MIER College of Education (Autonomous)
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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

2. Reports of activities with video graphic support wherever possible

Reports of activities with video graphic support

S.NO.	DESCRIPTION	ENCLOSURE
1.	**Organizing Learning (Lesson Plan)**	NIL
2.	**Developing Teaching Competencies**	1. Report of workshop on English communication Skills 2. Report of Life skill Programme including digital literacy.
3.	**Assessment of Learning**	NIL
4.	**Technology Use and Integration**	1. Report of participants summary of Mid term online quiz of Course Code BDE 105 (2023-25)
5.	**Organizing Field Visits**	1. Report of field visit to Sher-e-Kashmir University of Agricultural Sciences and Technology regarding organic farming systems Vermi compositing 2. Report of field visit to Government Polytechnic college, Bikram chowk, Jammu regarding course work BDE 104 and MED 305 by students of B.Ed. Sem I (2023-25) 3. Report of visit to NIMBARK, Jammu
6.	**Conducting Outreach/ Out of Classroom Activities**	1. Report of event based on Healthy Practices related to Environment 2. Report of Tug of War organised by Sports Unit
7.	**Community Engagement**	1. Report of Survey at Purkhoo village for the purpose of adopting of the village. 2. Report of World Health day 3. Report of Awareness regarding importance of voting. 4. Report of Nukkad Natak on Aids
8.	**Facilitating Inclusive Education**	1. Report of Visit to inclusive School (Visit to pre-school and review its functioning) by the students of B.Ed. Sem. I
9.	**Preparing Individualized Educational Plan(IEP)**	NIL

REPORTS

MIER COLLEGE OF EDUCATION (Autonomous)
Recognised by the J&K Govt. &
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REPORT OF ENGLISH COMMUNICATION SKILLS WORKSHOP
Session 2023-24

English communication skills workshops were organised for the students of B.Ed. & B.Ed. Special to improve the communication skills of the students enabling them to communicate more fluently and effectively.

Schedule of Workshop Sessions for SoE:

S. No	Date	Course	Roll Numbers	Session
1.	22/11/2023 to 13/12/2023	B.Ed. Special Education Semester II	2203001 to 2203024	Session 2022- 2024
2.	20/3/24 to 3/4/24	B.Ed. Semester III	2202002 to 2202066	Session 2022 - 2024

Details of the Workshops

Module 1

1. **Listening Skill** – The receptive skill was practiced by the students to help improve their language. This included-
    1. listening for relevance (rather like reading for gist)
    2. monitoring (listening to spot something important)
    3. intensive listening (trying to understand as much as possible)
    4. extensive listening (listening to follow the main points of what is being said)

Module 2

Speaking: The students were given ample practice with activities to improve their speaking skills. Activities tried to imbibe the following in the learners-

1. Interaction- speaking to all in the social wheels and maintain relationships with people.

2. Transaction- speaking to get something done such as getting a service, asking for information, giving an explanation etc. Students participated in simulation tasks such as: -

- Role Plays
- Mock Interviews
- Telephone conversations
- Anchor and discussant

3. Turn-taking (understanding when to speak and when someone else wants to speak)

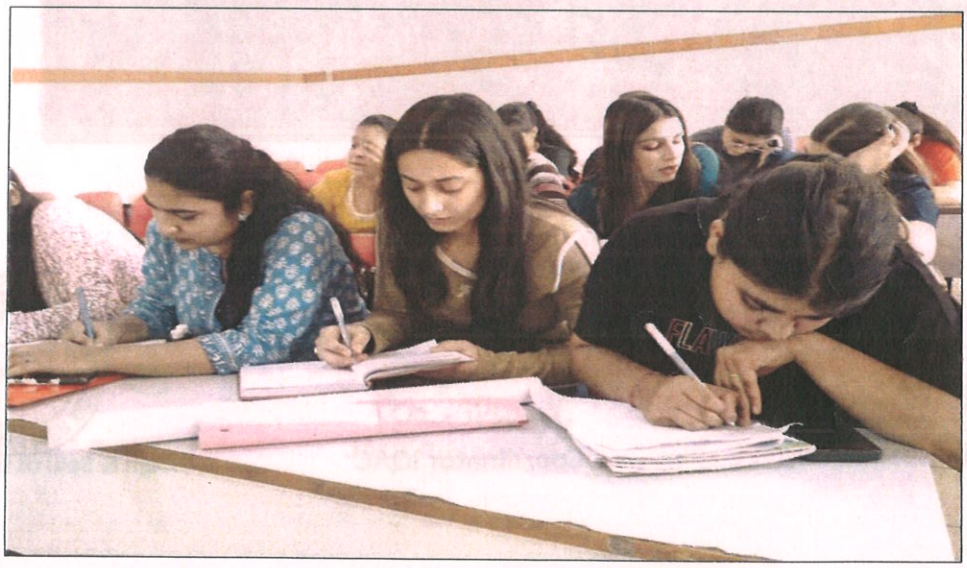
Module 3

Reading- Reading activities were done to improve the communication skill. Students were involved in reading activities to help improve their cognitive abilities. Learners were guided to read for-

- skimming (reading for general gist)
- scanning (reading to locate details)
- intensive reading (reading for the fullest possible understanding)
- extensive reading (reading to follow the gist or get the general picture)

Module 4

Writing Skill-Students were guided to understand the process of writing, different strategies and modes of writing were done during the workshops. The students were brainstormed, their thoughts were organized, revised and polished.



Students' Feedback:

Students' feedback was collected online through a feedback form created to ascertain the effectiveness of the trainer and the workshop.

About the course and its contents:

- The students found the course content appropriate according to their needs.
- The content designed was according to the language level of the students.
- It covered all four language skills i.e., Listening, Speaking, Reading and Writing.

About the trainer/resource person:

- The resource person was well prepared and conducted the classes effectively and efficiently with a variety of activities.

Suggestions:

- Learners were keen to have more such workshops and for a longer duration

Ms Maneka Khanna | **Coordinator IQAC** | **Sign & Seal of the Principal**

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REPORT OF LIFE SKILLS PROGRAMME

The College conducted a "Life Skills" programme for the students of the School of Education (SOE) and the School of Social Sciences and Humanities (SOSSH) to inculcate in the students both personal and professional skills in the areas of-

- Effective Communication
- Personality Development
- Life Skills and Academic Skills
- Career Skills- Resume Building
- Digital Literacy

The following modules were covered during the sessions:

S.No.	Description	Resource Person	Dates
1.	Communication Skills Workshop	Mrs. Maneka Khanna	• 23/11/23-13/12/23 • 20/3/24 – 03/4/24
2.	Transformative "Personality Development" Workshop	Mrs. Abha Choudhary	• 19/12/23-22/12/23
3.	Life Skills and Academic Skills Development Workshop	Mr. Sumit Dutta	• 15/1/24 – 19/1/24
4.	Career Skills- Resume Building Workshop	Mr. Ankur Singhal	• 28/8/23
5.	Digital Literacy Skills Workshop	Mrs. Rohini Sharma Mr. Sanjay Chandel	• 20/3/24 – 27/3/24

Brief report of each workshop:

1. **Communication Skills Workshop**

   English communication skills workshop integrates grammar, vocabulary, listening, speaking, reading, pronunciation, and writing — all in an engaging and interactive activity.

   The resource person focused on fluency in different areas of English through activities that emphasize oral and written expression. The workshops included:

- Discussion, brainstorming and debates
- Group work and tasks
- Communication exercises
- Reading and listening comprehension exercises
- Vocabulary and written exercises
- Grammar exercises
- Conversation techniques
- Role-playing

Learning Outcomes Achieved:

Students were able to:

1. Understand the techniques of effective listening
2. Comprehend common phrases, short dialogues, correct pronunciation and expressions.
3. Read and make use of the texts more effectively.
4. Utilize reading skills to improve their speaking and writing skills.
5. Improve fluency while speaking.
6. Write varied contexts like E-mails, Resumes and Reports.

Students' Feedback:

Students' feedback was collected online through a feedback form created to ascertain the effectiveness of the trainer and the workshop.

About the course and its contents:

- The students found the course content appropriate according to their needs.
- The content designed was according to the language level of the students.
- It covered all four language skills i.e., Listening, Speaking, Reading and Writing.

About the trainer/resource person:

- The resource person was well prepared and conducted the classes effectively and efficiently with a variety of activities.

Suggestions:

- Learners were keen to have more such workshops and for a longer duration

2. **Transformative "Personality Development" Workshop**

The four-day workshop delved into multifaceted aspects of personality development, covering topics such as effective communication, self-confidence enhancement, professional etiquette, and personal branding. Through a series of interactive sessions, role-playing activities, and practical exercises, students were equipped with practical skills and insights essential for their holistic growth.

Learning Outcomes Achieved:

1. **Increased Self-Confidence:**
   - Through self-assessment exercises and constructive feedback, students gained a deeper understanding of their strengths and weaknesses.
   - They learned strategies to overcome self-doubt and present themselves with confidence.
2. **Professional Etiquette Mastery:**
   - The students acquired knowledge of appropriate professional behaviour in different settings, including workplace environments and formal gatherings.
   - They learned etiquettes related to punctuality, attire, and demeanour, enhancing their professional image.
3. **Personal Branding Skills:**
   - Students explored methods to identify and articulate their unique strengths and values.
   - They developed strategies to differentiate themselves positively and create a compelling personal brand.

Students' Feedback:

Students' feedback was collected online through a feedback form created to ascertain the effectiveness of the trainer and the workshop.

About the workshop and its contents:

• The interactive nature of the workshop, including role-playing activities and practical exercises, made the learning experience of the students dynamic and enjoyable.
• The content designed was according to their interest and need.

About the trainer/resource person:

• The trainer demonstrated a deep understanding of the subject matter and facilitated engaging sessions that encouraged active participation from all attendees.

Suggestions:

- Providing students with access to additional resources, such as reading materials, online courses, or networking opportunities, would facilitate ongoing learning and development beyond the workshop.

3. **Life Skills and Academic Skills Development Workshop**

The workshop's primary focus was to empower future educators with effective problem-solving strategies, techniques to enhance mental health and wellbeing, and tools for stress management and coping mechanisms. Mr. Sumit Dutta employed a participatory, interactive, experiential, and dynamic approach to provide participants with hands-on experiences, offering practical insights and tools to benefit them both personally and professionally. Sessions were dedicated to identifying and resolving academic challenges, encompassing issues such as time management, study skills, procrastination, anxiety, adapting to new environments, motivation, and technology challenges.

Learning Outcomes Achieved:

1. **Enhanced Mental Health and Wellbeing:**

- Through practical exercises and discussions, students developed a deeper understanding of mental health and learned strategies for self-care and stress management.
- They acquired tools to enhance resilience, cope with stressors, and maintain overall wellbeing in academic and professional settings.

2. **Improved Stress Management and Coping Mechanisms:**
   - Students learned practical techniques for managing stress and coping with academic and personal pressures.
   - They gained insights into identifying stress triggers and implementing effective coping strategies to maintain balance and productivity.
3. **Academic Skills Development:**
   - Students acquired essential academic skills such as time management, study techniques, and goal setting.
   - They learned strategies to overcome common academic challenges such as procrastination, anxiety, and adapting to new environments.

Students' Feedback:

Students' feedback was collected online through a feedback form created to ascertain the effectiveness of the trainer and the workshop.

About the workshop and its contents:

- The sessions were well-structured and covered a wide range of topics.
- Each session provided actionable takeaways that the students can immediately apply in their academic and personal life.

About the trainer/resource person:

- His participatory, interactive, and dynamic approach made the sessions engaging and enriching.
- The strategies and techniques shared by the resource person have equipped the students with the necessary skills to overcome obstacles such as time management issues, study-related anxieties, and difficulties in adapting to new academic environments.

Suggestions:

- Providing opportunities for one-on-one consultations or follow-up sessions with a counselor could help the students to tailor the strategies learned to their specific needs.

4. **Career Skills- Resume Building Workshop**

The workshop focused on the objectives of helping students acquire career skills and fully pursue to partake in a successful career path. The workshop was designed to assist students in crafting compelling and professional resumes that effectively showcase their skills, experiences, and accomplishments. Led by experienced career advisor, Mr Ankur Singhal, Co-Founder at CV Owl the workshop provided practical guidance to empower students to create resumes tailored to their career aspirations and target positions.

Learning Outcomes Achieved:

1. **Understanding Resume Structure:**
   Students gained a clear understanding of the key components of a resume, including the header, summary or objective statement, work experience, education, skills, and additional sections such as certifications and volunteer work.
2. **Tailoring Resumes to Specific Roles:**
   Students learned the importance of customizing resumes for different job applications. They acquired skills in aligning their qualifications, experiences, and achievements with the requirements of specific roles, increasing their chances of catching the attention of hiring managers.
3. **Formatting and Design Guidelines:**
   Students received practical guidance on resume formatting and design principles .They learned about appropriate font styles, sizes, spacing, and layout choices to create visually appealing resumes that stand out.

Students' Feedback:

Students' feedback was collected online through a feedback form created to ascertain the effectiveness of the trainer and the workshop.

About the workshop and its contents:

- The workshop content was comprehensive and well-structured, covering essential aspects of resume building in a clear and organized manner.

About the trainer/resource person:

- The trainer demonstrated a commendable level of expertise and professionalism throughout the session.

Suggestions:

- **In-Person Interaction:** the students suggested to conduct the workshop in person where participants can interact face-to-face with the trainer and fellow attendees. This allows for more immediate feedback and a more dynamic learning environment.

5. **Digital Literacy**

A comprehensive workshop on Digital Literacy was organized for students to enhance their proficiency in various digital tools and platforms. The workshop aimed to equip students with essential skills in Microsoft Word and Excel, document conversion, Google Docs and Drive, virtual communication platforms like Google Meet, Zoom, Skype, as well as introduce them to the basics of Artificial Intelligence (AI), Canva, Picxart, and Quillbot.

Learning Outcomes Achieved:

1. **Proficiency in MS Word and Excel:**
   Students gained proficiency in creating, formatting, and managing documents and spreadsheets using Microsoft Word and Excel, enabling them to effectively handle various academic and professional tasks.
2. **Document Conversion Skills:**
   Students acquired the ability to convert documents into different file extensions, ensuring compatibility and accessibility across multiple platforms.
3. **Collaborative Work with Google Docs and Drive:**
   Through practical demonstrations, attendees learned to collaborate efficiently using Google Docs and Drive, enabling seamless document sharing, editing, and real-time collaboration.
4. **Understanding of Artificial Intelligence (AI):**
   Students gained basic knowledge and insights into Artificial Intelligence (AI), including its applications, impact, and significance.

Students' Feedback:

Students' feedback was collected online through a feedback form created to ascertain the effectiveness of the trainer and the workshop.

About the course and its contents:

- The students found the course content appropriate according to their needs.
- It covered all basic knowledge about MS Office, Google Docs, Sheets, forms and the use of AI.

About the trainer/resource person:

- The resource persons were knowledgeable and conducted both theory and practical sessions effectively.

Suggestions:

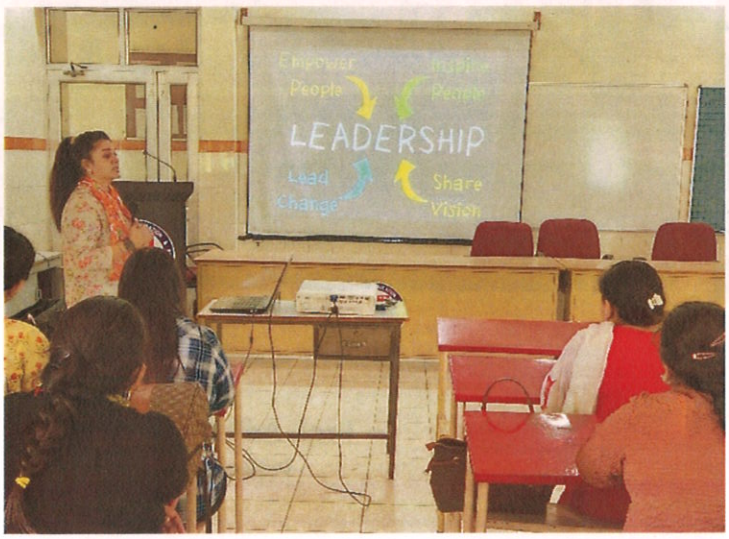
- Time duration of the workshop can be increased for better hands-on practice.
- The session should include insights into virtual communication platforms like Google Meet, Zoom, and Skype.

SNAPSHOTS OF DIFFERENT SESSIONS

Communication Skills

Personality Development Workshop

Leadership and Management Skills



Life Skills and Academic Skills Development Workshop

Career Skills

Digital Literacy

Mohial

Ms. Jasleen Mohial
Coordinator, IQAC

Prof. Adit Gupta
Principal

MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade	EVENT REPORT (Environment Unit)	QF: 135 Year: 2023 -24

Date: 07-12-2023	Name of the Event Visit to Sher-e-Kashmir University of Agricultural Sciences and Technology (SKUAST)	Nature of Event : Non-Competitive

Activities Organised : An awareness program on the methods and techniques regarding organic farming systems and vermicomposting

No. of Students Participated :

Attachments:

List of Participation	Yes
Press Release	No
Certificate	No

Report

The Environment Unit of MIER College of Education organised a visit to the Sher-e-Kashmir University of Agricultural Sciences and Technology (SKUAST), Jammu Campus, Jammu on 7th December 2023. The visit was organized with the primary aim of educating and enlightening students on sustainable agricultural practices, innovative methodologies, and the implementation of organic farming techniques, particularly emphasizing the significance of vermicomposting in contemporary agriculture.

More than 30 students from both the School of Education and the School of Social Sciences and Humanities participated in the visit. Professor S.K. Singh from Plant Pathology and Mr. Neeraj Singh, Technical Officer at SKUAST-J, were the resource persons. The experts explained to them about soil mulching, bio-pesticides, neem niboli and apple spray, etc. Special emphasis was laid on the implementation and benefits of vermicomposting - an eco-friendly process that utilizes earthworms to convert organic waste into nutrient-rich compost, thereby promoting sustainable farming practices. The produced compost, rich in nutrition, is widely used as a bio-fertilizer in organic farming and sewage treatment plants. This was followed by an interaction session where experts and field workers clarified doubts and answered queries.

The visit was conducted under the supervision of Mrs. Suman Gupta, In-Charge Environment Unit. She formally thanked Professor S.K. Singh and Mr. Neeraj Singh for their cooperation and support.

Dr. Adit Gupta, Principal, appreciated the efforts of the Unit in conducting this awareness programme and said that visiting an agriculture university provides students with a hands-on and real-world experience, allowing them to see sustainable agricultural practices, technologies, and research in action This educational visit exemplified a significant step forward in the ongoing commitment of MIER College of Education to empower students with practical knowledge and insights into sustainable environmental practices.

Photographs

Group of students of MIER College visited Sher-e-Kashmir University of Agricultural Sciences and Technology (SKUAST)

Professor S.K. Singh from Plant Pathology awared the MIER students regarding methods and techniques for organic farming systems and vermicomposting

Prepared by:

7-1-24

In Charge

Environment Unit

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
PRINCIPAL

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

B.C. Road, Jammu,J&K-180016

A

REPORT

ON

" Visit to Polytechnic College, Bikram Chowk, Jammu. "

Submitted by

Mrs. Kajal Kour

(2302015)

BDE-104

B.Ed. Sem I

Submitted to

Mrs. Jyoti Sharma

DEPARTMENT OF EDUCATION

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
B.C. Road, Jammu, J&K-180016
INDIA

ORIENTATION

Mrs. Jyoti Sharma, our subject instructor, organized an orientation for our visit to course code BDE-104 'Contemporary India and Education'.

On February 2, 2024, a visit was scheduled to **Polytechnic College**, Vikram Chowk in Jammu. We went to polytechnic college with our class teachers, **Mrs. Jyoti Sharma** and **Mrs. Suman Devi**.

Mrs. Radhika mam provided an orientation on vocationalization, including the role of NSDC, Skill India Initiative, NSDC International, and GoI schemes. **Mr. Arun Bangotra**, Principal of Polytechnic College, provided information on upcoming initiatives.

Mrs. Radhika Sharma discussed the necessity of vocationalization, NSDC's role, and the Skill India Digital Platform. She then informed us about the Prime Minister Vishwakarma Scheme. She also informed us about skill-based courses beyond secondary school. Finally, we went to the CIIIT and witnessed several cutting-edge machines that may assist workers operate perfectly and safely.

REPORT

1 First and foremost, we learn about vocationalisation.

Vocationalization is the integration of occupational education and training into the formal education system. The program seeks to equip students with practical skills and information applicable to certain sectors or occupations, preparing them for employment. Vocationalization programs generally provide internships, apprenticeships, and hands-on training to prepare students for their chosen professional choices. Vocational education aims to bridge the gap between school and employment, equipping students with the necessary skills for success in the workforce.

Vocationalization, implemented by the Kothari Commission after 1965, remains relevant and important in present times:

» It provides the society with intermediate manpower.

» This can significantly accelerate the nation's economic growth.

» The study of technology and associated sciences promotes innovation and progress.

» It teaches technical skills at the grassroots level, promoting self-sufficiency in rural communities.

2 Additionally, we learn about the concept and role of NSDC

The acronym NSDC refers to the National Skill Development Corporation. This India-based public-private collaboration promotes and facilitates skill development programs across many sectors. The NSDC implements skill development programs, promotes industrial alliances, and supports training providers to close the skills gap. The organization drives skill development in India and supports government efforts to improve worker employability.

The National Skill Development Corporation (NSDC) promotes and facilitates skill development in India by bridging the gap between demand and supply of trained workers. NSDC improves the employability of the country's workforce through skill development programs, industrial partnerships, and funding for training providers. It promotes skill development in India and supports government initiatives.

2.1 Types of Courses : The National Skill Development Corporation (NSDC) in India offers a wide range of courses across various sectors to enhance employability and skill development. These courses cover diverse industries and are designed to meet the demands of the job market. Here are some types of NSDC courses:

1. **Retail:** Courses focusing on retail management, customer service, sales, and marketing skills.
2. **Hospitality and Tourism:** Courses related to hotel management, culinary arts, travel agency operations, and hospitality services.
3. **Automotive:** Courses covering automobile engineering, vehicle maintenance, and repair.

4. **Healthcare:** Courses on nursing, medical laboratory technology, patient care, and paramedic services.
5. **Information Technology:** Courses on software development, web design, networking, cybersecurity, and digital literacy.
6. **Construction:** Courses covering various aspects of construction such as masonry, plumbing, electrical work, and carpentry.
7. **Beauty and Wellness:** Courses on hairdressing, beauty therapy, spa management, and wellness counseling.
8. **Agriculture:** Courses related to farming techniques, agribusiness management, and agricultural machinery operation.
9. **Banking, Financial Services, and Insurance (BFSI):** Courses focusing on banking operations, financial planning, insurance sales, and risk management.
10. **Textiles and Garments:** Courses covering garment manufacturing, fashion designing, textile technology, and apparel merchandising.
11. **Electronics and Electricals:** Courses on electronics assembly, electrical maintenance, and appliance repair.
12. **Logistics and Supply Chain Management:** Courses related to inventory management, transportation logistics, warehouse operations, and supply chain optimization.
13. **Telecom:** Courses on telecommunications technology, network infrastructure, and mobile device servicing.
14. **Gems and Jewelry:** Courses on jewelry design, gemstone identification, and jewelry manufacturing techniques.
15. **Construction:** Courses on building construction, civil engineering, architectural drafting, and project management.

3 Furthermore, we discover various components of NSDC.

1. **Skill India Mission:**
   - > Described as a mission to provide opportunities for all and facilitate upskilling.
2. **Central Architect of Skill Ecosystem:**
   - > Highlighted NSDC's pivotal role in shaping India's skill development landscape.
3. **Vision, Mission, and Values:**
   - > Vision: Providing opportunities to all and upskilling.
   - > Mission: Aiming to skill, reskill, and upskill 25 million individuals.
4. **Catering to Stakeholders:**
   - > Engaged with a diverse range of stakeholders through the ecosystem, network, and outreach.
   - > Emphasized the ability to apply on the Skill India website and collaborations with companies for industry-ready apprentices.
5. **NSDC Impact:**
   - > Mentioned the impact through programs like PMKVY and NAPS.
   - > Covered outreach to 13,000 schools and 7,000 universities.
6. **Continuous Learning:**
   - > Discussed tools such as the Skill India Digital Map, Skill Card, and Decision Tool.
7. **NSDC International:**

> Discussed ongoing engagements with countries like GCC, Australia, Japan, Malaysia, Canada, UK, Ireland, Mauritius, Jordan, and Israel.

> Highlighted NSDC's role in providing courses and post-course assistance.

8. **High Demand for Indian Skilled Workers:**

> Mentioned the demand for skilled Indian workers in Dubai and collaborations with 14 countries.

> Emphasized training people in the respective country's language and required skills.

9. **NSDC Job Portal:**

> Mentioned the website www.nsdcjobx.com as a platform for accessing job opportunities.

4 Finally, we visited CIIT and viewed numerous machines and their functions

Overview of CIIIT Jammu: CIIIT Jammu is renowned for its state-of-the-art facilities, innovative research, and academic excellence in the field of engineering and technology. The institute has garnered recognition for its collaboration with industry partners, fostering a conducive environment for practical learning and research.

Highlights of the Visit: During our visit, we had the privilege to witness a plethora of high-end machines, student projects, and industry-related showcases.

High-End Machines: CIIIT Jammu boasts an impressive array of high-end machines that cater to various engineering disciplines. We observed cutting-edge CNC machines, 3D printers, robotic arms, and advanced manufacturing equipment. These machines are pivotal in facilitating hands-on learning experiences for students and conducting cutting-edge research in the field of engineering.

Student Projects: One of the most intriguing aspects of our visit was witnessing the innovative projects developed by the students of CIIIT Jammu. From robotics and automation to renewable energy and sustainable technologies, the projects showcased the ingenuity and creativity of the students. Notable projects included autonomous drones, smart agriculture systems, and IoT-based solutions for industry applications.

Engine of Tata Motors Car: As part of the industry collaboration initiatives, CIIIT Jammu had on display the engine of a Tata Motors car. This provided us with a firsthand glimpse into the intricacies of automotive engineering and the advanced technologies incorporated in modern-day vehicles. The exhibit served as an excellent educational resource for students interested in automotive engineering and related fields.

Tractors and Electric Vehicles: Additionally, we had the opportunity to explore exhibits featuring tractors and electric vehicles. These displays highlighted the advancements in agricultural machinery and the transition towards sustainable transportation solutions.

The electric vehicles showcased the institute's commitment to promoting eco-friendly technologies and addressing environmental challenges through innovation. Here are some key ways in which CIIIT Jammu assists its students:

1. **Quality Education:** CIIIT Jammu is committed to providing high-quality education in the fields of Industrial and Information Technology. The institute offers comprehensive courses designed to equip students with the knowledge and skills needed to excel in their chosen fields.

2. **Expert Faculty:** The institute boasts a team of experienced and knowledgeable faculty members who are dedicated to mentoring and guiding students throughout their academic endeavors. These faculty members bring a wealth of industry experience and academic expertise to the classroom, ensuring that students receive top-notch instruction.

3. **State-of-the-Art Facilities:** CIIIT Jammu provides students with access to state-of-the-art facilities, including well-equipped laboratories, libraries, and computer centers. These facilities are designed to enhance the learning experience and provide students with hands-on training in their respective fields.

4. **Placement Assistance:** The institute offers placement assistance to help students secure rewarding career opportunities upon graduation. CIIIT Jammu has established strong connections with leading companies in the industry, facilitating internship and job placement opportunities for its students.

5. **Skill Development Programs:** In addition to academic pro-

grams, CIIIT Jammu also offers various skill development programs aimed at enhancing students' employability and career prospects. These programs cover a wide range of topics, including communication skills, technical skills, and personality development.

6. **Industry Exposure:** CIIIT Jammu regularly organizes industry visits, seminars, workshops, and guest lectures to expose students to real-world industry practices and trends. This exposure helps students gain valuable insights into their chosen fields and prepares them to tackle challenges in the professional world.

7. **Research Opportunities:** The institute encourages students to engage in research and innovation activities, providing them with opportunities to work on cutting-edge projects and collaborate with faculty members on research initiatives.

REFLECTION

I wish to express my deep sense of gratitude and sincere indebtedness to our teachers Mrs. Jyoti Sharma and Mrs. Suman Devi from the core of my heart for their expert guidance, encouragement and I am grateful to Head, Department of Education for given us an opportunity to visit Polytechnic College, Bikram Chowk ,Jammu. My visit to Polytechnic College was an interesting and I was very impressed by the state of the art facilities and the range of the program offered.

Our visit to CIIIT Jammu was both enlightening and inspiring. The institute's dedication to academic excellence, industry collaboration, and technological innovation was evident throughout our tour. The high-end machines, student projects, and industry showcases underscored the institute's commitment to preparing students for the challenges of the modern engineering landscape. We commend CIIIT Jammu for its efforts in fostering a dynamic learning environment and look forward to witnessing its continued contributions to the field of engineering and technology.

MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade	EVENT REPORT SSGCWS	QF: 135 Session:2021-24, 2022-24 and 2023-25 Year: 2024

Date:	Name of the Event	Nature of Event:
4th March, 2024	Visit to NIMBARK	Non-Competitive

Activities Organised : Visit to NIMBAK, Bari Brahmana, Jammu

No. of Students Participated : 22 participants

Attachments: List of Participants (If any) Press Release

Certificate

Report: Visit to NIMBARK **Total No of Participants:** 22 participants

Date: 4th March, 2024 **Venue:** NIMBARK, Bari Brahmana, Jammu

The Shrimati Shanti Gupta Centre for Women's Studies at MIER College of Education organized an enlightening visit to the NIMBARK organic food plant in Bari Brahmana, Jammu, as part of its Gender Champions Club activity. Led by two nodal teachers, Dr. Bharti Tandon and Mrs. Jyoti Sharma, a group of 24 students embarked on a journey to explore the intricacies of organic farming and entrepreneurship.

The visit provided students with a first-hand experience of the meticulous processes involved in cultivating and producing organic food. Beginning with a tour of the organic rice processing plant, students witnessed the cleaning and polishing of different rice varieties, guided by Mr. Virender, Production Manager, and Mr. Mansoor, Head of Operations. A comprehensive PowerPoint presentation by Dr. Gayatri Tandon, Head of Organic and Agri Business, shed light on NIMBARK's projects across various states and the benefits and challenges of organic farming.

During an interactive session, students engaged in discussions about sustainable practices and innovative techniques employed by NIMBARK, igniting entrepreneurial ideas aligned with eco-conscious values. The commitment to organic farming principles, from pesticide-free cultivation to environmentally friendly packaging, inspired students and heightened their awareness about the benefits of organic farming.

Mr. Anil Sharma, Managing Director of NIMBARK, ensured that the visit was enriching and insightful for all participants. The college expressed gratitude to Mrs. Pooja Gupta, Founder of NIMBARK Foods, for providing a valuable learning platform for club members.

Prof. Adit Gupta, Director and Principal of MIER College, praised the commendable efforts of the Centre for Women's Studies. He highlighted that the visit not only fostered entrepreneurial acumen but also raised awareness about sustainable practices. Guided by Mrs. Rupa Gupta, Joint Director of MIER and Director of SSGCWS, the activity aimed to inspire students to advocate for sustainable practices and contribute to the organic farming movement.

Photographs

Visit to NIMBARK Plant

Different sections of the plant

Presentation by the resource person from NIMBARK

Group picture after the visit

Link of the Video recording of the activity: NA

Prepared by
Convener
SSGCWS

PRINCIPAL
MIER COLLEGE OF EDUCATION (AUTONOMOUS)

MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade	EVENT REPORT (Environment Unit)	QF: 135 Year: 2023 -24

Date: 17-02-2024	Name of the Event Healthy Practices at MIER College	Nature of Event : Non-Competitive

No. of Students Participated : 50	Attachments:	List of Participation	Yes
		Press Release	No
		Certificate	No

Healthy Practices at MIER College of Education for Environmental Conservation

MIER College of Education has framed a policy for environmentally sustainable and green campus development. This policy serves as a guide for undertaking different environmental activities in the college for building a green and sustainable campus environment.

The Environment unit of the college involves students in various activities, such as plantation drives, awareness campaigns, skits and orientation programmes, etc., to promote awareness, appreciation, and action towards protecting the planet.

On 17th February, 2024 the following activities have been initiated as per the Environmental Policy:

1. Waste Segregation

The Environment Unit has implemented a system of using biodegradable and non-biodegradable bins to effectively segregate waste. Biodegradable bins are used for organic waste such as food scraps, paper, and yard waste which are decomposed by natural processes, making them suitable for composting or other forms of organic recycling. Non-biodegradable bins are used for materials that do not decompose easily, such as plastics, glass, and metals. These materials are handed over to Jammu Municipal Corporation (JMC) for recycling. By segregating waste at the source, we are able to reduce the amount of waste sent to landfills, minimize environmental pollution, and conserve natural resources. Additionally, waste segregation helps promote a culture of responsible waste management among students and staff.

Creating awareness about Waste Segregation through Skit: A Creative Approach by the Environment Unit

The Environment Unit at MIER College of Education has taken an innovative approach to create awareness about waste segregation by organizing skit in collaboration with Jammu Municipal Corporation. The skit was carefully crafted to highlight the benefits of waste segregation, such as reducing environmental pollution, using biodegradable and non-biodegradable bins to effectively segregate waste and minimizing landfill waste. By involving students in this skit, the Environment Unit was able to effectively communicate key messages about waste segregation in an engaging manner.

Students Performing a Skit on Waste Segregation

Disposal of Biodegradable and Non-Biodegradable Waste in Collaboration with Jammu Municipal Corporation

2. Organic composting

Organic composting is a natural process that converts organic waste into nutrient-rich soil conditioner. At MIER College of Education, the Environment Unit embraced organic composting as a sustainable solution for managing organic waste and promoting environmental conservation. Our organic composting initiative involves collecting food scraps, garden waste, and other organic materials from the college premises. These materials are then placed in compost pit, where they undergo decomposition by microorganisms. The resulting compost is rich in nutrients are used to enrich soil in gardens, lawns, and agricultural fields. Organic composting offers several benefits. It reduces the amount of organic waste sent to landfills, thereby decreasing methane emissions and mitigating the effects of climate change. Additionally, it helps conserve water and improve soil health, leading to healthier plants and increased crop yields. Through our organic composting efforts, we aim to raise awareness about the importance of sustainable waste management practices and inspire others to adopt similar initiatives.

Creating awareness about Organic Composting through Skit: An innovative Approach by the Environment Unit

MIER College of Education, under the guidance of the Environment Unit, has adopted an innovative approach to create awareness about organic composting. Through the medium of skit, the college aims to educate students and the community about the benefits of organic composting and its role in environmental conservation. This initiative has not only raised awareness about organic composting but also inspired students and staff to take action towards sustainable living. This initiative has effectively communicated the benefits of composting and has motivated individuals to adopt this eco-friendly practice.

The Gardener of the College orienting the students about Organic Composting

Students Performing a Skit on Organic Composting

3. Rain Water Harvesting and Installation of Bore well

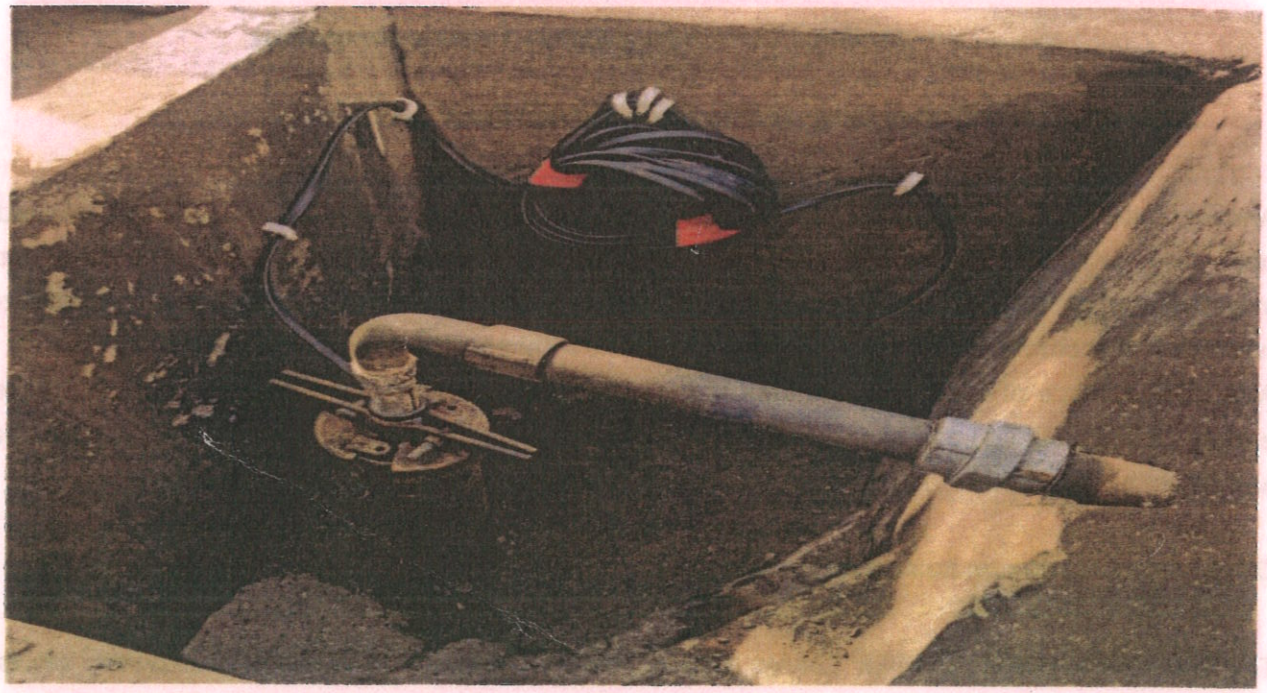
Another initiative we have undertaken is rainwater harvesting. In our campus, we have established a large open tank dedicated to storing rainwater. This collected rainwater serves as a valuable resource for irrigating our gardens. By implementing rainwater harvesting practices, we are able to minimize water wastage and promote sustainable water management within our campus environment.

Also MIER College of Education is committed to promoting healthy practices related to the borewell to ensure its sustainability and safety. By implementing regular maintenance, water conservation measures, and safety protocols, the college aims to protect this vital resource for future generations.

Orientation Program on Rainwater Harvesting

The Environment Unit of MIER College of Education conducted an orientation program on rainwater harvesting, which was given by a student Mr. Arya, a student of MIER College. The program aimed to educate students and faculty about the importance of rainwater harvesting and its role in water conservation. The program also included a question and answer session, where students and faculty had the opportunity to clarify their doubts and seek further information about rainwater harvesting.

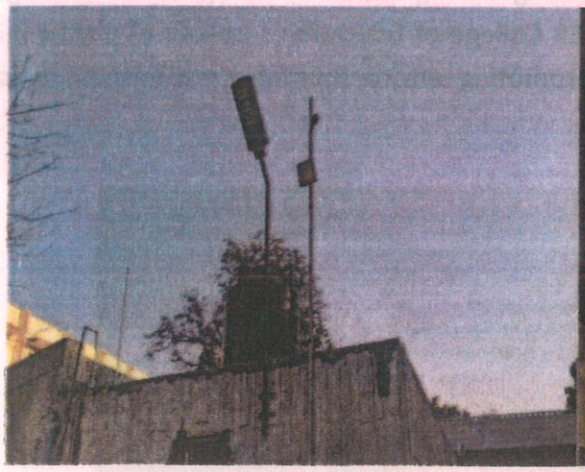
Mr. Arya, a student of MIER College orienting the students about Rain Water Harvesting



Bore well at MIER College

4. Installation of Solar lights and LEDs

MIER College of Education recently completed the installation of solar lights across its campus as part of its sustainability and environmental conservation efforts. Solar lights were strategically placed in walkways, parking lots, and outdoor recreational spaces, with photovoltaic panels positioned to maximize sunlight exposure for efficient electricity conversion. This initiative has significantly reduced the college's carbon footprint, promoting the use of renewable energy sources. The solar lights have improved safety and visibility on campus, particularly during evening hours. Additionally, the transition to solar power has resulted in a noticeable decrease in electricity bills and contributed to reducing greenhouse gas emissions. MIER College has also replaced traditional bulbs with LEDs, enhancing energy efficiency and reducing environmental impact. This initiative reflects the college's commitment to sustainable practices and aligns with its environmental conservation efforts, demonstrating a proactive approach towards energy conservation and environmental responsibility.



Installation of Solar lights and LEDs at MIER College

5. Use of Star- rated ACs to save energy

In addition, MIER College has integrated the use of star-rated air conditioning systems within our campus infrastructure. These energy-efficient AC units not only help in maintaining comfortable indoor environments but also adhere to stringent energy-saving standards. Moreover, the condensed water produced by these AC units is ingeniously repurposed for irrigation purposes. By utilizing this water source, we optimize resource utilization and minimize wastage, fostering a more sustainable approach to landscaping and water management across our campus grounds. Through innovative solutions like utilizing AC condensate for irrigation, we demonstrate our unwavering commitment to environmental conservation and responsible resource utilization.

Star- rated ACs at MIER College

6. No Use of Plastic

MIER College of Education has successfully implemented a "no-use-of-plastic" policy on its campus, contributing to environmental conservation and sustainability efforts. The college has adopted various measures to eliminate plastic usage, promoting eco-friendly alternatives instead. The college has replaced plastic water bottles with reusable ones, encouraging students and staff to use refillable containers. Additionally, plastic bags have been replaced with paper bags or cloth bags, reducing plastic waste significantly. The college canteen has transitioned to using biodegradable or compostable packaging for food items, further reducing plastic usage. Overall, MIER College of Education's no-use-of-plastic initiative has been successful in reducing plastic usage and promoting environmental consciousness among its community members.

No Use of plastic in Canteen

Saman Gupta
In-Charge
Environment unit

Nisha
HoD

Principal
PRINCIPAL
MIER COLLEGE OF EDUCATION (AUTONOMOUS)

MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade	**EVENT REPORT** **(Sports Unit)**	QF: 0991 Year: 2023-24 Session July, 2023 to May, 2024

Date: 22-11-2023	**Name of the Event** **Sports Event**	**Nature of Event : Competitive** Non-Competitive

Activities Organized: Interdepartmental Tug of War Match

No. of Students Participated: 86

Attachments: List of Participation — Yes
Press Release — NIL
Certificate — Yes

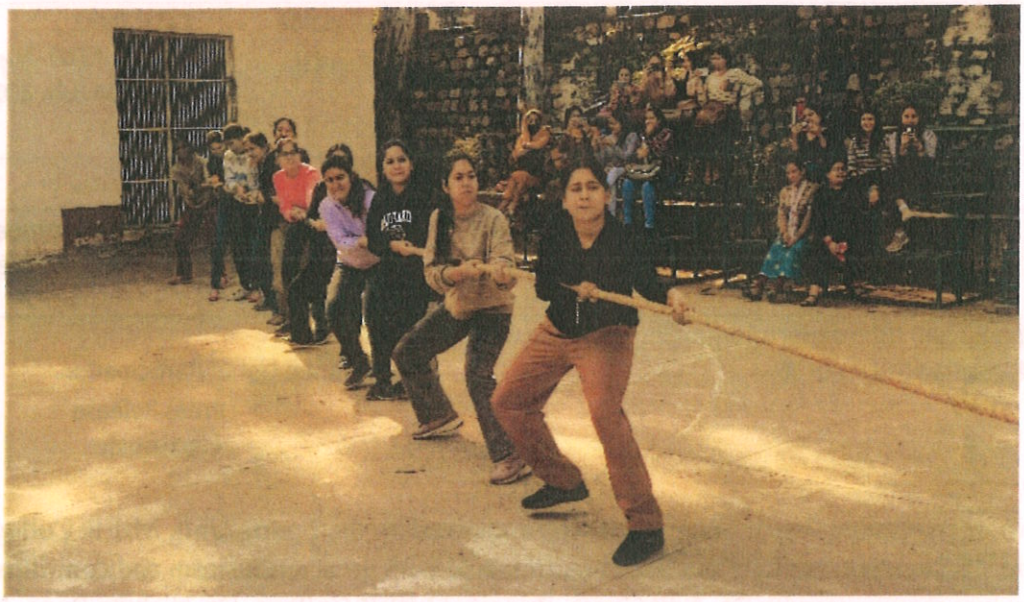
Report

An inter-section Tug of War match was organized by the Sports Unit, MIER College of Education. The students of SOE and SSSH participated with great enthusiasm and commitment. The event was inaugurated by Dr. Adit Gupta, Principal MIER College. Dr. Nishtha Rana, HOD SOE and Dr. Monika bajaj, HOD SSSH Department along with the staff members and the students witnessed the sports event and encouraged the participants.

Speaking on the occasion Dr. Adit Gupta said that sports and games are an integral part of the curriculum and all round development is not possible without physical development of a child. He encouraged the students to participate in the sports event in great numbers.

More than 86 students participated from all the wings of the college. Tug of war final match was held between ten teams from both the departments as it was an interdepartmental activity. There were 12 participants in each team. Team A from B.Ed. semester 3rd Sec. A, led by Anchal won the bronze medal, Team D from B.Ed. semester 1st won the silver medal. Team B from B.Ed. Special semester 3rd led by Bintul Huda won the gold medal.

The programme was organized by Mr.C.R. Jangra, incharge Games and Sports Unit Overall, it was quite a colorful event and proved to be a great stimulant for the staff and students of the College.



Mr. C.R. Jangra
(In-charge, Games & Sport)

Principal

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
PRINCIPAL

MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade	EVENT REPORT (Extension Unit)	QF: 135 Semester: 2nd Session:2021-2023 Year: 2023

Date:	Name of the Event	Nature of Event :
26-07-23	Adoption and survey of Purkhoo Village	Non-Competitive

Activities Organised : Conducted a survey at Purkhoo village for the purpose of adoption

No. of Students Participated : 04

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

Report

The Extension Unit of MIER College of Education adopted a new village- Purkhoo near Domana. Mrs. Suman Devi, Incharge Extension Unit along with 4 students from UG Department conducted the need analysis survey of the village as a part of their outreach initiative. The focus of the survey was to understand the needs of the community and design various development programs. The survey assessed the current state of affairs, identification of challenges and determine the most pressing needs of the villagers.

The present survey was carried out in Purkhoo village Tehsil Akhnoor, District Jammu, with the aim of getting an overview of the needs, problems & facilities available. According to the survey, the village is spread over 7 k.m. area.

Population:-

Total population	Total numbers of Males	Total number of Females	Total numbers of House holds	Literacy Rate
8,000	4000	4000	5,000	75%

Housing Status:-

All owned households have pucca houses with electricity and water facilities available.

Availability of Facilities in the village :-

Water facility

- As far as the facilities of the area are concerned, the village leader revealed that they have sufficient supply of drinking water in the form of taps, tube-well, hand-pumps etc.

Electricity facility

- Electricity is supply on regular basis in the area.

Health facilities

- Regarding the health facilities, there is a dispensary, a primary health center in the village.

Major Problem faced :-

The major problem faced by the villagers as per the survey are as under:

1. Problems faced by physically and mentally challenged people
2. Problem of alcoholism.
3. Problems in digitalized bank transactions.
4. Problem of health and hygiene

Glimpses of activity

Letter of adoption signed by Sarpanch

Group photograph with Sarpanch and Panches

Prepared by:

MIER COLLEGE OF EDUCATION (AUTONOMOUS) PRINCIPAL

MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade	EVENT REPORT (Extension Unit)	QF: 135 Semester: 1st&3rd Session:2022-2024 & 2023-20 Year: 2024

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

Activities Organised : Organized medical camp and health check-up

No. of Students Participated : 25

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

Report

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

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

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

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

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

Glimpses of activity

Group photograph of medical staff, sarpanch and along with supervisor

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

In- Charge Extension Unit

HOD SOE & SSSH

Principal

PRINCIPAL

MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade	EVENT REPORT (Extension Unit)	QF: 135 Semester: 1st & 3rd Session: 2021-2023 &2022-2024 Year: 2024

Date: 21-02-24	Name of the Event • Importance of voting and Rights of a voter	Nature of Event : Non-Competitive

Activities Organised: Sensitization programme at adopted village

No. of Students Participated : 50

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

Report

The Extension Unit of MIER College organized a sensitization programme on the theme of " the importance of voting and rights of a voter" at its adopted village, Purkhoo, Jammu. The event was held on February 21, 2024. Led by Mrs. Suman Devi, 50 student members engaged villagers in an insightful dialogue.

Ms. Aashiya, a student in B.Ed. Semester I, welcomed the Sarpanch, Panch, and audience. A dedicated group comprising students from the School of Education and the Social Sciences and Humanities, including Ms. Chavi, Ms. Shivangi and Ms. Palak, from B.Ed. Spl. Education, alongside Ms. Pritibha from B.A. Political Science Semester III enlightened the residents about their voting rights and its significance. They emphasized, that voting is a pivotal tool in empowering individuals to actively participate in shaping national decisions. Stressing its importance as a civic duty, they highlighted its role in holding politicians accountable and fortifying the democratic framework of our nation.

The villagers, along with local leaders, lauded the initiative, acknowledge MIER College's dedication to societal causes and youth education. Ms. Sonia a student from M.Ed. Semester III, proposed a formal vote of thanks, while Mrs. Suman Devi expressed gratitude to all participants.

Dr. Adit Gupta, Principal of MIER College, commended the unit's endeavors in fostering awareness about voting rights, highlighting the significance of such initiatives in fostering informed citizenship and democratic engagement among rural communities.

Glimpses of activity

Group photograph with Sarpanch, panchs along with students

Mrs. Suman Devi incharge Extension Unit expressed gratitude to all participants.

Suman Devi
In- Charge Extension Unit

Nishi, Monika
HOD SOE & SSSH

Principal

MIER COLLEGE OF EDUCATION
PRINCIPAL

MIER College of Education (Autonomous) Accredited by the NAAC with 'A+' Grade	EVENT REPORT (Extension Unit)	QF: 135 Semester: 3rd Session:2021-2023 Year: 2023

Date: 06-12-23	Name of the Event • Nukkad Natak on AIDS Awareness	Nature of Event : Non-Competitive

Activities Organised: Nukkad Natak on AIDS Awareness at adopted village

No. of Students Participated : 26

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

Report

The Extension Unit of MIER College continues its commitment to community welfare by organizing an impactful Nukkad Natak (street play) centered around the critical theme of "AIDS and HIV" at its adopted village, Purkhoo, in Jammu. The event, held on 6th December 2023, was designed with a primary focus on spreading awareness about AIDS, emphasizing prevention measures, and combating the stigma associated with the disease. A group of about 26 student members of the unit, along with their In-charge Mrs. Suman Devi, visited the village.

Ms. Snober, a student B.Ed. Semester III, welcomed the Sarpanch, Panch, and audience. Through the Nukkad Natak, the student showcased the mindset of people towards AIDS and HIV patients, the psychological trauma of stigmatization and discrimination experienced by them. The performance showcased real-life scenarios, shedding light on the misconceptions surrounding AIDS, advocating for safe practices, and promoting empathy and support for those living with HIV/AIDS. They also highlighted the treatment options available and different medical schemes for such patients.

The villagers, along with Panch and Sarpanch, expressed their gratitude to the students and the Extension Unit of the college for taking up social causes and educating the youth. Ms. Bhavya, student B.Ed. Semester III, proposed a formal vote of thanks.

Dr. Adit Gupta, Principal MIER College, appreciated the efforts of the Unit in spreading awareness among the villagers regarding AIDS and HIV and said that providing an opportunity for villagers to come together, learn, and engage in discussions. Such endeavors contribute significantly to spreading awareness and fostering a more informed and supportive community.

Glimpses of activity

A photograph on presenting nukkad natak

A group photograph among villagers and Students

Prepared by:
In-Charge Extension Unit

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
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

SCHOOL OF EDUCATION
B.Ed.

SEMESTER - I

SESSION.....2023-25.....

CERTIFICATE

This is to certify that Mr. / Ms. Komal Oberoi,

S/o / D/o Mr. Pawan Kumar Oberoi, student of B.Ed. bearing Roll No. 2302026, Section A, Session 2023-25, has physically participated in all the activities mentioned in his / her Reflective Journaland that his / her writings are his / her original contributions.

Group Supervisor

HOD

MIER COLLEGE OF EDUCATION (Autonomous)

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SCHOOL OF EDUCATION

B.Ed.

PRE-INTERNSHIP - I

Course Code: BDE – 107

SEMESTER - I

SESSION...2023-25.....

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	7
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	7
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	7
	Total	**50**	37

Kunal Sharma
Group Supervisor

Nisha
HOD

8/10

Activity - III

Visit to Pre-school and review its functioning

Humming Buds
Pre-School of
Modal Academy.

Records

INTRODUCTION

- Preschool, also known as nursery school or kindergarten in some places, is an early childhood educational program for children before they begin compulsory education. It typically focuses on play-based learning, socialization and basic skill development.

- Pre school is designed for children usually between the ages of 3 to 5 years, although the exact age range can vary depending on the country and education system. It provides a structured environment where children can engage in various activities such as art, music, story telling and basic academic concepts like counting and recognizing letters and shapes.

- Pre School of 'MODEL ACADEMY' includes 'Humming Birds' and 'Inclusive' Model Academy. It is one of the most prestigious school of Jammu. It was founded in 1936 by eminent education-lists and visionaries late Prof. VL Gupta and late Smt. Shanti Gupta with two students and further by Dr. Renu Gupta. It is situated at BC Road, Jammu. It is affiliated to CBSE.

OBJECTIVES OF PRESCHOOL:

- Helping children learn to interact with others, share, take turns and develop friendships
- Fostering language skill through exposure to vocabulary conversations, story telling and early literacy activities.
- Introducing basic concepts such as alphabets, numbers, shapes, colour and pre-math and pre-reading skills.
- Help children develop self help skills like dressing toileting and feeding themselves, fostering confidence and autonomy.

IMPORTANCE OF PRE SCHOOL:

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

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

Charts in Pre-classrooms.

Interaction with pre-school students

Pre-Classroom.

My Experience.

Functioning of Pre-School:

I visited 'Humming Birds' pre school and observed classrooms and Teachers.

- There was a very happy environment of the classroom.
- Different activities were conducted like dance, music and yoga.
- Stations set up for art and creative expression where children can paint, draw, sculpt and engage in other artistic activities.
- Teachers providing praise, encouragement and positive reinforcement to support children's efforts and promote positive learning environment.

Classrooms:

I visited classrooms of 'Humming Birds' pre-school and observed that they were well maintained. Classrooms were having colourful charts on walls. Short poems were written in English as well as Hindi on the poster hanging on the walls.

Different areas of the classroom designated for specific activities such as reading, art, sensory play, building blocks and dramatic play. During our visit, they were studing and we interacted with them.

- **BEHAVIOUR OF TEACHERS.**

In a pre school classroom, teachers typically exhibit behaviour that is nurturing, supportive and responsive to the needs of the students. Some common aspects of teacher's behaviour towards students are:

- Teachers were showing warmth and affection towards students, greeting them warmly, using good words and positive reinforcement.
- They were providing individual attention to each child, recognizing their unique strengths, interests and learning styles.
- Teachers were actively engaging with students during activities and play, joining in their play.

For INCLUSIVE TEACHING:

- Teacher who was present in inclusive class was Mrs. Surbhi Mahajan. Functional Assessment checklist for programming followed in inclusive school.

- According to Mam, students are divided into four group ie

  Group I Pre primary
  Group II primary
  Group III secondry
  Group IV Pre-vocation

- Five areas are worked under this checklist ie personal, academic occupational, social and recreational. Recreational are two types ie Indoor and Outdoor. The students teacher ratio is 10:1 and 1 teacher for hyperactive students.

- The seating arrangements is U-shaped around the teacher as per Rehabilation council of India rules. Therapy for students such as physiotherapy, speech therapy, Yoga, dance, art and craft activities.

Inclusive classroom.

METHODS OF TEACHING :-

- In pre schools setting, various teaching methods are used to cater to the diverse needs and learning style of young children.

- Play is central to preschool education, as it allows children to explore, experiment and make sense of world around them.

- Teachers read stories aloud to children, fostering language development, comprehension and a love of reading.

- Outdoor play and exploration are essentials components of Pre school education. Teachers provide opportunities for children to engage in active play, and learning.

To conclude :

Overall, my experience of the visit to pre-school was enriched with unique insights into alternative approaches of education. The teaching and non teaching staff was really polite and helpful with our queries. We had question-answering session in which they answered us accordingly. They guided us to deal with students apart from students of pre school were very well disciplined in that age.

SUGGESTIONS.

- Set aside time for reading aloud to children from a selection of age appropriate books. Encourage participation by asking questions etc.
- Take children outdoors for nature walk, gardening, or simply play in playground.
- Incorporate music and movement activities into the daily routine.
- Provide puzzles, board games, matching games and sorting activities to promote cognitive skills ie problem solving and logical thinking.
- Reduce the work load ~~for~~ of children such as homeworks, home assessments etc.