



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.2 HONORING STUDENT DIVERSITY

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- 1. Mentoring/ Academic Counselling**
- 2. Peer Feedback/Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for Divyangjan)**
- 7. Multilingual interactions and inputs**

3. Photographs with caption and date,

Photographic Evidence



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2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs: Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. Mentoring/ Academic Counselling

The college faculty offers guidance and academic support to students through personalised mentoring and counselling.



Research Mentorship

Students receive research mentorship as part of their academic support services. This helps them develop their research skills. Students undergoing the master's programme in education and having a research component are chosen for the research mentorship programme.



2. Peer Feedback/ Tutoring

Students engage in peer tutoring, where they observe their peers teach and offer constructive feedback.



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OBSERVATION LESSON (For Peer Groups)

Observation Lesson No.: 1
Name of the Intern/ Teacher: Dinesh Singh
Class: B.Ed Sem-II Subject: Knowledge and Curriculum
Topic: Curriculum Development Model by Date: 4 Oct, 2023

S. No.	Components	RATINGS				
		V. Good	Good	Average	Weak	V. Weak
1.	Preparation of Lesson Plan		✓			
2.	Preparation of Instructional Aids		✓			
3.	Delivery of lesson: Presentation		✓			
	Delivery of lesson: Confidence	H.C.	C	A	LA	LEAST P
	Delivery of lesson: Understanding		✓			
	Delivery of lesson: Chalk board writing					
4.	Relevance and use of instructional aids at appropriate time (if any)		✓			
5.	Pupil Participation	✓				
6.	Closing of the Lesson		✓			
7.	Pupil Comprehension		✓			
8.	Any other (specify)					

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

Observer's Remarks:

- encouraged students engagement and interaction.
- The use of lecture-cum-discussion method was apt for this topic.
- Further clarity in explanations could have enhanced comprehension.
- Overall, demonstrated satisfactory level of proficiency.

Signature of the Student Observer

Name: Sonia Chaudhary

Roll No.: 2201001

Signature of the Supervisor

3. Remedial Learning Engagement

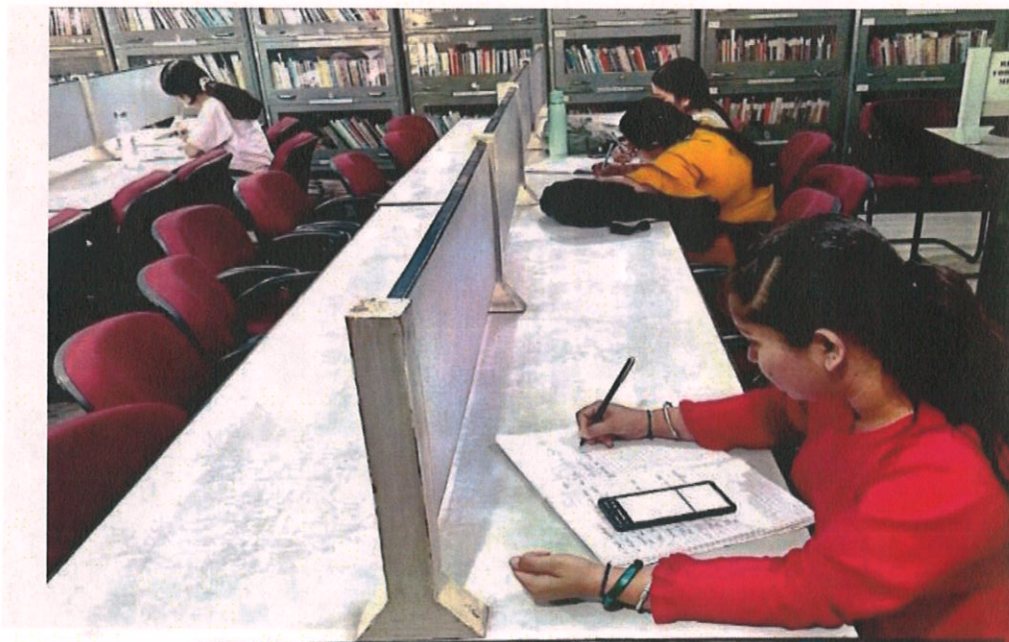
Students receive remedial teaching to address areas which require additional support or assistance.



Remedial Classes in Progress for the Students

4. Learning Enhancement/ Enrichment Inputs

The library facility offers learning enhancement and enrichment resources to students.



5. Collaborative Tasks

Students collaborate on tasks to prepare teaching aids.



6. Assistive Devices and Adaptive Structures

Students are supported with assistive technology and accommodations to enhance their learning process and performance during examinations. The students use a screen reader software to access curriculum-related content, while the writer is also available to assist students during examinations.



A Visually Challenged Student being Provided Assistive Services and Devices



7. Multilingual Interactions and Inputs

Multilingual interactions and inputs are provided to students to enrich their learning experiences. Besides Academics, linguistic diversity and cultural understanding are promoted in students by organising folk dance and poetry competitions in the native languages of our region.



Seal and Signature of the Principal

