



**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

**P.G. DEPARTMENT**

**REFLECTIVE JOURNAL**

**ON**

**INTERNSHIP**

**AND**

**SESSIONAL WORK**

**M.Ed. Semester-II**

NAME: *Shivali Sharma*

ROLL NO: *2101015*

SESSION: *2021-2023*

# EVALUATION SHEET


<b><u>INTERNSHIP (MED-205)</u></b>			
S. No.	Content	Maximum Marks	Marks Obtained
1.	Visit to DIET / SIE and submission of the report	10	8
2.	Observation of five lessons in perspective papers of the B.Ed. Course delivered by regular teachers of the college	10	8
3.	Delivery of five lessons in perspective papers of the B.Ed. Course	25	19
4.	Observation of five lessons of teaching work of the peer group in perspective papers of the B.Ed. Course	20	17
5.	Preparation of five question papers from perspective papers of the B.Ed. Course	20	16
6.	Writing a reflective journal on activities carried out during the Internship	15	12
<b>Total</b>		<b>100</b>	<b>80</b>

**Signature of Supervisors**

1. Brandon

3. Biden

2. Bayle

  
**Head of the Department**

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## INTERNSHIP (MED-205)

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3.	Delivery of five lessons in perspective papers of the B.Ed. Course	14-20
4.	Observation of five lessons of teaching work of the peer group in perspective papers of the B.Ed. Course	21-25
5.	Preparation of five question papers from perspective papers of the B.Ed. Course	26-28

# **DIET VISIT**

# **REPORT**

## **VISIT TO DIET**

### **(District Institute of Education and Training)**

*Date of Visit: 27th of July, 2022*

*Location: Canal Road, Jammu.*

*Date of Establishment: 1988.*

*Head of the Institution: Sh. Roshan Lal.*

### **Introduction of DIET**

DIET is the most significant education intervention in the country. While NCERT came up in the 1960's and SCERT in the 1970's, the need for a third tier of training and resource level was genuinely felt in order to improve the quality of basic education. DIET was established throughout the country for the enhancement of quality education. They were the progeny of the New Policy of Education (1986).

DIET Jammu was established in the year 1988. The sole purpose of DIET is to conduct different kinds of training programs to improve the quality of basic education and create a desirable environment within the district in regard to enrolling more and more children of school age, paving the way for retention of those who are admitted into the school, and to ensure a high literacy percentage of males and females as a whole.

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

## **Mission of DIET**

Mission of DIET is to provide academic and resource support from the grass root level for the success of various strategies and programmes being undertaken in all areas of education.

## **No. of Zones**

15

## **Visit Description**

We visited DIET on July 27, 2021. It is located on Canal Road in Jammu. In order to visit DIET with our teachers and class, we first obtained permission from the DIET Principal. The teaching and non-teaching staff of DIET hosted the initial portion of the visit. During the visit, I discovered the various wings of DIET and their roles. various functions of the DIET departments were revealed to us.

## **Observation**

We listened to the instructor's lecture, which was very well explained and supported by appropriate examples. The lecturer properly outlined the various DIET wings and their respective functions.

Following is a description of the functions of DIET that I observed during the lecture:

## **7 Wings of DIET Jammu**

*Major Glimpses of the Programmes Conducted by Different Wings*

1. In-Service Programmes, Field Interactions, Innovations and Co-Ordinations (IFIC)
2. Pre - Service Teacher Education (PSTE)
3. District Resource Unit (DRU)
4. Educational Technology (ET)

5. Curriculum Material Development and Evaluation (CMDE)
6. Work Experience / Education (WE)
7. Planning and Management (P & M)

## **Wing 1: In-Service Programmes, Field Interactions, Innovations and Co-Ordinations (IFIC)**

To assist educational authorities in planning and coordination of in-service education programmes for elementary teachers through-out district, and to plan and coordinate such programmes held in the DIET, pursuant to this the wing would :

- Identify the training needs of elementary teachers in the district, and prepare a plan for meeting such needs.
- Prepare an annual calendar for all programmes to be held in the DIET.
- Help concerned authorities in preparing an annual calendar for in-service programmes to be held outside DIET.
- Orientation programs for resource persons who would conduct in-service programs for teachers at other centers(i.e., outside DIET ).
- To evaluate and monitor the quality and efficacy of training programmes for their continuous improvement.
- This wing also conducts the training programmes for SSA and RMSA.

## **Wing 2: Pre - Service Teacher Education (PSTE)**

The wing organizes a regular full time one year's D.E.Ed. course. In addition to the usual class work. The PSTE wing of the institution demonstrated model lessons in all the disciplines taught at the elementary level for the D.E.Ed. students.

To serve as the nodal branch for the following:

- Organizing pre-service courses for elementary school teachers and providing academic inputs into such courses are the subjects represented in the branch.
- Propagation of learner centered education and education for personality development through training, extension, preparation of suitable teaching aids, action research etc.
- To provide inputs into programmes/activities of all other branches of the Institute, to the extent of subjects/areas represented/handled in the Branch.
- Promotion of and support for co-curricular activities in areas related to the substantive work of the branch. e.g. debates, literature, science fairs, visual and performing arts, sports and physical education competitions etc.

### **Wing 3: District Resource Unit (DRU)**

Primary responsibility of the unit is to assist in planning co-ordination and organization of programs in SSA and RMSA on a continuous basis and to evaluate and monitor the efficiency of such programs in order to successfully realize its goals. In addition to monitoring the schools under SSA, RMSA, the wing has to conduct faculty development and capacity building.

### **Wing 4: Educational Technology (ET)**

The branch plays a very vital role in the effective teaching and learning process. The primary function of the wing is to develop different programmes of media intervention as an input for quality education. Prepare teaching learning materials for both the pre-service and in-service teacher training. Provide training to teachers for using technology in the teacher training process and in using electronic gadgets to enhance the quality. Organization of Science Seminar, Science Drama, Science Exhibition, Art Exhibition, Book Fairs and Inspire Awards, Training on ICT, Library and Lab. assistant

This branch also works in collaboration with concerned staff of the DIET and other resource persons, to develop simple, effective and low-cost teaching aids for various subjects/areas relevant to elementary education and elementary teacher education –charts, diagrams, models, photographs, slides, audio tapes, play scripts etc.



## **Wing 5: Curriculum Material Development and Evaluation (CMDE)**

The role and responsibility of the wing is to develop curriculum and learning materials for elementary level as per local needs, environment and circumstances and to develop evaluation tools, techniques, and guidelines including achievement tests, rating scales, and observation schedules for continuous and somatic learning evaluation, execution and monitoring of MDM, menu for MDM, and book review programmes. The main task of conducting the 8th class examination.

## **Wing 6: Work Experience / Education (WE)**

This branch identifies the locally relevant work experience areas and works for their inclusion in the curriculum of elementary schools. Making candles, chalk workshops on work experience subjects like toy making, candle making, calligraphy competition, painting competition, soap making, book binding, Tie and Dye, food preservation, juice, pickles, and other local crafts. Cleanliness of the DIET complex, maintenance of furniture every month.

Activities of the Branch :

- To identify areas and to develop WE activities.
- To help the elementary teachers, Non-formal education, adult education, In-service teachers, pre-service teachers in planned introduction of work experience activities in such areas.
- To organize activities for cleanliness, upkeep, and development of the institute campus, roads, playgrounds, lawns, gardens, etc., and its surroundings, maintenance of institute furniture and other properties.
- To carry on activities based on materials prevailing in the school and local surroundings.

## **Wing 7: Planning and Management (P & M)**

Planning and management have an extremely important role in the functioning, growth, and development of the institution. This unit of DIET plays the role of a model agency for assessing planning of all the programmes organized in the whole year. Advising and meeting over the educational needs and aspirations of the district to realize the ends of quality education. The top

priority of the aim is to provide technical assistance in areas like school mapping, micro planning for the institution, and providing training to the heads of the institution in planning and management in the maintenance of records and accounts.





## **REFLECTION**

It was such a good experience for me to visit the DIET since I had no idea about DIET before, nor about the different wings and their functions. I found the environment to be quite friendly. The teachers there were all quite supportive. That visit gave me a better understanding of the context of teachers in the state. The DIET building has a standardized design. There are training halls, meeting rooms, departmental rooms, a principal's office, a library, a laboratory, and computer rooms in their facility. There was no evidence of active use of the library, and the computer was mostly used for administrative work. The DIET is sanctioned for a faculty of 26 members for a minimum of two years, and faculty members typically spend two or three years there. The main focus of teacher training was identifying and fixing 'hard spots'. Although the terms "activity learning" and "child-centered teaching" were known.

**OBSERVATION OF FIVE  
LESSONS IN PERSPECTIVE  
PAPERS OF THE B.Ed.  
COURSE**





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## OBSERVATION LESSON

(REGULAR TEACHER)

Observation Lesson No.: 01

Name of the Teacher Educator: Suman Dewi

Class: B-Ed.

Subject: Understanding Disciplines and Subjects

Topic: Emergence of School Science in relation to Social, Political, Intellectual and Historical contexts.

Date: 01-6-22

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

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

Observer's Remarks:

Teacher delivered the lesson in a very effective manner. She used powerpoint presentation and overall she was very confident. Different instructional aids were used at appropriate time.

Shivati Sharma

Signature of the Student Observer

Name: Shivati Sharma

Roll No.: 2101015

Budhu

Signature of the Supervisor



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## OBSERVATION LESSON

(REGULAR TEACHER)

Observation Lesson No.: 02

Name of the Teacher Educator: Komal Sharma

Class: B.Ed. Subject: Knowledge and Curriculum

Topic: Concept, etymological meaning and characteristics of Education. Date: 02-06-22

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

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

Observer's Remarks:

Teacher delivered the lesson in a very effective manner. She used power-point presentation and overall she was very confident. Different instructional aids were used at appropriate time.

Shivali Sharma

Signature of the Student Observer

Name: Shivali Sharma

Roll No.: 2101015

Bidhu  
Signature of the Supervisor





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## OBSERVATION LESSON

(REGULAR TEACHER)

Observation Lesson No.: 03

Name of the Teacher Educator: Komal Sharma

Class: B.Ed. Subject: Assessment for curriculum

Topic: Qualitative and Quantitative Assessment Date: 02-06-22

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

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

Observer's Remarks:

Teacher delivered the lesson in a very effective manner. She was very confident. Different instructional aids were used at appropriate time. She delivered her lesson through lecture method using PPT.

Shivali Sharma  
Signature of the Student Observer

Name: Shivali Sharma

Roll No. 2101015

Budhu  
Signature of the Supervisor





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## OBSERVATION LESSON

(REGULAR TEACHER)

Observation Lesson No.: 04

Name of the Teacher Educator: Kuldeep Singh

Class: B.Ed (Spl.) Subject: Learning, Teaching and Assessment

Topic: Curriculum Domains at Secondary Date: 02-06-22  
Pre-Vocational and Vocational level.

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

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

Observer's Remarks:

Teacher delivered the lesson in a very effective manner. His confidence level was very good. He delivered his lesson through lecture method using PPT.

Shivali Sharma

Signature of the Student Observer

Name: Shivali Sharma

Roll No.: 2101015

Bidu

Signature of the Supervisor



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## OBSERVATION LESSON

(REGULAR TEACHER)

Observation Lesson No.: 05

Name of the Teacher Educator: Suman Gupta

Class: B.Ed. Subject: Assessment for Learning

Topic: Scales of measurement Date: 03-06-22

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

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

Observer's Remarks:

Teacher delivered the lesson in a very effective way. Overall she was very confident and different instructional aids were used at appropriate time. She delivered her lesson through lecture method using PPT.

Shivali Sharma

Signature of the Student Observer

Name: Shivali Sharma

Roll No.: 2101015

Signature of the Supervisor

**DELIVERY OF FIVE  
LESSONS IN PERSPECTIVE  
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**M.Ed. Semester-II**  
**Session 2021-23**

**Lesson Plan No.: 01**

Name: Shivali Sharma

Roll No: 2101015

Class: B.Ed.

Sec: A

Subject: Philosophical and Sociological Perspectives in Education

Duration: 35-40 minutes

Topic: Agencies of Education

Date: 22-05-2022

**Teaching Points:**

- Concept of Education
- Agencies of Education i.e Formal Agency of Education, Informal Agency of Education and Non-Formal Agency of Education.

**Objectives:**

At the end of the lesson, learner will be able to:

- understand the concept of Education.
- understand the different agencies of Education.
- know the importance and functions of different Agencies of Education.

**Method:**

Lecture Method.

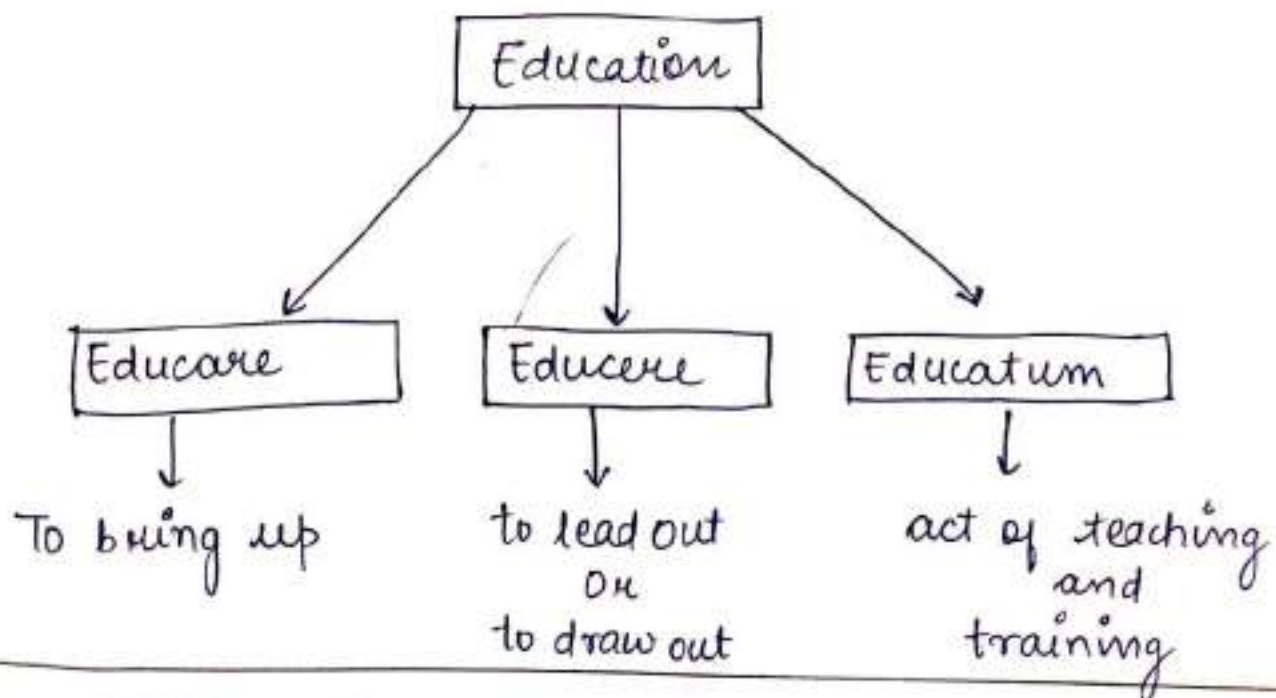
## Content Outline

Introduction : Education is a never-ending process. It starts with the birth of an individual and then goes till the last day of his life. Education makes an individual a real human being. It is an essential human virtue. It equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive, cultured and civilized.

### CONCEPT OF EDUCATION :

Man is one of the animals who by dint of his intelligence, virtues and values has distinguished himself from the animal world and has become the master of the show.

The word Education is made up of three words:



## Content Outline

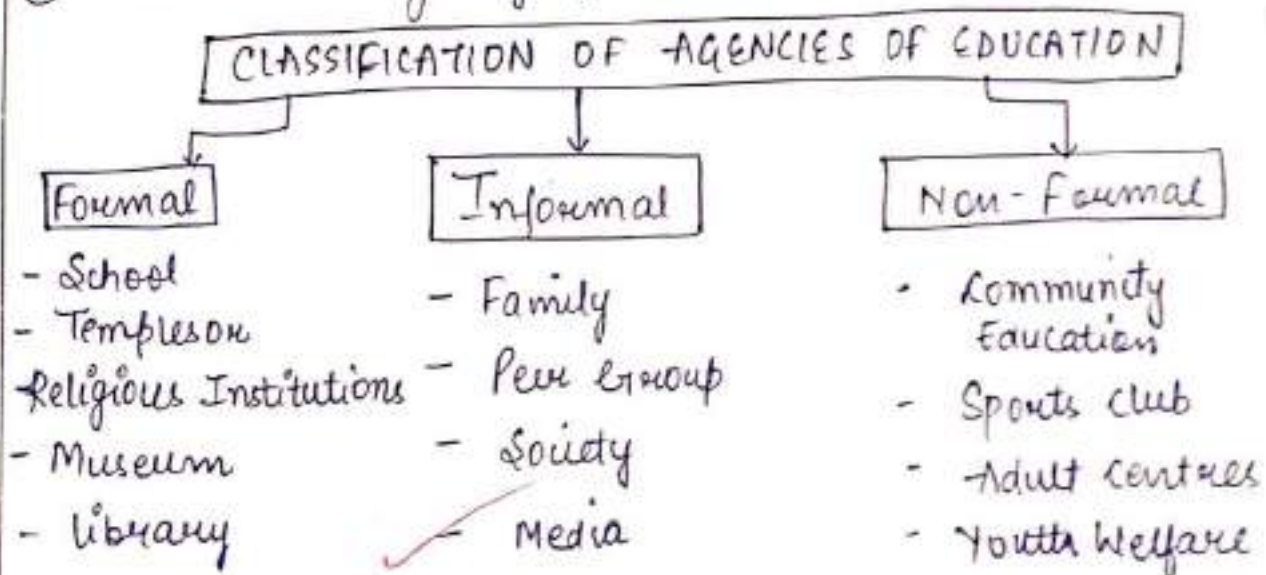
### AGENCIES OF EDUCATION

The word 'Agency' is derived from the latin word 'Agere' which means 'to do or act'.

By Agencies of Education, we mean that those source of institution and organisation through which the educant receive education.

Agencies of Education can be classified into 3 types:-

- ① Formal Agency of Education
- ② Informal Agency of Education
- ③ Nonformal Agency of education.





## Content Outline

### 1) FORMAL AGENCY OF EDUCATION :

- Formal Education has definite aims and begins from school and goes up to university.
- Its schedule is fixed.
- The teacher and the learners aware of the process.
- Formal, fixed and a variety of methods.
- Four Wall Education.
- Curriculum is fixed.
- Discipline is normally strict.
- Examinations are regularly held.
- Certificate and degrees form an integral part.
- School As an Agency of Education:

School - Formal and Active Agency of Education.

Etymological Meaning - Skhole - 'leisure'

Functions:

- ① Complete Development.
- ② Cultivation of values.
- ③ Cultural Preservation.
- ④ Vocational Training.
- ⑤ Adjustability in Society.

## Content Outline

### ② INFORMAL AGENCY OF EDUCATION:

- Informal Education has no definite aims and it is a lifelong process. It has no fixed schedule.
- There is no set methodology.
- It can be acquired at any place.
- Curriculum is not fixed.
- There is no examination.
- Issue of discipline does not exist.
- Certificate and degrees is not given or received.

### Family as an Agency of Education

Family - Informal but Active Agency of Education.  
Mother is the first Teacher.

Functions - ① Physical and Motor Development.

② Face to Face Interaction.

③ All-round development.

④ Conservation and Promotion of Culture.

⑤ Social Virtues.

### Peer Group as an Agency of Education

Peer Group - Informal Agency of Education and Peer is one who is equal in rank.

Functions: ① Socialisation

② We-feelings

③ Self-independence.

④ Modification of behaviour.

⑤ All-round development of personality.



## Content Outline

### 8) NON - FORMAL AGENCY OF EDUCATION:

Non-formal Education is a structured and organised educational activity that is carried outside the usual framework of schools. eg Radio, T.V.

- It has large clear-cut aims.
- It can be lifelong.
- Its schedule is fixed as well as not fixed.
- Examinations are not frequent.
- Certificate and degrees may or may not be awarded.
- Outside from four wall education.
- Curriculum is very flexible.
- Discipline is rather flexible.
- Its scope is generally definite.
- No mental stress is involved in non-formal education.

### Points of Discussion

- What is Education?
- What are the different Agencies of Education?
- Discuss School as an Agency of Education.

### Closure

Education is a never-ending process and it is derived from three Latin words - Educare, Educere and Educatum. Agencies of Education are those sources of organisation through which the educand receives education. It can be classified into three types -

- ① Formal Agency of Education - School, Religious Institutions etc.
- ② Informal Agency of Education - Family/Home, Peer Group etc.
- ③ and Non-Formal Agency of Education - Community education, Sports Club, Adult Centres etc.

### References

Education In Emerging Indian Society -  
Dr. J. S. Halia

**OBSERVATION SCHEDULE**  
(To be filled in by Group Supervisors)

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

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

Observer's Remarks:

over all good lesson was delivered Black board was used the students actively participated in the development of lesson

Ridhu  
Signature of Supervisor  
23/5/22





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**M.Ed. Semester-II**  
**Session 2021-23**

**Lesson Plan No.: 02**

Name: Shivali Shauma

Roll No: 2101015

Class: B.Ed.

Sec: A

Subject: Human Growth and Development Duration: 35-40 minutes.

Topic: Jean Piaget Theory  
of Cognitive Development.

Date: 24-05-2022.

**Teaching Points:**

- Introduction of Jean Piaget.
- Concept of Cognitive Development.
- Key concepts of Piaget's Theory of Cognitive Development.
- Four Stages of Cognitive Development.

**Objectives:**

At the end of the lesson, learner will be able to:

- understand the concept of cognitive development.
- know the key concepts of Piaget's Theory of Cognitive Development.
- understand the four stages of cognitive development.
- understand the educational implications of Piaget's Theory of Cognitive Development.

**Method:**

Power Point Presentation.

## Content Outline

### INTRODUCTION OF JEAN PIAGET :

- Jean Piaget (1896 - 1980) was one of the 20th century's most influential researchers in the area of developmental Psychology.
- He was originally trained in the areas of biology and philosophy and considered himself a "Genetic Epistemologist".
- Swiss Psychologist.
- Piaget's theory of infant development were based on his observations of his own three children.

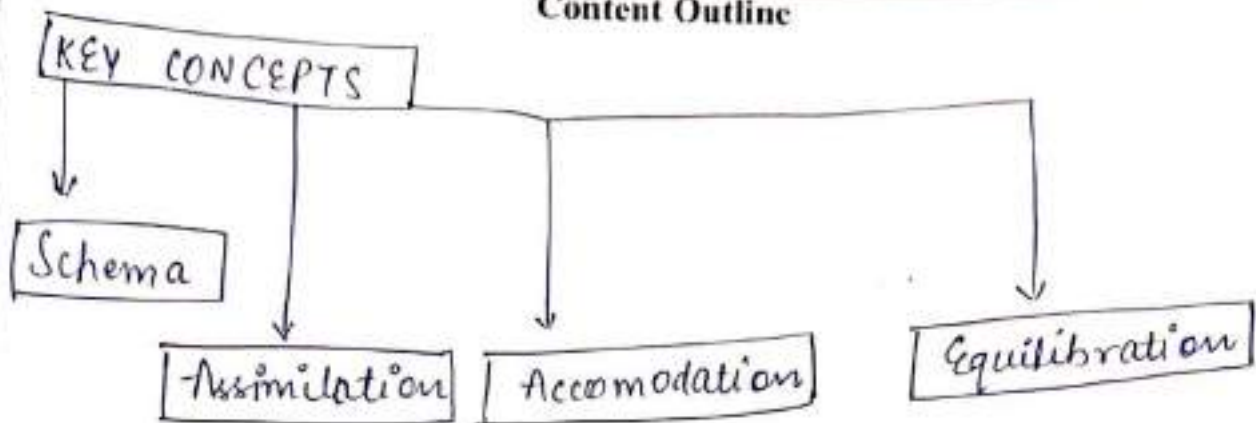
Cognition :- Cognition derived from Latin word "cognoscere" to know or "to recognise".

- Mental Process of Acquiring Knowledge.

Cognitive Development :- Refers to the stages and processes involved in child's intellectual development.

- Series of Stages, each characterised by certain kinds of behaviours and certain ways of thinking and solving problems.

## Content Outline

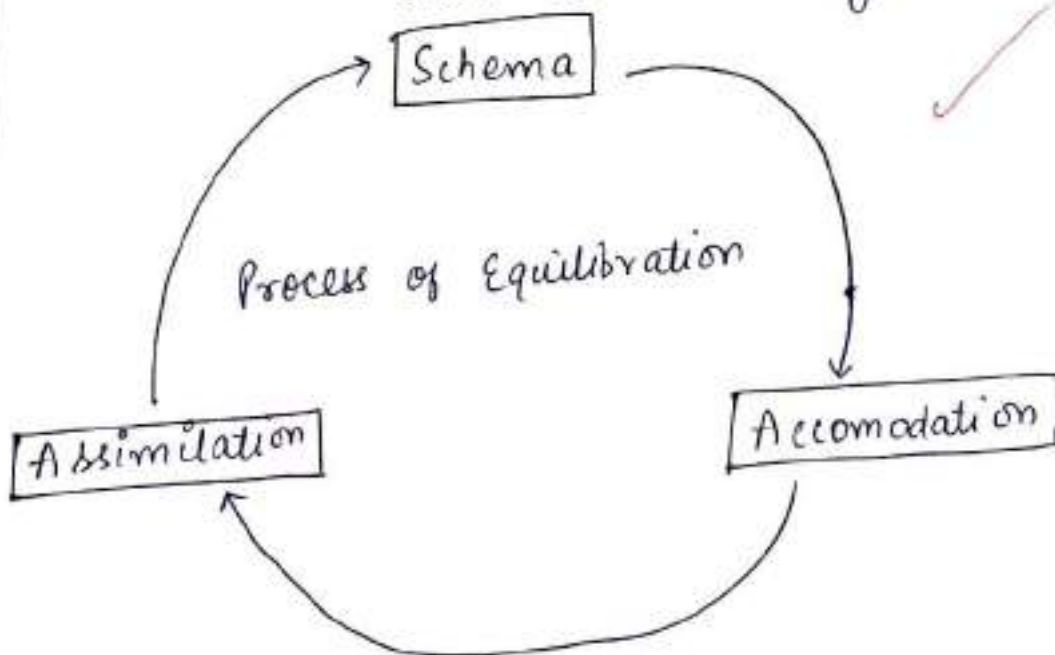


Schema :- mental models to represent the world.

Assimilation :- Broadening of an existing schema to include new information.

Accommodation :- modification of a schema as new information is incorporated.

Equilibration :- concept developed by Piaget that describes the cognitive balancing of new information with old knowledge.





## Content Outline

### Stages of cognitive development

- ① sensorimotor (0-2) → Object Permanence.
- ② pre-operational (2-7) → centration, Symbolic Thought.
- ③ concrete operational (7-11) → conservation, Reversibility.
- ④ Formal operational (11-15) → Abstract thinking.

### SENSORI MOTOR STAGE (0-2)

- During 1st two years of life, the child performs activities mostly by sense organs and some motor activities.
- Object Permanence.
- Deferred Imitation.
- Early Form of intentional Actions.

### PRE-OPERATIONAL STAGE (2-6)

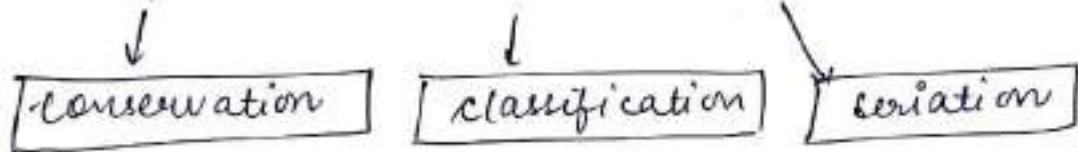
- Piaget defines 'operation' as mental activities.
- centration.
- No Proper Reasoning.
- ego centric.
- Symbolic Thought.
- intuitive Thought.
- irreversibility.

## Content Outline

### CONCRETE OPERATIONAL STAGE (7-11)

The intelligence as is commonly understood begins to appear towards the end of pre-operation stage.

- logical thinking.
- Three important mental abilities i.e



### FORMAL OPERATIONAL STAGE (11-15).

- Abstract thinking.
- Free from concrete objects and events.
- mostly imaginary or Hypothetical.
- logical Reasoning.
- Propositional thinking.
- Complete generality of thought, 15 years.



## Content Outline

### EDUCATIONAL IMPLICATIONS OF PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

- 1) Facilitate Students.
- 2) Strike Balance in teaching Equilibrium.
- 3) Providing Authentic tasks.
- 4) Encouraging Self-analysis and self-Assessment of their learning Progress.
- 5) Knowledge is actively constructed by the student.
- 6) language is the primary symbolic expression of our thought.
- 7) While Providing learning experience, Maturation level of the children have to be recognised.

### Points of Discussion

- Q1 What is cognition?
- Q2 Define the concept of cognitive development.
- Q3 What are the different stages of cognitive development?
- Q4 What are the Educational implications of cognitive development?

### Closure

Jean Piaget (1896 - 1980), a Swiss Psychologist. He considered children as little scientists. Piaget conceives of cognitive development as a series of stages each characterised by certain kinds of behaviour. He has given 4 stages of cognitive development i.e.

- ① Sensorimotor stage. (0-2)
- ② Pre-operational stage (2-7)
- ③ concrete operational stage (7-11)
- ④ formal operational stage (11-15)

### References

- Advanced Educational Psychology - S.K. Mangal.
- Educational Psychology and Educational Statistics - S.P. Chaurse

**OBSERVATION SCHEDULE**  
(To be filled in by Group Supervisors)

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

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

Observer's Remarks:

*over all good lesson delivered. The lesson was developed with active participation of students*

*Budhi*  
Signature of Supervisor





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**M.Ed. Semester-II**  
**Session 2021-23**

**Lesson Plan No.:** 03

Name: Shivani Sharma

Roll No: 2101015

Class: B. Ed.

Sec: A

Subject: Knowledge and Curriculum Duration: 35-40 minutes

Topic: Knowledge - meaning, Date: 25 May, 2022  
concept, definitions, its Importance and its Types.

**Teaching Points:**

- Concept of knowledge
- Definitions of knowledge by different authors
- Importance of knowledge
- Different Types of knowledge

**Objectives:**

At the end of the lesson, learner will be able to:

- understand the concept of knowledge
- know the concept of knowledge according to various authors
- understand the importance of knowledge
- understand the different types of knowledge

**Method:**

Group Discussion Method.

## Content Outline

### MEANING OF KNOWLEDGE :-

Knowledge is a familiarity, awareness or understanding of someone or something such as:-

- a) facts
- b) skills
- c) objects.

The philosophical study of knowledge is called 'Epistemology'.

The term knowledge can refer to a theoretical or practical understanding of a subject.

- Implicit or Explicit.
- Formal or Informal
- Systematic or Particular.

### KNOWLEDGE STANDS FOR:-

- ▶ facts information and skills acquired by a person through experience or education.
- ▶ Theoretical or practical understanding of a subject.
- ▶ awareness or familiarity gained by experience of a fact or situation.

### DEFINITIONS :

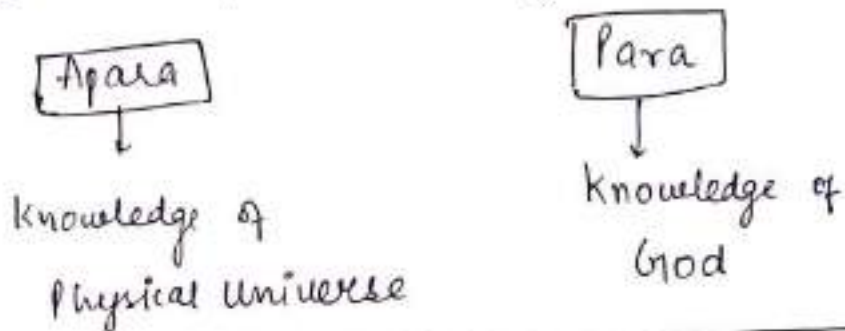
- 1) By Swami Vivekananda:- "Knowledge is inherent in every man's soul".
- 2) By Hobbes:- "Knowledge is Power".

### Content Outline

- 3) Acc. to Upanishads :- "Brahma is knowledge. Brahma is ultimate reality".
- 4) Acc. to Socrates :- "Knowledge is the highest virtue".

### CONCEPT OF KNOWLEDGE ACCORDING TO GITA :-

Knowledge is the realisation of unity in diversity. It is divided into Apara knowledge and Para knowledge.



### CONCEPT OF KNOWLEDGE ACCORDING TO UPANISHADS :-

Brahma is knowledge. Brahma is the ultimate reality.

### CONCEPT OF KNOWLEDGE ACCORDING TO VEDANTA PHILOSOPHY :-

Vedas, Upanishads and Brahmanas are the earlier source of knowledge. Rigveda, Yajurveda, Samveda and the Atharva veda are the four vedas.



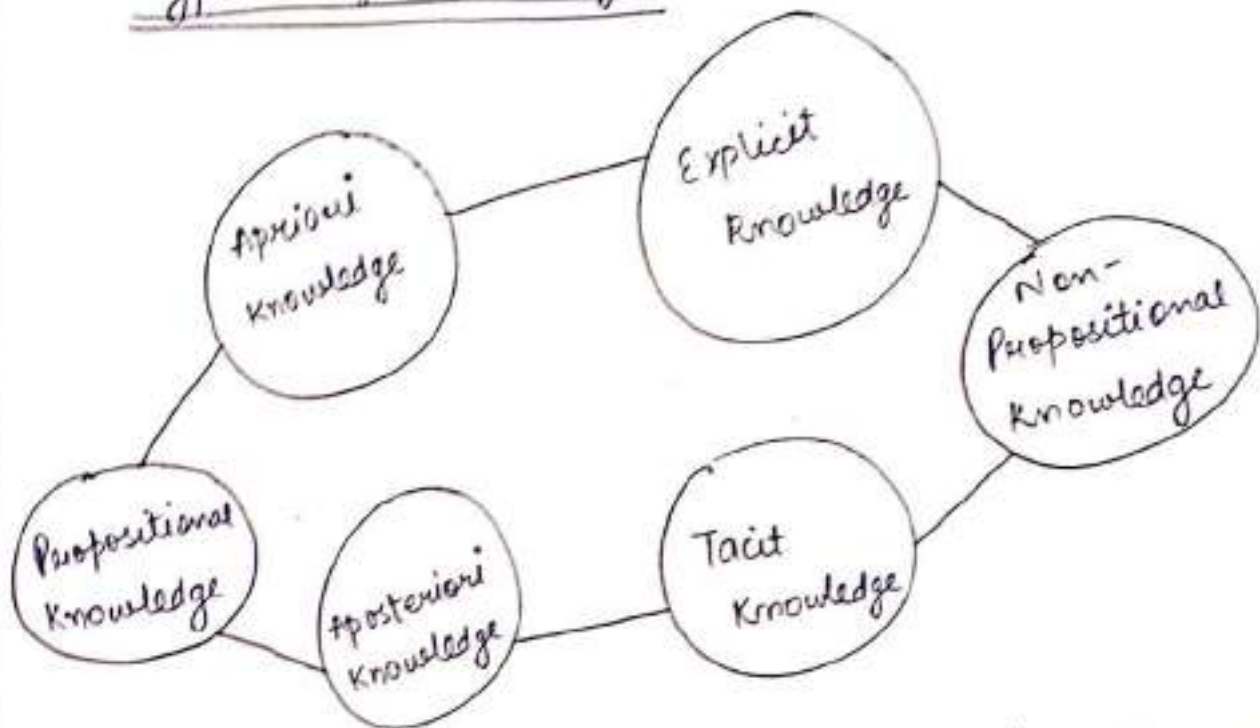
## Content Outline

### IMPORTANCE OF KNOWLEDGE

- Knowledge is a powerful and important part of life.
- Knowledge has equipped man with limitless power.
- Knowledge has helped humans and prompted the progress of our civilization.
- Knowledge accounts for the success of the people.
- Power of knowledge should not be used for a destructive purpose.
- A famous Sanskrit verse says that 'An Educated Person is Honored Everywhere'.

## Content Outline

### Types of Knowledge :-



- ① **APRIORI KNOWLEDGE** : • Apriori means 'from the earlier'.  
• It implies that a person can derive knowledge from the world without needing to experience it.

- ② **POSTERIORI KNOWLEDGE** : Posteriori means 'from the later'.  
Gain experience through sense and subject them to logical reasoning and reflection to derive understanding.



## Content Outline

③ **EXPLICIT KNOWLEDGE**:  
• More formal and it is recorded and communicated through media like libraries and databases.  
• It is easily transferable.

④ **TACIT KNOWLEDGE**:  
• Facial expressions, body movements and gestures, body language may communicate information.  
• Opposite to explicit knowledge.

⑤ **PROPOSITIONAL KNOWLEDGE**: known as 'descriptive' or 'declarative' knowledge.  
It is literally expressed in propositions. It is knowledge of something but not about how to do something.

Foreg: You can learn to use a computer but not know how to program a computer.

⑥ **NON-PROPOSITIONAL KNOWLEDGE**: Also known as Procedural knowledge.  
• Used or applied in specific problems and situations.

### Points of Discussion

- Q<sub>1</sub> What is knowledge?
- Q<sub>2</sub> What is the socrates's View on knowledge?
- Q<sub>3</sub> What is the importance of knowledge in our life?
- Q<sub>4</sub> What are the different types of knowledge?

### Closure

Knowledge is the familiarity, awareness or understanding of something such as facts, skills and objects. Knowledge is implicit or explicit. Systematic or informal.

As knowledge is a powerful and important part of life and it accounts for the success of the people. There are different types of knowledge i.e. A priori, A posteriori, Explicit, Tacit, Propositional and Non-Propositional.

### References

- Knowledge and Curriculum - N.R. Swaroop Saxena
- Knowledge and Curriculum - Dr. Vijay Kumar

**OBSERVATION SCHEDULE**  
(To be filled in by Group Supervisors)

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

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

Observer's Remarks:

over all good lesson was delivered. Lesson was developed with active participation of students

*Binder*  
Signature of Supervisor





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## M.Ed. Semester-II Session 2021-23

Lesson Plan No.: 4

Name: Shivali sharma

Roll No: 2101015

Class: B.Ed.

Sec: A

Subject: Methodology of Teaching

Duration: 35-40 minutes

Topic: Stress - Causes of Stress  
Among Teachers as well as <sup>among</sup> Students

Date: 27-05-2022

### Teaching Points:

Concept of Stress.  
Causes of Stress Among Teachers.  
Causes of Stress Among Students.

### Objectives:

At the end of the lesson, learner will be able to:

- understand the concept of Stress.
- know the causes of Stress among Teachers as well as among Students.

### Method:

Panel Discussion method.

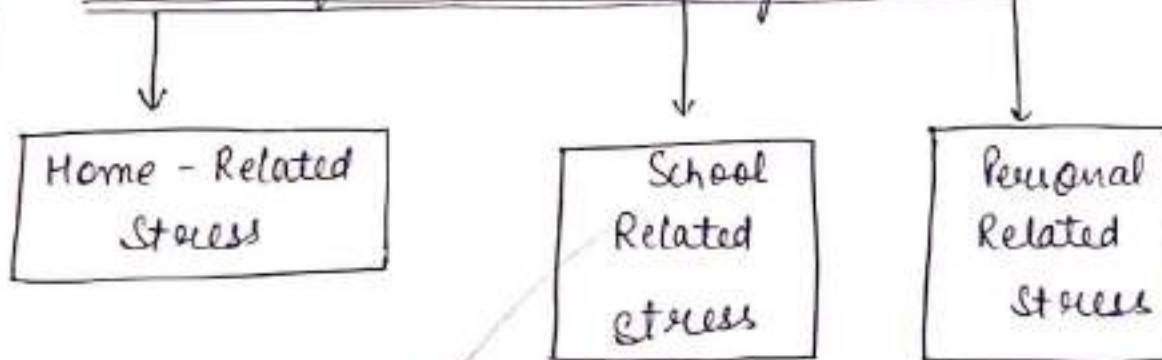
## Content Outline

Stress:- Stress is a body's reaction to any change that requires adjustment or responses.

Stress is a multidimensional and multi-level phenomenon which is influenced by personal, situational or structural factors.

### CAUSES OF STRESS

#### Causes of Stress among Teachers:-



#### ① Home Related Stress

- lack of support.
- Unhealthy Environment.
- lack of emotional stability.



## Content Outline

- less Resources
- Big Extended Family.

### ② SCHOOL RELATED STRESS :

- School distance.  
or  
college
- lack of proper facilities at school.
- less pay and more work.
- Biased behaviour or discrimination by the administrators.
- Staying Alone.
- Too many job demands from the teacher.
- Unwilling and Unmotivated Students.
- Threat of Parent - community to the School.
- Student Indiscipline.

### ③ PERSONAL STRESS :

- Bad Health
- Death of near relation.
- Personal Handicap
- Emotional Stress
- Social problem.

## Content Outline

### Causes of Stress Among Students :

- Bad Examination Procedures.
- Excessive Homework.
- Outdated and Theoretical Syllabus.
- Disturbed Family Environment.
- High Expectations.
- Peer Influence or Peer Rejection.
- Formal environment of the School.
- Favouritism.
- Dictatorial Parents.
- Unhealthy comparison or competition.
- Unhealthy relationship with school and teachers or administrators.
- Lack of Support.
- Maladjustment.

### Points of Discussion

What is Stress?

What are the different causes of stress among Teachers?

What are the different causes of stress among students?

### Closure

Stress is a body's reaction to any change that requires adjustment or responses.

There are different causes of stress among teachers as well as among students i.e. lack of support, emotional instability, lack of resources etc.

### References

Principles, Methods and Techniques of Teaching -

J.C. Aggarwal.

**OBSERVATION SCHEDULE**  
(To be filled in by Group Supervisors)

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

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

Observer's Remarks:

Over all good lesson was delivered Black Board was used appropriately.

*Bidu*  
Signature of Supervisor





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## M.Ed. Semester-II

Session 2020-22

Lesson Plan No.: 05

Name: Shivali Sharma

Roll No: 2101015

Class: B.Ed.

Sec: A

Subject: Human Growth and Development Duration: 35-40 minutes

Topic: Method of Data  
collection i.e. Questionnaire

Date: 2-06-22

### Teaching Points:

- Concept of Data Collection
- Concept and definitions of Questionnaire
- Construction types of Questionnaire
- characteristics of Questionnaire
- Advantages and Disadvantages of Questionnaire

### Objectives:

At the end of the lesson, learner will be able to:

- understand the concept of data collection.
- know the concept and definitions of questionnaire.
- explain the advantages and disadvantages of Questionnaire.
- understand the different types of questionnaire.

### Method:

Team Teaching Method.

## Content Outline

### Data Collection:

Data collection is an extensive procedure of gathering details about a particular topic in a systematised manner. It is done to prove hypotheses and evaluate the results.

### Questionnaire:

A questionnaire is a set of questions that are directed towards a topic.

It is sent or given to an individual or a group of individuals.

### Definitions of Questionnaire:

- 1) "A systematic compilation of questions that are submitted to a sampling of population from which information is desired." — Barak, Davis and Johnson
- 2) Questionnaire refers to a device for securing answer to question by using a form which a respondent fills in himself." — Good and Hatt

### Types of Questionnaire:

- 1) Structured and Unstructured Questionnaire.
- 2) Questionnaire of Facts, Opinion and Attitude.
- 3) Closed form and Restricted form.
- 4) The Open form or the Free responses.



## Content Outline

### Construction of Questionnaire :

- 1) Purpose of the Questionnaire.
- 2) Define terms that could easily be misinterpreted.
- 3) beware of double negative.
- 4) be careful of inadequate alternatives.
- 5) avoid double barreled questions.
- 6) avoid unwarranted assumptions.
- 7) information level of respondents.
- 8) leading questions.
- 9) sequence of questions.
- 10) length of questionnaire and expert opinion.

### Characteristics of Questionnaire :-

- 1) Purpose of the questionnaire.
- 2) language.
- 3) Information level of the respondents.
- 4) social acceptance of responses.
- 5) leading questions.
- 6) Sequence of questions.
- 7) length of the questionnaire.
- 8) The Form or Type of Questions
- 9) Experts opinion.
- 10) validation and reliability of the questionnaire.

## Content Outline

### Advantages of Questionnaire:

- 1) Questionnaire is cheap, quick and provides relatively easy access to geographically scattered respondents.
- 2) It is easy to plan and execute.
- 3) Respondents can select their own language and version.
- 4) Wide coverage.
- 5) An easier method of data collection.

### Disadvantages of Questionnaire:

- 1) Dishonest answers.
- 2) Hard to convey feelings and emotions.
- 3) Some questions are difficult to analyse.
- 4) Less or poor responses.
- 5) Lack of personalisation.
- 6) Differences in understanding and interpretation.



## Points of Discussion

- Concept of Data collection.
- Concept and definitions of Questionnaire.
- Types of Questionnaire.
- Construction and characteristics of Questionnaire.
- Advantages and Disadvantages of Questionnaire.

## Closure

Data collection is an extensive procedure of gathering details about a particular topic in a systematized manner. A questionnaire is a set of questions that are directed towards a topic. There are different types of questionnaire i.e

- a) Structured and unstructured questionnaire.
- b) Questionnaire of facts, opinion and Attitude.
- c) Closed Form and Restricted Form.
- d) The Open Form or the free responses.

## References

- Koul, L. (2005). Methodology of Educational Research. New Delhi : Vikas Publishing House.
- Cohen, L., Lawrence, M. & Keith, M. (2007). Research Methods in Education. London : Routledge.

**OBSERVATION SCHEDULE**  
(To be filled in by Group Supervisors)

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

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

Observer's Remarks:

*Good lesson was delivered*

*Paidy*  
Signature of Supervisor

**OBSERVATION OF FIVE  
LESSONS OF TEACHING  
WORK OF THE PEER  
GROUP IN PERSPECTIVE  
PAPERS OF THE B.Ed.  
COURSE**





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### OBSERVATION LESSON (For Peer Groups)

Observation Lesson No.: 01

Name of the Intern/ Teacher: Anamika Koushal

Class: B.Ed. Subject: Human Growth and Development

Topic: Human Growth and Development Date: 23-05-22

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

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

Observer's Remarks:

Pupil Teacher delivered the lesson in a very well manner. Different instructional aids were used at appropriate time. She used lecture method for delivering her lesson.

Shivali Sharma

Signature of the Student Observer

Name: Shivali Sharma

Roll No.: 2101015

Budhi

Signature of the Supervisor





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### OBSERVATION LESSON (For Peer Groups)

Observation Lesson No.: 02

Name of the Intern/ Teacher: Kashish

Class: B.Ed. Subject: Human Growth and Development

Topic: Stages of Human Growth and Development Date: 24-05-2022

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

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

Observer's Remarks:

Pupil Teacher delivered the lesson in a  
very effective manner. Teaching  
strategy was appropriate. She  
used powerpoint presentation and  
overall she was very confident.

Shivali Sharma

Signature of the Student Observer

Name: Shivali Sharma

Roll No.: 2101015

Bidhu

Signature of the Supervisor



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### OBSERVATION LESSON (For Peer Groups)

Observation Lesson No.: 03

Name of the Intern/ Teacher: Shahnaz Akhtar

Class: B.Ed. Subject: Philosophical and Sociological Perspectives of Education

Topic: Values - meaning, Types, sources and Date: 25-05-2022  
Indication of values.

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

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

Observer's Remarks:

Pupil Teacher delivered the lesson in a  
very well manner. Different instructional  
aids were used at appropriate  
time. She used powerpoint presentation.

Shivali Sharma

Signature of the Student Observer

Name: Shivali Sharma

Roll No.: 2101015

Birdi  
Signature of the Supervisor





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## OBSERVATION LESSON (For Peer Groups)

Observation Lesson No.: 04

Name of the Intern/ Teacher: Shahnaz Akhter

Class: B.Ed. Subject: Philosophical and Sociological Perspectives in Education.  
Topic: Difference Between Educational Philosophical of education and its Relationship Date: 26-05-2022

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

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

Observer's Remarks:

Pupil teacher delivered the lesson by group discussion method. She was little bit nervous also while delivering her lesson.

Shivali Sharma

Signature of the Student Observer

Name: Shivali Sharma

Roll No.: 2101015

Pradeep

Signature of the Supervisor



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### OBSERVATION LESSON (For Peer Groups)

Observation Lesson No.: 05  
 Name of the Intern/ Teacher: Mohd. Usman  
 Class: B.Ed. Subject: Teaching Pedagogy  
 Topic: Approaches of Teaching i.e RCEM approach Date: 1-06-22

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

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

Observer's Remarks:

Pupil Teacher delivered the lesson in a  
very effective manner. He used  
power point presentation. His  
confidence level was also  
good.

Shivali Sharma  
 Signature of the Student Observer

Name: Shivali Sharma

Roll No.: 2101015

Rishi  
 Signature of the Supervisor



**PREPARATION OF FIVE  
QUESTION PAPERS FROM  
PERSPECTIVE PAPERS OF  
THE B.Ed. COURSE**

[ Total No. of Questions – 9 ]

[ Total No. of Printed Pages – 2 ]

## **B.Ed.Semester – I Examination**

B.Ed. - I/01/22

180112

### **Human Growth and Development**

**Course Code : BDE – 101**

( 2021 - 2023 )

Time Allowed : 3 Hours

Maximum Marks : 60

Minimum Pass Marks : 24

- Note : i) Attempt five questions in all, selecting one question from each unit. **Question No. 1 is compulsory** .
- ii) All the questions carry equal marks.

1. Describe the following in about 50 -75 words each :
  - a) Give merits and demerits of interview method.
  - b) Adulthood as a stage of development.
  - c) Write a short note on Parenting Styles.
  - d) Give the concept of Id, Ego and Super Ego. ( 3, 3, 3, 3 )

#### **UNIT-I**

2. What is the difference between growth and development?  
What are the principles of growth and development? (4, 8 )

3. Discuss the Case Study Method of studying a child behavior. Give its merits and demerits. ( 8, 4 )

### UNIT-II

4. Adolescence is a stage of 'Stress and Storm'. Discuss with Examples. ( 12 )
5. What are the various factors that influence the growth and Development of a child? Give illustrations. ( 12 )

### UNIT- III

6. Explain Freud's psycho-analytic theory of development. ( 12 )
7. Explain Piaget's theory of cognitive development. ( 12 )

### UNIT – IV

8. Discuss the impact of 'School Culture' and 'Relationship with the Teacher' on the school achievement of children. ( 12 )
9. Give the concept of 'Socialisation'. What is the effect of child rearing practices on socialization of children? ( 12 )

\*\*\*\*\*

*Bindu*

## **REPORT**

An orientation regarding internship was organized by our college on 18<sup>th</sup> of May, 2022. All the teachers and students of M.Ed. II<sup>nd</sup> Semester were present there. The orientation programme was started by our Deputy HOD, Dr. Nishta Rana. After that, our teachers explained various components of the internship programme and different tools and techniques used for the internship programme. There were four supervisors, and under each supervisor there were seven to eight students. The first component, i.e., observation of five lessons by regular teachers, was explained by Dr. Bindu Dua. The second component, i.e., the delivery of five lessons, was discussed by Mrs. Sayka Bano, in which she explained various methods by which we have to deliver our lessons. The third component, i.e., peer observation, was explained by Dr. Ruchika Sharma. The fourth component, i.e., the framing of question papers was explained by Dr. Bharti Tandon. At last, our HOD Sir, Dr. Mool Raj Sharma, shared his views on writing reflective journal.

The session ended at 4:00 pm.

## **REFLECTION**



## **OBSERVATION OF FIVE LESSONS BY REGULAR TEACHERS**

We closely monitored lessons delivered by B.Ed professors from June 1–6, 2022, as we followed the first part of the internship. During the observation, I observed a number of novel aspects of the teaching and learning process, including the way the teacher introduced the material they would be covering in class, the way she sparked students' interest with questions, and the use of ICT in the classroom to enhance the students' comprehension.

Overall, the classes were very engaging and effective. The teacher used effective teaching methods, even employing some techniques and strategies that assisted the students in understanding the lesson being taught. Students actively engaged in and participated in classroom activities. Since they got along so well with the teachers, they felt very at ease asking the teachers a lot of questions. Throughout the process of teaching and learning, they continue to build it up. At the appropriate times, various instructional tools were used. The assessment was done during the process of teaching and learning and at the end of the class as well.

## **DELIVERY OF FIVE LESSONS**

I used various pedagogical techniques to deliver five lessons in front of my supervisor and my peer group. During the lesson delivery, I gained experience in a variety of areas, including how to introduce myself, how to use motivational questions to help students connect their prior knowledge to the current topic, and how to create successful lesson plans. I was able to boost my confidence by taking the aforementioned steps. I discovered a lot of fresh and creative information that will be useful to me in the future.

I presented my first lesson using the lecture method, but to make it more proactive, I used a PowerPoint presentation. I tried to pique students' interest at the beginning of my lesson by asking a few brainstorming questions and by making connections between what they already knew and what I was teaching them.

I presented my second lesson by lecture using the ICT approach. In my teaching, to make my lessons attractive, I added animated videos to PowerPoint presentations to retain the concentration of students. With the help of technology, learning can be improved for all individuals with varying needs. Technology provides great opportunities for making learning more effective for everyone with different needs.

I delivered the third lesson using a team-teaching methodology with Anamika Sharma. I discovered how to improve my ability to cooperate and collaborate with others by using a team teaching approach.

The fourth lesson was delivered by panel discussion. Me, Usman and Shehnaz participated in that panel discussion, with Usman serving as the moderator. Both the panelists and the audience gain

critical thinking skills from this discussion. Additionally, it helps us all become better presenters. It teaches students to reflect on the material and pose pertinent questions.

Finally, we delivered our fifth lesson through a group discussion approach. It aids in our understanding of the subject. Our knowledge of the subject is aided by it. It broadens our understanding of the subject. Additionally, it improves our capacity for learning. It enhances our communication abilities. It fosters positive peer support and a sense of belonging amongst us.

### **PEER OBSERVATION**

I observed five lessons which were delivered by my fellow pupil teachers. It focuses on the individual needs of the pupil teacher and provides an opportunity to learn from and provide feedback to peers. It strengthens experience and knowledge. It broadened my teaching repertoire and introduced me to new teaching techniques. I graded their performance on a 5-point scale and provided them with feedback. It encourages me to engage in professional development in order to improve my teaching. It also shows leadership by observing and assisting other student teachers.

### **PREPARATION OF FIVE QUESTION PAPERS FROM B.Ed. COURSE**

Dr. Bindu Dua guided us that a teacher should take into consideration a number of significant issues when drafting the questions and not just pick and choose from the topics covered in the course syllabus. I learned about the weighting of the questions, their number, length, type (short answer, long answer, essay, logical, analytical, etc.), and the distribution of the marks by creating five question papers. There should be a word limit for each question on the paper. The length of the examination and the number of questions to be attempted should also be specified on the paper. Finally, I drafted five question papers from the B.Ed. course and had them reviewed by the appropriate teacher. She identifies my errors and offers suggestions for improvement. Additionally, I uploaded all the content, along with the report and reflection, to Google Classroom.