

## Criterion I – Curricular Aspects

Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

### (Documentary Evidence)

S.NO.	DESCRIPTION	ENCLOSURE
1.	Documentary evidence in support of the claim	<ol style="list-style-type: none"> <li>1. Micro Teaching               <ol style="list-style-type: none"> <li>a. Schedule</li> <li>b. Sample Lesson Plans</li> </ol> </li> <li>2. Macro Teaching               <ol style="list-style-type: none"> <li>a. Schedule</li> <li>b. Sample Lesson Plan (RCEM, Herbartian, Constructivist)</li> </ol> </li> <li>3. School Internship               <ol style="list-style-type: none"> <li>a. Sample</li> </ol> </li> <li>4. Community Service               <ol style="list-style-type: none"> <li>a. Circular and Report of Medical Camp</li> <li>b. Circular and Report of Cleanliness Drive</li> <li>c. Sample Report Community work</li> <li>d. Circular and Report NSS work</li> <li>e. Syllabus of BDE 405</li> </ol> </li> <li>5. Co- Curricular Activities               <ol style="list-style-type: none"> <li>a. Sample Report of Republic Day Celebration</li> <li>b. Sample Report of National education day Celebration</li> </ol> </li> <li>6. Pedagogical Approaches for Understanding Self               <ol style="list-style-type: none"> <li>a. Syllabus : MED 106, MED 432, BDE 106, BDE 306</li> </ol> </li> <li>7. Courses highlighting socio- cultural and philosophical perspective of Education               <ol style="list-style-type: none"> <li>a. Syllabus: MED 103, MED 201, BDE 102, BDE 104</li> </ol> </li> <li>8. Preparing teacher trainees for inclusive education               <ol style="list-style-type: none"> <li>a. Syllabus: BDE 401</li> <li>b. Sample Report of visit to inclusive school</li> </ol> </li> <li>9. Add – on / Elective Programs               <ol style="list-style-type: none"> <li>a. Syllabus: BDE 407</li> </ol> </li> <li>10. Sample of Reflective journal</li> </ol>



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### **CRITERION I – CURRICULAR ASPECTS**

#### **1.3 CURRICULUM ENRICHMENT**

**1.3.3 Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

**1. Documentary evidence in support of the claim**

# **Micro Teaching**



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### SCHOOL OF EDUCATION

NO: MCE/SOE/2023/237

DT: 14/12/2023

### B.Ed., Semester – III School Internship-I (BDE-305) Session 2022-2024

#### Schedule for Orientation Programme

It is for the information of all the students of B.Ed., Semester-III, Session 2022-24 that and Orientation Programme for the first component namely Micro Teaching Practice of Course Code: BDE-305 (School Internship-I) is going to be organized as per the following schedule:

Date	Time	Skill	Resource Person
15.12.2023	10:00 a.m. – 10:15 a.m.	General Orientation	Dr. Nishita Rana
15.12.2023	10:15 a.m. – 10:50 a.m.	Skill of Questioning	Dr. Reeta Dwivedi & Mrs. Arpana Koul
21.12.2023	09:30 a.m. – 10:10 a.m.	Skill of Reinforcement	Mrs. Suman Devi
21.12.2023	10:10 a.m. – 10:50 a.m.	Skill of Stimulus Variation	Mrs. Suman Gupta
22.12.2023	09:30 a.m. – 10:10 a.m.	Skill of Explanation	Mrs. Komal Sharma
22.12.2023	10:10 a.m. – 10:50 a.m.	Skill of Illustrations with examples and visuals	Mrs. Jyoti Sharma
22.12.2023	12:50 p.m. – 1:30 p.m.	Formulating Learning Objectives on RCEM, Herbartian & Constructivist approach	Dr. Nishita Rana
26.12.2023	01:30 p.m.-02:00 p.m.	RECM Approach	Mrs. Jyoti Sharma
27.12.2023	01:30 p.m.-02:00 p.m.	Herbartian Approach	Dr. Bindu Dua
27.12.2023	02:00 p.m.-02:30 p.m.	Constructivist Approach	Dr. Bharti Tandon

**Note:** Micro Teaching Practice shall be conducted after the winter break.

*Nishita*  
HOD

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## SCHOOL OF EDUCATION

QF: 028C  
NO: MCE/SOE/2023/238  
DT: 18/12/2023

### M.Ed., Semester – III Internship-II (MED-309) Session 2022-2024 Schedule for Orientation Programme

It is for the information of all the students of M.Ed., Semester-III, Session 2022-24 that an Orientation Programme for the Internship-II, Course Code: MED-309 is going to be organized as per the following schedule:

Date	Time	Skill	Resource Person
19.12.2023	01:30 p.m. – 01:45 p.m.	General Orientation	Dr. Nishita Rana
19.12.2023	01:45 p.m. – 02:15 p.m.	Skill of Questioning	Dr. Bharti Tandon
21.12.2023	09:30 a.m. – 10:10 a.m.	Skill of Reinforcement	Mrs. Suman Devi
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26.12.2023	01:30 p.m. – 02:00 p.m.	RCEM Approach	Mrs. Jyoti Sharma
27.12.2023	01:30 p.m. – 02:00 p.m.	Herbartian Approach	Dr. Bindu Dua
27.12.2023	02:00 p.m. – 02:30 p.m.	Constructivist Approach	Dr. Bharti Tandon

**Note:** Delivery and Supervision of lessons shall be conducted after the winter break.

*Nishita Rana*

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**SCHOOL INTERNSHIP – I**  
(Duration – 7 weeks)

**COURSE CODE : BDE-305**

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

**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 III<sup>rd</sup>

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.

Samma  
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 ma'am	
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 indicate?	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 there are five types of Noun by using chart.	Student listen carefully	Movement. Teacher Pupil interaction. Change in voice. frowning, etc.
	1) Proper noun 2) Common noun 3) Abstract noun 4) Material noun 5) Collective noun		
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)	e.g. 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)	e.g. 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)	e.g. 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	III	8						
Gestures	II	7						
Change in voice	III	8						
Focussing	II	7						
Pausing	III	8						
Change in interaction pattern	III	8						
Pupil's physical participation	III	8						
Audio-visual switching	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. *Arooraj*

*Sanjay*  
SIGNATURE OF THE SUPERVISOR

# **Macro Teaching**



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### SCHOOL OF EDUCATION

NO: MCE/SOE/2024/238

DT: 02.03.2024

### CIRCULAR

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

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

*Arpana*

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## SCHOOL OF EDUCATION

QF: 028C  
NO: MCE/SOE/2023/238  
DT: 18/12/2023

M.Ed., Semester – III  
Internship-II (MED-309)  
Session 2022-2024

### Schedule for Orientation Programme

It is for the information of all the students of M.Ed., Semester-III, Session 2022-24 that an Orientation Programme for the Internship-II, Course Code: MED-309 is going to be organized as per the following schedule:

Date	Time	Skill	Resource Person
19.12.2023	01:30 p.m. – 01:45 p.m.	General Orientation	Dr. Nishita Rana
19.12.2023	01:45 p.m. – 02:15 p.m.	Skill of Questioning	Dr. Bharti Tandon
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27.12.2023	02:00 p.m. – 02:30 p.m.	Constructivist Approach	Dr. Bharti Tandon

**Note:** Delivery and Supervision of lessons shall be conducted after the winter break.

*Nishita Rana*

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### SCHOOL OF EDUCATION

QF: 028C  
Ref. No. MCE/SOE/2024/247  
Date: 03/01/2024

#### M.Ed., Semester-III, Session 2022-24 Schedule for Internship-II

This is for the information of all the students of M.Ed., Semester-III, Session 2022-24 that the Internship-II (Course Code: MED-309) is going to be organized w.e.f. 8<sup>th</sup> January, 2024. The following schedule is to be adhered to:

Date	Time	Name of the Group Supervisor	Roll No.'s	Room Allotted for Internship Groups
08.01.2024	01:30-3:30	Dr. Bharti Tandon	1, 3, 5, 7, 10, 12 = 06	Conference Room (Top Floor MCE)
08.01.2024	01:30-3:30	Dr. Bindu Dua	2, 4, 6, 8, 11, 13 = 06	Scholars' Room (Ground Floor)

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

*Mishita Rana*

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### SCHOOL OF EDUCATION

Internship Schedule of M.Ed., Semester-III, Session 2022-24

Day-I, Monday, 08th January, 2024

Time → Class ↓	I	II	III	IV	V
	08:45 am to 09:25 am	09:25 am to 10:05 am	10:05 am to 10:45 am	10:45 am to 11:25 am	11:45 am to 12:25 pm
Roll No. of Students					
7th-A	2201001	2201007	2201001	2201007	2201001
7th-B	2201002	2201008	2201002	2201008	2201002
8th-A	2201003	2201010	2201003	2201010	2201003
8th-B	2201004	2201012	2201004	2201012	2201004
9th-A	2201005	2201013	2201005	2201013	2201005
9th-B	2201006	-	2201006	-	2201006

Day-II, Tuesday, 09th January, 2024

Class	I	II	III	IV	V
	08:45 am to 09:25 am	09:25 am to 10:05 am	10:05 am to 10:45 am	10:45 am to 11:25 am	11:45 am to 12:25 pm
Roll No. of Students					
7th-A	2201007	2201001	2201007	2201001	2201007
7th-B	2201008	2201002	2201008	2201002	2201008
8th-A	2201010	2201003	2201010	2201003	2201010
8th-B	2201012	2201004	2201012	2201004	2201012
9th-A	2201013	2201005	2201013	2201005	2201013
9th-B	-	2201006	-	2201006	-

*Alshikha*  
Head of the Department

E-Mail Copy to:

1. Principal, MIER College of Education

A. IDENTIFICATION DATA

Name of the pupil teacher SHEETAL BHUTYAL

Lesson No: 2

Roll No 2202014

School \_\_\_\_\_

Class 6th

Section \_\_\_\_\_

Subject Science

Topic Water

Sub-Topic Water Cycle

Time duration 30-35 mins

Date 8-4-2024

B. INPUT

B.1 TEACHING POINTS

1. Concept of water cycle.
2. Meaning of water cycle.
3. Stages of water cycle.
4. Importance of water cycle.

B.2 OBJECTIVES OF THE LESSON

1. To enable the students to understand the concept of water cycle.
2. To acquaint the students with the importance of water cycle.

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBO's)

1. The learner will be able to recall the meaning of water cycle (Knowledge)
2. The learner will be able to discriminate the stages of water cycle (Understanding)

B.4 TEACHING AIDS

1. Usual classroom apparatus.
2. Chart depicting the whole process of water cycle.

### C.1 MOTIVATION

Q1 → What is the most essential thing we need to survive?

Ans → Oxygen and Water

Q2 → When you feel thirsty what you will do?

Ans → Drink Water.

Q3 → Can we live without water?

Ans → No

Q4 → How we get water?

Ans → From Rain.

Q5 → What are three stages of water?

Ans → Solid, liquid and Gas.

Q6 → How do water disappear from the clothes as they dry up?

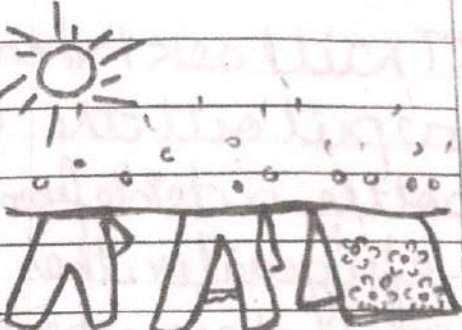
Ans → Students may or may not be able to answer.

### C.2 ANNOUNCEMENT OF THE TOPIC

So, students today we will study about water cycle.

### C.3 PRESENTATION

Teacher's Activities	Student's Activity	B.B Summary
P.T will ask many times you have noticed that water spilled on a floor dries up after	Students are able to know about the topic	<u>TOPIC</u> <b>WATER CYCLE</b> 1) Evaporation Liquid form change

Teacher's Activities	Student's Activity	B.B Summary
<p>Some time? 11ly, Water disappears from wet clothes as they dry up. Water from wet roads also disappears after the rains. Where does this water go?</p>		<p>into gaseous form. This appears to be dry.</p>
<p>Then P.T will explain that these appears to be dry because the water in the clothes dries slowly &amp; gradually evapo- -rated &amp; gets converted from liquid to gaseous form. Similarly with the atmosphere the water from lakes, oceans &amp; river gets evapo- -rated in the presence of sunlight slowly &amp; gradually converted liquid form into gaseous form.</p>	<p>Students will listen carefully.</p>	

• P.T will ask when you feel thirsty which water you drink in summer?

→ Where you get Cold water? From refrigerator, freezer etc. Condensation changes into liquid form.

P.T will ask when you put out the bottle outside from refrigerator then what do you observe?

Then P.T will explain that It is the process of a substance that is in a gaseous state transforming into a liquid state. This change is caused by a change in pressure & temperature.

P.T will ask the students which type of weather you see in monsoon? P.T will explain that after condensation, the

Rainfall

3) Precipitation  
↓

It is the water that falls on the earth surface

water droplets slowly & gradually come closer to each other & so clouds formation takes place when they can become too heavy they fall into earth surface. Give some another examples of precipitation

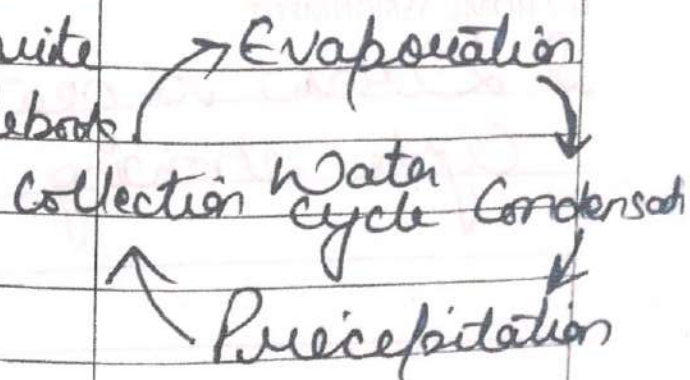
Snowfall, hail, Rainfall, hail, Snowfall. this is also the example of precipitation.

→ P.T will ask the students after rainfall, snowfall or hail collects in the rivers, oceans & lakes & now you have the whole cycle is completed which is known as Water Cycle.

Students will listen

P.T shows a chart of water cycle & explain the whole process one by one.

Students write on their notebook



C 4 CLOSURE/GENERALIZATION

So, students today we have studied about Water cycle i.e., Evaporation, Condensation, Precipitation & Condensation.

D. OUTPUT

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

Q No-1) What do you mean by Evaporation?

Q No-2) How are clouds formed?

Q No-3) Fill ups :-

(a) The process of changing of water into its vapour <sup>form</sup> is called \_\_\_\_\_

(b) The process of changing water vapour into water is called \_\_\_\_\_

(c) Name the common examples of precipitation

(d) Plants and trees lose water in the form of \_\_\_\_\_

D.2 HOME ASSIGNMENT

Q Draw a neat diagram of water cycle showing various processes involved.



# WATER CYCLE





LESSON NO. 07

Name of the Pupil Teacher: Nitasha Pongotra

Class Roll No. 2201006 Class: 9<sup>th</sup>

Subject: Social-Science [Contemporary India]

Topic: India - Size and Location

Time Duration: 35-40 Minutes Date: 23-1-2024

Teaching Aids:

a) General Aids, Visual classroom apparatus

b) Specific Aids:- Chart, Powerpoint presentation

General Aims:

- o To provide complete knowledge about the topic to the students
- o To acquaint the students with social world
- o To develop critical thinking among the students
- o To enable the students about the concept of India - Size and location

Specific Aim: To develop the knowledge  
about the India-Size among  
the students and families  
with the India location and  
India and the world and India's neighbours

Assumed Previous Knowledge: \_\_\_\_\_

Pupil teacher assumed that students  
 know something about the India-  
 Size and location

Motivation: Q:- What is the name of our country?  
 Ans India

Q:- How many states are in India?

Ans 28

Q:- How many union territories in India?

Ans 8

Q:- What is the approximate area of India?

Ans Students may or may not be answer.

Announcement of the Topic: Students, today we  
deeply study about India because  
our topic is "India-Size and  
location".

Presentation:

Teaching Points	Pupil Teacher Activity	Pupil Activity	Board Summary
<u>Introduction:</u>	<p>P.T will explain that 1- India is one of the oldest civilization in the world. It has a remarkable history.</p> <p>• India has also made remarkable progress in the field during last 50 year (5 decade).</p> <ul style="list-style-type: none"> <li>- Agriculture field,</li> <li>- Industries field and Technology field. There has been overall economic development of India.</li> </ul>	<p>Student's will listen carefully</p>	<p><u>Topic 1-</u> <u>India -</u> <u>Size and</u> <u>location</u></p> <p>India is one of the oldest civilizations in the world.</p>
<u>India's Location</u>	<p>Pupil teacher further explain that 1- India is the very vast country, which lies in the Northern Hemisphere</p>	<p>Students note down main points in their notebooks</p>	<p><u>India's</u> <u>Location</u></p> <p>Northern Hemisphere</p>
Longitudes and Latitudes of India	<p>Longitudes and latitudes.</p> <p>Imaginary vertical line around the Earth surface <b>And</b> Imaginary horizontal lines around the Earth surface</p> <p>• With the help of longitude and latitude we can find the</p>		

Presentation:

Teaching Points	Pupil Teacher Activity	Pupil Activity	Board Summary
	<p>Exact location of any country.</p> <ul style="list-style-type: none"> <li>The Indian main land lies between latitudes <math>8^{\circ}4'N</math> &amp; <math>37^{\circ}6'N</math> and longitudes <math>68^{\circ}7'E</math> &amp; <math>97^{\circ}25'E</math>.</li> <li>India's north-south extent is 3,214 km and the east-west extend is 2,933 km.</li> </ul>	<p>Student's will listen carefully.</p>	<p>Latitudes  <math>8^{\circ}4'N</math>  <math>37^{\circ}6'N</math>                      longitudes  <math>68^{\circ}7'E</math>  <math>97^{\circ}25'E</math></p>
<p><u>Tropic of Cancer</u></p>	<p>Pupil teacher will explain that; the tropic of Cancer (<math>23^{\circ}30'N</math>) divides the country into almost two equal parts.</p>		<p><u>Tropic of Cancer</u>  <math>23^{\circ}30'N</math></p>
<p><u>Islands Group of India</u></p>	<p>Pupil teacher will explain that Towards the Southeast of the mainland is Andaman &amp; Nicobar islands, which lie in the Bay of Bengal</p> <ul style="list-style-type: none"> <li>Towards the South-west of the mainland</li> </ul>	<p>Student's will not down the important into their notebook</p>	<p>Islands Group of India</p>



## Presentation:

Teaching Points	Pupil Teacher Activity	Pupil Activity	Board Summary
<p><u>India's Size</u>-</p>	<p>It's Lakshadweep island which lie in the Arabian Sea</p> <p>After that pupil-teacher will explain that; Total landmass (Geographical Area) of India 3.28 million Square Km.</p> <ul style="list-style-type: none"> <li>• India lies in about 2.4% of the total geographical area of the world.</li> <li>• Area wise, India is the largest country of the world.</li> <li>• India has a land boundary of about 15,200 km.</li> <li>• The total length of the coastline of the mainland, including Andaman &amp; Nicobar &amp; Lakshadweep is 7,516.6 km</li> </ul>	<p>Students will listen carefully and note down the important point in their notebook</p>	<p><u>India's Size</u></p> <p>Total land mass ↓ 3.28 million</p> <p>Land boundary 15,200 km</p>

## Presentation:

Teaching Points	Pupil Teacher Activity	Pupil Activity	Board Summary
	<ul style="list-style-type: none"> <li>• North west, north &amp; northeast of India are bounded by the Himalayas (young fold mountains)</li> <li>• South of about 22° north latitude, it begins to narrow, and extends towards the India Ocean</li> <li>• Latitudinal &amp; longitudinal extent of the mainland is about 30°</li> </ul>	<p>Student's will note down the important points</p>	<p>India are bounded by the Himalayas.</p>
<p><u>India and the world</u></p>	<p>Pupil teacher will explain that:- India is located b/w East Asia and West Asia.</p> <ul style="list-style-type: none"> <li>• Due to such a good location, India is very well connected with the world. India to establish close contact with West Asia, Africa and Europe from the western coast and with Southeast and</li> </ul>	<p>Student's will listen carefully.</p>	<ul style="list-style-type: none"> <li>• <u>India and the world</u></li> <li>B/w East Asia and West Asia</li> </ul>



## Presentation:

Teaching Points	Pupil Teacher Activity	Pupil Activity	Board Summary
	<p>East Asia from the eastern coast</p> <ul style="list-style-type: none"> <li>India's contact with the world have continued through ages.</li> <li>In Modern time our country is connected with land routes and sea routes.</li> <li>But in Ancient time our country is connected with land routes rather than sea routes.</li> </ul> <p>[The land routes are much older than her maritime contact]</p>	<p>Student's will listen carefully</p>	<p>Connected with land routes and sea routes</p>
<p><u>India's Neighbours</u></p>	<p>Pupil teacher will explain that- India shares its land boundaries with Pakistan and Afghanistan in</p>	<p>Student's will note down the important points</p>	<p><u>India's Neighbour</u></p>





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**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:

*overall good lesson was delivered*

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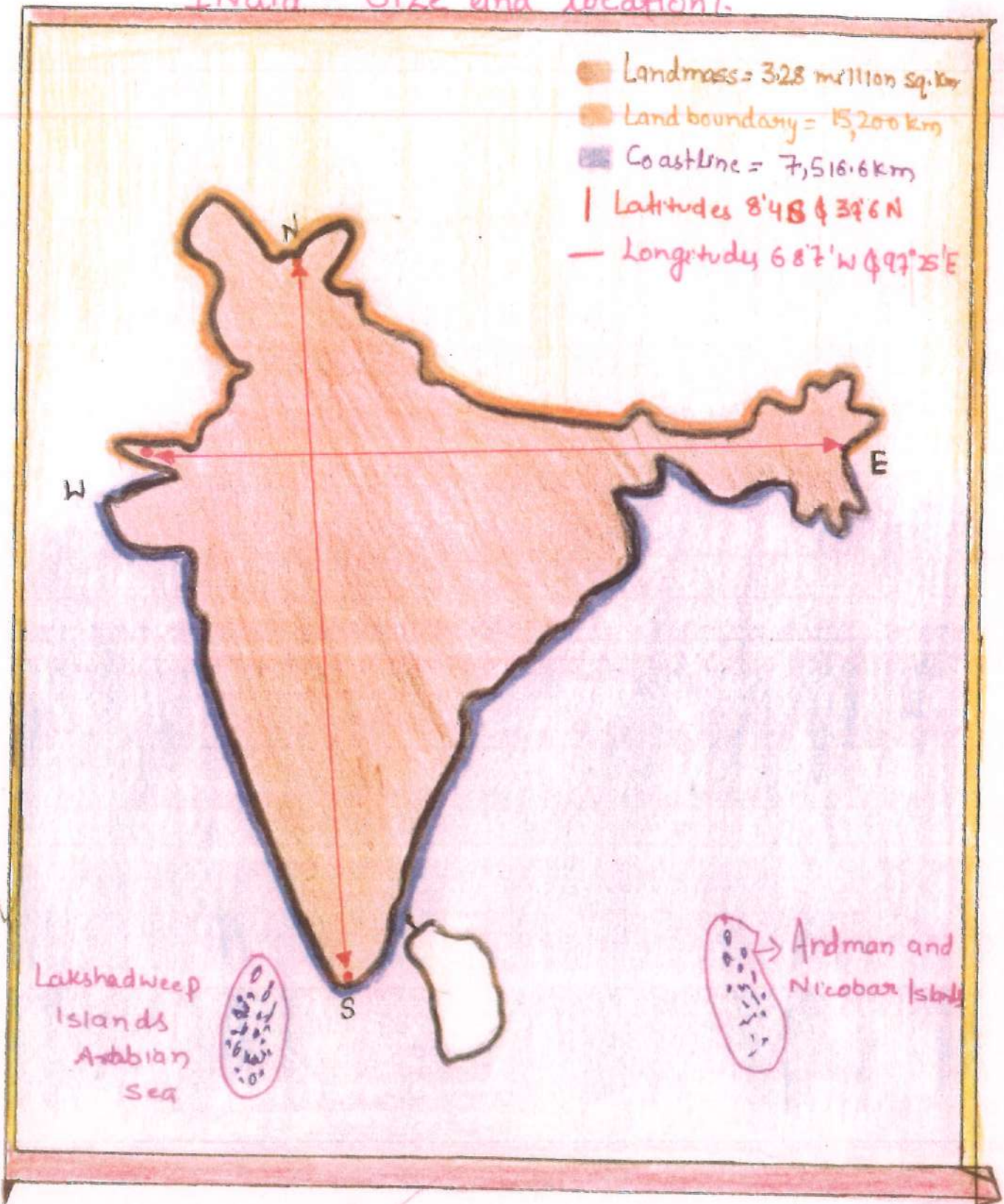
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*Ravinder*  
Signature of Supervisor

## MINIATURE TEACHING AIDS

## India - Size and location.



Generalization:

Pupil teaches Generalize by saying that; so students today we have study about the India's location - longitude and latitude of India, Tropic of Cancer, Islands group of India and India's size - India and the world and India's Neighbours.

Recapitulation:

Q- Name group of islands lying in the Arabian sea.

Q- Fill in the blank.

- 1) India is one of the \_\_\_\_\_ civilization in the world.
- 2) India is the very vast country, which lies in the \_\_\_\_\_ Hemisphere.
- 3) India is located between \_\_\_\_\_ Asia and West Asia.
- 4) The land boundary of India is \_\_\_\_\_.

Home Assignment:

On the map find out the longitudinal and latitudinal extent of your state.

## CONSTRUCTIVIST LESSON PLAN

### Identification Data

Name of the Pupil Teacher:- Nitasha Pangotra

School:- Model Academy

Class:- 10<sup>th</sup>

Subject:- Social Science

Topic:- Sectors of the Indian Economy

Time Duration:- 35-40 minutes

Date:- 23-01-2024

### Learning Points

- Meaning of Sector
- Concept of Sectors of the Indian Economy
- Different Sectors of the Indian Economy

### Objectives of the Lesson

- ↳ To enable the learner to acquire the knowledge of Indian economy.
- ↳ To know the learner about the Sectors of Indian Economy.
- ↳ To enable the knowledge of recognising the Sectors of Indian economy among students
- ↳ To make students aware about the working of different sectors.

## Engage

- Teacher Activity

Pupil-Teacher will show some pictures to the students and ask questions to them.

Q1: What you observe in this picture?

Q2: Where do we go to buy clothes?

Q3: From where does the clothes shop get finished products?

Q4: The factory, shop comes under which part of economy?

P.T. will further divide the class into the groups

- Student Activity

Students will observe the pictures and answer to the pupil-teacher.

Ans 1: clothes

Ans 2: We buy clothes from shop.

Ans 3: From factory.

Ans 4: Sectors of the Indian Economy.

Pupil-teacher will further shows a chart to students and tell both the groups to differentiate the pictures that were shown in the chart.

## Explore

- Teacher Activity

P.T. will facilitate the students and explore the present knowledge by asking some questions to both the groups:-

Group I :- Q1. Where your father works?

Q2. What are the activities undertaken directly using natural resources?

Group II :- Q1. What we call the sector which is associated with different kinds of industries?

Q2. According to you, Healthcare and banking comes under which sector?

- Student Activity

Students will answer the questions from both the groups.

Group-I	Group-II
Ans1 -> My father works as a software engineer.	Ans1. Secondary Sector
Ans2. There are many activities like farming, fishing, mining and logging.	Ans2. Tertiary sector



## Explain

- Teacher Activity

P.T. explains the meaning of sectors and different sectors of the Indian Economy and write on the Board - Students

Sector is an area of the economy in which the business shares the same or the related products or services. Sectors are classified on the basis of nature of activity being performed :-

- ① Primary sector :- directly using natural resources.
- ② Secondary sector :- deals with various support service.
- ③ Tertiary sector :- based on providing service like transportation, banking etc.

- Student Activity

Students will listen to the pupil teacher and write down main points in their notebooks.

---

## Elaborate

- Teacher Activity

In this step, P.T elaborating the topic by showing picture of Banking and finance and ask question to students.

Q. Banking and finance companies comes under which sector?

P.T will further elaborate the topic and explain the concept of Tertiary sector. Thus acc. to the basic nature of activity being performed sectors are divided into 3 categories: Primary, Secondary and Tertiary sector.

- Student Activity

Students will observe the picture and answer to the question.

Ans. It comes under tertiary sector.

and students will listen to the pupil-teacher and note down the main points.

## Evaluate

- Teacher Activity

In order to evaluate the effectiveness of learning, P.T. will ask some questions to students.

Fill in the blanks

- \_\_\_\_\_ sector transform goods to another goods.
- \_\_\_\_\_ sector produces goods by exploiting natural resources.

- Student Activity

Students tries to answer the questions.

Ans (1) Secondary

Ans (2) Primary

## Constructivist Lesson Plan Rubric

	Not Present	Beginning	Developing	Achieved
	0	1	2	3
<b>Constructivist Model Components</b>				
Learning phases are implemented in the lesson (Phases: experience, interpretation, exploration, engagement, 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				✓
<b>Existing Knowledge</b>				
Existing Knowledge is probed				✓
Misconceptions are given a chance to be revealed				✓
Predictive or discrepant events are presented				✓
<b>Situated Cognition</b>				
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				✓
<b>Construction of Knowledge</b>				
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				✓
<b>Metacognition</b>				
Learning goals are clear				✓
Students are asked to confront pre-conceptions				✓
Students self-assess their progress (self-reflection)				✓

Baidu

# **School Internship**



# MIER COLLEGE OF EDUCATION (Autonomous)

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

## INTERNSHIP RECORD U.G. DEPARTMENT

NAME Muskaan Adhikari

PROGRAMME B.Ed.

SEMESTER IV<sup>th</sup>

SESSION 2021-23

SECTION A

ENROLMENT NO. 2102006

NAME OF THE PRACTISING SCHOOL

Model Academy School

Muskaan

STUDENT TEACHER  
(Signature)

Arpana

SUPERVISOR  
(Signature)

2021  
21/12/23

## **FOREWORD**

Internship has been introduced as a component of Practice of Teaching at B.Ed. level. It is a welcome step to make professional preparedness of teacher-trainees more meaningful. During Internship Programme a trainee gets firsthand experience as a full time teacher of the school. Apart from their scheduled Macro- teaching, the trainees take part in the activities of the institution and get an opportunity to work under the able guidance of the teacher educator and the head of the practicing school. It develops in them a sense of belongingness which in turn instils confidence in them as a teacher.

**Dr. Renu Gupta**  
**Chairperson**  
**MIER College of Education**

## INTRODUCTION TO INTERNSHIP

Internship as a component of Practice of Teaching at B.Ed. level is designed to give the prospective teachers supervised laboratory experiences in a typical school situation so that he/she may develop high level of professional competence. The teacher gets a firsthand experience of working as full time regular teacher in the school.

A well, defined and designed Internship programme is the result of the joint efforts of the training college and the practicing school in which the teaching staff, head of the school, students trainees and the teacher educator are involved.

The following objectives are fulfilled by the inclusion of Internship as a part of B.Ed. training programme.

1. To provide an opportunity to a trainee to be a part of the school system in all its ramifications;
2. To get knowledge about the school and its functioning;
3. To develop an attitude of belongingness to the institution;
4. To ensure professional preparedness on the part of the trainee by doing successfully all those jobs which a regular teacher is expected to do in the actual school set up.
5. To get an opportunity to work under the supervision and guidance of the school authorities, and the teacher educator.
6. To develop love, and respect and positive attitude for the profession chosen.



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I. PLANNING, TEACHING, ASSESSMENT OF CLASSROOM ACTIVITIES

Summary of Lessons Delivered

S. No.	Approaches to Lesson Plan Used	No. of Lessons Planned	No. of Lessons delivered	No. of Lessons Assessed
1.	Herbartian			
2.	RCEM	30	30	
3.	Constructivist	10	10	
4.	ICT	4	4	
5.	No. of Observation Lessons:	10	10	

*Dropaue*

SUPERVISOR  
(Signature)

## II. INTERACTION WITH SCHOOL TEACHERS

ATTACH PHOTOGRAPHS



### "INTERACTION WITH SCHOOL TEACHERS"

#### BRIEF INTERACTION SUMMARY

I interacted with the teachers of MIER College of Education, B.C Road Jammu. In the interaction session, I was acquainted with various teaching methodology and different strategies; problems faced by the teachers and how they overcome various situations under different circumstances. They shared how students have lost interest in classroom. Also, they discussed various teaching strategies like: flip classroom, cooperative teaching, group discussion, etc for better understanding and learning of the students. They also made us aware about how they acquainted with and adopted various strategies under different circumstances.

*Ampu*  
SUPERVISOR  
(Signature)

## I.. INTERACTION WITH MEMBERS OF THE COMMUNITY

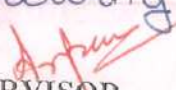
ATTACH PHOTOGRAPHS



“ INTERACTION WITH COMMUNITY MEMBERS ”

### BRIEF INTERACTION SUMMARY

In July 25<sup>th</sup> 2023, I interacted with the Community member Mr. Sunil Kumar & Mr. Rakesh Sharma and asked them about the various issues related to the cleanliness of the school surroundings to which they said that they take care of the surroundings with full concern. So as to protect students from various infections caused due to unhealthy surroundings; He takes care of maintenance of washrooms as well as floors and also guides and advice students to not litter things around. Further I interacted with security incharge Mr. Deepak, about his role and responsibilities he relayed to me how he handles parking of student's vehicles and keeps the students to check by checking permission slips if they leave early.

  
SUPERVISOR  
(Signature)

### III. INTERACTION WITH CHILDREN

ATTACH PHOTOGRAPHS



#### "INTERACTION WITH CHILDREN"

##### BRIEF INTERACTION SUMMARY

During my teaching practice, I interacted with students of VIII<sup>th</sup> & IX<sup>th</sup> class and came to know about the mental ability of the students along with that their pace of understanding the topic, their active participation in the classroom while I was questioning them. I also discussed with them the various problems that they face in and outside classroom. During the interaction I noticed that they were not fluent in English language and also got acquainted with their thinking abilities. The overall interaction was really informative and interesting as it helped build a good rapport with the students. And has a feed back to reflect on my methodology too.

*Arpan*  
SUPERVISOR

(Signature)

V.

## TIME-TABLE FRAMING

The School time table is a mirror which reflects the entire educational programme followed in the school. Time table is an outline of the day's work undertaken by the institution. Every class has its own time table indicating the distribution of subjects/activities with teachers involved in each activity, time, length and number of intermissions etc. The different types of time table followed in the School are

1. General time table
2. Teacher wise time table
3. Class wise time table
4. Substitute time table

### GUIDELINES

The following points should be kept in view while framing class time table.

- a) Ensuring suitable duration of periods;
- b) Providing the most appropriate work for each teacher;
- c) Providing variety in terms of change of work to avoid fatigue;

Adding an element of flexibility keeping in view- the age, physical conditions and the needs of children

TIME TABLE (Sample Copy)

2021/2022



*Arpano*  
SUPERVISOR  
(Signature)



MODEL ACADEMY  
THE PRESTIGIOUS SCHOOL OF MIER

QF: NO 01  
DATE: 06/04/2021

Class wise Time Table Session 2023-24

Class	I	II	III	IV
6th A	Math (1,2) Jyotika S. Sc (3-5) Nitika	Games (1) NPT French - (2) Deepika Sc.( 3-5) Reeti	Math (1-5) Jyotika	Hindi/Urdu (1-4) Mamta /Zahida Games (5) NPT
	<b>BREAK</b>			
	V	VI	VII	VIII
S.Sc (1-3) Nitika Hindi/Urdu (4-5) Mamta/Zahida	Science (1,2,5) Reeti Comp (3,4) Vinita	Eng (1-4) Ramneet Comp (5) Vinita	Art (1) Neeraj Lib (2) Sunita Eng (3-5) Ramneet	



MODEL ACADEMY  
THE PRESTIGIOUS SCHOOL OF MIER

QF: NO 07  
DATE: 06/04/2021

Class wise Time Table Session 2023-24

Class	I	II	III	IV
6th B	S. Sc (1-5) Samiksha	Sc (1,2) Reeti Math (3) Jyotika Comp (4) Vinita Games (5) NPT	English (1-5) N. T ( C)	Math (1-5) Jyotika
	<b>BREAK</b>			
	V	VI	VII	VIII
S.Sc (1) Samiksha French (2) Deepika Hindi (3) Mamta Lib (4) Sunita Eng (5) N. T ( C)	Math (1) Jyotika Comp (2) Vinita Eng (3) N. T ( C) Hindi (4,5) Mamta	Games (1) NPT Sc. (2-5) Reeti	Hindi (1-3) Mamta Art (4) Neeraj Comp (5) Vinita	





MODEL ACADEMY  
THE PRESTIGIOUS SCHOOL OF MIER

QF: NO 076  
DATE: 06/04/2023

Class wise Time Table Session 2023-24

Class	I	II	III	IV
6th C	Math (1,2) Palavi Sc. (3-5) Parul	Hindi (1,2) Asha Math (3-5) Palavi	S.Sc (1-5) Divya	French (1) Deepika Eng (2,3) Ramneet Hindi (4-5) Asha
	<b>BREAK</b>			
	V	VI	VII	VIII
Eng (1-5) Ramneet	Sc (1,2,5) Parul Math (3,4) Palavi	Comp (1,2,4) Vinita Games (5) NPT Art (3) Neeraj	Lib (1) Renu Games (2) NPT Hindi (3,5) Asha S.Sc (4) Divya	



MODEL ACADEMY  
THE PRESTIGIOUS SCHOOL OF MIER

Class wise Time Table Session 2023-24

QF: NO  
DATE: 06/04/2

Class	I	II	III	IV
7th A	English (1-5) Ramneet	Math (1-5) Sakshi	French (1) Deepika Comp-(2,3,5) Vinita Games (4) NPT	S.Sc -(1-5) Poonam
	<b>BREAK</b>			
	V	VI	VII	VIII
	Sc. (1-5) Reeti	Eng (1-2) Ramneet Games (3) NPT S.Sc (4) Poonam Lib (5) Sunita	Math (1-2) Sakshi Hindi/Urdu (3-5) Samta/Zahida	Hindi/Urdu (1-3) Samta/ Zahida Sc-(4) Reeti Art (5) Neeraj



MODEL ACADEMY  
THE PRESTIGIOUS SCHOOL OF MIER

Class wise Time Table Session 2023 -24

QF: NO 07  
DATE: 06/04/202

Class	I	II	III	IV
7th B	Eng (1-5) N.T (C)	S.Sc (1-3) Poonam Hindi (4-5) Asha	Sc. (1-5) Parul	Games (1,2) NPT French (3) Deepika Art (4) Neeraj Lib (5) Renu
	<b>BREAK</b>			
	V	VI	VII	VIII
	Hindi (1-3) Asha S.Sc (4-5) Poonam	Math (1-5) Sakshi	S.Sc (1) Poonam Comp (2,4) Tania Eng (3,5) N. T. /C	Hindi (1) Asha Math (2,3) Sakshi Sc (4) Parul Comp (5) Tania



MODEL ACADEMY  
THE PRESTIGIOUS SCHOOL OF MIER

QF: NO 076  
DATE: 06/04/2023

Class wise Time Table Session 2023 24

Class	I	II	III	IV
7th C	Hindi (1-4) Asha French (5) Deepika	Sc. (1-5) Parul	Eng (1-4) Ramneet Games (5) NPT	Eng (1) Ramneet Art (2) Neeraj Comp (3-5) Vinita
	<b>BREAK</b>			
	V	VI	VII	VIII
Math (1-5) Jyotika	Games (1) NPT S.Sc (2-5) Naresh	Hindi (1,2) Asha S.Sc (3) Naresh Sc (4) Parul Eng (5) Ramneet	S.St (1) Naresh Eng (2) Ramneet Math (3,5) Jyotika Lib (4) Sunita	

## VI. PARTICIPATING IN AND ORGANIZING MORNING ASSEMBLY


It is a common practice in schools to begin the day's work with morning assembly where the entire body of school population assemble for common prayer or/and listen to the important announcements regarding school life or/and listen to the talks/speeches delivered. It is considered to be orderly, disciplined gathering and reflects the traditions, norms and values that the institution cherishes most. It provides an opportunity to develop desirable behaviour patterns and sense of belongingness. It is the duty of the organizers to make the assembly lively, motivating and purposeful. Everybody has to contribute to its success by adhering strictly to the well-defined jobs and responsibilities.

### GUIDELINES

1. There should be a wide variety of activities in school assembly;
2. Good speakers talking on different aspects of school education especially on developing values and character of students should be invited to participate in assembly programmes;
3. Programmes should be well planned, regularly schedule at the same time of the day preferably in the beginning of the day.
4. It should furnish opportunities for students to demonstrate their talent;
5. Adequate representation to the different sections of the student community and teacher community should be given in the programmes, on rotation basis, chalked out for the morning assembly.

### RECORD OF PARTICIPATION IN MORNING ASSEMBLY


DATE	TIMINGS		ANY SPECIAL FEATURE	OBSERVATIONS	SUGGESTIONS
	FROM	TO			
24-07-23	7:30 AM	8:00 AM	Thought of the Day	All students were in proper uniform.	Every student should be given chance to participate
25-07-23	7:30 AM	8:00 AM	Physical exercise	All students participated actively	It should be done twice in a week.
26-07-23	7:30 AM	8:00 AM	Quiz was conducted	All students were participating enthusiastically	Random quiz test should be done in and outside classroom
27-07-23	7:30 AM	8:00 AM	Cleanliness was checked	Some students were in dirty uniforms and some had long nails	Every student should be in clean uniforms.

  
 SUPERVISOR  
 (Signature)

PHOTOGRAPHS OF INTERACTION/PARTICIPATION OF MORNING ASSEMBLY



"PARTICIPATION IN MORNING  
ASSEMBLY"

  
SUPERVISOR  
(Signature)

## VII. PARTICIPATING IN AND ORGANIZING CO-CURRICULAR ACTIVITIES

Participation in co-curricular activities whether physical, academic, creative, literary, cultural and social, ensures an all-round development of the child so essential for him to become a worthy citizen of the society. It becomes imperative on the part of school authorities that they provide adequate facilities and opportunities to students to participate in these activities. The school programme should be comprehensive to include activities leading to wholesome development of students.

### Principles for organizing co-curricular activities

1. The justification for inclusion of an activity must be in terms of its utility;
2. Activities designed should be planned properly and supervised effectively;
3. Participation of students in these activities should be ensured;

### RECORD OF ACTIVITIES ORGANISED

S.No.	DATE	ACTIVITY	PARTICIPANTS	LEVELS CLASS LEVEL/SCHOOL LEVEL/INTER- SCHOOL LEVEL	RESULTS	OBSERVATIONS	REMARKS
1.	25/7/23	Badminton Competition	Between Class 10th students	Class Level	Team B was the winner	Participants were enjoying and fully engaged	Good team work
2.	27/7/23	Kho-Kho Competition	Class 9th students	Class level	Team A was the winner	All the participants were enthusiastic.	Very Good
3.	27/7/23	Yoga	Class 9th students	Class level		Active participation of all students	well disciplined class

  
 SUPERVISOR  
 (Signature)

PHOTOGRAPHS OF INTERACTION/PARTICIPATION OF  
ACTIVITIES ORGANISED



"PARTICIPATION IN ACTIVITIES"

*Aspaan*  
SUPERVISOR  
(Signature)

## VIII. PARTICIPATING IN AND ORGANIZING STAFF MEETINGS

For democratic administration of School, members of staff should occasionally meet to share their experiences for the benefit of the institution. These meetings provide opportunities to the staff for finding solution to the problems being faced by the staff. These meetings suggest unity among staff members and their concern for the professional growth of the institution. For smooth functioning of the institution and creating a conducive environment it is important that a consensus is arrived at with respect to the solution of its problems and drafting of futuristic programmes and plans. There is no better way than arriving at this consensus in staff meetings.

### GUIDELINES

1. Agenda for the meeting should be well circulated;
2. Minutes of the meeting should be carefully recorded;
3. The subject discussed should be of interest to all present;
4. The meetings should be staff-centered and the problems for discussion should be child centered.
5. The atmosphere should be friendly so that one can express his opinion freely;
6. The opinion expressed by the members should be respected;

### RECORD OF PARTICIPATION IN STAFF MEETING

DATE 25/07/2023 TIME 11:00 Am VENUE Staff Room

#### STAFF PRESENT

#### AGENDA ITEMS

- |   |                                      |
|---|--------------------------------------|
| 1. <u>Shivali Singh</u> (Convener)        | 1. <u>Examination Schedule</u>       |
| 2. <u>Amandita Thakur</u> Member          | 2. <u>Substitute classes</u>         |
| 3. <u>Ankita</u> Member                   | 3. <u>Question Paper framework</u>   |
| 4. <u>Barbie</u> Member                   | 4. <u>Activities Schedule</u>        |
| 5. <u>Manpreet Kaur</u> Member            | 5. <u>Submission of Annual Rolls</u> |
| 6. <u>Asti Thakur</u> Member              | 6. <u>Discipline duties</u>          |
| 7. <u>Laxmi Devi</u> Member               |                                      |
| 8. <u>Vasudha Rana</u> Member             |                                      |
| 9. <u>Sandeep Kaur</u> (Member Secretary) |                                      |



## PROCEEDINGS OF THE MEETING

A meeting of staff members was held related to conduction of examination. A discussion regarding question paper framing was done in which the whole agenda of examination was thrown light upon including different processes. In the meeting we discussed various sitting plans for different classes that would be required during examination along with the criteria followed for paper marking. Moreover, various activities that would make teaching and learning more effective was discussed to be scheduled. The addition of High order thinking questions in exam paper was also talked about along with the allotment of duties was relayed to teachers to maintain discipline while examination is being conducted.

Concluding the meeting the criteria for submission of award rolls was also included in the meeting.

**NOTE :** The meeting was conducted smoothly and various ideas and strategies of different teachers for different subjects was addressed in the meeting. Various kinds of strategies & methodology were discussed to make learning and teaching more effective and productive.

*Shivali*  
CONVENOR  
(Signature)

*Sandeep Kour*  
MEMBER SECRETARY  
(Signature)

*Muskan*  
STUDENT-TEACHER  
(Signature)

*Arpan*  
SUPERVISOR  
(Signature)

PHOTOGRAPHS OF INTERACTION / PARTICIPATION IN  
STAFF MEETING



"INTERACTION WITH THE STAFF MEETING"

*Arpan*  
SUPERVISOR  
(Signature)

IX. RECORD AS A SUBSTITUTE TEACHER

S. No.	Date	Class	Subject	Substitution For
1.	25/07/23	8 <sup>th</sup>	mathematics	Vidushi
2.	27/07/23	9 <sup>th</sup>	English	Nishindan Kaur



SUPERVISOR  
(Signature)

## X. RECORD KEEPING OF ATTENDANCE REGISTER

Attendance Register is a very important document and a record of student's daily attendance. This is an important index for teacher to know the behaviour patterns of the students in his charge. It also tells about his regularity and punctuality. It is kept and maintained by the In-charge of the class. In the register, names of the students, roll numbers, admission numbers, parentage etc. are given. Daily attendance of the students is marked by the teacher by using different types of symbols 'P' for present, 'L' for leave, 'A' for absent. At the end of the month, summary of the whole page is prepared at the place provided for the same to analyze the attendance of each student.

### GUIDELINES

1. Attendance should be marked for both the sessions, morning and evening;
2. The entries should be legible and cuttings should be avoided;
3. All the entries in the register should be recorded;
4. Holidays, vacation, Sunday etc. should be shown in the register
5. Attendance Register should be completed by the teacher concerned and signed by the Principal.
6. Attendance register should invariably remain with the teacher In-charge.

## XI. RECORD KEEPING OF AWARD ROLLS

Maintenance of records is very essential in every institution. Records and registers are indispensable for school organization and administration. They are essential for the smooth and successful functioning of the school.

Innumerable things constitute the school records. It is important that records like admission withdrawal, attendance register, and school leaving certificates, cumulative record cards and report cards are maintained properly. They should be up dated all the times.

School records help the school authorities in locating each pupil's whereabouts, significant facts and figures; so as to make important academic and administrative decisions.

Maintenance of records helps a class teacher to know his pupil better in respect of behaviour patterns, and his academic and other achievements so as to provide rich learning experiences and adequate guidance. It also helps the pupil to know his standing, and work for betterment in keeping with his abilities, capacities etc.

AWARD ROLLS (Sample Copy)



SUPERVISOR  
(Signature)



# MODEL ACADEMY

(THE PRESTIGIOUS SCHOOL OF MIER  
Affiliated to the CBSE

## LIST OF STAFF MEMBERS TEACHING CLASSES VI TO X.

S.NO	NAME OF THE STAFF MEMBERS	DESIGNATION
1	MAMTA KOUR	TGT HINDI
2	ANCHAL VERMA	TGT ENGLISH
3	PALAVI SHARMA	TGT MATH
4	VINITA GUPTA	TGT COMPUTER
5	SAMIKSHA DHINGRA	TGT S.SC
6	DIVYANI GUPTA	TGT ENGLISH
7	ASHA DEVI	TGT HINDI
8	DIKSHA SAJGOTRA	TGT C.S
9	ZAHIDA AKHTER	URDU TEACHER
10	DEEPIKA SHARMA	FRENCH TEACHER
11	PARUL SHARMA	TGT SC.
12	SIMMI GUPTA	TGT HINDI
13	SAMTA DOGRA	TGT HINDI
14	PARVEN AKHTER	URDU
15	SAKSHI SHARMA	TGT MATH
16	NISHA ARORA	TGT MATH
17	PRIYANKA GUPTA	TGT ENGLISH
18	MANJU VALI	PGT ENGLISH
19	SWATI GUPTA	TGT ENGLISH
20	POONAM GUPTA	TGT S.SC
21	JYOTIKA BEDI	TGT MATH
22	REETI JAMWAL	TGT SC
23	PREETI TRISAL	PGT S.SC
24	PRINCE SHARMA	TGT SC.
25	ARTI KHAJURIA	PGT MATH
26	DIVYA RATHORE	PGT SOCIOLOGY
27	SHEETAL	PGT BIOLOGY
28	VIKAS KATAL	PGT I.P
29	NISHA SHARMA	PHE TEACHER
30	IMRAN AHMED	PHE TEACHER
31	NEERAJ MANHAS	PGT PAINTING
32	NARESH SINGH	PGT S.SC

- Subject Marks
- Subject Marks
- Sample Subject
- Sample Subject
- Sample Subjects
- Grade Subjects
- Grade Subjects
- Grade Subjects
- Report Cards
- Software RC
- Basic Details
- Q1 Basic Details
- Q2 Basic Details
- For Employees
- For Students
- Examination Results
- Subject Wise Report
- Subject Wise % Count
- Class Wise % Count
- Attendance Report
- Examination Results (XI-XII)
- Marks Verification Report
- Internal Assessment Report
- Filed Marks Statistics
- Students' Subjects List
- Exam Pattern
- Teacher's Acad. Analysis
- Test Marks
- Subject Wise Marks SMS
- Term Marks SMS

UPLOAD MARKS (KINDLY REFRESH BEFORE UPLOADING MARKS FOR NEW SUBJECTS)

Select Session: 2023-24  
 Select Class: VIII B  
 Select Exam: Periodic Test I

Refresh

S.No.	Admission No.	Name	Marks Obtained	
			PTI MM - 40	
1	1117	Aarav Koundal	40.00	Sele
2	2315	ADITYA SINGH YADAV	0:00	Ab
3	1119	Agrim Mahajan	40.00	Sele
4	2322	AKSHRA SHARMA	40.00	Sele
5	1100	Alika Datta	40.00	Sele
6	1094	Alishba Rizwan	40.00	Sele
7	1099	Alokika Joshi	19.00	Sele
8	1120	Anahita Gupta	33.00	Sele
9	1452	Angel Dogra	31.00	Sele
10	1110	Anshika Gupta	40.00	Sele
11	0820	Anwita Ganju	38.00	Sele
12	1112	Aradiya Hakhu	40.00	Sele
13	2276	ATHARVAN SHARMA	36.00	Se
14	1096	Aviral Kohli	35.00	Sele
15	1392	Ayush Verma	36.00	Sele
16	0823	Bani Kour	37.00	Sele
17	2108	DAKSH BALI	40.00	Sele
18	1126	Dinakshi Bhat	40.00	Sele
19	2314	GARV SHARMA	26.00	Sele
20	0824	Ibadat Ullah	40.00	Sele
21	1098	Ishit Sharma	40.00	Sele
22	2157	JATIN RAINA	35.00	Sele
23	1041	JIGNESH SETHI	20.00	Sele
24	2282	KUSHAR MOHD KHAN	39.00	Sele
25	0028	Luv Naveen	40.00	Sele



FRAMING OF QUESTION PAPERS

INTRODUCTION

The teacher, the parents and even the students are eager to know to what extent their efforts have been fruitful and for this formal and informal tests are most commonly used for assessment by teachers, administrators and guidance counselors.

GUIDELINES

- i) A Question Paper (written test) should contain a combination of essay type, structured questions, short answer type and very short answer type objective questions and the weightage should be decided before hand;
- ii) Questions asked should be strictly according to the syllabus prescribed;
- iii) The Questions should be spread over the entire syllabus.
- iv) Simple and clear language should be used to frame the Questions.
- v) Questions which require similar answers/concepts should not be repeated.
- vi) A key for the short answer type and objective type questions should be made;
- vii) Put questions which call for the exercise of various mental functions i.e., knowledge, skill, understanding, creativity and application.
- viii) Difficulty level of the Questions should be such that maximum children are able to attempt the Questions;
- ix) Questions having internal choice should be of the same difficulty level.
- x) Break up of marks should be specified in the Question paper;

**Question Paper**

Examination. Unit-II Year. 2023 Max. Marks ..... 30 ..... Class. 8th .....

Subject Mathematics .....

Paper. Mathematics

Time Allowed 1 hour .....

Note

.....  
 ..... All questions are compulsory .....  
 .....  
 .....

Section A

( 5 x 1 = 5 )

Q1. Fill in the blanks:

- (i) The ratio 3:4 expressed as percentage is
- (ii) The sum of  $ab-bc$ ,  $bc-ca$  and  $ca-ab$  is
- (iii) Square root of  $16 \times 9$  is
- (iv) The power of rotation of  $-27/64$  is
- (v) 17350 expressed in scientific notation is

Section B

Q2. Find cube root of  $\frac{25 \times 27 \times 25 \times 8}{216 \times 5}$  ( 2 x 4 = 8 )

Q3. Factorise :  $ax - bx + ay - by$

Q4. Verify Euler's formula for a hexagonal prism

Q5. Find p if :

$$(C-2)^{13} \div (C-2)^{11} = (C-2)^{2p}$$

Section C

( 4 x 2 = 8 )

Q6. Simplify :  $\frac{2^2 \times 3^3 \times 7^3}{27 \times 4^{-2} \times 49}$

Q7. Factorise :

$$a^4 - 2a^2b^2 + b^4$$

Section D

( 4.5 x 2 = 9 )

Q8. An unbiased dice is thrown what's the probability of getting

- (i) an odd number
- (ii) multiple of 3
- (iii) a number greater than 4

Q9. In how many years will Rs. 6250 amount to Rs. 7290 at 8% per annum compounded annually?

Date 25.8.23 Checked by Moderator Barbie Signature of Paper Setter Muskaan

Name Barbie

Name Muskaan

Arpan  
SUPERVISOR  
(Signature)

### XIII.

### CRISIS MANAGEMENT

During the tenure of my teaching practice, I faced a few problems while teaching and sometimes had to follow certain alternatives in order to maintain learning rhythm and interest of the students. I Firstly, there was poor ventilation in the classroom and due to which students were not able to pay proper attention. In order to overcome this issue; I engaged students in a group activity which included group discussion and this helped to maintain the students interest and also engaged students in learning.

I Secondly, I observed due to viral flu infection there were number absentees and due to which students were not able to cope up with regular classwork. In order to overcome this issue, before starting the new topic, I revised the previous topic so that absentees could keep up with the class.

II Thirdly, students were not able to understand the topic without any resource as it required few visual representation for the clear concept. So, in order to overcome this issue I took the support of technical resources like video played through projector and also flashcards so that students can have clearer concept.

V Lastly, the students seemed bit stressed out due to assignments and exam prep workload. To divert their mind, I planned fun filled activities like sentence building, find the synonym in order to make classroom environment light.

*Arpana*

SUPERVISOR  
(Signature)

# **Community Service**

QF: 104A  
DT: 02-4-2024



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

**EXTENSION UNIT**  
Session 2023-24

**CIRCULAR**

This is for the information of all the students of School of Education that the Extension Unit of MIER College of Education is organizing a free medical camp on World Health Day at Purkhoo village, Domana on 8<sup>th</sup> April, 2024. In this regard, all interested students are instructed to give their names to the undersigned on or before 5<sup>th</sup> April, 2024.

*Suman Devi*  
In charge  
Extension Unit

*Nishu*  
HOD  
SOE

*Monika*  
24/4/24  
HOD  
SSSH

S.No.	Class/Section	Teacher Signature
1.	B.Ed. Sem -III	<i>R. Dwivedi</i>
2.	B.Ed.Spl. Sem-III	<i>Kishu</i>
3.	M.Ed. Sem-III	<i>Randev</i>
4.	B.Ed.Spl. Sem-I	<i>Anurag</i>
5.	B.Ed. Sem -I	<i>Suney</i>



**MIER College of Education**  
(Autonomous)  
Accredited by the NAAC with 'A+' Grade

**EVENT REPORT**  
**(Extension Unit)**

QF: 135  
Semester: 1<sup>st</sup>&3<sup>rd</sup>  
Session:2022-2024 & 2023-2025  
Year: 2024

<b>Date:</b> 08-04-24	<b>Name of the Event</b> • World Health Day	<b>Nature of Event :</b> Non-Competitive
--------------------------	--	---

**Activities Organised :** Organized medical camp and health check-up

**No. of Students Participated :** 25

**Attachments:** List of Participants  
(If any) Press release  
Certificates

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

### **Report**

To commemorate the World Health Day, the Extension Unit of MIER College of Education (Autonomous) organized a free health camp and a sensitization lecture for its students and villagers of the adopted village at Purkhoo, Domana. Medical professionals from the Directorate of Ayush, Govt. Ayurvedic Hospital, Jammu, led by Dr. Vimal Sharma and Dr. Manju Bhat conducted the camp, assisted by supervisor Sh. Vijay Kumar Bhatt. Around 25 students from the School of Education of the MIER College attended the camp.

Ms. Snober student of B.Ed. Semester III welcomed the medical team, local officials, sarpanch, students and villagers. Dr. Vimal Sharma Medical Officer provide insights on common health issues, ayurvedic treatments and immunity boosters.

During the general medical check-up of the residents, 142 inhabitants were diagnosed with various ailments such as anemia, blood pressure, sugar, gastric issues etc. Free medicines and immunity kits were distributed among the villagers. Ms. Shalini semester III, extended a formal vote of thanks.

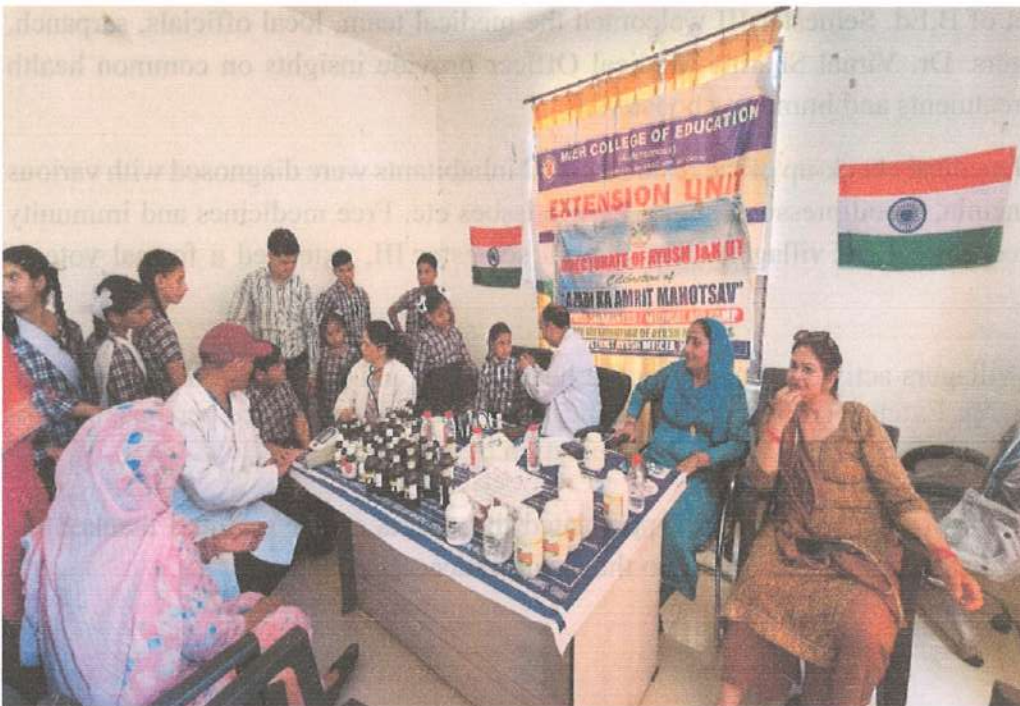
Both students and villagers actively engaged in the health camp and sensitization session. Mrs. Suman Devi, In-charge Extension Unit, expressed her gratitude to the resource persons, and the participants for their support in the successful organization of the event.

Dr. Adit Gupta, Principal of MIER College appreciated the efforts of the unit and thanked the doctors and their medical team's contribution to the event's success.

Glimpses of activity



Group photograph of medical staff, sarpanch and along with supervisor



Free health check-up and distributed free medicines to the villagers

In- Charge Extension Unit

HOD SOE & SSSH

Principal

QF: 104A  
DT: 01-11-2023



**MIER COLLEGE OF EDUCATION (AUTONOMOUS)**  
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Accredited by the NAAC with 'A+' Grade

**EXTENSION UNIT AND 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 and Extention Unit of MIER College of Education in collaboration with Jammu Municipal Corporation is organizing a cleanliness drive at Purkhoo village, Domana on 6<sup>th</sup> November, 2023. In this regard, all interested students are instructed to give their name to the undersigned on or before 2<sup>nd</sup> November, 2023.

*Sunay*

In charge  
Environment Unit


*Shuman Devi*

In charge  
Extention Unit

*Monika*

HoD  
SSSH



 <b>MIER College of Education</b> (Autonomous) Accredited by the NAAC with 'A+' Grade	<b>EVENT REPORT</b> <b>(Extension Unit)</b>	QF: 135
		Semester: 3 <sup>rd</sup>
		Session: 2021-2023
		Year: 2023
<b>Date:</b> 06-11-23	<b>Name of the Event</b> • Swacchata Abhiyan	<b>Nature of Event :</b> Non-Competitive

**Activities Organised :** Conducted an outreach activity on cleanliness drive

**No. of Students Participated :** 22

**Attachments:** List of Participants  
 (If any) Press release  
 Certificates


### Report

The Extension Unit and Environment unit of MIER College of Education (Autonomous) in collaboration with Jammu Municipal Cooperation organized a Swacchata Abhiyan at Purkhoo village on 6<sup>th</sup> November, 2023. The village has been adopted as part of the community development programme of the college. The college has always been at the forefront in undertaking ventures that can change the lives of the deprived sections to the challenges involved in sanitation and to make the environment safe and clean.

22 students from both SOE and SSSH and Mr. Anup Sharma, sanitary inspector and their 15 members of JMC participated in the event. The main aim of the cleanliness drive was to promote awareness regarding cleanliness and to dissuade people from open defecation. The students oriented the residents regarding waste management, segregation and disposal of waste along with the importance of personal hygiene.

Mrs. Suman Devi, Incharge Extension Unit, and Mrs. Suman Gupta, Incharge Environment Unit successfully organized the programme and formally thanked the Sarpanch and residents for their cooperation and support.

Dr. Adit Gupta, principal, MIER appreciated the efforts of the Units in conducting such pertinent activities for the community.

Glimpses of activity



Students cleaning the village road



Group photograph collaboration with JMC Officials

Prepared by:  
In-charge Extension Unit

*Suman Desi*

# ORIENTATION

The Orientation regarding our 'Community Work', Course Code : BDE -405 was conducted on 17th May 2023 by our 'Deputy HOD Dr. Manish Bajaj'. She discussed about three activities to perform as community work they are as following :-

Activity 1 : Conducting an interview with any case of child labour / Dowry victim / Beggary, to know about the causes for their status, the status of day to day life along with suggest for their improvement

Activity 2 : Tree Plantation Drive

Activity 3 : Organisation of health awareness programme for the senior citizens.

These were the three major activities that we had to perform for community work each activity consist of different steps & guideline they are :

Activity 1 : An activity first she guided us

about who to conduct interview with cases of child labour / dowry victim / Beggary, etc to list following steps while taking interview.

- Detail of the victim
- Reason for their status
- Suggestions for improvement

**Activity 2 :** In second activity she explained us about the importance of plants in our lives and how trees are essential in our lives. Ma'am also told us about the objective of plantation. She instructed to plant day tree based plant in open area and take care its growth with proper supervision and then write the whole procedure of plantation and also about the plant you have planted.

**Activity 3 :** In third activity she guided us about Health awareness and how it is useful for senior citizens. She acquainted us to spread awareness among senior citizen so that they are well aware of different problems or diseases. She informed us interact with senior citizens about their health problems, general health issues - medicines, etc.

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Arpan

Conducting an interview with any case of child labour/  
Dowry Victim/Beggary etc. to know about the causes for  
their status, their day to day life along with the  
suggestion for their improvement.

# INTRODUCTION

Child labour refers to the employment of children labour. These days when we stop at traffic signal it's very common we find beggars. He or she will knock on the glass of cars or on the window on public buses & will ask for money. Even when you deny he or she will not move and will repeat & ask you to give some money.

It refers to employment of children below the age of 14 years in any work place that deprives them of their childhood, interferes with their ability to attend regular school and that is mentally, physically, socially or morally dangerous and harmful.

One of our project work in our B.Ed Course is to conduct an interview with any case of child labour, beggar, etc. To know about the cause of their status, their day to day life along with the suggestions for their improvements. So, I decided to conduct an interview of child labour whom I usually see in my locality. So, on 20<sup>th</sup> of June 2023, I got a chance to talk to him. I made him comfortable and took his permission so that he may share all his information easily and without hesitation with me.

# REPORT

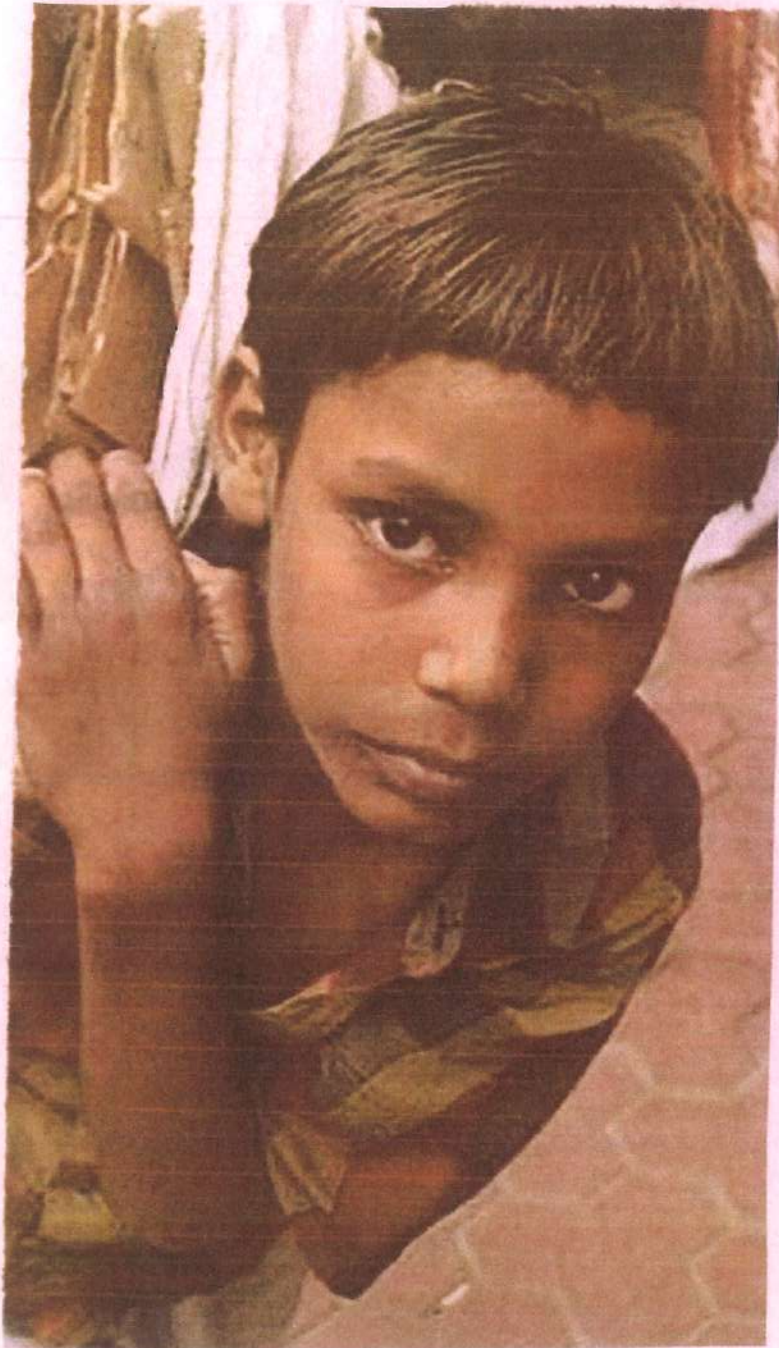
## PERSONAL DETAILS OF CHILD LABOUR

Before conducting an interview or a conversation with child labour, I asked some personal details or few questions related to his background.

- a) Name of the child labour : Reepu
- b) Age of the child labour : 13 years
- c) Address of child labour : Bantalab, near Hanuman M
- d) Mother's name of child labour : Rani Devi
- e) Father's name of child labour : Sham Lal
- f) Qualifications : 7<sup>th</sup> class passed
- g) Monthly income of child labour : 5000/-

## CAUSE OF THEIR STATUS :

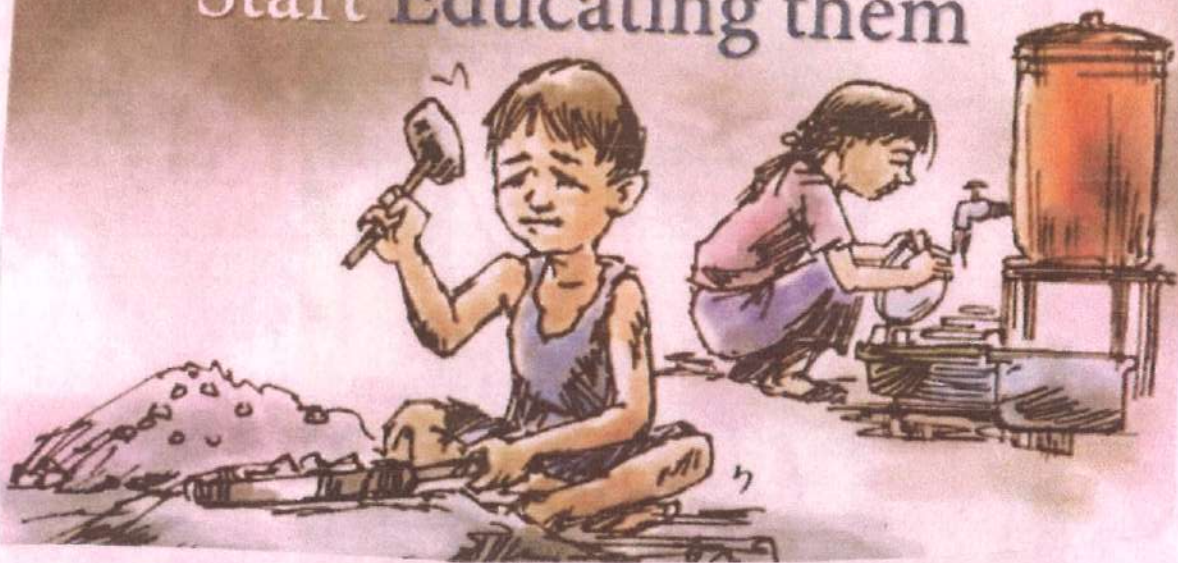
- i) Denial of admission in school
- ii) Poverty
- iii) Family pressure to take care of siblings
- iv) Migration
- v) Lack of knowledge
- vi) Unemployment of parents
- vii) Lack of awareness



→ Deepu (child labourer)



Stop Child Labour  
Start Educating them



© 2008 Child Labour Education

# AIM

AIM OF INTERVIEW : This interview was conducted so that we can aware them.

- i) To interact with child labourer and his family.
- ii) To know the causes of his status.
- iii) To know his day to day life struggles & challenges.
- iv) To suggest some plan of action for his improvement.
- v) To improve his life and to fulfill his basic needs.
- vi) To make his life better and his family members.
- vii) To suggest him how much education is necessary for once life.
- viii) To fulfill its daily requirement.
- ix) To aware them that education is essential for life.

## CHILD LABOUR CASE :

I interacted with a child of 13 years of age. He was as a labourer in a toy shop. His name was Deepu. He lived with his parents and two younger sisters. His father Sham Lal worked as a daily wageer. His mother Rani Devi was a housewife but she went to work time to time. Deepu had been denied admission in a school due to inability to provide documents. Therefore, he started working in

toyshop, and he had been working there for a year when I started talking with him about what made him work rather than study. His response:

- a) Due to lack of money
- b) Poverty
- c) Family Pressure
- d) Migration
- e) High rent of house
- f) High rent of shops
- g) High price of fees of schools
- h) Unemployment of parents.

Further continuing conversation with him, I realised that he did not want to work but wished to go to school. His owner paid him very little. I told the owner that it is a crime to employ children for work and also unjust pay. At the end, when I spoke to him that I will help him get admission in the school and take tuitions for him, he was happy to continue his study and become a successful person.

I gave him some incentives so that he may not work for his livelihood at this age. I departed from him with mixed feeling of happiness and sadness and gave him important suggestions and information to improve his life and better it.

# CONVERSATION

## WITH CHILD LABOUR

Me: Hi I am Muskaan Adlakha? what is your name?

Child: my name is Reepu

Me: How old are you?

Child: 13 years old

Me: Where do you live?

Child: I live in Bantalab near Hanuman mandir

Me: Where are you from?

Child: I am from Pothohar

Me: Why did you come to Jammu?

Child: I came to Jammu because my parents thought there will be better opportunities here

Me: What is your father's name?

Child: my father's name is Sham Lal

Me: Where are your parents?

Child: At work

Me: What does your father do?

Child: Painting

Me: What is your mother's name?

Child: My mother's name is Rani Devi

me: What does your mother do?

Child: At home, sometimes she goes to work outside.

me: Why are you working here? What is the problem?

Child: Nothing, I work here in toy shop.

me: How long have you been working here?

Child: 1 year

me: How much money do you earn per day?

Child: 150 and sometimes 200 rupees

me: What do you do with that money?

Child: I buy clothes, food, toys and books for my younger sisters.

me: Do you like working here?

Child: No, but I don't have other options

me: Why do you not go to school? Don't you want to study with children your age?

Child: I want to go to school but my admission is denied

me: Why don't they admit you in school?

Child: Because I don't have any documents.

me: Does your parents force you to work?

Child: No, but they are helpless

me: So, have you studied before?

Child: Yes, I have in pathankot

me: Tell which class you studied?

Child: 7th class

me: If I teach you, will you come to tuition free of charge?

Child: Yes, I will come.

me: If I provide you incentives, will you stop working?

Child: Yes, I will stop

me: Can I talk to your owner?

Child: Sure

me: Why do you employ children for work?

Child: Because they are happy with what we pay.

me: Can I get the mobile no. of your parent?

Child: Yes

Then, I gave him my address and thanked him for his time.

# MY EXPERIENCE

My Experience of interviewing the child labourer was quite painful. I was disheartened to watch a small tender boy struggling and sacrificing his dreams and ambitions to be better and provide for his family. This interaction was both interesting and sad. After meeting the child labourer, I was deeply sad inside because the experience of conversation revealed his unbearable situation. For a while I felt responsible for all this because of our negligence and socio-economic constraints. I learnt that he did not opt to work as a labourer but no options were left for him. He wanted to study but his admission was denied by the school. By the conversation I got to know that his parents were willing to send him to school but they could not produce documents since they migrated from Pathankot to Jammu.

In short, it was a painful experience and I wish that no child should be employed as a child labourer but instead be helped and give correct guidance. -

# SUGGESTIONS

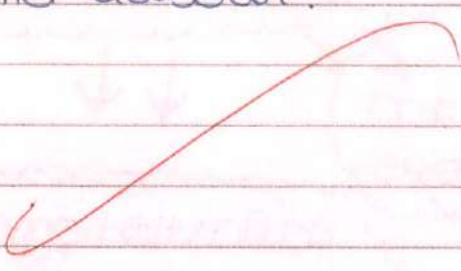
Based on my experience, After interaction with a child labourer and his family. I would suggest the following plan of actions to improve child labourer's life.



1. Individual initiatives and community cooperation & collaboration is the way to stop child labour.
2. The Central and state government must strictly constitute a committee to monitor against the exploitation of children at various levels.
3. Organised and unorganised sectors must not employ children to work for their benefits, as



if they do so, must be penalised.

4. Education officials must be encouraged to take admission as it their fundamental right
  5. Abolition of poverty is the pre-condition for abolition of child labour.
  6. Parents should be educated about government acts, schemes, rules & regulations that guarantee free and compulsory education facilities and protect child labour.
- 

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Aspave

## Tree Plantation Drive

# INTRODUCTION

Trees are an important part of our survival on Earth. They provide us oxygen and makes our life possible on earth. Trees provides us many things like for air, medicines, paper furniture, etc and it is the duty and responsibility of every individual to plant more and more trees. As we know, Plantation is one of the most important community work with promote interaction with general community and develops sense of responsibility towards community.

We, the students of B.Ed belonging to MIER College of Education along with our group supervisor ~~Ms~~ Mrs. Aspana Koul had decided for a plantation drive at our nearby places to promote more and more plantation.

Plants and Trees not just beautify our surroundings but also an essential element of our environment. Plants are the greatest collector of sun energy. Apart from this, plantation plays an important role in maintaining the balance in nature. I decided to plant neem and jamun in my area.

# PLANTATION

Plantation of any kind of plant is important as they improve our life to fulfill essential needs of mankind especially trees during photosynthesis. They breakdown food material and consume carbon dioxide with the help of sunlight. Plants are considered a critical resource because of the many ways. They support life on earth. They release oxygen into atmosphere, absorb carbon-dioxide, provide habitat and food for wildlife and humans and regulate the water cycle.

Plants are notoriously adapt absorbing gases through pores on the surface of their leaves. It's that skill which plants convert light, energy and carbon dioxide into chemical energy to fuel growth.

Plants also provide additional necessities such as shelter, medicines, wood, food, timber, paper. They also provide shades to houses and street. Apart from this plantation plays an important role in maintaining the balance in nature. It reduces global warming and pollution.

# OBJECTIVES OF PLANTATION DRIVE

The main objective of our plantation drive is to plant maximum trees for the protection of environment in our society and to aware and educate the people about the importance and benefits of plantation. Plants and Trees not just beautify the surroundings but also an essential element of our environment.

The main objectives of our plantation drive are as follows :-

- To protect cutting of trees and promote plantation.
- To make the region green.
- To help in decreasing global warming.
- To plant more and more plants which helps reducing pollution.
- To promote plantation awareness among the people and give them knowledge about the importance of plants.

# IMPORTANCE OF PLANTS

- 1. FOOD :** They are the primary source of food on Earth. Types of fruits, vegetables, herbs, spices, essential oils and beverages are also obtained from plants.
- 2. MEDICINES :** Many plants have medicinal value, used to cure diseases e.g: Aloe vera, Tulsi, Neem, etc. Medicines derived from plants include - Quinine, Morphine, Aspirin, Reserpine, Cocaine, etc.
- 3. CLIMATE :** Plants play an important role in regulating climate conditions. Plants consume  $\text{CO}_2$  in turn release  $\text{O}_2$  into atmosphere through the process of respiration. Removal of  $\text{CO}_2$  reduces global warming.
- 4. HABITAT :** Plants provide habitat or natural home of several animals. A single tree provides food and shelter to many insects, small mammals, birds, etc.
- 5. INDUSTRY :** It provides a lot of industrial products like furniture, paper, rubber, cotton, perfumes, etc.
- 6. BEAUTY :** They have aesthetic value, add beauty to environment. We use flowers on special occasions because of their beauty.

and many more.....

# MY PLANTS

I decided to plant "Neem" and "Jamun" plants in my area.

## ⇒ NEEM PLANT

Neem (*Azadirachta indica*), also called nim or moosea, is a fast-growing tree of the mahogany family (Meliaceae), valued as a medicinal plant, as a source of organic pesticides and for its timber. Neem is likely native to the Indian subcontinent and to other areas throughout South Asia. It has been introduced to parts of Africa, the Caribbean and numerous other countries in South and Central America. The plant has long been used in Ayurvedic and folk medicine and is used in cosmetics and in organic farming applications.

### KEY FACTS :-

- Botanical Name : *Azadirachta indica*
- Family : Meliaceae
- Common Name : Nim Mangosa, Holy Tree, Neem
- Plant Type : Medical Evergreen Tree

- Native : Asian Subcontinent, Australia, Pacific
- Leaf Type : Clustered at the end of the branches.
- Flower : Small, white, Bisexual
- Characteristics : Flowers
- Height : 30 meters
- Season : All year round
- Bloom Time : January to May
- Sun Exposure : Direct sunlight
- Soil Type : Rocky, Dry, Shallow, Fertile Soils
- Ideal Location : Anywhere with sunlight
- For Placement : Garden area with direct sunlight
- Maintenance : Direct sunlight and water
- Fertilisation : No such fertilization is required

## PHYSICAL DESCRIPTION :

Neem is a very common herbal tree in almost all Asian regions, which is widely used for various medicinal benefits. The scientific name of the tree is *Azadirachta indica*. Neem trees are attractive broad-leaved evergreens that can grow up to ~~30m~~ 30m tall and 2.5m in girth. Their spreading branches form rounded crowns as much as 20m across. They remain in leaf except during extreme drought when the leaves may fall off.



## Process of Neem Plantation :



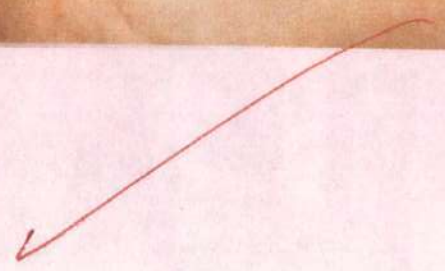
-> Dig a hole in soil.



-> Plant seeds or small roots of neem plant.

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The short, usually straight trunk has a moderately thick, strongly furrowed bark. The roots penetrate the soil deeply, at least where the site permits and particularly when injured they provide suckers. This suckering tends to be especially prolific in dry localities.

The small, white, bisexual flowers are borne in axillary clusters. They have a honey like scent and attract many bees. Neem honey is popular and reportedly contains no trace of azadirachtin. The fruit is a smooth, ellipsoidal drupe, upto about 2 cm long. It is yellow or greenish yellow & comprises a sweet pulp enclosing a seed.

A neem tree normally begins bearing fruit after 3-5 years, becomes fully productive in 10 years and from then on can produce upto 50 kg of fruits annually. It may live for more than two centuries.

# USES OF NEEM TREES

The following points show the various uses of Neem trees :-

## 1. Treats Acne

Neem has an anti-inflammatory property which helps reduce acne. Azadirachtin also helps reduce skin blemishes.

## 2. Nourishes Skin

Neem is a rich source of vitamin E, which helps repair damaged skin cells.

## 3. Treats Fungal Infections

Neem has scientifically proven antifungal properties which help treat fungal infections.

## 4. Useful in Detoxification

Neem can prove useful in detoxification both internally and externally. Consumption of neem leaves or powder stimulates kidneys and livers, increases the metabolism and eliminates the toxins out of the body.

## 5. Increases Immunity

Neem is known for its antimicrobial and antibacterial effects. These properties play a huge role in boosting immunity.

## 6. Insect and Mosquito Repellent

We can turn a few neem leaves to ward off the insects. This is also effective against different types of mosquitos. From all the home remedies for malaria, neem is the best for treating the early symptoms of malaria.

## 7. Prevents Gastrointestinal Diseases

Neem's anti-inflammatory properties help reduce inflammation of the gastrointestinal diseases which help reduce a series of diseases like constipation, ulcer, etc.

## 8. Treats Wounds

Neem leaves have an antiseptic property which is why it is used to treat wounds.

## ⇒ JAMUN

*Syzygium cumini* is a species of *Syzygium*. CLJ species are one of the most well known species and are widely farmed. Jambolan, Andian blackberry, jamun, black plum, java plum, malabar plum, Postugues plum, purple plum, damson plum and Jamaica are common names for jamun. The tree is found throughout the Andian subcontinent and many other South Asian countries including Burma, Nepal, Pakistan, Indonesia and Sri Lanka. Jambolan is a vast, highly goliaceous evergreen tree with thick greyish-brown bark that exfoliates in woody scale.

The wood is whitish in colour and durable. The leaves are leathery, 6 to 12 centimeters long and oblong-ovate to elliptical in shape with a broad tip. Flowers are round or oblong in shape, aromatic, greenish-white, and come in clusters of a few or 10 to 40. The fruits are oblong, 1.5 to 3.5 cm long, dark-purple or black and delicious, with a single big seed inside.

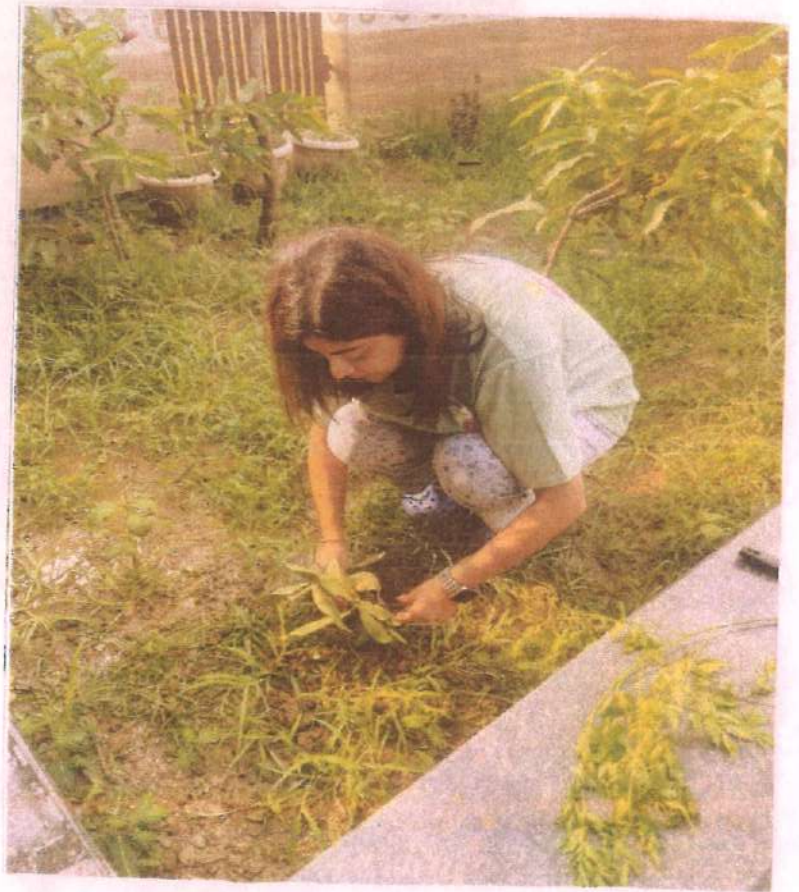
## NUTRITIONAL VALUE OF JAMUN

Nutrients	Value
• Proteins	0.7 - 0.13g
• Fats	0.15 - 0.3g

# Process of Jamun Plantation :



← Dug a whole in soil



→ Plant Jamun plant  
in the dug whole



→ Give water and let it grow.



Nutrients	Value
• Crude fibre	0.30 - 0.9g
• Carbohydrate	14g
• Calcium	8.30 - 15 mg
• Magnesium	35 mg
• Phosphorus	15 - 16.20 mg
• Iron	1.20 - 1.62 mg
• Sodium	2.6.2 mg
• Potassium	55 mg
• Copper	0.23 mg
• Sulphur	13 mg
• Vitamin A	8 IU
• Thiamine	0.1 - 0.3 mg
• Riboflavin	0.009 - 0.01 mg
• Niacin	0.20 - 0.29 mg
• Ascorbic acid	5.70 - 18 mg
• Folic acid	3 mcg

## THERAPEUTIC USES OF JAMUN

Various parts of the Jamun plant have therapeutic properties and are listed below :

### JAMUN BARK :

- astringent to the bowels
- anthelmintic
- digestive

- asthma
- antiulcer
- anticyseric
- blood purifier

### JAMUN FRUIT :

- astringent to the bowels
- astringent to the mouth
- stomachic
- diuretic
- antidiabetic

### JAMUN SEED :

- antidiabetic

### LEAVES ASH :

- gums strengthening

### VINEGAR MADE FROM JAMUN :

- stomachic
- diuretic
- astringent in treating diarrhoea.

# BENEFITS OF JAMUN

## 1. For Diabetes

The increase in the secretion of insulin from  $\alpha$  of the islets of Langerhans was proposed as possible mechanism of jamun seeds in reducing blood sugar levels.

## 2. FOR Cholesterol

By regulating metabolism in the liver and kidney, the oral treatment of jamun seed extract lowers serum low-density lipoprotein (LDL) and very low density lipoprotein (VLDL) cholesterol.

## 3. For Antioxidant

Jamun is useful in boosting antioxidant level to slow down ageing and reducing levels of inflammation.

## 4. For Gut

Jamun seeds extract reduced acid and pepsin production in the stomach while increasing gastric mucosal glycoproteins.

## 5. For Skin

Jamun is rich in astringent properties which protect the skin from blemishes, pimples, wrinkles and acne. Moreover, the vitamin C content helps purify the blood, leaving your skin glowing.

## 6. For Weight Loss

Jamun is a low-calorie fruit that is rich in fibre, making it a perfect weight loss combination. Jamun also improves digestion and helps in reducing water retention in the body.

## 7. For Oral Health

Jamun has antibacterial properties which can protect teeth from oral infection and bacteria. In fact, jamun used for strengthening teeth and gums and the leaves of it are astringent which is considered good for throat problems.

## 8. For Hemoglobin Count

Being <sup>an</sup> excellent source of vitamin C and iron, it increases hemoglobin count.

# MY EXPERIENCE

My Experience was really wonderful after participating in plantation drive. I felt awe and satisfied by taking steps as a responsible citizen of this Earth as well as towards the community. This was very insightful experience for me. I learned the importance of planting trees, "who plants a tree, plants a hope."

The whole experience was important source through which I gained immense amount of knowledge regarding importance, benefits, physical features, etc of jamun or neem plant. It's no secret that planting trees greatly aids the environment. Not only that trees help to produce oxygen and remove carbon dioxide from the air but they can also reduce pollution and global warming.

At last, I can say that I enjoyed a lot during the plantation drive. I also encouraged my family to plant more and more trees and about benefits of it.

# SUGGESTIONS

Following suggestions should be kept in mind :-

- > We should encourage students of schools and colleges / universities to plant a tree and upload pictures on their social sites for social awareness so that everyone in the society should plant more and more trees in their houses / locality.
- > Schools, colleges and universities should organize seminars by experts for arousing the student to plant more and more trees for better environment.
- > Government can contribute by providing these people tree seeds for trees.
- > There should be awareness campaign for the importance of trees for our health and other benefits through media so that people gain motivation to plant more and more trees and plants in his/her society, home or gardens.

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Aspaus

## Organisation of health awareness programme for the senior citizens

# REPORT

An awareness change programme was conducted in order to aware senior citizens about health awareness and how to prevent health related problems.

I visited senior citizens as per the guidance given by my supervisor Mrs. Aspara Koul. I spent time with senior citizens and asked them about the health related issues and problems faced by them.

As we all know that High Blood Pressure is a very common problem for most of the senior citizens. I suggested them to take a balanced diet of vegetables, fruits, grains, protein, dairy and oils because it will help them to control their blood pressure.

With the help of a chart on balanced diet, I also aware them about the various benefits of balanced diet. I also aware them about how to maintain healthy lifestyle so that they can be prevented from various types of diseases.



# INTRODUCTION

Awareness plays an important role in our approach to improving access to health care. We seek to empower communities, medical professionals and patients with appropriate tools, information and skills so that they can make high quality information filled decisions on prevention, diagnosis, treatment care and support.

A healthy life style can help to prevent the worsening of mental health conditions like heart diseases, obesity, etc. It can also help people to recover from various diseases and serious conditions.

It is very important to aware senior citizens about health problems and precautionary measures to control diseases and severe health conditions. Health education is important because it allows and provides opportunities to the people to know how to take care of themselves. It also helps people to help others by informing them of way to do better.

# MEANING of HEALTH AWARENESS

In basic terms, Health Awareness is the knowledge regarding one's health. It can be described as the awareness of various health problems, symptoms and treatment options. The health awareness helps the people to know about various health concerns and preventive measures, which will empower them to keep themselves healthy by following the right regime.

Maintaining good health is important for all. Though we stress that health is wealth, not everyone pays much attention to it. A slight delay in treatment or simple carelessness could cost our life and this is why people should have proper health awareness. The health awareness focuses on how we can prevent the issues of lack of treatment or health care facilities. Some people don't know if they have any diseases, and they continue living in ignorance till their health situation turns severe.

# HIGH BLOOD PRESSURE

High Blood Pressure, also called hypertension, is blood pressure that is higher than normal. Our blood pressure changes throughout the day based on our activities. Having blood pressure measured consistently above normal may result in a diagnosis of high blood pressure (or hypertension).

The higher our blood pressure levels, the more risk we have for other health problems, such as heart disease, heart attack and stroke.

Over time, the force and friction of high blood pressure damages the delicate tissues inside the arteries. In turn, LDL (bad) cholesterol forms plaque along tiny tears in the artery walls, signifying the start of atherosclerosis. The more the plaque and damage increases, narrower the insides of the arteries become, raising blood pressure and starting a vicious cycle that further harms our arteries, heart and the rest of our body. This can ultimately lead to other conditions ranging from kidney failure to heart attack and stroke.

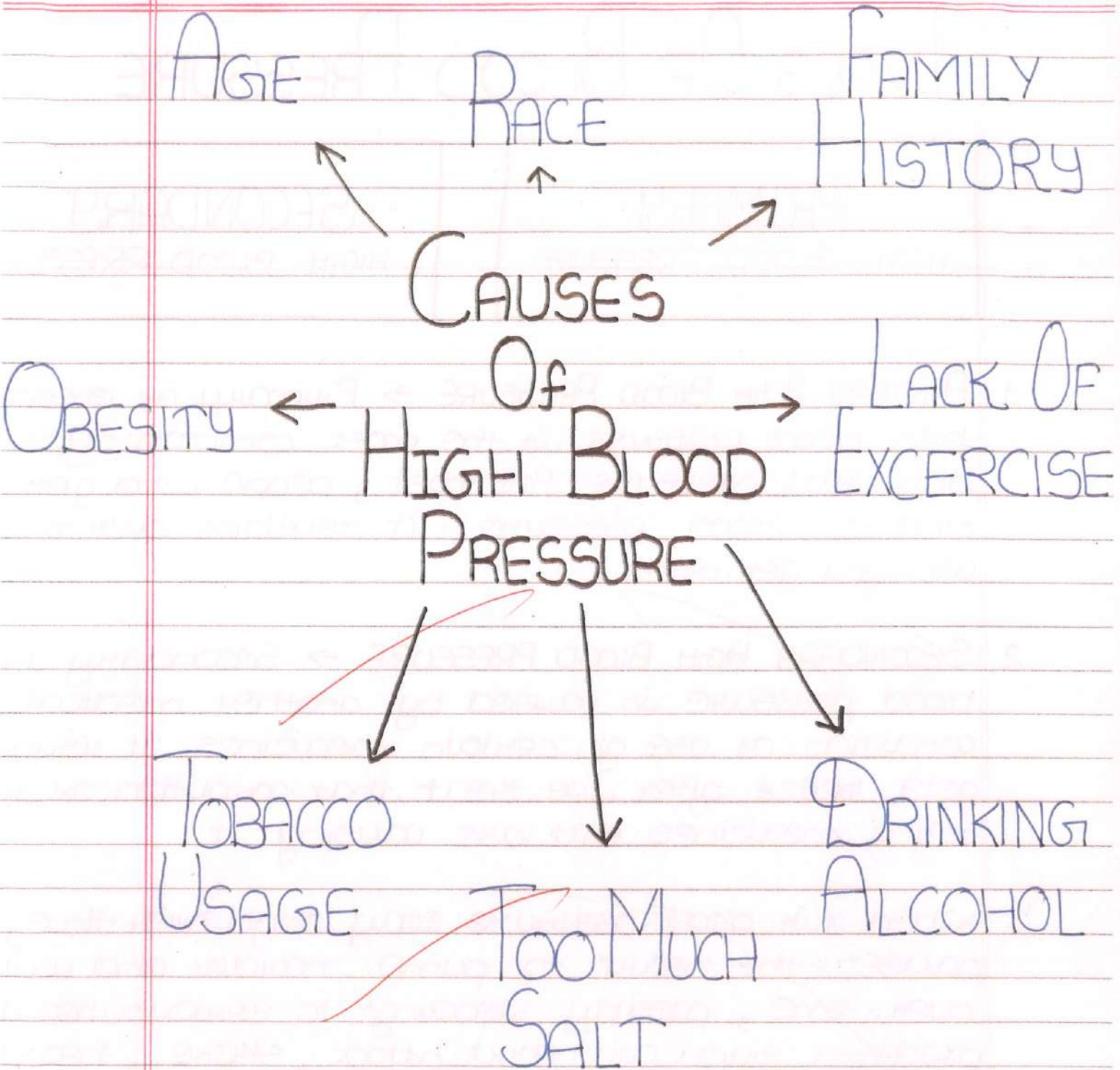
# TYPES OF BLOOD PRESSURE

PRIMARY  
HIGH BLOOD PRESSURE

SECONDARY  
HIGH BLOOD PRESSURE

1. PRIMARY HIGH BLOOD PRESSURE → Primary or essential high blood pressure is the most common type of high blood pressure. For most people who get this kind of blood pressure, it develops over time as you get older.
2. SECONDARY HIGH BLOOD PRESSURE → Secondary high blood pressure is caused by another medical condition or use of certain medicines. It usually gets better after we treat that condition or stop taking medicines that are causing it.

When our blood pressure stays high over time, it causes the heart to pump harder and work over-time, possibly leading to serious health problems such as heart attack, stroke, heart failure and kidney failure.



## 1. AGE

The risk of high blood pressure increases with age. Until about age 64, high blood pressure is more common in men. Women are more likely to develop high blood pressure after age 65.

## 2. RACE

High Blood Pressure is particularly common among black people. It develops at an earlier age in black people than it does in white people.

## 3. FAMILY HISTORY

We are more likely to develop high blood pressure if we have a parent or sibling with the condition.

## 4. OBESITY

Excess weight causes changes in the blood vessels, the kidneys and other parts of the body. These changes often increase blood pressure. Being overweight or having obesity also raises the risk of heart disease and its risk factors such as high cholesterol.

## 5. LACK OF EXERCISE

Increased weight raises the risk of high blood pressure. People who are inactive also tend to have higher heart rates.

## 6. TOBACCO USE OR VAPING

Smoking, chewing tobacco or vaping immediately raises blood pressure for a short while. Tobacco smoking injures blood vessel walls and speeds up the process of hardening of the arteries.

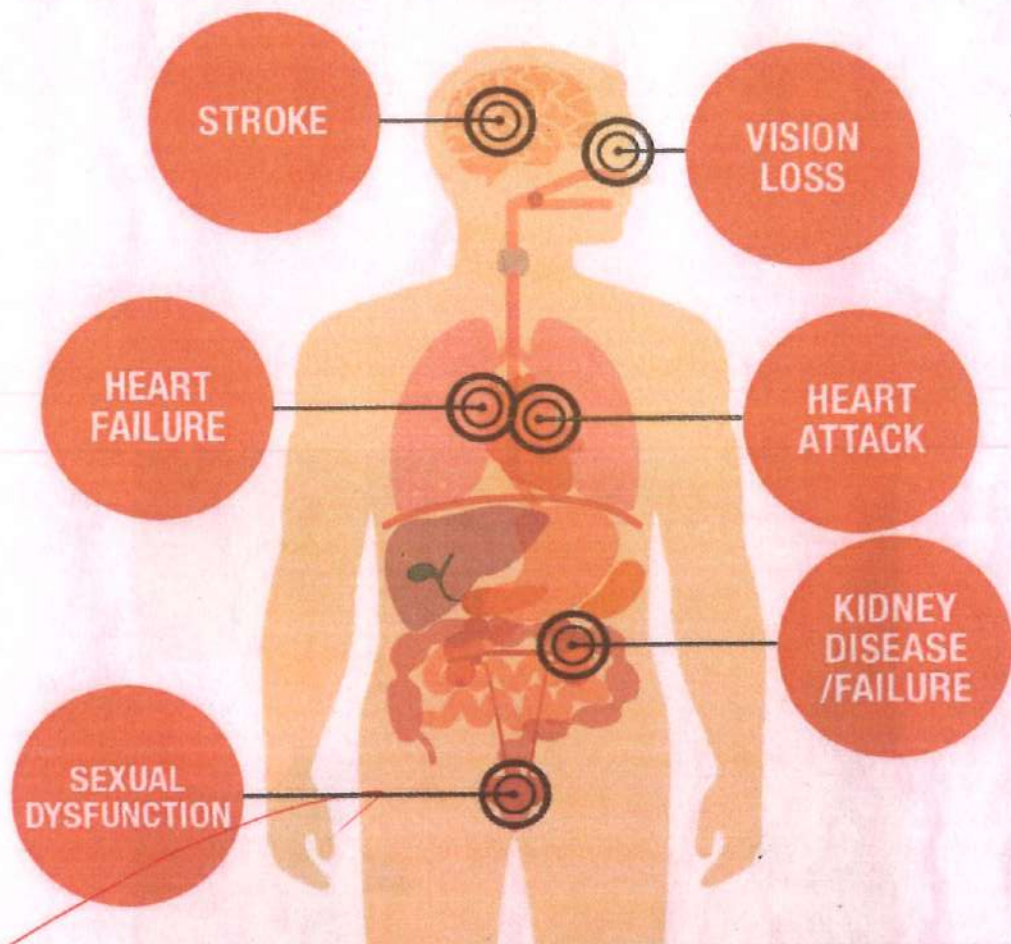
## 7. TOO MUCH SALT

A lot of salt - also called sodium - in the body can cause the body to retain fluid. This increases blood pressure.

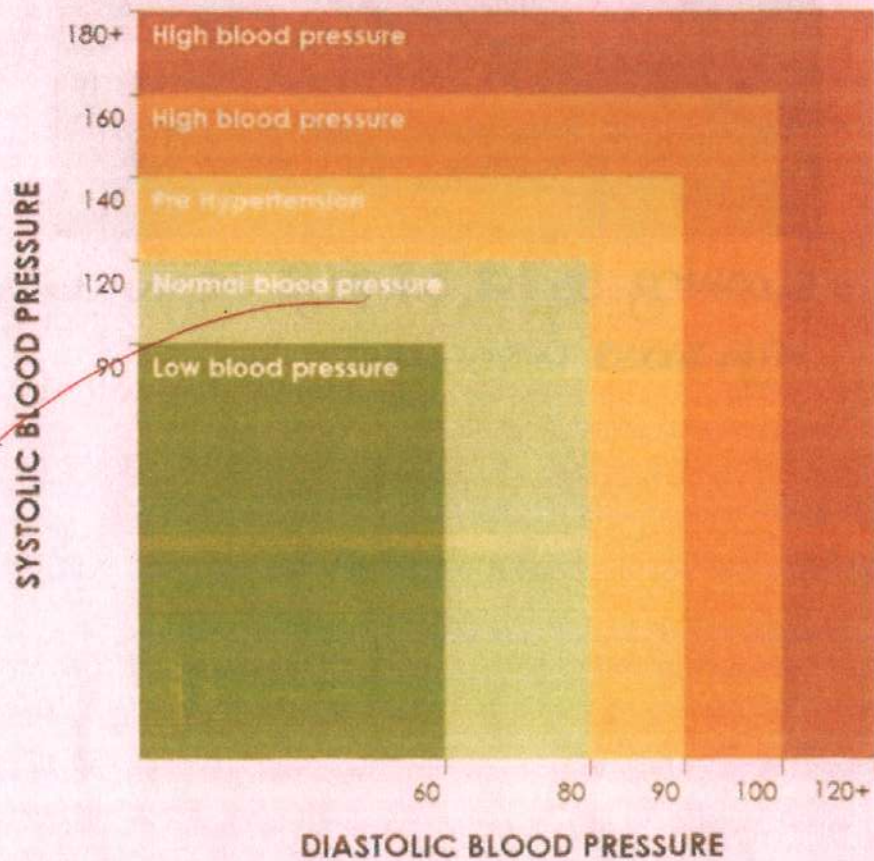
## 8. DRINKING TOO MUCH ALCOHOL

Alcohol use has been linked with increased blood pressure, particularly in men.

## Effects of high blood pressure :



**Blood pressure chart**





2. Awareness about High Blood Pressure



→ Raising senior citizens regarding High blood Pressure

# MY EXPERIENCE

My Experience job creating health awareness regarding high blood pressure among the senior citizens was very joyful and interesting. I also feel proud that I have contributed towards our society by creating health awareness regarding high blood pressure which is one of the major problem faced by senior citizens.

In general, it is believed that health awareness programmes provide useful knowledge and information to senior citizens that will help them to bring changes their lifestyle and behaviour and will help them to improve their health.

In this context, it was a surprise for me that knowledge and awareness about high blood pressure and hypertension among the senior people is poor. I suggested them to take a balanced diet of vegetables, fruits, grains, protein dairy and oils because it will help them to control their high blood pressure. I also suggested them some natural ways as well as some medicines that will help them to lower their blood pressure. Overall, I can say that health awareness programme is a wonderful experience for me.

# SUGGESTION

- The list of foods that are high in cholesterol and fats should be avoided.
- It is very important to monitor the salt intake of the people with high blood pressure.
- Alcohol and smoking should be completely avoided.
- Processed foods and meat with saturated fats and trans fats should be avoided and add more healthy foods to your diet.
- Consult a registered nutritionist for the high diet advice based on your health.
- It is observed that sometimes children of senior citizens are not giving attention to their parents' health related problems. It is very important to take care of parents and it is suggested to every child to give attention to their parents and provide them all the essential facilities.
- The government should also take the initiatives and reduce the cost of medicines and provide

them all the essential facilities.

- The government should also take the initiatives and reduce the cost of medicines and provide gentle care to all senior citizens of the country.
- Awareness campaigns should be organized oftenly so that a lot of people can be addressed. It motivates, educates and informs about various health issues.



# EFFECTS OF HIGH BLOOD PRESSURE

## 1. DAMAGE TO ARTERIES

Healthy arteries are flexible, strong and elastic. Their inner lining is smooth so that blood flows freely supplying vital organs and tissues with nutrients and oxygen.

High blood pressure (hypertension) gradually increases the pressure of blood flowing through the arteries.

## 2. DAMAGE TO THE HEART

High blood pressure can cause many health problems including :-

- Coronary Artery Disease
- Enlarged left heart
- Heart failure

## 3. DAMAGE TO THE BRAIN

The brain depends on a nourishing blood supply - work properly. High blood pressure may affect the brain in the following ways :-

- Transient Ischemic Attack (TIA)
- Dementia
- Stroke
- Mild Cognitive Impairment

#### 4. DAMAGE TO THE KIDNEYS

Kidneys filter excess fluid and waste from the blood—a process that requires healthy blood vessels. High blood pressure can damage the blood vessels in and leading to the kidneys. Having diabetes in addition to high blood pressure can worsen the damage.

Kidney problems caused by high blood pressure include :

- Kidney Scarring
- Kidney Failure

#### 5. DAMAGE TO THE EYES

High blood pressure can damage the tiny-delicate blood vessels that supply blood to the eyes causing

- Damage to the blood vessels in the retina
- Fluid build up under the retina
- Newer Damage

#### 6. SEXUAL DYSFUNCTION

The inability to have and maintain an erection becomes increasingly common in men as they have near age 50, especially if they have high blood pressure.



## MIER COLLEGE OF EDUCATION (Autonomous)

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

### NSS UNIT

QF: 103A  
DATE: 14-02-2024

### CIRCULAR

This is for the information of all the faculty members of SOE and SSSH that a Seven Day Special Camp is being organized by NSS Unit, MIER College of Education from 16<sup>th</sup> Feb. to 23<sup>rd</sup> Feb. 2024. In this regard you are requested to mark the volunteers participating in this camp 'On Duty' during the above said duration of the camp. The list of participants is attached herewith.

*Kunal Shrivastava*  
Programme Officer 14/2/24

*Nishu*  
HOD SOE

*Manish*  
HOD SSSH

NSS Unit

### Teacher's Signature

SOE			SSSH		
	Name	Signature		Name	Signature
1.	Dr. Bharti Tanda	<i>Bharti</i>	1.	Dr. Sahil Nagat	<i>Sahil</i>
2.	<i>Gunee Gupta</i>	<i>Gunee</i>	2.	Dr. Pooja Choudhary	<i>Pooja</i>
3.	<i>Syoti Sharma</i>	<i>Syoti</i>	3.	Nandini Devi	<i>Nandini</i>
4.	Dr. Bindu Dua	<i>Bindu</i>	4.	Dr. TANIYA KAINA	<i>Taniya</i>
5.	Dr. Behzad	<i>Behzad</i>	5.	SONIKA	<i>Sonika</i>
6.	Dr. Rishi Dhand	<i>Rishi</i>	6.	Mr. Dhanveer Inu	<i>Dhanveer</i>
7.	Arpana Koul	<i>Arpana</i>	7.	Arpana Koul	<i>Arpana</i>
8.			8.	Dr. Rishi Dhand	<i>Rishi</i>
9.			9.		
10.			10.		
11.			11.		
12.			12.		



<b>Date:</b> 16.02.24-24.02.24	<b>Name of the Event</b> <b>Seven Day NSS Special Camp-2024</b>	<b>Nature of Event :</b> Non-Competitive
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**No. of Students Participated :** 50

**Attachments:** List of Participant

Press Release

Certificates

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**Report:** NSS Unit of Mier College of Education organised 7 day Special NSS camp from 16-24 February, 2024, with the aim of sensitizing NSS volunteers. The theme of the camp was “ Rural Reconstruction and Ecological Development”. The camp was held under the guidance of Principal Prof. Adit Gupta and Dr Komal Sharma, NSS Programme Officer.

Around fifty volunteers from the different departments of the college participated in the camp. A thorough effort was made to develop the personality of the volunteers through community service. The volunteers were made aware of the objectives of NSS and the purpose behind organising the camp. All seven days began with a serene morning prayer, setting a positive and peaceful tone for the day ahead and afterwards the NSS volunteers engaged in a refreshing yoga session on daily basis, embracing the power of mindfulness and physical well-being. Shram Daan was performed on daily basis where participants engaged in a voluntary contribution of physical efforts towards a noble cause. A number of activities were held in adopted villages Purkhoo and Domana during the camp such as awareness programme on disability by using mass media, sensitization of local people, students and staff of the govt school in adopted village Purkhoo by the NSS Volunteers on the theme ‘ importance of voting in Democracy ‘, street play on the theme ‘Misuse of Social Media’ , display of posters on the theme ‘Eradication of Social Evils: Drug Addiction and Alchoholism’ in Domana Village .They also ran an environment cleanliness drive in Domana Village as well as another cleanliness drive was organized, outside MIER College of Education, around KC Chowk and the vegetable market, where all the participants actively participated in maintaining the cleanliness of the camp premises as well as the surroundings. In the spirit of environmental consciousness, all volunteers participated in a waste segregation and disposal activity. Various methods such as rainwater harvesting, usage of solar lights and the usage of 5 star ACs, which is promoted in the college campus was explained and showcased. A skit was performed by the volunteers portraying the importance of waste segregation. For the well being and good health of the volunteers various sports activities were also undertaken such as Badminton, Kho- Kho match and Tug of War in the college playground.

Prof Adit Gupta, Principal and Director, Mier College of Education was the Chief Guest for the valedictory function organised to culminate the NSS Seven Day NSS Special camp-2024 . The volunteers presented a vibrant cultural programme that included a Sarasvati Vandana, NSS song, skit on the theme “Rural Reconstruction and Ecological Development “, video presentation on camp activities, and group folk dances such as Dogri, Kashmiri and Laavni. A comprehensive report showcasing the activities conducted on each day was presented by Dr. Komal Sharma, Programme Officer NSS . Chavi, Arya and Shivangi shared their experiences and reflections of the camp. Cerificates were awarded to the achievers of Poster making competition wherein First and Second prize was bagged by Shivangi Raj Metla of B.Ed Semester III and Azra Khatoon of B.Ed.Spl. Semester III , Ridham Sharma of B.Ed.Sem III won third prize and Kanureet of B.A.Psychology Honors achieved Consolation prize. Speaking on the occasion,







# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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

## B.Ed.

### SEMESTER-IV

(For the examination to be held in May, 2022)

### COMMUNITY WORK (02 WEEKS)

Course Code : BDE-405

Credits : 02

Course Type : Compulsory

Total Marks : 50

Internal Marks : 50

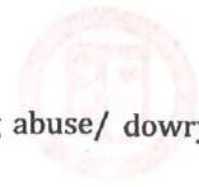
#### A. OBJECTIVES

After participating in the Community Work the student-teachers will be able to:

- *interact with the general Community*
- *develop community welfare feeling*
- *participate actively in the community welfare programme*
- *reflect on the issues of society/community*
- *develop a sense of responsibility towards the community*


#### B. The student teachers will be involved in any three of the following activities and submit report:

1. Conduct of cleanliness drive in a slum/village for 'Swachh Bharat Abhiyan'
2. Participation in rallies for creating social awareness on burning societal issues
3. Participation in health awareness programme for the sensitization of community
4. Conduct of immunization awareness among the community
5. Organisation of health awareness programme for the senior citizens



6. Organisation of nukkad plays for community sensitization on drug abuse/ dowry/ child marriage/ literacy etc.
7. Participation in each one – teach one programme
8. Plantation drive
9. Make a 4 minute video on any school activity and write a reflective note on it
10. Conduct a discussion with the school students on the problem of discipline in the class & remedies to solve it. Write a reflective note on the same
11. Collect data regarding the disabilities in any nearby school and suggest methods of handling them
12. Survey your Institution / Home and suggest ways and means to maintain its cleanliness & enhance its beauty
13. Conduct a survey of your neighbourhood / Mohalla and identify the children who are not enrolled in any school along with the reasons for the same
14. Conduct an interview with any case of child labour / dowry victim / Beggary etc. to know about the causes for their status, their day to day life along with the suggestion for their improvement

# **Co- Curricular Activities**

 <b>MIER College of Education</b> (Autonomous) Accredited by the NAAC with 'A+' Grade	<b>EVENT REPORT</b> <b>Co- Curricular Committee</b>	<b>QF: 135</b> <b>Semester: I, III &amp; V</b> <b>Session: 2022-2024, 2023-25 &amp; 2022-2026</b> <b>Year: 2024</b>
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<b>Date:</b> 25 Jan. 2024	<b>Name of the Event</b> Republic Day Celebration	<b>Nature of Event :</b> Competitive
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**Activities Organised : 'Folk Dance Competition'**

**No. of Students Participated : 32**

**Attachments:** List of Participants   
 (If any) Press Release   
 Certificates

<p><b>Republic Day Celebration</b>  <b>Date: 25 Jan. 2024</b>  <b>Venue: Shri H.L. Gupta Auditorium</b></p> <p>Co-Curricular Committee of MIER College of Education celebrated Republic Day. A 'Folk Dance Competition' on theme "The Incredible India" was organized on this occasion. There were solo and paired performances. The students of School of Education &amp; School of Social Sciences and Humanities participated in the event with great enthusiasm and zeal. Ridham Sharma &amp; Samridhi Rajput B.Ed Semester-III bagged the first prize, Mahi BA Hons. Psychology Semester III got the second prize &amp; Snober and Megha Thakur B.Ed Semester III were third altogether.</p> <p>. Dr. Adit Gupta, Principal and Director MIER, Mrs. Rupa Gupta, Joint Director, Dr. Moolraj Sharma COE, Dr. Nishta Rana, HOD SoE, Dr. monika Bajaj, HOD SSSH, Dr. Bharti Tandon, Dy. HoD, SoE along with faculty members and the students of both the schools attended the event. The judges of the event were Mr. Vivek Mohan and Ms. Mohini Music and Dance teachers from Model Academy School, B. C. Road.</p> <p>Arti B.Ed Spl Sem.I formally welcomed the gathering. The programme was ably conducted by Monika and Sudhanshu both from B.Ed Spl Sem.I. Akarshika Bali from BA Hons. Psychology Sem. III presented a formal vote of thanks.</p> <p>The whole program was conducted under the supervision of Dr. Reeta Dwivedi, Convener Co-Curricular committee and Dr. Priya Choudhary, member of the committee.</p>	<p><b>Total No of Participants: 32.</b></p>
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## Photographs



## Performances by the students and winners

Videos' Link:


<https://drive.google.com/drive/folders/10wAecKE6fi6tAQA0UcjLcU-MW9R4fLaH?usp=sharing>

R. Divina  
Prepared by:  
Convener CCC

Sushial  
Verified by:  
IQAC Coordinator

Nishu Monika  
Checked by:  
HOD SOE/SSSH

SRM COLLEGE OF EDUCATION (AUTONOMOUS)  
PRINCIPAL  
Approved By:  
Principal

 <p><b>MIER College of Education</b> (Autonomous) Accredited by the NAAC with 'A+' Grade</p>	<p><b>EVENT REPORT</b> <b>Co-Curricular Committee</b></p>	<p><b>QF: 135</b> <b>Semester: I, III &amp; V</b> <b>Session: 2021-2024,</b> <b>2022-2026 &amp; 2023-2027</b> <b>Year: 2023</b></p>
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<p><b>Date:</b> <b>10<sup>th</sup> Nov. 2023</b></p>	<p><b>Name of the Event</b> <b>National Education Day</b> <b>Celebration</b></p>	<p><b>Nature of Event :</b> <b>Competitive</b></p>
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**Activities Organised : Inter-college Symposium**

**No. of Students Participated : 20**

**Attachments:** List of Participants   
(If any) Press Release   
Certificates

**National Education Day Celebration**  
**Date: 10<sup>th</sup> Nov. 2023**  
**Venue: Shri H.L. Gupta Auditorium**

**Total No of Participants: 22+60**

To celebrate National Education Day, the Co-Curricular Committee of MIER College of Education organized an inter-college symposium on the theme "The Future of Education: Technology, Equity and Inclusion". The symposium was organised in collaboration with MOU and other colleges through hybrid mode. The programme was convened under the patronage of Dr. Adit Gupta, Director and Principal MIER College of Education. Prof. Rohnika Sharma, Head of School of Education, Dr. Monika Bajaj, Head of School of Social Sciences and Humanities, faculty members and students of the BA Honours programme participated in the event. Twelve colleges and 24 participants from within and outside Jammu and Kashmir participated in the symposium.

The participants comprehensively elaborated their views on technology's transformative role, equity in access to education, inclusion and diversity in learning, global collaboration, and learning. They highlighted that the future of education is a dynamic landscape where technology, equity, and inclusion are inextricably intertwined. Embracing technological advancements while ensuring equitable access and fostering inclusive environments is the key to preparing students for the challenges and opportunities of the 21st century.

Prof. Rohnika Sharma formally welcomed the participants and guests. The judges for the competition were Dr. Sonia Khajuria, Associate Professor, Dept. of English, GCW Parade Ground, Jammu, Dr. Shubra Jamwal, Assistant Professor, Dept. of English, Govt. College of Education, Jammu, and Dr. Shakum Mahajan, Assistant Professor, Dept. of English, Govt. PG College for Women, Gandhi Nagar, Jammu.

Based on the results declared by the jury, the first and second prizes went to Ms. Anmoldeep Kour and Ms. Sugandha Gupta from Govt. College for Women, Parade Ground, Jammu, the third prize was jointly bagged by Ms Aditi Mahajan, from MIER College and Ms Anisha Kour, from GCW Gandhi Nagar, Jammu. Ms Nandika, from MIER College, and Ms Shaheen Bedi, from GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana won the consolation prizes. Certificates of merit were given to the participants.

Ms. Arzoo Sharma, student of BA Honour English programme, Semester III compered the programme. Dr. Reeta Dwivedi, Convener, Co-Curricular Committee thanked all the participating *students and judges*...

## Photographs



### *Judges and Participants of the Competition*

Videos' Link:

<https://drive.google.com/drive/folders/1FGfN29e4YoZ8ZdHjOkjBy7AJQN8SN59a?usp=sharing>

R. Divya  
6/12/2023

Prepared by:  
Convener, Co-Curricular Committee





# **Pedagogical Approaches for Understanding Self**



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

## SCHEME OF TWO - YEAR B. Ed. PROGRAMME

The B.Ed. Programme shall be of two years duration spread over four semesters.

The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December 2020, 2021 and 2022), Semester-II (May, 2021, 2022 and 2023), Semester-III (December 2021, 2022 and 2023) and Semester -IV (May, 2022, 2023 and 2024) is as under:

### B.Ed. Semester - I

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
<b>Compulsory Courses</b>					
BDE-101	Childhood and Growing up	04	60	40	100
BDE-102	Philosophical and Sociological Perspectives in Education ✓	04	60	40	100
BDE-103	Learning and Teaching	04	60	40	100
BDE-104	Contemporary India and Education	04	60	40	100
BDE-105	Methodology of Teaching	04	60	40	100
BDE-106	Drama and Art in Education ✓	02	-	50	50
BDE-107	Pre-Internship (Two weeks) -I	02	-	50	50
<b>TOTAL</b>		<b>24</b>	<b>300</b>	<b>300</b>	<b>600</b>

**B. Ed.**  
**Semester - II**

Course Code	Title	Credits	Maximum Marks			
			External	Internal	Total	
<b>BDE-201</b>	Knowledge and Curriculum	04	60	40	100	
<b>BDE-202</b>	Assessment for Learning	04	60	40	100	
<b>BDE-203</b>	Understanding Disciplines and Subjects	02	30	20	50	
<b>BDE-204</b>	Critical Understanding of ICT in Education (Theory)	02	30	20	50	
<b>BDE-205</b>	Critical Understanding of ICT in Education (Practical)	02	-	50	50	
<b>BDE-206</b>	Pre-internship (Two weeks) - II	02	-	50	50	
<b>PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS</b> <b>(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II &amp; III)</b>						
<b>BDE-207</b>	Pedagogy of Science - I	<b>Group-I</b>	04	60	40	100
<b>BDE-208</b>	Pedagogy of Physical Science - I		04	60	40	100
<b>BDE-209</b>	Pedagogy of Biological Science - I		04	60	40	100
<b>BDE-210</b>	Pedagogy of Social Science - I		04	60	40	100
<b>BDE-211</b>	Pedagogy of English - I	<b>Group-II</b>	04	60	40	100
<b>BDE-212</b>	Pedagogy of Hindi - I		04	60	40	100
<b>BDE-213</b>	Pedagogy of Urdu - I		04	60	40	100
<b>BDE-214</b>	Pedagogy of Dogri - I		04	60	40	100
<b>BDE-215</b>	Pedagogy of Punjabi - I		04	60	40	100
<b>BDE-216</b>	Pedagogy of Mathematics - I	<b>Group-III</b>	04	60	40	100

<b>PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS</b>						
<b>(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V &amp; VI)</b>						
<b>BDE-217</b>	Pedagogy of Physics - I	<b>Group-IV</b>	04	60	40	100
<b>BDE-218</b>	Pedagogy of Chemistry - I		04	60	40	100
<b>BDE-219</b>	Pedagogy of Botany - I		04	60	40	100
<b>BDE-220</b>	Pedagogy of Zoology - I		04	60	40	100
<b>BDE-221</b>	Pedagogy of Political Science - I		04	60	40	100
<b>BDE-222</b>	Pedagogy of History - I		04	60	40	100
<b>BDE-223</b>	Pedagogy of Economics - I		04	60	40	100
<b>BDE-224</b>	Pedagogy of English - I	<b>Group-V</b>	04	60	40	100
<b>BDE-225</b>	Pedagogy of Hindi - I		04	60	40	100
<b>BDE-226</b>	Pedagogy of Urdu - I		04	60	40	100
<b>BDE-227</b>	Pedagogy of Dogri - I		04	60	40	100
<b>BDE-228</b>	Pedagogy of Punjabi - I		04	60	40	100
<b>BDE-229</b>	Pedagogy of Sanskrit - I		04	60	40	100
<b>BDE-230</b>	Pedagogy of Mathematics - I	<b>Group-VI</b>	04	60	40	100
<b>BDE-231</b>	Pedagogy of Commerce - I		04	60	40	100
<b>Total</b>			<b>24</b>	<b>300</b>	<b>300</b>	<b>600</b>

**B. Ed.**  
**Semester - III**

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
BDE-301	Environmental Education	02	30	20	50
BDE-302	Gender, School and Society	02	30	20	50
BDE-303	Educational Technology	02	30	20	50
BDE-304	Language Across the Curriculum	02	30	20	50
BDE-305	School Internship ( 7 weeks)	07	-	100	100
BDE-306	Yoga Education	02	-	50	50

**PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS**

(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III)

BDE-307	Pedagogy of Science - II	<b>Group-I</b>	04	60	40	100
BDE-308	Pedagogy of Physical Science - II		04	60	40	100
BDE-309	Pedagogy of Biological Science - II		04	60	40	100
BDE-310	Pedagogy of Social Science - II		04	60	40	100
BDE-311	Pedagogy of English - II	<b>Group-II</b>	04	60	40	100
BDE-312	Pedagogy of Hindi - II		04	60	40	100
BDE-313	Pedagogy of Urdu - II		04	60	40	100
BDE-314	Pedagogy of Dogri - II		04	60	40	100
BDE-315	Pedagogy of Punjabi - II		04	60	40	100
BDE-316	Pedagogy of Mathematics - II	<b>Group-III</b>	04	60	40	100

<b>PEDAGOGY SUBJECTS FOR POST-GRADUATE STUDENTS</b>						
<b>(Opt any two Pedagogy Subjects Selecting not more than ONE from the Group IV, V &amp; VI)</b>						
<b>BDE-317</b>	Pedagogy of Physics - II	<b>Group-IV</b>	04	60	40	100
<b>BDE-318</b>	Pedagogy of Chemistry - II		04	60	40	100
<b>BDE-319</b>	Pedagogy of Botany - II		04	60	40	100
<b>BDE-320</b>	Pedagogy of Zoology - II		04	60	40	100
<b>BDE-321</b>	Pedagogy of Political Science - II		04	60	40	100
<b>BDE-322</b>	Pedagogy of History - II		04	60	40	100
<b>BDE-323</b>	Pedagogy of Economics - II		04	60	40	100
<b>BDE-324</b>	Pedagogy of English - II	<b>Group-V</b>	04	60	40	100
<b>BDE-325</b>	Pedagogy of Hindi - II		04	60	40	100
<b>BDE-326</b>	Pedagogy of Urdu - II		04	60	40	100
<b>BDE-327</b>	Pedagogy of Dogri - II		04	60	40	100
<b>BDE-328</b>	Pedagogy of Punjabi - II		04	60	40	100
<b>BDE-329</b>	Pedagogy of Sanskrit - II		04	60	40	100
<b>BDE-330</b>	Pedagogy of Mathematics - II	<b>Group-VI</b>	04	60	40	100
<b>BDE-331</b>	Pedagogy of Commerce - II		04	60	40	100
<b>Total</b>			<b>25</b>	<b>230</b>	<b>310</b>	<b>550</b>

**B. Ed.  
Semester – IV**

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
<b>BDE-401</b>	Creating an Inclusive School	02	30	20	50
<b>BDE-402</b>	Action Research	02	30	20	50
<b>BDE-403</b>	Reading and Reflecting on Texts	02	-	50	50
<b>BDE-404</b>	Project Work	04	-	100	100
<b>BDE-405</b>	Community Work (Two weeks)	02	-	50	50
<b>BDE-406</b>	School Internship (7 weeks)	07	150	100	250

Elective Courses (Select Any One)					
<b>BDE-407</b>	Guidance and Counselling	02	30	20	50
<b>BDE-408</b>	Early Childhood Care and Education	02	30	20	50
<b>BDE-409</b>	Health and Physical Education	02	30	20	50
<b>BDE-410</b>	Peace Education	02	30	20	50
<b>Total</b>		<b>21</b>	<b>240</b>	<b>360</b>	<b>600</b>

	Semesters				Total
	I	II	III	IV	
<b>Course Credits</b>	24	24	25	21	94
<b>Max. Marks</b>	600	600	550	600	2350



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### M.Ed. Semester - I

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
MED-101	Education Studies	4	60	40	100
MED-102	Psychology of Learning and Development	4	60	40	100
MED-103	Philosophical Perspectives of Education	4	60	40	100
MED-104	Methodology of Research in Education	4	60	40	100
MED-105	Statistical Methods in Education	4	60	40	100
MED-106	Self - Development (Yoga Education)	2	-	50	50
MED-107	Communication Skills	2	-	50	50
<b>TOTAL</b>		<b>24</b>	<b>300</b>	<b>300</b>	<b>600</b>



**M.Ed.**  
**Semester - II**



Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
<b>MED-201</b>	<b>Sociological Perspectives of Education</b>	4	60	40	100
<b>MED-202</b>	Historical, Political and Economic Perspectives of Education	4	60	40	100
<b>MED-203</b>	Pre-service and In-service Teacher Education	4	60	40	100
<b>MED-204</b>	Innovative use of Technology in Research	4	-	100	100
<b>MED-205</b>	Internship - I	4	-	100	100
<b>MED-206</b>	Dissertation (Formulation of Research Proposal)	2	-	50	50
<b>Select any one from MED-207 to MED-210</b>					
<b>MED-207</b>	Science Education	4	60	40	100
<b>MED-208</b>	Social Science Education	4	60	40	100
<b>MED-209</b>	Language Education	4	60	40	100
<b>MED-210</b>	Mathematics Education	4	60	40	100
<b>TOTAL</b>		<b>26</b>	<b>240</b>	<b>410</b>	<b>650</b>

**M.Ed.**  
**Semester – III**  
**AREA OF SPECIALISATION**

**(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION OR SECONDARY AND HIGHER SECONDARY EDUCATION)**

**GROUP- A: ELEMENTARY EDUCATION**

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
<b>MED-301</b>	Elementary Education : Institutions, Systems and Structures	2	30	20	50
<b>MED-302</b>	Elementary Education : Status, Issues and Concerns	2	30	20	50
<b>MED-303</b>	Elementary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

**OR**

**GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION**

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
<b>MED-304</b>	Secondary and Higher Secondary Education : Institutions, Systems and Structures	2	30	20	50
<b>MED-305</b>	Secondary and Higher Secondary Education : Status, Issues and Concerns	2	30	20	50
<b>MED-306</b>	Secondary and Higher Secondary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

**COMPULSORY COURSES:**

<b>MED-307</b>	Educational Testing and Evaluation	4	60	40	100
<b>MED-308</b>	Expository and Academic Writing	2	-	50	50
<b>MED-309</b>	Internship - II	4	-	100	100
<b>MED-310</b>	Dissertation (Review of Literature and Data Collection)	2	-	50	50

**INTERDISCIPLINARY COURSES [Select any one from MED-311 to MED-314]**

<b>MED-311</b>	Fundamentals of Information Technology	4	60	40	100
<b>MED-312</b>	Technology and Social Media	4	60	40	100
<b>MED-313</b>	Professional Growth and Communication	4	60	40	100
<b>MED-314</b>	Organisational Behaviour	4	60	40	100
<b>Total</b>		<b>24</b>	<b>240</b>	<b>360</b>	<b>600</b>

**M.Ed.**  
**Semester – IV**

**COMPULSORY COURSES:**

<b>MED-401</b>	Perspectives, Issues and Research in Teacher Education	4	60	40	100
<b>MED-402</b>	Curriculum Studies	4	60	40	100
<b>MED-403</b>	Dissertation (Final Draft and Viva-Voce)	4	100	-	100

**AREA OF SPECIALISATION**

(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION)

**GROUP- A: ELEMENTARY EDUCATION: CURRICULUM, PEDGAGOGY AND ASSESSMENT**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-404</b>	Elementary Education: Curriculum Theory	04	60	40	100
<b>MED-405</b>	Elementary Education: Curriculum Transaction	04	60	40	100
<b>MED-406</b>	Elementary Education: Curriculum Assessment	04	60	40	100
<b>TOTAL</b>		<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

**GROUP-B: MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-407</b>	Elementary Education: School Management	04	60	40	100
<b>MED-408</b>	Elementary Education: Educational Administration	04	60	40	100
<b>MED-409</b>	Elementary Education: Educational Leadership	04	60	40	100
<b>TOTAL</b>		<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

**GROUP-C: EDUCATIONAL TECHNOLOGY**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-410</b>	Elementary Education: Foundations of Educational Technology	04	60	40	100
<b>MED-411</b>	Elementary Education: E-Learning	04	60	40	100
<b>MED-412</b>	Elementary Education: Development of E-Content	04	60	40	100
<b>TOTAL</b>		<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

**GROUP-D: INCLUSIVE EDUCATION**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-413	Elementary Education: Education for Special Children	04	60	40	100
MED-414	Elementary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
MED-415	Elementary Education: Curriculum Planning and Organisation of Inclusive Education	04	60	40	100
<b>TOTAL</b>		<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**AREA OF SPECIALISATION  
(SELECT ANY ONE GROUP FROM  
SECONDARY AND HIGHER SECONDARY EDUCATION)**

**GROUP- A: CURRICULUM, PEDGAGOGY AND ASSESSMENT**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-416	Secondary & Higher Secondary Education: Curriculum Theory	04	60	40	100
MED-417	Secondary & Higher Secondary Education: Curriculum Transaction	04	60	40	100
MED-418	Secondary & Higher Secondary Education: Curriculum Assessment	04	60	40	100
<b>TOTAL</b>		<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

**GROUP-B: MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-419	Secondary & Higher Secondary Education: School Management	04	60	40	100
MED-420	Secondary & Higher Secondary Education: Educational Administration	04	60	40	100
MED-421	Secondary & Higher Secondary Education: Educational Leadership	04	60	40	100
<b>TOTAL</b>		<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

**GROUP-C: EDUCATIONAL TECHNOLOGY**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
MED-422	Secondary & Higher Secondary Education: Foundations of Educational Technology	04	60	40	100
MED-423	Secondary & Higher Secondary Education: E-Learning	04	60	40	100
MED-424	Secondary & Higher Secondary Education: Development of E-Content	04	60	40	100
<b>TOTAL</b>		<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

**GROUP-D: INCLUSIVE EDUCATION**

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-425</b>	Secondary & Higher Secondary Education: Education for Special Children	04	60	40	100
<b>MED-426</b>	Secondary & Higher Secondary Education: Conceptual Foundations of Inclusive Education	04	60	40	100
<b>MED-427</b>	Secondary & Higher Secondary Education: Curriculum Planning and Organisation of Inclusive Education	04	60	40	100
<b>TOTAL</b>		<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

**OPTIONAL PAPERS**

[SELECT ANY ONE from MED-428 to MED-433]

Course Code	Title	Credits	Maximum Marks		
			Ext	Int.	Total
<b>MED-428</b>	Women Studies	2	30	20	50
<b>MED-429</b>	Quality in Education	2	30	20	50
<b>MED-430</b>	Values and Human Rights	2	30	20	50
<b>MED-431</b>	Advanced Statistics in Education	2	30	20	50
<b>MED-432</b>	Life Skills Education	2	30	20	50
<b>MED-433</b>	Educational Planning	2	30	20	50
<b>TOTAL</b>		<b>26</b>	<b>430</b>	<b>220</b>	<b>650</b>

	Semesters				Total
	I	II	III	IV	
<b>Course Credits</b>	<b>24</b>	<b>26</b>	<b>24</b>	<b>26</b>	<b>100</b>
<b>Maximum Marks</b>	<b>600</b>	<b>650</b>	<b>600</b>	<b>650</b>	<b>2500</b>



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## M.Ed.

### SEMESTER-IV

(For the examinations to be held in May, 2022, 2023 and 2024)

#### LIFE SKILLS EDUCATION

Course Code	: MED-432	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: ELECTIVE	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course the students will be able to:

- understand the theoretical foundations of life skills education
- develop life skills to deal with various situations in life
- develop as professionals in life skills education
- identify role of life skills for positive change and well being

#### B. COURSE CONTENT

##### UNIT-1

##### Life Skills- Introduction

- 1.1. Life skills: Concept, need and importance of life skills for human beings, difference among life skills, livelihood skills and survival skills; Life skills education: Concept, need and importance of life skills education for teachers
- 1.2. Genesis of the concept of life skills:
  - UN Inter - Agency meeting
  - Hamburg declaration
  - Quality education and life skills : Dakar Framework
  - Life skills education in the Indian context

##### UNIT-2

##### 2.1. Social and Negotiation skills

- Self-awareness: Definition, types of self, self-concept, body image, self-esteem, techniques used for self-awareness – Johari Windows, SWOT analysis

- Sympathy, empathy and altruism
- Effective communication; Definition, functions, models and barriers
- Interpersonal relationship: Definition, factors affecting relationships

## 2.2. Coping skills

- Coping with emotions: Definition, characteristics, types and coping strategies
- Coping with stress: Definition, stressors, source of stress and coping strategies
- Synchronization of thinking, social and coping skills

## UNIT-3

### Our Rights and Human Rights

3.1. Our rights enshrined in the Indian Constitution, types of rights – civil, political, economic, social and cultural rights, Child rights in India and their protection : Provision in schools, teacher preparation for protecting human rights

3.2. Human Rights and Education : Need, importance and recommendations of various National and International Bodies

### C. TRANSACTIONAL STRATEGIES

- Lecture, discussion, project work and case based presentation
- On-line teaching (Google Classroom / Zoom) and MOODLE Platform

### D. SESSIONAL WORK

**The student may undertake any one of the following activities:**

1. Analysis of life skills approach in school curriculum at secondary level
2. Participation in seminar on life skills on any one of the following topics:
  - Recommendations of United Nations Inter Agency Meeting (1998)
  - Recommendation of 'Dakar Framework (2000)' on 'Quality Education and Life Skills'
  - Models of communication
  - Factors affecting human relationship and their impact on personality
  - Any other approved activity of relevance

### E. EVALUATION

**The distribution of marks for the course is as under:**

17. External (End-semester) Examination	: 30 Marks
18. Internal Assessment:	: 20 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 07 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3)	: 04 Marks

(c) Sessional Work

- i) One Report (To be uploaded in Google Classroom) : 03 Marks
- ii) One PPT (To be delivered and uploaded in Google Classroom) : 03 Marks
- iii) Reflections : 03 Marks

**F. ATTENDANCE**

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

**G. NOTE FOR PAPER SETTER**

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from each unit
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

**H. SUGGESTED READINGS**

- Dakar Framework for Action (2000). *Education for all : Meeting our collective commitments*. Dakar Senegal.
- Debra, McGregor (2007). *Developing thinking : Developing learning – A guide to thinking skills in education*. New York : Open University Press.
- Delors, Jacques (1997). *Learning : The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris : UNESCO Publishing Press.
- Fieldman, Robert S. (2009). *Essentials of understanding psychology*. New Delhi : Tata McGraw Hill.
- Hurlock, Elizabeth B. (2007). *Personality development*. New Delhi : Tata McGraw Hill.
- Krish, Steven J. et al. (2013). *Psychology for living: Education, adjustment, growth and behavior today*. New Delhi : Pearson.
- Kumar, Keval J.C. (2008). *Mass Communication in India*. New Delhi : JAICO Publications.



- McCowan, Tristan and Unterhalter, Elaine (Eds). (2015). *Education and international development : An introduction*. New Delhi : Bloomsbury.
- Nair, Rajasenan V. (2010). *Life skills, personality and leadership*. Tamil Nadu : Rajiv Gandhi National Institute of Youth Development.
- Prakash, B. (Ed.) (2003). *Adolescence and life skills : Commonwealth youth programme*. New Delhi : Tata McGraw Hill.
- Rao, P.L. (2008). *Enriching, human capital through training and development*. New Delhi : Excel Books.
- Robert, Mai and Kakerson, Allen (2007). *The leader as a communicator*. New Delhi : Prentice Hall of India.
- Salkind, Neil J. (2004). *An introduction to theories of human development*. New Delhi : Sage.
- Santrock, John W. (2006). *Educational psychology*. New Delhi : Tata McGraw Hill.
- Santrock, John W. (2007). *Adolescence*. New Delhi : Tata McGraw Hill.
- Stella, Cottrell (2005). *Critical thinking skills : Developing effective analysis and argument*. New York : Palgrave Macmillan.
- UNESCO (1997). *Adult education : The Hamburg declaration*. Paris : UNESCO Publishing Press.
- UNESCO (2005). *Quality education and life skills : Dakar goals*. Paris : UNESCO Publishing Press.
- Verma, M.L. (2010). *Youth and revolutionary upsurge*. New Delhi : Sarup Publishers.
- WHO (1999). *Partners in life skills education : Conclusions from United Nations Inter-Agency Meeting*. Geneva : World Health Organisation.



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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Accredited by the NAAC with 'A+' Grade

## M.Ed.

### SEMESTER-I

(For the examinations to be held in December, 2020, 2021 and 2022)

### SELF - DEVELOPMENT (YOGA EDUCATION)

Course Code : MED-106  
Credits : 02  
Course Type : PRACTICUM

Total Marks : 50  
Internal Marks : 50

#### A. OBJECTIVES

After completing the course the students will be able to:

- illustrate the yogic concept of personality in terms of Panca Kosa and Triguna Theories
- explain the meaning and dimensions of an integrated personality
- explain the role of yoga practices in the development of an integrated personality
- discuss the concept of stress in terms of causes, symptoms and consequences
- relate the contribution of yoga practices in coping with stress

#### B. COURSE CONTENT

##### UNIT-1

#### Introduction of Yoga and Personality Development

- 1.1. Personality from psychological as well as yoga points of view; The human personality within the frame work of Panca Kosa; Importance of Yogic diet on human personality
- 1.2. Three Attributes (Gunas): the Sattva, the Rajas and the Tamas Gunas, their implications for personality development

##### UNIT-2

#### Yoga and Stress Management

- 2.1. Concept, causes, symptoms and consequences of enhanced stress; Taking yoga as a way of life; Using yogic principles to cope with stress
- 2.2. Practice of pranayama, yoga-nidra; antar-mauna and meditation; their role in managing stress level

## UNIT-3

### Yoga and Self Development

- 3.1. Concept of self and self-development, relationship between yoga and self-development; Value-Concept and types (individual, social and spiritual), role of yoga in the development of these values in helping children develop right values
- 3.2. Concept of Yamas and Niyama, their role in human development; Practice of Yoga (Astanga Yoga) for human excellence

### C. PRACTICUM

The entire course shall be organized through Practicum / Demonstrations and self-learning

### D. GUIDELINES FOR INTERNSHIP

Yoga activities shall be carried out under the supervision of Yoga teacher for two hours every week

### E. TRANSACTIONAL STRATEGIES

Demonstration and Practice

### F. SESSIONAL WORK

- Doing Yoga - Asanas, Pranayam, Mudras, and meditation along with the study of literature
- Submission of the Reflections along with the photographs of different asanas and mudras

### G. EVALUATION

The students shall be evaluated on the basis of performing Yoga – Asanas, Pranayam, Mudras and Meditation

### H. SUGGESTED READINGS

- Basavaraddi, I.V. (Ed.) (2010). *Yoga teachers manual for school teachers*. New Delhi: Morarji Desai National Institute of Yoga.
- Basavaraddi, I.V. (Ed.) (2013). *A monograph on Yogasana*. New Delhi: Morarji Desai National Institute of Yoga.
- Charlesworth, Edward A. and Nathan, Ronald G. (1984). *Stress management: A comprehensive guide to wellness*. New York: Ballantine Books.
- Lonavala Yoga Institute (2011). *Hathapradipika*. Lonavala: LY Institute.
- Muktibodhanands, Swami (2000). *Hatha-Yoga: Pradipika light on hatha yoga*. Munger (Bihar) Yoga Publication Trust.



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## B.Ed.

### SEMESTER-I

(For the examination to be held in December, 2020, 2021, 2022)

### DRAMA AND ART IN EDUCATION

Course Code : BDE-106	Total Marks : 50
Credits : 02	Internal Marks : 50
Course Type : EPC	

#### A. OBJECTIVES

After completing the course the student- teachers will be able to:

- understand the use of drama as a teaching method
- use role play technique in teaching learning process
- understand the importance of dramatic way of presentation
- integrate singing method in teaching-learning process
- understand various dance forms and their integration in educational practices
- use art of drawing and painting in teaching-learning process

#### B. COURSE CONTENT

##### UNIT-1

##### Fundamentals of Drama

- 1.1. Drama as a Tool of Learning: Different forms of drama and role play; Use of drama for educational and social change (street play, dramatisation of a lesson)
- 1.2. Use of drama techniques in the classroom-voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

##### UNIT-2

##### Music (Gaayan and Vaadan)

- 2.1. Concept of sur, taal and laya (sargam); Vocal-Folk songs, poems and prayers

- 2.2. Singing along with 'Karaoke' integration of gaayan and vaadan in educational practices

### UNIT-3

#### Art of Dance, Drawing and Painting

- 3.1. Various Dance Forms: Bharat Natyam, Kathak and Nritya Natika, Folk dance, Bhangra, Giddha, Garba, Jhumar, Phumnian, Natti, Bihu etc. ; Integration of dance in educational practices
- 3.2. Drawing and Painting: Colours, strokes and sketching, understanding of various means and perspectives; Different forms of painting, Basohli Art, Kangra Art, Madhubani Art, Glass painting, Fabric painting etc. Use of drawing and painting in education (Chart making, poster making, match stick drawing etc.)

#### C. TRANSACTIONAL STRATEGIES

Lecture-cum-Discussion followed by simulated / authentic practices, workshop on specific themes, slide / film shows, demonstration, live interaction with artists, Google classroom

#### D. PRACTICUM

The students may select any one of the following activities:

- Development of a script for any lesson in any subject and perform a play / drama
- Development of a script for the street play focusing on girls education
- Development of a script for the street play on women empowerment
- Preparation of a pictorial monograph on folk dances of any State of our Country
- Development of an audio CD based on newly composed poems of any Indian language
- Preparation of a pictorial monograph on various dance forms of India
- Submission of a detailed report on the visit to the Institute of Music and Fine Arts regarding functioning of its different departments
- Development of a College work on any theme
- Any other approved activity of relevance

#### E. MODE OF EVALUATION

Evaluation shall be on the basis of participation and performance of each candidate conducted by a team constituted for the purpose



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## B.Ed.

### SEMESTER-III

(For the examination to be held in December, 2021, 2022 and 2023)

### YOGA EDUCATION

Course Code : BDE-306  
Credits : 02  
Course Type : EPC

Total Marks : 50  
Internal Marks : 50

#### A. OBJECTIVES

After completing the course the student- teachers will be able to:

- understand the meaning and history of yoga
- explain the schools of yoga
- understand Astanga yoga of Patanjali
- explain the meditational processes of Hatha Yogic Practices
- demonstrate important asanas and pranayams

#### B. COURSE CONTENT

##### UNIT-1

##### Introduction of Yoga

- 1.1. Yoga: Meaning and initiation, history of development of yoga
- 1.2. Schools of Yoga: Astanga Yoga and Hatha Yoga; Yogic practices for healthy living

##### UNIT-2

##### Yogic Texts - Introduction

- 2.1. History of yoga as a discipline, classification of yoga and yogic texts

- 2.2. Understanding Astanga Yoga of Patanjali; Hatha Yogic practices and meditational processes

### UNIT-3

#### Yoga and Health

- 3.1. Need of Yoga for positive health, role of mind in positive health as per ancient Yogic literature; Importance of yogic diet and healthy environment for positive health
- 3.2. Concept of health, healing and disease from yogic perspectives, potential causes of ill health and Yogic principles of healthy living, management of stress through yoga

#### C. TRANSACTIONAL STRATEGIES

Lecture-cum-Discussion, Providing reading material to students, Group discussion and Conduct of workshop/s for demonstration of Yogic practices

#### D. PRACTICUM

- General guidelines for performance of the practice of Yoga for the practice of: Kriyas, Asanas, Pranayama, Kriya Yoga and for Meditation

#### E. EVALUATION

The evaluation shall be done through practicals / demonstration of asanas by a team constituted for the purpose

#### F. SUGGESTED READINGS

- Adair, J. and Allen, M. (1999). Time management and personal development.
- Hurlock, Elizabeth (2005). Personality development. New Delhi: Tata McGraw Hill.
- Chauhan, S.S. (2010). Advanced educational psychology. New Delhi: Vikas Publishing House.
- Goswami, Usha (2014). Child Psychology: A very short introduction. New Delhi: Oxford University Press..
- Santrock, J.W. (2006). Child development. New York: McGraw Hill
- NCERT (2015). Yoga: A healthy way of living: Upper Primary Stage. New Delhi: Publication Division, NCERT.
- NCERT (2015). Yoga: A healthy way of living: Secondary Stage. N Division, NCERT.
- NCET (2015). Yoga education. Bachelor of Education. New Delhi: National Council for Teacher Education.

**Courses highlighting socio-cultural and philosophical perspective of Education**





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## M.Ed.

### SEMESTER-I

(For the examinations to be held in December, 2020, 2021 and 2022)

### PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Code	: MED-103	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- understand the nature of philosophy
- understand the contributions of philosophy
- develop critical understanding about the relationship between philosophy and education
- develop insight into the historic perspective of pragmatism and realism
- understand the impact of the three branches of philosophy and the philosophisation process of teaching
- develop insight into the contemporary issues in education

#### B. COURSE CONTENT

##### UNIT-1

##### Introduction to Philosophy

- 1.1. Philosophy: Meaning, nature and purposes; Objectives of philosophy and philosophy of education; Relationship between philosophy and education
- 1.2. Branches of Philosophy: Metaphysics, Epistemology and Axiology; their impact on the philosophisation process of teaching
- 1.3. Critical reflections on Liberal Philosophies of Education with focus on progressivism



**UNIT-2**

**System of Indian Philosophy**

- 2.1. Ancient eastern philosophical traditions of Vedic, Upnishadic and Puranic systems and aims of life
- 2.2. Reflection on orthodox systems of Samkhya, Yoga and Vedanta: Metaphysical, epistemological and axiological formulations and their implications for education
- 2.3. Heterodox system of Carvaka, Jain and Buddhist philosophies, their emphasis and ethical conduct and implications for revisiting education in terms of human values and conduct

**UNIT-3**

**Schools of Philosophy**

- 3.1. Idealism, Pragmatism and Relativism: Concept, metaphysical, epistemological and axiological postulates and implications for education
- 3.2. Existentialism, positivism and positive relativism: Concept, postulates and implications for education
- 3.3. Reflections on Progressive Ideology of Paulo Freire and Bertrand Russell's Philosophy their implications for education

**UNIT-4**

**Democratic Citizenship and Experiential Learning**

- 4.1. Indian Constitutional aims, values and democratic citizenship and humanisation of teaching
- 4.2. Nai Taleem (Experiential Learning): Gandhian Philosophy and aims of Education; Curriculum and methods of teaching; Experiential Learning and Work Education through craft and rural reconstruction; Its relevance in the 21<sup>st</sup> Century
- 4.3. Philosophy of Jyothi Rao Phule, Baba Saheb Ambedkar and J. Krishnamurthy and their impact on understanding social realities of education in the modern Indian system of education

**C. TRANSACTIONAL STRATEGIES**

Lecture, dialogue, thematic discussion, presentation, brain-storming sessions, On-line teaching (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may present seminar on any one of the following themes

- What should be our stand on the Indian Values ?
- Why is Indian Society at crossroads ?
- Humanising teaching in India
- Critical analysis of Nai Taleem
- Any other approved activity of relevance

#### E. EVALUATION

The distribution of marks for the course is as under:

- |  |            |
|--|------------|
| 5. External (End-semester) Examination                         | : 60 Marks |
| 6. Internal Assessment:  | : 40 Marks |
| (a) Minor Test - I (Unit - 1 and 2)                            | : 15 Marks |
| (b) Minor Test - II ICT Based Quiz (Unit - 3 and 4)            | : 10 Marks |
| (c) Sessional Work   |            |
| i) One Report (To be uploaded in Google Classroom)             | : 05 Marks |
| ii) One PPT (To be delivered and uploaded in Google Classroom) | : 05 Marks |
| iii) Reflections   | : 05 Marks |

#### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks.**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi.
- Anand, C.L. (1993). *Teacher and education in the emerging Indian society*. New Delhi : NCERT.
- Brubacker, John S. (1969). *Modern philosophies of education*. New Delhi: Tata McGraw Hill.
- Chaudhary, S.K. (Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
- Delors, Jacques. et. al. (1996). *Learning: The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris: UNESCO Publishing Press.
- Dhavan, M.L. (2005). *Philosophy of education*. New Delhi :Isha Books.
- Friere, Paulo (1970). *Pedagogy of the oppressed*. New York : Continuum.
- Friere, Paulo and Shor, I (1987). *A pedagogy of liberation*. New York: Macmillan.
- Gupta, Bina (2012). *An introduction to Indian philosophy: Perspectives on reality, knowledge and freedom*. New York : Routledge.
- Havighurst, R. (1995). *Society and education*. Boston: Allyn and Bacon.
- Jaffar, S.M. (1972). *Education of Muslim Indians*. Delhi :Idrah-I-Ababiyat.
- Kar, N.K. (1996). *Value education – A philosophical study*. Ambala: The Associated Publication.
- Lal, Basant Kumar (2014). *Contemporary Indian philosophy*. New Delhi: Motilal Banarsidass Publishers.
- Mukherjee, Shankar (2007). *Contemporary issues in modern Indian education*. New Delhi: Authors Press.
- National Book Trust (2001). *Human rights in India*. New Delhi.
- NCERT (2005). *National Focussed Group – Position paper an aims of education*. New Delhi: NCERT.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.
- Pandey, K.P. (2010). *Perspectives in social foundations of education*. New Delhi: Shipra Publications.
- Pandey, Vinita (2016). *Indian society and culture*. Jaipur : Rawat Publications.
- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragun Publications.
- Sharma, Naina (2011). *Value education and social transformation*. Jaipur: Rawat Publications.



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## M.Ed.

### SEMESTER-II

(For the examinations to be held in May, 2021, 2022 and 2023)

#### SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Course Code	: MED-201	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: COMPULSORY	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the students will be able to:

- *reflect on the nature and scope of sociology of education*
- *differentiate between sociology of education and educational sociology*
- *understand the relationship of education with social change, social stratification and social mobility*
- *explain the nature and types of sociological inquiry*
- *develop sociological thinking about culture, socialization and social change*
- *explain social mobility and its types*
- *develop understanding of the concept of equity in terms of gender, caste, creed and religion*
- *reflect on the contribution of great social thinkers for social reforms*

#### B. COURSE CONTENT

##### UNIT-I

#### Sociology of Education

- 1.1. Sociology of Education: Nature, need, scope of sociology of education (social structure, social process, social control and social change) and difference between sociology of education and educational sociology
- 1.2. Sociological Inquiry: Nature of sociological inquiry, types of sociological inquiry- authoritative, rationalistic and scientific inquiry and their educational implications
- 1.3. Social Stratification: Concept and types, role of education in social stratification

## UNIT-2

### **Socialisation, Culture and Modernisation**

- 2.1. Socialisation: Concept, process and types of socialisation – primary, secondary, anticipatory and re-socialisation and their implications to education
- 2.2. Culture: Meaning, nature, characteristics of culture, culture and civilization, cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion in relation to education
- 2.3. Education and Modernization: Concept and characteristics of modernization, role of education in modernization with reference to Indian society; impact of privatization and globalization on modernization

## UNIT-3

### **Social Change and Social Mobility**

- 3.1. Social Change: Concept, nature, factors affecting the process of social change (Endogamous and Exogamous) and impact of factors on education in the changing social context
- 3.2. Social Mobility: Meaning, definition, types of social mobility (horizontal and vertical) and implications for education
- 3.3. Contribution of Great Social Thinkers for Social Reforms: Swami Dayanand Sarawati, Raja Ram Mohan Roy, Mahamanya Madan Mohan Malviya, Sir Syed Ahmad Khan, Emile Durkheim, Ivan Illich

## UNIT-4

### **Equality and Equity**

- 4.1. Concept of Equality of access, opportunity and outcomes; Nature of inequalities in Indian society and social stratification
- 4.2. Equality and Equity: Concept, causes of inequality, measures for equalising opportunities in relation to caste, class, religion, disability and gender
- 4.3. Gender Sensitization: Concept, international and national interventions towards gender bias and gender discrimination, role of Government and NGOs towards empowerment of women

### **C. TRANSACTIONAL STRATEGIES**

- Lecture, discussion, project work and case based presentation
- On-line teaching, (Google Classroom / Zoom) and MOODLE Platform

#### D. SESSIONAL WORK

The student may undertake any one of the following activities:

- Review of any original work of a sociologist
- Survey of educational status in a particular community or village
- Identification of trends in research in sociology of education
- Any other approved activity of relevance

#### E. EVALUATION

The distribution of marks for the course is as under:

11. External (End-semester) Examination	: 60 Marks
12. Internal Assessment:	: 40 Marks
(a) Minor Test – I (Unit – 1 and 2)	: 15 Marks
(b) Minor Test – II ICT Based Quiz (Unit – 3 and 4)	: 10 Marks
(c) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 05 Marks
ii) One PPT (To be delivered and uploaded in Google Classroom)	: 05 Marks
iii) Reflections	: 05 Marks

#### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory comprising four parts (Short-Answer Type) spread over the entire syllabus.** Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions shall be Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT.**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Abraham, Francis and Margin, John. (2002). *Sociological thought*. New Delhi: Macmillan.
- Aikara, J. (1994). *Sociology of education*. New Delhi: ICSSR.
- Anderson, W.A. and Parker, F.B. (1966). *Society-Its organization and operation*. New Delhi : Affiliated East West Press.
- Bell, Robert R. (Ed.) (1962). *The sociology of education : A source book*. Illinois :Dossey Press, Illinois.
- Bernbanum, Gerald (1977). *Knowledge and ideology in sociology of education*. London : McMillan Press.
- Bhat, R.D. (2009). *Sociology of Education*. New Delhi: Kanishka.
- Blackledge, David and Hunt, Barry (1985). *Sociological interpretations of education*. London: Croom Helm.
- Brown, F.J. (1961). *Educational sociology*. New York : Prentice Hall Inc.
- Bruner, J.S. (1964). *The process of education*. Delhi :Atmaram and Sons.
- Burgess, R.G. (1986). *Sociology, education and schools : An introduction to the sociology of education*. London :Bastford Ltd.
- Cook, L.A. and Cook, E.E.A, (1960). *Sociological approach to education*. New York : McGraw Hill.
- Gore, M.S. (1995). *Indian education : Structure and process*, Jaipur: Rawat Publications.
- Haralambos, Michel and Heald, Robin (2008).
- Jayapalan, N.C. (2001). *Sociological theories*. New Delhi : Atlantic Publishers.
- Kumar, Krishna (2008). *A pedagogue's romance: Reflections on schooling*. New Delhi: Oxford University Press.
- Mannheim, K. and Steward, W.A.C. (1962). *An introduction to sociology of education*. London :Routledge and Kegan Paul.
- Mathur, S.S. (2002). *Sociological approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Ottaway, K.C. (1955). *Education and society*. London :Routledge and Kegam Paul.
- Parsons, T. (1951). *The social system*. New York : Free Press.
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# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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

## B.Ed.

### SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

#### PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Course Code : BDE-102	Total Marks : 100
Credits : 04	External Marks : 60
Course Type : Compulsory	Internal Marks : 40

#### A. OBJECTIVES

After completing the course the student- teachers will be able to:

- explain the nature of education and its aims and functions
- explain the significance of studying philosophy
- difference between educational philosophy and philosophy of education
- analyse different views of schools of thought on education and draw generalisations
- develop understanding of the contribution of great Indian and Western thinkers in the field of education
- analyse social stratification in Indian society
- explain the barriers in national and emotional integration in India
- develop clear understanding of the factors affecting social change
- explain the role of education in the preservation and promotion of culture

#### B. COURSE CONTENT

##### UNIT-1

- 1.1 Education : Nature, meaning, aims, functions, agencies of education, Indian and Western perspectives in education
- 1.2 Philosophy : Its nature and importance, significance of studying philosophy, difference between educational philosophy and philosophy of education, relationship between philosophy and education
- 1.3 Concept of knowledge, reality and values according to Indian philosophy

## UNIT-2

- 2.1 Philosophies of Education: Salient features of Idealism, Naturalism, Pragmatism and Existentialism and their influence on education with reference to aims of education, curriculum, methods of teaching, role of teacher and school
- 2.2 Reflections on Education by Great Indian Educational Thinkers: Swami Vivekananda, Sri Aurobindo Ghosh, Mahatma Gandhi
- 2.3 Reflections on Education by Great Western Thinkers: Plato, Froebel and John Dewey

## UNIT-3

- 3.1 Concept of Sociology and Sociology of Education; Concerns of Indian society: Social justice, secularism, cleanliness, environmental issues
- 3.2 Structure of Indian Society: Class, caste, religion, ethnicity and language
- 3.3 Democracy, Socialism and Secularism: Concept and role of education

## UNIT-4

- 4.1 National and Emotional Integration: Concept and need for nurturing diversity and fostering inclusion, barriers in national and emotional integration in India and role of education in the promotion of national and emotional integration
- 4.2 Social Change: Concept, factors influencing social change, need for social change, education and social change
- 4.3 Culture: Meaning, nature, salient features, cultural heritage, role of education in the preservation and promotion of culture Contribution of different religions towards human up-liftment and celebration of different festivals

### C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, guided self study, Google classroom

### D. PRACTICUM-Cum-SESSIONAL WORK

**The student-teachers may select any one of the following themes for seminar:**

1. Importance of globalization for education
2. Chief recommendations of Delors Commission on Education for 21<sup>st</sup> Century
3. Core Indian values of diversity, tolerance and plurality
4. Educational philosophy of J. Krishnamurti
5. Constitutional provisions of equity and equality
6. Any other approved activity of relevance

## E. EVALUATION

**The distribution of marks for the course is as under:**

- |  |            |
|--|------------|
| 1. External (End-semester) Examination             | : 60 Marks |
| 2. Internal Assessment:                            | : 40 Marks |
| (a) Mid-term Examination(s)                        | : 20 Marks |
| (b) Sessional Work                                 |            |
| i) One Report (To be uploaded in Google Classroom) | : 05 Marks |
| ii) Student Reflections                            | : 05 Marks |
| (c) ICT Based Quiz                                 | : 10 Marks |

## F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**
- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

## H. SUGGESTED READINGS

- Anand, C.L. et al. (1993). *Teacher and education in the emerging Indian society*. New Delhi:NCERT.

- Banrs, J.A. (1996). *Cultural diversity and education: Foundations curriculum and teaching*. Boston: Allynand, Becom.
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- Broudy, H.S. (1977). Types of knowledge and purposes of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (Eds.), *Schooling and the acquisition of knowledge*. Hillsdale, NJ: Erlbaum.
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- Bruubacher, John S.(1969). *Modern philosophies of education*. New Delhi: Tata McGraw Hill.
- Butchvarov, P.(1970). *The concept of knowledge*. Illinois: North Western University Press.
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- International Encyclopedia of Education (1994), 2<sup>nd</sup> edition. Vol.10. New York: Perganon Press.
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- Ottoway, A.K.C. (1962). *Education and society*. London: Routledge and Kegan Paul.
- Palmer, Joy A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. London: Routledge Flamer.
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- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragun Publications.
- Sharma, Y.K. (2012). *Foundations of sociology of education*. New Delhi: Kanishka Publications.
- Sharma, Naina (2011). *Value education and social transformation*. Jaipur: Rawat Publications.
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## B.Ed.

### SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

#### CONTEMPORARY INDIA AND EDUCATION

Course Code	: BDE-104	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: Compulsory	Internal Marks	: 40

#### A. OBJECTIVES

After completing the course the student- teachers will be able to:

- explain the Fundamental Rights and Duties enshrined in the India
- differentiate between Fundamental Rights and Directive Principles of the State Policy
- analyse the role of educational system in the context of modern ethos
- develop an understanding of the concept of diversity
- describe the policies, acts and provisions related to education
- develop an understanding of the trends, issues, and challenges faced by the contemporary Indian education in global context
- explain the role of teacher and community in universalisation of school education

#### B. COURSE CONTENT

##### UNIT - 1

##### The Indian Constitution

- 1.1. Indian Constitution: Fundamental Rights and Duties enriched in the Indian Constitution
- 1.2. Directive Principles of State Policy in the Indian Constitution: Aims and amendments  
Difference between Fundamental Rights and Directive Principles of the State Policy
- 1.3. Major Constitutional Provisions regarding Education in India

## UNIT-2

### Diversity in India

- 2.1. Diversity in India: Concept and nature; Types of Diversity: Gender, linguistic, cultural, socio-economic, geographical and disability
- 2.2. Policies, acts and provisions related to Education with special reference to caste, class, tribes, religion and gender
- 2.3 Emerging trends in the interface between political process and education; economic developments and education; Concept of Common School System and National System of Education

## UNIT - 3

### Universalisation of School Education

- 3.1. Universalization of School Education, Right to Education and Universal Access, role of teacher and community in the context of Universalization of School Education
- 3.2. Vocationalisation of Secondary Education: Its Need, Implications and Problems of Vocationalisation of Secondary Education in India and their solutions; Skill India: Concept, Objectives and issues
- 3.3. Open and Distance Learning: Concept, features and needs/ importance, growth of open universities; Modes of imparting distance education (Correspondence Courses, Open Universities and Massive Open Online Courses)

## UNIT - 4

### National Commissions and Policies on Education

- 4.1. National Commissions and Policies of Education in India: Indian Education Commission (1964-66), National Policy on Education (NPE 1986), Programme of Action (POA 1992) and National Policy on Education (2020)
- 4.2. National Curriculum Framework (2005): Need and importance
- 4.3. Programmes and Schemes: Inclusive Education for Disabled at Secondary Stage (IEDSS 2009) Sarva Shiksha Abhiyan (SSA 2000), Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009), Samagra Shiksha Scheme 2018; The Rights of Persons with Disabilities Act, 2016

### C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, Guided self study, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may select any one of the following themes for seminar:

1. Our National Ideals: Equality, liberty, fraternity secularism and social justice
2. Role of teacher and community in the context of universalisation of school education
3. Chief recommendations of National Curriculum Framework of School Education (2005)
4. Millennium Development Goals, 2015
5. Need for Community-Based Education in our country
6. Any other approved theme of relevance

OR

Prepare a report of class mates of your College with respect to diversity in various aspects

#### E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination : 60 Marks
2. Internal Assessment: : 40 Marks
  - (a) Mid-term Examination(s) : 20 Marks
  - (b) Sessional Work : 20 Marks
    - i) One Report (To be uploaded in Google Classroom) : 05 Marks
    - ii) Student Reflections : 05 Marks
  - (c) ICT Based Quiz : 10 Marks

#### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**



- In all a student shall attempt **FIVE QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**
- **Maximum marks for the Question Paper shall be 60**
- **Minimum pass marks shall be 24 (40%)**
- **Duration of the examination shall be 3 Hours**

#### H. SUGGESTED READINGS

- Aggarwal, J. C. (1992). *Development and planning of modern education*. New Delhi: Vikas Publishing House.
- Ain, L. C. (2010). *Civil disobedience*. New Delhi: Book Review Literary Trust.
- Anand, C. L. (1993). *The teacher & Education in Emerging Indian Society*. New Delhi: NCERT.
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- Basu, Durga Das (1993). *Introduction to the constitution of India*. New Delhi : Prentice Hall of India.
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- Bhatia, K. & Bhatia, B. (1997). *The philosophical and sociological foundations of education*. New Delhi:Doaba House.
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- Chandra, B. (1997). *Nationalism and colonialism*. Hyderabad: Orient Longman.
- Chattopadhyay, Aparjita (Eds.)(2013). *Poverty and social exclusion in India: Issues and challenges*. Jaipur: Rawat Publications.
- Choudhary. K.C. & Sachdeva, L. (1995). *Total literacy by 2000*. New Delhi: IAAE Association.

**Preparing Teacher Trainees  
for Inclusive Education**



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## B.Ed.

### SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

### CREATING AN INCLUSIVE SCHOOL

Course Code	: BDE-401	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course	: Compulsory	Internal Marks	: 20
Type			

#### A. OBJECTIVES

After completing the course the student- teachers will be able to:

- *understand the concept of disability*
- *identify the different types of children with special needs (CWSN)*
- *acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009*
- *understand different pedagogical and assessment techniques for inclusion of CWSN*
- *develop skills for the creation of disable-friendly environment and inclusive culture in the schools*
- *design and apply remedial instruction procedures for enhancing learning among children with special needs (CWSN)*

#### B. COURSE CONTENT

##### UNIT-1

#### Disability and Inclusion in Education

- 1.1. Disability: Concept and nature; Disabled children – Types, characteristics and their identification
- 1.2. Inclusion in Education: Meaning, need, scope and advantages

## UNIT-2

### **Constitutional Provisions for Inclusion in Education**

- 2.1. Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education (2009); Infrastructural facilities required for inclusion in schools; Resource Room – Concept and equipment / material required
- 2.2. Approaches/Models to Inclusion: Full inclusion and partial inclusion; Models of inclusion – Consultant Model, Three-Dimensional (3D) Model of inclusion; Ways of ensuring community and parents' participation in establishing inclusive schools

## UNIT-3

### **Pedagogical and Assessment Approaches**

- 3.1. Pedagogical Approaches for Children with Special Needs (CWSN): Curriculum adaptation, Activity-based Learning, Developing/Using specially designed resource materials, Collaborative and Co-operative Learning
- 3.2. Assessment Approaches for CWSN: Observation, continuous and comprehensive assessment (Formative and diagnostic assessment); Assessment of group and collaborative Learning; Role of school head and teachers in evolving inclusive practices

### **C. TRANSACTIONAL STRATEGIES**

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

### **D. PRACTICUM-Cum-SESSIONAL WORK**

**The student-teachers may undertake any one of the following activities:**

1. Visit to special school of any one disability and an inclusive school and submit observation report highlighting pedagogical practices
2. Prepare a checklist for accessibility in mainstream schools for children with disabilities
3. Design a poster on inclusive education
4. Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy
5. Any other approved activity of relevance

## E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Sessional Work	
i) One Report (To be uploaded in Google Classroom)	: 03 Marks
ii) Student Reflections	: 02 Marks
(c) ICT Based Quiz	: 05 Marks

## F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

## G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

## H. SUGGESTED READINGS

- Alur, Mithu and Bach, Michael (2009). *The journey for inclusive education in the Indian sub-continent*. New York: Routledge.
- Bartlett, L. D., and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.

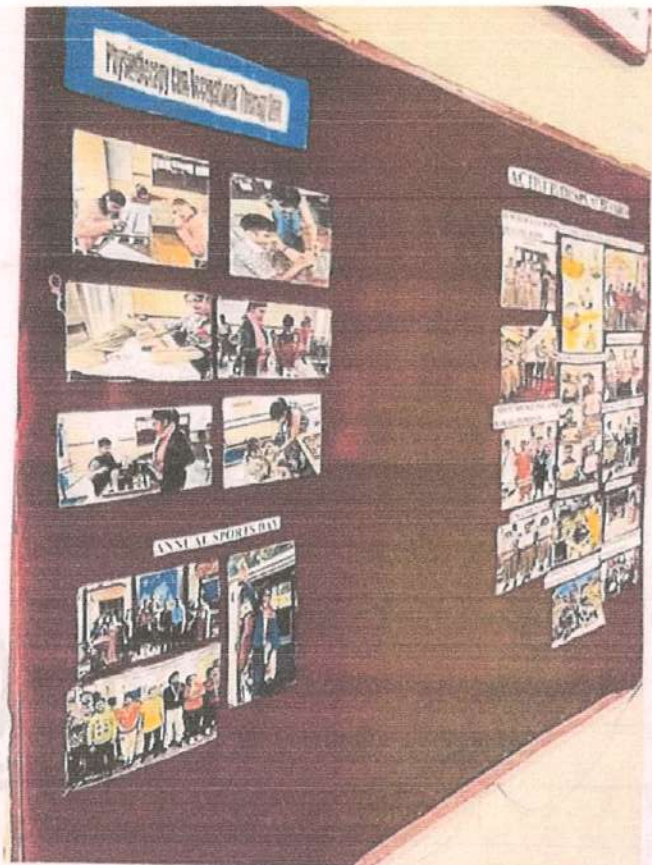
REPORT

OF

VISIT



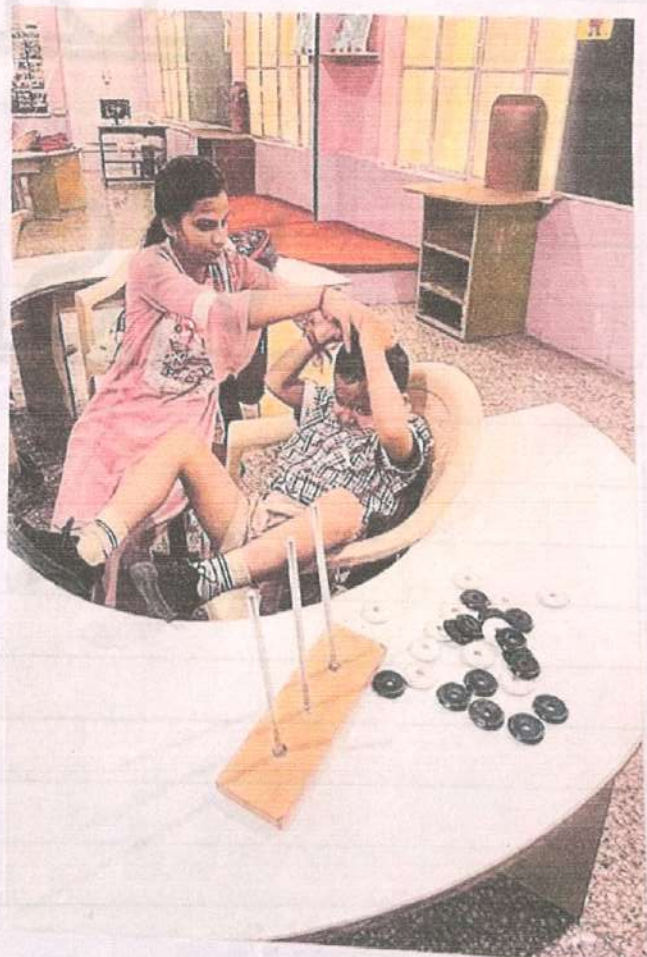
Groups in class



Notice board



Interaction with students.



Teacher Helping student



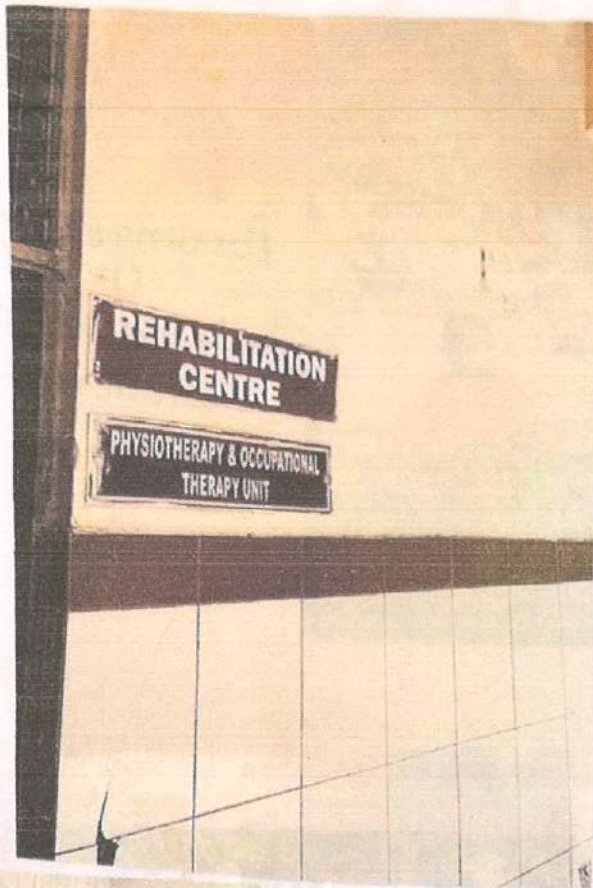
Arrangement of  
Inclusive school,  
students.

Students arranging  
themselves with  
help of teachers.



Inclusive classroom  
Set-up.





- Visit to Rehabilitation Centre
- Physiotherapy & Occupational therapy Unit.



Interaction with students in Rehabilitation centre.

Equipments for the Students in Rehabilitation Centre.





Interaction with students.



Equipments & tools for students

# INTRODUCTION

## HUMMING BUD

The prestigious pre-school of Model Academy was founded in the year 2005 by the Chairman 'Dr. Arun. K. Gupta' and Director 'Dr. Renu Gupta' under whose dynamic leadership MIER is making a rapid progress.

### MISSION

To develop in each child a scientific temper that will help realize their true potential.

### VISION

To impart growth relevant experiential learning in an atmosphere of fun and play - a - language which the child understands.

Humming Bud is a part inclusive school that provides the opportunity for both children with and without special needs to learn and grow together. The school has hired specialised teachers who are certified to teach special children.

# MY EXPERIENCE

On 27<sup>th</sup> April '23, I visited Huming Buds. Inclusive school with my group supervisor 'Mrs. Arpana Koul' and group members. Firstly we saw the resource room also known as physiotherapy class where various equipments such as : Wheelchair, walkers, ramp, three-wheel tricycle, Key hole test board, sound discrimination tool, therapy balls, etc could be seen. While our interaction with the class teacher Ms. Pallavi Gupta, we were informed of the uses of equipments and safety precautions taken in the resource room.

After that, we visited the classroom of students divided into special Group A, Group B and Group C. Group A deals with the pre-primary classes, Group B deals with primary classes and Group C deals with secondary classes. We observed the infrastructure facilities provided to students with special needs; it included - bunk-beds, toys, desks, chairs, black-boards, display boards, etc. While our visit we interacted with 'Mrs. Suksham' and 'Mrs.

Surbhi' and got a briefing about their curriculum which included normal subjects like Hindi, English, Maths, Activities Such as : Fine motor activities [Colouring, paper tearing, Sandplay, etc], Gross motor activities such as : [Dance, catch the ball, throw the ball] and personal goals such as : Use of dustbin, eating independently, washing hands independently, cleaning nose with handkerchief. We were further informed that every month various visits and activities are planned like :

- ⇒ Colour Day.
- ⇒ Medical Checkups
- ⇒ Field Visits
- ⇒ Poetry recitation.
- ⇒ Story - telling, etc.

The ratio of students - teachers in inclusive classroom was 10:1; 10 students on 1 teacher. Total number of students as of now in the inclusive school were 25.

While observing the classes, I saw the following types of students with special needs:

## 1. AUTISTIC CHILDREN

Autistic children have communication difficulties, narrow interests and repetitive behaviour. Children might not use eye contact to get someone's attention, not use words or gestures to communicate and may get confused by language and takes things literally.

## 2. CHILDREN WITH LOW-VISION

Vision impairment can range from blindness or very low vision to an inability to see particular colours. Children might be born with vision impairment, or it might happen later in childhood. The way children behave or use their eyes might tell that they have vision impairment.

## 3. CHILDREN WITH ADHD

Attention-deficit hyperactive disorder is one of the most common neurodevelopment disorders of childhood. A child with ADHD:

- ⇒ Daydream alot
- ⇒ Talk too much
- ⇒ Squirm or fidget
- ⇒ Forget and lose things.

#### 4. CHILDREN WITH LEARNING DISABILITY

A child with learning disability may have difficulties in reading, writing, speaking, listening, concepts of maths, understanding and with general comprehension.

#### 5. CHILDREN WITH INTELLECTUAL DISABILITY

A children with intellectual disability has difficulty in drawing, walking, crawling, speaking, reading following orders, regulating emotions, remembering, multi-tasking, following social rules or cues etc.

#### 6. CHILDREN WITH MILD HEARING LOSS

Children with mild hearing loss may be able to hear speech sounds but soft sounds are hard to hear.

The techniques being used by teachers to teach children with special needs were :

## 1. MODELLING

This is the method of teaching by demonstration. Teacher starts by getting the child's attention by saying "It's my turn, watch me, are you ready?", this will help drawing children's attention. Tasks are modeled on several occasions before moving on the next step.

## 2. CHAINING

This method is used by teachers to break down a complex task into a sequence of simpler interconnected steps which are learned one step at a time. It includes two types :

- 1) Backward Chaining  $\Rightarrow$  The teacher guides child through all the steps in the sequence barring the last one which is left to the child to do his/her own. For example : If you are trying to teach a child to get dressed for school, you might begin with teaching to tie laces, pulling on socks and then eventually having them bath themselves.
- 2) Forward chaining  $\Rightarrow$  The teacher begins with the first activity in the task analysis by prompting the child to imitative the task themselves. Once the child begins to



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- 2) **Forward chaining**  $\Rightarrow$  The teacher begins with the first activity in the task analysis by prompting the child to imitative the task themselves. Once the child begins to

perform first step in the sequence, the teacher will then leave steps one and two for child to perform on their own and will help only with remaining steps.

### 3. SHAPING

Shaping is a systematic process of reinforcing successive approximations to a target behaviour. The technique is used when identified the student's behaviour and provides reinforcement only for closer approximations towards the desired behaviour, which is a terminal behaviour of the shaping process. For example, If the desired behaviour is to sit independently, for 20 minutes, a step analysis may break the desired behaviour is to sit independently for 20 minutes, a step analysis may break the desired behaviour down in the following approximations:

- ⇒ After training / shaping
- ⇒ Harish remains in his seat for 3 minutes.
- ⇒ Harish remains in his seat for 5 minutes.
- ⇒ Harish remains in his seat for 10 minutes.
- ⇒ Harish remains in his seat for 15 minutes.
- ⇒ Harish remains in his seat for 20 minutes.

### 4. PROMPTING

Temporary assistance used to help a student perform

in desired manner when a student is unable to perform a task, a prompt is used to help the students to perform the task.

⇒ Level 1

Verbal Request (VR)

⇒ Level 2

VR + Verbal Prompt (VP)

⇒ Level 3

VR + VP + Modeling Prompt (MP)

⇒ Level 4

VR + VP + Physical Prompt (PP)

The tools of assessment and evaluation being used for children with special needs were :

## • FUNCTIONAL ASSESSMENT

### CHECKLIST FOR PROGRAMMING [FACP]

- ⇒ Developed by MIMH - Department of special education under the supervision of Dr. Jayanthi Narayan.
- ⇒ It covers children from 3 years onwards.

## DESCRIPTION

- It has seven levels :

1. Pre-Primary
2. Primary - I
3. Primary - II
4. Secondary

5. Pre-Vocational - I
6. Pre-Vocational - II
7. Care group

## PROMOTION PROCEDURE

- ⇒ Promotion procedure could be easily administered through evaluation.
- ⇒ After achieving more than 80% in a particular group the students could be promoted to higher class.

## ADMINISTRATION

- Information regarding students performance is gathered through:
  - ⇒ Observing through activities
  - ⇒ Report from parents
  - ⇒ Anecdotal records.

## SCORING

Keys:

- |                      |    |            |    |
|----------------------|----|------------|----|
| • Yes                | +  | • Gestural | GP |
| • Occasional cues    | C  | • Modeling | M  |
| • Not applicable     | NA | • No       | -  |
| • No Exposure        | NE |            |    |
| • Physical Prompting | PP |            |    |
| • Verbal Prompting   | VP |            |    |

## Characteristics of FACP.

- ⇒ Items are easy to understand.
- ⇒ Necessary activities are enlisted for a particular class
- ⇒ Grouping is done based on the ability and chronological age.
- ⇒ Scope of including items necessary for specific cultural background.
- ⇒ Scope for summative and formative evaluation.

- Behavioral Assessment Scale for Indian Children with Mental Retardation [Basic-MR]

- ⇒ Used for children between ages 3 to 18 years.
- ⇒ It is divided into two parts : A and B.
- ⇒ Part A includes 180 items and grouped under seven domains.
- ⇒ Part B includes 75 items and grouped under 10 domains.

## SCORING

- ⇒ Level one : Independent (5 score)
- ⇒ Level two : Cueing (4 score)
- ⇒ Level three : Verbal Prompting (3 score)
- ⇒ Level four : Physical Prompting (2 score)
- ⇒ Level five : Totally dependent (1 score)
- ⇒ Level six : Not applicable (0 score)

- Madras Development Programming System.

- First Indian comprehensive Behavioural scale developed in 1975 at Chennai.
- Used for any age, sex, and legal of retardation

- A criterion referenced assessment scale.
- Used for Individualised educational programming and in classroom teaching.

## DOMAINS

1. Gross motor activities
2. Fine motor activities
3. Meal time activities
4. Dressing
5. Grooming
6. Toileting
7. Receptive learning
8. Expressive language
9. Social Interaction
10. Reading
11. Writing
12. Numbers
13. Time
14. Money
15. Domestic activities
16. Community Orientation
17. Recreation activities
18. Vocational.

## DESCRIPTIONS

- 18 domains - each domain comprises of 20 items Total no. of items are 360.
- The items are sequentially arranged according to normal development.

## ADMINISTRATION

- Information is collected through :-

- a) Direct observation
- b) Report from parents
- c) School, medical records.

## SCORING

- If the students perform the item, achievement is marked by 'A'
- If the students fails to perform the item, failure is marked by 'B'

## Characteristics of MDPS

- ⇒ Contains wide area of behavioural domain.
- ⇒ Details of items in each area.
- ⇒ The items are sequentially arranged.
- ⇒ Easy administration.
- ⇒ Helps in curriculum development.
- ⇒ Helps in educational grouping of the children.
- ⇒ Helps in formative and summative evaluation.
- ⇒ Used for assessment, IEP formation and management in the class room.



# CONCLUSION

Inclusive education responding to special needs will thus have positive returns for all pupils. All children and young people by the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education.

It is not our education system that have right to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children.



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by the NAAC with Grade 'A+')

UG Department

B.Ed.

## STUDENT REFLECTIONS

M.Marks : 02

This sessional work was very interesting and knowledgeable for me. My sessional work was on "Visit to special school of any one disability and an inclusive school and submit observation report highlighting pedagogical practices." The purpose of this sessional was to know the basic objectives of the inclusive education. While performing this sessional work we come to know about the importance of inclusive education. As we all know that education is the basic human right and there should be no discrimination on the basis of caste, colour, creed, gender, disabilities etc. Hence, this inclusive education is the best example of it because in this type of modern educational approach students with disabilities or special students get education with normal students in the same classroom and enjoy all the opportunities as per their need which help them to boost their confidence level. During my interaction with special children I understand that all the special students have their own different special qualities which make them special and precious. This sessional work will really help me to enhance my teaching in future.

Student Teacher

Barbie

Supervisor

**Add – on / Elective  
Programs**



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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

## B.Ed.

### SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

### GUIDANCE AND COUNSELLING

Course Code	: BDE-407	Total Marks	: 50
Credits	: 02	External Marks	: 30
Course Type	: Elective	Internal Marks	: 20

#### A. OBJECTIVES

After completing the course the student- teachers will be able to:

- understand the meaning, need and scope of guidance and counselling
- apply the skills of guidance and counselling in classroom situations
- understand the various data gathering techniques and their importance
- understand the objectives of career information
- explain the principles of organising guidance services in secondary schools

#### B. COURSE CONTENT

##### UNIT-1

##### Guidance and Counselling – An Introduction

- 1.1. Guidance and Counselling: Meaning, need and scope, difference between guidance and counselling; Types of guidance: Educational, vocational and personal
- 1.2. Guidance Services: Concept, purpose, principles of organizing guidance services in secondary schools

##### UNIT-2

##### Testing and Non-testing Techniques in Guidance

- 2.1. Testing Techniques in Guidance: Psychological tests, appraisal of intelligence, personality and aptitude tests

- 2.2. Non-testing Techniques in Guidance: Interview, observation, case study and cumulative record

### UNIT-3

#### Types of Counselling

- 3.1. Types of Counselling and Career Information: Directive and non-directive counselling; qualities of a good counselor; Meaning of career and career information, need, importance and objectives of career information
- 3.2. Data Gathering Techniques: Job analysis, survey method; role of career talks, exhibition and class talks in the dissemination of information

#### C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

#### D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Counselling and report writing on a selected case
2. Report on critical observation of a counselling session
3. Preparation of a career bulletin based on authentic sources of job/employment
4. Organisation and conduct of career interview
5. Preparation of a case study of a child with special problem/s
6. Any other approved activity of relevance

#### E. EVALUATION

The distribution of marks for the course is as under:

1. External (End-semester) Examination : 30 Marks
2. Internal Assessment: : 20 Marks
  - (a) Mid-term Examination(s) : 10 Marks
  - (b) Sessional Work
    - i) One Report (To be uploaded in Google Classroom) : 03 Marks
    - ii) Student Reflections : 02 Marks
  - (c) ICT Based Quiz : 05 Marks

#### F. ATTENDANCE

Minimum attendance needed for eligibility to appear in mid-term and end-semester examinations is 80 % in Theory and 90 % in Practicum

#### G. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### H. SUGGESTED READINGS

- Bhatnagar, Ashok and Gupta, Nirmala (Eds). (1988). *Guidance and counselling : A theoretical perspective*. New Delhi : Vikas
- Gibson, Robert L and Michel, Marianne, J. (2005). *Introduction to counselling and guidance*. New Delhi : Prentice Hall
- Juneja, G.K. (1997). *Occupational information in guidance*. New Delhi : NCERT
- Kapunan, R.R. (2004). *Fundamentals of guidance and counselling*. Phillipines : Rex Printing Company
- Kochhar, S.K. (2004). *Educational and vocational guidance in secondary schools*. New Delhi : Sterling
- Naik, P.S. (2013). *Counselling skills for educationists*. New Delhi : Soujanya Books
- Nayak, A.K. (1997). *Guidance and counselling*. New Delhi : APH Publishing
- NCERT (2008). *Guidance for human development and adjustment (Module 3)*. New Delhi : NCERT
- NCERT (2008). *Introduction to guidance (Module I)*. New Delhi : NCERT
- Pal, O.B. (2011). *Educational and vocational guidance and counselling*. New Delhi : Soujanya Books
- Pandey, K.P. (2000). *Educational and vocational guidance in India*. Varanasi : Vishwa Vidyalaya Prakashan

- Rao, V. K. & Reddy, R.S. (2003). *Academic environment: Advice, counseling and activities*. New Delhi : Soujanya Books
- Robinson, F.P. (2005). *Principles and procedures in student counselling*. New York : Harper and Row
- Shah, A. (2008). *Basics in guidance and counselling*. New Delhi : Global Vision Publishing House
- Sharma, M.K. (2011). *Counselling modalities*. New Delhi : Soujanya Books
- Sharma, Shashi Prabha (2011). *Career guidance and counselling : Principles and techniques*. New Delhi : Soujanya Books
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. New Delhi : Soujanya Books
- Srivastava, Sushil Kumar (2007). *Career counselling*. New Delhi: Soujanya Books



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

The Diploma in Guidance and Counselling offered by the College shall be of One – Year duration spread over two semesters.

The Scheme of the programme structure for the examinations to be held in the years given as under:

Semester – I (March 2022 and 2023)  
Semester – II (September 2022 and 2023)

## PROGRAMME STRUCTURE

### Semester – I (October to March)

Course Code	Course Title	Credits	Max. Marks		Total
			External	Internal	
DGC-101	Introduction to Guidance and Counselling	04	60	40	100
DGC-102	Child Development and Counselling	04	60	40	100
DGC-103	Theory and Practices of Counselling	04	60	40	100
DGC-104	Behavioural Disfunction	04	60	40	100
DGC-105	Stress and Conflict Management	04	60	40	100
DGC-106	Project Work	04	100	-	100
<b>Total</b>		<b>24</b>	<b>400</b>	<b>200</b>	<b>600</b>

### Semester – II (April to September)

Course Code	Course Title	Credits	Max. Marks		Total
			External	Internal	
DGC-201	Approaches to Counselling Theory	04	60	40	100
DGC-202	Career Education	04	60	40	100
DGC-203	Counselling Skills	04	60	40	100
DGC-204	Psychological Appraisal in Guidance and Counselling	04	60	40	100
DGC-205	Project Work	04	100	-	100
DGC-206	Internship and Viva-Voce *	02	-	100	100
<b>Total</b>		<b>22</b>	<b>340</b>	<b>260</b>	<b>600</b>
<b>Grand Total</b>		<b>46</b>	<b>740</b>	<b>460</b>	<b>1200</b>

\* Maximum Marks for Internship shall be 60 and Maximum Marks for Viva-Voce shall be 40



**Sample of Reflective  
Journal**



**MIER COLLEGE OF EDUCATION (Autonomous)**

College with Potential for Excellence Status by the UGC  
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**SCHOOL OF EDUCATION**

**REFLECTIVE JOURNAL**

**ON**

**INTERNSHIP**

**M.Ed. Semester-II**

**(Session 2022-24)**

NAME: ..... *Sonika Devi* .....

ROLL NO: ..... *2201002* .....

## REFLECTIVE JOURNAL

During my internship for M.Ed. Sem-2<sup>nd</sup> Roll no. 22010012 in the course MED-205, "INTERNSHIP-1," with Dr. Nishta Rana as my teacher, I had some meaningful experiences that I would like to reflect upon.

- 1) The **first component** of my internship was a "Visit to the District Institute of Education and Training (DIET)". This visit opened my eyes to the inner workings of educational institutions at the district level. I got to know the location of DIET in Jammu, saw its infrastructure, and met the dedicated staff. I also learned about its goals, functions, challenges, and how it operates.

What struck me the most during this visit was the importance of different teams within DIET, each focused on various aspects of education. I saw how they worked on curriculum development, teacher training, inclusive education, and planning and monitoring initiatives. It made me realize that education is a collective effort involving many people working together to improve our education system.

I also saw how DIET used modern technology in education, highlighting the need for educators to be up-to-date with the latest teaching tools. This showed me that keeping up with technology is not a choice but a necessity in today's education.

Moreover, the emphasis on inclusive education was a powerful reminder that every student has the right to quality education. It reinforced the idea that we must create environments where all students, regardless of their circumstances or abilities, can learn effectively.

In summary, my recent visit to DIET has been a transformative experience, providing me with invaluable knowledge and insights that will undoubtedly shape the trajectory of my future endeavors in the realm of education. The motivation I derived from this visit has ignited a renewed sense of purpose, instilling in me the belief that, through unwavering dedication and informed practice, I can play a pivotal role in crafting a more inclusive and effective educational system for both students and teachers alike.

The exposure to the inner workings of DIET has not only equipped me with theoretical insights but has laid a practical foundation upon which I can construct

my own educational philosophy and innovative practices. As I embark on the journey into the Masters of Education program, I carry with me a profound understanding of the multifaceted dimensions of education and a heightened awareness of the challenges and opportunities that lie ahead.

Armed with this comprehensive knowledge, I am confident in my ability to contribute meaningfully to the field and make a positive impact on the educational experiences of future generations. This visit to DIET has not only broadened my intellectual horizons but has also kindled a passionate sense of responsibility towards the advancement of education in our community. I am eager to channel this newfound passion into tangible efforts that will contribute to the enhancement of educational practices and ultimately benefit the broader society. The visit to DIET was a valuable experience that taught me a lot about the complexities of education at the district level, the importance of teamwork, the need for technological innovation, and the fundamental right to inclusive education for all students.

#### During my visit to DIET



- 2) The second component of my internship program involved "Observing five Lessons in perspective papers of the B.Ed. course delivered by the regular Teachers of the college". During my internship, I got to observe five lessons taught by regular teachers in the B.Ed. course. Watching Mrs. Komal Sharma, Mrs. Suman Gupta, and Mrs. Suman Devi, I learned a lot about different teaching styles and approaches. It showed me the importance of being flexible and adaptable in teaching to create an inclusive learning environment.

The diverse range of teaching methods used by each teacher highlighted the need to cater to students' various needs and learning styles. This experience also improved my skills in evaluating teaching based on specific criteria. Seeing the dynamic interaction between teachers and students emphasized the vital role of effective communication and classroom management.

Before the internship, I believed in the transformative power of education, but observing these lessons strengthened my conviction. The dedication and passion of the teachers inspired me to strive for excellence in my own teaching practices. Now, I feel more confident and energized in pursuing a career in education.

I plan to incorporate the diverse teaching approaches I observed, ensuring I can meet the varied learning needs of my future students. Prioritizing clear communication, establishing a strong rapport with students, using effective teaching aids, and thorough preparation are crucial aspects I aim to focus on. This internship was influential in helping me learn basic skills and gain knowledge for my teaching journey.



## OBSERVING THE TEACHING OF REGULAR TEACHER OF B.ED. CLASS

- 3) My internship journey delved into the third component, involving the "Delivery of five lessons in perspective papers of the B.Ed. Course". This phase not only enriched my experience but also provided a platform to seamlessly bridge theoretical insights with the dynamic realm of actual teaching. Crafting each lesson became a canvas for the application of academic knowledge to real-world scenarios, and the utilization of diverse teaching methods served as a catalyst, propelling my comprehension of effective pedagogy to new heights.

The first lesson was on the Method of Lecture cum ICT and the topic was Qualitative tools of Evaluation : Observation & Introspection and it was a pivotal starting point. Using ICT (presentation), I delivered my lesson to B.Ed. students in a comprehensive way. This experience not only boosted my skill in integrating technology into education but also enlightened me about the potential significance of engaging teaching approaches to captivate and educate.



## Teaching through Lecture Method with the help of ICT through PPT to B.Ed. Students.

The second lesson was Types of Evaluation : Formative, Summative, and CCE and a different approach is used i.e. the team teaching method. Through this method , I gained invaluable insights into effective teamwork and communication. Working closely with my group members, I learned not only to appreciate and respect diverse perspectives but also to integrate our individual strengths. This experience emphasized the importance of open dialogue and constructive feedback, fostering an environment of mutual understanding and collective achievement. I also learned about the way to introduce my team members in the lesson and thank them for their efforts. Moreover, I realized the power of collaboration in achieving common educational goals, a lesson I will carry forward in my future.

### Team-teaching in action.



The **third lesson** I teach is through the Method using **Lecture-cum-Discussion** (Using PPT) and the topic was Qualitative and Quantitative Approach for Assessment. I learned not only to engage students through various questioning techniques and creative discussions but also to encourage them to express their opinions freely. This method helped me understand the significance of fostering an inclusive classroom environment, where every voice is valued, and diverse perspectives are acknowledged. Moreover, it instilled in me a profound understanding of the power of open communication in facilitating meaningful learning experiences, a principle I now hold in high regard as a future educator.

The **fourth lesson** is delivered through **Panel discussion** and moderating the panel discussion on 'Social Science as a Discipline' was a departure from traditional teaching methods. In this role, I learned about effective moderation techniques. I learned to craft pertinent questions that precisely addressed the topic, ensuring clarity and grammatical precision. Additionally, I honed my skills in introducing the panelists and myself with fineness, expressing gratitude for their participation, listening to their opinions and thanking them for sharing their insights.. I also discovered the importance of creating a conducive environment for deep thinking, enabling an enriching discussion. This experience showed me how different teaching methods can help students understand complex topics better.





## PANEL DISCUSSION

The experience of teaching the **last & fifth lesson** on "Hidden Curriculum " through the **cooperative learning technique** particularly using the 'think pair share' method was incredibly enlightening. It provided me with insights into how to break down information into portions (chunks), assign them to numbers given to each student, shift to expert groups and delegate tasks efficiently. This was my venture into cooperative learning methods for the first time and it proved to be an effective approach, in fostering a collaborative and captivating learning atmosphere. I want to express my appreciation to my teacher for her guidance and support throughout the journey. Her skill in teaching through learning and her help during my role as a moderator in the panel discussion were crucial in my development as an educator. I am genuinely grateful for her mentorship.

- 4) The **fourth segment** of my Internship involved "Observation of five lessons within the B.Ed. course's perspective papers, focusing on the teaching work of my peers." This proved to be an enlightening experience, allowing me to assess and glean insights from the teaching styles and methods employed by fellow interns.

A key lesson I acquired was the skill of constructive assessment. Through keen observation, I developed the ability to evaluate teaching based on specific criteria like clarity, student engagement, and appropriate use of teaching methods. This experience enhanced my feedback skills, fostering a culture of continuous improvement among my peers. Peer observation not only broadened my pedagogical horizons but also provided valuable insights into diverse instructional strategies and classroom management techniques. Appreciating the varied approaches employed by my peers enriched my own toolkit as an educator. Assessing both strengths and areas for improvement in peer teaching underscored the significance of self-reflection in my own practice. It prompted a critical evaluation of my teaching methods, encouraging adaptation and refinement to better meet the needs of future students. In essence, this internship component not only refined my ability to assess teaching skills but also deepened my understanding of the collaborative nature of professional growth in education.

- 5) The **fifth and the last** part was "Preparation of five question papers from Perspective papers of the B.Ed. course". The process of preparing question papers for the B.Ed. course proved to be an enlightening journey, offering profound insights into the intricate art of constructing assessments.

It compelled me to meticulously delve into the structure and content of each paper, ensuring a seamless alignment with the course's learning objectives. Striking a delicate balance in question composition became a focal point – from judiciously selecting relevant topics to thoughtfully distributing marks across diverse sections.

This undertaking demanded an unwavering attention to detail, prompting deep contemplation on the subject matter and how best to assess it fairly. Emphasizing the critical importance of clarity and precision in question phrasing, the experience underscored the need for grammatically correct and unambiguous inquiries. Crafting questions in such a manner became paramount to ensuring that students could fully showcase their understanding of the material.

Beyond theoretical considerations, the practical aspects of question paper design also came to the forefront. This included incorporating essential information such as timing, passing marks, and specifying the lesson's name – details that contribute significantly to the overall examination experience. This comprehensive experience not only honed my skills in assessment design but also fostered a profound appreciation for the thoughtfulness and care intrinsic to creating assessments that genuinely evaluate students' knowledge and comprehension.

In essence, the task of question paper preparation has equipped me with a valuable skill set poised to shape my future endeavors as an educator. It assures me that I can consistently provide meaningful assessments, fostering learning experiences that transcend mere evaluation, aiming to genuinely enhance my students' understanding and knowledge acquisition.

Embarking on this journey has proven to be an invaluable chapter in my personal and professional development. The insights gained and skills honed have propelled me further along the trajectory of achieving my goals. The sense of motivation coursing through me attests to the tangible improvements made. With

newfound confidence, I reflect on this experience not just as a stepping stone but as an enjoyable and indelible learning curve. As I traverse my future endeavors, I am inspired to pay this knowledge forward, aspiring to instill in my students the profound lessons gleaned from my own educational journey. In summation, this has been nothing short of a remarkable and enriching experience.

Throughout the internship journey, spanning the completion of its various components and the subsequent phases, Dr. Nishta Rana, our esteemed teacher, consistently engaged us in thorough reviews and insightful discussions. Her meticulous approach extended to providing constructive feedback, adeptly pinpointing areas for improvement while graciously acknowledging commendable efforts. This invaluable guidance has proven pivotal in my personal and professional growth, furnishing me with a comprehensive toolkit to elevate my teaching proficiency across diverse facets. In reflecting on this transformative experience, I hold profound respect and affection for Dr. Nishta Rana, recognizing her unwavering dedication in crafting each component with enjoyment and inspiration. Your instructive wisdom has not only provided direction but also served as a beacon, offering solutions to challenges and motivating us in myriad ways. I express my heartfelt gratitude for your constant presence and mentorship, as the lessons learned from you constitute a timeless investment in my educational journey

Thus in a concise manner I conclude that this internship program has played a pivotal role in refining my comprehension of impactful teaching methodologies. I am genuinely eager to incorporate these valuable insights gained during the internship into my forthcoming educational pursuits.

*Nishta*



→ Mrs. Kuldeep Singh, Incharge of Inclusive  
School and Assistant Prof. - UG Dept.  
"Conducting Orientation."

# ORIENTATION

An Orientation was conducted regarding Course Code: BDE 1 "Creating an inclusive school" on 26<sup>th</sup> April 23 by Mr. Kul Singh, Incharge of Inclusive School and Assistant Prof. UG Department at MIER college of Education. He introduced the term inclusive education as all students, regardless of any challenges they may have placed in age appropriate general education classes. In simple words students with special needs are placed in the same classroom as other students. He also discussed about various articles, policies and acts towards providing equal educational rights to students with special needs including Article 15, Article 17, Article 46, National Policy on Education (1986), Program of Action (1992), National Curriculum Framework (2005) and Right to Education (2009).

Further, he explained about Humming Bird's inclusive school in which 3 groups of special children are divided on the basis of age with the help of FA (Functional Assessment Checklist Programme). For special children, one must have CRR certificate.

- Group 'A' : Pre-Primary  
(Class Teacher : Suksham Goswami)

- Group 'B' : Primary  
C Class Teacher : Meenakshi
- Group 'C' : Secondary  
C Class Teacher : Suzbhi Mahajan

In each class there are 30 seats available, that follows (1:10) ratio; i.e., 10 students on 1 teacher. This school majorly focuses over six types of disabilities; i.e., Intellectual Disability (ID), Hearing Impairment, Visual Disability, Autism, Learning Disability and Attention Deficit Hyperactive Disorder (ADHD). And to deal with special needs of special students there are two types of Therapies available in this inclusive school such as 1) Resource room of Physiotherapy 2) Speech therapy, with various tools and equipments.

He also discussed about the need of inclusive school; i.e.,

- To achieve aims of education
- To achieve social equality
- Universalisation of education
- Development of self-concept, nation, society, skill and confidence

Finally, we were given the instructions to be followed while making our Sessional file, steps and format to be followed and a brief description of visit that will be conducted.

# INCLUSIVE EDUCATION

On March 2009, the Inclusive Education initiative began with the goal of making all members of the community feel safe. Inclusive Education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes. The schools and classrooms operate on the premise that students with disabilities are as fundamentally competent as students without disabilities.

While the concept of inclusive education involves a refocusing of the way individuals perceive the learning environment, individuals see the classroom as a diverse setting with a variety of students bringing their own unique learning styles, abilities, experiences & backgrounds. An Inclusive classroom not only respects these differences but embraces it.

An Inclusive culture starts from the premises that everyone in the school - students, educators, administrators, support staff and contribute to the life of the

School. Within an Inclusive school culture, diverse experiences, perspectives and gifts are seen to enrich the school community.

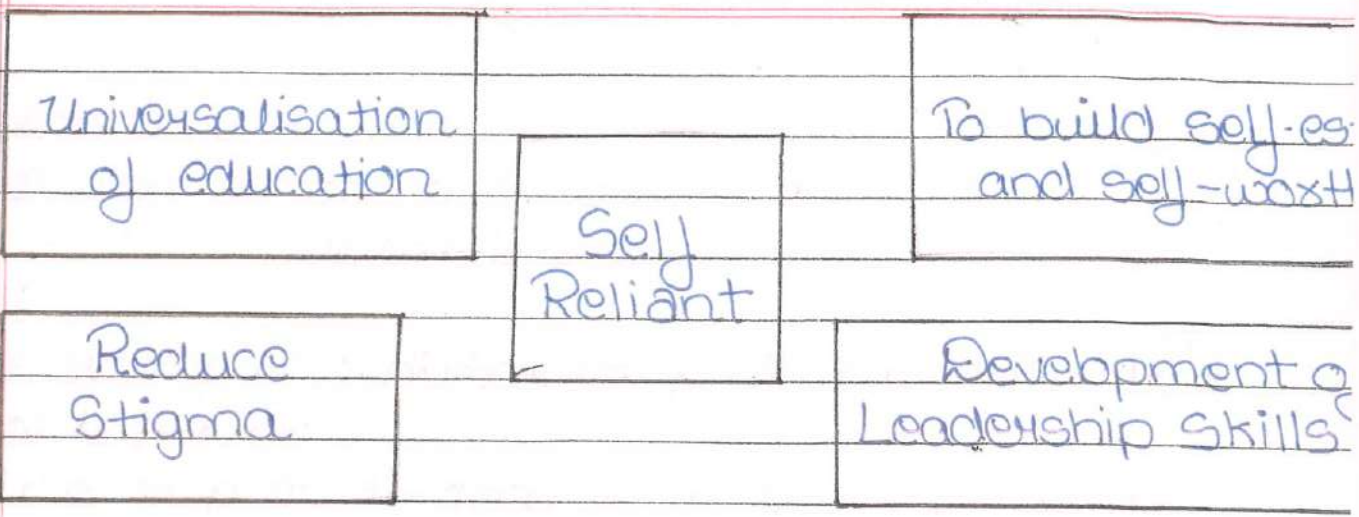
Achieving an Inclusive school culture goes beyond making a decision to run a workshop on bullying, put in a stamp or offer diversity training to staff. It is more than just developing a value statement that talks about being inclusive. An inclusive school culture requires a shift in the attitude of all the stakeholders as well as the development of policies and practices that reinforce inclusive behaviour.

According to Stainback & Stainback (1990), "Inclusive Education is defined as :

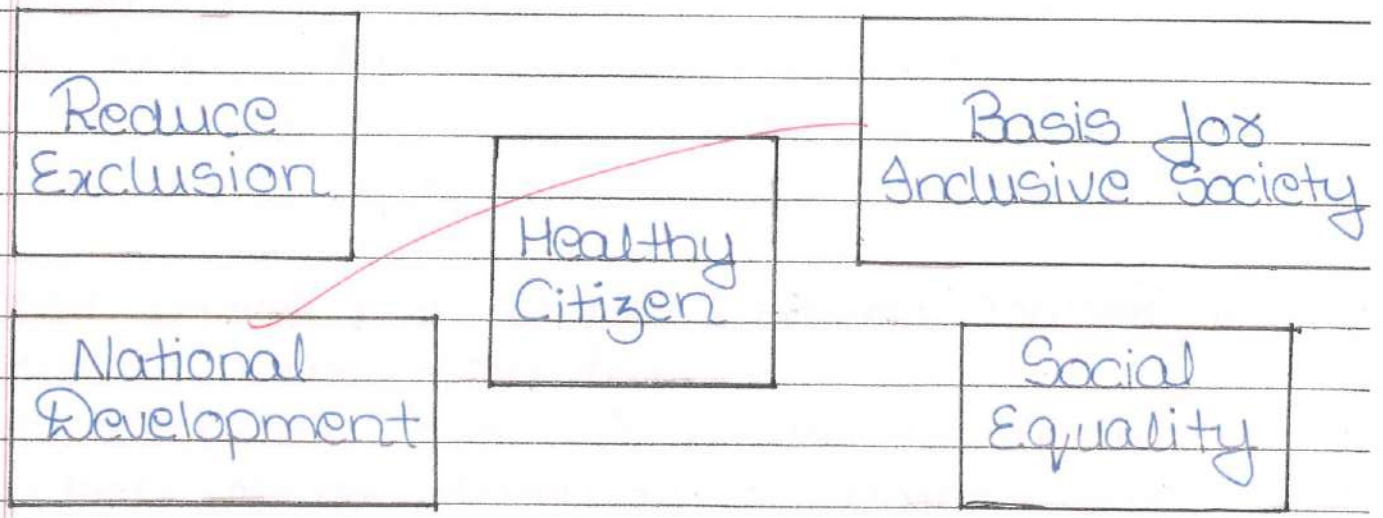
1. Education of all students in regular classes
2. Appropriate educational programs for every student
3. Everyone is accepted and supported.

According to National Commission of special needs in education and training (NCSNET), "Inclusive education is defined as a learning environment that promotes the full personal, academic & professional development of all learners irrespective of race, class, gender, disability, religion, sex preference, learning styles and language





# NEED AND IMPORTANCE



The need of inclusive education is vital and has great importance. It serves as a bridge between children with and without special needs.

1. **Universalisation of Education :** To achieve the aim of universalisation of education, it is important to give education to all children irrespective of their physical, mental, economical background.
2. **To build Self-esteem and Self-worth :** To know and develop self-esteem and self-worth of an individual by providing them equality in education & development of their skills.
3. **Development of Leadership skills :** Inclusivity of children with and without special needs allows the development of leadership skills amongst them as their knowledge increases so does their command.
4. **Reduce Stigma :** Stigma is a strong disapproval that most people in society have about something. Inclusive education reduces the stigma in children, society and parents and fosters the feeling that everyone be it a child with or without disability learns.

one way and can co-exist together.

5. **Reduce Exclusion** : It reduces segregation of children based on various aspects and unite them to learn and develop skills together.
6. **Social Equality** : To plant the seeds of inclusion in the young students so that they will learn the values, skills and knowledge to include others who are different from them.
7. **National Development** : To judge and help develop each aspect of every student and to adopt appropriate educational measures to develop his/her full potential. In this way, inclusive education has a potential to ensure national development.
8. **All children learn by being together** : The philosophy of inclusive education is aimed at helping all children learn at their own pace and style within nurturing learning.
9. **Healthy citizen** : Inclusivity aims at creating a healthy citizen who has regard for everyone and has a healthy lifestyle and thought process.

# POLICIES

Children with special needs / disabilities experience different forms of exclusion, which may cut them off from health, education and social services and limit their participation in family, community, society. This isolation can have lasting effects on future employment opportunities and participation in civil life.

Policy and act can provide the legal right to the children with disability and enable them to take their place in society and contribute to their family and community.

- > Plan of Action (POA) - 1992
- > National Policy on Education (NPE) - 1986
- > Persons with Disabilities (PwD) - 1995
- > Right of Person with Disabilities (RPWD) - 2016
- > National Curriculum Framework (NCF) - 2005
- > Rehabilitation Council of India - 1992

- National Policy on Education (NPE) 1986

The NPE 1986 brought the fundamental issue of equality to the centre stage. Through its section 4.9, the policy clearly highlights the needs of the children with disabilities and recommended integrated education for disabled in following manner:

- ⇒ Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- ⇒ Adequate arrangements will be made to give vocational training to the disabled.
- ⇒ Voluntary efforts for the education of the disabled will be encouraged in every possible manner.

- Plan of Action (POA) 1992

For the follow up and implementation of NPE, Plan of Action (1992) was formulated. POA suggested a pragmatic principle for children with disabilities.

- ⇒ It postulated that a child with disability who can be educated in a general school should be educated in a general school only and not in a special school.
- ⇒ Even those children who are initially admitted to special schools should be transferred to general schools.

• Rehabilitation Council of India Act (R.C.I.) 1992

The major purpose of this act was to mandate minimum standard of education for professionals working with individuals with disability including special teachers and educators.

=> This act makes it mandatory for every special teacher to be registered by the council and lays down that every child with disability has the right to be taught by a qualified teacher.

• Persons with Disabilities (PWD) 1995

Chapter V (Section 26) of the act, which deals with education, mentions that appropriate government and the local authorities shall:

- => ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years.
- => endeavour to promote the integration of students with disabilities in the normal schools.
- => endeavour to equip the special schools for children with disabilities with vocational training facilities.

This Act deals with 7 disabilities; i.e., blindness, low vision, hearing impairment, locomotor, mental, leprosy cured and mental illness.

- National Curriculum Framework (NCF) 2005

NCF 2005 underscores the significance of making curriculum "an inclusive and meaningful experience for children" stating that "this requires a fundamental change in how we think of learners and the process of learning."

- Right of Person with Disabilities (RPWD) 2016

⇒ The Act lays emphasis and responsibility on the appropriate governments to take measures and ensure that PwDs enjoy equal rights

⇒ The types of disabilities to have been increased from 7 to 21.

- |                           |                        |
|---------------------------|------------------------|
| • Blindness               | • Chronic Neurological |
| • Low-vision              | • Learning Disability  |
| • Leprosy Cured           | • Multiple Sclerosis   |
| • Hearing Impairment      | • Speech disability    |
| • Locomotor               | • Thalassemia          |
| • Dwarfism                | • Haemophilia          |
| • Intellectual Disability | • Sickle Cell disease  |
| • Mental illness          | • Deaf blindness       |
| • Autism                  | • Acid Attack victim   |
| • Cerebral Palsy          | • Parkinson's Disease  |
| • Muscular Dystrophy      |                        |

⇒ All children with benchmark disabilities b/w 6 and 18 years shall have the right to free education.

# REPORT OF VISIT



# INTRODUCTION

## HUMMING BUD

The prestigious pre-school of Model Academy was founded in the year 2005 by the Chairman Dr. Arun-K. Gupta and Director Dr. Gupta under whose dynamic leadership MIER is making a rapid progress.

**MISSION :** To develop in each child a scientific temper that will help realize their true potential.

**VISION :** To impart growth relevant experiential learning in an atmosphere of fun and play - a - language which the child understands

Humming Bud is a part inclusive school that provides the opportunity for both children with and without special needs to learn and grow together. The school has hired specialised teachers who are certified to teach special children.

# MY EXPERIENCE

On 27<sup>th</sup> April '23, I visited Humming Bucks - Inclusive School with my Group Supervisor Mrs Anshu Kaul and group members. Firstly we saw the resource room also known as physiotherapy class where various equipments such as : wheelchair, walk ramp, three-wheel tricycle, key hole test board sound discrimination tool, therapy balls, etc can be seen. While our interaction with the class teacher Mrs Pallavi Gupta, we were informed of the uses of equipments and safety precaution taken in the resource room.

After that, we visited the classroom of students divided into special Group A, Group B and Group C. Group A deals with pre-primary classes, Group B deals with primary classes and Group C deals with secondary classes. We observed the infrastructural facilities provided to students with specific needs; it included - bunk-beds, toys, desks,

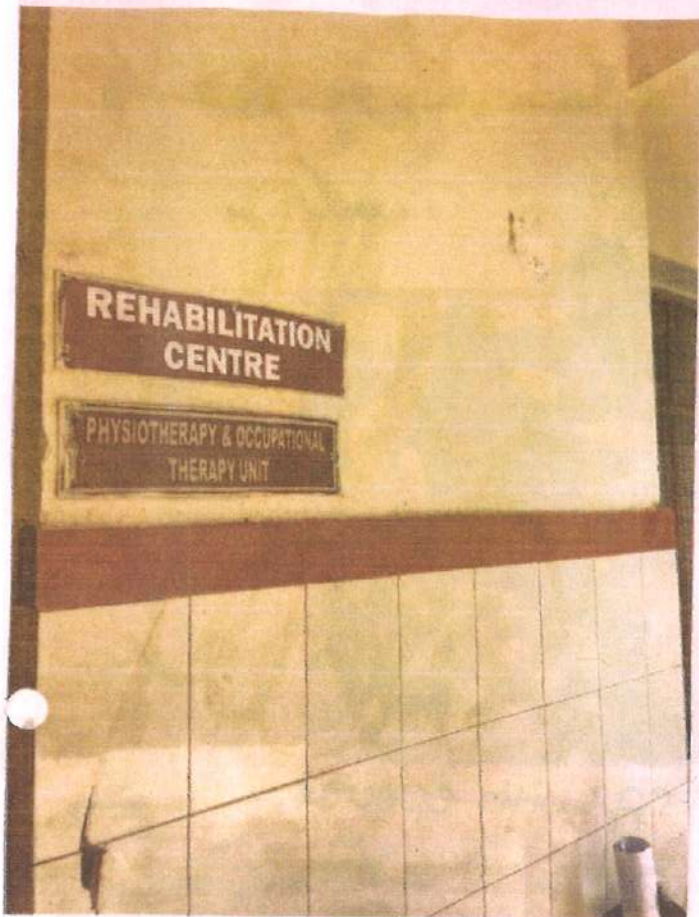




→ storage area in Inclusive classroom.



→ Kids studying in Inclusive classroom.



→ Entry to Rehabilitation Centre



→ B.B board



→ Equipments in Physiotherapy unit



→ Papi teacher interacting with special students.



→ Papi teacher observing students with special needs.

chairs, blackboards, display boards, etc. While our visit we interacted with Mrs. Sukeham & Su and got a briefing about their curriculum which included normal subjects like Hindi, English, Maths, Activities such as: Fine motor activities (colouring, paper tearing, sandplay, etc.), Gross motor activities (dance, catch the ball, throw the ball) and Personal goals such as Use of dustbin, eating independently, washing hands independently, cleaning nose with handkerchief. We were further informed that every month various visits and activities are planned like:

- Colour Day
- Medical Checkups
- Field visits
- Poetry recitation
- Story-telling, etc

The ratio of student-teacher in inclusive classroom was 10:1; i.e., 10 students on 1 teacher. Total number of students at of now in the inclusive school were 25.

While observing the classes, I saw the following types of students with special needs:

## 1. AUTISTIC CHILDREN

Autistic children have communication difficulties, narrow interests and repetitive behaviour. Children might not use eye contact to get someone's attention, not use words or gestures to communicate and may get confused by language and take things literally.

## 2. CHILDREN WITH LOW-VISION

Vision impairment can range from blindness or very low vision to an inability to see particular colours. Children might be born with vision impairment, or it might happen later in childhood. The way children behave or use their eyes might tell that they have vision impairment.

## 3. CHILDREN WITH ADHD

Attention-deficit hyperactive disorder is one



the most common neurodevelopmental disorders of childhood. A child with ADHD:

- \* Daydream a lot
- \* Talk Too much
- \* Squirm or fidget
- \* Forget and lose things

#### 4. CHILDREN WITH LEARNING DISABILITIES

A child with learning disability may have difficulty in reading, writing, speaking, listening, concept of maths, understanding and with general comprehension.

#### 5. CHILDREN WITH INTELLECTUAL DISABILITY

A children with ~~intellectual~~ disability has difficulty in drawing, walking, crawling, speaking, reading, following orders, regulating emotions, remembering multi-tasking, following social rules or cues, etc.

#### 6. CHILDREN WITH MILD HEARING LOSS

Children with mild hearing loss may be able to hear speech sounds but soft sounds are hard to hear.

The techniques being used by teachers to teach children with special needs were:

1. **MODELLING**: This is the method of teaching by demonstration. Teacher starts by getting the child's attention by saying, "It's my turn watch me, are you ready?", this will help drawing children's attention. Tasks are modeled on several occasions before moving on the next step.

2. **CHAINING**: This method is used by teachers to break down a complex task into a sequence of simpler interconnected steps which are learned one step at a time. It includes two types

1) Backward Chaining: The teacher guides child through all the steps in the sequence leaving the last one which is left to the child to do on his/hers own. For example if you are trying to teach a child to get dressed for school, you might begin with teaching to tie laces, put on socks and then eventually having them both themselves.

2) Forward Chaining: The teacher begins with the first activity in the task analysis by prompting the child to initiate the task themselves. Once the child begins to perform first step in the sequence, the teacher will then leave steps one and two for child to perform on their own and will help only with remaining steps.

3. **SHAPING**: Shaping is a systematic process of reinforcing successive approximations to a target behavior. The technique is used when students need to learn new behavior. A teacher identifies the student's behaviour and provides reinforcement only for closer approximations towards desired behavior, which is a terminal behavior of the shaping process. For example, if the desired behavior is to sit independently for 20 minutes a step analysis may break the desired behavior as in the following approximations:

- After training/shaping
- Hanih remains in his seat for 3 minutes
- Hanih remains in his seat for 5 minutes
- Hanih remains in his seat for 10 minutes
- Hanih remains in his seat for 15 minutes
- Hanih remains in his seat for 20 minutes

4. **PROMPTING**: Temporary assistance used to help a student perform in desired manner when a student is unable to perform a task, a prompt used to help the students to perform the task

- Level 1: Verbal Request (VR)
- Level 2: VR + Verbal Prompt (VP)
- Level 3: VR + VP + Modelling Prompt (MP)
- Level 4: VR + VP + Physical Prompt (PP)

The tools of assessment and evaluation be used for children with special needs were

## • Functional Assessment Checklist For Programming (FACP)

- Developed by NIMH - Department of Special Education under the supervision of Dr. Jayanthi Narayan.
- It covers children from 3 years onwards.

### Description

- It has seven levels:

- |                 |                        |
|-----------------|------------------------|
| 1. Pre-Primary  | 5. Pre-vocational - I  |
| 2. Primary - I  | 6. Pre-vocational - II |
| 3. Primary - II | 7. Care group          |
| 4. Secondary    |                        |

### Promotion Procedure

- Promotion procedure could be easily administered through evaluation.
- After achieving more than 80% in a particular grade, the student could be promoted to higher class.

## Administration

- Information regarding student's performance is gathered through:
  - observation through activities
  - report from parents
  - anecdotal records

## Scoring

### Keys:

- |                      |    |            |     |
|----------------------|----|------------|-----|
| • Yes                | +  | • Gestural | GIP |
| • Occasional cues    | C  | • Modeling | M   |
| • Not Applicable     | NA | • No       | -   |
| • No Exposure        | NE |            |     |
| • Physical Prompting | PP |            |     |
| • Verbal Prompting   | VP |            |     |

## Characteristics of FACP

- Items are easy to understand
- Necessary activities are enlisted for a particular class
- Grouping is done based on the ability and chronological age
- Scope of including items necessary from specific cultural background
- Scope for summative and formative evaluation

## • Behavioral Assessment Scale for Indian Children with Mental Retardation (Basic-M)

- Used for children between ages 3 to 18 years
- It is divided into two parts: A and B
- Part A includes 100 items and grouped under seven domains
- Part B includes 75 items and grouped under 10 domains.

### Scoring

- > Level one : Independent (5 score)
- > Level two : Clueing (4 score)
- > Level three : Verbal Prompting (3 score)
- > Level four : Physical Prompting (2 score)
- > Level five : Totally dependent (1 score)
- > Level six : Not applicable (0 score)

## • Madras Developmental Programming System

- First Indian comprehensive Behavioral scale dev.

-ed in 1975 at Chennai.

- Used for any age, sex, and level of retardation.
- A criterion referenced Assessment Scale.
- Used for Individualised Educational Programming and in classroom teaching.

### Domains

- |                           |                           |
|---------------------------|---------------------------|
| 1. Gross motor activities | 10. Reading               |
| 2. Fine motor activities  | 11. Writing               |
| 3. Meal time activities   | 12. Numbers               |
| 4. Dressing               | 13. Time                  |
| 5. Grooming               | 14. Money                 |
| 6. Toileting              | 15. Domestic activities   |
| 7. Receptive Language     | 16. Community Orientation |
| 8. Expressive Language    | 17. Recreation activities |
| 9. Social Interaction     | 18. Vocational            |

### Description

- 18 domains - each domain comprises of 20 items. Total no. of items are 360.
- The items are sequentially arranged according to normal development.

### Administration

- Information is collected through

- a) direct observation
- b) report from parents
- c) school, medical records

### Scoring

- If the student performs the item, achievement is marked by 'A'
- If the student fails to perform the item, failure is marked by 'B'

### Characteristics of MDPS

- Contains wide area of behavioural domain.
- Details of items in each area.
- The items are sequentially arranged.
- Easy administration.
- Helps in curriculum development.
- Helps in educational grouping of the children.
- Helps in formative and summative evaluation.
- Used for assessment, IEP preparation and management in the class room.



# CONCLUSION

Inclusive education responding to special needs will thus have positive returns for all pupils. All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education.

It is not our education system that have a design to a certain type of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all its children.