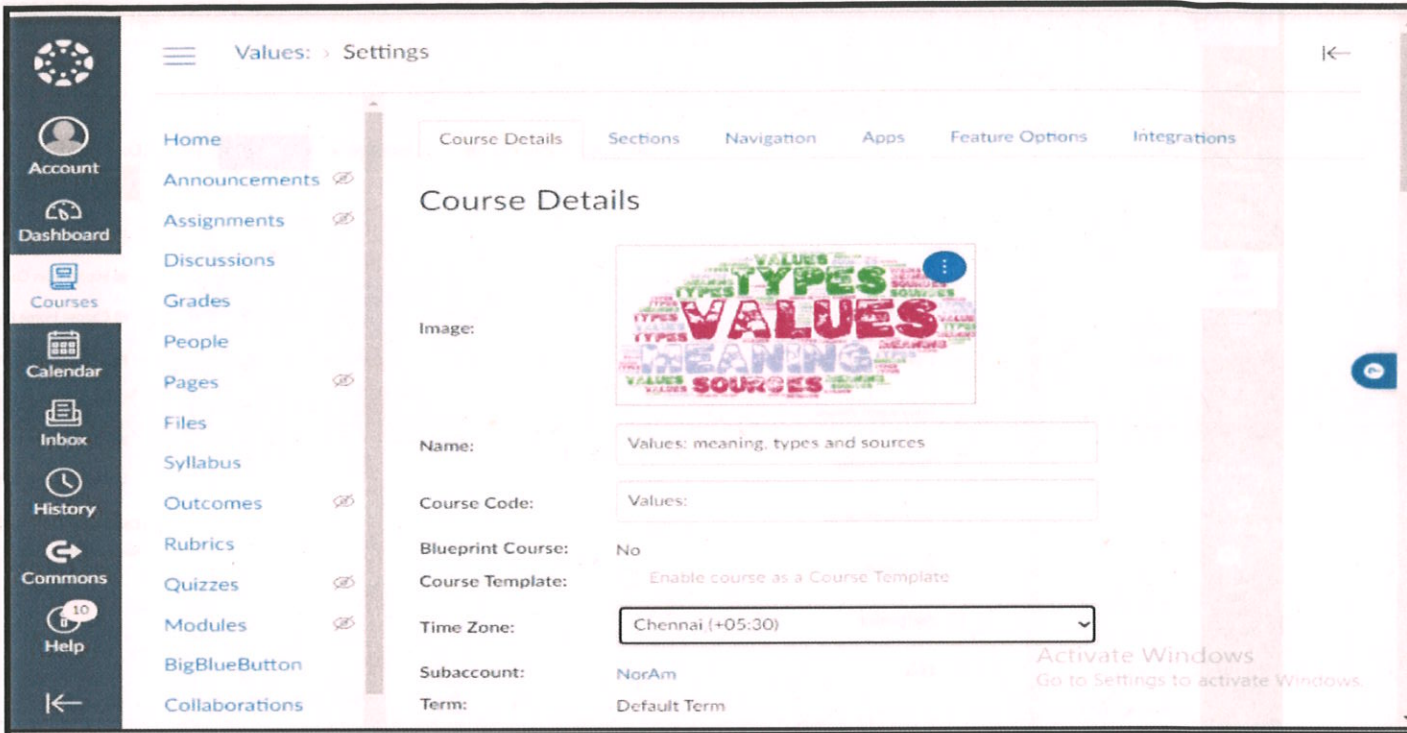
SUBMIT

Home > [Try Canvas](#)

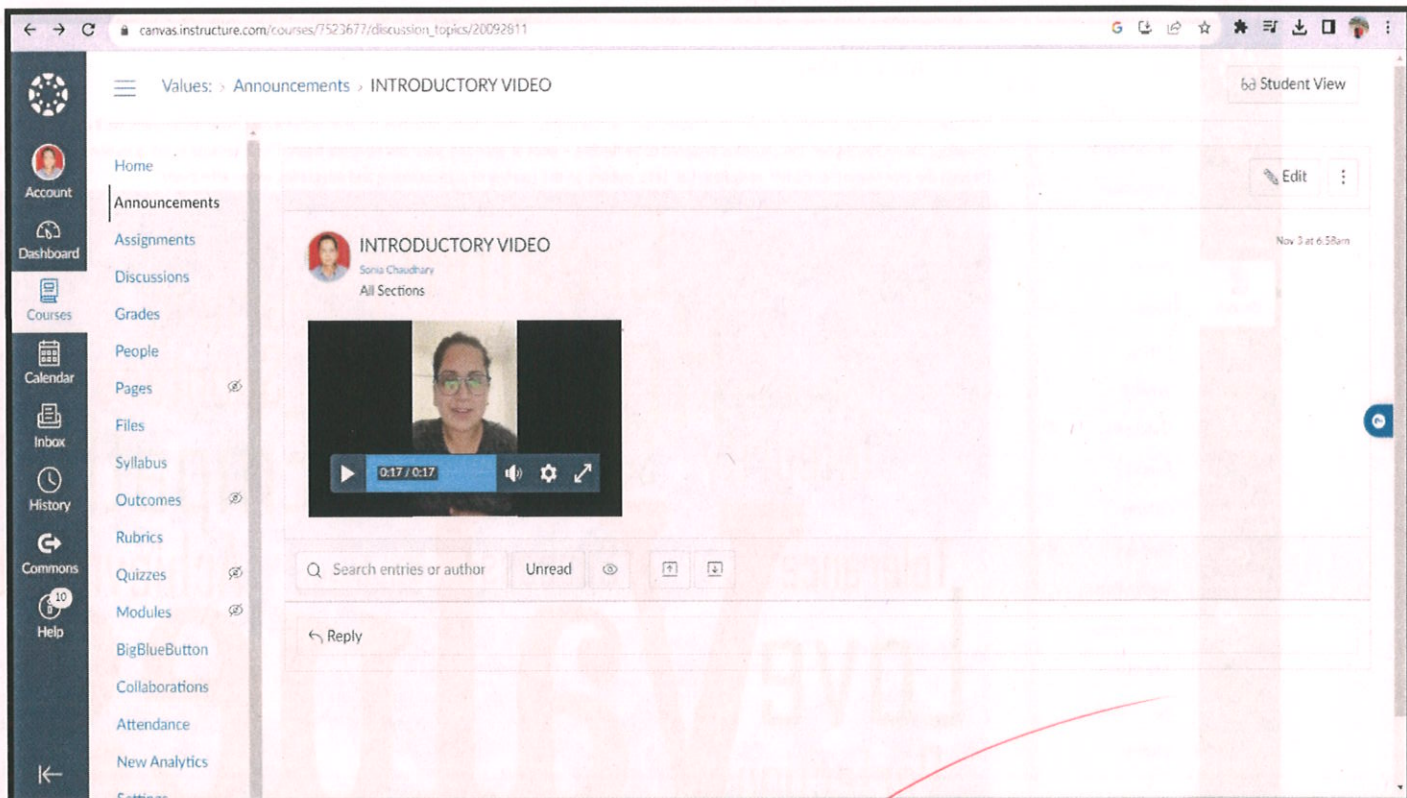
Activate Windows
Go to Settings to activate Windows.

CREATING CONTENT ON CANVAS INSTRUCTURE

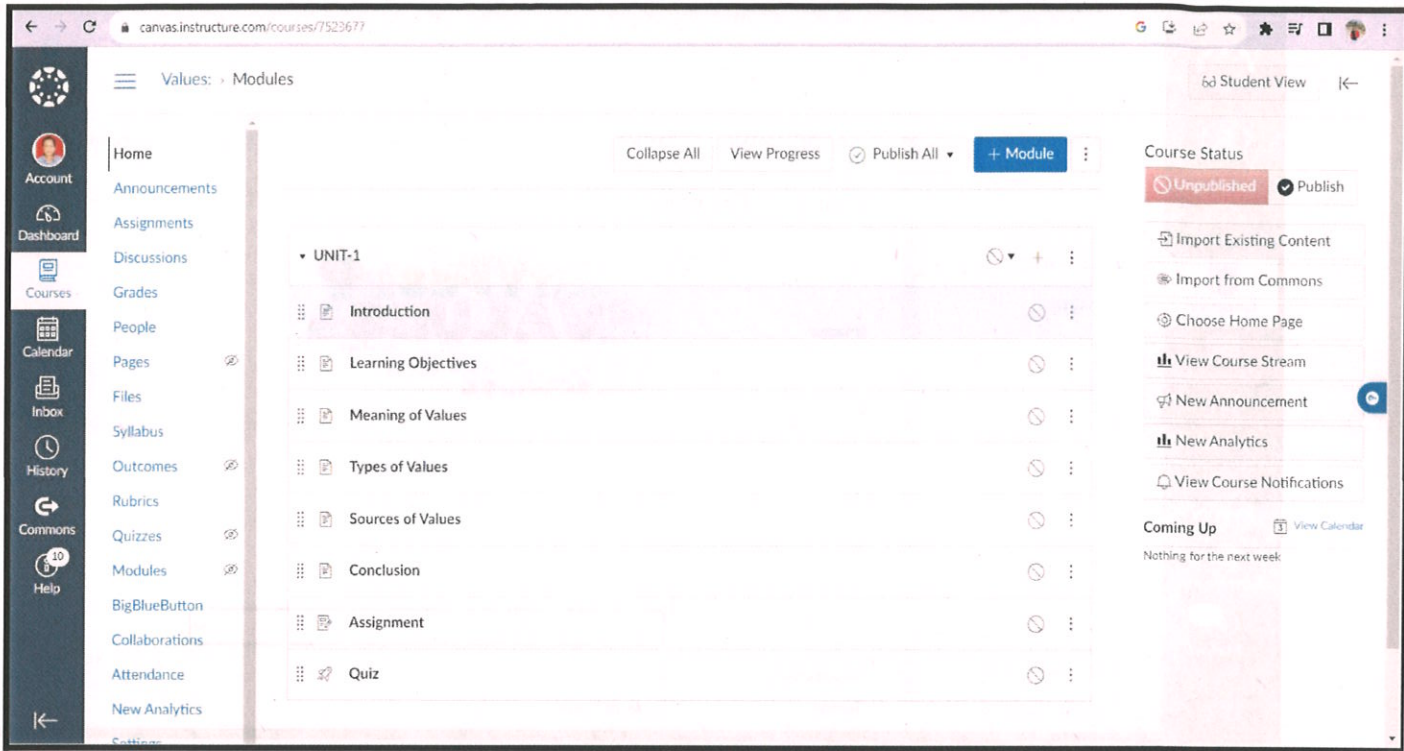
Step 1: Create an image of the topic from wordsart.com and then add it in the image box by going to Courses>Course details. Also add other details.



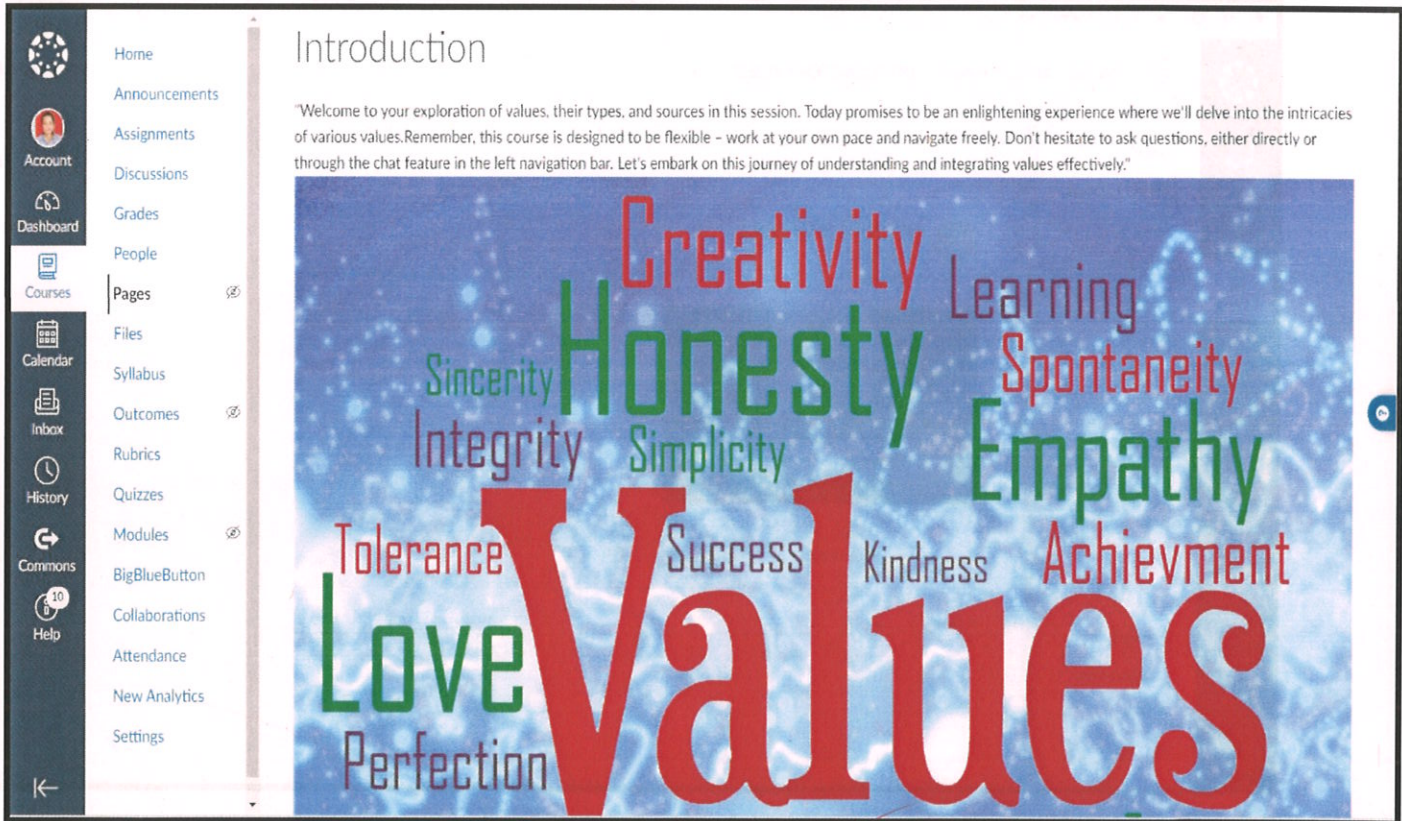
Step 2: Add an introductory video regarding the course.



Step 2: Create a module and add sub-topics in it.



Step 3: Add data into the sub-topics now.



Values > Pages > Learning Objectives Student View

Home Announcements Assignments Discussions Grades People Pages Files Syllabus Outcomes Rubrics

View All Pages Publish Edit

Learning Objectives

Certainly! Here are the learning objectives for the topic on values, their types, and sources:

1. The learner will be able to define and articulate the concept of values.
2. The learner will gain an understanding of various types of values, including cultural, personal, and organizational.
3. The learner will identify the sources from which values are derived, such as upbringing, societal influences, and personal experiences.
4. The learner will be able to analyze the impact of values on decision-making and behavior in both personal and professional contexts.
5. The learner will develop the ability to critically evaluate the alignment of their own values with those of an organization or community.
6. The learner will explore strategies for effectively incorporating values into decision-making processes.

◀ Previous Next ▶

Added youtube video on Values.

Values > Pages > Meaning of Values Student View

Home Announcements Assignments Discussions Grades People Pages Files Syllabus Outcomes Rubrics

View All Pages Publish Edit

Meaning of Values

[Youtube video on Values](#) ↓

◀ Previous Next ▶

Uploaded pdf on Types of Values.

canvas.instructure.com/courses/7523677/pages/types-of-values?module_item_id=96520048

Values: > Pages > Types of Values

63 Student View

View All Pages

Publish Edit

Types of Values

[Values.pdf.pdf](#) ↓

Previous Next

Home
Account
Dashboard
Courses
Calendar
Inbox
History
Commons

Announcements
Assignments
Discussions
Grades
People
Pages
Files
Syllabus
Outcomes
Rubrics
Quizzes

canvas.instructure.com/courses/7523677/pages/types-of-values?module_item_id=96520048

Values.pdf.pdf

Download Info Close

Page 6 of 13

TYPES OF VALUES

▪ According to Milton Rokeach:

Terminal values	Instrumental Values
<ul style="list-style-type: none">• Goals that individuals would like to achieve during their lifetime.• Also referred to as 'the end state of existence'• Examples-Comfortable life, Family security, Freedom, Equality, Self-respect, Happiness, Wisdom, Salvation, A Sense of accomplishment, etc.	<ul style="list-style-type: none">• Preferable ways of behaving• Generally, these values show ways an individual would follow to achieve the aims in his life.• Also referred to as 'the means to an end.'• Examples-Love, honesty, self-control, ambition, politeness, broadmindedness, courage, helpful, responsible, forgiving, etc.

View All Pages Publish Edit

Sources of Values

Values are influenced by various factors and can be shaped by different sources. Here are some key sources of values:

- 1. Family:** Family is a primary and significant source of values. It plays a crucial role in instilling fundamental values in individuals [1].
- 2. Society:** Beyond the family, society at large also contributes to shaping values. Social norms, cultural practices, and community expectations all play a role in influencing an individual's values.
- 3. Education:** Formal education, including schools and educational institutions, imparts knowledge and moral values. It helps individuals understand the importance of certain principles and ethics.
- 4. Religion:** Religious beliefs and teachings provide a strong foundation for values. Many individuals derive their moral compass from the teachings and scriptures of their respective religions.
- 5. Peers and Friends:** Interactions with peers and friends can significantly impact an individual's values. Social circles can influence perspectives on various aspects of life.
- 6. Media and Entertainment:** Media, including television, movies, and the internet, can shape societal values and influence individuals' perceptions of what is important or desirable.
- 7. Workplace and Professional Environment:** The professional environment can introduce and reinforce certain values, particularly in terms of ethics, integrity, and teamwork.
- 8. Personal Experiences:** Life experiences, both positive and negative, can shape an individual's values. These experiences can lead to personal reflections and the development of core beliefs.
- 9. Cultural Background:** Cultural heritage and traditions play a significant role in influencing values. Different cultures may prioritize certain values over others.
- 10. Government and Legal System:** Laws, regulations, and government policies can impact societal values by setting standards for behavior and accountability.

Values: Pages Conclusion 58 Student View

View All Pages Publish Edit

Conclusion

Values hold a crucial place in both personal and societal functioning. They shape our behavior, influence our relationships, and guide our decision-making. Education, whether at home or in school, plays a vital role in instilling and reinforcing values in individuals. A morally rich educational experience empowers students to become virtuous individuals, contributing positively to society. Teachers and parents bear the responsibility of imparting these values to nurture good human beings. Overall, values are the cornerstone of a harmonious and well-functioning society, and their significance cannot be overstated.

In conclusion, a value-fulfilled life, aligned with one's individual values, serves as the anchor for overall well-being. Recognizing and upholding our values allows us to lead purposeful and fulfilling lives, contributing positively to the world around us.

◀ Previous Next ▶

Assignment created.

Values: Assignments Assignment Student View

Assignment

Publish Edit

What are Values? Explain its types and sources in detail.

Points 10
 Submitting a file upload
 Allowed Attempts 2

Due	For	Available from	Until
	Everyone		

+ Rubric

Previous Next

Points 10

Assignment Group Assignments

Display Grade as Points

Do not count this assignment towards the final grade

Submission Type Online

Online Entry Options

- Text Entry
- Website URL
- Media Recordings
- Student Annotation
- File Uploads
 - Restrict Upload File Types

Submission Attempts Allowed Attempts Limited

Number of Attempts

Quiz created and uploaded to be done by students.

Values > Quizzes > Quiz 63 Student View

Published Preview Edit

Related Items

- Moderate This Quiz
- SpeedGrader™

Quiz

[Quiz on Values](#)

Quiz Type	Graded Quiz
Points	0
Assignment Group	Assignments
Shuffle Answers	No
Time Limit	No Time Limit
Multiple Attempts	No
View Responses	No
One Question at a Time	No

Due For Available from Until

Values

There are five questions. Mark the correct answers.

2201001.sonia@miercollege.in [Switch account](#)

* Indicates required question

Email *

Record 2201001.sonia@miercollege.in as the email to be included with my response

The term "Valere" means *

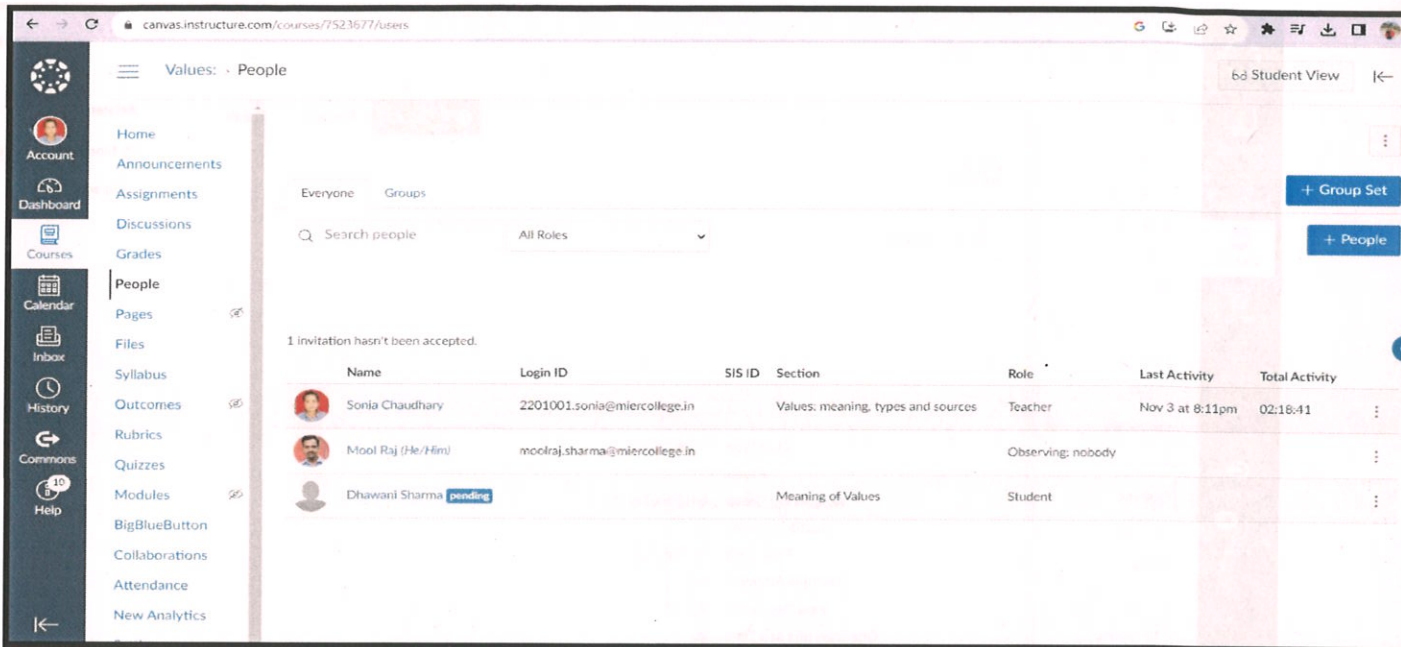
- to be strong
- to be kind
- to be of worth
- none of these

Which of the following is not a source of values? *

- Life experience

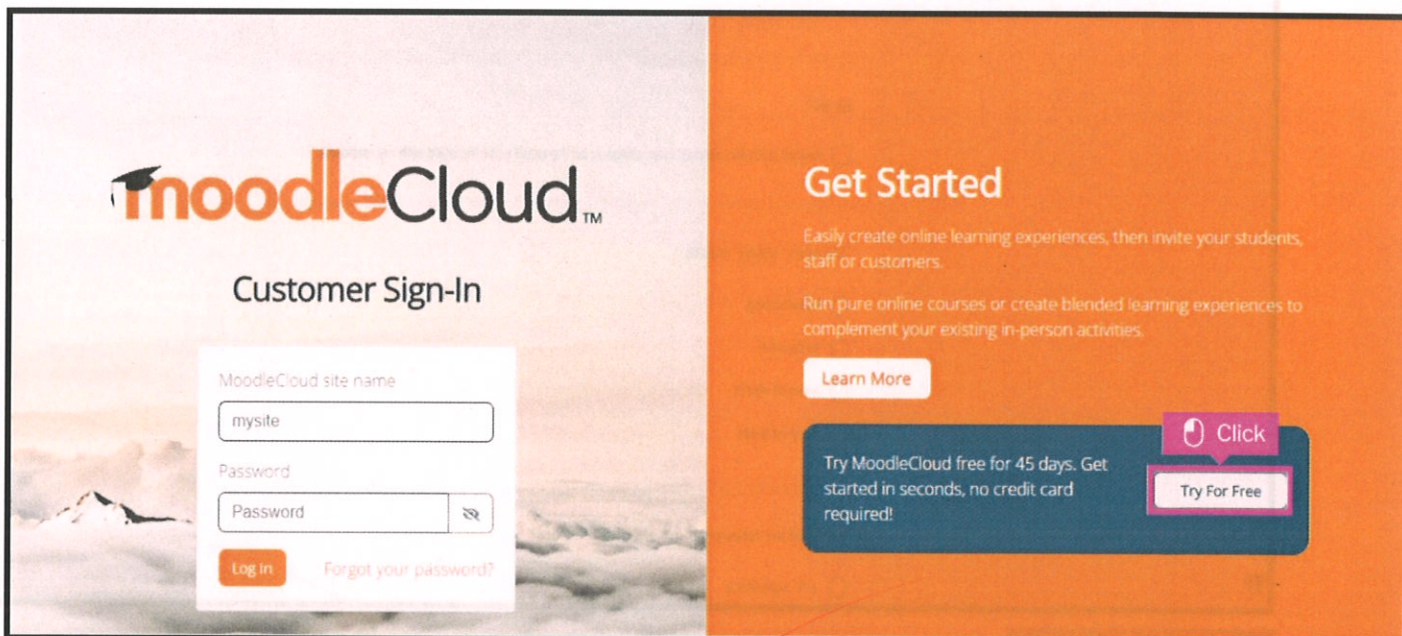
Adding people

Go to Values > People and invite others.

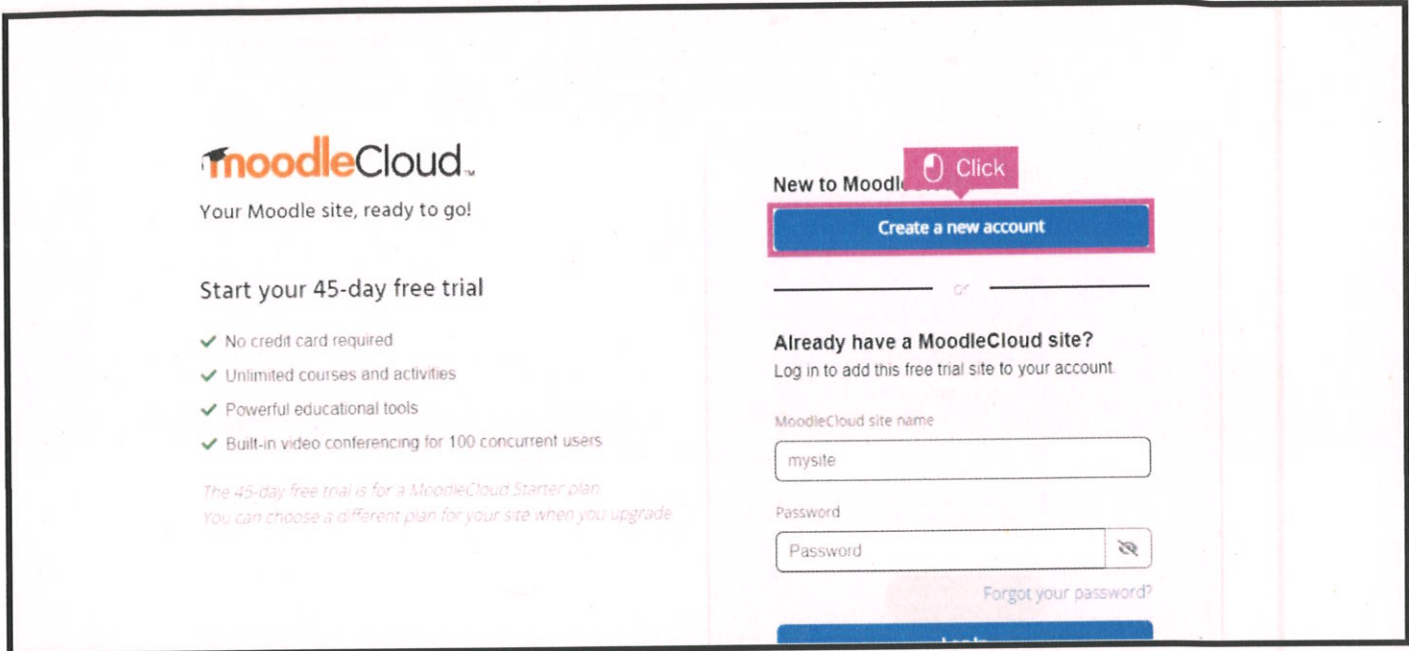


DEVELOPING MOOC ON MOODLE CLOUD

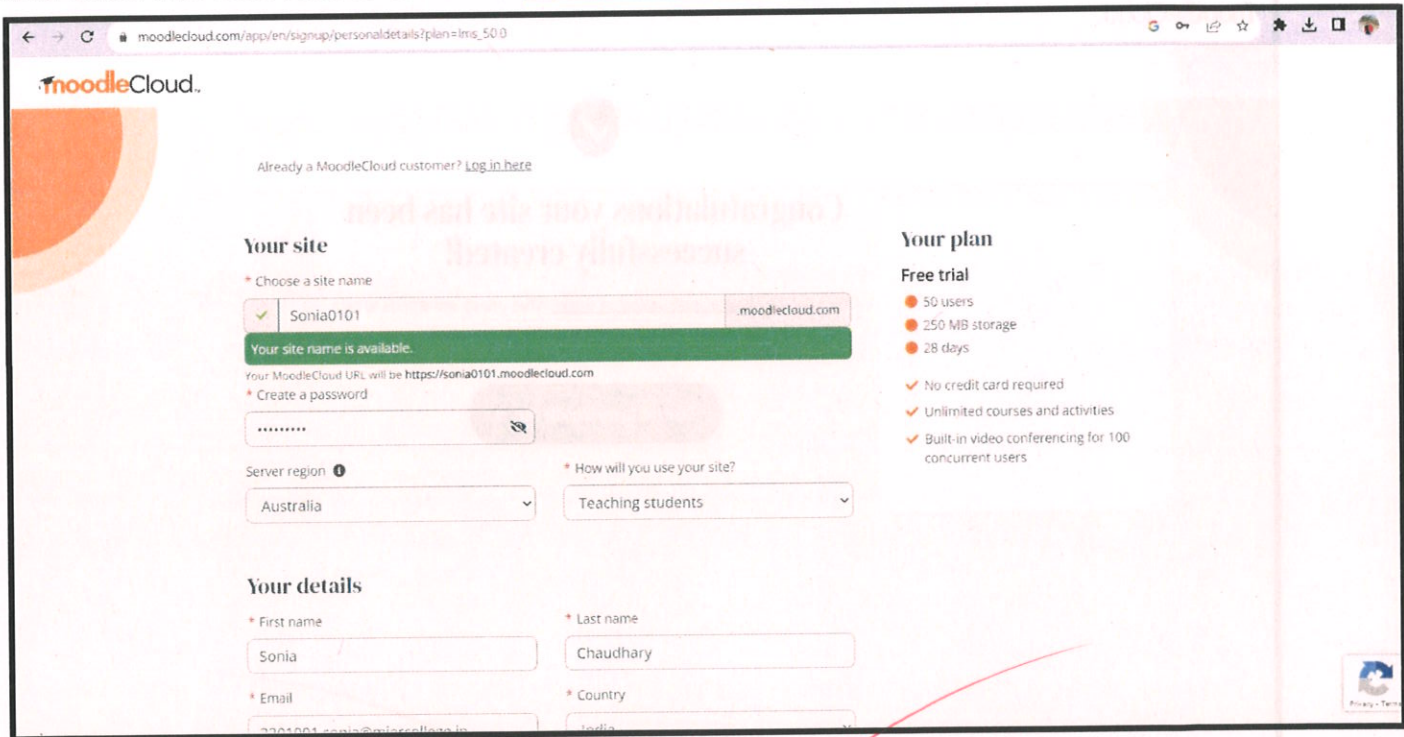
Step 1: The First step is to enter the URL of moodle cloud i.e. <https://moodlecloud.com>. Open MoodleCloud, and Click Try For Free.



Step 2: Click create a new account.



Step 3: Click on the tabs and fill in the required details. Then scroll down and click the site name text bar. <https://sonia0101.moodlecloud.com>



Step 4: After filling all the details, click "Start free trial".

.....

Server region **i**

Australia

How will you use your site?

Teaching students

Your details

* First name

Sonia

* Last name

Chaudhary

* Email

2201001.sonia@miercollege.in

* Country

India


* Have you used Moodle before?

Yes, as a learner

I agree that I am 18 and above. I have read and accept the [Terms of Services](#), [Privacy Notice](#), [Cookies Policy](#) and [Data Processing Agreement](#)


(Optional) If you want more information about Moodle, its software products and services, recommendations and promotions subscribe to Moodle's monthly newsletter by ticking the box. You can always unsubscribe if you change your mind.

[Start free trial](#) →



Step 5: That's it. I am done. My moodle cloud account has been created.

moodleCloud.

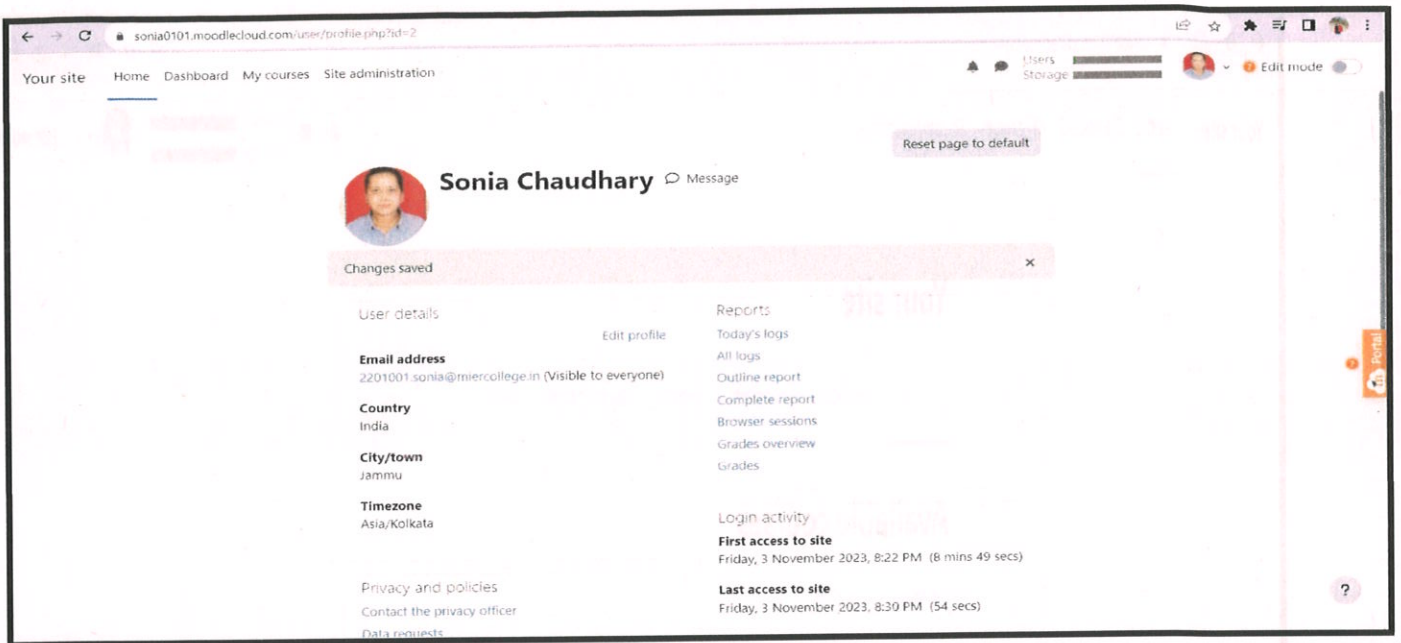


Congratulations your site has been successfully created!

Check out the [MoodleCloud Quickstart Guide!](#) It has videos and articles to help get you started. We've also sent this to your email.

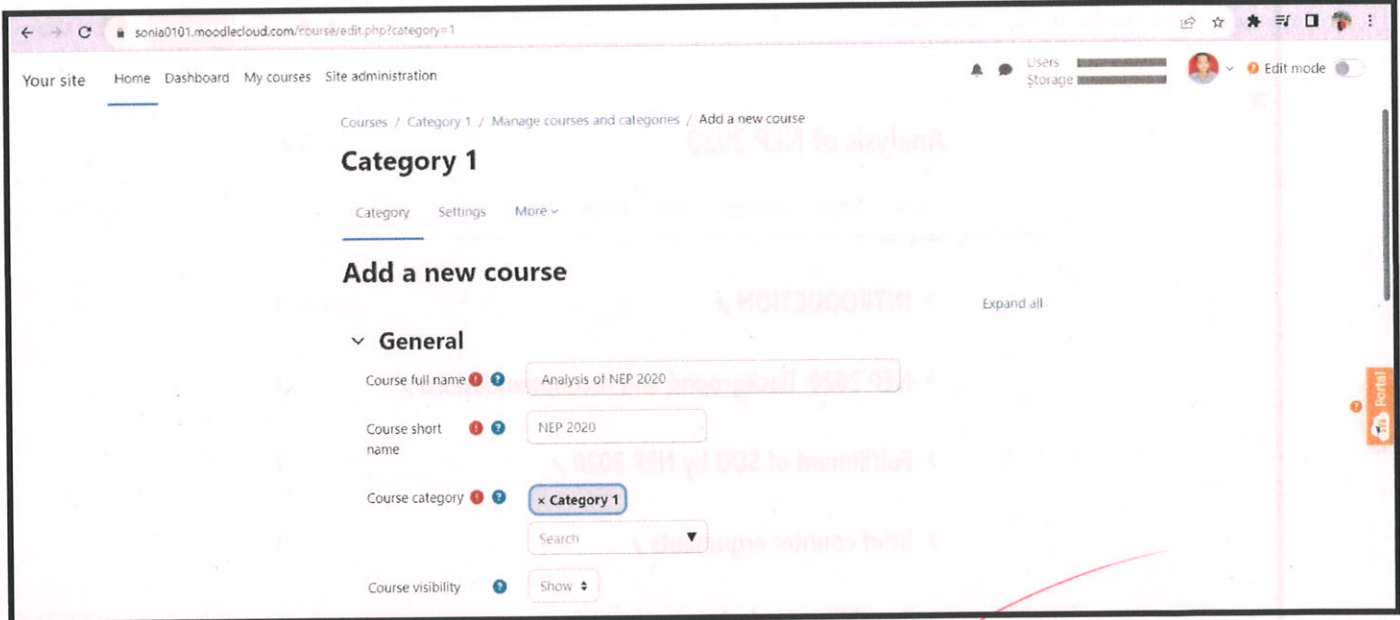
[Take me to my Moodle site](#) →

Profile created



Content created

Step 1: Went to My courses>New course and created my course “ Analysis of NEP 2020”.



Step 2: Then the course was made and a picture was also added.

sonia0101.moodlecloud.com/?redirect=0

Your site Home Dashboard My courses Site administration

Users Storage Edit mode


Your site

Home Settings Participants Reports Question bank More

Available courses

Analysis of NEP 2020

Teacher: Sonia Chaudhary



Portal

sonia0101.moodlecloud.com/course/view.php?id=9

Sonia Home Dashboard My courses Site administration

Users Storage Edit mode

Analysis of NEP 2020

Bulk edit

Course Settings Participants Grades Reports More

- > INTRODUCTION Expand all
- > NEP 2020: Background and recommendations
- > Fulfillment of SDG by NEP 2020
- > Brief counter arguments
- > Feasibility Analysis

Portal

sonia0101.moodlecloud.com/mod/page/view.php?id=37&forceview=1

Sonia Home Dashboard My courses Site administration

Users Storage Edit mode

NEP 2020 / Introduction

PAGE **Introduction**

Page Settings More

Mark as done

Welcome to this comprehensive course on the analysis of the National Education Policy 2020. Over the duration of this course, we will delve deep into various aspects of this transformative policy. We'll start by understanding the background and context that led to the formulation of NEP 2020. From there, we'll explore its key recommendations and how they are poised to reshape the educational landscape in India.

Moving forward, we'll examine how NEP 2020 aligns with and contributes to the Sustainable Development Goals, underlining its significance in fostering holistic and sustainable development. We'll also conduct a feasibility analysis, evaluating the practicality and potential challenges of implementing the policy's provisions.

To provide a balanced perspective, we'll touch upon counter arguments and critiques that have been raised regarding NEP 2020. This will enable you to grasp the nuanced discussions surrounding the policy.

By the end of this course, you'll have a comprehensive understanding of NEP 2020, its implications, and its potential to revolutionize the education system in India. Let's embark on this enlightening journey together!

Sonia Home Dashboard My courses Site administration

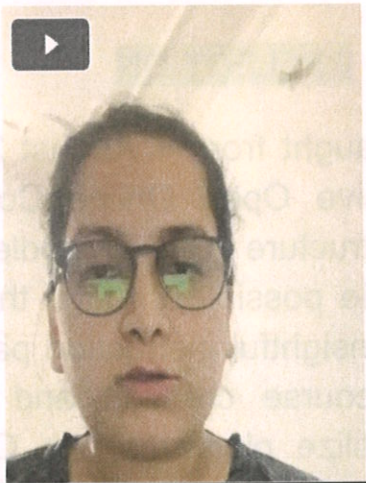
Users Storage Edit mode

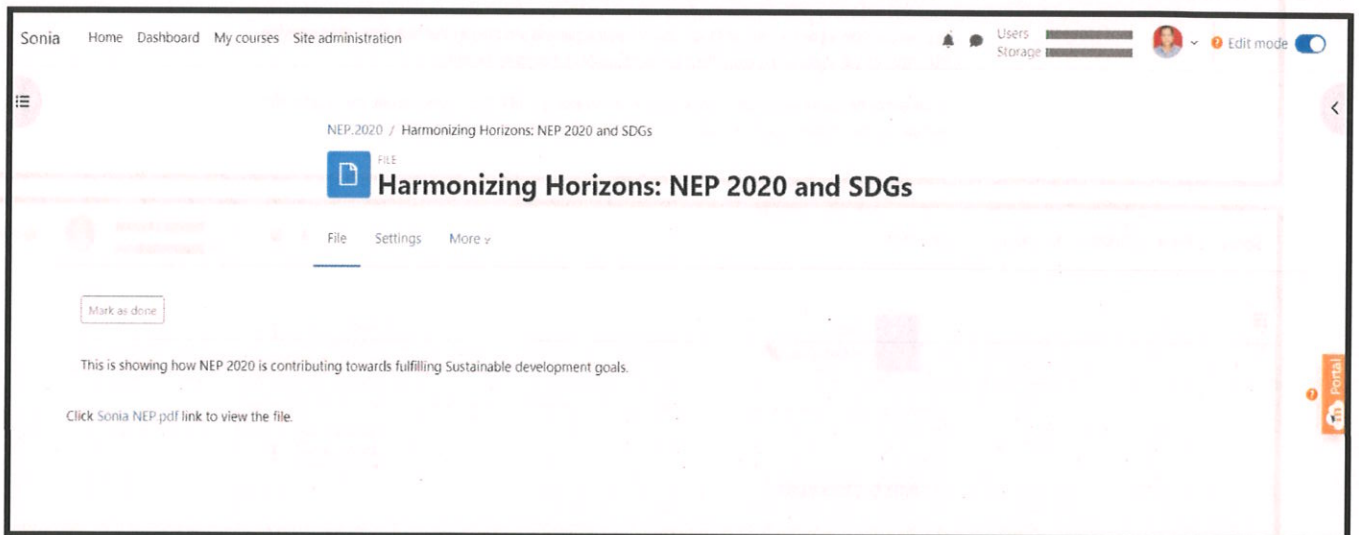
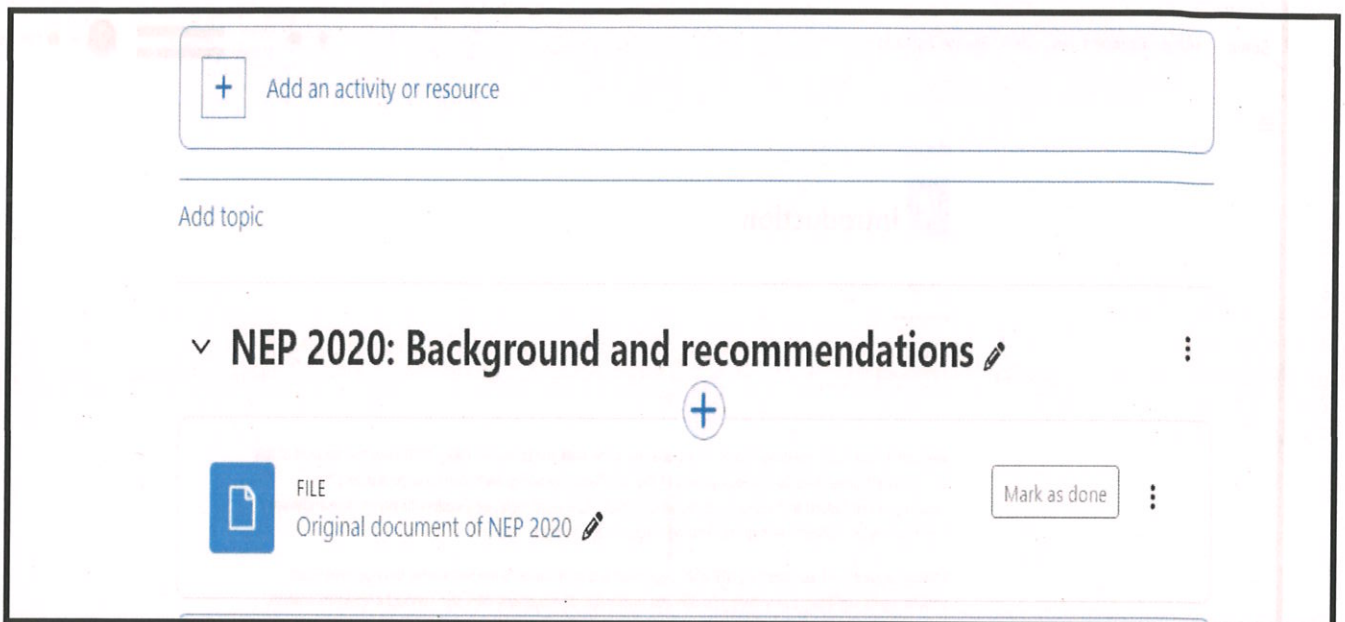
PAGE Introduction

Mark as done

INTRODUCTORY VIDEO

Mark as done





REFLECTION

This topic was started and taught from 4 August 2023. Embarking on the journey of developing Massive Open Online Courses (MOOCs) using platforms like Canvas Instructure and MoodleCloud has been an enlightening experience, made possible through the valuable guidance of my teacher. His patient and insightful instruction paved the way for me to grasp the complexities of course creation and content management. Learning to navigate and utilize platforms like Canvas Instructure and

Moodle Cloud has equipped me with a versatile skill set that I can foresee playing a pivotal role in my future as an educator. Mastering the initial steps of creating accounts on these platforms laid a solid foundation for course development. Understanding how to create content and modules has empowered me to design engaging and structured learning experiences. I also learned about the ways to create quizzes, assignments, and manage student enrollment. The knowledge gained in grading and assessing student work on these platforms ensures a streamlined and efficient teaching experience. This learning experience, under the guidance of my teacher, has not only broadened my skill set but has also instilled in me a sense of confidence in my ability to effectively utilize these platforms for teaching and course development. Looking ahead, I am excited about the potential applications of this knowledge. As a future educator, I envision using these platforms to create dynamic and interactive courses that cater to diverse learning needs. This proficiency will allow me to provide engaging learning experiences for my students, whether in a traditional classroom or in an online setting. In conclusion, this journey into the development of MOOCs using Canvas Instructure and Moodle Cloud, with the unwavering support of my teacher, has equipped me with a valuable skill set. It's not just about using these platforms; it's about leveraging them to create meaningful and impactful learning experiences. I look forward to applying this knowledge in my future role as an educator, knowing that it will enhance the learning journey for my students.

Last but not the least, I want to thank my teacher for his guidance and support in my journey of learning. I hold him in the highest regard, cherishing his enjoyable and inspiring lessons that have motivated and guided me. Sir, your patience and insightful instruction have made a significant impact on my understanding and proficiency. I feel confident enough to say that it was a journey filled with self-discovery, motivation and transformation. I look forward to the opportunities that lie ahead, confident in my ability to make meaningful contributions to the field of education. I am truly grateful for the knowledge and skills you have imparted to me. Your dedication to my growth as a student is deeply appreciated. Thank you for being an exceptional mentor and shaping my educational path.

A red handwritten signature, possibly reading 'May', is written in the bottom right corner of the page. A large, sweeping red flourish extends from the signature across the bottom of the page.



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

5. Organizing Field Visits

CIRCULARS

QF: 100B
DT: 01-12-2023



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ENVIRONMENT UNIT
Session 2023-24

CIRCULAR

This is for the information of all the students of School of Education and School of Social Sciences and Humanities that the Environment Unit is organizing a visit to Sher-e-Kashmir University of Agricultural Sciences and Technology (SKUAST) for an enlightening experience regarding organic farming systems and vermicomposting on 6th December, 2023. In this regard, all interested students are instructed to give their name to the undersigned on or before 2nd November, 2023.

Sunay

In charge
Environment Unit

Monika

HoD
SSSH

Class

Signature

B.Ed spl. sem I

Sunay

B.Ed. 3rd Sem

Sunay

BA sem I (honors)

Budu

B.Ed Sem I

Sunay

BA Pol. (3rd Sem)

uj



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SCHOOL OF EDUCATION

NO: MCE/SOE/2024/261A

DT: 20/01/2024

CIRCULAR

This is for the information of all the students of B.Ed., Semester-I and M.Ed. Semester-III that the college is going to organize a field visit for the course Contemporary India and Education (BDE-104) and Secondary and Higher Secondary Education: Status, Issues and Concerns (MED-305) to Government Polytechnic College, Bikram Chowk, Jammu on February 2, 2024 at 09:30 am. All the students are instructed to report at 9:00 am in the college.

Head
School of Education

Copy to:

- Principal, MIER College of Education



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Ref. No. MIER/MCE/SOE/2024/265

Dated: 02-02-2024

The Principal
Govt. Polytechnic College,
Bikram Chowk, Jammu.

Subject: Request for the Visit Related to Vocationalization of Secondary Education and Skill India on 2nd February, 2024 at 10:50 am.

Dear Sir/Madam

I hope this letter finds you well. I am writing to express my interest in organising a visit to the prestigious Govt. Polytechnic College, Bikram Chowk, Jammu for the students of B.Ed. Sem. I and M.Ed. Sem. III on **February 2, 2024, at 10:50 am** to orient them about the initiatives undertaken by Skill India Schemes and the Vocationalization of secondary education in collaboration with the National Skill Development Corporation (NSDC).

A visit to your esteemed institution would provide hands-on experiences to our B.Ed. and M.Ed. students regarding:

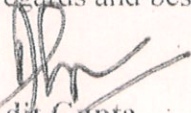
The implementation of Skill India initiatives at the grassroots level.

The integration of vocational education into the secondary school curriculum and its impact on student learning outcomes.

Interactions with faculty members and students to understand the pedagogical approaches and best practices in skill development.

I kindly request your cooperation in facilitating this visit and would appreciate your guidance in arranging the logistics and scheduling. A list of students is also attached to this email for your kind perusal.

Warm regards and best wishes,


Prof. Adit Gupta
Director & Principal

Copy to:

- State Engagement Officer, National Skill Development Corporation J&K, Jammu.
- Private Secretary & Mission Director, J&K Skill Development Mission.



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QF No. 097B
NO: MCE/24/03/002
Date: 01/03/2024

Smt. Shanti Gupta Centre for Women Studies

C I R C U L A R

This is for the information of all concerned that Smt. Shanti Gupta Centre for Women Studies is organizing a visit to the NIMBARK organic food plant in Bari Brahmana, Jammu, for Gender Champions and Club Members to explore the intricacies of organic farming and entrepreneurship on March 4, 2024.

R Gupta

Rupa Gupta
Director
SSGCWS

Copy to: (e-mail)

1. Principal
2. HoD PG Department
3. HoDUG Department



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

6. Conducting Outreach/out of classroom Activities

PROGRAMME SCHEDULE



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Environment Unit

PROGRAMME SCHEDULE

Date: 17-02-2024

Time: 11.00 a.m. to 12.30 p.m.

Venue: College Campus

Event: - Healthy Practices related to Environment

Topic: - Waste Segregation and Composting

S. No	Program	Time
1.	Waste Segregation (A small Skit by college students)	11 a.m. to 11.15a.m.
2.	Disposal of Waste in Collaboration with JMC	11.15 to 11.30a.m
3.	Composting (Activity by the students regarding Eco-Friendly Compost Creation and gardening)	11.35 a.m. to 12p.m.
4.	Pictures of other healthy practices (Rain Water harvesting, No use of plastic in Canteen, Solar lights and Star Rating A.Cs)	12 p.m. to 12.30 p.m.

Videography of the whole program will be done


In charge

Environment Unit



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SESSION 2022-23 Games & Sports Unit Programme Schedule

Date-22/11/2023

Time- 12.30 pm to 2.00 pm

<u>Sports Activity- Interdepartmental Tug of War Match for Boys and Girls on 22nd November, (2023)</u>	
Welcome	Ms. Shivani Chib (B.Ed. Spl. Sem.-III)
Declare the Meet Open	HODs SOE & SSSH
Conduct of Sports Activities	Mr. Imran
Vote of Thanks	Ms. Ridham Sharma (Student of B.Ed.)

Mr. C.R. Jangra
(In charge Games and Sports)

HOD
School of Social Sciences and Humanities



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

7. Community Engagement

DUTY SHEET



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Extension Unit

DUTY SHEET

Date: 8th April, 2024

Time: 11.00 AM.

Venue: Purkhoo Village

Event: World Health Day

S.No.	Arrangements	Name	Signature
1.	Venue arrangements	Ms. Shruti (Roll no.18, B.Ed.Sem-III) Ms. Bhavya (Roll no.2, B.Ed.Sem-III)	Shruti Bhasin Bhavya
2.	Welcome address	Ms. Snober (Roll no.12, B.Ed.Sem-III)	Snober
3.	Photography	Mr. Sahil	Sahil
4.	Press Coverage	Dr. Bharti Tandon	Bharti Tandon
5.	Seating Arrangement and Discipline	Ms. Ranju (Roll no.5, B.Ed.Sem-I) Mr. Avinab Badyal (Roll no.41, B.Ed.Sem-I)	Ranju Avinab Badyal
6.	Vote of Thanks	Ms. Shalini (Roll no.66, B.Ed.Sem-III)	Shalini Pappu
7.	Overall Incharge	Mrs. Suman Devi	Suman Devi

Suman Devi
In-charge

Nishita
HOD SOE

Manika
HOD SSSH



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Extension Unit

DUTY SHEET

Date: 21st February, 2024

Time: 11.00 AM.

Venue: Purkhoo Village

Event: Importance of Voting

S.No.	Arrangements	Name	Signature
1.	Venue arrangements	Ms. Almita Katoch (Roll no.4, B.Ed.Sem-I) Ms. Bhavya (Roll no.2, B.Ed.Sem-III)	
2.	Welcome address	Ms. Ashia Choudhary (Roll no.24, B.Ed.Sem-II)	
3.	Seating Arrangement and Discipline	Ms. Chavi (Roll no.1, B.Ed.Sem-I) Ms. Archana Dubey (Roll no.3, B.Ed.Spl.Sem-I)	
4.	Photography	Mr. Sahil	
5.	Press Coverage	Dr. Bharti Tandon	
6.	Vote of Thanks	Ms. Sonia Choudhary (Roll no.1, M.Ed.Sem-III)	
7.	Overall Incharge	Mrs. Suman Devi	

In-charge

HOD SOE

HOD SSSH



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**Extension Unit
DUTY SHEET**

Date: 6th December, 2023

Time: 11.00 AM.

Venue: Purkhoo Village

Event: Nukkad Natak on Aids

S.No.	Arrangements	Name	Signature
1.	Venue arrangements	Ms. Ridham (Sem-III, B.Ed.) Roll no. 49	<i>Ridham</i>
2.	Welcome	Ms. Snober (Sem-III, B.Ed.) Roll no. 12	<i>Snober</i>
3.	Photography	Mr. Anish	<i>Anish</i>
4.	Narrators	Ms. Snober (Sem-III, B.Ed.) Ms. Bhavya Gupta (Sem-III, B.Ed.)	<i>Snober</i> <i>Bhavya</i>
5.	Press Coverage	Dr. Bharti Tandon	<i>Tandon</i>
6.	Seating Arrangement and Discipline	Samridhi (B.Ed. Sem-III) Roll no. 63 Sanjena (B.Ed. Sem-III) Roll no. 31	<i>Samridhi</i> <i>Sanjena</i>
7.	Vote of Thanks	Ms. Bhavya Gupta (Sem-III, B.Ed.)	<i>Bhavya</i>
8.	Overall Incharge	Mrs. Suman Devi Incharge Extension Unit	<i>Suman Devi</i>

Suman Devi
In-charge
Extension Unit

Monika
HOD
SSSH



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

8. Facilitating Inclusive Education

**LETTERS TO
PRINCIPAL FOR
RESOURCE ROOM
AND GROUP
TEACHING**

NO: MCE/SOE/2024/300

DT: 01/03/2024

To,

The Principal,
Model Academy Inclusive School,
Jammu.

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

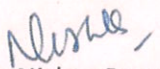
Respected Sir,


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

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

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

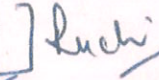
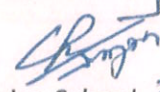
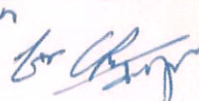
Thanks & Regards


Dr. Nishta Rana
HOD
School of Education


1/3/24

Copy to :

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

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NO: MCE/SOE/2024/
DT: 13/02/2024

To

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

Respected Sir,

This is to inform you that the Group Teaching Practice of B.Ed. Special Education (ID), Semester-III, Session 2022-2024 of Main Disability Special School (306) is scheduled to be held w.e.f. 15th February, 2024 to 29th February, 2024 at 10:10 a.m. to 11:20 a.m. The same shall be conducted in the Model Academy Inclusive School for which group A/B/C/D of inclusive cell will be involved. Your goodself is requested to make the necessary arrangements for the smooth conduct of the same and also ensure your whole hearted cooperation as you have been showing in the previous years.

Thanking you in anticipation.

With Regards,

Nishita Rana
Prof. Nishita Rana
HOD
School of Education

[Signature]
13/02/24

Copy to:

- Principal, MIER College of Education
- Joint Director

**LESSON PLANS
RESOURCE ROOM
AND GROUP
TEACHING**



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by NAAC with 'A+' Grade)

SESSION 2022-24 (Semester- III)

Resource Room Teaching

NAME : PRATHIBHA ATTRI

ROLL NO: 2203008

CLASS : B.Ed. Special Education (ID)

SUPERVISOR: Dr. BEHZAD MAQBOOL

Checked
Spri
10/4/24

INDEX

S.No	TOPICS	PAGE-NO
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LEARNING

DISABILITY

LEARNING DISABILITY

Learning disabilities refers to a group of disorder manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or in mathematical abilities. In order to be labelled as having a learning disability, a child must have an IQ score within the normal range, manifest academic difficulties resulting in discrepancy between expected and actual academic performance, and the disability must be the main cause for learning and school related problems.

Emotional and social disturbance and other adaptive deficiencies may occur along with learning problems but they not by themselves constitute a learning disabilities. Its main character shared by all learning disabilities is that they are perform up to their expected level in school.

DEFINITION

Definition of Learning Disabilities provided by National Joint Committee on Learning Disabilities (1988) USA:

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction and may occur across the lifespan. Problem in self-regulatory behaviour, social perform and social interaction may exist with learning disabilities. Although learning disabilities may occur concurrently with this handicapping conditions or with existence extrinsic influence (such as cultural differences or inappropriate instruction), they are not result of these conditions or influence.

TYPES OF LEARNING DISABILITY

There are eight types of learning disabilities. ie

- i) Dyslexia
- ii) Dyscalculia
- iii) Dysgraphia
- iv) ADHD
- v) Auditory Processing disorders.
- vi) Visual Processing disorders
- vii) Non-verbal learning disorders.



LESSON PLAN FOR RESOURCE ROOM TEACHING

Student Name: Ritvik Class: 1st Lesson No: 02 Date: 21-03-24

Subject: English Topic/Goal: To tell a story using given pictures.

Specific Objective: To enhance the vocabulary and general life skills of the student.
To teach the student association between pictures and real life activities.

Material Used: Pictures, flash cards, worksheet.

Student Teacher Activity	Learner's Activity
<u>Teacher trainee will wish "Good Morning" to the student.</u>	<u>Student will reply "Good Morning" to the teacher trainee</u>
<u>Teacher trainee will ask the</u>	<u>Student will reply appropriately</u>

Student Teacher Activity

Students about this daily activity

and gesture and sketches

They hear a "bad time story"

Teacher trainee will say "good",

very good" to the student.

Teacher trainee will ask student

about his favorite story and if

he has heard about the story

of "thirsty crow"

Teacher trainee will then

present some pictures / flash cards

Learner's Activity

to the teacher trainee.

Student will get motivated.

Students will reply appropriately

to the teacher trainee.

he has heard about the story

Students will try to make a

story and will take the teacher

to the student, and will ask him to tell a story based on these pictures.

- Teacher trainee will help the student whenever necessary.

- Teacher trainee will praise the student with "good", "very good".

- Teacher trainee will conclude the lesson with "Thankyou".

trainee's help whenever he requires it.

- Student will tell the story.

- ~~• Student will get motivated.~~

- Student will reply "Thankyou" maam.

Prathiba

Signature of the Student

[Signature]

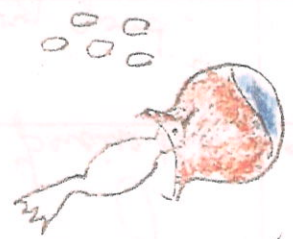
Signature of the Supervisor



(c)



(d)



(c)



(b)



(a)

ENGLISH

WORKSHEET



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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SESSION 2022-2024

SEMESTER- 3rd

GROUP TEACHING

NAME : Ujwal Sharma

CLASS : B.Ed. Special Education (ID). Roll No: 2203004

SUPERVISOR: Mr. CR Jangra
Dr Behzad Magbool



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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B.Ed. Special Education – ID/MR

LESSON PLAN FOR GROUP TEACHING

Name of the School:..... Model Academy Class:..... Secondary

No. of Children:..... 6 Age Range..... 10-14 yrs Date..... 22.2.24 Time Duration..... 30 min Lesson No:..... 5

Name of the Teacher Trainee:..... Vijwal Sharma Roll. No..... 2203004 Area / Domain:..... Curricular

General Objective:

- To understand and identify the place value of digit
- students will be understand the sign and concept of addition.

Specific Objective:

Addition of 1- digit number.

Current Level:

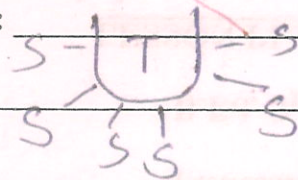
- Group A : understand and follow instructions independently
- Group B : understand and follow instructions with VP

Specific Objective:

Condition	Persons Affected	Behaviour	Level of Performance	Duration
When asked	Group A Nandeshwar, Shejpreet, Bhanu	Will be able to do addition.	80% accuracy with VP	15 min
	Group B Rithvik, Amyea, Mudasi	Will need help	60% accuracy with VP, PPO	15 min

Motivation: After greeting the children & teacher trainee show the sign of addition and ask "which sign is this?" and start the task

Classroom Arrangement:



Material Used:

Worksheet, flashcard
pencil

Teacher's Activity	Learner's Activity
how to do addition of numbers	carefully
5 Student teacher provides worksheet to each child and ask them to do	students will receive the worksheet and do their work.
6 Student teacher provide help to the children if anyone needed	Students will follow the instructions.
7 Student teacher provide VP to student of group B	students will follow the instructions and complete their

Teacher's Activity	Learner's Activity
1 Student teacher enter the classroom and say "Good Morning"	Students will say "Good Morning".
2 Student teacher manage the classroom	Students will follow the instructions
3 Student teacher shows the flashcard of number and sign of addition to the students	Students will observe them carefully
4 Student teacher first demost - rate	Students will observe

Self Evaluation:

I am happy with how students tried to do additions they listen well and tried their best. I made sure to explain everything in a simple way.

Signature of the Student Trainee

Ajwal Sharma

Observer's Remarks:

S.No.	Rating of Remarks	Good	Average	Weak
1.	Preparation of Lesson Plan	/		
2.	Preparation of TLM	/		
3.	Use & Relevance of TLM	/		
4.	Pupil Participation	/		
5.	Overall Presentation of the lesson	/		
6.	Confidence level	/		
7.	Use of prompts	/		

Signature of the Supervisor

[Signature]

MINIATURE

$$\begin{array}{r} 1 \quad | \\ + 2 \quad || \\ \hline 3 \end{array}$$

$$\begin{array}{r} 3 \quad ||| \\ + 3 \quad ||| \\ \hline 6 \end{array}$$

$$\begin{array}{r} 4 \quad |||| \\ + 5 \quad |||| \\ \hline 9 \end{array}$$

$$\begin{array}{r} 4 \quad |||| \\ + 3 \quad ||| \\ \hline 7 \end{array}$$

$$\begin{array}{r} 5 \quad ||||| \\ + 1 \quad | \\ \hline 6 \end{array}$$

$$\begin{array}{r} 2 \quad || \\ + 6 \quad ||||| \\ \hline 8 \end{array}$$



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

9. Preparing Individualized Educational Olan(IEP)

**INDIVIDUALIZED
EDUCATIONAL
PLAN(IEP)**

REFER METRIX 2.3.7