



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

CRITERION II

TEACHING LEARNING AND EVALUATION

2.3 TEACHING –LEARNING PROCESS

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

1. Course wise details of modes of teaching learning adopted during the academic year in each programme

Documentary Evidence in support of the Claim

S.NO.	DESCRIPTION	ENCLOSURE
1.	Course wise details of modes of teaching learning	Teaching Plans of 1. B.Ed. Sem. I Session 2023-25 2. B.Ed. Spl. Education (ID) Sem. IV 2021-23 3. M.Ed. Sem. III 2022-24 4. M.Ed. Spl. Education (ID) Sem. II 2022-24 5. Photographic evidence of teaching methodologies used by teachers
2.	DIET VISIT	1. Letter to Principal (DIET) for visit of M.ED. Sem. II (2022-24) 2. Report of DIET visit by student of M.Ed. Sem. II
3.	Visit to different types of schools	1. Letter to Principal Model Academy School seeking permission for conducting Pre-Internship-I for B.Ed. Sem. 1 (2023-25) 2. Letter to Principal Govt. Girls Middle School, Purkhoo, Jammu seeking permission for visit to village middle school for B.Ed. Sem. 1 (2023-25) 3. Pre-Internship -I report of student of B.Ed. Sem. 1 (2023-25) visited to different types of schools (nursery, primary, middle, high, inclusive) 4. Photographic evidence of students' visit to innovative centre
4.	Reflective journal	1. Reflective Journal of B.Ed. Sem. III (2022-24) (Visit to different schools) 2. Reflective Journal of M.Ed. Sem. II (2022-24) (DIET visit)

**COURSE WISE MODES
OF
TEACHING LEARNING**



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

School of Education

QF No.: 033A
Date: 8-11-2023

TEACHING PLAN

B.Ed. Semester-I, (Session 2023-25)

Course Name : Philosophical and Sociological Perspective in Education
Course Code : BDE -102
Course Type : Compulsory
Credits : 04
Contact Hours: 60 (72 lectures of 40 minutes duration)
Duration of Examination: 3 Hours

Maximum Marks: 100
Max. Ext. Marks: 60
Max. Int. Marks: 40
Min. Pass Marks
(in Ext. Exams): 24

A. Course learning outcomes:

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

CLO1: describe the nature, aims, functions, and significance of education and philosophy along with their relationship

CLO2: identify the views of different schools of thought on education and the contribution of great Indian and Western thinkers in the field of education

CLO3: relate concerns and issues of Indian society with its sociological perspectives.

CLO4: analyze the role of education in Democracy, Socialism and Secularism.

CLO5: interpret the role of education in developing ideals of national integration and emotional integration and the factors affecting social change and Culture.

Unit	Topic/Content	No. of lectures	Teaching Strategies	Eval. Tech.	Name of the Reference Books	Name of the Author
Unit-I	1.1 Nature, meaning, aims and functions of education, Indian and Western perspectives in education	6	Lecture cum discussion Method supported by Power point presentation	Long answer type question.	Education in Emerging Society Theory and principles of Education Education in Emerging Indian Society Principles of Education & Education in the Emerging Indian Society A new approach to Teacher and Education in Indian Society Education in Emerging Indian Society Basic ideas in Education	N.R. Swaroop Saxena J.C. Aggarwal Saxena & Chaturvedi B.N. Dash M.S. Sachdeva Dr. J.S. Walia J.C. Aggarwal
	1.2 Philosophy: Its nature and importance, significance of studying philosophy, difference between educational philosophy and philosophy of education	6	Lecture cum discussion Method supported by Power point presentation	Long answer type question.	Indian Philosophy Vol.I Foundations in Sociology of Edu. Emerging Issues in Curriculum Development Basic ideas in Education Foundations of Education Sociological Foundation of Edu	Sinha J Balsara M Baliya, J.N J.C. Aggarwal V.R. Taneja Girish Pachauri

	1.3 Concept of knowledge : Reality and values according to Indian Philosophy	6	Lecture cum discussion Method supported by Power point presentation	Short answer type question.	Sociological Foundation of Edu	Girish Pachauri
Unit- II	2.1 Philosophies of Education Salient features of idealism, naturalism, pragmatism, and existentialism and their influence on education with reference to aims of education, curriculum, methods of teaching, role of teacher and school	6	Flipped classroom/ Cooperative learning	Online quiz	Education in Emerging Society Theory and principles of Education Education in Emerging Indian Society Principles of Edu. & Edu. In the Emerging Indian Society	N.R. Swaroop Saxena J.C. Aggarwal Saxena & Chaturvedi B.N. Dash
	2.2 Reflections on education by great Indian educational thinkers: Swami Vivekananda, Sri Aurobindo Ghosh, Mahatma Gandhi	6	Seminar presentations by students	Evaluation on the basis of their presentation	Basic ideas in Education Foundations of Education Philosophical & Sociological Foundations of Education.	J.C. Aggarwal V.R. Taneja Suri & Sodhi

	2.3 Reflections on education by great Western educational thinkers: Plato, Froebel and John Dewey	6	Cooperative learning	Evaluation on the basis of their presentation	Principles of Sociology Indian Philosophy Vol.I Google.Com	C.N. Shankar Rao Sinha J
Unit-III	3.1 Concept of sociology and sociology of education, concerns of Indian society: Social justice, secularism, cleanliness, environmental issues and globalisation and privatization of education	8	Blended learning Moodle	Online Quiz	Indian Philosophy Vol.I Foundations in Sociology of Edu.	Sinha J Balsara M
	3.2 Structure of Indian society: Class, caste, religion, ethnicity and language	4	Blended learning Moodle	Online Quiz	Emerging Issues in Curriculum Development	Baliya, J.N

	3.3 Democracy, socialism and secularism: Concept and role of education	6	Blended learning Moodle	Online Quiz	Education in Emerging Society	N.R. Swaroop Saxena
Unit IV	4.1 National & Emotional Integration: Concept and need for nurturing diversity and fostering inclusion, barriers in national and emotional integration and role of education in the promotion and National Integration	6	Lecture cum discussion Method supported by Power point presentation	Long answer type questions	Principles of Sociology Sociological Approach to Indian Edu. Principles of Sociology	C.N. Shankar Rao S.S. Mathur Madhurima
	4.2 Social Change : Concept, factors influencing social change, need for social change, education and social change	6	Panel Discussion	Short answer type questions	Sociological Approach to Indian Edu. Principles of Sociology	C.N. Shankar Rao S.S. Mathur

	4.3 Culture: Meaning, nature, salient features, cultural heritage, role of education, contribution of different religions towards human upliftment and celebration of different festivals.	6	Lecture cum discussion Method supported by Power point presentation	Long answer type question	Sociological Approach to Indian Edu.	C.N. Shankar Rao
Total No. of Lectures= 72						

SESSIONAL WORK

The student-teacher may select any one of the following themes for seminar (Any one)

- *Importance of globalization for education*
- *Chief recommendations of Delors Commission on education for 21st Century*
- *Core Indian values of diversity, tolerance and plurality*
- *Educational philosophy of J. Krishnamurti*
- *Constitutional provisions of equity and equality*
- *Any other approved theme of relevance*

Suman Chakraborty
5-11-23
Teacher In charge

[Signature]
9/11/23
HOD

[Signature]
Principal



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

QF- 033B
Date: 06/04/2023

U. G. Department
TEACHING PLAN

B.Ed. Special Edu. (ID) Semester-IV, (Session 2021-2023)

Course Name: Applied Behaviour Analysis
Course code: 401
Course Type: 02
Credits: 2, Contact hours: 30
(36 lectures of 50 minutes duration)
Duration of Examination: 1 Hr. 30 minutes

Maximum Marks : 50
Max. Ext. Marks : 30
Min. Ext. Pass Marks: 15
Max. Int. Marks : 20
Min. Int. Pass Marks : 10

The objectives of the course are to:

- develop an understanding of the underlying principles and assumptions of Applied behavioural Analysis (ABA)
- use various measures of behavioural assessment
- apply methods of ABA in teaching and learning environments
- integrate techniques of ABA in teaching programs
- select suitable strategies for managing challenging behaviours

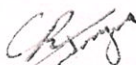
Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Technique	Name of the Reference Books	Name of the Author
Unit -I	1.1. ABA – Concept, Definition and Principles of Behavioural Approach,	a) ABA – Concept, Definition and Principles of Behavioural Approach b) Assumptions of ABA	4	Lecture cum Discussion Method Team teaching	a) Long/ Short answer type Questions	Behaviour Modification	R. A. Joseph

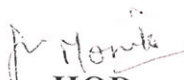
	Assumptions of ABA – Classical and Operant Conditioning	– Classical and Operant Conditioning				Education Psychology	S. K. Mangle
	1.2 Behaviour- Definition, Feature and Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems	a) Behaviour- Definition, Feature b) Assessment of Behaviour – Functional Analysis of Behaviour c) Behaviour Recording Systems	5	Group Discussion Lecture cum Discussion Method	a) Long/ Short answer type Questions	Behaviour Modification	R. A. Joseph
Unit - II	2.1 Selection of Behavioural Goals, Discrete Trial Teaching, Discriminative Stimulus – Characteristics, Response, Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal, Consequence – Characteristics Inter-Trial Interval, Application of ABA in Group Setting, Negotiation and contract, Token economy, Response	a) Selection of Behavioural Goals, Discrete Trial Teaching b) Discriminative Stimulus – Characteristics, Response, Prompts: Physical c) Gestural, Pointing, Visual, Positional, Verbal, Consequence – Characteristics d) Inter-Trial Interval, Application of ABA in Group Setting, Negotiation and contract. e) Token economy, Response cost, Pairing and fading	9	Cooperative Learning Lecture cum Discussion Method Team Teaching	a) Long answer type/ Short answer type/ Objective type questions	https://www.appliedbehavioranalysisprograms.com/faq/what-is-discrete-trial-teaching/ https://chicagoabatherapy.com/articles/6-types-of-prompts-used-in-aba-therapy/	


	cost, Pairing and fading						
	2.2. Reinforcement Types: Positive and Negative, Primary and Secondary, Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval, Leadership role of teacher in promoting positive behaviour	a) Reinforcement Types: Positive and Negative, Primary and Secondary. b) Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable. c) Interval, Leadership role of teacher in promoting positive behaviour.	7	Team Teaching Lecture cum Discussion Method	a) Long answer type/ Short answer type/ Objective type questions	https://www.medicinenet.com/what_are_the_4_types_of_reinforcement/article.htm	
Unit -III	3.1 Differential Reinforcements of Behaviour, Extinction and Time Out, Maintenance	a) Differential Reinforcements of Behaviour b) Extinction and Time Out, Maintenance	5	Flipped Classroom	a) Long Answer type/ Short answer type questions	Behaviour Modification	R. A. Joseph
	3.2 Response Cost and Overcorrection, Generalization and Fading	a) Response Cost and Overcorrection b) Generalization and Fading	6	Lecture cum Discussion Method	- do -	Behaviour Modification	R. A. Joseph
Total Lectures			36				

Sessional Work : Any one of the following

1. Observation and functional analysis of behaviour of a given case.
2. Development of ABA program for management of a challenging behaviour


Teacher In charge


HOD


Principal



MIER College of Education (Autonomous)

College with Potential for Excellence Status by the UGC

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

Accredited by the NAAC with 'A+' Grade

QF: 171 B

Dt: 1-11-2023

School of Education

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

TEACHING PLAN

Course Name: Status, Issues and Concerns at Secondary Education

Course Code: MED-305

Credits: 02

Contact Hours: 34 lectures of 50 minutes duration

Duration of Examination: 1 & 1/2 Hrs

Maximum Marks: 50

Max. Ext. Marks: 30

Max. Int. Marks: 20

Min. Pass Marks

(in Ext. Exams): 12

COURSE LEARNING OBJECTIVES

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

- CLO1 elucidate the objectives of secondary and higher secondary education
- CLO2 gain insight into the status of secondary and higher secondary education in India
- CLO3 identify the issues of secondary and higher secondary education in India
- CLO4 develop critical understandings of the significance of transition and concerns in secondary and higher secondary education in India

Unit	Topic/Content	No. of Lectures	Teaching Strategies	Evaluation Strategy	Name of the Reference Books/other resources	Name of the Author
Unit –I	1.1 Secondary and Higher Secondary Education: Concept, National	8	Lecture cum discussion using PPTs		Secondary and Higher Secondary Education in India http://www.yourarticlelibrary.com/education/four-	K. Chellamani

	Scenario in terms of enrolment, retention, dropout, out of school children and infrastructure				fold-aims-of-secondary-education-in-india/44840/ http://www.psychologydiscussion.net/educational-psychology/secondary-education-system-in-india/1851	
					Development of Educational System in India http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/ESG2016_0.pdf http://rmsaindia.gov.in/images/Trends_and_Indicators_under_RMSA.pdf	J.C Aggarwal
	1.2 Status of qualified and professionally trained teachers – Scenario at the National as well as in the State of Jammu and Kashmir	4	Cooperative learning strategy	*Class test (long answer question)	Development of Educational System in India http://www.zenithresearch.org.in/images/stories/pdf/2011/Nov/29_vol-1_issue-7_Quality_and_Excellence_in_TEACHER_EDUCATION.pdf http://www.teindia.nic.in/mhrd/50yrsedu/r/2Q/A2/2QA20901.htm	Dr. R. A Sharma
Unit-2	2.1 Issues of classroom processes, learning	8	Lecture cum discussion through PPTs		Indian education- today and tomorrow	Suresh Bhatnagar

	achievement, medium of instruction and multilingual approach at secondary and higher secondary level of education				Development of Educational System in India http://ijsse.com/ijer/sites/default/files/papers/2013/v1i4/Paper-2.pdf NCERT position paper on teaching of Indian languages 2006	J.C Aggarwal
	2.2 Achieving Universalization of Secondary Education: Concept of RMSA (Rashtriya Madhyamik Shiksha Abhiyan), Hurdles in achieving universalization of secondary education in India	3	Group discussion	*Assignment	http://rmsaindia.gov.in/en/about-rmsa.html http://mhrd.gov.in/rmsa Indian education- today and tomorrow http://www.yourarticlelibrary.com/education/secondary-education/top-25-problems-of-secondary-education-with-its-possible-solution/64491	Suresh Bhatnagar
Unit-3	3.1 Concerns of gross enrolment ratio, net enrolment ratio, gender differences, social justice and infrastructure facilities (classrooms, library, laboratories,	6	Blended Learning through Moodle		Education in the Emerging Indian Society https://scroll.in/article/836687/domestic-chores-the-largest-significant-contributor-to-gender-gap-in-secondary-education-study http://www.ijssrm.in/v4-	J.C Aggarwal

	separate washroom for boys and girls) at secondary and higher secondary level of education				i8/16%20ijsrm.pdf http://siteresources.worldbank.org/INTINDIA/Resources/Gender_Disparity_in_Schooling.pdf	
	3.2 Concerns of Quality of Access: Physical, social and gender; equity and equality, student-teacher ratio and participation of community	7	Blended Learning through Moodle	*quiz on moodle	Education in the Emerging Indian Society http://www.ijsrm.in/v4-i8/16%20ijsrm.pdf http://mhrd.gov.in/sites/upload_files/mhrd/files/Student-Teacher%20Ratio.pdf http://archive.indianexpress.com/news/studentteacher-ratio-revised-in-govt-schools/1188089/ http://www.dise.in/Downloads/Paper_on_Physical_Facilities_(Draft_prepared_for_CABE)_-Report.pdf	J.C Aggarwal

Total Lectures = 36

Dr. Shashi Tandon
Teacher Incharge

[Signature]
HOD
 20/11/23

[Signature]
Principal



MIER COLLEGE OF EDUCATION (Autonomous)
College with Potential for Excellence Status by the UGC
Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

**U.G. DEPARTMENT
TEACHING PLAN**

M.Ed. Special Edu. (ID) Semester- II (Session 2022-2024)

Course Name: Research Methodology and Statistics
Course code: 201
Course Type:
Credits: 4 **Contact hours:** 60
(72 lectures of 50 minutes' duration)
Duration of Examination: 3 Hours

Maximum Marks: 100
Max. Ext. Marks: 60
Min. Ext. Pass Marks: 30
Max. Int. Marks: 40
Min. Int. Pass Marks: 20

The objectives of the course are to:

- *develop a conceptual understanding of research, its need and ethical research practices.*
- *describe the types, methods and process of research.*
- *apply statistical techniques for analysis of data.*
- *explain the methods and techniques of qualitative research.*
- *prepare research proposal and report.*

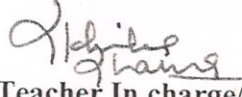
Unit	Topic/Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
I	1.1 Sources and philosophy of knowledge	2	Lecture cum Discussion method.	Short Answer type Question.	Advances in mixed methods research: Theories and applications.	Bergman
	1.2 Scientific thinking and research, Role of theory in research	3	Flipped Teaching	Short Answer type Question.	Multimethod approaches in educational research	J. Elliott

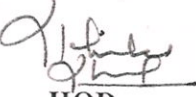
	1.3 Need for research in Education and Special Education, Ethics in research	3	Lecture cum Discussion method.	Long/Short Answer type Question.	Qualitative evaluation and research methods	M. Patton
II	2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action, Standardization of research instrument- Selection of items, reliability and validity and norms	8	Flipped Teaching Lecture cum Discussion method.	Long/Short Answer type Question.	Methodology of Educational Research.	L. Koul
	2.2 Methods of Research: Descriptive, Correlational, Ex-post facto and Experimental Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design	5	Lecture cum Discussion method	Long/Short Answer type Question.	Statistics in Psychology and Education	B.K. Sahu
	2.3 Variables- Types and threats, Process of research- Selection of problem, a. Review of literature, b. Sampling; Types and selection process, c. Hypothesis, Instruments; tests, questionnaire interview, observation schedule, rating scale ; d. Data collection and analysis	8	Lecture cum Discussion method	Online Quiz	Educational Research Fundamentals	J.H. McMillan
III	3.1 Parametric and non-parametric tests: Concept and difference, Computer applications for analysis, Tabulation and graphic representation	5	Lecture cum Discussion method.	Online Quiz \ Long/Short Answer type Question.	Statistics in Psychology and Education	H.E. Garrett
	3.2 Descriptive Statistics: - Measures of Central Tendency - Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis	10	Lecture cum Discussion method.	Long/Short Answer type Question.	Statistics in Psychology and Education	H.E. Garrett


	3.3 Inferential statistics - Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors - Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test	10	Lecture cum Discussion methods and Team Teaching	Long/Short Answer type Question.	Statistics in Education Research	R.P. Pathak
IV	4.1 Grounded theory, Mixed method	2	Lecture cum Discussion method.	Long/Short Answer type Question.	Grounded theory: Objectivist and constructivist methods.	K. Charmaz
	4.2 Ethnography and case study, Themes, coding and presentation	3	Flipped Teaching.	Long/Short Answer type Question.	Designing and conducting mixed methods research	J.W. Creswell
	4.3 Narrative/discourse and visual methodologies	3	Cooperative Teaching	Long/Short Answer type Question.	Designing and conducting mixed methods research	J.W. Creswell
V	5.1 Components of research proposal, Presentation of proposal	3	Group discussion	Online Quiz	Designing and conducting mixed methods research	J.W. Creswell, V.L. Plano Clark
	5.2 Writing of thesis/dissertation	3	Guided self-study followed by group discussion..	Long/Short Answer type Question.	Methodology of Educational Research.	L. Koul
	5.3 Writing technical paper for publication, Research management	4	Group Discussion method.	Long/Short Answer type Question.	Methodology of Educational Research.	L. Koul
	Total Number of Lectures	72				

Sessional Work: Any one of the following

1. Review a research paper published in refereed journal
2. Prepare and present a research proposal
3. Review a text book and submit a report
4. Analyze a set of data using computer application


Teacher In charge/s
11/02/23


HOD
11/02/23


Principal
11/02/23

**Photographic Evidence of Teaching
Methodologies Used**



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Teaching Methodologies Used



TEAM TEACHING



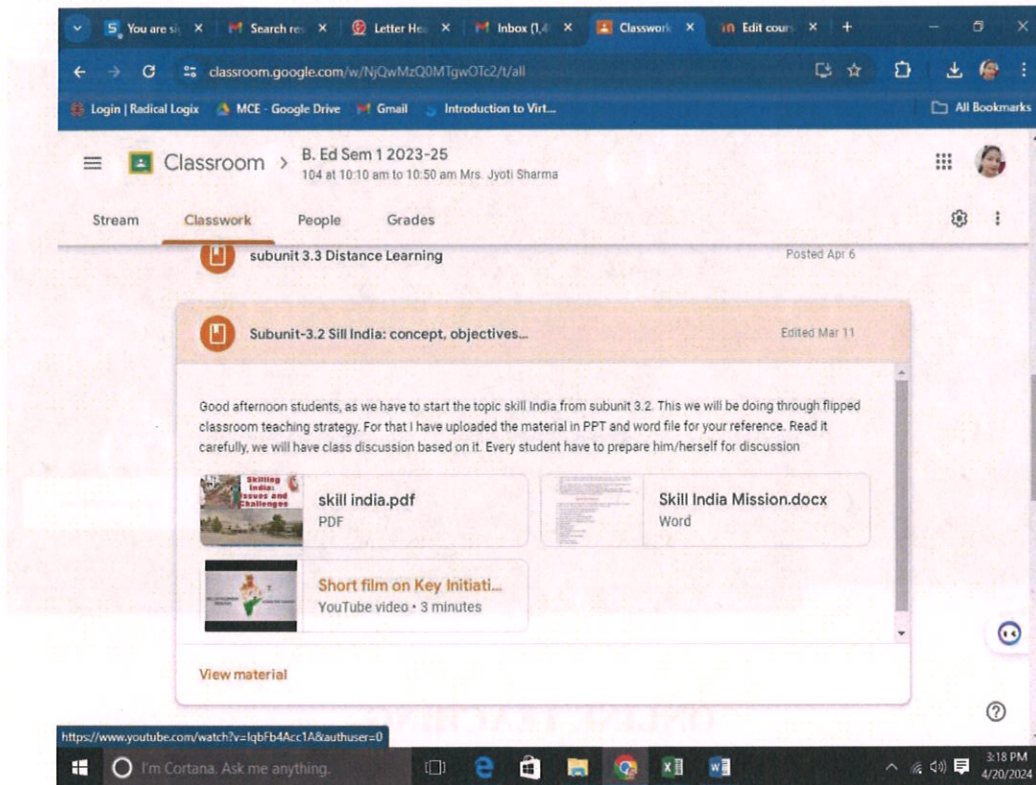
PANEL DISCUSSION



ROLE PLAY



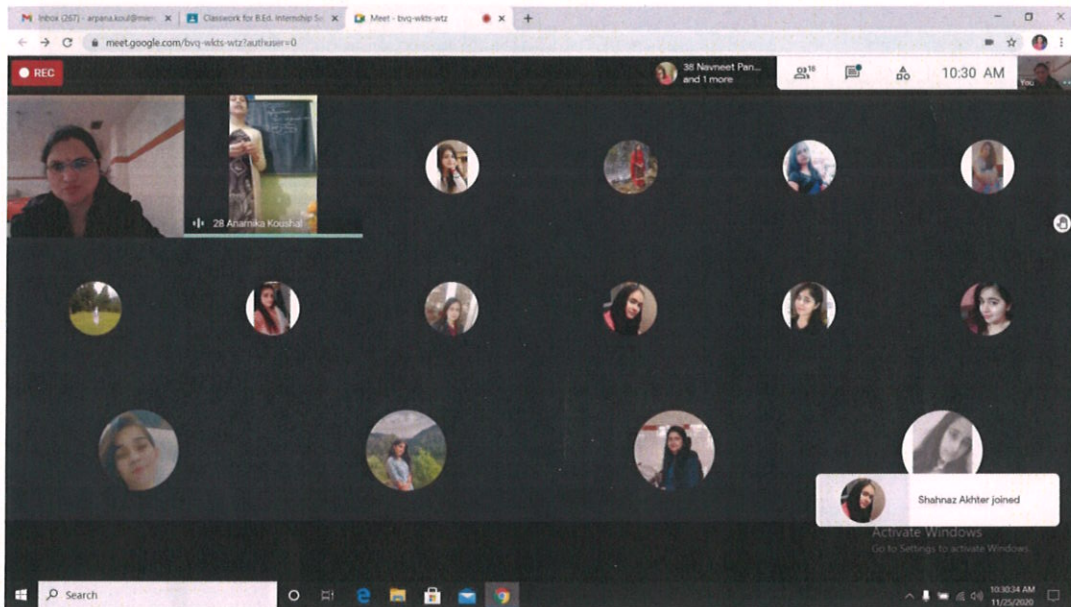
GROUP DISCUSSION



FLIPPED CLASSROOM



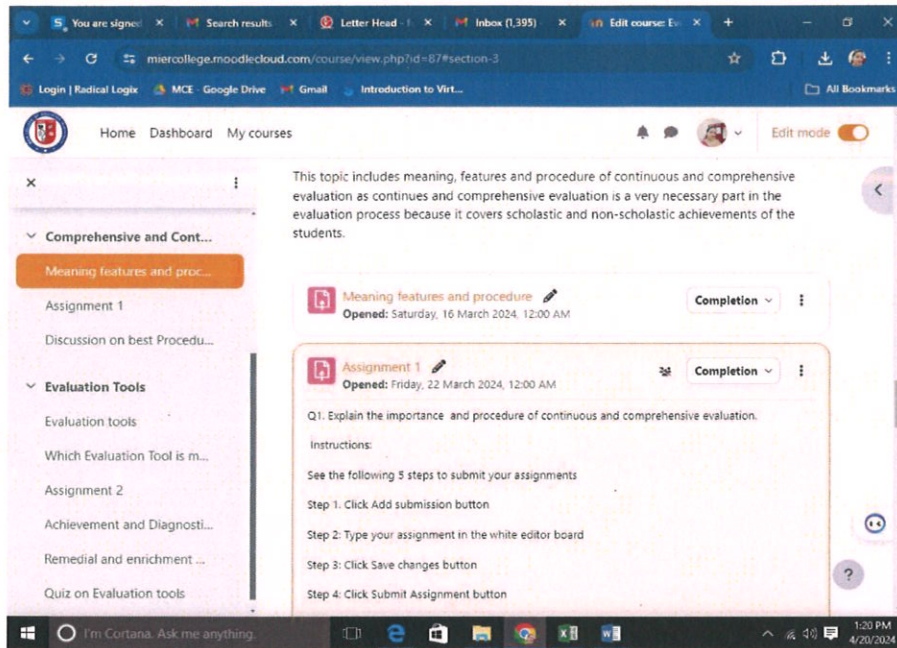
COOPERATIVE LEARNING



ONLINE TEACHING



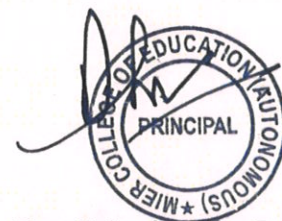
LECTURE CUM DISCUSSION METHOD



BLENDED LEARNING THROUGH MOODLE LMS



SEMINAR PRESENTATION



Sign & Seal of the Principal

DIET

VISIT



MIER COLLEGE OF EDUCATION

Autonomous

College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A' Grade

Ref. No.: - MCE/SOE/2023/179

Dated: 16/08/2023

To

The Principal,
District Institute of Education and Training (DIET),
Canal Road,
Jammu.


Subject: Permission to Visit DIET by M.Ed. Students of MIER College of Education, Jammu.

Respected Sir,

It is for the information that MIER College of Education (Autonomous) is running M.Ed. Programme. It is mandatory for every students of M.Ed. to undergo Internship. The Internship includes 'Visit to DIET' as an important component. In this regard, your goodself is requested to kindly confirm a suitable date and time so that our students along with their teacher in-charges can visit your esteemed institution for completing the above mentioned component.

Thanking You,

With Regards


(Dr. Adit Gupta)
Principal

*For circular letter
and alloted date
21.08.2023 from
10.30 to 1 Pm.
Kushal
17/8/2023*

REPORT ON DIET

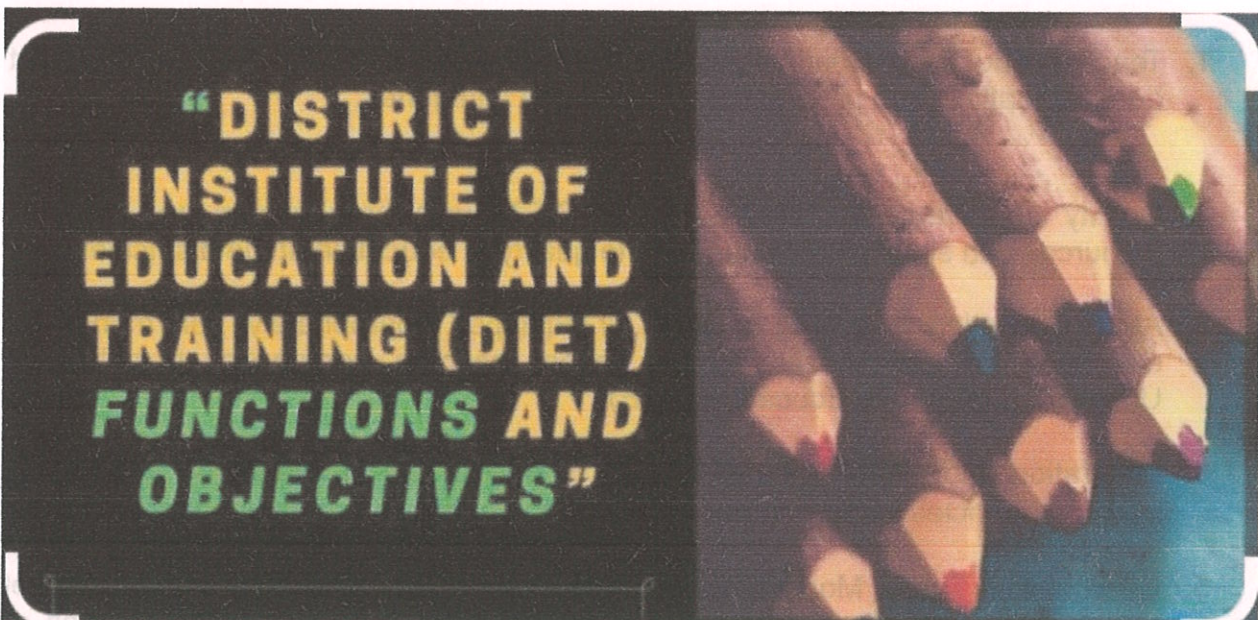
About DIET, It's Establishment , It's Role, Functions & Objectives

The District Institute of Education and Training (DIET) is an educational institution in India that primarily focuses on teacher training and educational research. The concept of DIETs can be traced back to the National Policy on Education, 1986. This policy, also known as the NPE 1986, emphasized the importance of quality education and recognized the critical role of teachers in achieving this goal.

The NPE 1986 recommended the establishment of DIETs as a means to improve the quality of teacher education and promote educational research at the district level. These institutions were envisioned to serve as a bridge between academic institutions and primary and secondary schools, facilitating the training and professional development of teachers.

In 1994, the Government of India further strengthened the role and structure of DIETs through the National Policy on Education, 1992. The policy emphasized the need for decentralized planning and implementation of educational programs at the district level, with DIETs playing a pivotal role in achieving this objective.

Since then, DIETs have become an integral part of the Indian education system, contributing to the development of teachers and the enhancement of educational practices at the district level, in alignment with the national education policies.



8. Evaluation and Planning : DIETs also perform evaluation, liaise with higher authorities, and formulate plans related to primary and secondary education.

Objectives of DIET

- To improve the basic education system and competence of teachers through regular teaching programmes, projects, seminars, workshops and other academic programmes.
- DIETs are encouraged to work closely with the local community to promote awareness and participation in the educational process. This includes involving parents, community leaders, and local organizations in educational initiatives.

Functions of DIET

DIETs have a range of functions that can be categorized into four main areas :

1. **Training Development and Management:** DIETs play a key role in developing, organizing, managing, and supervising training programs for educators.
2. **Educational Resource Support:** They provide support in terms of educational resources and materials to enhance the quality of education in their respective districts.
3. **Research Center:** DIETs serve as research centers where educational research and studies can be conducted to improve teaching and learning methods.
4. **Miscellaneous Functions**

- **The reasons for categorizing these functions in this way are as follows**

1. **Teacher Education Continuity :** Teacher education is an ongoing process that doesn't neatly fit into pre-service or in-service categories.
2. **Quality Improvement :** Well-equipped DIETs with both human and material resources can significantly enhance the quality of education at the district level.
3. **Adult Education and UEE :** DIETs, if equipped appropriately, can train adult education workers and elementary school teachers, contributing to achieving Universal Elementary Education (UEE).
4. **Integration and Equal Standards :** DIETs play a role in integrating formal and informal agencies in elementary education to ensure consistent standards.
5. **Coordination and Monitoring :** They coordinate with other district-level departments actively involved in elementary education, especially in terms of monitoring.
6. **Evaluation and Planning :** DIETs also perform evaluation, liaise with higher authorities, and formulate plans related to primary and secondary education.

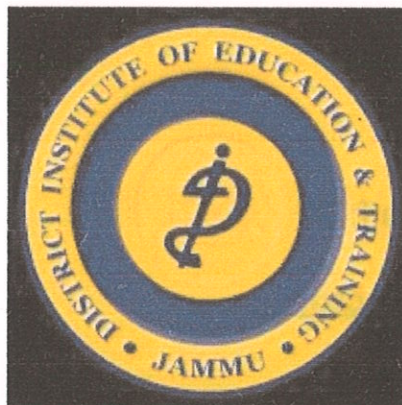
About the DIET I visited and the whole experience I gained is given below

I, Sonika Devi, a second-semester M.Ed. student with Roll no. 2201002, want to share my visit to the District Institute of Education and Training (DIET) in Jammu. This report documents what I learned during this educational trip.

First, our Head of Department, Dr. Rohnika Sharma, gave us an informative orientation on August 18, 2023. This session explained the purpose of our visit to DIET and why it's important for our education. We were told that this visit is a crucial part of our internship, helping us understand how district-level educational institutions work.

On the morning of August 21, 2023, we gathered with our teacher, Dr. Bindu Dua, and our peers, ready for our educational trip. We boarded the bus at 10:30 A.M. We were 10 Students and headed to DIET Jammu. During the journey, we were excited and talked about what we would learn. When we arrived, the DIET faculty welcomed us, and we went to a hall. There, we met Dr. Kiran, the head of DIET. She asked us to introduce ourselves and then told us about DIET's functions. She was very knowledgeable and passionate about education, which inspired us. She explained what DIET is, its goals, staff, facilities, challenges.

About the DIET Jammu



Logo of DIET, Jammu

As I earlier discussed, DIETs were established throughout the country for the enhancement of quality education. They were the progeny of the New Policy of Education 1986 (NPE).

DIET Jammu was established in the year 1988. The sole purpose of DIET is to conduct different kinds of training programmes to improve the quality of basic Education and create a desirable environment within the district in regard enroll more and more children of school age and pave way for retention of those who are admitted in the school and to ensure high literacy percentage of male and female as a whole.

DIET Jammu has an academic faculty of highly qualified teachers who simultaneously work as zonal in charge specially to supervise the ongoing different schemes of basic education and guide the teachers to implement the schemes in an effective way.

Location: Resham Ghar Colony, Opposite Govt. College of Education
Canal road, Jammu.

Date of Establishment: December, 1988

Head: Sh. Roshan Lal

Working hours: 10 A.M. to 4:30 P.M.

About Staff :

-- Principal: 1

-- HODs: 7

-- Lecturers: 16

-- Non-teaching staff: 20

About the Infrastructure :

-- Principal office: 1

-- HOD rooms: 7

-- Library: 1

-- Computer lab: 1

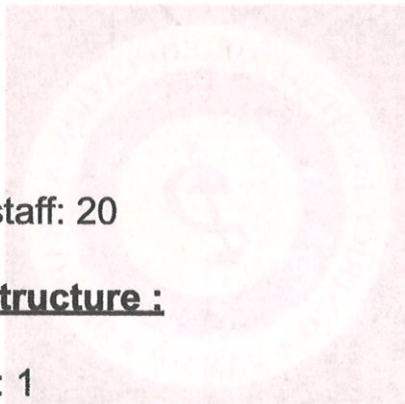
-- PSTE classroom: 1

-- Hall: 1

-- Middle standard: 2

-- Washroom: 1

-- Staff room: 1





WE 9 STUDENTS VISITED DIET, JAMMU

This is the picture when we interacted with Dr. Kiran, Head of the Department, our resource person who provided information about Jammu DIET's structure and functions.

Wishu



This is the picture when we interact with Dr. Kiran, Head of the Department, our resource person & provided information about Jammu DIET's structure and functions.

About the various wings / Department of DIET Jammu

The term 'Wings of DIET' refers to the specialized departments or divisions within the institution that focus on specific areas of educational development and training. Each wing typically has its own set of responsibilities and objectives related to education. Currently, there are seven wings of DIET in Jammu.

1. (IFIC) In-Service Programmes, Field Interactions, Innovations and Co-Ordinations Wing.
2. (PSTE) Pre-service Teacher Education Wing.
3. (DRU) District Resource Unit Wing.
4. (ET) Educational Technology Wing.
5. (CMDE) Curriculum Material Development Wing.
6. (WE) Work Experience / Education Wing.
7. (P & M) Planning and Management Wing

Overall Experience

During our visit to DIET Jammu, we had the opportunity to explore the various wings of this educational institution, gaining a profound understanding of their functions. The session with our informative guide not only enlightened us about the functions of each wing but also stressed the critical importance of maintaining a balanced diet for optimal health and shed light on how nutrition plays a pivotal role in nurturing our physical well-being. It served as a powerful reminder that a healthy body is the foundation for a fertile mind, aligning perfectly with our educational aspirations.

To conclude, I'd like to express my appreciation for the invaluable experience of touring DIET Jammu. This visit provided us with a firsthand look at the inner workings of this essential educational institution, deepening our understanding of its integral role in shaping the future of education. I am delighted to present a visual account of our visit to DIET.

The images presented below provide a captivating glimpse into the extraordinary observations and experiences that we had the privilege of encountering during our tour.



DISTRICT INSTITUTE OF EDUCATION AND TRAININGS JAMMU



DIET JAMMU



**VISIT TO DIFFERENT
TYPES OF SCHOOLS**



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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

The students of B.Ed. Sem. I Session 2023-25 as part of their Pre-Internship-I, visited different educational institutions to gain practical insights with respect to pedagogical practices and functioning, classroom management techniques, infrastructural practices and innovative centre of school. This exposure to diverse school environments is invaluable, allowing aspiring educators to observe different pedagogical approaches and understand the unique needs of students.

During the school visits, B.Ed. students have the opportunity to observe teaching and learning practices in the following levels of schools:

- Nursery School
- Primary School/Elementary
- Middle School
- Inclusive School
- Innovative Educational Centre

**Signature and Seal of the
Principal**





MIER COLLEGE OF EDUCATION

Autonomous

College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A' Grade

NO: MCE/2024/3915

DT: 19.2.24

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

श्रेष्ठ

B.C. Road Jammu
180 001

Ph.: 0191-2546078, 2565098
Fax: 0191-2548239

Email: principal@miercollege.in
Website: www.miercollege.in



MIER COLLEGE OF EDUCATION

Autonomous

College with Potential for Excellence Status by the UGC

Recognised by the J&K Government
Permanently Affiliated to the University of Jammu
Recognised by the UGC under Section 2(f) & 12(B)
Accredited by the NAAC with 'A+' Grade

NO.: MCE/2024/ 217

Date: 17/2/2024

The Principal
Govt. Girls Middle School
Purkhoo,
Jammu

Subject: Request for visiting Govt. Girls Middle School, Purkhoo, Jammu

Dear Sir/ Madam,

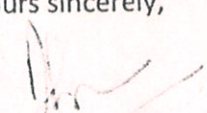
MIER College of Education (Autonomous) is a premier institute and the first College of Education in the private sector in J&K. We have dedicated ourselves towards imparting and promoting Quality Education to our teacher trainees for the last 40 years. The B.Ed. course run by the college is for a duration of two years and the entire curriculum has been reframed with a lot of practical activities such as field and school visits, community service and internship in schools.

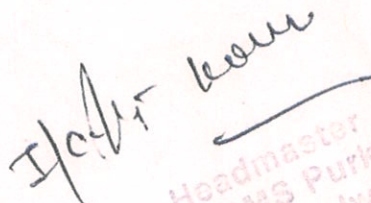
In this connection, we would like to send our 43 student teachers belonging to Semester-I, of the session 2023-2025 along with their supervisors to visit and observe the facilities of Govt. Girls Middle School, Purkhoo, Jammu on 21st February 2024 at 10:00 am.

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

Thanking you in anticipation.

Yours sincerely,


Prof. Adit Gupta
Principal


Headmaster
Govt. GMS Purkhoo
Zone Bhalwal

B.C. Road Jammu
180 001

Ph.: 0191-2546078,2565098
Fax:0191-2548239

Email:principal@miercollege.in
Website: www.miercollege.in

श्रेष्ठ



MIER COLLEGE OF EDUCATION (Autonomous)

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

SCHOOL OF EDUCATION B.Ed.

SEMESTER - I

SESSION...2023-2025.....

CERTIFICATE

This is to certify that Mr. / Ms. RIYA ANAND,

S/o / D/o RUPALI J. ANAND, student of B.Ed. bearing

Roll No. 2302018, Section BEd Sem 1, Session

2023-2025, has physically participated in all the activities mentioned in his / her

Reflective Journal and that his / her writings are his / her original contributions.

Suman Devi
Group Supervisor

Alisha
HOD



MIER COLLEGE OF EDUCATION (Autonomous)

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

SCHOOL OF EDUCATION

B.Ed.

PRE-INTERNSHIP - I

Course Code: BDE – 107

SEMESTER - I

SESSION...2023-2025.....

S.No.	Activity	Max. Marks	Marks Obtained
1.	Visit to elementary school to observe regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers of the school.	10	8
2.	Interaction with elementary teachers and other school staff to understand their roles and responsibilities. Observation of infrastructural facilities like library, laboratories, playground, multipurpose hall, toilets etc. in the school.	10	8
3.	Visit to Pre-school and review its functioning.	10	8
4.	Visit to a village school and preparation of its profile.	10	8
5.	Writing a Reflective Journal on activities carried out during the Pre-Internship-I	10	8
Total		50	40

Group Supervisor

HOD

→ ORIENTATION

An Orientation regarding Course Code BOE-107 "PRE INTERNSHIP" was organised by our HOD ma DR. NISHITA RANA on 19th February, 2024. During the pre-internship orientation conducted by our Head of Department (H.O.D), we can expect to receive important information about the objectives, expectations, guidelines for our upcoming internship. She guided us concerning all aspects of the Pre-Internship I programme. We were given the instructions to be followed, format and a brief introduction on all the activities that will be conducted during our Pre-Internship I. Additionally, the orientation may cover topics such as the learning outcomes of the internship, the roles and responsibilities of interns and the support systems available during the internship period.

Our HOD told us about the five activities which we have to do in our pre-internship.

• ACTIVITY 1st •

→ Our Activity 1st is to visit elementary school to observe regular classroom teaching with respect to pedagogical practices and Classroom management techni

• ACTIVITY-2 •

- Interaction with elementary teachers and other school staff to understand their roles and responsibilities.
- Observation of infrastructural facilities like library, Toilets, Canteen, Playground, Laboratories etc.

• ACTIVITY-3 •

- Visit to Pre school and review its functioning.

• ACTIVITY-4 •

- Visit to Village School and preparation of its profile.

• ACTIVITY-5 •

- Writing a reflective Journal on Activities carried out during the Pre internship 1.

8
10

Shamir

Visit to **elementary school** to observe regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers of the school

→ INTRODUCTION

Elementary Education refers to the initial stage of formal education typically provided to children ranging from kindergarten through to about fifth or sixth grade, depending on the educational system in place. It lays the foundation for a child's academic and social development, covering fundamental subjects such as mathematics, language arts, science, social science and physical education.

The emphasis during this stage is often on basic literacy, numeracy and social skills, preparing students for further learning in Middle School & beyond.

Elementary schools often have dedicated teachers who specialize in early childhood education and provide a supportive and nurturing environment for young learners to thrive.

"MODEL ACADEMY" is one of the most prestigious schools of Jammu. It was founded in 1936 by the eminent educationalist and visionaries late Prof. UL Gupta and late Smt Shanti Gupta with two students and further by Dr. Renu Gupta.

Model Academy is situated at BC Road, Jammu. It is affiliated to CBSE.

Various school activities are performed in the school like Co-curriculum, sports, NCC, learning resources library, technology lab, science, computer lab, English language lab, and club houses, medical facility, counselling cells, bank facility, canteen etc.

→ AIM AND OBJECTIVES OF ELEMENTARY SCHOOLS :-

- 1.) To know, assume and exercise their practice, tolerance, cooperation and solidarity among the students.
- 2.) To develop good leadership quality in everyone.
- 3.) To promote values and respect as an essential principles of our school.
- 4.) To provide all sorts of co-curriculum activities.
- 5.) To develop basic skills in the use of information sources to develop a critical eye acquires new knowledge.

→ PEDAGOGICAL PRACTICES AND CLASSROOM MANAGEMENT TECHNIQUES USED BY THE TEACHERS

When visiting Model Academy School, I observed that the teachers utilize a variety of teaching pedagogical / methodologies in the classrooms including interactive lectures, Multi media presentation, group discussions, hands on practical learning by doing.

Teachers employ a student-centered approach to teaching, where active participation and critical thinkings are encouraged. Group discussion fosters peer skills / learning and teamwork skill. Different learning styles are catered by this diverse approach and promotes student engagement and understanding. Classroom management techniques employed by teachers such as:-

Positive Reinforcement, they are using variety of methods to keep students engaged, they had effective communication with students to help them in clearing their doubts. These techniques used by them among students contribute to well-managed classroom and environment conducive to learning.

VISIT TO MODEL ACADEMY



INTERACTION WITH ELEMENTARY TEACHERS AND STUDENTS



→ My OBSERVATION

On 29th February '2024 we visited to Model Academy sch with our supervisor MRS Suman Devi.

We visited to the Various Classes i.e primary Classes of the Model Academy.

FIRST we went to Class 3rd (A), Teacher's Name

- Zahida Akhtar

In that class Urdu test was going on. There are only 5 students. They were very disciplined. Qualification of teacher was Masters in Urdu.

Secondly, we went to Class 3rd (B), Teacher's Name

- Mrs Vena Vai

Maths class was going on. So, as we are observing, we found that there is one inclusive / special child in classroom. we asked this from teacher, like why he's in this class, she said that he's mentally and physical fit and his parents also said that there child can study in this class. He understand things very well.

Thirdly, we went to Class 6th (B), Teacher's Name

Mrs Divyani Gupta

As, there was test going on of english grammar & Narrations

Qualification of teacher - MA, BEd in english.
She was very polite towards us.

CLASS: 2nd 'A'
CLASS TEACHER: Neetu
CLASS MONITOR: Nysa
STUDENTS ON ROLL: 44
STUDENTS PRESENT: 39
DAY: Thursday **DATE:** 29-2-24

CLASSROOM BOARD

INTERACTION WITH TEACHER.



→ SUGGESTIONS

After visiting to the Model Academy School, my suggestions after observing various aspects will be

- 1.) I believe that there is an opportunity to enhance professional development programmes to further empower teachers and staff.
- 2.) I noticed that the library is well stocked, there should be system of categorization and regular updates to the collection which is beneficial for students.
- 3.) For toilets, I would recommend implementing a regular cleaning schedule and hygiene supplies.
- 4.) For canteens, I suggest considering healthier menu options and improving the organization and cleanliness.
- 5.) Dustbins should be added in each classrooms.
- 6.) Area of school should be more spacious.

8/10

Shweta Dew

Interaction with **elementary teachers** and other school staff to understand their roles and responsibilities.
Observation of infrastructural facilities like library, laboratories, playground, multipurpose hall, toilets etc. in the school

→ MY EXPERIENCE

My experience of Model Academy school was very inspiring for me in terms of education.

In today's world education is all about child i.e. Child centred, which means teaching is done as per the needs of children. There has been a lot of development and changes in technology, innovation of new ideas and means of education.

When I visited Model Academy School, I saw a lot of changes in teaching and learning process. New strategies and methods of teaching and were applied. A few years back, there's only chalk and talk method and there was no active involvement of students in teaching learning process. But, now a days technology is imp. in school system.

Teachers were also using a variety of teaching aids because they were teaching through Model Chalk projectors etc. I found teachers were very polite as they were teaching with full enthusiasm so that student don't get boredom.

Overall quality education is provided to the students and everything was very informative and impressive.

CLASSMATE
Date: _____
Page: _____



INTERACTION WITH ELEMENTARY SCHOOL STUDENTS



→ INTERACTION WITH ELEMENTARY TEACHERS AND OTHER SCHOOL STAFF

Interaction with elementary teachers and school staff at a Model Academy can give you insights. They are responsible for creating a nurturing and engaging classroom environment where students can learn and grow. They design and deliver lessons that align with the curriculum, ensuring that students develop foundational skills. Elementary teachers assess student progress, provide feedback and tailor instruction to meet the individual needs of each student.

We also interact with non-teaching staff members too. Like Receptionist, librarian we observed them as

- Clerical staff was maintaining records and filling of documents.
- To keep proper check on gate passes and other things.
- The other non-staff duty is to maintain cleanliness in the school premises.
- Also the security guard performing his activity with full of his responsibility.



OBSERVING TEACHER

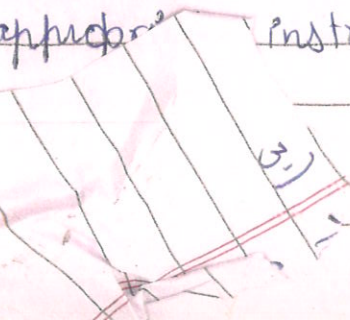
→ ROLES AND RESPONSIBILITIES OF SCHOOL AND STAFF

When I visited to the Model Academy School. There I entered each and every class and observed the teaching techniques performed by different teachers. There were many teachers in schools and were assigned diff responsibilities according to their experiences and qualification.

Insights into the crucial roles and responsibilities school and staff undertake are:-

- 1) From fostering a safe and inclusive environment to nurturing academic growth, their responsibilities encompass shaping future leaders.
- 2) Teachers provide facilities to develop skills to create trust amongst students, develop collective wisdom and actions that support student learning.

To create lesson plans and deliver engaging and applicable instructions.





STUDENTS OBSERVATION

- 4.) To assess student progress or provide feedback to support their learning and growth.
- 5.) To help students to develop important skills, including critical thinking, problem-solving and communication.
- 6.) Encourage a love for learning and inspire students to reach their full potential.
- 7.) The staff's dedication to holistic development, academic excellence and Character building was evident, underscoring the pivotal role educational institutions play in shaping society.
- 8.) Their role extends beyond traditional teaching to mentorship, guidance and support, preparing students to navigate the Modern World and become contribution members of society.
- 9.) Promoting Creativity and instilling values of empathy and responsibilities and values among the students was commendable.



COORIDORS

→ INFRASTRUCTURE

Infrastructure of the Model Academy was good, well designed, well decorated and maintained. Classrooms and corridors were neat and clean. Every classroom had proper ventilation facility. There was proper facility of fans and bright lights.

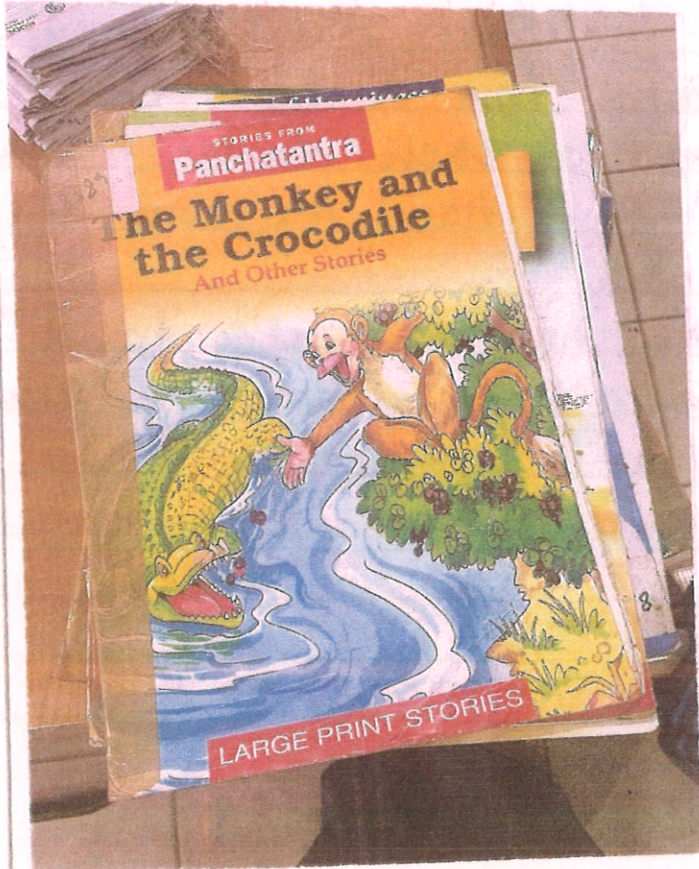
There were cameras at the corridors of the school to observe the movement of children. Canteen facility was also available in the school. Every classroom has an adequate number of seats for every student to sit comfortably.

Every classroom had a projector and smart classes and each classroom has a blackboard.

There are different blocks for each class: primary, secondary and each floor has its own toilets for boys and girls.

Every class and corridor had a notice board on which important notices were attached or the students' creative things were displayed on the notice/art board.

STUDENTS IN THE LIBRARY



STORY BOOKS IN THE LIBRARY

→ LIBRARY

I visited to the library of Model Academy School. Model Academy School's library is a hub of knowledge, and resources. In the library all books were arranged according to classes.

All books were available there English, English literature, English grammar, Hindi, Science, NCERT, Charts, Reference Books. There are some rules of library which had to be followed by each and every students.

Additionally, it serves as a space for group discussion quiet study, and enhancing the overall educational experience at the school. As there are some rules which are mentioned on the notice board of the library.

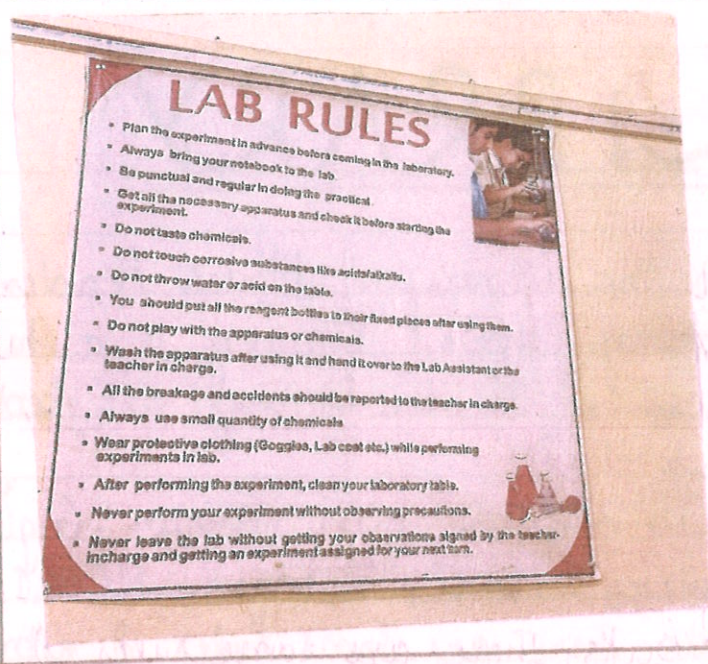
There were separate periods of library in which student went there and can read their choice of books and can issue books related to their own interests or subjects.

There were other books also like magazines, Comics, sports books, newspaper etc.

With a serene ambience conducive to learning, the library fosters a culture of reading and research among the students and enhance my overall experience.

DATE: _____
PAGE: _____

RULES FOR
LAB



CHEMISTRY LAB

→ LABORATORIES

I visited to the laboratories of Model Academy School. There were three diff laboratories i.e. Chemistry, Physics and Biology. They provide hands-on practice and learning experiences for students.

During our visit to laboratories I was particularly impressed by their well-equipped and modern laboratories. The facilities were top notch, providing students with ample opportunities.

There were ~~minimum~~ three teachers in each of the laboratories. There were different charts displayed on the walls which were the contribution of important physicians. Chemistry lab was on the 2nd floor of the school building and no student was allowed to enter and perform experiment in the absence of specified lab attendant and teacher in charge. At chemistry lab there were lot of chemicals were placed in the lab.

In the Biology lab, there were two teachers. Many equipments were placed there that is skelton, forms of fruits, charts paper, insects in an almirah. The specimens of diff. animals, insects, plants were placed there. As these laboratories serve as dynamic learning environments where students can explore and discover new knowledge.

2024/03/20

PLAY GROUND



WASHROOM



→ PLAYGROUND

I visited to the school playground of Model Academy School, I was impressed by the variety of Activities available for the students. The large playground, caught my eyes.

Providing ample space for students to engage in team sports and physical Activity.

Additionally seeing swings tailored for small childrens demonstrated the schools attentions.

There were four sports teachers. As I saw that school playground providing ~~age appropriate~~ equipments, fostering inclusivity and safety for all students. Seeing sports teachers actively engaging with the students further emphasized the school's dedication to promoting physical activity and a healthy lifestyle among its students.

→ TOILETS

When visiting the Model Academy School, I observed the school toilets were clean and well-maintained and stocked with necessary supplies. The facilities seems to prioritize hygiene and comfort for both Boys and girls, which is essential for creating a positive learning environment. The toilets were maintained by not only the workers of the school but also by children.

PLAYGROUND



COMPUTER LAB

and the staff as well because it is the responsibility of everyone to make their environment clean and well maintained.

→ MULTIPURPOSE HALL

There was also a multipurpose hall in the Model Academy School. The space appeared meticulously designed, offering versatility for various activities such as assemblies, performances and sports events. There were well sitting arrangement with proper facility of lights, Air Conditioners, projectors and proper comfortable seats for the audience. Everything was well organized in the hall. The integration of modern technology seemed seamless, enhancing both functionality and aesthetic appeal.

→ COMPUTER LAB

At the Model Academy School's, I observed the computer lab to be well equipped with modern technology, providing students with access to a range of software and resources to enhance their learning experience. The presence of knowledgeable instructors guiding students through their tasks was also evident, fostering a supportive learning environment. Lab appeared organized and conducive to productive work with various activities such as coding, research and



MUSIC ROOM

and multimedia projects. I observed that the computer lab was impressively organized, with seats neatly arranged and a computer set up at every table and hands on learning experiences for students. The behaviour of teacher was every cooperative towards his students. There were also instructions which were to be followed played on the notice boards.

→ MUSIC ROOM

Visiting the Model Academy School's music room was enlightening. The atmosphere was vibrant, filled with the harmonious sound of students practicing various instrument and vocal exercises. The room was well equipped with a range of musical instruments pianos, guitars and ample opportunities for music teacher. Dedication of music teacher was evident, It was a delightful experience witnessing the passion and talent of the students in the Music room. Proper Cleaniness facility was there as before entering the room everyone had to open their shoes outside.



CANTEEN OF THE SCHOOL

→ CANTEEN

When visiting Model Academy School, I observed that the canteen provided a diverse range of nutritious food options. The seating arrangements were conducive to socializing and creating a sense of community among students. Owner of the canteen is very polite. During my conversation with him he told me below listed machine in his canteen like refrigerator, oven, milling machine, hand plate, grill machine etc. He also me the uses of machines. There are delicious food for students like hotdog, samosa, sandwich, spring roll etc. All the utensils which were made to cook the food items were neat and clean.

→ MY EXPERIENCE

The staff at the Model Academy were incredibly welcoming and knowledgeable. They were approachable and eager to help both students and visitors. The teachers were highly qualified and passionate about their subject, creating a conducive learning environment.

Now moving on to the infrastructure, facility the Model Academy boasted impressive facilities. The library was well stocked with a wide range of books and students can sit for their self study. The playground was spacious and well maintained offering students a place to unwind and engage in physical activities. Toilets were clean and well equipped ensuring hygiene and comfort for students and staff alike.

Their role and responsibilities towards students were very encouraging and full of dedication towards their work and engaging students in active learning.

Overall, My experience at Model Academy School was positive, thanks to the dedicated staff and excellent infrastructure facilities.

→ SUGGESTIONS

Here are some suggestions for improving classroom management techniques and pedagogical practices after observing are:-

- 1.) There should be Arrangement of desks in such a way to foster Collaboration and interaction among students.
- 2.) There should be adequate of more lighting and ventilation to create learning atmosphere.
- 3.) Provide Varied learning opportunities for diverse learning styles and abilities within the classroom.
- 4.) To encourage Critical thinking and problem solving skills.
- 5.) Filtered Water should be provided to students and staff members.
- 6.) Conduct field trips as it offer valuable real-world experience to students.

8
10

Summit

Visit to Pre-school and review its functioning

→ INTRODUCTION ←

Pre School, also known as nursery school or pre-kindergarten, is an essential cornerstone in a child's educational journey. At its core, preschool is more than just a place for children to spend their early years; it is a foundation upon which they develop essential skills and abilities that will shape their future academic success and overall well-being.

The primary focus of preschool is to provide a stimulating and nurturing environment where young children can develop social, emotional, cognitive, and physical skills through play-based learning activities.

Pre School typically caters to children between the ages of three and five, although the exact age range can vary depending on the country and educational system.

Pre School may be operated by private organizations, community centers, or public school systems.

It serves as the initial stepping stone into the world of structured learning, providing a nurturing environment where young minds can flourish.

→ OBJECTIVES of PRE SCHOOL

The objective of pre school education are multifaceted, aiming to nurture the holistic development of young children during their formative years. Preschool seek to foster socialization skills by providing opportunities for children to interact with their peers and teachers in a supportive environment. Preschool strive to cultivate emotional intelligence by fostering self-awareness, empathy and resilience, preparing children to navigate the social and emotional challenges they will encounter in school and beyond. Through these objectives, preschools play a crucial role in laying a strong foundation for children's lifelong learning and overall well-being.

→ IMPORTANCE of PRE SCHOOL

Pre-school education helps a child emotional, social & personal growth and development. Pre-school is first experience of the child in a structured setting to learn new things which fosters personal growth.

It involves transformation of mental images into languages so that thoughts and knowledge can be transformed into information.
Children develop physical and co-ordination skills.

→ My EXPERIENCE

I visited "Humming Buds" pre school and observed classrooms and teachers.

- There were maximum 15 students in each class.
- Different activities were conducted like Dance, Singing and Yoga.
- Childrens are prepared for primary education.
- Childrens being developing executive functioning skills rapidly between the ages of 3 to 5.

We visited to Pre School of 'Model Academy' School which includes

- HUMMING BUDS •
- INCLUSIVE SCHOOL •

Model academy was founded in 1936 by the eminent educationist and visionaries late Prof. V.L. Gupta and late Smt. Shanti Gupta with two students & further by DR. Renu Gupta. It is situated at B.C Road, JAHML.

On 29th February '2024, we visited Pre-School of Model Academy, with Group 5 along with our supervisor Mrs. Suman Devi.

My experience of visiting of Pre school was truly enriching experience, filled with insights and inspiration.

I visited to A level LKG Class

- Observation:-
- Test was going on
 - 8 students were in the classroom
 - Teacher's Name is Deepika Sharma
 - Qualification of teacher - MA, BEd

I visited to Nursery Class

- Observation:-
- Teacher's Name is Sukhinder Kaur
 - She is a Mother teacher
 - Teaches all subject
 - Qualification of teacher BA, BEd

I also observed ^{that} their play ground was very spacious and students were enjoying there. Classrooms were very good and had a hygienic atmosphere.

Observation About :

CLASSROOMS

I visited classroom of 'Humming Buds' pre School and observed classrooms. There were well maintained classrooms were having colourful charts on walls, short poem were written in Hindi and English on posters hanging on wall. The table and chairs were also colourful. During the visit student were studying there and we interacted with them.

CHILDREN'S

I was struck by the vibrant energy and curiosity exhibited by children's at pre school. They were actively engaged in various learning activities, from play to group story telling sessions. Teachers were allowing children's to explore and express themselves freely within a safe & supportive

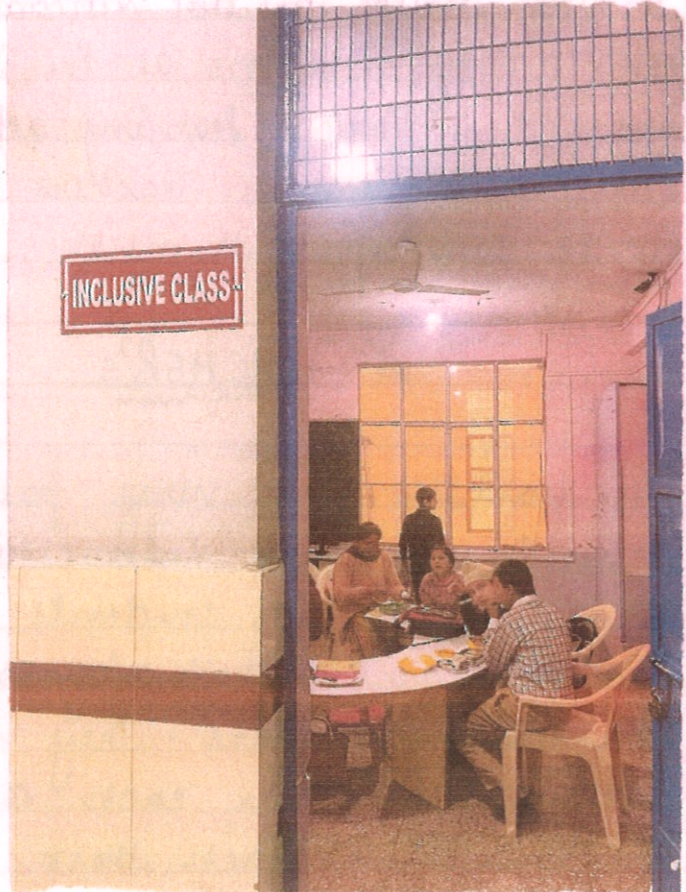
TEACHER'S

The teachers were very patient, creative and expertise in their interactions with the children. They engaged both students into everyday activities, making learning both enjoyable and meaningful for the young learners. They had created a nurturing atmosphere where each child felt valued and encouraged to reach their full potential.

HUMMING BUDDS CLASSROOM



INCLUSIVE CLASSROOM





Inclusive classroom.

METHODS OF TEACHING

Teachers were using 'Play-way' method of teaching. Play-way method is helpful in overall development of children by developing skills.

In this method children are taught with activity without giving them burden of studies.

It is helpful in the development of physique, cognitive, emotions and good manners in the children.

→ INCLUSIVE SCHOOL

Inclusion in education refers to all students being able to access and gain equal opportunities to education and learning. It arose in the context of special education with an individualised education program or 504 plan and is built on the notion that it is more effective for students with special needs to have the said mixed experience for them to be more successful in social interactions leading to further success in life.

STUDENTS STUDYING
IN THE
CLASSROOM



PRE SCHOOL
PLAYGROUND



→ OBSERVATION ABOUT INCLUSIVE TEACHING

An inclusive school is a place where all students regardless of their abilities.

Model Academy also have inclusive school.

Students are divided into 4 groups i.e

- GROUP A - Pre primary from 3-6 years.
- GROUP B - Primary from 7-10 years.
- GROUP C - Secondary from 11-14 years.
- GROUP D - Pre-vocational from 15-18 years.

Vocational Group (Above 18 years)

→ My SUGGESTIONS

- Work load must be reduced for small childrens.
- Students should be taught how to be disciplined when needed.
- Stimulating outdoors play space with age - appropriate equipment and activity to promote physical development and exploration.

- Organize workshops, parent-teacher meetings or family event to encourage parental engagement.
- Training opportunities and workshops for teachers to stay updated on best practices in early childhood education
- Recommend implementing strategies to differentiate instruction and learning abilities of each child.

8
10

Sharon P. W.

Visit to a village school and preparation of its profile

→ INTRODUCTION

A Village School is an educational institution typically located in a rural area, serving the local community. These schools often play a crucial role in providing education and fostering community in small, close-knit villages.

Village schools may have fewer resources compared to urban counterparts, but they often offer a unique learning environment characterized by strong community involvement, personalized attention, and a sense of belonging among students and teachers.

Additionally, village schools may face challenges such as limited resources, including facilities and technology, but they make up for it with a strong sense of community support and involvement in the education process.

The village school plays a vital role in preserving local traditions and culture, passing them down to future generations.

→ AIMS and OBJECTIVES OF VILLAGE SCHOOL

The aims and objectives of a village school are to provide quality education, foster community development, promote inclusivity, empower students, engage parents, preserve local culture, promote environmental awareness and develop practical skills for future success.

Village schools are centered around holistic development, community engagement, and empowerment of both students and the wider rural community.

- * Provide accessible and quality education to all children in community.
- * Create an inclusive and empowering learning environment.
- * Develop critical, practical skills for future employment.

→ MY EXPERIENCE

On 21st February 2024 our group members and my supervisor, Mrs Suman Devi, we visited to Govt. Girls Middle School Purkhoo.

During our visit, our supervisor told us to observe the village school there classes, ways of teaching, students.

I observed that teachers were teaching with old traditional method.

Teachers and staff at the school were dedicated to their work and passionate about educating the girls in the village.

The school compared have limited resources compared to urban schools, with basic facilities.

This might include simple classrooms, limited textbooks and basic infrastructure.

There seemed to be a strong sense of community involvement in the school's activities, with parents and local leaders actively participating in school events and initiatives.

We observed that the girls at the school appeared empowered and eager to learn. They are participating actively in classroom activities.

GROUP No 5



INTERACTION WITH STUDENTS



School seemed to place important on preserving the local culture and traditions.

Teachers were providing quality learning experiences despite resources constraints.

We observed engaging teaching methods and a curriculum tailored to meet the needs of the students.

→ OBSERVATION ABOUT INFRASTRUCTURE :-

Govt. School in the Village appears to have basic infrastructure with a few notable features.

It consist of several classrooms, a staff room, administrative offices. Classrooms are furnished with desks and chairs, although some appear to be in need of repair or replacement.

School seems to make the best use of available resources to provide education to the students.

The outdoor area include a small playground, where students can engage in physical activities during breaks.

Overall, the infrastructure of the Village School, in my point of view was basic, it serves at only purpose of providing education to the students. There room is for improvement particularly in terms of facilities and resources to enhance the learning experience for the students.

CLASSMATE



ME WITH → GROUP MEMBERS AND SUPERVISORS

→ OBSERVATION ABOUT WASHROOMS :-

The toilet facilities at the Village School appears to be inadequate and in need of improvement. There are also 2 toilets which may lead to long waiting time.

Hygiene standards were also not good, lack of proper sanitation infrastructure could potentially affect the health and well being of the student.

→ OBSERVATION ABOUT MID DAY MEAL :-

The Mid day Meal program at the school appeared well-organized, with nutritious meals served in a hygienic manner.

Students were participating eagerly and there was also a community development / involvement.

Which is reflecting a positive impact on the student's health and education.

So, I had also observed there time table for Mid Day Meal. As, I also observed that there was a small room for preparation of Mid day meal.

Room was so much messy and there was a lack of cleanliness, Area of the room was very narrow and small.

So, it should be noted that preparation of any kind of Meal should be made in a clean and hygienic area.



INTERACTION WITH STUDENTS

→

OBSERVATION

Firstly, I visited to the Principal office

Total strength of students in school was 52 girls
I also had the chance to observe a few classes
in session. The teachers were actively engaged with the
students.

1. Classes we went :- NIDHI MAM

She was teaching the Science Subject
Topic is 'FOREST'

Strength of Students → 9, absent → 3
Duration of Class 45 mins.

2. SWEETY MAM (4th Class)

She was teaching EVS subject

She was using Charts, practical bases

Strength of Class is only 5 students.

3. VINAY RAJPUT SIR

They were teaching two combine classes 5th and 8th.

He was teaching Maths subject And History subject.

In 5th class there are 6 students and in 8th class there are
4 students.

Qualification of sir - M.Com / M.Ed

Duration of class - 45 mins

4. Shaida Mam (5th Class)

There are only 4 students, She was teaching Maths and the topic is Multiplication.

Methodology used - learning by doing, Duration of class - 45 min.
She also teaches History Subject to class 8th.

5. PRETTY CHIB MAM (Ist Class)

She teaches Hindi, Maths and English.

She was using pictures and charts in Classroom.

Total strength of student is 6.

I also had the opportunity to interact with some of the students and I can ask them about their experience at the school. They shared their aspiration and goals for the future, highlighting the importance of education in achieving their dream.

* Some basic things I observed out there like:-

- 1.) No Use of projector, Visual Aids, Flash Cards etc.
- 2.) There is no group discussion.
- 3.) Lack of teaching Aids.
- 4.) There is only use of Chalk-talk method.

VILLAGE SCHOOL PROFILE

NAME OF SCHOOL	Govt. Girls Middle School
ADDRESS OF SCHOOL	Purkhoo Zone, Bhalwal Jamm
NAME OF PRINCIPAL	Retiered on 31 st December '2023
TOTAL TEACHERS	15
TOTAL STUDENTS	52
TOTAL CLASSROOMS	6
WASHROOMS	1 for male staff and 1 for girls
DIRECTING INCHARGE	Mrs Harneet Kaur. Qualification: M.A, Med, M-phil
TIMINGS OF SCHOOL	SUMMERS : 8am to 2pm WINTERS : 10am to 4pm.

→ My SUGGESTIONS

- Improve Classrooms , bathrooms and play ground
- Provide more textbooks , teaching aids .
- Involve parents and raise awareness about education
- Implement Safety Measures for girls .
- Toilets should be well maintained with proper facility of sanitization .
- Dustbins should be kept at each classroom .
- They can also collaborate with organizations for additional support and resources .



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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

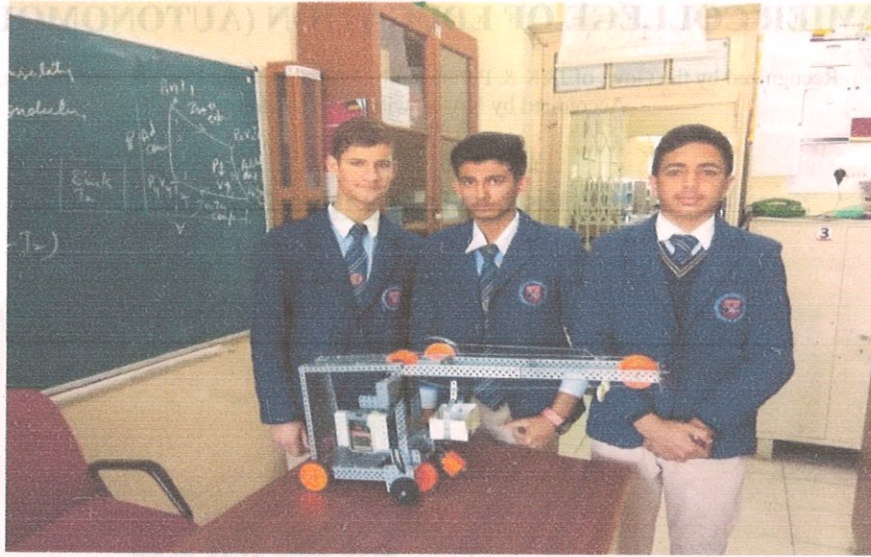
Visit to Innovative Centre



Seal and Signature of the Principal



Students working in 'ATAL Tinkering Lab as Innovative centre'



Students working in 'ATAL Tinkering Lab as Innovative centre'



Seal and Signature of the Principal



Students working in 'ATAL Tinkering Lab as Innovative centre'

REFLECTIVE JOURNAL

8
10

Summer Dev

**Writing a Reflective Journal on activities carried out
during the Pre-Internship-I**

ACTIVITY - 1st

My visit to Model Academy School was an enlightening experience, offering profound insights into pedagogical techniques and classroom dynamic. As I stepped into the school premises, I was greeted by an atmosphere buzzing with enthusiasm and diverse sense of learning.

Throughout the visit, I had opportunity to observe various aspects of classroom management, teaching methodologies and student engagement and strategies which left a lasting impression on me.

It enhance my understanding of effective teaching practices and student engagement strategies.

As I reflect on my observation, transformation power of education in shaping the lives of young learners and knowledge.

The presence of knowledgeable instructors guiding students through their tasks was also evident, fostering a supportive learning environment.

ACTIVITY-2nd

My visit to Model Academy School was an enlightening experience, particularly in terms of my interaction with the teachers and exploration of various facilities like library, laboratories, Washroom, Music Room etc.

The teachers out there were very supportive and they cooperate with us, they also told us about the strategies they were using and what methodology they were using. They also told us about how to interact with students in Classroom, how to handle them.

As their passion for education and dedication to their students were evident in every conversation. Their enthusiasm for their subjects was contagious and developed my belief in the transformative power of education.

The dedication of the teachers, the resources available and the emphasis on holistic development make it a truly exemplary institution.

I am grateful for this opportunity and thanks to all the staff members of Model Academy School to enhance my teaching skills and to watch this environment of teaching process.

ACTIVITY-3nd

Through this observation, I gained a deeper appreciation for the importance of early Childhood education in laying the foundation of lifelong learning & development. I learned that effective teaching in the early years involves more than just imparting knowledge, it requires a deep understanding of child development, communication skills.

It reinforced my belief in the transformative power of education and the incredible impact that dedicated teachers can have on shaping the future generation.

I am grateful for the opportunity to witness firsthand the magic of early childhood education and look forward to applying these learnings in my own personal and professional endeavours. I will thank to all the PRE SCHOOL staff of Model Academy to cooperate with us and to enhance our cognitive level of teaching.

ACTIVITY-4th

Visiting the govt. girls school in the village was an eye opening experience. As I stepped into the school I noticed the humble surroundings and the basic infrastructure of the school.

I observed a dedicated faculty working tirelessly to educate young girls, despite facing numerous challenges such as limited resources.

Witnessing the enthusiasm and eagerness of the girls, and their commitment reaffirmed my belief in the transformative power of education and the importance of equitable access to quality schooling for all.

The resilience in the face of adversity highlighted the urgent need for investment in rural education.

It reinforced my belief that education is not just a tool for personal development but also a catalyst for societal change.

This experience underscored the importance of equitable access to quality education, particularly in rural areas.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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

SCHOOL OF EDUCATION


B.Ed.

STUDENT REFLECTIONS

M. Marks : 8...

My experience of visiting the elementary school, interacting with students, teachers, visit to pre school and village school has been a profoundly enriching experience. Through these visits, I have gained invaluable insights into the diverse landscape. These experiences have reinforced my belief in the transformative power of education and ignited a passion for advocating for equitable access to quality learning opportunities for all. I am inspired by the dedication and creativity of educators in fostering environments that nurture the holistic development of students.

As I reflect on my journey, I am reminded of the importance of continuous learning and growth in my own practice. I am committed to applying the insights gained from these visits to my future endeavours. I am grateful for the opportunity and thankful to my supervisor and HOD to have embarked on this journey and look forward to continuing my contribution to the field of education in meaningful and impactful way.


Student Teacher


Supervisor



MIER COLLEGE OF EDUCATION (Autonomous)

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

SCHOOL OF EDUCATION

REFLECTIVE JOURNAL

ON

INTERNSHIP

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

NAME: *Sonika Devi*

ROLL NO: *2201002*

REFLECTIVE JOURNAL

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

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

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

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

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

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

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

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

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

During my visit to DIET



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

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

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

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



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

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

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



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

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

Team-teaching in action.



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

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



PANEL DISCUSSION

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

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

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

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

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

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

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

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

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

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

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

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

Nishta