

Criterion II – Teaching- Learning and Evaluation

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Index

S.NO.	DESCRIPTION	ENCLOSURE
1.	Documentary evidence in respect to claim	<ol style="list-style-type: none">1. Sample<ol style="list-style-type: none">a. Assignmentb. Sessional workc. Expository Writingd. Synopsise. Research Tool2. Mid Term Test<ol style="list-style-type: none">a. Date sheetb. ICT based quiz report3. Internship<ol style="list-style-type: none">a. Permission Letterb. Photographic Evidence4. Workshop on SPSS<ol style="list-style-type: none">a. Noticeb. Photographic Evidencec. Report5. Remedial Class<ol style="list-style-type: none">a. Circularb. Schedulec. List of students identified for remedial class
2.	Any other relevant information	<ol style="list-style-type: none">1. Sample<ol style="list-style-type: none">a. Students Assignments submitted in remedial and enrichment classes



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CRITERION II – TEACHING- LEARNING AND EVALUATION

2.7 Student Performance and Learning Outcomes

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

1. Documentary evidence in respect to claim

Sample of:

a. Assignment

b. Sessional work

c. Expository Writing

d. Synopsis

e. Research Tool

Assignment

REPORT

ORIENTATION

On 15-Dec-2023, the orientation of course code BDE-310, Course title 'Pedagogy of Social Science - II', given by our course teacher "Mrs. Tyoti Sharma".

She gave us the Sessional work on Topic :->

"CRITICAL ANALYSIS OF SOCIAL SCIENCE TEXTBOOK OF 6-8 Class"

I Choose Class 6, NCERT, Textbook of Geography.

While preparing, I go through many book and online sites too.

I get usefull knowledge for became a better teacher.

Submission Date :-> 12 Jan 2024

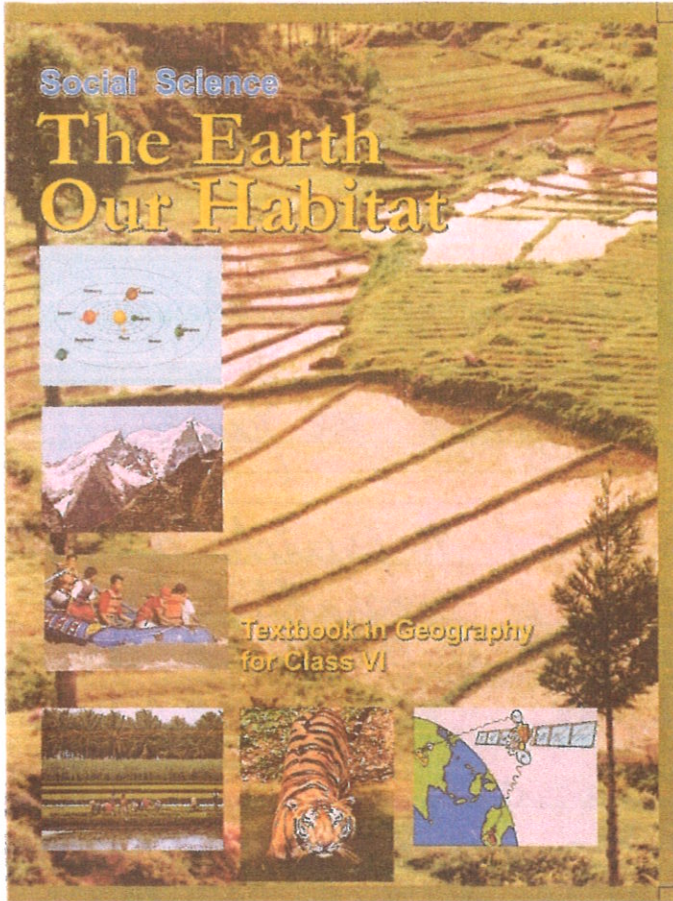
INTRODUCTION

In delving into the Class 5th NCERT Geography Book, this analytical study aims to unravel the intricacies of curriculum designed for younger learners.

This Educational resource is intended to provide a foundational understanding of geographical concepts to students at primary level. As we embark on this exploration, it's crucial to acknowledge the significance of publication in shaping the early perceptions and knowledge base of students about the world around them.

The book comprises 6 chapters each carefully crafted to introduce key geographical principles and foster a sense of curiosity and understanding.

Our analysis contains the weakness and strength of book also, and although also considers the effectiveness of book in achieving its educational objectives.



← Cover Page

Second Page →

0656 – THE EARTH : OUR HABITAT
Textbook for Class VI

ISBN 81-7450-491-5

First Edition
February 2006 *Phalgun 1927*

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December 2006, November 2007,
January 2008, December 2008,
November 2010, February 2012,
November 2012, November 2013,
December 2015, December 2016,
December 2017, February 2019,
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Revised Edition
November 2022 *Agrahayana 1944*

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OFFICES OF THE PUBLICATION

DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone: 011-26562708

108, 109 Feet Road
Pashchimpalli Extension
Sherlockhous Road
Bangalore 560 085 Phone: 089-207277-09

Nation Trust Building
PO: Hauz Khas
New Delhi 110 016 Phone: 011-26561466

ChC Campus
Opp. Chandra Bus Stop
Pune-411 004 Phone: 020-26530454

ChC Campus
Mangalagiri
Bangalore 560 085 Phone: 089-207277-09

Publication Team

Head, Publication Division : Anup Kumar Rayput

Chief Production Officer : Arun Chitkara

Chief Business Manager : Vipin Dewan

Chief Editor (in charge) : Bijan Sutar

Production Assistant : Om Prakash

Cover
Sarla Verma Mathur

Illustrations and Cartography
Sarla Verma Mathur, Meha Gupta,
Ishwar Singh, Praveen Mishra
and Narendra Tyagi

ABOUT THE BOOK

CLASS

VI [6th]

NAME OF BOOK

The Earth : Our Habitat

SUBJECT

Geography [Social Science]

FIRST EDITION

February 2006, Phalguna 1927.

REPRINT

December 2006, November 2007,
January 2009, December 2009,
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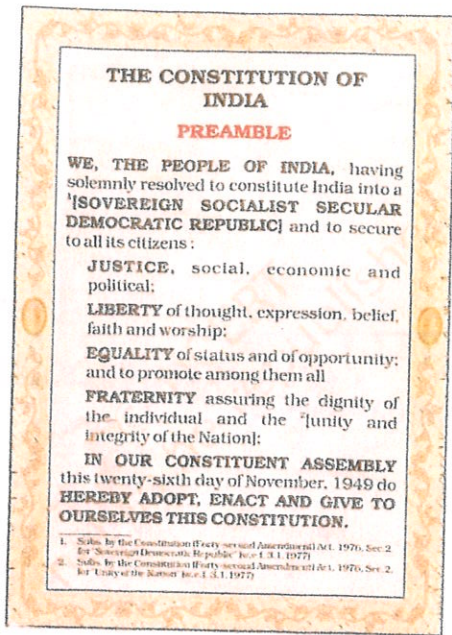
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PRICE

₹ 65.00.



← Third Page

RATIONALISATION OF CONTENT IN THE TEXTBOOKS

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- Difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

FOURTH PAGE →

PUBLICATION TEAM

Head Publication Division : Anup Kumar Rajput

Chief Production Officer : Anun Chitkara

Chief Business Manager : Vipin Dewan

Chief Editor [In-Charge] : Brijnan Sutar

Production Assistant : Om Prakash

COVER

Savita Verma Mathur

ILLUSTRATIONS AND CARTOGRAPHY

Savita Verma Mathur

Meha Gupta

Ishwar Singh

Praveen Mishra

Narenokra Tyagi

TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS IN SOCIAL SCIENCES AT THE UPPER
PRIMARY LEVEL
Hari Vasudevan, *Professor*, Department of History, University of Calcutta, Kolkata

CHIEF ADVISOR

Vibha Parthasarathi, *Principal (Retd.)*, Sardar Patel Vidyalaya, New Delhi

MEMBERS

Anjali Swami, *TGT*, N.C. Jindal Public School, New Delhi

Anshu, *Reader*, Kirorimal College, University of Delhi, Delhi

Durga Singh, *PGT*, Kendriya Vidyalaya No.2, Ahmedabad

Shahla Mujib, *PGT*, Govt. Boys Sr. Sec. School, Hari Nagar Ashram, New Delhi

MEMBER-COORDINATOR

Aparna Pandey, *Lecturer*, Department of Education in Social Sciences NCERT, New Delhi

Fourth Page →

not to be republished



TEXTBOOK DEVELOPMENT COMMITTEE

- CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS IN SOCIAL SCIENCES AT THE UPPER PRIMARY LEVEL

Hari Vasudevan, Professor, Department of History, University of Calcutta, Kolkata.

- CHIEF ADVISOR

Vibha Parthasarathi, Principal (Retd.) Sardar Patel Vidyalaya, New Delhi

- MEMBERS

Anjali Swami, TGT, N.C. Jindal Public School, New Delhi

Anshu, Reader, Kirorimal College, University of Delhi, Delhi

Durga Singh, PGT, Kendriya Vidyalaya No-2 Ahmedabad

Shahla Mujib, PGT, Govt. Boys Sr. Sec. School, Hari Nagar Ashram, New Delhi

- MEMBER - COORDINATOR

Aparna Pandey, Lecturer, Department of Education in Social Sciences NCERT, New Delhi.

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OBJECTIVES AND VISION OF NCERT

* OBJECTIVES : →

- FOUNDATIONAL KNOWLEDGE : → Provide students with a foundation understanding of key concepts in geography.
- HOLISTIC DEVELOPMENT : → Foster holistic development by integrated knowledge about the physical environment and their interconnections.
- CRITICAL THINKING : → Encourage critical thinking and analytical skills through engaging content and activities.
- GLOBAL PERSPECTIVE : → Cultivate a global perspective by emphasizing the interconnectedness of different regions.
- APPLICATION OF KNOWLEDGE : → Facilitate the application of geographic knowledge to real-world situations.

* VISION : →

- QUALITY EDUCATION : → Strive for the delivery of high - quality, inclusive and accessible education for students.
- HOLISTIC LEARNING : → Aims for a holistic learning experience that goes beyond rote memorization to nurture a deeper understanding of the subject matter.
- LIFE LONG LEARNING : → Foster a love for learning that extends beyond the classroom, encouraging students to be life long learners.

- RELEVANCE : → Ensure that the content is relevant to students' lives and experiences, making learning meaningful.
- DIVERSITY AND INCLUSIVITY : → Embrace diversity and inclusivity, reflecting the rich cultural and geographical diversity of country.

AIMS OF THE BOOK

1. Introduction to Geography →

Familiarize students with the fundamental concepts and principles of geography, to lay the groundwork for further exploration in the subject.

2. Earth's Structure and Movements →

Provide a clear understanding of the Earth's structure, rotation, and revolution, explaining how these movements contribute to day and night, seasons, and climate variations.

3. Spatial Understanding →

Develop spatial awareness by introducing concepts such as latitudes, longitudes, and the equator. Help students grasp how these elements contribute to mapping and locating places.

4. Global Diversity →

Explore the diversity of culture, environments, and physical features across the globe, fostering an appreciation for the richness and interconnectedness of the world.

5. Map Reading Skills →

Enhance map-reading skills, teaching students how to interpret different types of maps and understand the information they convey.

6. Environmental Awareness →

Raise awareness about environmental issues, ecosystems, and the importance of sustainable practices. Encourages a sense of responsibility towards the planet.

7. Cultural Context →

Introduce the cultural aspects of geography, highlighting how human societies interact with and adapt to their environments.

8. Critical Thinking →

Encourage critical thinking skills by prompting students to analyze geographical patterns, make connections and draw conclusions based on evidence.

9. Life Skills →

Integrate life skills such as effective communication, collaboration, and problem-solving through geography-related activities and projects.

THE EARTH ON THE SOLE

2-15-19

SUMMARIZATION

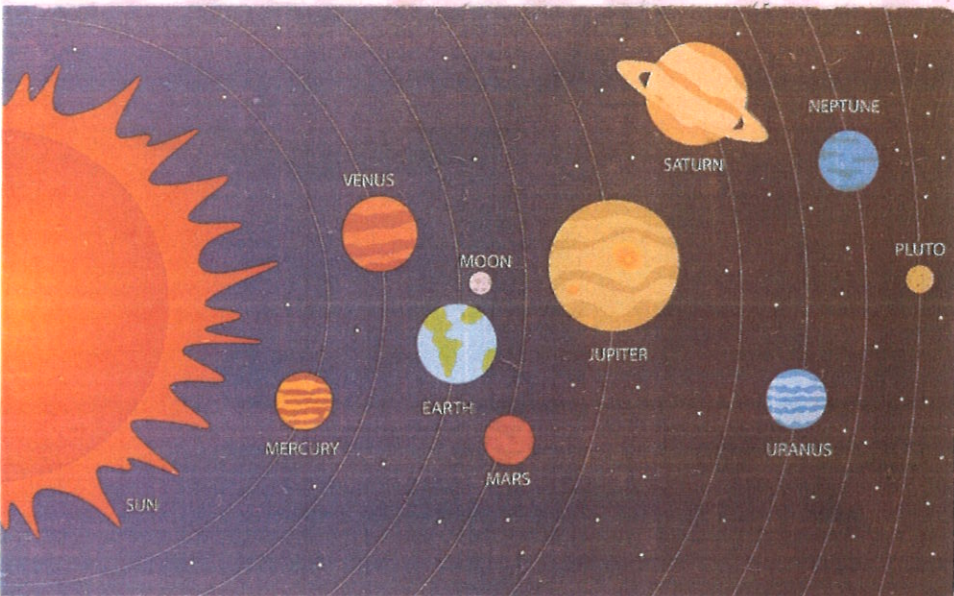
OF

2-15-19

CHAPTERS

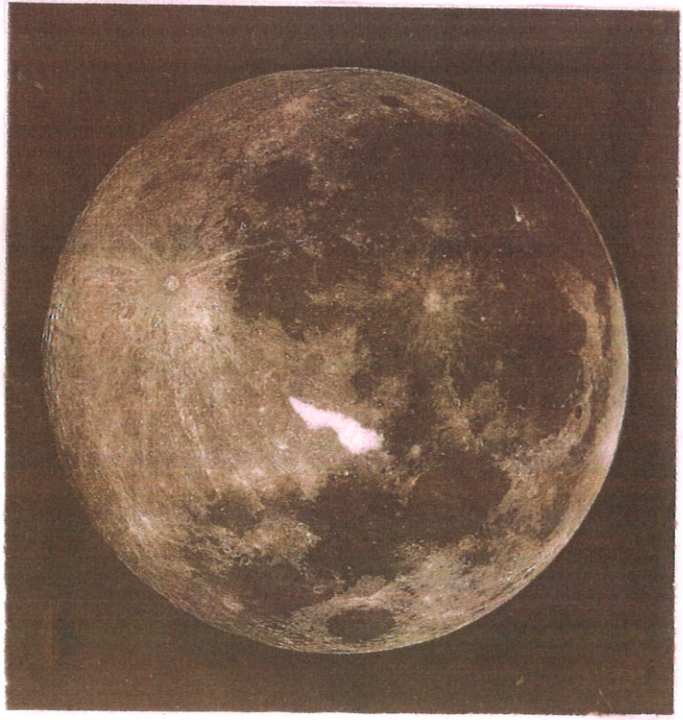
Chapter - 1

THE EARTH IN THE SOLAR SYSTEM.



Solar System ↑

Moon →



CHAPTER-1

This Chapter give exploration of the solar system, elucidating the sun's pivotal role as the central star.

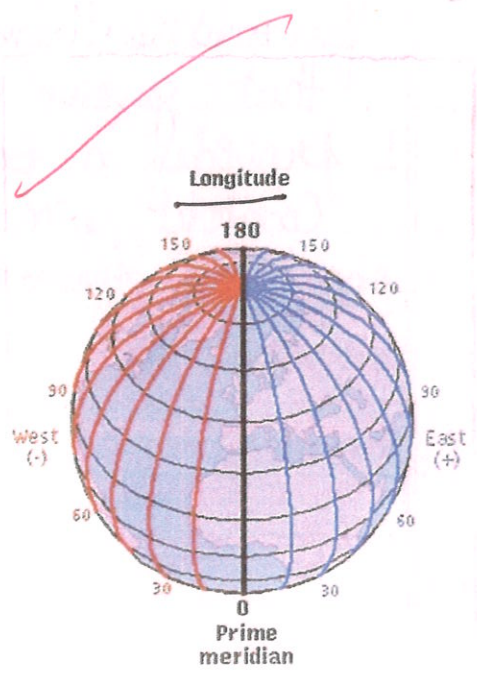
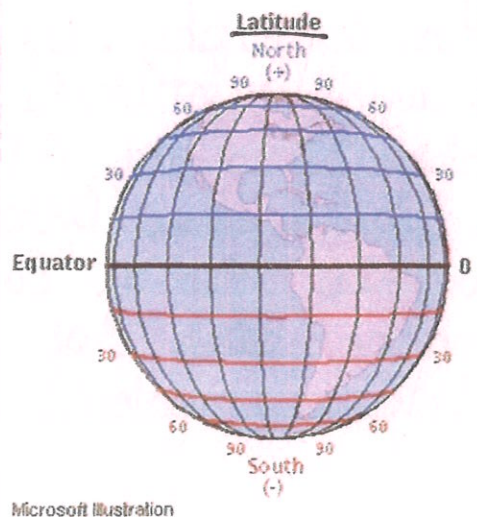
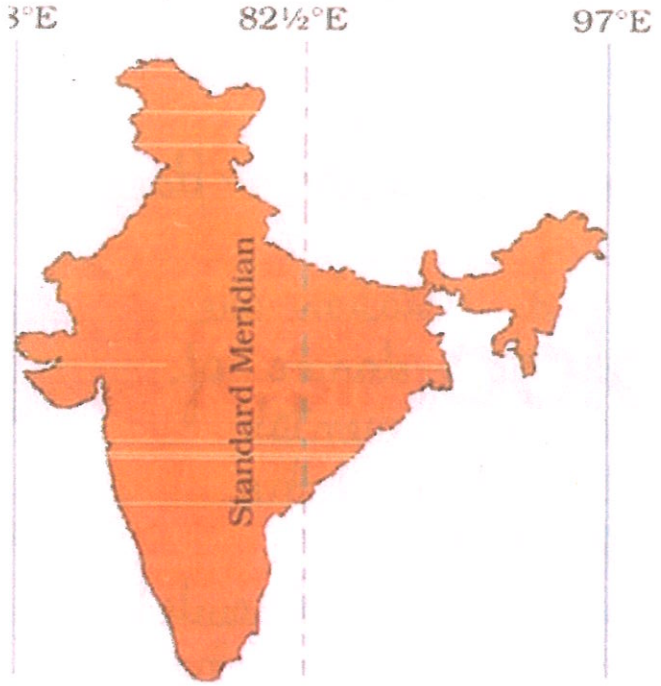
The Chapter introduces the planets, each with distinct characteristics and delves into Earth's place among them.

Essential concepts like orbits and rotation are unveiled, offering insights into celestial dance of heavenly bodies. Readers gain a fundamental understanding of how Earth revolves around the sun in its orbit and rotates on its axis.

The narrative not only imparts astronomical knowledge but also sparks curiosity about the vastness of the universe.

This Chapter serves as a gateway to comprehending Earth's cosmic neighborhood, setting the stages for deeper explorations in geography. By demystifying planetary movements and relationships, it lays a foundation for appreciating the intricate dynamics that govern our solar system. Overall, Chapter 1 provides a panoramic view of Earth's cosmic context, making the study of geography an engaging journey into the mysteries of space.

Chapter -2 **GLOBE :**
Latitudes And Longitudes



CHAPTER-2

This Chapter unfolds the essential tools for understanding Earth's geography. The Chapter centers around the globe as a model of our planet, introducing the fundamental concepts of Latitudes and Longitudes.

Latitudes measured north and south from the equator, and longitudes measured east and west from the Prime Meridian, are elucidated as imaginary lines that form a grid on the Earth's surface. The Equator, Tropic of Cancer, Tropic of Capricorn, and the Prime Meridian, particularly the Greenwich Meridian, are highlighted as key reference points in this spatial framework.

Understanding these coordinates becomes crucial for accurate mapping and locating places globally. The Chapter not only encourages practical application through map reading skills. It lays the groundwork for comprehending how geographical features, climate zones, and time zones are intricately linked to these lines on the globe.

In essence, Chapter 2 acts as a navigational guide, equipping students with the tools to decode the Earth's coordinates and fostering a deeper appreciation for the interconnectedness of global geography.

Chapter 3

MOTIONS OF THE EARTH

CHAPTER-3

This Chapter, delves into the dynamic movements that shape our planet's existence. At its core, the chapter explores two fundamental motions: rotation and revolution.

The Earth's rotation on its axis is unveiled as the driving force behind the alternation of day and night. This daily spin is a fundamental aspect of our existence, influencing various natural phenomena. Simultaneously, the Earth's revolution around the Sun is elucidated, bringing forth the concept of changing seasons. The tilt of Earth's axis and its significance in the variation of sunlight and temperature across different regions are key aspects of this discussion.

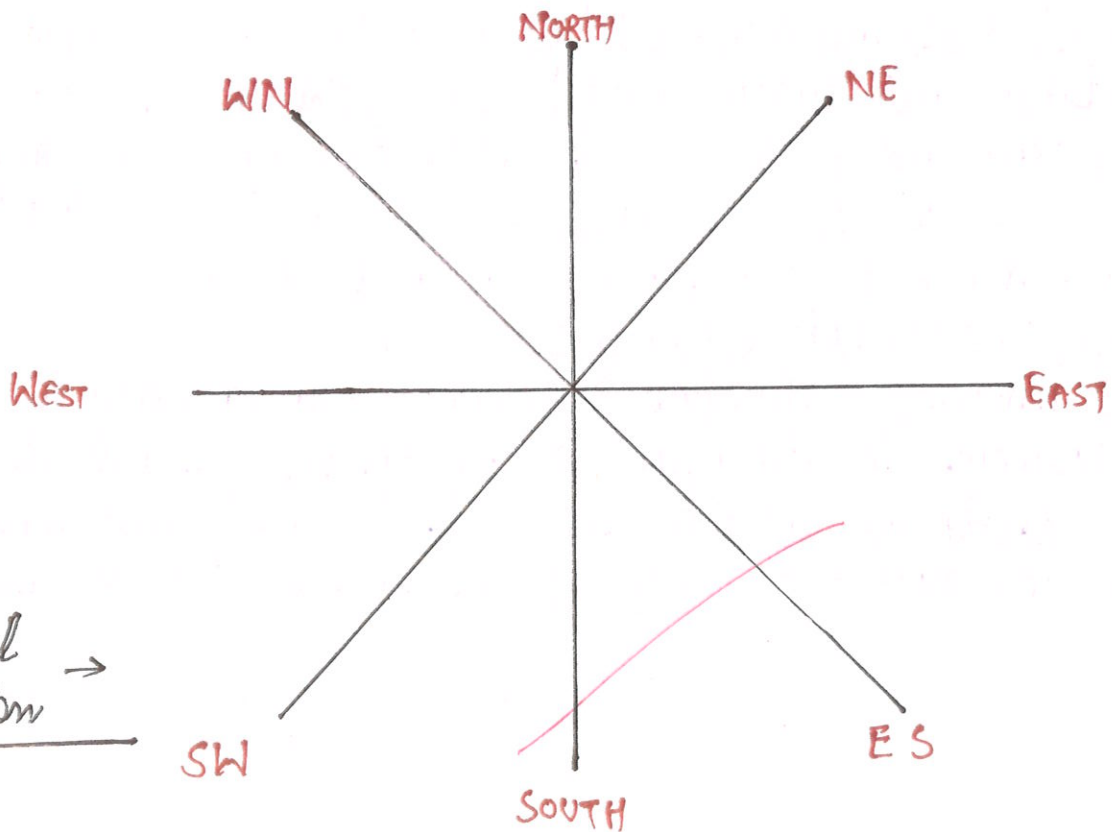
The chapter not only imparts knowledge about these celestial motions but also emphasizes their profound impact on Earth's geography, climate, and the distribution of sunlight. Concepts like the equator as the line that receives equal day and night throughout the year are presented, fostering a comprehensive understanding of Earth's spatial dynamics.

In essence, Chapter 3 serves as a gateway to appreciating the intricate dance of our planet through space, shedding light on the celestial choreography that governs the cycles of day, night and seasons.

Chapter - 4
Maps



Compass



Cardinal Direction →

CHAPTER - 4

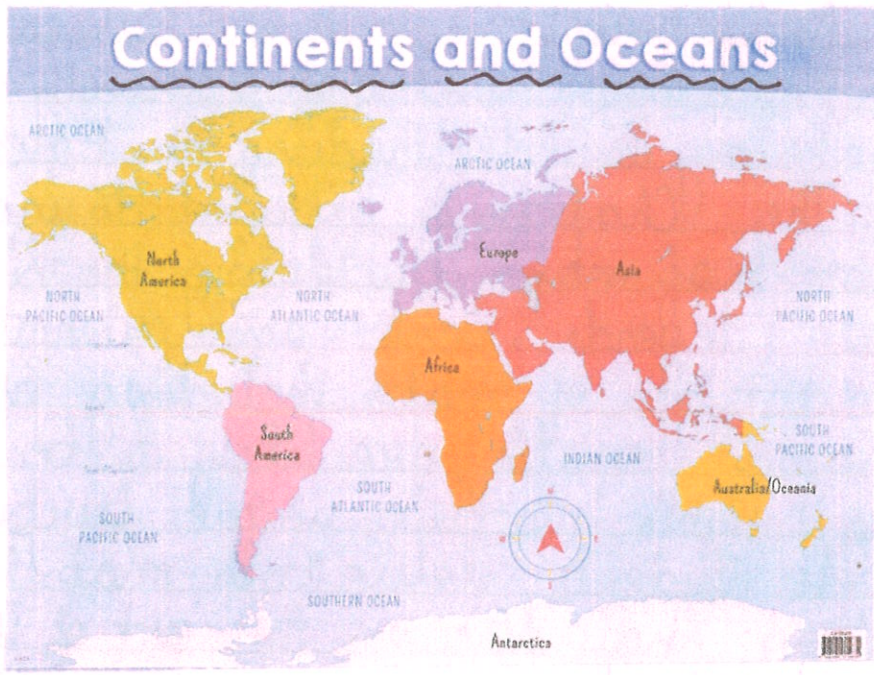
Its focus is likely to shift towards the intricate world of maps. This fundamental aspect of geography serves as a virtual gateway to understanding the Earth's surface. The Chapter is expected to unravel the components of maps, elucidating the significance of symbols, legends, scale, and orientation.

Different types of maps, including physical, political and thematic, are likely to be explored, providing insights into their unique purposes.

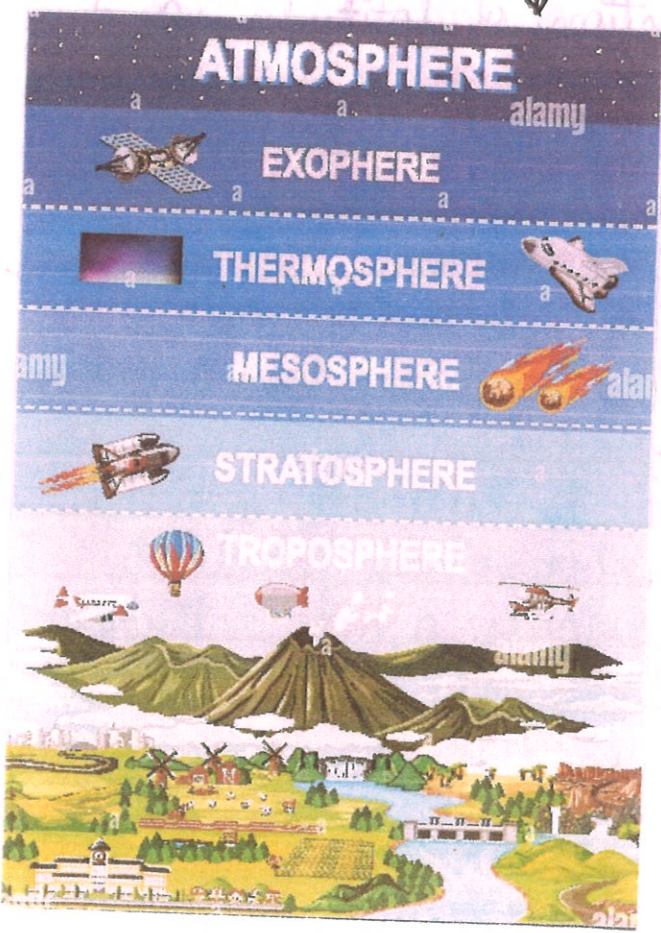
As students delve into map reading skills, they may discover the art of interpreting symbols, deciphering colours, and grasping the importance of scales in accurate representation. The introduction of latitude and longitude lines on maps could play a pivotal role, aiding students in precise location identification. Depending on the depth of coverage, the concept of map projection might be introduced, offering a glimpse into how our three-dimensional Earth is depicted on a two-dimensional surface.

Overall, the chapter is poised to cultivate a foundation understanding of maps, empowering students with the ability to navigate and interpret the visual language of geography.

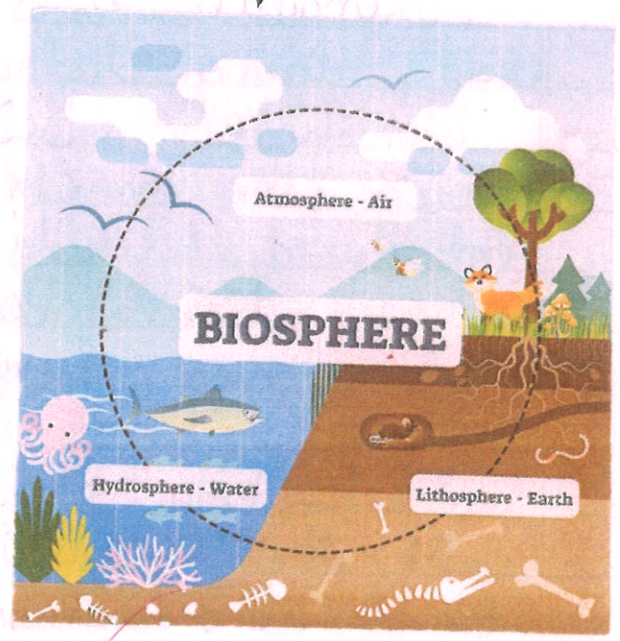
Chapter - 5 Major Domains of Earth



LAYERS OF ATMOSPHERE



BIOSPHERE



CHAPTER - 5

This is a factual exploration of fundamental components that shape our planet. This Chapter introduces students to the major domains of the Earth: Lithosphere, atmosphere, hydrosphere and biosphere.

Lithosphere section likely covers the Earth's solid outer layer, presenting insights into continents, oceans and landforms. Discussions on plate tectonics and Earth's crust may provide a foundational understanding of lithosphere's dynamic nature.

Moving to the atmosphere, layers of Earth's gaseous envelope, climate, and weather patterns are likely explored, showcasing the interconnected systems that influence our environment.

The hydrosphere segment is expected to delve into Earth's water bodies, encompassing oceans, seas, rivers and lakes. Concepts such as water cycle may be introduced to illustrate the dynamic movement of water across the planet.

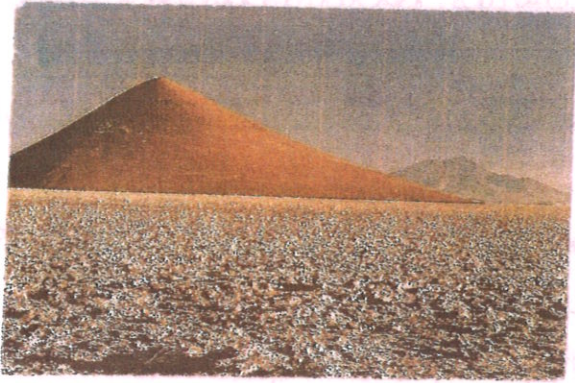
The biosphere section probably focuses on living organisms and their intricate relationships with the environment.

This may involve ~~exploration~~ ecosystem, biodiversity, and the delicate balance between various species.

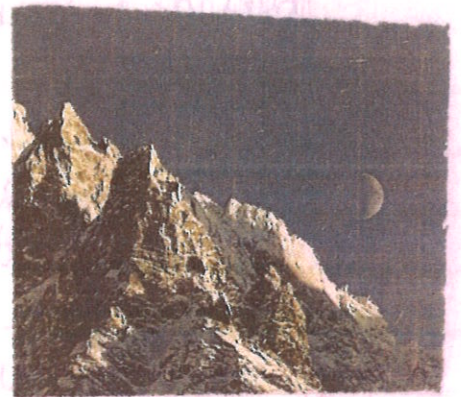
Throughout the Chapter, the interconnectedness of these major domains is likely emphasized, demonstrating how the lithosphere, atmosphere, hydrosphere and biosphere collectively contribute to Earth's intricate and interdependent system.

Overall, Chapter 5 serves as a comprehensive guide to understanding the major domains that shape the Earth's structure and functions.

Chapter - 6 Major Landforms of the Earth



Plateau



Mountain



Plains

CHAPTER - 6

This Chapter embarks on a journey to explore and elucidate the diverse topographical features that shape our planet. The Chapter introduces young learners of major landforms, including mountains, plateaus and plains. Its success is contingent on the depth of coverage for each landform, ensuring a solid foundation for student's geographical knowledge.

The clarity of explanation is paramount, given the age group, and the use of visual aids becomes a crucial element in enhancing comprehension. The Chapter's engagement level is a key factor in sustaining the interest of young minds, making the content not only informative but also captivating.

Connecting seamlessly with previous chapters, Chapter 6 is expected to build on foundational concepts. The inclusion of real-world examples or case studies brings a practical dimension, highlighting the geographical significance of major landforms and illustrating their impact on ecosystems and human activities.

Ultimately, the Chapter's success is measured by its educational impact, striving to instill in class 6 students a holistic understanding of major landforms that shape the Earth's surface. Through critical analysis, educators can identify strengths and potential enhancements to refine the effectiveness of this educational resource.

The language's accessibility is a vital consideration, ensuring that the content accommodates diverse learning styles.



Chapter - 7 Our Country - India

[Faint handwritten notes in pink ink, mostly illegible.]



Coral Islands →



CHAPTER-7

This offers a comprehensive exploration of India, delving into its diverse geographical, climatic and cultural facets. The chapter begins with an introduction to the country, its significance and geographical features. A detailed examination of India's physical attributes follows, including mountains, rivers, plateaus, and plains, with special attention given to iconic features like the Himalayas and Ganges. The chapter also explores India's cultural richness, emphasizing its diverse people, languages and traditions. Economic activities, including agriculture and industries, are briefly covered.

The Chapter likely integrates map exercises, facilitating a spatial understanding of India's geography.

Finally, environmental issues facing the country, such as pollution and conservation efforts, may be touched upon, encouraging an awareness of the challenges India faces in maintaining a balance between development and environmental sustainability.

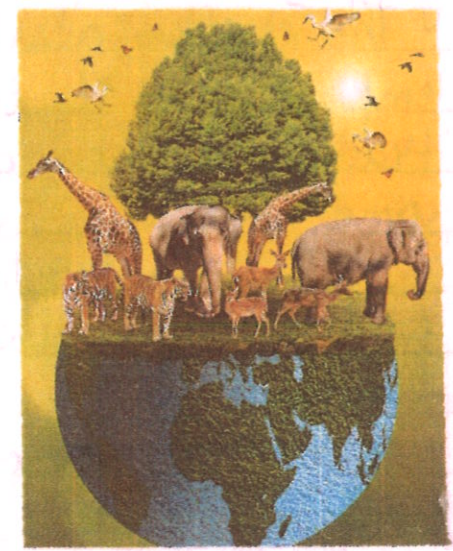
Overall, Chapter 7 provides a holistic overview of India, fostering an appreciation for all its geographical, cultural and economic diversity.

Chapter - 8

INDIA → Climate, Vegetation and Wildlife

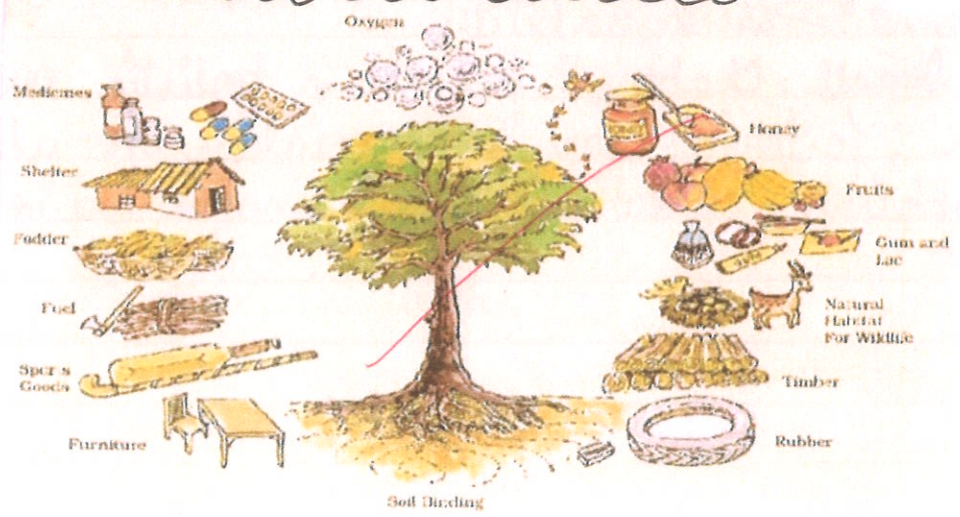


Tropical Rain forest



Wildlife

USES OF FORESTS



CHAPTER - 8

This Chapter delves into the diverse environmental features of India. It begins with an exploration of India's varied climate zones, discussing the factors

influencing weather patterns and the distinct characteristics of different regions. The focus then shifts to natural vegetations, covering forests, grasslands, and other plant life found across the country. Additionally, the Chapter probably addresses the wildlife diversity in India, highlighting various species, their habitats, and the importance of conservation.

Throughout, the content likely emphasizes the interconnectedness of climate, vegetation, and wildlife, providing young learners with a holistic understanding of India's environmental richness.

STRENGTH

• CLEAR EXPLANATIONS :→

The book provides straightforward and easy-to-understand explanations of complex geographical terms and provide clear concepts.

• VISUAL AIDS :→

It incorporates effective visual aids, such as maps and illustration, enhancing comprehension and spatial understanding.

• REAL-WORLD RELEVANCE :→

The content connects theoretical concepts to real world scenarios, making geography more relatable and engaging.

• STRUCTURED PROGRESSION :→

The book follows a logical and incremental structure starting with foundational concepts and progressing to more advanced topics.

• INTERACTIVE ACTIVITIES :→

Interactive exercises and activities are included, promoting active engagement and reinforcing learning through practical applications.

WEAKNESS

- SUPERFICIAL COVERAGE :->

The book may provide limited in-depth information on some topics.

- SPARSE [INSUFFICIENT] EXAMPLES :->

Insufficient examples could hinder practical application of concepts.

- COMPLEX LANGUAGE :->

The use of complicated language might be challenging for class 6 students.

- LACK OF INTERACTIVITY :->

Few interactive activities may limit hands-on learning experiences. It could diminish the opportunities for students to apply their knowledge actively.

- REGIONAL FOCUS :->

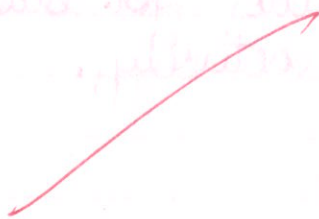
If the book overly focuses on specific regions, it might neglect the diversity of geography worldwide, limiting students' global perspective.

- OUTDATED INFORMATION :->

If the content lacks updates on recent information, it may not accurately reflect the current state of the world, especially in a subject like Geography that is subject to change.

State	Capital	Union Territory	Capital
Andhra Pradesh	Hydrabad	Andaman and Nicobar Islands	Port Blair
Assam	Dispur	Chandernagor	Chandernagor
Bihar	Patna	Dadra & Nagar Haveli	Daman
Chhattisgarh	Raipur	Lakshadweep	Kavaratti
Goa	Panaji	Pondicherry	Pondicherry
Gujarat	Gandhinagar	National Capital Territory of Delhi	Delhi
Haryana	Chandigarh	Parent & Reunion	St. Denis
Himachal Pradesh	Shimla	Port Blair	Port Blair
Jharkhand	Ranchi	Port Blair	Port Blair
Karnataka	Bengaluru	Port Blair	Port Blair
Kerala	Thiruvananthapuram	Port Blair	Port Blair
Madhya Pradesh	Bhopal	Port Blair	Port Blair
Madhpradesh	Bhopal	Port Blair	Port Blair
Manipur	Imphal	Port Blair	Port Blair
Meghalaya	Shillong	Port Blair	Port Blair
Mizoram	Aizawl	Port Blair	Port Blair
Nagaland	Kohima	Port Blair	Port Blair
Odisha	Bhubaneswar	Port Blair	Port Blair
Punjab	Chandigarh	Port Blair	Port Blair
Rajasthan	Jaypore	Port Blair	Port Blair
Sikkim	Gangtok	Port Blair	Port Blair
Tamil Nadu	Chennai	Port Blair	Port Blair
Telangana	Hydrabad	Port Blair	Port Blair
Uttarakhand	Dehradun	Port Blair	Port Blair
Uttar Pradesh	Lucknow	Port Blair	Port Blair
Tripura	Agartala	Port Blair	Port Blair
West Bengal	Kolkata	Port Blair	Port Blair

Last Page



CONCLUSION

In Conclusion, the class 6 geography textbook from NCERT stands as a commendable educational tool. It successfully navigates the challenging terrain of introducing young minds to intricate discipline of geography. The chapters unfold progressively, ensuring a logical flow of information. While the inclusion of interactive elements and visual aids enhances the learning experience, continual efforts to diversity examples and maintain a delicate balance in complexity will further amplify the textbook's effectiveness.

Overall, this textbook lays a solid groundwork for students geographical education, fostering a curiosity and appreciation for the world around them.

REFERENCE

- * NCERT Book of Class 6 Geography
- * Allinone Social Science Reference Book Class 6
- * Google Scholar
- * ERIC (Education Resources Information Center)
- * National and International Educational Organizatio
 - UNESCO
 - OECD Education
- * Objectives of NCERT by Google Scholar.



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SCHOOL OF EDUCATION


B.Ed.

STUDENT REFLECTIONS

M. Marks : 4

Through my exploration of NCERT Geography class 6 Book, I have gained a comprehensive understanding of its content and educational objectives. The chapters on the Solar System, Latitudes and longitudes, and Earth's motions serve as fundamental building blocks, introducing key concepts in an accessible manner. The book's strengths, including clear explanations, visual aids, and real-world relevance, enhance the learning experience making geography engaging for young learners. Simultaneously, the identified weaknesses, such as potential superficial coverage and the need for more interactive elements, offer insights into areas that could be improved for a more holistic educational approach. The reflective writing model provided demonstrates a structured way to express personal experiences with the book. This discussion has equipped me with a critical mindset, enabling me to evaluate educational resources effectively, recognize strength and weakness and appreciate the nuances of learning process. This sessional gave conceptual knowledge about basic truis of Geography.

Thank You 😊



Student Teacher


Supervisor

Sessional Work

SESSIONAL WORK

SESSIONAL - WORK

CONTENT

- ✓ Introduction
- ✓ Historical Timeline of NCF
- ✓ Curriculum Group of NCFSE 2000
- ✓ Pillars of NCFSE 2000
- ✓ Chapters of NCFSE 2000
- ✓ Conclusion
- ✓ Evaluation
- ✓ References



National Curriculum Framework



MIER COLLEGE OF EDUCATION

PRESENTED BY: Sonia Chaudhary
ROLL No: 2201001

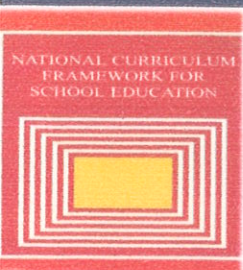
COURSE CODE: MED-306

COURSE TITLE: Secondary and Higher Secondary Education: Curriculum, Pedagogy & Assessment

TOPIC: Provision of Secondary & Higher Secondary Education in National Curriculum Framework (NCF) 2000

SUBMITTED TO: Dr. Bindu Dua

NATIONAL CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION (NCFSE 2000)



INTRODUCTION

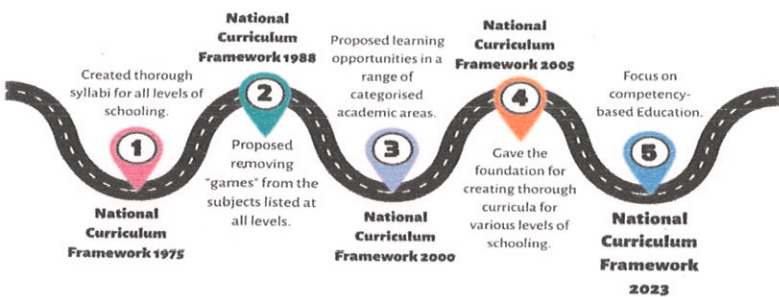
- ❖ National Curriculum Framework is a set of standards and guidelines for what students should learn and experience in each subject and grade level.
- ❖ Developed by the National Council of Educational Research and Training (NCERT) in collaboration with educational experts and stakeholders.
- ❖ NCFSE 2000 is one of the several National Curriculum Frameworks, each representing a revision and update of the previous frameworks.
- ❖ Rooted in the recommendations of NPE 1986 (revised POA 1992).



National Curriculum Framework : A Guide

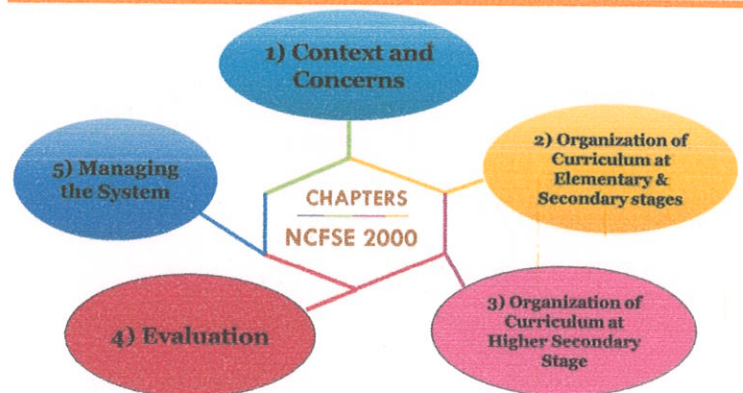
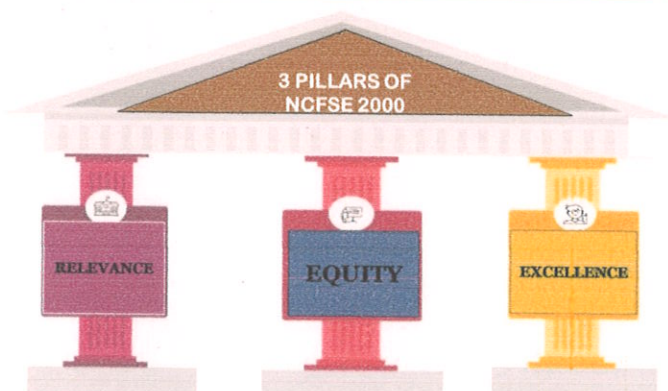
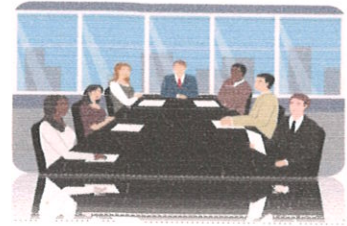


EVOLUTION OF NATIONAL CURRICULUM FRAMEWORKS: A HISTORICAL TIMELINE



CURRICULUM GROUP

- Prof. J.S. Rajput (**Chairman**)
- Prof. R.D. Shukla
- Prof. Rajendra Dixit
- Prof. (Mrs.) S. Sinha
- Prof. K.K. Vashishtha
- Prof. O.S. Dewel
- Prof. V.K. Raina (**Convener**)



CHAPTER 1: Context and Concerns

Real education has to draw out the best from the boys and girls to be educated. This can never be done by packing ill-assorted and unwanted information into the heads of the students. It becomes a dead weight crushing all originality in them and turning them into mere automata.

- Mahatma Gandhi (Harijan, 1 Dec 1933)

CONTEXT

- Socio-cultural context
- School Education scenario
- Curriculum Development

CURRICULAR CONCERNS

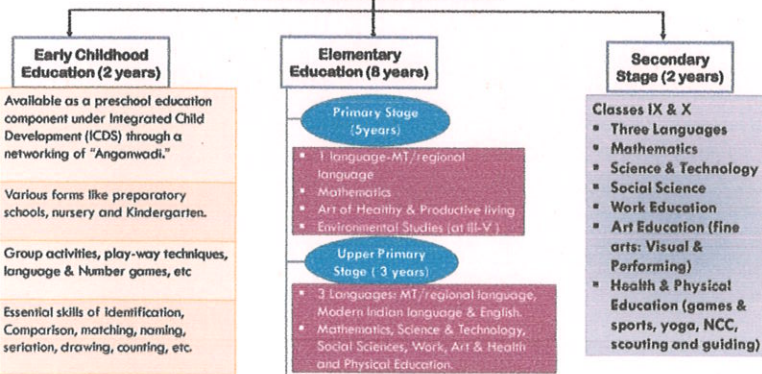
- Education for a Cohesive society.
- Strengthening national identity & preserving cultural heritage.
- Integrating Indigenous knowledge and India's contribution to Mankind.
- Responding to the impact of globalization.
- Meeting the challenges of ICT.
- Linking education with life skills and many more.

CHAPTER 2: Organization of Curriculum at Elementary and Secondary Stage

❖ School education in the present scenario has to have the main thrust on:

- Value Education
- Common Core Components
- Indigenous Curriculum
- The Minimum Levels of Learning (MLLs)
- Ensure equity, health, peace & prosperity by eliminating poverty, ignorance, ill-health, casteism, etc.
- Use of ICT.
- Provide broad-based general education up to the secondary stage.
- Emphasize the skill of "learning how to learn."
- Nurturance and sustenance of multiple talents and creativity.

SCHEME OF STUDIES



❖ INSTRUCTIONAL STRATEGY

- Involve observation, collection of materials & information, demonstration & experimentation, project assignment, field works, visits to museums, fairs, industrial units and places of historical importance. Playing games, participation in community, role-playing, dramatization, discussion, debate, problem-solving, discovery learning, creative writing, supplementary reading, etc.
- Encourage self-study skills through library use and resource centers is essential.

❖ MEDIUM OF INSTRUCTION

- Mother tongue is the preferred medium of instruction for all stages of school education.
- Mentioned two cases:

- 1) For learners whose MT is also the regional or state language, it should ideally remain the medium of instruction throughout all levels of schooling or at least until the end of the elementary stage.
- 2) In the case of students with a different mother tongue than the state or regional language, the regional language may be adopted as the medium of instruction starting from the third standard onwards.

❖ INSTRUCTIONAL TIME

- Ensure a minimum of 180 instructional days per year.
- Preschool to operate for 3 hours daily, primary school for 5 hours (4 hours for instruction).
- Upper primary and secondary schools for 6 hours (5 hours for instruction).
- Class period of 40 min.

❖ OPEN LEARNING SYSTEM

- OLS is now established at school and university levels, both at the national (National Open School) and state levels (States Open School).
- The mission is to bring education to learner's doorsteps, enhance social equality, provide flexibility, reaching the unreached and aid in universalization of elementary education.
- Open learning offers structured flexibilities surpassing conventional formal systems by utilizing ICT including computers, radio, television broadcast, satellite-based communication technologies.

CHAPTER 3: Organization of Curriculum at Higher Secondary Stages

1) CONTEXT

- ❖ Higher Secondary Stage is deemed a period of utmost challenges.
- ❖ A stage of transition from Adolescence to Youth.
- ❖ Aim for access, equity and excellence in higher secondary stage of education.
- ❖ Diversification of Courses.
- ❖ Flexibility in content and Duration.

2) SEMESTERISATION

- Aims at enhancing educational standards through convenient learning units.
- Facilitates modernization, flexibility in course choices and improvement in teaching and learning methods.

❖ Credits

- Modeled on semester pattern.
- Credits based on workload and time commitment.
- Indicate contact hours per week (lectures, tutorials, seminars).
- One credit = 50-60 min class + 2-3 hours weekly home study.
- Lab/field study: One credit = 2-3 hours work per week.
- Students earn credits by meeting criteria: Attendance requirements, minimum marks in internal and external examinations.

- 3) Curriculum Organization : Post common program of studies, curriculum organizes into
*Academic &
*Vocational streams

4) Academic Stream Objectives

- Expose learners to higher knowledge levels across disciplines.
- Introduce diverse methods of data processing and information collection.
- Prepare students for societal changes driven by science, technology and informatics.
- Assist in exploring interests and aptitudes for informed career choices.

5) Scheme of Studies

- ❖ The curriculum at this stage will comprise:
 - Foundation courses: Language & Literature, work education, Health & Physical Education, Games & Sports.
 - Elective courses: include Modern Indian languages and their literature, Sanskrit & its literature, Classical languages & their literature, English (Academic & Specialized), Other Foreign languages, Physics, Chemistry, Biology, Mathematics, Computer Science, Geology, Political Science, History, Economics, Sociology, Psychology, Philosophy, Fine Arts, Sculpture, Vocal Music, Home science, Accountancy, Business Studies, Engineering, Drawing, etc.

6) Instructional Strategy

- Adopting new and dynamic techniques, including electronic media.
- Inculcating curiosity, encouraging self-study, and nurturing problem-solving abilities.
- Emphasizing learning over teaching.
- Integrating seminars, tutorial assignments, problem solving sessions, group discussions, laboratory work, project work and home study.

CHAPTER 4: Evaluation

SECONDARY STAGE	HIGHER SECONDARY STAGE
<ul style="list-style-type: none"> No pass or fail. 	Prepares students for tertiary education and life, organized into 4 semesters based on the credit-system.
<ul style="list-style-type: none"> Emphasis on diagnosis and remediation. 	First three semester exams are school based, fourth conducted by board, providing flexibility for credit earning.
<ul style="list-style-type: none"> Mastery level focus; periodic assessment via criterion reference tests. 	Tutorials introduced, integral to the final evaluation scheme.
<ul style="list-style-type: none"> Student performance graded on a 9-point scale using absolute grading. 	Emphasis on mastery level learning through criterion reference testing at the school level, Board focuses on Norm-referenced testing.
<ul style="list-style-type: none"> Co-scholastic areas assessed with observation, checklist and 5-point grading. 	Performance in school-based exams graded on a 9-point scale using absolute grading.
<ul style="list-style-type: none"> Maintain cumulative record cards for individual students. 	Co-scholastic areas assessed by schools using 5-point direct grading, recorded semester wise.
<ul style="list-style-type: none"> Portfolios include self-appraisal, peer evaluation and cumulative report cards. 	Third semester grades for scholastic and co-scholastic areas, Fourth semester grades only for co-scholastic areas conveyed to Boards for transcript inclusion. Opportunity for grade improvement provided.

7) Instructional Time

- Ensure a minimum of 180 instructional days per year after accounting for evaluation activities, tests, exams and school functions.
- Allocate roughly 60% of instructional time to elective subjects and reserve 40% for foundation courses.

8) VOCATIONAL STREAM

- NPE 1986 aimed for 25% enrollment in vocational courses by 1995, but reached only 5%.
- Vocational stream for skilled manpower with entrepreneurial skills and competencies.
- Emphasizes the need for high-priority vocational education at the higher secondary stage to meet emerging challenges.

CHAPTER 5: Managing the System

Uniform implementation of common education structure.

Emphasis on a two-year school readiness pre-school program.

Development and introduction of new instructional packages including textbooks and multimedia materials.

Effective teacher preparation and orientation, along with orientation of other educational functionaries and the community.

Strengthening the managerial and technical support system at all levels of education.

Continuous monitoring and introduction of corrective, remedial and enrichment measures in curriculum implementation through educational management at all levels.

CONCLUSION

In essence, NCFSE 2000 emerges as a foundational guide, impactful in shaping secondary and higher secondary education. Its collaborative and dynamic approach, coupled with provisions tailored for these stages, underscores a commitment to fostering relevance, equity and excellence. Its insightful chapters focus on providing student-centered learning experiences. Thus, NCF 2000 paves a way for a holistic educational experience. As we acknowledge its impact, it is essential to recognize the framework's enduring significance in steering education towards excellence, adaptability and inclusivity.

EVALUATION

1. NCF stands for
 - a) National common framework
 - b) National circular framework
 - c) National curriculum framework
 - d) National criteria framework
2. In which year was NCF not published?
 - a) 2000
 - b) 2005
 - c) 2001
 - d) 1988
3. What are the three pillars of NCF 2000?
 - a) Inclusivity, Flexibility and Equity
 - b) Relevance, Equity and Excellence
 - c) Affordability, Rigidity and Competence
 - d) Conformity, Uniformity and relevance
4. What is the recommended duration of instructional time for secondary schools according to NCF 2000?
 - a) 3 hours a day
 - b) 4 hours a day
 - c) 5 hours a day
 - d) 6 hours a day
5. What is the primary emphasis of NCF 2000 for school education concerning "Minimum Levels of Learning"?
 - a) Uniform standards for all learners
 - b) Encouraging rote memorization
 - c) Setting a baseline for essential learning outcomes
 - d) Exclusively focusing on advanced learners

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Thank you!

REPORT

This report presents an overview of the sessional work assigned by my esteemed teacher Dr. Bindu Dua which is a presentation project. First of all, she provided an insightful and comprehensive orientation regarding the sessional work of Course code MED-306 'Secondary and Higher Secondary Education: Curriculum, Pedagogy and Assessment' on 7 December, 2023. Dr. Bindu Dua meticulously assigned topics to each student, ensuring a diverse exploration of the curriculum. I was assigned the topic "Provision of Secondary & Higher Secondary Education in National Curriculum Framework 2000", a pivotal aspect of educational development in our country. Then Dr. Bindu Dua provided detailed guidelines & expectations for the presentation, empowering us to tailor our approach while adhering to the core objectives. She emphasized the importance of thorough research, credible sources & coherent organization of content. She also encouraged us to incorporate additional insights and perspectives into our presentations, fostering creativity and critical thinking. Additionally, she outlined clear assessment criteria which included content accuracy, presentation style, use of visual aids & audience engagement.

As I delved into the preparation for my presentation work on the topic "Provision of Secondary & Higher Secondary Education in National Curriculum Framework (NCF) 2000", I embarked on an enriching research journey. I initiated my work by heading to the library where I explored an extensive collection of books related to the topic. In addition to the physical library resources, I ventured into reputable online resources, particularly assessing the original document of NCF-2000. This document proved to be a treasure trove of information offering insights into its various provisions regarding school education. Regarding topics, I narrowed my focus to its recommendations for secondary and higher secondary education only. Through thorough examination, I gained an understanding of the various recommendations provided for secondary and higher secondary education by NCF 2000. During my preparation phase, Dr. Bindu Dua emphasized the significance of comprehensively understanding and analyzing the recommendations outlined in the National Curriculum Framework 2000 (NCF-2000). She underscored the importance of delving beyond surface-level comprehension and critically evaluating the implications of these recommendations for educational practice. Additionally, Dr. Dua stressed the need to identify key themes and overarching principles embedded within the framework, guiding my exploration and interpretation of its content. To maintain a coherent structure for my presentation I organized my notes into different sections, mirroring the 5 chapters of NCF 2000. Each chapter delved into the different aspects of curriculum development with the first addressing contextual concerns and subsequent chapters focusing on the organization of curriculum at various educational stages. This helped me to build a logical flow of information ensuring that my presentation convey a comprehensive review of its provisions. During the preparation phase, I sought guidance & feedback from my teacher, who proved to be a valuable mentor throughout the process. She encouraged me to explore primary sources. Her valuable insights and constructive

feedback helped me fine-tune my content and ensured that I remained on track with my presentation objectives.

After the completion of my preparation phase, I confidently presented my findings to the entire class, drawing upon the insights gleaned from Dr. Bindu Dua's guidance and my own research efforts on 13 February, 2024. The presentation was a culmination of my rigorous preparation and a sincere commitment to delivering a compelling discourse on the National Curriculum Framework 2000. I was given 2 months for the preparation. Following the presentation, I submitted a comprehensive report detailing my research findings, analysis and reflection on the topic on 20 February, 2024.



REFLECTION

I, Sonia Chaudhary, a student in the third semester of the M.Ed. program under Roll no. 2201001, wants to delve into the reflective waves of the sessional work titled "Provision of Secondary and Higher Secondary Education in NCF 2000" which comes under the Course code MED-306 named "Secondary and Higher Secondary Education: Curriculum, Pedagogy and Assessment." Our esteemed teacher in-charge of the subject is Dr. Bindu Dua.

As I reflect on my journey throughout the sessional work titled "Provision of Secondary and Higher Secondary Education in NCF 2000," I am reminded of the growth and learning that I have experienced. Initially, when I was assigned this topic by my teacher, I felt both excited and nervous. I wanted to learn more about this important topic, but at the same time I also worried about how to tackle it. Throughout this experience, I felt motivated by the significance of the topic and the invaluable guidance & support provided by my teacher Dr. Bindu Dua, which further enhanced my learning. However, fueled by a sense of curiosity and determination, I started the journey of preparing for the presentation. I encountered various challenges along the way, including the vastness of the topic i.e 142 paged long document of NCF 2000 and the need to navigate through dense document. Yet, these challenges served as catalysts for my personal growth and development. Throughout the preparation phase, I was motivated by the prospect of gaining a deeper understanding of recommendations for curriculum development of secondary and higher secondary education. In the process, I upgraded my research skills, critical thinking abilities, and presentation techniques. I learned to sift through vast amounts of information, identify key themes, and articulate complex ideas in a clear and concise manner.

As the day of the presentation drew near, I tried to work as hard as I can. On the day of the presentation standing before my classmates & teacher, I felt a sense of pride and accomplishment. The journey from initial apprehension to confident delivery underscored the growth and transformation that had occurred within me. It nurtured my communication skills, enabling me to convey complex ideas with clarity and poise. I honed my speaking skills and became better at it. Now I do not get tensed about speaking in front of everyone. Moreover, receiving positive feedback and engaging in insightful discussions further reinforced the significance of the topic and the value of my efforts. Looking ahead, I recognize the enduring significance of understanding curriculum development at secondary and higher secondary education. The insights gained from this assignment will undoubtedly shape my future practice as an educator.

Beyond the academic aspect, I realized the importance of pushing beyond my comfort zone and embracing challenges to foster personal growth. All the new things I learnt, experienced and gained will be very beneficial for me in future. It has really taught me what I undoubtedly needed to learn and develop as a part of my lifelong learning, personal growth, teaching profession and my own life's

philosophy. Now I feel confident enough in all situations and will work in the future as a teacher in whether it be designing curriculum, advocating for educational reform, or fostering dialogue within the educational community, the lessons learned from this experience will continue to inform my professional journey. In future I will try to teach my student what I learned from my teacher. Overall, it was a great experience.

The significance of the topic and the unwavering support of my teacher Dr. Bindu Dua played instrumental roles in inspiring me to overcome obstacles and deliver a memorable presentation. I hold Dr. Bindu Dua in the highest regard, cherishing her inspiring and enjoyable lessons that have motivated and guided me. Greatful for your relentless efforts and support, I extend my heartfelt thanks. You have not only enriched my knowledge but also empowered me with the essential skills for future endeavours. This experience has left an indelible mark on my academic journey, fueling my passion for learning and empowering me to take on future challenges with confidence and enthusiasm. At last, I feel confident enough to say that it was a journey filled with self-discovery, motivation and transformation. It is a life-long investment for me.

Expository Writing

NAME: Sonia Chaudhary

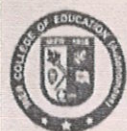
Roll No. 2201001

SUBJECT: Expository
& Academic
Writing

COURSE CODE:

MED-308





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

SCHOOL OF EDUCATION

SESSIONAL WORK

COURSE NO. MED-308

(EXPOSITORY AND ACADEMIC WRITING)

NAME: *Sonia Chaudhary*

ROLL NO: *2201001*

SEMESTER: *III*

SESSION: *2022-24*

I N D E X

NAME: Sonia Chaudhary STD.: M.Ed. SEC.: _____ ROLL NO.: 2201001 SUB.: _____

S. No.	Date	Title	Page No.	Teacher's Sign / Remarks
1.		Activity 1: Five Sentences	1-4	
2.		Five small paragraphs	5-10	
3.		Process Essay	11-16	
4.		Diary Entry	17-21	
5.		Short story	21-24	
6.		Letter of Recommendation	25-29	
7.		References in APA 7th edition style	31-36	
8.		Notice	37-39	
9.		Critical Analysis of a research paper.	41-47	
10.		Reflection	49-55	

ACTIVITY-4

DIARY
ENTRY



Monday, 18 March, 2024

10:30 P.M.

Dear Diary,

Today I am filled with a sense of pride and gratitude as I reflect on a significant milestone in my academic journey. It is a moment that I will cherish forever — the moment when I was honoured with the title of "Best student in Academics - Rank 1" in my B.Ed. program.

It all began with a passion for learning and a commitment to excellence. Throughout my B.Ed. program, I dedicated myself wholeheartedly to my studies, driven by a desire to acquire knowledge and make the most of every opportunity that came in my way. I immersed myself in my coursework, seeking to grasp its intricacies. As the academic year drew to a close, the anticipation and nervous excitement mounted. When the final results were announced, I was overwhelmed to learn that I had achieved the Rank 1 and topped it. This sense of achievement was further magnified when I was honoured with the title


and award along with certificate during the award distribution ceremony on 23 August, 2024. Surrounded by my peers, teachers and esteemed guests, I felt a profound sense of validation and recognition for my academic endeavors. The ceremony was a memorable occasion, marked by speeches, applause & moments of celebration. I stood on the stage, humbled and grateful, as I received the certificate and award from the Chief guest, Prof. Rahul Gupta, a symbol of culmination of years of effort & determination. In that moment, I couldn't help but reflect on the journey that had led me to this point - the late nights spent studying, challenges overcome & the support of my teachers, friends & family. Today, as I hold the award in my hands, I am reminded of the responsibility that comes with academic excellence. And as I look to the future, I am filled with excitement & anticipation for the opportunities that lie ahead. Now I feel that it is not just a personal achievement but a commitment to continue striving for excellence, inspire others &

With gratitude and Determination,
Sonia.

ACTIVITY-5

SHORT
STORY





The Climbing Spirit

In a lush forest, where the trees whispered secrets and the river sang melodies, there lived a young squirrel named Simba. Simba was known throughout the forest for his boundless energy and adventurous spirit.

One day, while exploring the depths of the forest, Simba stumbled upon a towering tree unlike any he had ever seen before. Determined to reach the top, he began his ascent, leaping from branch to branch. But as he climbed higher and higher, the branches grew thinner & the climb became increasingly challenging. Just as Simba reached the top, a sudden gust of wind sent him tumbling down to the forest floor below. Bruised and shaken, Simba lay amidst the fallen leaves, his dreams of reaching the top of the tree shattered. But despite the setback, Simba refused to give up. With grit and determination, he dusted himself off and began his ascent once more.

Day after day, Simba returned to

The towering tree, each time pushing himself further than before. He stumbled and fell countless times but with each fall, he learned valuable lessons about resilience and perseverance. Finally, after weeks of relentless effort, Simba reached the top of the tree, his heart swelling up with pride and triumph. As Simba descended from the tree, he was greeted by a chorus of cheers from his fellow forest creatures who had watched in awe as he conquered the seemingly insurmountable challenge. And as they celebrated his victory, Simba knew that he had achieved something far greater than reaching the top of a tree. He had proven that with perseverance & determination, anything was possible.

MORAL OF THE STORY.

The story teaches us the importance of perseverance in the face of adversity. No matter how difficult the climb may seem, with perseverance, we can overcome any obstacles & achieve our goals.

"Perseverance conquers all".

ACTIVITY—6

LETTER
OF
RECOMMENDATION



RECOMMENDATION LETTER



March 25, 2024

Admission Office
Chandigarh University
12, B College road
B.C. Road, 151401

Dear Admission Committee

I am writing to recommend Ms. Harleen Kour for your PhD program in Education. I am a professor of Education at Jammu University for over 16 years and I specialize in Educational Testing and Evaluation. Ms. Harleen Kour was my student for two years before she got her master's degree in Education from Jammu University. As a student, she always possessed a curious mind and eagerness to learn.

During her time as a student in my classes, Ms. Kour consistently stood out for her critical thinking skills, analytical abilities & innovative approaches to solving complex educational issues. Her contributions to classroom discussions were thought-provoking

reflecting a deep understanding of theoretical concepts and their practical applications.

In addition to her academic prowess, Ms. Kaur has actively engaged in research projects & scholarly activities, demonstrating her commitment to advancing knowledge in the field of education. Her research interests which include educational technology, curriculum development & inclusive education, are indicative of her desire to address pressing educational challenges & make meaningful contributions to the field.

Beyond her academic achievements, Ms. Kaur possesses exemplary interpersonal skills, a strong work ethic and a collaborative mindset that makes her a valuable asset to any academic community. She is highly respected by her peers & faculty members alike & her positive attitude and willingness to help others have earned her the admiration of her colleagues.

So, I have no doubt that Ms. Harleen Kaur possesses the intellectual curiosity, academic ability & personal

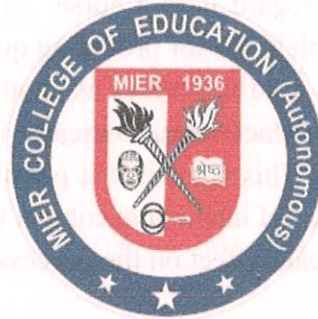
PhD program. I wholeheartedly recommend her for admission and am confident that she will make significant contributions to your institution's academic community.

Thank you for considering Ms. Kaur's application. Please do not hesitate to contact me if you require any further information.

Yours sincerely
Dr. Sonia Chaudhary
Deputy Head
School of Education,
Jammu University.
Jammu, India.

Synopsis

USAGE OF MOODLE AND CANVAS AS A PLATFORM FOR E-LEARNING COURSES BY STUDENTS ENROLLED IN HIGHER EDUCATION INSTITUTIONS



SYNOPSIS

(COURSE CODE : MED -206)

**SUBMITTED TO THE MIER COLLEGE OF EDUCATION (AUTONOMOUS)
UNIVERSITY OF JAMMU**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF EDUCATION**

SUPERVISOR

**Dr . Mool Raj
Associate Professor**

INVESTIGATOR

**Ishang Sharma
Roll No . 2101016
M.E.d Sem II**

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

JAMMU - 180001

SESSION – (2021–2023)

INTRODUCTION

Modern age is the age of Science. Every aspect is deeply impacted by science; some regard it as a boon while others regard it as a curse . During Covid-19 , all the institutions preferred E- learning as a platform for providing quality education with Efficacy.

The Web-based learning is used nowadays as another option to the traditional system of Education (Face -to-Face). Infact, its use increases in a direct proportion with the increase of the number of students. This has made it possible for the educators to exert a lot of effort to help the learners to get interactive content that is full of multimedia as it has been proven that it has a significant effect on the process of learning.

E-Learning

E-learning, can be also termed as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, E-learning is defined as “learning that is enabled electronically”. Typically, E-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programmes.

Garrison and Anderson (2003) defined E-learning participation as teaching and learning facilitated and supported by Internet technologies. E-learning has been introduced as a tool in the learning process in the majority of the international universities worldwide. The term “E-learning” is defined by [Horton ,2001] as “any learning that involves using the internet or intranet.” A year later [Cheng,2006] made the definition more generalized by indicating that it is “anything delivered, enabled, or mediated by electronic technology for the explicit purpose of learning” . According to (Li & Masters, 2009) “e” in e-learning should not stand for electronic; it should be an abbreviation for “evolving, enhanced, everywhere, every time”. E-learning has grown in significance as an educational tool just like technology has developed and progressed over the years. Interestingly, there have been more efforts at advancing technology than on attempting to understand the needs and learning styles of individual learners and instructional design. The 21st century has seen rapid progress with such things as the Internet and online learning.” In fact, the quotation of (Li & Masters, 2009) shows most of the advantages of e-learning for learners and instructors .

Although the e-learning term and tools do exist for over a decade, the educational research field has not given enough attention to the study of student motivation under the effect of e-learning. E-learning has grown in significance as an educational tool just like technology has developed and progressed over the years. Interestingly, there have been more efforts at advancing technology than on attempting to understand the needs and learning styles of individual learners and instructional design. The 21st century has seen rapid progress with such things as the Internet and online learning.

E- Learning Platform

An electronic learning platform is an integrated set of interactive online services that provide trainers, learners, and others involved in education with information, tools, and resources to support and enhance education delivery and management. eLearning platforms are a new method of teaching distant peoples as they have their own design and development processes in creating effective teaching courses.



([img src:https://www.vectorstock.com/royalty-free-vector/e-learning-platform-written-vector-23311292](https://www.vectorstock.com/royalty-free-vector/e-learning-platform-written-vector-23311292))

E-learning is a way of learning in which the learners can learn from the internet using an electronic device. It can also be called online learning or online education. A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs [Ellis, 2009]. The LMS came into existence in the late 1990s [Davis, 2009]. A number of different terms can be used for LMS like Course Management System (CMS), Virtual Learning Environment (VLE) or simple E learning systems. An LMS can be considered as a huge repository of information used for storage and accessing that information. There are mainly two stakeholders in any LMS one is the person or a team responsible for uploading and updating the content of the online course and the second one is the online users or the learners who access the course. Once the content is uploaded on an LMS by the trainers, it can be accessed by the users who have been allotted the user name and the password by the trainers. The user can get the information in any of the formats like text (Word, PDF, PPT etc.), audio, image, video etc. The users can get into the live interaction with the teacher or trainer or they can also access the information anytime and anywhere offline from their respective LMS. **According to the approach of Piotrowski [2010], an e-learning platform represents a system, which provides integrated support for six different activities: creation, organization, delivery, communication, collaboration and assessment.** A number of Learning Management Systems are available and they can be classified into two different categories viz. Open source LMS and Proprietary or Paid LMS. An open source software is based on the concept of sharing and collaboration i.e. anyone can use these software free of cost and they also get the access to the code of the software so that they can make changes to the code according to their usage. So open source LMS are freely available for usage. Moodle, Open edX, Canvas, Sakai are some of the open source LMS. On the other hand the Proprietary software is privately owned and if someone wants to use this software they have to make a payment. Blackboard Learn, Docebo, TalentLMS, Looop, GoSkills, Easy LMS are some of the paid Learning management systems.

AN LMS MUST PROVIDE THE FOLLOWING FEATURES

- i. Easy to use:** It must be easy for the user or learner to use it.
- ii. Mobile Learning:** It must have a responsive design so that the contents can be accessed on the mobile phone easily in an effective readable format.
- iii. Assessment:** An LMS must provide an appropriate environment for conducting tests and assessment (both formative and summative) in any form like MCQ, Quiz, Formative Tests, online tests etc.
- iv. Reporting:** It must provide a system for generating reports of the various students activities like tests, attendance etc.
- v. Security:** It must provide security features for the data on LMS. The data is mainly of two types: first the data of the users or students and the content of the course uploaded by the instructor.
- vi. Management:** It must provide course and user management i.e. enrolling students, managing various students activities, showing time tables etc.

OPEN SOURCE LEARNING MANAGEMENT SYSTEMS

Moodle

Moodle is a Learning Management System, Course Management System, or Virtual Learning Environment, depending on which term you prefer. Its goal is to give teachers and students the tools they need to teach and learn. Moodle comes from a background of Social Constructionist pedagogy, however, it can be used to support any style of teaching and learning. There are other types of software systems that are important for educational institutions, for example portfolios, Student Information Systems and Content repositories. Generally, Moodle does not try to re-invent these areas of functionality. Instead, it tries to be the best LMS possible, and then interoperates gracefully with other systems that provide the other areas of functionality. It is, however, perfectly possible to use Moodle as a stand-alone system, without integrating it with anything else. Moodle is a web application written in PHP. Moodle is open source. Copyright is owned by individual contributors, not assigned to a single entity, although the company Moodle Pty Ltd in Perth Australia, owned by Moodle's founder Martin Dougiamas, manages the project.

A brief description of Moodle LMS

Name	Moodle
Latest Version	4.0
Written In	PHP
Official Website	https://moodle.org/
Areas	K-12, Higher Education and

Workplace.

Canvas

Canvas Instructure is an online learning platform that allows students to integrate their accounts with social media sites such as Twitter and Facebook. It is one of the top online learning platforms available. Best of all, students and instructors acting individually (not subscribing as an entire school) can use the program for free.

In structure, Inc. is an educational technology company founded in 2008 by two **BYU** graduate students, Brian Whitmer and Devlin Daley[Sara, 2010]. In structure developed Canvas, a Web Based learning management system, and Canvas Network, a massive open online course (MOOC) platform. It is available in more than 30 languages. Before officially launching the Canvas, the Utah based company tested the canvas LMS at several local schools including Utah State University and Brigham Young University. It is being used by more than 18 million higher education, K-12 and workforce users worldwide. In 2011, Canvas launched their iOS app, and in 2013, their Android app, enabling mobile access to the Canvas learning platform. Both the apps comprised two components Canvas Student and Canvas Teacher, separating features for students and instructors. Canvas provides a number of features like navigation, communication, course features and setting notification preferences. In navigation it contains The Dashboard also shows courses and groups, recent activity, to-do items, upcoming assignments, and recent feedback, Global Navigation which is the menu that appears on every Canvas page consists of navigation links that direct users to frequently-used features in Canvas and the Calendar which is a communication tool that shows users all events and assignments in their courses and groups. Canvas provides a number of assessment tools like assignments, quizzes, grades and outcomes.

A brief description of Canvas LMS

Name	Canvas
Latest Version	Android 1.11 , iOS 1.11
Written In	Ruby on Rails
Official Website	https://www.canvas.net/
Areas	K-12, Higher Education and Business.

Usage of Canvas and Moodle as a Student

Students can keep track of their progress in the class, complete assignments, and participate in discussions with ease. The grade book allows students to see oth their grades for individual assignments and their overall grade. Students can even enter alternative scores for assignments to project how their overall grade would be impacted by a higher or lower score. They can choose to connect their accounts to multiple email addresses, text-receiving phone numbers, and social media pages.

Moodle vs Canvas: Quick Comparison

Product Name	Moodle	Canvas
Free plan	Yes	No
Integration Capability	Yes	Yes
Custom User Interface	Yes	No
Multilingual	Yes	Yes
Offline Learning	Yes	No

REVIEW OF THE RELATED LITERATURE

Related literature is the foundation on which any future study can be found which provides ideas, theories, explanations, hypotheses, methods of research and other valuable information regarding the problem in hand. Study of related literature implies locating, reading & evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project. The following are the research study which are reviewed for the present study :-

Gurban and Almogren (2022) investigated the effect of perceived interaction, educational materials, playfulness, perceived enjoyment, self-efficacy, perceived usefulness, and perceived ease of use on students' attitudes toward and intentions to use e-learning in Saudi Arabia higher education during the COVID-19 pandemic, as well as the indirect impact of student satisfaction with their actual use of e-learning .This study was done via an online survey .The study's participants were e-learning users from a Government University in Saudi Arabia.Gender, age, educational level, and specialism were used to classify demographic characteristics. The result showed that Online learning, according to the students, is a flexible and effective form of teaching and learning since it provides for easier management and availability of distant learning while consuming fewer time and resources. Regardless of time restrictions, learners may easily obtain instructional content.

Nikou and Maslov (2021) had examined the critical factors for the intention to participate in e-learning during COVID-19. The Data were collected by surveying 131 university students and a structural equation modeling technique using PLS-SEM was employed to analyze the data. The results showed that the COVID-19 related factors such as perceived challenges and COVID-19 awareness not only directly impact students. However, the

results showed that the educational institution's preparedness does not directly impact the intention of students to participate in e-learning during COVID-19. The results also showed that the gender and length of the use of e-learning systems impacted students using e-learning.

Abbasi (2020) investigated the perceptions of students regarding E-learning during Covid-19 at a private medical college. A descriptive cross-sectional study was conducted at Liaquat College of Medicine and Dentistry. MBBS and BDS students of all levels participated in the study with a sample size calculated as 377. A self-administered questionnaire was developed. Total 382 responses were received i.e 137 males and 245 females participated in the study. The study showed that Students did not prefer e-teaching over face-to-face teaching during the lockdown situation. Administration and faculty members should take necessary measures for improving e-teaching for better learning during lock down.

Okike (2020) explored the factors influencing the use of e-learning by students in private HEIs in Nigeria using Technology-Organization-Environment (TOE) framework. The data collection was done by conducting method semi-structured interviews with 15 students from L-University drawn purposefully from the Landmark directory. The findings revealed that technology-related factors (ease of use, speed accessibility and service delivery), organization-related factors (training support and diversity), environment-related factors (attitudes of the users) and impact-related factors (learning experience, skill development, academic performance, and degree of engagement) influence the students' adoption of e-learning facilities. The study also unveiled techniques that may accelerate the development of e-learning structure in private systems and which could provide the opportunity of assisting communities of learners to adopt and use e-learning facilities regularly.

Sarker (2019) investigated the use of e-learning at higher educational institutions in Bangladesh: Opportunities and challenges. The purpose of this paper is to critically examine the suitability of implementing effective e-learning through learning management system (LMS) at the tertiary educational institutions in Bangladesh, and how both students and teachers experience and respond to this new learning platform. Following mixed-methods techniques, data for this study were collected from students and respective course teachers of a private university in Bangladesh by administering questionnaires and in-depth interviews. The findings of research paper revealed that e-learning has been well accepted by most of the students as they are found routinely spending time on the LMS on a regular basis for watching lecture videos, viewing course information, reading postings of the fellow students in the forum.

Barclay (2018) investigated the influential factors for successful online learning in Caribbean higher education. Extended technology acceptance framework was utilized. Partial least squares analysis was employed and the model was tested. Online learning has developed as a crucial mode of education even in developing countries. The vital factors influencing the online learning environment included encouraging culture, technology access, and 37 availability of online systems, confidence in working with technology, user friendliness and usefulness .

Alhabeeb (2017) studied the factors that impact e-learning. Senior managers responsible for implementation and promotion of e-learning at three Saudi Arabian Universities were interviewed. The objective was to comprehend the effect of the learning environment, student as well as educator features, pedagogical design and support on e-learning implementation. The most critical factors identified were related to student and educator features. The managers regarded educators as well as students' knowledge of technologies and technical infrastructure as key factors for successful implementation of e-Learning. Among the pedagogical factors, learning objective, clarity and material quality were considered important.

Dang (2016) examined the vital factors that can affect student learning in an online environment. Based on previous studies, three main factors were considered namely student, educator and institutional support. A study was conducted to determine the effect of educator characteristics, facilitating conditions and technology self-efficacy on ICT adoption in education. The finding of the study showed that educator characteristics and facilitating conditions influence ICT implementation .

Bhuasiri (2012) interviewed educators and technology experts to determine factors for e-learning adoption in developing countries. The study showed that educators' technology competency, quality of course material, training and Institute support are critical factors for successful implementation of e-learning systems. A study was conducted on six Institutes of tertiary education that had adopted ICT in the United States of America. This study was conducted by Higher Education Policy, USA. The study suggested that management support, electronic course material, teaching-learning, structure of course, evaluation, assessment, management support to faculty and students are major factors that can affect e-learning.

Cheawjindakarn (2012) reviewed nineteen research papers of e-learning published from 2000 to 2012. Based on the review he categorized the key factors for ICT adoption into

five categories. The factors recommended were educational environment, organizational infrastructure, course design, service assistance and course assessment.

Hunaiyyan and Goodwin (2008) studied the Student's attitudes toward e-learning in Kuwait's higher education institutions. The investigation was conducted at the College of Business Studies (CBS), a government sector, at which e-learning had not been previously used, and at the Gulf University for Science and Technology (GUST) representing the private sector. A study was carried out to examine students' attitude toward e-learning, and data was collected using a questionnaire which was applied for students in both sectors. The study results indicated that the students in both sectors were keen to use e-learning and there are some significant differences between male and female students in their attitudes to and use of e-learning materials.

Research studies on Moodle

Barella (2021) described the application of Moodle-based E-Learning at Tanjungpura University Pontianak, West Kalimantan. Data was collected based on analysis, non-structured interviews and questionnaires addressed to students of the Social Sciences Education study program. The results of the study showed that Moodle provides considerable benefits in the teaching and learning process, especially during the pandemic COVID-19. However, this application also gets some suggestions in its utilization.

Kyzy, Ismailova and Dundar (2018) suggested the research hypotheses derived from the suggested extended Seddon model have been empirically validated using the responses to a survey on e-learning usage among 255 users. They tested the model across higher education institutions in Serbia, Lithuania, and Bosnia and Herzegovina. These responses have been examined through partial-least squares. The obtained results strongly support 16 of the 23 research hypotheses for the proposed e-learning model. Satisfaction had a significant effect on behavior intention and accounted for 68.4% of the variance in this area. The findings offered an insight into those factors that are likely significant antecedents for planning and implementing a Moodle e-learning system to enhance student-learning effectiveness.

Samir and Seoud (2014) studied the effect of E-Learning on higher education. An open source, such as Moodle e-learning platform, has been implemented at many Egyptian universities. Moodle could be used as an aid to deliver e-content and to provide various possibilities for implementing asynchronous elearning web-based modules. This study showed that the use of interactive features of e-learning increases the motivation of the undergraduate students for the learning process. This study has reported some important findings about online education, confused others and presented a range of predictions about the future of online technology for educational purposes

Costa and Alvelos (2012) described a study carried out at the University of Aveiro (UA), Portugal that analyzes the functionalities and tools of the Moodle platform and their use by the students. The data was collected based on content analysis, one non structured interview with the Moodle from UA and a questionnaire applied to 278 students. The results showed that despite Moodle having great potential, it is mainly used as a repository of materials. However, students recognized the importance of the use of other functionalities of this platform in order to promote the success of the teaching/learning process.

Research studies on Canvas

Sarah and Ruslan (2021) explored the utility of the Learning Management System(Canvas) in teaching English . In this study, a qualitative case study design was used . The study included 6 students from the University level who took technology enhanced Language Learning Classrooms and they used Canvas actively. The data were taken from the document of canvas activities and interview.. The finding contributed to the significance of digital platforms, especially LMS, in developing students' interaction with both the teacher and other students, engaging with the course content and giving positive implications for ELT.

Yakubu & Dasuki (2019) had examined the factors affecting the adoption of e-learning technologies among higher education students in Nigeria: A structural equation modeling approach. The study employed the unified theory of acceptance and use of technology (UTAUT). The online survey method was used to collect data from 286 students of a higher education institution in Nigeria. The maximum likelihood method based on structural equation modeling (SEM) using IBM Amos 22.0 application was used to analyze the data . Facilitating conditions and behavioral intentions were determined to be salient factors that positively influence the actual usage of Canvas by the students. The results from the data obtained partially support the UTAUT's ability to explain the factors responsible for the acceptance of educational technology in developing countries, in Nigeria to be specific. Furthermore the study contributed to the formulation of approaches and guidelines to enhance the adoption of educational technologies in developing countries.

In a nutshell,Higher education LMSs remain the core of the teaching and learning technology ecosystem, usually providing access to a range of tools and services located within, and outside of, the LMS. The LMS guides learners to learning resources and other content, tools to develop and track assignments and assessments, and some reporting and analytics capabilities. The LMS may also be used to manage online interactions and collaboration. It is typically organized around the various roles involved in teaching and learning, and is usually integrated with a student information system.

NEED AND SIGNIFICANCE OF THE STUDY

Although the literature regarding online education and using E learning as one of the instruments of E- Learning is expanding, studies related to the quality of online education as well as the usage of various online platforms are limited. Among those examined, few researchers have examined the quality of online education from the students' perspective. Therefore, there is a need to investigate students' perceptions towards the quality of E-learning as well as the other Learning management tools. The purpose of this study was to examine the usage of existing online education courses that utilize the Internet as the primary instructional delivery method. The focus of this study is to examine students' perceptions of the usage of E-courses and how effective it is in the place of traditional methods of learning . The findings of this study may contribute to the literature of E-Learning courses in terms of LMS. The results should hopefully enable institutions offering E - learning to evaluate their programs based on the findings and the recommendations in the present study.

STATEMENT OF THE PROBLEM

“A study of the usage of Moodle and Canvas as a platform of E- learning courses by students enrolled in higher education institutions”

OPERATIONAL DEFINITIONS

E- Learning

In this present study, e learning will be the learning which is taking place either through Moodle or Canvas instructure platform or any other electronic learning management system (ELMS).

Moodle

In this present study, Moodle is an online, open source learning platform used by the students enrolled in higher education institutions for learning purposes.

Canvas

Canvas Instructure is an online platform used by the students as a platform for e- learning

Higher Education Institutions

In the present study, the Higher Education Institutions refers to the imparting instructions at graduate and post graduate levels .

OBJECTIVES OF THE STUDY

1. To study the level of usage of Moodle and Canvas as a platform for E-Learning courses by Students.
2. To study the level of usage of E- learning courses by the students in relation to different types of higher Educational Institutions.
3. To study the usage of Moodle and Canvas as a platform for E-Learning with respect to their ;
 - 3.1 residential background ,
 - 3.2 gender,
 - 3.3 age,
 - 3.4 class
4. To study the difference in the usage of Moodle and Canvas as a platform of E-learning with respect to their ;
 - 4.1. residential background ,
 - 4.2. gender,
 - 4.3. age,
 - 4.4. class

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the usage of moodle and canvas as a platform of E – learning by students.
2. There will be no significant difference in the usage of E- learning courses by the students in relation to different types higher Educational Institutions
3. There will be no significant difference in the usage of Moodle and Canvas as a platform for E-Learning in relation to the residential background of different students.
4. There will be no significant difference in the usage of Moodle and Canvas as a platform of E- learning in relation to their effectiveness
5. There will be no significant difference in the usage of Moodle and Canvas as a platform of E- learning in relation to their gender
6. There will be no significant difference in the usage of Moodle and Canvas as a platform of E- learning in relation to their age .
7. There will be no significant difference in the usage of Moodle and Canvas as a platform of E- learning in relation to their class

METHODOLOGY AND DESIGN

The methodology adopted for the study is explained in detail. It presents method, population, tool, procedure, and data analysis or statistical technique to be used for the study.

Method

Descriptive survey Method will be used in this study .

Population

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. For the Present study, the population will be students enrolled in Higher Education institutions of Jammu District.

Sample

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

For the present study the sample will be selected through random sampling and it consists of 200 at higher education institutions in Jammu District.

Tools to be Employed

The investigator will use a self prepared tool for the collection of Data .The items are related to demographic variables. Usage of the Platforms and the perceived effectiveness shall be focussed for the purpose of data collection.

Statistical technique for Data Analysis

- **Percentage**
- **t- test and ANOVA will be used to study the significant difference**

PROCEDURE

Phase 1

In the first phase, the investigator shall select the Institution from Jammu City and will select the tool for collecting the data for study. The investigator shall undertake the review of the related literature for the study. The research already conducted in the areas will be scanned visaa-vise the problem in hand so as to get a holistic overview of the field and topic of the study.

Phase 2

This phase will be concerned with the drafting, finalization, and fine tuning of the tool to be utilized for the present study. At this stage, the sample details shall be finalized, and the selected Institution shall be identified for the present study.

Phase 3

In this phase the data regarding the usage of moodle and canvas as a platform of E-learning courses by students enrolled in higher Education institutions of Jammu district shall be conducted with the help of a self utilizing tool.

Phase 4

In this phase, tabulation and scoring of the data will be carried out using SPSS.

Phase 5

In this phase, data processing and analysis using appropriate statistical techniques will be employed and finalization of the research report will be carried out.

Phase 6

In this phase, finalization of the research report and compilation of reports for final submission shall be carried out.

DELIMITATIONS OF THE STUDY

The present study shall be delimited to the following :-

- This study will be dealing with the students enrolled in the higher Educational Institutions in Jammu district only.
- This study deals only with the students' sample of 200 students of different higher Education Institutions in jammu.
- One self prepared tool.

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Research Tool

Technology skill scale for Higher Education students

Name

Gender: (Male / Female)

Name of the school.....

Class.....

Locality of school: (rural/ urban)

Family income (low/average/high)

Previous qualification

Type of College (government/private)

INSTRUCTIONS

This scale is meant to assess the level of technology skills present among M.Ed. students . There are 30 items, divided into 11 parts of technology skill and each part contains 3 items. In front of each statement three options are given (never, sometime and always). Every statement represents the level of technology skills among ME.d. Students are instructed to read each statement carefully and then mark a tick to the most appropriate response. Students have to tick only 1 option. All responses will be kept confidential and shall be used for research purpose only.

S. NO.	ITEMS	NEVER	SOMETIME	ALWAYS
A	Basic computer skills			
1	I can identify the basic parts of a computer system			
2	I can turn my computer on			
3	I can save files to the desktop			
B	Internet skills			
4	I can access internet on any electronic device (Mobile/Laptop/Tab etc.)			
5	I can search using a web browser (Google chrome, Edge, Mozilla Firefox/Safari etc.)			
6	I can download and save files, such as graphics, document or pdfs from the internet			
C	E-mail skills			
7	I can attach a file to an outgoing e-mail message			
8	I can use Bcc for an e-mail message			

Technology skill scale for Higher Education students

Level 1 (Basic)

9	I can create an e-mail account			
D	Ethics and safety skill			
10	I can write correct in-text citations and reference lists for text and images retrieved from electronic sources			
11	I always sign out my account properly			
12	I can change my password safely			
E	Digital literacy/ Smart skills			
13	I can print a document			
14	I can use appropriate technology tools (e.g. dictionary, grammar check, calculator) to maximize the accuracy of work			
15	I can use an interactive white board			
F	Mobile skills			
16	I can install app in mobile			
17	I can record videos using mobile			
18	I can download e-content			
G	Communication skills			
19	I can use social media (Facebook, whats App, instagrametc)			
20	I can participate in an online communities (forums, blogs, wikis, moodle, etc)			
21	I can use video conferencing tool like Skype, Zoom, Meet, etc. for online conferencing			
H	Spreadsheet skills			
22	I can format cells appropriately for data type.			
23	I can successfully navigate a spreadsheet for data entry			
24	I can delete a particular row			

I	Electronic Presentation skills			
25	I can set timing in power point presentation			
26	I can use appropriate transitions and animations to enhance points and add interest			
27	I can create hyperlinks in Power Point presentation			
J	Word processing skills			
28	I can save a document			
29	I can cut, copy and paste in a document			
30	I can insert page numbers in the text file			
J	AI Tools Usage			
31	I can use Chatgpt			
32	I can create smart Content			
33	I can use perplexity tool			

Mid Term Test



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SCHOOL OF EDUCATION

QF: 063A
DT: 19/01/2024

B. Ed., Semester – I
(Session 2023-2025)

DATE SHEET FOR MID TERM EXAMINATION

Time: 10: 00 a.m. – 12:00 p.m. (For 4 credit course)

Quiz Timings: 12:15 p.m-12:45 p.m. (For 4 credit course)

Date	Day	Course Code	Course Title	Credits
05/02/2024	Monday	101	Childhood and Growing up	4 Credits
07/02/2024	Wednesday	102	Philosophical & Sociological Perspectives in Education	4 Credits
09/02/2024	Friday	103	Learning and Teaching	4 Credits
12/02/2024	Monday	104	Contemporary India and Education	4 Credits
14/02/2024	Wednesday	105	Methodology of Teaching	4 Credits

Note: -

1. All the students are required to report in the examination hall/room 10 minutes before the commencement of the examination.
2. You have to bring your mobile phone for taking ICT based quiz examination only.
3. It is mandatory for all the students to qualify all the components of Internal assessment for appearing in the end-semester examination.

Bindu

Convener

Examination & Evaluation
Committee (Internal)

Nishu
HOD

School of Education

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1. Principal, MIER College of Education



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Accredited by the NAAC with 'A+' Grade

SCHOOL OF EDUCATION

QF: 063B
DT: 19/01/2024

B.Ed. Special Education (ID), Semester – I (Session 2023-2025)

DATE SHEET FOR MID TERM EXAMINATION

Time: 10:00 a.m. – 12:00 p.m. (For 4 credit course)

10:00 a.m. – 11:00 a.m. (For 2 credit course)

Quiz Timings: 12:15 p.m.-12:45 p.m. (For 4 credit course)

11:15 a.m.-11:45 a.m. (For 2 credit course)

Date	Day	Course Code	Course Title	Credits
05/02/2024	Monday	106	Assessment & Identification of Needs	4 Credits
06/02/2024	Tuesday	103	Introduction to Sensory Disabilities (VI, HI, Deaf Blind)	2 Credits
08/02/2024	Thursday	102	Contemporary India & Education	4 Credits
09/02/2024	Friday	104	Introduction to Neuro Developmental Disabilities (LD, ID/MR, ASD)	2 Credits
12/02/2024	Monday	101	Human Growth & Development	4 Credits
13/02/2024	Tuesday	105	Introduction to Locomotor & Multiple Disabilities (Deaf Blind, CP, MD)	2 Credits

Note: -

1. All the students are required to report in the examination hall/room 10 minutes before the commencement of the examination.
2. You have to bring your mobile phone for taking ICT based quiz examination only.
3. It is mandatory for all the students to qualify all the components of Internal assessment for appearing in the end-semester examination.

Binder
Convener

Examination & Evaluation
Committee (Internal)

Nishu

HOD
School of Education

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SCHOOL OF EDUCATION

DT: 19/01/2024

M. Ed. Special Education (ID), Semester – III (Session 2022-2024)

DATE SHEET FOR MINOR TEST-I

Time: 10:00 a.m. – 12:00 p.m. (For 4 credit course)

Date	Day	Course Code	Course Title	Credits
05/02/2024	Monday	301	Perspectives in Teacher Education In-service & Pre-service	4 Credits
07/02/2024	Wednesday	302	Educational Evaluation	4 Credits
09/02/2024	Friday	303	Adulthood and Family Issues	4 Credits

Note:-

1. All the students are required to report in the examination hall/room 10 minutes before the commencement of the examination.
2. It is mandatory for all the students to qualify all the components of Internal assessment for appearing in the end-semester examination.

Binder
Convener

Examination & Evaluation
Committee (Internal)

Alvina
HOD

School of Education

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SCHOOL OF EDUCATION

QF: 063A
DT: 19/01/2024

B. Ed., Semester – III

(Session 2022-2024)

DATE SHEET FOR MID TERM EXAMINATION

Time: 10:00 a.m. – 12:00 p.m. (For 4 credit course)

10:00 a.m. – 11:00 a.m. (For 2 credit course)

Quiz Timings: 12:15 p.m.-12:45 p.m. (For 4 credit course)

11:15 a.m.-11:45 a.m. (For 2 credit course)

Date	Day	Course Code	Course Title	Credits
05/02/2024	Monday	307/310/316	Pedagogy of Science-II / Pedagogy of Social Science -II / Pedagogy of Mathematics -II	4 Credits
06/02/2024	Tuesday	301	Environmental Education	2 Credits
08/02/2024	Thursday	311	Pedagogy of English -II	4 Credits
09/02/2024	Friday	302	Gender, School and Society	2 Credits
12/02/2024	Monday	303	Educational Technology	2 Credits
13/02/2024	Tuesday	304	Language Across the Curriculum	2 Credits

Note:-

1. All the students are required to report in the examination hall/room 10 minutes before the commencement of the examination.
2. You have to bring your mobile phone for taking ICT based quiz examination only.
3. It is mandatory for all the students to qualify all the components of Internal assessment for appearing in the end-semester examination.

Budu
Convener

Examination & Evaluation
Committee (Internal)

Nishu
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SCHOOL OF EDUCATION

QF: 063C
DT: 19/01/2024

M. Ed., Semester – III
(Session 2022-2024)

DATE SHEET FOR MINOR TEST-I

Time: 10:00 a.m. – 12:00 p.m. (For 4 credit course)
10:00 a.m. – 11:00 a.m. (For 2 credit course)

Date	Day	Course Code	Course Title	Credits
05/02/2024	Monday	304	Secondary and Higher Secondary Education: Institutions, Systems and Structures	2 Credits
07/02/2024	Wednesday	306	Secondary and Higher Secondary Education: Curriculum, Pedagogy and Assessment	4 Credits
09/02/2024	Friday	305	Secondary and Higher Secondary Education: Status, Issues and Concerns	2 Credits
12/02/2024	Monday	307	Educational Testing and Evaluation	4 Credits

Note:-

1. All the students are required to report in the examination hall/room 10 minutes before the commencement of the examination.
2. It is mandatory for all the students to qualify all the components of Internal assessment for appearing in the end-semester examination.

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Convener

Examination & Evaluation
Committee (Internal)

Nishu

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School of Education

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SCHOOL OF EDUCATION

QF: 063B
DT: 19/01/2024

B.Ed. Special Education (ID), Semester – III (Session 2022-2024)

DATE SHEET FOR MID TERM EXAMINATION

Time: 10:00 a.m. – 12:00 p.m. (For 4 credit course)
10:00 a.m. – 11:00 a.m. (For 2 credit course)
Quiz Timings: 12:15 p.m.-12:45 p.m. (For 4 credit course)
11:15 a.m.-11:45 a.m. (For 2 credit course)

Date	Day	Course Code	Course Title	Credits
05/02/2024	Monday	301	Intervention & Teaching Strategies	4 Credits
06/02/2024	Tuesday	303	Psychosocial & Family Issues	2 Credits
08/02/2024	Thursday	302	Technology and disability	4 Credits
09/02/2024	Friday	304	Reading and Reflecting on Texts	2 Credits
12/02/2024	Monday	305	Drama and Art in Education	2 Credits

Note: -

1. All the students are required to report in the examination hall/room 10 minutes before the commencement of the examination.
2. You have to bring your mobile phone for taking ICT based quiz examination only.
3. It is mandatory for all the students to qualify all the components of Internal assessment for appearing in the end-semester examination.

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Committee (Internal)

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QUIZIZZ

Quiz Name	Date	Hosted by
Curriculum Pedagogy and Assessment	Thu Mar 28 2024 9:48 PM	Bindu Dua

Average Accuracy	Total Questions	Number of Players	Participant Attempts
81%	10	12	12

③ This report displays results derived from the students' all attempts.

Questions

Players

Rank	Player Name	Avg. Time	Points	Accuracy	Correct
1	Divya Sharma (Divya Sharma)	8 secs	8	80%	8 / 10
2	Sonika Devi (Sonika Devi)	5 secs	8	80%	8 / 10
3	Divyajyoti123 (Divyajyoti123)	87 secs	5	50%	5 / 10
4	01 Chaudhary (01 Sonia)	17 secs	9	90%	9 / 10
5	Amanpreet Kaur (Amanpreet Kaur)	7 secs	10	100%	10 / 10
6	Sandeep Kour (Sandeep Kour)	43 secs	7	70%	7 / 10
7	Dinesh Singh (me)	29 secs	7	70%	7 / 10
8	Nitasha Pangotra (06**)	23 secs	9	90%	9 / 10
9	Nikita Verma (Nikita Verma 03)	8 secs	10	100%	10 / 10
10	Dhawani Sharma (Dhawani Sharma)	41 secs	7	70%	7 / 10
11	Vishali Sharma (Vishali Sharma)	19 secs	8	80%	8 / 10
12	Anchal Mahajan (10Anchal Mahajan)	76 secs	9	90%	9 / 10

No.	Question	Time	Accuracy	Responses		
				Correct	Incorrect	Unattempted
1	What is formative assessment primarily used for?	29 secs	100%	12	0	0
2	Which assessment focuses on measuring what students have learned at the end of a unit or course?	14 secs	83%	10	2	0
3	What is the primary focus of criterion-referenced assessment?	37 secs	100%	12	0	0
4	Which assessment type emphasizes mastery of specific skills or knowledge?	29 secs	42%	5	7	0
5	Continuous and Comprehensive Evaluation (CCE) aims to-----	61 secs	92%	11	1	0
6	During the British period, which educational policy marked the beginning of state intervention in education in India?	51 secs	33%	4	8	0
7	The Hunter Commission of 1882 focused on:-----	31 secs	100%	12	0	0
8	When was the Kothari Commission formed?	11 secs	100%	12	0	0
9	Who chaired the National Knowledge Commission?	10 secs	83%	10	2	0
10	Which of the following is a key component of RMSA?	27 secs	75%	9	3	0

Internship



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NO: MCE/2024/2013

DT: 11.2.24

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

Subject: Request for conducting Pre-Internship-I.

Dear Sir,

This is to express our utmost gratitude for the opportunity you had given our B.Ed. students in previous semester for gaining actual field experience in your esteemed school. For this academic session too, I would like to request you to accommodate teacher trainees of semester I session 2023-25 to complete their activities of pre-Internship-I component.

In this connection, 43 teacher trainee along with group supervisors will be visiting on 29th February, 2024 at 10:00 am in order to complete their above mentioned component. Dr. Nishta Rana HOD, School of Education will be coordinating with you for the smooth conduct of pre-internship activity. A copy of the syllabus is also attached along with this letter for your kind reference.

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

Regards

Nishta Rana

Prof. Nishta Rana
HOD, School of Education

Copy to:

- Principal, MIER College of Education

N
19/02/24





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Visit to Anganwadi Centre

B.Ed. students visit the Anganwadi centres to understand their functioning under the Indian School system. This also helps nurture their commitment to community service and fostering early childhood development through insightful educational engagement.



Visit to DIET

The teacher trainees visit the District Institute of Education and Training (DIET) to understand functioning of the district-level school system.



Teaching Practice in the School

The student teachers go for practice of teaching in different schools affiliated to the J&K State Board of Education (JKBOSE) and Central Board of School Education (CBSE). It allows them to understand the curriculum and teaching process under different Boards through which education is imparted in these schools.



Visit To School

The B.Ed. students' visit nurseries, middle, secondary and higher secondary wings of various schools to get a clear picture of functioning of the schools running under the state board and central board.

Visit to Nursery



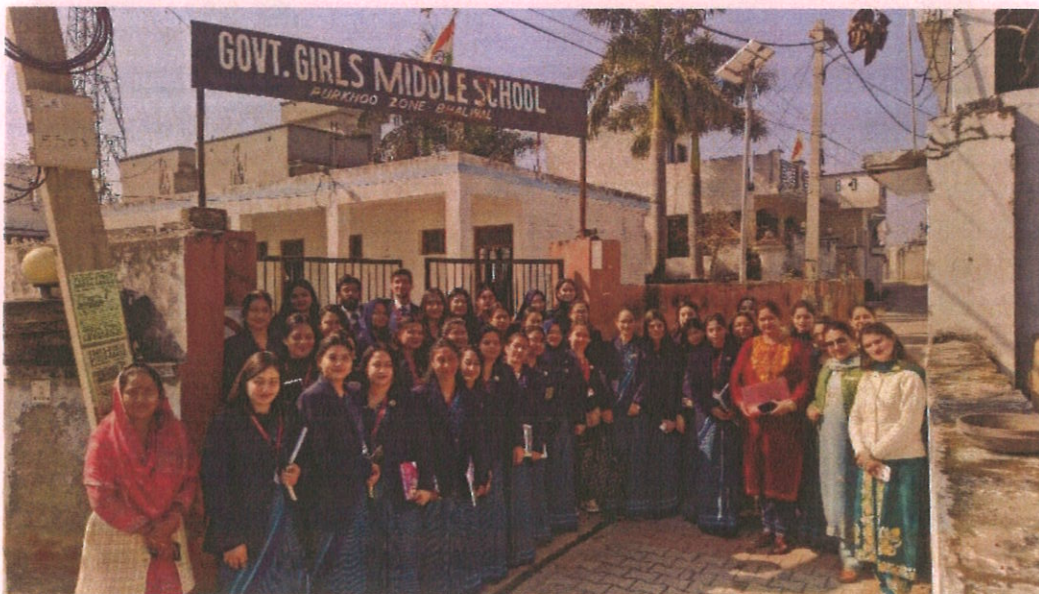
Visit to Middle School (CBSE School)



Visit to Secondary School (CBSE School)



Visit to Secondary School (JKBOSE School)



Visit to Inclusive School

A comparative perspective is created in the thinking of practising teachers by visits to inclusive schools. These visits sensitize them to the needs of special children in an inclusive set-up and how to handle them during classroom interactions.



Workshop on SPSS



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QF No. 096B

11-04-2024

MIER/RDC/2024/08-09

RESEARCH AND DEVELOPMENT CELL

NOTICE

This is for the information of all the students of M.Ed., Semester-III, Session 2022-24 that the Research and Development Cell is organizing a **2-Day Workshop on the Use of SPSS** in collaboration with Centre for Educational Technology on April 15-16, 2024. The resource persons shall be Prof. Mool Raj, Head, CET and Prof. Nishta Rana, Head, SoE & RDC, MIER College of Education. The students are advised to bring **Chapter 1, Chapter 3, Two Filled Copies of the Tools and Data File in Excel** of their dissertation work for the workshop. The workshop will begin with the demonstration in **Computer Lab, Administration Block at 10:30 am** on April 15, 2024, and afterwards, students will practice along with their supervisors.

Attendance in the Workshop is **COMPULSORY**.

Nishta Rana

Head

Research and Development Cell

Copy to

Principal, MIER College of Education *Rudi*

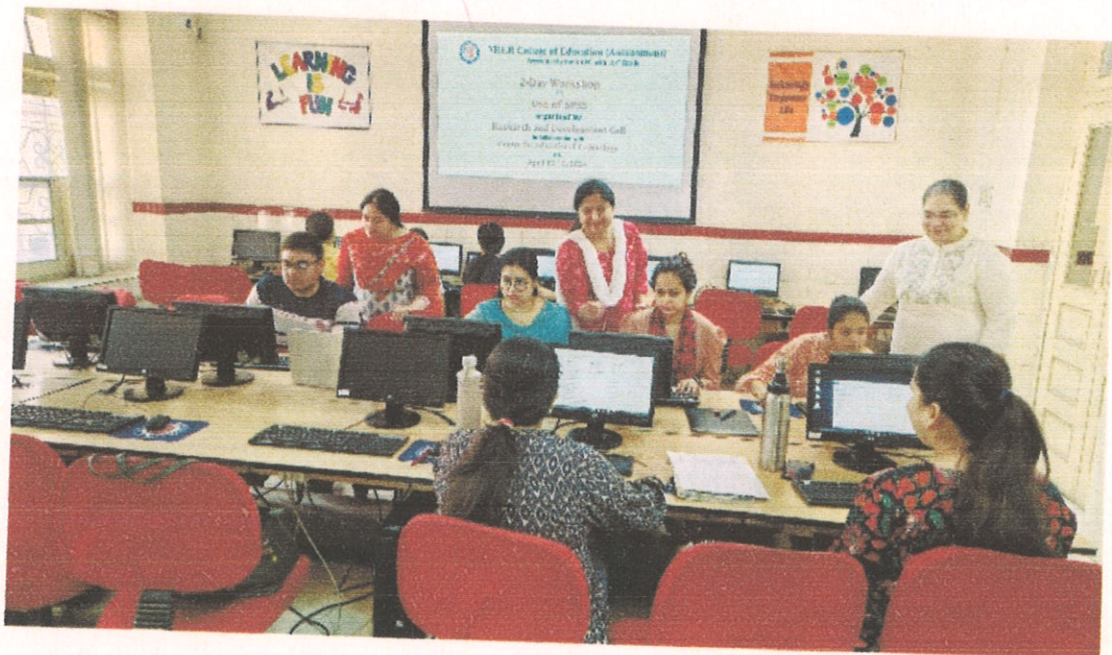
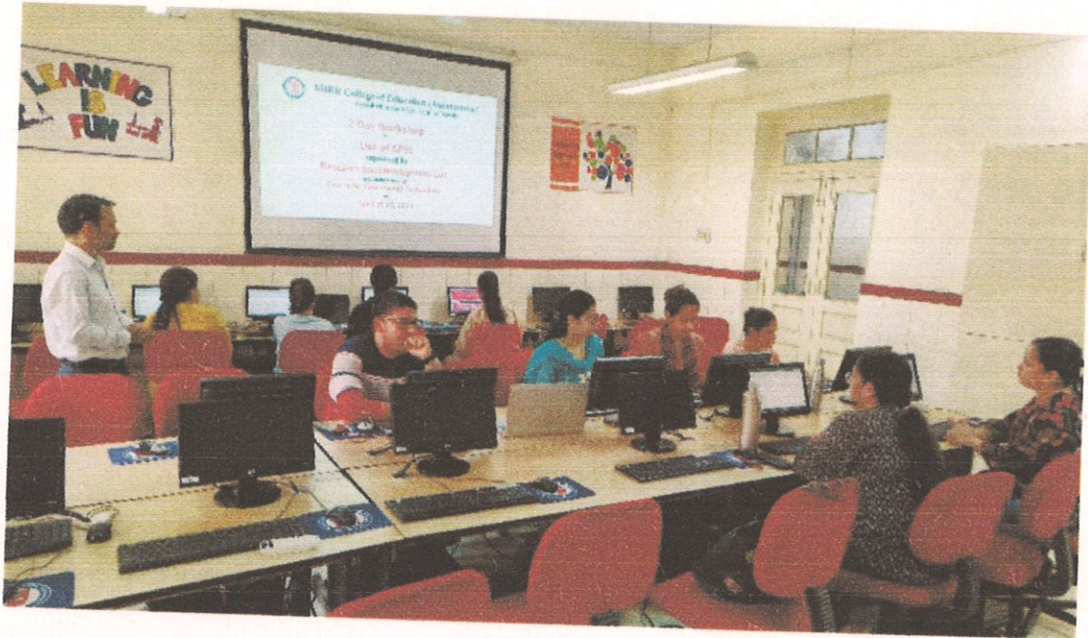
Notice Board



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Workshop conducted on the Use of SPSS to Develop Research Skills among Students



Seal and Signature of the Principal





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A two-day workshop on the use of SPSS (Statistical Package for the Social Sciences) was conducted on April 15-16, 2024, at the Computer Lab MIER College of Education. The workshop was aimed at equipping the students with the knowledge and skills necessary to effectively use SPSS for data analysis in educational research. The resource persons for the workshop were Prof Mool Raj Head CET, and Prof Nishta Rana, Head SoE & RDC MIER College of Education

Day 1: April 15, 2024

Session 1: Introduction to SPSS

- **Facilitator:** Prof. Mool Raj
- The first session covered the basics of SPSS, including its interface, functionalities, and applications in research.
- Participants were guided through the installation process and basic navigation of the software.
- Key topics included:
 - Overview of SPSS
 - Data entry and file creation
 - Descriptive statistics

Session 2: Data Management and Preparation

- **Facilitator:** Prof. Nishta Rana
- The session focused on data management techniques, including data cleaning, coding, and organizing data for analysis.
- Participants learned how to import data from various sources and prepare it for analysis.
- Key topics included:
 - Data cleaning and transformation
 - Handling missing data
 - Creating and managing datasets

Day 2: April 16, 2024

Session 3: Statistical Analysis Using SPSS

- **Facilitator:** Prof. Mool Raj

- The third session delved into statistical analysis techniques using SPSS.
- Participants were introduced to various statistical tests and procedures.
- Key topics included:
 - T-tests, ANOVA, and regression analysis
 - Chi-square tests
 - Correlation and factor analysis

Session 4: Advanced Features and Reporting

- **Facilitator:** Prof. Nishta Rana
- The final session explored advanced features of SPSS and the process of reporting findings.
- Participants learned to generate and interpret output, create charts and graphs, and write reports based on SPSS analysis.
- Key topics included:
 - Advanced statistical techniques
 - Visualizing data with graphs and charts
 - Exporting and presenting results

Nishta

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Remedial Class



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SCHOOL OF EDUCATION

NO: MCE/2024/307-A

DT: 13/03/2024

B.Ed., SEMESTER-I

SESSION 2023-25

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 15th March, 2024 to 30th March, 2024 as per the schedule.

Roll No's: -

Semester-I: 21, 22, 27, 29, 31, 32, 33, 37, 39 & 43

HOD

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QF No. 040 A

Dated: 13/03/2024

SCHOOL OF EDUCATION

B.Ed.

SESSION 2023-2025

SEMESTER-I

Schedule for Remedial Classes

(15th March, 2024 to 30th March, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (15, 18.03.2024 to 21.03.2024)	BDE-101	Mrs. Suman Devi	
2:30 pm to 3:00 pm (15, 18.03.2024 to 21.03.2024)	BDE-102	Mrs. Suman Gupta	
3:00 pm to 3:30pm (15, 18.03.2024 to 21.03.2024)	BDE-103	Mrs. Arpana Koul	
2:00 pm to 2:30 pm (22, 26.03.2024 to 29.03.2024)	BDE-104	Mrs. Jyoti Sharma	
2:30 pm to 3:00 pm (22, 26.03.2024 to 29.03.2024)	BDE-105	Dr. Komal Sharma	

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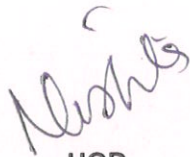
B.Ed.

SESSION 2023-2025

SEMESTER-I

List of Students identified for Remedial Classes
(15th March, 2024 to 30th March, 2024)

S. No.	Roll No.	Name of the Student
1.	2302021	Mehak Verma
2.	2302022	Rupali Jamwal
3.	2302027	Diksha Kundan
4.	2302029	Vishali Sharma
5.	2302031	Ronak Rayu
6.	2302032	Monika Gupta
7.	2302033	Pooja Devi
8.	2302037	Riya Baloria
9.	2302039	Diksha Puri
10.	2302043	Nikita Slathia


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SCHOOL OF EDUCATION

NO: MCE/2024/307-B

DT: 13/03/2024

B.Ed., SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 15th March, 2024 to 30th March, 2024 as per the schedule.

Roll No's: -

Semester-I:

6,9,11,12,13,14,15,17,20,22,24,25,26,28,29,30,31,35,37,38,39,41,42,45,46,47,48,51,
52,53,54,55,56,58,60,61,63,64,65 & 66.

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SCHOOL OF EDUCATION

B.Ed.

SESSION 2022-2024

SEMESTER-III

Schedule for Remedial Classes (15th March, 2024 to 30th March, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (15, 18.03.2024 & 20.03.2024)	BDE-301	Dr. Monika Bajaj	Monika
2:30 pm to 3:00 pm (15, 18.03.2024 & 20.03.2024)	BDE-302	Mrs. Suman Devi	Suman Devi
3:00 pm to 3:30pm (15, 18.03.2024 & 20.03.2024)	BDE-303	Dr. Komal Sharma	Komal
2:00 pm to 2:30 pm (21,22 & 26.03.2024)	BDE-304	Dr. Reeta Dwivedi	R. Dwivedi
2:30 pm to 3:00 pm (21,22 & 26.03.2024)	BDE-307	Dr. Monika Bajaj	Monika
3:00 pm to 3:30pm (21,22 & 26.03.2024)	BDE-310	Mrs. Jyoti Sharma	Jyoti
2:00 pm to 2:30 pm (27.03.2024 & 29.03.2024)	BDE-311	Dr. Reeta Dwivedi	R. Dwivedi
2:30 pm to 3:00 pm (27.03.2024 & 29.03.2024)	BDE-316	Mrs. Suman Gupta	

Monika

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SCHOOL OF EDUCATION

B.Ed.

SESSION 2022-2024

SEMESTER-III

List of Students identified for Remedial Classes
(15th March, 2024 to 30th March, 2024)

S. No.	Roll No.	Name of the Student
1.	2202006	Vanshika Salaria
2.	2202009	Vidhi Gupta
3.	2202011	Megha Thakur
4.	2202012	Snober
5.	2202013	Mansi Wazir
6.	2202014	Sheetal Bhutyal
7.	2202015	Shriya Shan
8.	2202017	Monika Choudhary
9.	2202020	Alisha Vaid
10.	2202022	Mehak Sadotra
11.	2202024	Chavi Padha
12.	2202025	Shivali Choudhary
13.	2202026	Arnisha Choudhary
14.	2202028	Priyanka Gouda
15.	2202029	Tsewang Chuskit
16.	2202030	Hajira Bano
17.	2202031	Sanjena
18.	2202035	Niharika Sharma
19.	2202037	Shriya Gupta
20.	2202038	Vishali Sharma
21.	2202039	Kanika Sharma
22.	2202041	Shivatta Shan
23.	2202042	Kiran Kumari
24.	2202045	Aroosa Butt
25.	2202046	Monika Kandal
26.	2202047	Aditi
27.	2202048	Nageena Akhtar
28.	2202051	Sandeep Kour
29.	2202052	Ankita Choudhary
30.	2202053	Meenakshi Devi
31.	2202054	Priya Sharma
32.	2202055	Kanishka Sabherwal
33.	2202056	Anchal



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SCHOOL OF EDUCATION

NO: MCE/2024/307-C

DT: 13/03/2024

B.Ed. Special Education (ID), SEMESTER- I

SESSION 2023-25

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f 15th March, 2024 to 30th March, 2024 as per the schedule.

Roll No's: -

Semester-I: 4, 5, 12, 16, 22, 23, 24, 26, 27 & 28

Abhishek
HOD

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3. Concerned faculty members



QF No. 040 B
Dated: 13 /03/2024

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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2023-2025 SEMESTER-I

Schedule for Remedial Classes (15th March, 2024 to 30th March, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (15, 18.03.2024 to 21.03.2024)	101	Mrs. Jyoti Sharma	
2:30 pm to 3:00 pm (15, 18.03.2024 to 21.03.2024)	102	Mrs. Suman Devi	
3:00 pm to 3:30pm (15, 18.03.2024 to 21.03.2024)	103	Dr. Behzad Maqbool	
2:00 pm to 2:30 pm (22, 26.03.2024 to 29.03.2024)	104	Mr. Chhottu Ram	
2:30 pm to 3:00 pm (22, 26.03.2024 to 29.03.2024)	105	Dr. Behzad Maqbool	
3:00 pm to 3:30 pm (22, 26.03.2024 to 29.03.2024)	106	Mr. Chhottu Ram	

HOD
School of Education

Copy to:

1. Principal, MIER College of Education
2. Convener, Leave & Attendance Committee
3. Concerned faculty members

NO: MCE/2024/
DT: 25.04.2024

The Chief Education Officer,
Directorate of School Education,
Jammu.

Subject: Conduct of Macro Teaching Practice in Schools.

Esteemed Sir / Madam,

MIER College of Education (Autonomous), is dedicated to imparting and promoting quality education to its trainees for the last 44 years. Currently, we are providing training to around fifty-four teacher trainees. As you are aware that B.Ed. has now become a two year course with four semesters and the trainees are required to do teaching practice and internship in schools in the fourth semester as the part of their curriculum.

Considering your full cooperation given to us in the previous years, we approach your good self to seek your permission in allotment of the below given schools in the month of August, 2024 after summer break for a period of 2 weeks. During this period, they will deliver lessons as per syllabus of the school curriculum and will conduct activities to learn the functioning of the school. The number of trainees allotted to each school shall be 10 and they shall work under the supervision and guidance of a supervisor from the college.

<u>S. No.</u>	<u>Name of the School</u>
1.	G.H.S. Janipur, Jammu
2.	G.H.S. City Chowk, Jammu.
3.	G.H.S. Dogra Hall, Jammu.
4.	G.H.S. Kachi Chawni, Jammu.
5.	G.H.S. Satwari, Jammu
6.	G.H.S Gurha Brahmana, Bantalab
7.	G.H.S. Resham Ghar Colony, Jammu
8.	G.H.S. Sarwal, Jammu
9.	G.H.S. Rehari, Jammu
10.	G.H.S. Bikram Chowk, (Ware House), Jammu
11.	G.H.S. Channi Himmat, Jammu
12.	G.H.S. Bakshi Nagar, Jammu.

Thanking you in anticipation and hoping for a positive response from your end.

Warm regards,

(Dr. Adit Gupta)
Principal

different co-curricular activities



MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2023-2025 SEMESTER-I

List of Students identified for Remedial Classes
(15th March, 2024 to 30th March, 2024)

S. No.	Roll No.	Name of the Student
1.	2303004	Parul Kohli
2.	2303005	Ridhi Khajuria
3.	2303012	Vishakha Manhas
4.	2303016	Sarika Saini
5.	2303022	Ekta Chib
6.	2303023	KM Priyanka
7.	2303024	Geetanjali Rajput
8.	2303026	Mamta Thakur
9.	2303027	Vaishali Sharma
10.	2303028	Shagun Sharma

Alish
HOD

School of Education

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3. Concerned faculty members



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SCHOOL OF EDUCATION

NO: MCE/2024/307-D

DT: 13/03/2024

B.Ed. Special Education (ID), SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f 15th March, 2024 to 30th March, 2024 as per the schedule.

Roll No's: -

Semester-III 6, 7, 10, 13, 14, 15, 16, 18, 21, 22, 23 & 24

HOD

School of Education

Copy to:

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2. Convener, Leave & Attendance Committee
3. Concerned faculty members



QF No. 040 B
Dated: 13/03/2024

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION

B.Ed. Special Education (ID)

SESSION 2022-2024

SEMESTER-III

Schedule for Remedial Classes

(15th March, 2024 to 30th March, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (15, 18.03.2024 to 21.03.2024)	301	Dr. Behzad Maqbool	
2:30 pm to 3:00 pm (15, 18.03.2024 to 21.03.2024)	302	Dr. Komal Sharma	
3:00 pm to 3:30pm (15, 18.03.2024 to 21.03.2024)	303	Mr. Chhottu Ram	
2:00 pm to 2:30 pm (22, 26.03.2024 to 29.03.2024)	304	Mrs. Arpana Koul	
2:30 pm to 3:00 pm (22, 26.03.2024 to 29.03.2024)	305	Mr. Chhottu Ram	

HOD

School of Education

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QF No. 040 B

Dated: 13/03/2024



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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2022-2024 SEMESTER-III

List of Students identified for Remedial Classes
(15th March, 2024 to 30th March, 2024)

S. No.	Roll No.	Name of the Student
1.	2203006	Mohit Sharma
2.	2203007	Palak Sharma
3.	2203010	Neelma Devi
4.	2203013	Yasser Ali
5.	2203014	Harsimran Kour
6.	2203015	Manisha Kumari
7.	2203016	Vanshika Rajput
8.	2203018	Ankita Khajuria
9.	2203021	Pallavi Jamwal
10.	2203022	Sandhya Chib
11.	2203023	Shweta Chib
12.	2203024	Anandita Khajuria

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3. Concerned faculty members



MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION

NO: MCE/2024/307-E

DT: 13/03/2024

M.Ed., SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f 15th March, 2024 to 30th March, 2024 as per the schedule.

Roll No's: -

Semester-III: 3, 4, 5, 6, 7, 8, 12 & 13

HOD

School of Education

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1. Principal, MIER College of Education
2. Convener, Leave & Attendance Committee
3. Concerned faculty members



QF No. 040 c

Dated: 13 /03/2024

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION

M.Ed.

SESSION 2022-2024

SEMESTER-III

Schedule for Remedial Classes

(15th March, 2024 to 30th March, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (15, 18.03.2024 to 21.03.2024)	304	Dr. Nishta Rana	<i>Nishta</i>
2:30 pm to 3:00 pm (15, 18.03.2024 to 21.03.2024)	305	Dr. Bharti Tandon	<i>Bharti</i>
3:00 pm to 3:30pm (15, 18.03.2024 to 21.03.2024)	306	Dr. Bindu Dua	<i>Bindu</i>
2:00 pm to 2:30 pm (22, 26.03.2024 to 29.03.2024)	307	Dr. Mool Raj	<i>Mool Raj</i>
2:30 pm to 3:00 pm (22, 26.03.2024 to 29.03.2024)	308	Dr. Bharti Tandon	<i>Bharti</i>

Nishta

HOD

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SCHOOL OF EDUCATION

M.Ed.

SESSION 2022-2024

SEMESTER-III

List of Students identified for Remedial Classes
(15th March, 2024 to 30th March, 2024)

S. No.	Roll No.	Name of the Student
1.	2201003	Nikita Verma
2.	2201004	Dinesh Singh
3.	2201005	Amanpreet Kaur
4.	2201006	Nitasha Pangotra
5.	2201007	Dhawani Sharma
6.	2201008	Divya Jyoti
7.	2201012	Sandeep Kour
8.	2201013	Divya Sharma

HOD

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3. Concerned faculty members



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SCHOOL OF EDUCATION

NO: MCE/2024/265-D

DT: 02/02/2024

B.Ed., SEMESTER-I

SESSION 2023-25

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 12th February, 2024 to 25th February, 2024 as per the schedule.

Roll No's: -

Semester-I: 3, 17, 22, 23, 24, 26, 29, 37, 38 & 39

Nishu Pare

HOD

School of Education

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3. Concerned faculty members



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QF No. 040 A

Dated: 02/02/2024

SCHOOL OF EDUCATION

B.Ed.

SESSION 2023-2025

SEMESTER-I

Schedule for Remedial Classes

(12th February, 2024 to 25th February, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (12.02.2024 to 16.02.2024)	BDE-101	Mrs. Suman Devi	<i>Suman Devi</i>
2:30 pm to 3:00 pm (12.02.2024 to 16.02.2024)	BDE-102	Mrs. Suman Gupta	<i>Suman</i>
3:00 pm to 3:30pm (12.02.2024 to 16.02.2024)	BDE-103	Mrs. Arpana Koul	<i>Arpana Koul</i>
2:00 pm to 2:30 pm (19, 21.02.2024 to 24.02.2024)	BDE-104	Mrs. Jyoti Sharma	<i>Jyoti</i>
2:30 pm to 3:00 pm (19, 21.02.2024 to 24.02.2024)	BDE-105	Dr. Komal Sharma	<i>Komal</i>

Nishu

HOD
School of Education

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QF No. 040 A
Dated: 02/02/2024

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SCHOOL OF EDUCATION

B.Ed.

SESSION 2023-2025

SEMESTER-I

List of Students identified for Remedial Classes
(12th February, 2024 to 25th February, 2024)

S. No.	Roll No.	Name of the Student
1.	2302003	Avneet Kour
2.	2302017	Mehak Manhas
3.	2302022	Rupali Jamwal
4.	2302023	Somaiya Khatoon
5.	2302024	Mohit Singh
6.	2302026	Komal Oberoi
7.	2302029	Vishali Sharma
8.	2302037	Riya Baloria
9.	2302038	Tanvi Anand
10.	2302039	Diksha Puri

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School of Education

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3. Concerned faculty members



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SCHOOL OF EDUCATION

NO: MCE/2024/265-E

DT: 02/02/2024

B.Ed., SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 12th February, 2024 to 25th February, 2024 as per the schedule.

Roll No's: -

Semester-I: 6,9,12,17,20,22,25,30,31,38,40,42,46,47,53,54,56,59,63,64 & 66

HOD

School of Education

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QF No. 040 A
Dated: 02/02/2024

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SCHOOL OF EDUCATION

B.Ed.

SESSION 2022-2024

SEMESTER-III

Schedule for Remedial Classes

(12th February, 2024 to 25th February, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (12.02.2024 & 15.02.2024)	BDE-301	Dr. Monika Bajaj	<i>Monika</i>
2:30 pm to 3:00 pm (12.02.2024 & 15.02.2024)	BDE-302	Mrs. Suman Devi	<i>Suman Devi</i>
3:00 pm to 3:30pm (12.02.2024 & 15.02.2024)	BDE-303	Dr. Komal Sharma	<i>Komal Sharma</i>
2:00 pm to 2:30 pm (16,19 & 21.02.2024)	BDE-304	Dr. Reeta Dwivedi	<i>R. Dwivedi</i>
2:30 pm to 3:00 pm (16,19 & 21.02.2024)	BDE-307	Dr. Monika Bajaj	<i>Monika</i>
3:00 pm to 3:30pm (16,19 & 21.02.2024)	BDE-310	Mrs. Jyoti Sharma	<i>Jyoti</i>
2:00 pm to 2:30 pm (22.02.2024 & 24.02.2024)	BDE-311	Dr. Reeta Dwivedi	<i>R. Dwivedi</i>

Monika

HOD

School of Education

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3. Concerned faculty members



QF No. 040 A
Dated: 02/02/2024

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SCHOOL OF EDUCATION

B.Ed.

SESSION 2022-2024

SEMESTER-III

List of Students identified for Remedial Classes (12th February, 2024 to 25th February, 2024)

S. No.	Roll No.	Name of the Student
1.	2202006	Vanshika Salaria
2.	2202009	Vidhi Gupta
3.	2202012	Snober
4.	2202017	Monika Choudhary
5.	2202020	Alisha Vaid
6.	2202022	Mehak Sadotra
7.	2202025	Shivali Choudhary
8.	2202030	Hajira Bano
9.	2202031	Sanjena
10.	2202038	Vishali Sharma
11.	2202040	Priya Sharma
12.	2202042	Kiran Kumari
13.	2202046	Monika Kandal
14.	2202047	Aditi
15.	2202053	Meenakshi Devi
16.	2202054	Priya Sharma
17.	2202056	Anchal
18.	2202059	Bir Singh
19.	2202063	Samridhi Rajput
20.	2202064	Sapna Rajput
21.	2202066	Shalni Rajput

HOD

School of Education

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3. Concerned faculty members



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SCHOOL OF EDUCATION

NO: MCE/2024/265-C

DT: 02/02/2024

B.Ed. Special Education (ID), SEMESTER- I

SESSION 2023-25

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f 12th February, 2024 to 25th February, 2024 as per the schedule.

Roll No's: -

Semester-I: 4, 5, 9, 10, 16, 19, 23, 24, 25, 26, 27, 28 & 30

HOD

School of Education

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1. Principal, MIER College of Education
2. Convener, Leave & Attendance Committee
3. Concerned faculty members



QF No. 040 B
Dated: 02/02/2024

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2023-2025 SEMESTER-I

Schedule for Remedial Classes (12th February, 2024 to 25th February, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (12.02.2024 & 16.02.2024)	101	Mrs. Jyoti Sharma	
2:30 pm to 3:00 pm (12.02.2024 & 16.02.2024)	102	Mrs. Suman Devi	
3:00 pm to 3:30pm (12.02.2024 & 16.02.2024)	103	Dr. Behzad Maqbool	
2:00 pm to 2:30 pm (19, 21.02.2024 to 24.02.2024)	104	Mr. Chhottu Ram	
2:30 pm to 3:00 pm (19, 21.02.2024 to 24.02.2024)	105	Dr. Behzad Maqbool	
3:00 pm to 3:30 pm (19, 21.02.2024 to 24.02.2024)	106	Mr. Chhottu Ram	

HOD
School of Education

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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2023-2025 SEMESTER-I

List of Students identified for Remedial Classes (12th February, 2024 to 25th February, 2024)

S. No.	Roll No.	Name of the Student
1.	2303004	Parul Kohli
2.	2303005	Ridhi Khajuria
3.	2303009	Janis Khonja
4.	2303010	Aashima Gupta
5.	2303016	Sarika Saini
6.	2303019	Surbi Sharma
7.	2303023	KM Priyanka
8.	2303024	Geetanjali Rajput
9.	2303025	Bandhna Devi
10.	2303026	Mamta Thakur
11.	2303027	Vaishali Sharma
12.	2303028	Shagun Sharma
13.	2303030	Neha Sharma

Mishra
HOD

School of Education

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3. Concerned faculty members



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SCHOOL OF EDUCATION

NO: MCE/2024/265-B

DT: 02/02/2024

B.Ed. Special Education (ID), SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f 12th February, 2024 to 25th February, 2024 as per the schedule.

Roll No's: -

Semester-III 5, 6, 9, 10, 13, 17, 18, 20, 21, 22, 23 & 24

HOD

School of Education

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2. Convener, Leave & Attendance Committee
3. Concerned faculty members



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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2022-2024 SEMESTER-III

Schedule for Remedial Classes (12th February, 2024 to 25th February, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (12.02.2024 & 16.02.2024)	301	Dr. Behzad Maqbool	
2:30 pm to 3:00 pm (12.02.2024 & 16.02.2024)	302	Dr. Komal Sharma	
3:00 pm to 3:30pm (12.02.2024 & 16.02.2024)	303	Mr. Chhottu Ram	
2:00 pm to 2:30 pm (19, 21.02.2024 to 24.02.2024)	304	Mrs. Arpana Koul	
2:30 pm to 3:00 pm (19, 21.02.2024 to 24.02.2024)	305	Mr. Chhottu Ram	

HOD
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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2022-2024 SEMESTER-III

List of Students identified for Remedial Classes
(12th February, 2024 to 25th February, 2024)

S. No.	Roll No.	Name of the Student
1.	2203005	Varsha Attri
2.	2203006	Mohit Sharma
3.	2203009	Azra Khatoon
4.	2203010	Neelma Devi
5.	2203013	Yasser Ali
6.	2203017	Rehana Batool
7.	2203018	Ankita Khajuria
8.	2203020	Pragati Tandon
9.	2203021	Pallavi Jamwal
10.	2203022	Sandhya Chib
11.	2203023	Shweta Chib
12.	2203024	Anandita Khajuria

HOD
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SCHOOL OF EDUCATION

NO: MCE/2024/265-A

DT: 02/02/2024

M.Ed., SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f 12th February, 2024 to 25th February, 2024 as per the schedule.

Roll No's: -

Semester-III: 1,2,4,8,11,12

HOD

School of Education

Copy to:

1. Principal, MIER College of Education
2. Convener, Leave & Attendance Committee
3. Concerned faculty members



QF No. 040 C

Dated: 02 /02/2024

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION

M.Ed.

SESSION 2022-2024

SEMESTER-III

Schedule for Remedial Classes

(12th February, 2024 to 25th February, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (12.02.2024 & 16.02.2024)	304	Dr. Nishta Rana	<i>Nishta</i>
2:30 pm to 3:00 pm (12.02.2024 & 16.02.2024)	305	Dr. Bharti Tandon	<i>Bharti Tandon</i>
3:00 pm to 3:30pm (12.02.2024 & 16.02.2024)	306	Dr. Bindu Dua	<i>Bindu</i>
2:00 pm to 2:30 pm (19, 21.02.2024 to 24.02.2024)	307	Dr. Mool Raj	<i>Mool Raj</i>
2:30 pm to 3:00 pm (19, 21.02.2024 to 24.02.2024)	308	Dr. Bharti Tandon	<i>Bharti Tandon</i>

Nishta
HOD

School of Education

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3. Concerned faculty members



MIER College of Education (Autonomous)

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Accredited by the NAAC with 'A+' Grade

QF No. Q40 C
Dated: 02/02/2024

SCHOOL OF EDUCATION

M.Ed.

SESSION 2022-2024

SEMESTER-III

List of Students identified for Remedial Classes
(12th February, 2024 to 25th February, 2024)

S. No.	Roll No.	Name of the Student
1.	2201001	Sonia Chaudhary
2.	2201002	Sonika Devi
3.	2201004	Dinesh Singh
4.	2201008	Divya Jyoti
5.	2201011	Vishali Sharma
6.	2201012	Sandeep Kour

HOD
School of Education

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3. Concerned faculty members



QF No. 040A

MIER College of Education (Autonomous)

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

SCHOOL OF EDUCATION

NO: MCE/2024/320-A

DT: 04/04/2024

B.Ed., SEMESTER- I

SESSION 2023-25

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 8th April, 2024 to 25th April, 2024 as per the schedule.

Roll No's: -

Semester-I: 9, 10, 11, 12, 13, 15, 17, 22, 23, 24, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 42, 43 & 44.

Miss

HOD

School of Education

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3. Concerned faculty members



MIER College of Education (Autonomous)

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Accredited by the NAAC with 'A+' Grade

QF No. 040 A

Dated: 04/04/2024

SCHOOL OF EDUCATION

B.Ed.

SESSION 2023-2025

SEMESTER-I

Schedule for Remedial Classes

(8th April, 2024 to 25th April, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (8, 9, 11, 12, 15 & 16.04.2024)	BDE-101	Mrs. Suman Devi	<i>Suman Devi</i>
2:30 pm to 3:00 pm (8, 9, 11, 12, 15 & 16.04.2024)	BDE-102	Mrs. Suman Gupta	<i>Suman</i>
3:00 pm to 3:30pm (8, 9, 11, 12, 15 & 16.04.2024)	BDE-103	Mrs. Arpana Koul	<i>Arpana koul</i>
2:00 pm to 2:30 pm (18,19,22.04.2024 to 25.04.2024)	BDE-104	Mrs. Jyoti Sharma	<i>Jyoti</i>
2:30 pm to 3:00 pm (18,19,22.04.2024 to 25.04.2024)	BDE-105	Dr. Komal Sharma	<i>Komal Sharma</i>

Nishita

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SCHOOL OF EDUCATION

B.Ed.

SESSION 2023-2025

SEMESTER-I

List of Students identified for Remedial Classes

(8th April, 2024 to 25th April, 2024)

S. No.	Roll No.	Name of the Student
1.	2302009	Ankita Rakwal
2.	2302010	Palak Gupta
3.	2302011	Zahida Choudhary
4.	2302012	Prabjyot Kour
5.	2302013	Sonia Devi
6.	2302015	Kajal Kour
7.	2302017	Mehak Manhas
8.	2302019	Shivarti Chib
9.	2302021	Mehak Verma
10.	2302022	Rupali Jamwal
11.	2302023	Somaiya Khatoon
12.	2302024	Mohit Singh
13.	2302028	Reetu Devi
14.	2302029	Vishali Sharma
15.	2302030	Diksha Rakwal
16.	2302031	Ronak Rayu
17.	2302032	Monika Gupta
18.	2302034	Raheela
19.	2302035	Subha
20.	2302036	Kanika Sharma
21.	2302037	Riya Baloria
22.	2302038	Tanvi Anand
23.	2302039	Diksha Puri



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SCHOOL OF EDUCATION

NO: MCE/2024/320-B

DT: 04/04/2024

B.Ed., SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 8th April, 2024 to 25th April, 2024 as per the schedule.

Roll No's: -

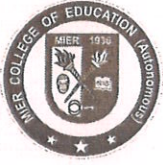
Semester-III: 3, 5, 6, 9, 11, 12, 17, 22, 24, 29, 30, 31, 35, 37, 38, 39, 40, 42, 45, 46, 47, 48, 52, 53, 54, 55, 56, 61, 62, 63, 64, 65 & 66.

Nishita
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SCHOOL OF EDUCATION

B.Ed.

SESSION 2022-2024

SEMESTER-III

Schedule for Remedial Classes

(8th April, 2024 to 25th April, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (8, 9, 11 & 12.04.2024)	BDE-301	Dr. Monika Bajaj	<i>Monika</i>
2:30 pm to 3:00 pm (8, 9, 11 & 12.04.2024)	BDE-302	Mrs. Suman Devi	<i>Suman Devi</i>
3:00 pm to 3:30pm (8, 9, 11 & 12.04.2024)	BDE-303	Dr. Komal Sharma	<i>Komal Sharma</i>
2:00 pm to 2:30 pm (15, 16, 18 & 19.04.2024)	BDE-304	Dr. Reeta Dwivedi	<i>R. Dwivedi</i>
2:30 pm to 3:00 pm (15, 16, 18 & 19.04.2024)	BDE-307	Dr. Monika Bajaj	<i>Monika</i>
3:00 pm to 3:30pm (15, 16, 18 & 19.04.2024)	BDE-310	Mrs. Jyoti Sharma	<i>Jyoti</i>
2:00 pm to 2:30 pm (22.04.2024 & 25.04.2024)	BDE-311	Dr. Reeta Dwivedi	<i>R. Dwivedi</i>
2:30 pm to 3:00 pm (22.04.2024 & 25.04.2024)	BDE-316	Mrs. Suman Gupta	<i>Suman</i>

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QF No. 040 A
Dated: 04/04/2024

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION

B.Ed.

SESSION 2022-2024

SEMESTER-III

List of Students identified for Remedial Classes

(8th April, 2024 to 25th April, 2024)

S. No.	Roll No.	Name of the Student
1.	2202003	Anjali Jain
2.	2202005	Ishu Sharma
3.	2202006	Vanshika Salaria
4.	2202009	Vidhi Gupta
5.	2202011	Megha Thakur
6.	2202012	Snober
7.	2202017	Monika Choudhary
8.	2202022	Mehak Sadotra
9.	2202024	Chavi Padha
10.	2202029	Tsewang Chuskit
11.	2202030	Hajira Bano
12.	2202031	Sanjena
13.	2202035	Niharika Sharma
14.	2202037	Shriya Gupta
15.	2202038	Vishali Sharma
16.	2202039	Kanika Sharma
17.	2202040	Priya Sharma
18.	2202042	Kiran Kumari
19.	2202045	Aroosa Butt
20.	2202046	Monika Kandal
21.	2202047	Aditi
22.	2202048	Nageena Akhtar
23.	2202052	Ankita Choudhary
24.	2202053	Meenakshi Devi
25.	2202054	Priya Sharma
26.	2202055	Kanishka Sabherwal
27.	2202056	Anchal
28.	2202061	Ashish Kumar
29.	2202062	Aashima Sharma
30.	2202063	Samridhi Rajput
31.	2202064	Sapna Rajput



QF No. 040B

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION

NO: MCE/2024/320-C

DT: 04/04/2024

B.Ed. Special Education (ID), SEMESTER- I SESSION 2023-25

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 8th April, 2024 to 25th April, 2024 as per the schedule.

Roll No's: -

Semester-I: 4, 5, 8, 16, 20, 21, 22, 23, 24, 26, 27, 28 & 29.

HOD

School of Education

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QF No. 040 B
Dated: 04 /04/2024

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2023-2025 SEMESTER-I

Schedule for Remedial Classes (8th April, 2024 to 25th April, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (8, 9, 11, 12, 15 & 16.04.2024)	101	Mrs. Jyoti Sharma	
2:30 pm to 3:00 pm (8, 9, 11, 12, 15 & 16.04.2024)	102	Mrs. Suman Devi	
3:00 pm to 3:30pm (8, 9, 11, 12, 15 & 16.04.2024)	103	Dr. Behzad Maqbool	
2:00 pm to 2:30 pm (18,19,22.04.2024 to 25.04.2024)	104	Mr. Chhottu Ram	
2:30 pm to 3:00 pm (18,19,22.04.2024 to 25.04.2024)	105	Dr. Behzad Maqbool	
3:00 pm to 3:30 pm (18,19,22.04.2024 to 25.04.2024)	106	Mr. Chhottu Ram	

HOD
School of Education

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QF No. 040 B
Dated: 04/04/2024

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2023-2025 SEMESTER-I

List of Students identified for Remedial Classes (8th April, 2024 to 25th April, 2024)

S. No.	Roll No.	Name of the Student
1.	2303004	Parul Kohli
2.	2303005	Ridhi Khajuria
3.	2303008	Aarti Devi
4.	2303016	Sarika Saini
5.	2303020	Monika Bhau
6.	2303021	Sarika Anthal
7.	2303022	Ekta Chib
8.	2303023	KM Priyanka
9.	2303024	Geetanjali Rajput
10.	2303026	Mamta Thakur
11.	2303027	Vaishali Sharma
12.	2303028	Shagun Sharma
13.	2303029	Ananya Khajuria

Nishita

HOD
School of Education

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SCHOOL OF EDUCATION

NO: MCE/2024/320-D

DT: 04/04/2024

B.Ed. Special Education (ID), SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 8th April, 2024 to 25th April, 2024 as per the schedule.

Roll No's: -

Semester-III: 1, 3, 5, 6, 7, 8, 9, 10, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23 & 24.

Alights

HOD

School of Education

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3. Concerned faculty members



QF No. 040 B
Dated: 04/04/2024

MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2022-2024 SEMESTER-III

Schedule for Remedial Classes (8th April, 2024 to 25th April, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (8, 9, 11, 12, 15 & 16.04.2024)	301	Dr. Behzad Maqbool	
2:30 pm to 3:00 pm (8, 9, 11, 12, 15 & 16.04.2024)	302	Dr. Komal Sharma	
3:00 pm to 3:30pm (8, 9, 11, 12, 15 & 16.04.2024)	303	Mr. Chhottu Ram	
2:00 pm to 2:30 pm (18,19,22.04.2024 to 25.04.2024)	304	Mrs. Arpana Koul	
2:30 pm to 3:00 pm (18,19,22.04.2024 to 25.04.2024)	305	Mr. Chhottu Ram	

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SCHOOL OF EDUCATION B.Ed. Special Education (ID)

SESSION 2022-2024 SEMESTER-III

List of Students identified for Remedial Classes (8th April, 2024 to 25th April, 2024)

S. No.	Roll No.	Name of the Student
1.	2203001	Shivani Chib
2.	2203003	Akhter Shehnaz
3.	2203005	Varsha Attri
4.	2203006	Mohit Sharma
5.	2203007	Palak Sharma
6.	2203008	Prathibha Attri
7.	2203009	Azra Khatoon
8.	2203010	Neelma Devi
9.	2203013	Yasser Ali
10	2203014	Harsimran Kour
11.	2203015	Manisha Kumari
12.	2203017	Rehana Batool
13.	2203018	Ankita Khajuria
14.	2203019	Manju Sharma
15.	2203020	Pragati Tandon
16.	2203021	Pallavi Jamwal
17.	2203022	Sandhya Chib
18.	2203023	Shweta Chib
19.	2203024	Anandita Khajuria

Kushal
HOD
School of Education

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QF No. 040C

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SCHOOL OF EDUCATION

NO: MCE/2024/320-E

DT: 04/04/2024

M.Ed., SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f 15th March, 2024 to 30th March, 2024 as per the schedule.

Roll No's: -

Semester-III: 1, 3, 6, 7, 8, 10, 12 & 13.

Nishita
HOD

School of Education

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QF No. 040 C
Dated: 04 /04/2024

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SCHOOL OF EDUCATION

M.Ed.

SESSION 2022-2024

SEMESTER-III

Schedule for Remedial Classes

(8th April, 2024 to 25th April, 2024)

Time / Date	Course Code	Name of the Teacher	Signature
2:00 pm to 2:30 pm (8, 9, 11, 12, 15 & 16.04.2024)	304	Dr. Nishta Rana	<i>Nishta</i>
2:30 pm to 3:00 pm (8, 9, 11, 12, 15 & 16.04.2024)	305	Dr. Bharti Tandon	<i>Bharti Tandon</i>
3:00 pm to 3:30pm (8, 9, 11, 12, 15 & 16.04.2024)	306	Dr. Bindu Dua	<i>Bindu</i>
2:00 pm to 2:30 pm (18,19,22.04.2024 to 25.04.2024)	307	Dr. Mool Raj	<i>Mool Raj</i>
2:30 pm to 3:00 pm (18,19,22.04.2024 to 25.04.2024)	308	Dr. Bharti Tandon	<i>Bharti Tandon</i>

Nishta
HOD

School of Education

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QF No. 040 C
Dated: 04/04/2024

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SCHOOL OF EDUCATION

M.Ed.

SESSION 2022-2024

SEMESTER-III

List of Students identified for Remedial Classes (8th April, 2024 to 25th April, 2024)

S. No.	Roll No.	Name of the Student
1.	2201001	Sonia Chaudhary
2.	2201003	Nikita Verma
3.	2201006	Nitasha Pangotra
4.	2201007	Dhawani Sharma
5.	2201008	Divya Jyoti
6.	2201010	Anchal Mahajan
7.	2201012	Sandeep Kour
8.	2201013	Divya Sharma

Nishita
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SCHOOL OF EDUCATION

NO: MCE/2024/307-B

DT: 13/03/2024

B.Ed., SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 15th March, 2024 to 30th March, 2024 as per the schedule.

Roll No's: -

Semester-III:

6,9,11,12,13,14,15,17,20,22,24,25,26,28,29,30,31,35,37,38,39,41,42,45,46,47,48,51,
52,53,54,55,56,58,60,61,63,64,65 & 66.

Nishta

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SCHOOL OF EDUCATION

NO: MCE/2024/307-B

DT: 13/03/2024

B.Ed., SEMESTER- III

SESSION 2022-24

CIRCULAR

This is for the information of the following students that they will attend remedial classes from 2:00 pm to 4:00 pm. w.e.f. 15th March, 2024 to 30th March, 2024 as per the schedule.

Roll No's: -

Semester-III:

6,9,11,12,13,14,15,17,20,22,24,25,26,28,29,30,31,35,37,38,39,41,42,45,46,47,48,51,
52,53,54,55,56,58,60,61,63,64,65 & 66.

Nishita

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