MIER College of Education (Autonomous)
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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

1. **Formulating learning objectives**
2. **Content mapping**
3. **Lesson planning/individualized education plans(IEP)**
4. **Identifying varied student abilities**
5. **Dealing with student diversity in classrooms**
6. **Visualizing differential activities according to student needs**
7. **Addressing inclusiveness**
8. **Assessing student learning**
9. **Mobilizing relevant and varied learning resources**
10. **Evolving ICT based learning situations**
11. **Exposure to Braille/Indian languages/Community engagement**

3.Documentary evidence in support of each selected activity

Documentary evidence in support of each selected activity

S.NO.	DESCRIPTION	ENCLOSURE
1.	**Formulating learning objectives**	1. Circular cum Schedule of Internship –II for M.Ed. Sem. III (2022-24) 2. Circular of orientation on School Internship-I for B.Ed. Sem. III (2022-24) 3. Circular of orientation on Formulating Learning Objectives students for B.Ed. and M.Ed. Sem. III 4. Reference material for framing learning objectives 5. Schedule for orientation Programme on Micro and Macro teaching practice for M.Ed. Sem. III 6. Schedule for orientation Programme on Micro and Macro teaching practice for B.Ed. Sem. III 7. Sample of Lesson Plan of RCEM approach by M.Ed. Sem. III 8. Sample of Lesson Plan of Constructivist approach by M.Ed. Sem. III
2.	**Content mapping**	1. List of Topics alloted for Final Teaching Practice to students of B.Ed. Sem. IV (2021-23) 2. Sample of lesson plans delivered by students in final teaching Practice of B.Ed. Sem. IV (2021-23) 3. Sample of Lesson Plan for Teaching Practice Field engagement Practice
3.	**Lesson planning/ Individualized Education Plans (IEP)**	Sample of IEP
4.	**Identifying varied student abilities**	1. Circular of Orientation Programme on "Different Tools of Assessment" for B.Ed., Sem. III (2022-24)
5.	**Dealing with student diversity in classrooms**	1. Sample of Lesson Plan of Group teaching by B.Ed. pl. Edu. (ID) Sem. III (2022-24) 2. Sample of Lesson Plan of Resource Room Teaching by B.Ed. pl. Edu. (ID) Sem. III (2022-24)

6.	**Visualizing differential learning activities according to student needs**	Same as Point no. 3 and 5
7.	**Addressing inclusiveness**	1. Schedule of Induction Cum orientation for the students of SoE addressing different course curriculum. 2. Scheme and Syllabus of students of SoE addressing inclusiveness in their coursework.
8.	**Assessing student learning**	1. Sample of Question paper prepared as part of Internship by student of B.Ed. Sem. IV (2021-23) 2. Sample of question paper prepared as part of Internship by M.Ed. Sem.II (2022-24) 3. Observation lessons of B.Ed. Sem. III (2022-24)
10.	**Evolving ICT based learning situations**	1. Sample lesson plan of ICT by student of B.Ed. Sem. IV (2021-23) 2. Sample lesson plan of ICT by student of M.Ed. Sem. II (2021-23) 3. Circular cum Schedule of Digital Literacy (MS Office) for B.Ed. Spl. Edu. (ID) and M.Ed. Sem. III (2022-24)
11.	**Exposure to Braille /Indian languages /Community engagement**	1. Circular of Ayushman Bharat Schemes at Purkhoo village 2. Schedule of proposed activities for 7 days NSS camp on theme "Rural Reconstruction and Eco Development".

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

1. Formulating Learning Objectives

CIRCULARS
CUM
SCHEDULES

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SCHOOL OF EDUCATION

QF: 028C
Ref. No. MCE/SOE/2024/247
Date: 03-01-2024

M.Ed., Semester-III, Session 2022-24
Schedule for Internship-II

This is for the information of all the students of M.Ed., Semester-III, Session 2022-2024 that the Internship-II (Course Code: MED-309) is going to be organized w.e.f. 8th to 31st January, 2024. The following schedule is to be adhered to:

Group	Name of the Group Supervisor	Roll No.'s	Time	Room allotted for Internship Groups
Group-I	Dr. Bharti Tandon	1, 3, 5, 7, 10, 12 = 6	01: 30 P.M. - 03:30 P.M.	Conference Room (Top Floor MCE)
Group-II	Dr. Bindu Dua	2, 4, 6, 8, 11, 13 = 6	01: 30 P.M. - 03:30 P.M.	Scholars' Room (Ground Floor)

All the supervisors will report the number of lessons delivered by their students to the Head, SOE daily at 03:30 P.M.

Nisha

Head
School of Education

Copy to:

1. Principal, MIER College of Education
2. Concerned Supervisors

QF: 028A

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SCHOOL OF EDUCATION

NO: MCE/SOE/2023/234
DT: 18/12/2023

CIRCULAR

This is for the information of all the faculty members & students of B.Ed., and M.Ed. Semester III, Session 2022-24 that an orientation programme will be conducted on "Formulating Learning Objectives" on RCEM, Herbartian and Constructivist Approach for Course Code: BDE-305 and MED-309 on 22.12.2023 at 12:50 pm to 1:30 pm in Lecture Room No. 5. So, all the students are required to attend the same.

Nishta Rana

HOD
School of Education

Copy to:

- Principal, MIER College of Education

QF: 028A

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SCHOOL OF EDUCATION

NO: MCE/SOE/2023/234
DT: 14/12/2023

CIRCULAR

This is for the information of all the faculty members & students of B.Ed., Semester III, Session 2022-24 that an orientation programme will be conducted on School Internship-I, Course Code: BDE-305 on 15th December, 2023 at 10:00 am in Lecture Room No. 5. So, all the students are required to attend the same.

Nishta Rana

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School of Education

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SCHOOL OF EDUCATION

NO: MCE/SOE/2023/237
DT: 14/12/2023

B.Ed., Semester – III
School Internship-I (BDE-305)
Session 2022-2024
Schedule for Orientation Programme

It is for the information of all the students of B.Ed., Semester-III, Session 2022-24 that and Orientation Programme for the first component namely Micro Teaching Practice of Course Code: BDE-305 (School Internship-I) is going to be organized as per the following schedule:

Date	Time	Skill	Resource Person
15.12.2023	10:00 a.m. – 10:15 a.m.	General Orientation	Dr. Nishta Rana
15.12.2023	10:15 a.m. – 10:50 a.m.	Skill of Questioning	Dr. Reeta Dwivedi & Mrs. Arpana Koul
21.12.2023	09:30 a.m. – 10:10 a.m.	Skill of Reinforcement	Mrs. Suman Devi
21.12.2023	10:10 a.m. – 10:50 a.m.	Skill of Stimulus Variation	Mrs. Suman Gupta
22.12.2023	09:30 a.m. – 10:10 a.m.	Skill of Explanation	Mrs. Komal Sharma
22.12.2023	10:10 a.m. – 10:50 a.m.	Skill of Illustrations with examples and visuals	Mrs. Jyoti Sharma
22.12.2023	12:50 p.m. – 1:30 p.m.	Formulating Learning Objectives on RCEM, Herbartian & Constructivist approach	Dr. Nishta Rana
26.12.2023	01:30 p.m.-02:00 p.m.	RCEM Approach	Mrs. Jyoti Sharma
27.12.2023	01:30 p.m.-02:00 p.m.	Herbartian Approach	Dr. Bindu Dua
27.12.2023	02:00 p.m.-02:30 p.m.	Constructivist Approach	Dr. Bharti Tandon

Note: Micro Teaching Practice shall be conducted after the winter break.

Nishta

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School of Education

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- Principal, MIER College of Education

REFERENCE MATERIAL FOR FRAMING LEARNING OBJECTIVES

Mastering Teaching Skills

A Manual For Practising Teachers

Dr. Renu Gupta

MIER College of Education

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B.C. ROAD, JAMMU-180001

Behavioural Objectives

Through learning desired changes are expected to be brought about in the observable behaviour of the learner. These changes are measurable. The objectives stated in terms of behaviour are called behavioural objectives.

According to Montague and Butts, "A behavioural objective is a goal or a desired outcome of learning which is expressed in the terms of observable behaviour of the learner." Therefore, objectives stated in terms of behaviour desired of the students are called behavioural objectives. From the above definition it is clear that behavioural objectives are the statements which describe the kind of modification that we want to bring about in the learner. Objective gives the direction to education.

1. Formulation of behavioural objectives enables the teacher to select significant and meaningful content, teaching methods and techniques.

2. They help to renovate the curriculum and redesign the educational structure as these are the measuring rods to evaluate the courses of study.

3. Behavioural objectives give clarity to the teacher and also to the learner.

4. These help in the construction of valid, reliable and practical instruments for observing the specific phases of pupil behaviour such as knowledge, information, skills, attitudes, appreciation, personal-social adaptability, interest and work habits.

5. These are helpful in clarifying the instructional intent of the teacher.

6. These help in the selection of suitable teaching aids.

7. These are helpful in the organization of co-curricular activities so as to bring about the desirable changes in the bahaviour of the learner.

Steps Involved in Writing of Behavioural Objectives

While formulating and writing objectives it is desirable to consider the following steps:

1. The objectives must be stated in terms of student's behaviour and not as what the teacher will do. For instance, if we state the objective in terms of what the teacher is going to do the statement will be like the following:

   To demonstrate to the students how to set up laboratory equipment.

   Such a statement focuses its attention on the teaching activity rather than the leaning outcomes to be attained by the students. Therefore, a more fruitful way is to state the instructional objectives in terms of student's behaviour. In this case the statement would be **to enable the students to:**

   i). Identify the laboratory equipments used in demonstration

   ii). Describe the steps to be followed in setting up the laboratory equipment.

   iii). Demonstrate skill in setting up laboratory equipment.

When objectives are stated in this manner they direct attention to the **student** and to **the type of behaviour** he is expected to exhibit as a result of the learning experience. Thus our focus shifts from the **teacher** to the **student** and from the **learning process** to the **learning outcomes.**

2. The statement of specifications should contain an action verb, we cannot observe a student who is, knowing, understanding and appreciating. We can however, observe a student who is **choosing, writing, describing, associating.** 'To write', 'to describe', 'to explain' are action verbs.

3. The statement should be in the form of overall activity or a behavioural outcome which is observable and measurable. This clearly increases objectivity.

e.g. i). The pupil will be able to **solve** the given examples on profit and loss.

ii). The pupil will be able to **use** new words in sentences of his own.

4. The statement of objectives should contain two parts. **Modification parts** - which includes expected pupil behaviour and **the content part** -which includes the subject matter area. **The modification** describes the type of change while the **content** specifies the scope of the change by stating details of content through which change has to come about. For example

i). The student **acquires knowledge** of the concept of atom, **acquires knowledge** is the modification part and **of atom**, is the **content** part.

ii). The student is able to distinguish between common and proper noun.

iii). The student is able to distinguish between rights and duties.

Able to distinguish is modification and **proper noun** and **common noun, rights** and **duties** are the content part.

5. The statement of objectives should be written in the form of achievement of every single student and not in the form of achievement of a group of students.

6. The statement should be in terms of observable changes in the student behaviour.

7. The objectives should be such that the expected change in the students can be assessed with reasonable degree of exactness.

It is better to write

e.g.: - The student is able to interpret graph/charts.

Rather than writing

To help students to gain proficiency in the use of charts/graphs.

8. The objective should be unitary. More than one objective should not be expressed in one statement because it becomes difficult to identify the specific change in student's behaviour.

For example we should not write, **the student acquires knowledge and understanding of terms, concepts etc.** In a composite statement like this it is difficult to identify how the student has understood the terms, concepts etc. Therefore, it is desirable to state, these two objectives pertaining to knowledge and understanding separately.

Lesson Planning

RCEM Approach

In R.C.E.M. approach, Bloom's Taxonomy of educational objectives has been modified. In cognitive domain, Bloom gave six categories, R.C.E.M. approach clubbed the six categories into four only. The last three categories of Bloom's approach have been denoted by one category. Thus analysis, synthesis and evaluation are denoted by 'Creativity'. The category of comprehension has been changed to understanding. Further the categories given by R.C.E.M. approach have been divided into seventeen mental abilities or processes which are used for writing the objectives of all the three domains in behavioural terms.

S. No	RCEM Taxonomy / Objectives	Mental Process or Abilities	
1.	Knowled ge	1.1	Recall
		1.2	Recognition
2.	Understanding	2.1	See Relationships
		2.2	Cite examples
		2.3	Discriminate
		2.4	Classify
		2.5	Interpret
		2.6	Verify
		2.7	Generalize
3.	Application	3.1	Reason out
		3.2	Formulate hypothesis
		3.3	Establish hypothesis
		3.4	Infer
		3.5	Predict
4.	Creativity	4.1	Analyse
		4.2	Synthesis
		4.3	Evaluation

Thus we find that in RCEM approach, there are two mental processes or abilities for knowledge, seven for understanding, five for application and three for creativity.

Writing objectives in Behavioural Terms (RCEM Approach)

(a). Entry behaviour of the learner is noted.
(b). Topic or content is kept in mind.
(c). Teaching learning objectives are formulated.
(d). Keeping the entry behaviour, content and objectives in view, appropriate mental process or ability is selected.
(e). Keeping the entry behaviour of the learner and the learning experience given to him in view, blanks are filled in.

The outline of 17 mental processes/abilities is as under:

1. Knowledge objectives

1.1 The learner is able to recognize _____
1.2 The learner is able to recall _____

2. Understanding objectives

2.1 The learner is able to see relationship between and _____
2.2 The learner is able to cite examples of _____
2.3 The learner is able to discriminate between and _____
2.4 The learner is able to classify _____
2.5 The learner is able to interpret _____
2.6 The learner is able to verify _____
2.7 The learner is able to generalize _____

3. Application objectives

3.1 The learner is able to reason out _____
3.2 The learner is able to formulate hypothesis for _____
3.3 The learner is able to establish hypothesis for _____
3.4 The learner is able to infer about _____
3.5 The learner is able to predict about _____

4. Creativity objectives

4.1 The learner is able to analyse _____
4.2 The learner is able to synthesize _____
4.3 The learner is able to evaluate _____

The objectives of English or any school subject can be written with the help of 17 statements given above. At first, the objective is identified. Then the elements of the content are placed in the blank space of the statement which give the behaviour form of the objectives.

Advantages of RCEM Approach

Within objectives in behavioural terms as advocated, RCEM approach has the following advantages:

1. Unlike Miller's and Mager's approaches, RCEM approach is applicable for cognitive, affective and psychomotor objectives of teaching and training.
2. It is useful for Indian schools as it has been developed in Indian situations.
3. This methods explains human leaning in terms of mental processes or abilities. Thus there is a shift of emphasis from the product to the process.
4. When objectives are rightly written, it is easy to make efforts in the right directions. RCEM approach provides frames or statements with the help of which objectives of all school subjects can be written conveniently.
5. It does not leave any doubt in the preparation of criterion test items.

Limitations

RCEM approach advocates that

1. All the behavioural objectives can be written with the help of 17 mental processes or abilities only. Are there only 17 mental abilities? According to Guilford, the number of such abilities is 120.
2. It is difficult to write objectives of subjects which lay emphasis on skills, attitude, interest and appreciation.
3. It is rather difficult to match exactly the elements of content with the mental processes.
4. The number of mental abilities is too less for objectives like knowledge and creativity. Comparatively speaking, there is no proper balance.

5. In 'Creativity' objective, there are three mental abilities whereas Torrence and others have given a list of five types of activities.

How to write objectives in RCEM approach

The following procedure should be followed in writing objectives according to RCEM

1. Identify the entry behaviour of the learners.
2. Identify the content or topic or the learning experiences to be provided to the learners.
3. Identify the teaching or learning objectives.
4. Select the appropriate mental abilities or processes in relation to the content and the experiences to be provided.
5. Try to use most of the seventeen abilities of the RCEM approach.

Examples of writing objectives according to RCEM approach

Subject: - Science

1. The learner is able to recognize the different parts of plant (knowledge)
2. The learner is able to analyse the components of a flowering plant (creativity).
3. The learner is able to discriminate between the functions of calyx and corolla. (understanding)
4. The learner is able to infer about the origin of new plants. (application)

Subject: - Civics

1. The learner is able to recall at least five duties of a citizen. (knowledge)
2. The learner is able to discriminate between rights and duties. (understanding)
3. The learner is able to infer about the duties of a citizen. (application)
4. The learner is able to evaluate the role of education in society. (creativity)

Subject: - Languages

1. The learner is able to recognize the different kinds of adjectives/ nouns, etc. in a given paragraph (knowledge)

2. The learner is able to cite examples of different kinds of prepositions (understanding)

3. The learner is able to formulate the degrees of comparison (application)

4. The learner is able to synthesize the various kinds of adjectives (creativity)

Subject: - Mathematics

1. The learner is able to recall the formula for the calculation of the area of a rectangle (knowledge)

2. The learner is able to interpret the value of π (understanding)

3. The learner is able to find the area of a circular plot with a given radius (application)

SAMPLE

OF

LESSON PLANS

RCEM APPROACH LESSON PLAN

IDENTIFICATION DATA **LESSON NO.** 1

Name of the Pupil Teacher: Sonia Chaudhary

School: Model Academy School

Class 9th **Section:** _____ **Subject:** Science (Biology)

Topic: Tissues

Sub-topic: Plant tissues

Time Duration: 40 min **Date** 10 Jan, 2024

INPUT

TEACHING POINTS:

- Meaning of Plant tissues.
- Types of Plant tissues
- Types of meristematic tissues
- Location and functions of meristematic tissues.

OBJECTIVES OF THE LESSON:

- To inculcate scientific attitude among students.
- To foster critical thinking among students.
- To develop the ability to recognize & categorize different types of plant tissues based on their characteristics
- To connect theoretical knowledge to practical application.

EXPECTED BEHAVIOURAL OBJECTIVES (EBOs):

1.1 The learner will be able to recall the meaning of plant tissues. (Knowledge)

1.2 The learner will be able to recognize the two types of plant tissues. (Knowledge)

2.2 The learner will be able to cite examples of the locations of meristematic tissues in the plant body. (Understanding)

2.3 The learner will be able to discriminate between apical and intercalary meristem. (Understanding)

3.1 The learner will be able to reason out why meristematic

tissues are termed as growth tissues. (Application)

TEACHING AIDS

- Usual Classroom apparatus
- A chart depicting the types ~~of plant tissues~~ and locations of meristematic tissues in plant body.
- A small plant

PROCESS

MOTIVATION:

Q1 What is the basic structural unit of living organisms?
Ans Cell
Q2 What is the difference between unicellular & multicellular organisms?
Ans Unicellular has one cell & Multicellular has many cells.
Q3 How do these cells work within the multicellular bodies like humans? – independently or collaboratively?
Ans Collaboratively
Q4 Which term is used for the group of cells working together?
Ans Tissues

ANNOUNCEMENT OF THE TOPIC:

In our everyday life, tissues play a vital role not just in our bodies but also in the vibrant world of plants. So students, today we are going to learn about plant tissues, their types and functions.

PRESENTATION:

Teacher's Activity	Student's Activity	Board Summary
Pupil Teacher asks 'What do you mean by Plant tissues?' P.T explains that a group of cells similar in	Plant tissues are the tissues that are present in the plant body.	Plant Tissues

Teacher's Activity	Student's Activity	Board Summary
structure which work together to achieve a particular function or goal ~~forms~~ in a plant body is called Plant tissue.		• Plant tissues: group of Cells with similar structures working together in plants.
P.T asks 'How many of you have noticed a plant growing taller'?	We have seen.	
What do you think is the reason behind its growth?	Students may reply - The plant gets more water - The plant is getting older.	
P.T explains that indeed factors like water, sunlight & nutrients play a role in plant growth. However, its crucial to highlight that there are some specialized tissues present in them. These tissues contain cells that can divide rapidly promoting plant growth. So, when you see a plant getting taller or sprouting new leaves, its the active division of cells in these tissues that is making it happen.	Students listen carefully.	
P.T points at the chart and asks 'What are these tissues called'?	Meristematic tissues	

Teacher's Activity	Student's Activity	Board Summary
P.T says that the first type of plant tissue is meristematic tissues.		Plant tissues ↓ Meristematic
P.T now asks 'What comes to your mind when you hear the term 'permanent'?	Permanent means something lasting or not changing	- cells are capable of division
Have ~~Did~~ you observed any region of a plant that does not undergo visible growth after a certain time?	Maybe bark of a tree or leaves.	
P.T explains that in the context of plants, there are certain tissues which are stable & lasting structures where cells do not divide further		
P.T asks 'At what point in life do individuals typically stop growing?	Humans typically stops growing after reaching adulthood or puberty.	
Why does this happens?	Because we get mature	
P.T explains that similarly in plants, there are cells that reach maturity and do not undergo further division or continuous changes. This means that the cells are not capable of division anymore.		
~~P.T points at the chart~~		

Teacher's Activity	Student's Activity	Board Summary
~~And~~ asks 'What are these tissues known as?'	Permanent tissues	Permanent
P.T asks ~~Since all are resp~~ 'Which tissues are responsible for the plant growth?'	Meristematic tissues.	- Mature plant cells that have ceased division & growth.
What can be the other name of meristematic tissues?	Growth tissues	- Growth tissues
P.T explains that now it can be considered that plants grow only in those regions where meristematic tissues are present.		
P.T asks 'How many types of plant tissues are there?'	Two	
P.T says that meristematic tissues are further divided into three types. Now, lets dive deeper and understand ~~where~~ where they are present and their roles.	Students listen carefully	
P.T then ~~asks~~ says Think ~~of~~ about the parts of a plant that show noticeable changes & expansion. She asks 'Where do you think these changes might occur?'	Shoot (Stems, leaves, buds)	Eg: Shoot

P.T shows a plant and asks

Teacher's Activity	Student's Activity	Board Summary
'Which ~~meristem~~ is ~~present~~ the topmost part of the plant?'	Shoot tips	
~~Now~~ P.T points at the diagram and asks them to look here carefully & which meristem is present at the topmost part of the plant?	Apical meristem	
		Types of Meristematic Tissues 1. Apical meristem - present at growing tips of root & stem
P.T explains that apical meristem is present at the shoot & root tips of the plant.		
What can you observe regarding its function?	It is responsible for upward growth of shoot ~~& roots~~ downward growth of root.	
P.T explains that it helps in the lengthening of the plant in both directions.		- increase the length of stem & roots.
P.T again points out at the diagram on the chart & asks 'which meristematic tissue is present at the base of leaves or internodes?'	Intercalary Meristem	2. Intercalary Meristem - present at the base of leaves & internodes
What role do you think intercalary meristem plays at the base of leaves?	Longitudinal growth of plants	- helps in elongation of plants.

Teacher's Activity	Student's Activity	Board Summary
P.T asks 'Identify the location of the third type of meristem'.	Sides of stems.	
What is the name of this meristem?	Lateral meristem	3. Lateral meristem
P.T asks 'what do you mean by the term lateral?'	Lateral means side or direction away from the center.	– present at the lateral sides of stems & roots
Then 'what do you think is the function of lateral meristem based on its name?'	to promote growth on the sides or periphery.	
P.T explains that lateral meristem helps in increasing the girth or thickness of stems & roots.		– increase girth of stems & roots
Now we have learned about apical & ~~lateral~~ intercalary meristem. Both of them are responsible for longitudinal growth. So 'what is the difference between them?'	Apical meristem is present at the tips of stems & roots while intercalary meristem is present at the internodes.	
P.T explains that Apical meristem helps in increasing the length of tips of stems & roots while intercalary meristem helps in localized growth at the		

Teacher's Activity	Student's Activity	Board Summary
base of leaves or internodes. Both contribute to the elongation but their locations are different.	Students listen carefully.	
Pt asks 'How many types of meristematic tissues are present in the plant body?'	Three	
Name them.	1. Apical meristem 2. Intercalary meristem 3. Lateral meristem	

CLOSURE/GENERALIZATION:

So understanding these tissues present in plants helps us to know how plants develop and adapt. Students, today we have learned about the meaning of plant tissues, its two types: meristematic and permanent and further three types or classifications of meristematic tissues - Apical, Intercalary and Lateral meristem along with their roles and locations.

OUTPUT

REAL LEARNING OUTCOME (RLOs) EVALUATION/APPLICATION:

Q1 Select the correct answer from the MCQs:-

1. Meristematic tissues in plants are
(a) localized & permanent (b) not limited to certain regions
(c) localized & dividing cells (d) growing in volume.

2. What is the term for plant tissues that have reached maturity & donot undergo continuous division?
(a) Apical tissue (b) Permanent tissue
(c) Lateral tissue (d) Meristematic tissue

Q2 Why are meristematic tissues known as growth tissues?

Q3 Differentiate between apical & intercalary meristem?

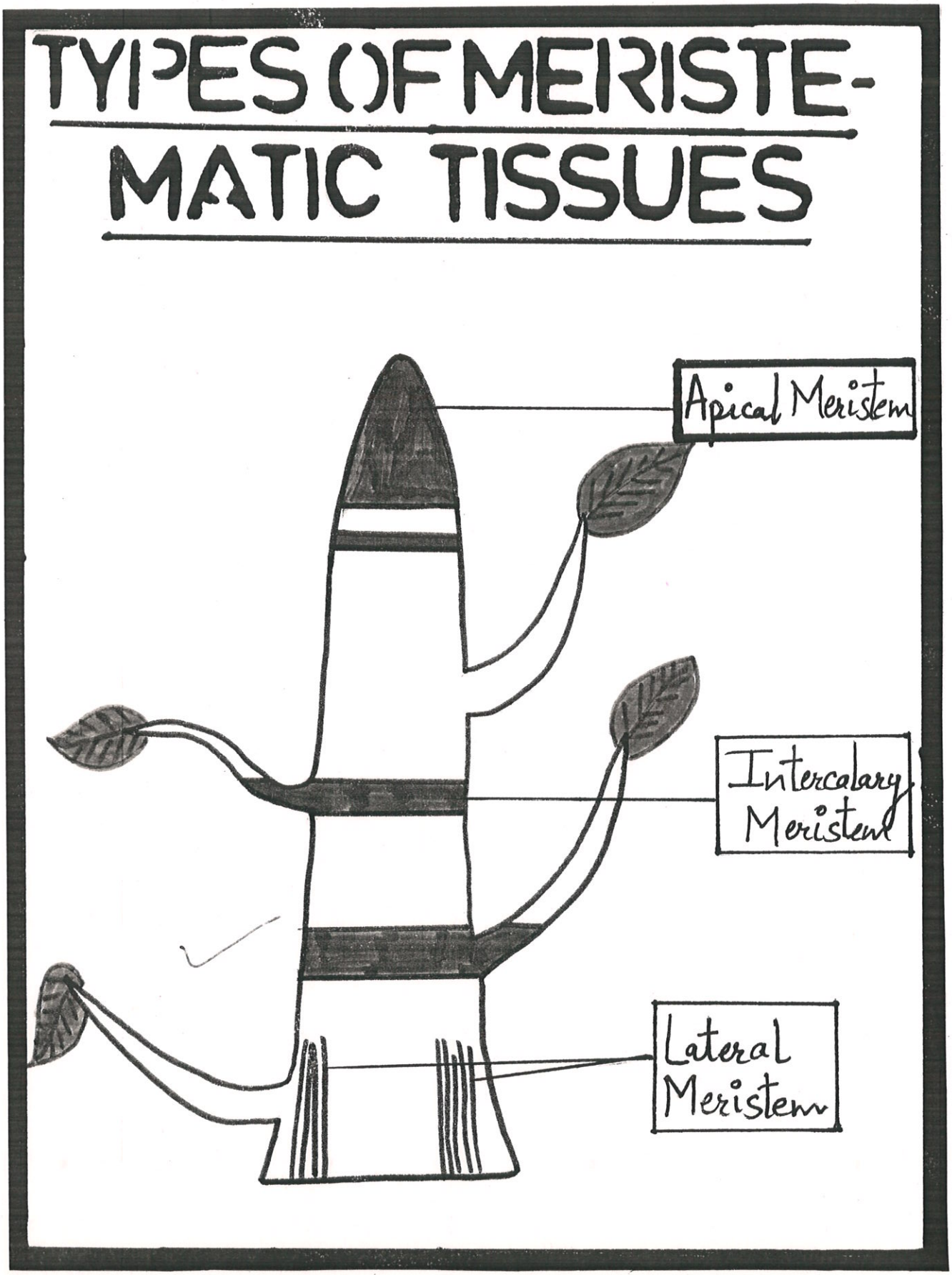
Q4 Name the two types of plant tissues. Explain their functions.

Q5 Where is lateral meristem found in plants?

HOME ASSIGNMENT:

Choose a plant, observe its growth over two weeks and create a short report. Highlight any changes in height, arrangement of leaves or notable features. Relate your observations to the concept of meristematic tissues & explain how they contribute to the observed growth. Use drawings or photographs to enhance your presentation.

MINIATURE TEACHING AIDS



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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	*H. C.	C	A	LA	L. C.
	Delivery: Confidence		✓			
	Delivery: Understanding		✓			
	Delivery: Board Writing		✓			
5.	Appropriateness of Pacing			✓		
6.	Pupil Participation			✓		
7.	Closing of the Lesson		✓			

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

Observer's Remarks:

You can ask more examples from the students. Also, engage them in developing the lesson

Pandav

Signature of Supervisor

CONSTRUCTIVIST LESSON PLAN – 9

Identification Data Name of Pupil Teacher – Sonia Chaudhary
Class – 9th
Topic – Is matter around us pure?
Sub-topic – Mixtures & its types
Time duration – 40min
Date – 15 Jan, 2024

Learning Points

- Meaning of mixtures.
- Types of mixtures
- Characteristics of homogeneous & heterogeneous mixtures.
- Immiscibility.
- Real-life Applications.

Objectives of the Lesson

- To develop an understanding of mixtures among the students.
- To enable the learners to identify and differentiate between homogeneous & heterogeneous mixtures.
- To enable the learners to grasp the concept of immiscibility.
- To explore real-life examples and applications of mixtures in daily life.
- To understand the relevance of mixtures, especially immiscible ones in environmental concerns.

Engage

- Teacher Activity

P.T will engage the students by asking them few questions:

Q1 What do you usually add to your tea or coffee to make it taste better?

Q2 What happens to sugar in the tea?

Q3 What is present in the air?

Q4 What is this combination of substances known as?

Students these are known as mixtures. So today we are going to study about mixtures and their types. Now P.T will divide them into two groups for the activity.

- Student Activity

Students will answer the questions as:-

Ans1. We add sugar to tea to make it tasty.

Ans2. Sugar dissolves in the tea.

Ans3. Gases, dust particles, water vapours, other pollutants, etc.

Ans4. May or may not suspend.

Now the students will perform the following activities given by the pupil teacher and write their observations in a table.

Activities	Observation
1	Sugar + water → Salt + water →
2	Oil + water → Sand + water →

Activity 1: P.T will provide students with sugar, salt, water + cups to each group. She will ask them to mix each substance in individual cups with water and then report their observations in the table.

Activity 2: P.T gives items like sand, oil, cup + water. She will ask the students to mix sand with water in one cup & oil with water in another cup. Write your observations in the table.

Explore

- Teacher Activity

P.T will facilitate the students to explore their present knowledge further and ask them questions:

Q1 What happened when you mixed sugar with water?

Q2 Did you notice any difference between the mixing of sugar & salt in water?

Q3 What did you observe while mixing oil with water?

Q4 What happened when you mixed sand in water?

Q5 What could be the reason behind these differences?

- Student Activity

Students will answer the questions:-

Ans1 Sugar dissolved in water forming a clear solution.

Ans2 Sugar and salt both dissolved in water but salt dissolved quickly than sugar & sugar solution was more thick. Thus, the difference was based on speed and appearance

Ans3 The oil and water formed separate layers.

Ans4 Sand did not dissolve but settled at the bottom.

Ans5 ~~What could be~~ Oil is hydrophobic & the sand's particles are heavier in nature

Explain

- Teacher Activity

The P.T will explain the observations and concepts derived from these activities to the students & also ask questions:

Q1 What did you understand about mixtures?

Q2 From your observations in the activity 1, how would you describe this type of mixture?

Q3 What is a homogeneous mixture?

Q4 In Activity 2 which various components maintain their individual properties without fully combining, what term would you use for this kind of mixture?

Q5 What is a heterogeneous mixture?

Q6 How many types of mixtures are present?

- Student Activity

Students will try to explain thoroughly.

Ans1 A mixture is a combination of different substances i.e more than one kind of pure form.

Ans2 This type of mixture is known as homogeneous mixture.

Ans3 A mixture in which constituents are uniformly distributed throughout i.e without any clear boundary of separation is called homogeneous mixture.

Ans4 Heterogeneous mixture

Ans5 A mixture that doesnot have uniform composition i.e has visible boundaries of separation between its constituents is called heterogeneous mixture.

Ans6 There are two types of mixture.

Elaborate

- Teacher Activity

To facilitate the students to further elaborate their present learning, P.T will ask certain questions beyond the basic concepts.

Q1 Give example of homogeneous mixture, & why it it crucial?

Q2 How does our understanding of immiscible mixtures, like oil & water relate to environmental concerns?

Q3 Provide an example of heterogeneous mixture where maintaining the individual properties of components is essential.

Q4 How does our body handle the digestion of different substances forming mixtures?

- Student Activity

Students will answer the questions leading to the elaboration and broder in-depth understanding.

Ans1 One example is cooking when we dissolve ingredients like cooking sugar or salt uniformly in water to ensure even taste in our food.

Ans2 In environmental spills, understanding immiscibility helps manage the impact of oil spills on water bodies. Industries also need to consider immiscibility in certain processes.

Ans3 In pharmaceuticals, where precise portions matter, maintaining the individual property of each substance is crucial for the effectiveness of the final product.

Ans4 During digestion, our body breaks down complex mixtures of food into simpler substances for absorption.

Evaluate

- Teacher Activity

In order to evaluate the effectiveness of learning, the T will ask the students to answer the following questions:-

Q1 Match the following:-

A Solution	1. Homogeneous mixture
B. Mixture	2. Immiscibility
C Separation	3. Digestion
D Absorption	4. Heterogeneous mixture

Q2 Short answer type questions:-

Q(a) Define mixtures.

(b) State the two types of mixtures.

(c) The 'sea water' can be classified as homogeneous as well as heterogeneous mixture. Explain.

- Student Activity

Students will answer the questions:

A Q1

A. Solution	1. Homogeneous
B. Mixture non-uniform	4. Heterogeneous
C. Separation	2. Immiscibility
D. Absorption	3. Digestion

Ans 2(a) Mixtures are a combination of more than one kind of pure substance.

(b) The two types of mixtures are heterogeneous and homogeneous mixtures.

(c) Sea water is called homogeneous mixture as it contains dissolved salts in it. It may also be called heterogeneous mixture as it contains various insoluble components too such as sand, microbes, shell, etc.

Constructivist Lesson Plan Rubric				
	Not Present	Beginning	Developing	Achieved
	0	1	2	3
Constructivist Model Components				
Learning phases are implemented in the lesson (Phases: experience, interpretation, exploration, engagement, engagement, identification, organization, application, explanation, elaboration, evaluation)		✓		
The activities are interactive and student centered		✓		
Learners are actively involved				
The teacher facilitates a process of learning in which students are encouraged to be responsible and independent			✓	
Existing Knowledge				
Existing Knowledge is probed		✓		
Misconceptions are given a chance to be revealed		✓		
Predictive or discrepant events are presented				
Situated Cognition				
Activities or portions of activities authentic or put forward with authentic Big Ideas		✓		
Social learning is present and integral to activities				
Dialogue is available for misconception redemption		✓		
Construction of Knowledge				
Students are given the opportunity to apply new ideas of different situations by examining prior conceptions and applying them to new knowledge		✓		
Lab, situations or inquiry activities are present, to help students generate new ideas				
Students are asked to question their beliefs and test their ideas through self-reflection		✓		
Metacognition				
Learning goods are clear			✓	
Students are asked to confront pre-conceptions		✓		
Students self-assess their progress (self-reflection)		✓		

CONSTRUCTIVIST LESSON PLAN – 10

Identification Data
- Name of the Pupil Teacher – Sonia Chaudhary
- Class – 10th
- Topic – Light: Reflection and Refraction
- Sub-topic – Spherical mirrors
- Time Duration – 40 min
- Date – 15 Jan, 2024

Learning Points
- Concept of spherical mirrors
- Types of spherical mirrors: Concave and convex
- Nature of concave and convex mirrors
- Difference between concave and convex mirrors
- Image formation by convex mirrors.

Objectives of the Lesson
- To enable the learners to acquire the fundamental concept of spherical mirrors.
- To inculcate scientific attitude in the students.
- To identify and differentiate between the two primary types of spherical mirrors namely concave and convex mirrors.
- To make students aware about the distinct nature of concave & convex mirrors.
- To enable the learners to clearly articulate the differences between concave and convex mirrors.
- To develop the ability to explore and analyze the extreme cases of image formation by convex mirrors, focusing on scenarios when an object is placed at infinity & between infinity & pole.

Engage

- Teacher Activity

P.T will engage the students by asking them few questions:

Q1 What do you see when you look at yourself in a mirror?

Q2 How does the mirror create that image?

Q3 Give examples of situations where reflections might not be exactly like what you see in a plane mirror?

Q4 What do we call mirrors with a curved surface?

P.T will divide the class into ~~three~~ two groups for performing the activities & instruct them to make an observation table

- Student Activity

Students will answer the questions as

Ans1 My image

Ans2 It reflects light and shows image

Ans3 Maybe in the curved surfaces like car side mirrors

Ans4 Spherical mirrors.

Now students will perform the following activities given by the teacher & write their observations in a table.

Activities	Observations
Activity 1	
2	
3	

Activity 1: P.T will give a large spoon to each group. She will ask them to view their face in its curved surface i.e on the inner side & then reverse the spoon & repeat the activity.

Activity 2: P.T tells the students to recall and think back to their childhood. She will show a video of putting a concave mirror towards the sun, directing the light onto the paper sheet. & encourages them to reflect on their past experience & write observation.

Activity 3: P.T will tell the students to take the outer surface of spoon. Hold it in one hand and hold a pencil in the upright position in the other hand. Observe the image formed. Now move the pencil away from it. slowly

Explore

- Teacher Activity

P.T will facilitate the students to explore their present knowledge further and ask them questions:-

Related to Activity 1 [Q1 Was the image smaller or larger on the inner side?
Q2 What changes did you notice while viewing your face in the curved inner surface of the spoon as compared to outer?

Act 2 [Q3 As the sunlight was directed ~~sunlight~~ onto the sheet, why did a blight sharp spot of light form?
Q4 Why it is essential to handle concave mirrors carefully?

Act 3. [Q5 What difference did you find between these two cases? ~~by the convex~~

- Student Activity

Students will answer these questions:-

Ans1 The image was larger.

Ans2 When I looked at my face in the inner surface of the spoon, the image appeared larger and inverted. However, on the outer ~~convex~~ surface, the image was smaller & upright.

Ans3 The bright spot was formed because the mirror focused the sunlight making it more intense at that specific spot on the paper.

Ans4 Because they can concentrate sunlight, making it strong enough to cause harm or damage.

Ans5 While holding the pencil upright, the image formed was exact and smaller. As I moved the pencil away, the image became more smaller.

Explain

- Teacher Activity

Then the P.T will explain the observations and concepts derived from these activities to the students & also ask questions:

- In the 1st activity, you were essentially exploring two types of spherical mirrors. What are those called? Then P.T will show them diagrammatically.
- P.T will facilitate the concept behind second activity by explaining diagramatically and ask what is the nature of the concave mirror? P.T will also explain the nature of convex mirrors.
- P.T will show a chart depicting the image formation by a convex mirror i.e two extreme cases and ask questions.

- Student Activity

Students will explain thoroughly.

- The spherical mirror with inward curved reflecting surface is called concave mirror while that with outward curved reflecting surface is called convex mirror. Concave mirror forms real & inverted image & convex mirror forms virtual & erect image.
- A concave mirror is convergent in nature. This means it possesses the unique ability to bring parallel light rays to a focal point after reflection. Convex mirrors are divergent in nature.
- First case is when the object is placed between infinity & pole where image formed is between focus & pole & virtual, erect and diminished. Second case is when the object is placed at infinity, where image formed is at the focus, virtual, erect & extremely diminished.

Elaborate

- Teacher Activity

To facilitate the students to further elaborate their present learning, I'T will ask certain questions beyond the basic concepts.

Q1 Beyond the spoon ~~activity~~, identify some other examples of concave and convex mirrors in your surroundings.

Q2 Why are large concave mirrors used in solar cookers?

Q3 Where are convex mirrors used?

Q4 Why are convex mirrors used as a rear-view mirrors in the vehicles?

- Student Activity

Students will answer the questions leading to the elaboration and broader indepth understanding in real life scenarios.

Ans1 Convex mirrors are used in traffic intersections and concave mirrors in making mirrors.

Ans2 Large concave mirrors focus sunlight onto a specific point, generating intense heat making them ideal for solar cookers. These mirrors are convergent in nature.

Ans3 Convex mirrors are used as shop security mirrors, in vehicles, in parking lots to eliminate blind spot for better safety.

Ans4 Convex mirrors are used as a rear view mirrors in vehicles because they always give an erect image & have wider field view as they are curved outwards.

Evaluate

- Teacher Activity

In order to evaluate the effectiveness of learning, the T will ask the students to answer the following questions:-

Q1 Fill in the blanks:

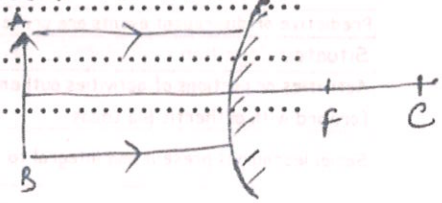
a) A concave mirror has a reflecting surface that curves _____.

b) Convex mirror is _____ in nature.

c) The image of an object placed infront of a convex mirror is formed at _____.

d) A convex mirror posses a reflecting surface that curves _____.

Q2 Complete the ray diagram of a convex mirror.



Q3 Short answer type questions:-

1. What are spherical mirrors?
2. Explain the nature of concave mirrors.
3. State the uses of convex mirrors.

- Student Activity

Students will answer the questions:-

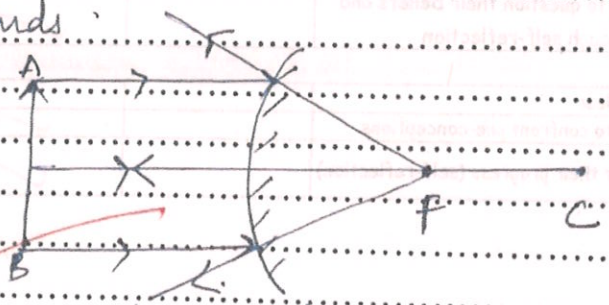
Ans1 (a) inwards

(b) divergent

(c) behind the mirror

(d) outwards

Ans2



Ans3 1) The mirrors whose reflecting surfaces are spherical are called spherical mirrors.

2) Concave mirrors are convergent in nature. They bring parallel light rays to a focal point after reflection.

3) Convex mirrors are used in vehicles, parking lots & shop security.

Constructivist Lesson Plan Rubric				
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The activities are interactive and student centered				
Learners are actively involved		✓		
The teacher facilitates a process of learning in which students are encouraged to be responsible and independent				
Existing Knowledge				
Existing Knowledge is probed			✓	
Misconceptions are given a chance to be revealed		✓		
Predictive or discrepant events are presented				
Situated Cognition				
Activities or portions of activities authentic or put forward with authentic Big Ideas		✓		
Social learning is present and integral to activities		✓		
Dialogue is available for misconception redemption		✓		
Construction of Knowledge				
Students are given the opportunity to apply new ideas of different situations by examining prior conceptions and applying them to new knowledge		✓		
Lab, situations or inquiry activities are present, to help students generate new ideas		✓		
Students are asked to question their beliefs and test their ideas through self-reflection		✓		
Metacognition				
Learning goods are clear			✓	
Students are asked to confront pre-conceptions		✓		
Students self-assess their progress (self-reflection)		✓		

LIST OF TOPICS FOR CONTENT MAPPING

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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SCHOOL OF EDUCATION

B.Ed.

SEMESTER- IV (Session 2021-2023)

Topics for Final Group Teaching Practice

Class Roll No.	Roll No.	Name	Class	Subject	Topic	Group Supervisors
1.	2102001	Sona Devi	6th	Social Science	Mountains and its types	Monika
			7th	English	A walking stick (Part-III)	
2.	2102002	Varsha Rani	6th	Social Science	Urban livelihood	Sharma
			8th	English	Camel vs. Train	
3.	2102003	Khushi Sharma	8th	Social Science	Earthquake	Kulbir
			9th	Hindi	रहीमदास के दोहे	
4.	2102004	Anandita Thakur	9th	English	On killing a tree	R. Dwivedi
			8th	Social Science	Minerals and power resources	
5.	2102005	Shivali Singh	7th	Science	Physical and Chemical changes	Sewan
			9th	English	Rain on the Roof (Poetry)	
6.	2102006	Muskaan Adlakha	8th	Maths	Types of Algebric Expression	Arpana
			9th	English	The duck and The Kangaroo	
7.	2102008	Vishal Kumar Sharma	6th	Maths	Area of Parallelogram	Manu
			6th	Science	Types of Motion	
8.	2102009	Vidushi Walia	6th	Maths	Types of triangles on the basis of angles and sides	Sharma
			6th	English	The Raggylugs first adventures	
9.	2102010	Mansi Verma	7th	Science	Separation of substances	Kulbir
			9th	English	A truly beautiful mind	
10.	2102011	Jyoti Sharma	7th	English	The walking stick	R. Dwivedi
			8th	Social Science	Soil pollution	
11.	2102013	Barbie	8th	Social Science	National movement Gandhi era	Arpana
			9th	English	Packing(Prose)	

12.	2102014	Pooja Bhat	7th	Science	Photosynthesis	
			8th	English	The snake and the mirror	
13.	2102016	Roshni Kumari	8th	Social Science	Rural life and society	
			7th	English	The walking stick(Prose)	
14.	2102018	Kaithkee Kandal	8th	S.St.	The Judiciary	
			8th	English	The Abominable Snowman	
15.	2102019	Kumari Surbhi Dadwal	7th	Social Science	Our Environment(manmade)	
			8th	English	The Pony ride	
16.	2102020	Ritu Deora	6th	Social Science	Rural Livelihood	
			7th	Hindi	समय नियोजन	
17.	2102021	Divya Ratra	7th	Social Studies	Urban settlement	
			7th	English	Frog napped	
18.	2102022	Priya Sharma	8th	Science	Asexual reproduction	
			8th	English	A viceroy comes to town (Part-II)	
19.	2102023	Simran Thakur	7th	English	An Encounter at the lake(Prose)	
			6th	Social Science	Life of villages and town	
20.	2102024	Neha Pandit	7th	Social Science	Water cycle	
			7th	English	An Encounter at the lake	
21.	2102025	Ferah Mahmood Khan	6th	English	An encounter at the lake	
			7th	Social science	The interior of the earth	
22.	2102026	Heena Akhter	6th	Social Science	Factors affecting population	
			7th	English	Getting to know roman	
23.	2102027	Lakshmi	6th	Social Science	Maps	
			6th	Hindi	कबीरदास के दोहे	
24.	2102029	Samiya Gupta	6th	Science	Components of air	
			6th	Maths	Perimeter and area of square	
25.	2102030	Priya Bharti	8th	Science	Conductors and Insulators	
			8th	Maths	Surface area of cuboid	
26.	2102031	Sonam Yangchen	8th	Science	Fundamentals unit of life(cell)	
			8th	English	The silver coin(Prose)	

26.	2102032	Infant Deepika D	8th	Science	Fibre to Fabric	
			8th	Maths	Area of circle	
27.	2102033	Ankita Khajuria	6th	English	Camel versus trains	
			6th	Social Science	Modes of transport	
28.	2102034	Manpreet kour	6th	Science	Magnets and their properties	
			8th	Maths	Circumference of circle	
29.	2102035	Nirvinder kour	8th	English	The Great Archery Tournament(Prose)	
			6th	Social Science	Water Resources	
30.	2102037	Vasudha raina	6th	English	Camel versus train(part-II)	
			8th	Social Studies	Fundamental duties	
31.	2102038	Swati Sharma	6th	English	The little girl(Prose)	
			6th	Social Science	Markets and Intermediaries	
32.	2102039	Akanksha Gupta	6th	Social Science	Diversity	
			7th	English	The great bus chase	
33.	2102040	Komal Gorka	7th	Social Science	Our environment	
			7th	Hindi	राखी का मूल्य	
34.	2102041	Madhu Kumari	7th	English	The great bus chase	
			8th	Social Science	Types of vegetation in India	
35.	2102042	Chanda	7th	English	The spirit of youth(Part-I)	
			8th	Science	Force and its types	
36.	2102043	Sakshi Langeh	6th	Maths	Types of triangle on the basis of sides	
			8th	Science	Propogation of sound	
37.	2102044	Sushma Dewinya	9th	English	A Truly beautiful mind (Part-II)	
			7th	Social Science	Distribution of major water bodies	
38.	2102045	Muskan Mangotra	7th	Science	Electric current	
			6th	Maths	Area of rectangle	

39.	2102047	Megha Sharma	7th	English	The great bus chase	R. Dwivedi
			6th	Social Science~~cience~~	Climate class	
40.	2102049	Arti Thakur	8th	Social Science	Role of police and court	Arpana
			9th	English	The bond of love	
41.	2102050	Sandeep Kour	7th	Social ~~S~~Science	Fundamental rights	Simran Kr
			8th	English	The great archery tournament	
42.	2102051	StanzinYangdon	7th	English	The little lemon tree(Part-III)	Mark
			8th	Social Science	Farming	
43.	2102052	Padma Angmo	7th	English	The silver coin(Prose)	Aaqus
			8th	Social Science	Types of agriculture and major crops	
44.	2102053	Niza Angmo	6th	Hindi	अब्बू ~~माँ~~ की बकरी	Kelly
			7th	Social Science	Media and advertisement ~~Interior of Earth~~	
45.	2102054	Stanzin Khando	6th	Social Science	Gender inequality	R. Dwivedi
			6th	Hindi	बाढ़ से सुरक्षा	
46.	2102055	Tsewang Dolma	7th	English	The silver coin	Sunny
			8th	Social Science	Major crops of India	
47.	2102056	Bharti Devi	7th	Social science	Early man	Arpana
			7th	English	The surprise from the Antarctic	
48.	2102057	Jaya Rani A	8th	English	Patiyas wonderful Lantern (Prose)	Simran Kr
			6th	Science	Properties of material	
49.	2102059	Revika Jamwal	7th	Social Science	Natural Vegetation & Wild Life (Natural vegetation)	Aaqus
			9th	English	Packing (Prose) Part-II	
50.	2102060	Shaheen Akhter	6th	English	Pupperty in India	Kelly
			7th	Social Science	Human environment settlement, transport and communication	
51.	2102061	Shivani Kumari	6th	Hindi	रोमा की कहानी	R. Dwivedi
			6th	Social Science	Means of Communication	

52.	2102063	Tania Saini	7th	English	The spirit of youth (Part-2)	Arpana
			7th	Science	Force of gravitation	
53.	2102064	Palvi Manhas	6th	Social Science	Wildlife	Suman Dr
			7th	English	The Trojan Horse	
54.	2102065	Aditya Rani	6th	English	Pupperty in India (Part-II)	
			6th	Science	States of matter	
55.	2102066	Akshiti Sharma	8th	Social Science	The changing worlds of visual arts ICT	
			9th	English	The fun they had (Prose)	
56.	2102067	Kajal Choudhary	8th	Social Science	Solar system	
			8th	English	The viceroy comes to town	
57.	2102069	Mehak Sadotra	6th	Social Science	Earth and its motion	R. Dwivedi
			8th	English	Surprise from Antarctica	
58.	2102070	Simran Dogra	8th	English	A surprise from Antarctica	
			6th	Social Science	The Mughal empire	
59	2102071	Varsha Thakur	9th	English	Kathmandu	Arpana
			6th	Science	Digestive system	
60.	2102072	Sunakshi Gupta	9th	English	The bond of love	Suman Dr
			8th	Science	Force of friction	
61.	2102073	Neha Sharma	8th	English	The viceroy comes to town(Part III)	
			9th	Science	Respiratory system	
62.	2102074	Kriti Singh Thakur	8th	English	The bond of love(Prose)	
			6th	Science	Getting to know Plants (Parts of Flowers)	
63.	2102075	Neha Sharma	8th	English	The viceroy comes to town	
			6th	Science	Reproduction in plants	
64	2102076	Chahat Gupta	8th	Social Science	Land and soil resources	R. Dwivedi
			8th	English	The little girl(PartI)	

65.	2102077	Nazia Kouser	8th	English	A Pony ride	
			9th	Science	Structure of human eye	
66.	2102078	Vishali choudhary	7th	Science	Soil profile	
			9th	Maths	Area of rhombus	
67.	2102079	Anchal sharma	6th	English	Pupperty in India	
			6th	Social Science	Water pollution	
68.	2102080	Allia choudhary	6th	English	George Handel and the duke(PartI)	
			7th	Science	Acid and its properties	
69.	2102081	Urmika Sharma	7th	Maths	Surface area of cylinder	
			6th	Science	Component of food	
70.	2102082	Niharika Rajput	6th	Social Science	National symbols and its significance	
			6th	English	A pen and a sunset	
71.	2102083	Pratibha Sharma	7th	Social Science	Market around us	
			8th	English	The road not taken	
72.	2102084	Manpreet Kour	6th	English	The little lemon tree	
			8th	Social Science	Natural disaster and its types	
73.	2102085	Nidhi Sharma	8th	Social Science	Fundamental rights	
			6th	English	Saving the turtle(Prose)	
74.	2102086	Varsha Devi	6th	Social Science	Urban administration	
			7th	Hindi	ईमानदारी का फल	
75.	2102087	Sarita Bandral	7th	Science	Light and its properties	
			8th	English	The viceroy comes to town(PartI)	
76.	2102089	Riya Thappa	8th	Social Science	Our resources	
			6th	English	Save the turtle (Prose)	
77.	2102090	Himanshi	8th	Science	Combustion	
			7th	English	The spirit of youth	

78.	2102092	Arti Devi	7th	Social Science	Composition and structure of atmosphere	R. Dwivedi
			6th	English	A catch for a tiger	
79.	2102093	Divoo Khajuria	9th	Social Science	Democratic rights	
			6th	English	The pen and the sunset	
80.	2102094	Seeksha Devi	7th	Social Science	Natural environment	
			6th	English	A catch for a tiger	
81.	2102095	Shivani Jamwal	7th	Science	Water :A precious resource	
			7th	English	Getting to know ronnie	
82.	2102096	Gul Snowar	6th	Social Science	Air pollution(P[redacted]	
			6th	English	A catch for a tiger (Part-I)	
83.	2102097	Komal Jamwal	6th	English	The little lemon tree (Prose)	
			7th	Social Science	Human settlement(Rural settlement)	
84.	2102098	Ritika Bali	7th	Science	Life cycle of silkworm	
			7th	English	Saving the turtle	
85.	2102099	Ridhima jain	7th	Social Science	Rocks and its types	R. Dwivedi
			8th	Hindi	प्रेमचन्द	
86.	2102100	Shriya Baru	8th	Social Science	Physical features of India	
			9th	English	A truly beautiful mind	

HOD
School of Education

SAMPLE OF LESSON PLAN

A. **IDENTIFICATION DATA**

Lesson No. 02

Name of the Pupil Teacher Anandita Thakur Roll No. 2102004

School Model Academy School

Class 8th Section C Subject Social Studies

Topic Minerals And Power Resources

Sub-Topic Types, Conservation of Minerals & Power Resources & Extraction of Minerals

Time duration 30-35 minutes Date 06-09-23

B. **INPUT**

B.1 **TEACHING PONTS**

- Meaning of Minerals And Power Resources
- Extraction of Minerals.
- Types of Minerals and Power Resources.
- Conservation of Minerals and Power Resources.

B.2 **OBJECTIVES OF THE LESSON**

- To enable the learner to understand the meaning of Minerals & Power resources
- To enable the learner to understand the extraction of Minerals and types of minerals and power resources.
- To make the learner aware about the conservation of minerals and power resources.

B.3 **EXPECTED BEHAVIOURAL OBJECTIVES (EBOs)**

- The learner will be able to recall the meaning of Minerals and power resources (Knowledge)
- The learner will be able to recognize the various steps for the extraction of minerals and conservation of minerals and power resources (Knowledge)
- The learner will be able to discriminate the various types of minerals & power resources (Understanding)

B.4 **TEACHING AIDS**

- Usual Classroom Apparatus
- A chart depicting different types of Minerals and Power Resources.

C. PROCESS

C.1 MOTIVATION

Q1. What do you mean by Nature?

Ans1. All the plants, animals etc. in the universe and all things that happen in it that are not man-made.

Q2. Why Nature is important in our life?

Ans2. Nature provides facilities to survive on earth.

Q3. What are Natural Resources?

Ans3. Natural Resources are those resources which are gifted by Nature.

Q4. What does Earth's Natural Resources include?

Ans4. Earth's natural resources include air, water, soil, minerals, plants, fuels and animals.

C.2 ANNOUNCEMENT OF THE TOPIC

Students, today we will study about the topic "Minerals And Power Resources".

C.3 PRESENTATION

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher will ask-	Minerals are naturally	{Minerals}
What do you mean	occuring substances	- Naturally Occuring
by Minerals?	found in the Earth's	Substances
	Crust.	- Found in the Earth's
		Crust.

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher will explain that Minerals are the naturally occuring substances that can be organic or inorganic in origin	Students will listen carefully and note down in their notebooks.	
		Minerals
Pupil teacher will ask- • Name two different types of Minerals	Organic And Inorganic Minerals.	Organic / Inorganic
Pupil teacher will explain that organic minerals are those minerals that are formed from the remains of dead and decomposed animals & plants trapped inside the earth long-long ago e.g Coal, Petrdeum etc.	Students will listen carefully.	
		Inorganic Minerals
• Inorganic minerals are those minerals which are not derived from living organisms. It can be further classified into two categories:- Metallic & Non-Metallic	Students will listen carefully and note down in their notebooks	Metallic Minerals / Non-Metallic Minerals
		e.g Gold, Copper, Silver / e.g limestone, Mica
Pupil teacher will ask - • What are Metallic Minerals? • Give some examples of Metallic Minerals.	Metallic Minerals are those minerals which contain metals e.g Copper, Silver & Gold etc	
• What are Non-Metallic Minerals and give some examples of Non-Metallic Minerals.	Non-Metallic Minerals are those minerals that do not contain metal e.g limestone, Mica etc	

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher will ask- How is the extraction of mineral resources done?	Students may or may not respond.	
Pupil teacher will explain that it is done through the following ways:-		Extraction of Minerals
1. Quarrying → It is practised when minerals are located very close to the surface.	Students will listen carefully and note down in their notebooks.	Shaft Holes; Open Pit Mining; Quarrying; Drill
2. Open pit Mining → It is a technique that extracts minerals from an open pit in the ground.		
3. Shaft holes → It is practised when the minerals are located deep under the surface. They can be reached by digging deep holes called shafts.		
4) Drilling → It is practised for the extraction of mineral oil from under the surface. It is done by digging the deep wells.		
Pupil teacher will ask- What are the different ways for conserving the Minerals? (Yes, Very Good)	Recycling, Avoiding wastage etc.	Conservation of Minerals; Recycling; Substitutes; Avoiding Waste
Pupil teacher will ask- What are Power Resources? (Yes, Very Good)	Resources that are used to generate power are called power resources.	Power Resources → That are used to generate power.

Teacher's Activities	Student's Activities	B.B. Summary
Name two types of Power Resources.	Conventional and Non-Conventional	
Pupil-teacher will explain that Conventional sources are these sources which are exhaustible in nature e.g Coal, Petroleum etc and Non-Conventional sources are these sources which are inexhaustible and do not cause pollution e.g Solar Energy, Wind Energy etc.	Students will listen carefully and note down in their notebooks	Power Resources Conventional: e.g Coal & Petroleum etc. Non Conventional: Solar Energy, Wind Energy etc.
Pupil teacher will ask- What are the different ways for conserving the Power Resources?	Use more public transport Saving electricity.	Conservation of Power Resources
(Yes, Very Good) There are many ways for conserving power resources. These are:-		- Reduction in the use of fossil fuels - Switching off the electrical appliances when not in use - Increased use of public transport - Use power saving devices.
- Reduction in the use of fossil fuels. - Saving electricity by switching off appliances when not in use. - Using power saving devices. - Using more public transport.	Students will listen carefully and note down in their note-books.	

C.4 CLOSURE / GENERALIZATION

Students today we have studied about the "Minerals and Power Resources" in which we have discussed about the meaning, types conservation of minerals and power resources and extraction of minerals.

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLOs) / EVALUATION / APPLICATION

* Fill in the blanks:-

1. _____ Energy is a non-conventional source of power.
2. Mica is a _____ mineral.
3. _____ are the naturally occuring substances found in the Earth's crust.
4. Metallic Minerals are _____ conductors of heat
5. Gold is a _____ mineral.
6. _____ is a conventional source of power.

* True or False:-

1. The extraction of minerals from the earth is called Mining (T/F)
2. Recycling is one of the ways for conserving the minerals. (T/F)
3. Using public transport will be helpful in conserving the power resources (T/F)
4. Limestone is a metallic mineral (T/F)

D.2 HOME ASSIGNMENT

Q1. Why are Coal and Petroleum called as fossil fuels? Why do they need to be urgently conserved?

"Minerals And Power Resources"

Minerals

- **Organic Minerals**
  - E.g. Coal, Petroleum etc.
- **Inorganic Minerals**
  - **Metallic Minerals**
    - E.g. Gold, Silver
  - **Non-Metallic Minerals**
    - E.g. Mica, Lime-stone

Power Resources

- **Conventional Sources of Power**
  - E.g. Coal, Natural Gas
- **Non-Conventional Sources of Power**
  - E.g. Solar Power, Tidal Power

MIER COLLEGE OF EDUCATION (Autonomous)

College with Potential for Education 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

M.Ed. Special Education (ID)

Lesson Plan for Teaching Practice Field Engagement Practice

B.Ed spl. sem I:-

Name of the Master Trainee: Komal Devi.	Roll No: 2306004
Lesson Plan No: (4)	Class: M.Ed spl. (Sem I)
Paper: Human growth and development (101)	Date & Time: 11:30 to 12:00am
Unit: -(4) Theoretical Approaches to development	No. of Student Trainee (8)
Topic: (4.1) (a) Piaget's Theory of cognitive (b) vygotsky's Theory of social development.	Duration: 25 minutes

1. General Instructional Objectives:

1. To develop the concept of Piaget theory.
2. To Understand stages of Piaget theory.
3. To know vygotsky's theory of social development
4. To Understand the stages and ~~uses~~ purpose of both theories.

2. Specific Instructional Objectives:

1. To let the learners distinguish between vygotsky's theory and piaget's theory
2. To let Understand stages of piaget's theory
3. To let the learners Understand the vygotsky's theory of social development in child life.
4. To let the learners Understand the stages of Vyotsky's stages.

3. Previous Knowledge on the Topic:

1. What is the theory of piaget related.
2. What are the stages of cognitive theory
3. Think of differences between piaget theory and info-processing theory of development.
4. What theory is vygotsky linked to
5. How is vygotsky's theory applied in the classroom.

4. Instructional Aids Required:

Syllabus and study material

5. Teaching Methods to be used:

Discussion and lecture Method.

6. **Introduction to the topic:**

Teacher trainee will introduce the topic with certain questions like what is the Piaget theory of Cognitive and what are the stages? Who is Vygotsky what ~~bis~~ is his theory

7. **Lesson Presentation:**

	Content Objective	Content Explanation by Master Trainee	Expected response from student trainee
1.	What is the Concept of Piaget cognitive theory?	The theory of cognitive Development by Jean Piaget, the swiss psychologist suggest that children's intelligence undergoes changes as they grow. Cognitive development in children is not only related to acquiring knowledge, children need to build or develop a mental model of their surrounding world (Miller 2011)	learners will listen carefully and note it down carefully.
2.	what are the stages of cognitive development?	• Sensorimotor (0-2 yrs) • Preoperational (2-7 yrs) • Concrete operational (7-11 yrs) • Formal operational 11 yrs.	learners will ~~bright~~ write it down
3.	what is the concept of Piaget cognitive theory?	Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions.	learners will be able to listen and write it down some important points.

What do you Understand by ZPD?	ZPD and scaffolding • Knowledgeable others • Technology and tools • what i can learn with the help of ZPD. • Beyond my reach.	• Students will listen and write down some important points.

Sum up/Recapitulation: Teacher trainee will conclude her lesson by saying hope you all might understand the today topic for any quaries please ask me.

Evaluation: Teacher trainee will ask certain questions regarding to todays topic.

Assignment: Teacher trainee will gave home assignments to the students that is write down Piaget and vigotsky theory in detail.

Reference: During presentation I learned and explore various books and online platforms.

Self-Evaluation: After developing the lesson plan I come to know about my strengths and weakness. I understand that I need to make certain pauses, while delivering my lesson plans.

Observer's Remarks:

Ramadevi

Name and Signature of the Master Trainee

Name and Signature of the Observer

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

3. Lesson Planning/ Individualized Educational Plan(IEP)

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by NAAC with 'A+' Grade)

B.Ed. SPECIAL EDUCATION (ID)

SESSION 2022-24

Semester

Individualized Education Program

NAME : Shivani Chib

ROLL NO : 2203001

CLASS : B.Ed. Special Education (ID)

SUPERVISOR: Dr. Behzaad Maqbool

Checked 18/04/24

MEANING

Intellectual impairment in MR is characterized by poor or less ability to understand and learn.

The individual difference between people with MR are varied in such an extent that every child needs can only be met through a well planned IEP.

Educators, principal, Teacher, parents and other Special professionals as per requirement of the Multi-displinary team (social, worker, Nurses psychologist, occupational therapist, physiotherapist) who are concerned with the need of the student need to participate in the Meetings to develop the I.E.P.

The well formatted written IEP document serves as a Managment tool for intervention. Depending upon the child's need the IEP should have programme in PT, OT, ST along with the special Education programme.

In Totality, the IEP helps in implementing, Monitoring and Evaluating the programme.

COMPONENT'S OF IEP

PART-A

* DEMOGRAPHIC DATA: It includes child's name, age sex, education, Mother tongue address, parent name, occupation income, date of filing the IEP, class and Rollno on specific needs on which information is Required.

* SIGNIFICANT INFORMATION ABOUT THE 'PWID': Any significant and specific information in relation to the child may be documented.

* GOALS: Goals selected on annual basis which the teachers expect the student to achieve area a period of one year as per curricular content is documented.

* ASSOCIATED CONDITION: Many person with MR have an additional disability

PART-B

* SKILL: Specific statements of what skill/task/activity to be taught is documented in the specific terms.

* BASELINE OR CURRENT LEVEL: The current level on baseline performance level of the student is reference to the task/skill/activity for teaching Documented.

* SPECIFIC OBJECTIVES OR BEHAVIOURAL OBJECTIVES: This is the statement that specifies what the student will learn (content), what the student will do with the content (behaviour), performance level of the student in the content (Criteria) and how much is the time period required for achieving the target (Duration)

or more are technically referred to as Multiple impairment / disability.

* STAFF RESPONSIBLE: The person responsible for implementation of the IEP is documented for administrative and clinical reason.

* MATERIAL AND LEARNING AIDS: Learning aids make learning meaningful and easier. Every child has unique needs, hence learning aids effective for one child may not be effective for other children. Depending upon what is to be taught and child specific interest, level and needs, learning aids may differ from some activity.

* PROCEDURE: How to motivate the child to learn the activity and how the task will be taught is described in a step-wise procedure. This also includes strategy to be used to make learning effective

* EVALUATION: The student's performance in the particular task chosen against the set criteria as per the specific objective is noted.

INTRODUCTION TO MADRAS DEVELOPMENTAL PROGRAMMING SYSTEM BEHAVIOURAL SCALE

MDPS

The Madras Developmental System (MDPS) Behavioural programming Scale is designed to provide information, about the functional skills of the person's with Mental Retardation for the purpose of individualized programme planning.

The MDPS was designed to assess adaptive behaviours through the use of the behavioural scale and to produce documents that would facilate the process of individualized programme planning (IPP)

P. Jayachandran and M.S. Kimala created the Madras Development programming system (MDPS) the first scale in india to assess people with intellectual and Developmental Disabilities (IDD). It was developed in 1975 at Chennai.

The scale comprises of 360 items grouped into 18 functional areas or domains of 20 item Each

MDPS is a first indian Comprehensive behavional scale. This assesment tool is used to planning a programme for children with Mental Retardation between the ages 3 to 16 years (or 18 years).

DOMAINS

* GROSS MOTOR ACTIVITIES
* FINE MOTOR ACTIVITIES
* MEAL TIME ACTIVITIES
* DRESSING
* GROMMING
* TOILETING
* RECEPTIVE LANGUAGE
* EXPRESSIVE LANGUAGE
* SOCIAL INTERACTION
* READING
* WRITINIG
* NUMBER
* TIME
* MONEY
* DOMESTIC-ACTIVITIES
* COMMUNITY ORIENTATION
* RECREATION, LESIURETIME ACTIVITIES
* VOCATIONAL

CASE HISTORY

MODEL INSTITUTE OF EDUCATION & RESEARCH
B.C. ROAD, JAMMU

CASE RECORD PROFORMA

Section – I **IDENTIFICATION DATA (CASE)**

1.1 Name Kanishk Sharma 0.1 Date 19·05·2007

1.2 Age 17 years 0.2 Regn. No.

1.3 Sex Male 0.3 Informant Father

1.4 Education Inclusive Secondary 0.4 Mobile No. 9858508122

1.5 Occupation STUDENT 0.5 Language/s spoken HINDI

Section – II **DEMOGRAPHIC DATA (PARENTS / GUARDIAN)**

2.1. Father's Name : BHARAT BHUSHAN

2.2. Father's Education : M·P Ed

2.3. Father's Occupation : Govt · Service

2.4. Mother's Name : Smt· Shashi Sharma

2.5. Mother's Education : 12th

2.6. Mother's Occupation : Housewife

2.7. Address : At present on rent Gandhi nagar, Jammu (Gulshan ground) Jammu.

Local

Permanent : R/o Sagote Teh/ Dist Rajouri

2.8. Income / Month : 300000/· per year

Section – III

3.1. Presenting complaints:

- Do not take permission for anything.
- Talk unnecessarily.
- Speech not clear.
- Give blank Reaction (can't express himself)

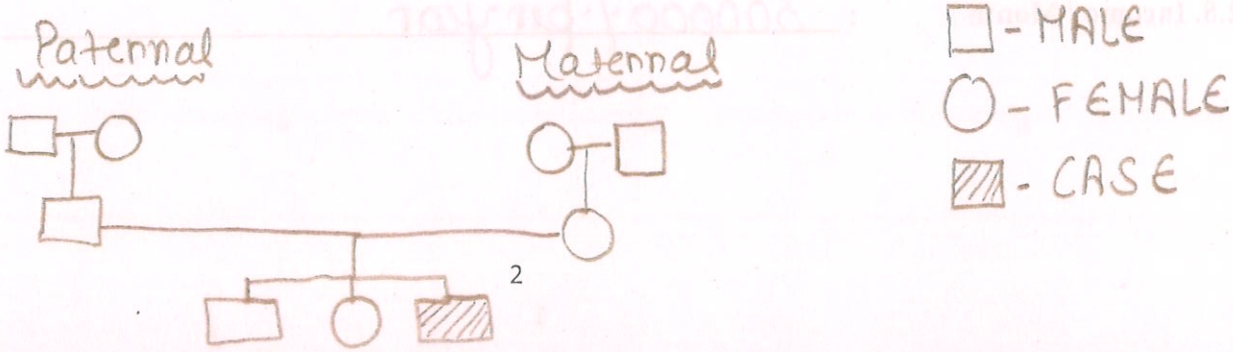
3.2. History (Prental. Natal. Postnatal):

- Full term Pregnancy
- Due to her parent old age may he have this problem.
- At birth, he had Jaundice attack.
- Natal – CP when born.

3.3. Family History:

— NIL —

3.4. Pedigree chart:



Section – IV

ASSESSMENTS

4.1. Motor:

- His fine and gross motor skills are good.
- He has a good hold or grip while writing or holding something.

4.2. Self help:

- He can feed himself
- He is toilet trained
- He can move one place to another place without any support

4.3. Communication:

- Speech is not so clear.
- He interact with others.
- Response to asked Question.

4.4. Academics:

- He has good writing skills,
- He can copy the written letter/words
- He has problem in reading, Mathmatics.

4.5. Socialization:

- He is socially active.
- He interact with others.
- He share things with others.

4.6. Educational status:

- He is able to count and write 1-10.
- He is able to recall some words.
- He can learn things but required excessive time.

4.7. Vocational status:

- He can actively participate in vocational activities.
-

3.5. Developmental History

		Age at which attained
a) Neck holding	(2-6 months)	8 months
b) Sitting	(5-10 months)	1+ years
c) Walking	(9-14 months)	3 years
d) Firstwords	(7-12 months)	Speech delay
e) Two word phrases	(16-30 months)	
f) Sentences	(3-4 years)	
g) Toilet control	(3-4 years)	Yes
h) Monetory Transaction		(Yes / ~~No~~)
i) Avoids simple hazards		(Yes / ~~No~~)
j) Problems in School/Scholastic Backwardness		(Yes / ~~No~~)
k) Physical deformity		(Yes / ~~No~~)
l) Sensory impairments		(Yes / ~~No~~)
m) Fits		(Yes / ~~No~~)

3.6. School History:

— NIL —

3.7. Occupational History:

— NIL —

3.8. Behaviour problems, if any:

- Challenges with Communication
- Exhibit behavioural issue
- Talk unnecessarily
- Less attentive

Section – VI

INTELLECTUAL / PSYCHOLOGICAL ASSESSMENT

a. General behaviour during assessment

- Response lately on having trouble in speech
- Difficult to remember things.

b. Attention and concentration

- Lack of attention and concentration.
- Inability to connect actions with consequences.

c. Activity level

He is Moderately active.

d. Comprehension

- He is able to understand new ideas and concept.
- He trying to grasp things.

e. Emotionality and behaviour

- Have few symptoms of fear.
- Shyness.
- Emotional attachment with his own things.

f. Relationships within/outside family (Significant stressors)

- He trying to interact with others.
- Good relationship with family / friends.

g. Psychological tests used (Please tick)

D.S.T, V.S.M.S, G.D.S, G.D.T, S.F.B, B.S.B, M.I.S.I.C, B.K.T,

Any other (specify)

Results DA..... SA..... MA.....

DQ..... SQ..... IQ.....

Any other information

Further testing (If required)

Section – V

MEDICAL EXAMINATION

Height: 4.5 Weight 34.7 Kg Head circumference:

General appearance Special Child

- Speech problem
- Mind unproperly development of Mind.

CVS: Respiratory: Abdomen:

Normal Normal

CNS-Sensory: Visual: Auditory:

Normal

Motor:

	Tone	Power	Nutrition	Co-ordination	Abnormal involuntary movement
RUL					
LUL					
RLL					
LLL					

Gait:

Any Other Information:

Investigations: Treatment:

5.1. Provisional Diagnosis

6.1. Management plan

Signatures:

Student: _____

Clinical Assistant: _____

Consultants:

1. _____ 2. _____ 3. _____

Date: _____

ASSESMENT CHECKLIST

Madras Developmental Programming System Behavioural Scale

1. Gross Motor Activities

1. Holds head erect when in sitting or standing position (body may be supported by a person or prop) A
2. Holds head up for 5 seconds when lying on stomach to look at an object/ person. A
3. Sits without support. A
4. Rolls over on flat surface. A
5. Moves from lying on stomach to a sitting position. A
6. Crawls about a room containing furniture and / or other people. A
7. Stands with support. A
8. Pulls self to standing position using person or prop for support. A
9. Stands unsupported. A
10. Walks 5 feet (may use braces or crutches). A
11. Walks upstairs and downstairs putting both feet on each step (may use wall or handrail for support). A
12. Pushes or pulls furniture for rearrangement. A
13. Runs. A
14. Squats. B
15. Walks upstairs and downstairs, alternating feet (may use wall or handrail for support). A
16. Jumps to cross an obstacle (eg. dirty water, rubbish, any floor decoration). A
17. Stands on tip toe to reach for an object at a height. A
18. Walks continuously for a period of 15 minutes. B
19. Carries own luggage to bus stand / station. A
20. Rides a bicycle (without training wheels) / swims. B

Note : P.P. : Pre Primary; P : Primary; S : Secondary ; P.V. : Pre Vocational

2. Fine Motor Activities

1. Closes hand around an object placed in hand. A
2. Reaches for and grasps objects. A
3. Uses both hands at the same time, when handling an object. B
4. Picks up small objects using thumb and fingers only. A
5. Makes a stack of 3 cans, or tiffin carrier containers or wooden blocks. B
6. Uses, a spoon to stir sugar / salt to mix a drink. A
7. Strings three one-inch beads or spools on to a string. A
8. Opens the door, operating door knob / latch / handle. A
9. Screws and unscrews a jar or bottle lid. B
10. Carries a filled paper cup without crushing, tipping or spilling. B
11. Tears off a perforated sheet. A
12. Places key correctly, locks and opens the lock. A
13. Pours liquid from a pitcher into a tumbler without spilling. A
14. Uses clips and safety pins. A
15. Cuts out a picture involving straight lines using scissors, from a magazine or a book. B
16. Cuts out a picture involving circular lines, using scissors from a magazine. B
17. Folds a letter, fits into an envelope, applies gum to seal and puts on a stamp. B
18. Cuts / opens sachets / wrappers and empties into a container. B
19. Strikes a safety match to light a candle / lamp. B
20. Threads a medium sized sewing needle within 2 tries. A

3. Meal Time Activities

1. Swallows soft foods that do not require chewing. A
2. Drinks without spilling, mouthful from a glass or cup with assistance. A
3. Bites required amounts of food item. A
4. Differentiates between edible and non-edible substances. A
5. Picks up dry pieces of food (biscuits) with fingers and puts food in mouth. A
6. Chews solid food. A
7. Picks up a filled glass and drinks from it without spilling. A
8. Uses spoon / hand to pick up and eat mixed food. A
9. Mixes food and eats with little or no spilling (may use fingers / spoon). A
10. Eats foods, (cereal preparations) such as *idli, dosai, puri, roti* (uses fingers to make bits). A
11. Eats, supervised in public places without calling attention to eating behaviour. A
12. Eats porridge, *payasam* (milk pudding), ice cream with little or no spilling. A
13. Eats a complete meal with little or no spilling using all normal eating equipment dishes and utensils. A
14. After eating, empties plate into a trash can and washes it. B
15. Takes appropriate quantities, when food is offered. B
16. While eating, politely asks for food to be passed, and waits for others to finish. B
17. Makes necessary arrangements for and serves food in a family style setting. A
18. Identifies drinking water in a public place and drinks it. A
19. Selects the required meal items when a variety of food is available. B
20. Orders and eats in a public dining facility. B

4. Dressing

1. Offers little or no resistance while being dressed and undressed. A
2. Extends and withdraws arms and legs as required while being dressed and undressed. A
3. Removes unbuttoned shirt / blouse, underpants and outerpants. A
4. Removes socks, banians, T-Shirts / dresses, when unfastened. A
5. Puts on underpants and outerpants. B
6. Starts and closes a front zipper. A
7. Puts on shirt / blouse. A
8. Unbuttons (shirt button, press buttons, hooks). A
9. Puts on a kurta / banian / T-Shirt / dress (need not fasten). A
10. Takes off ties, scarves, belts, hearing aid, spectacles or any jewellery from self. B
11. Puts socks and shoes (any foot wear) on correct feet. A
12. Buttons clothing (press buttons / shirt buttons / hooks). B
13. Ties a bow knot with a shoe lace / ribbon. B
14. Puts on self ties, scarves, belts, hearing aid, spectacles or any item of jewellery. B
15. Selects clothing appropriate to seasonal / weather conditions and to different occasions. B
16. Selects correct size, type and style of clothing at a store. B
17. Laces shoes inserting the lace in each eyelet correctly. B
18. Wears *churidar* with *dupatta*, *half saree* with skirt / *lungi* in the correct combinations. (different dress styles) B
19. Dresses self, completely. A
20. Wears *dhoti* / *saree* and manages it in the same manner the whole day. (traditional dresses) B

5. Grooming

1. Offers little or no resistance while being washed. A
2. Turns head and extends hands as required while being bathed. A
3. Dries hands with a towel. B
4. Begins brushing motion for cleaning teeth (uses brush or finger). A
5. Rinses hands when told. A
6. Soaps and rinses hands. A
7. Covers mouth while sneezing, coughing and yawning. A
8. Soaps and rinses face. A
9. Uses tooth-paste or tooth powder, brushes teeth and rinses mouth. A
10. Runs a comb or brush through hair with several strokes. B
11. Blows nose, wipes drooling using a handkerchief. B
12. Bathes independently. B
13. Dries entire body with a towel after bathing. A
14. Applies face powder / deodorent / *bindi* (decoration on forehead) B
15. Washes, rinses and dries hair. B
16. Combs hair including oiling and plaiting (if necessary). B
17. Cleans and clips finger nails with a nail clipper. B
18. Cleans ear, using cotton buds. A
19. Shaves (male) / maintains menstrual hygiene (female). B
20. Maintains self, clean, odour - free and groomed. A

6. Toileting

1. Stays dry for two hours. A
2. Sits on the toilet for 30 seconds. A
3. Eliminates when on the toilet (bowel or bladder). A
4. Removes clothing before sitting on the toilet. A
5. Goes to the toilet when reminded. A
6. Indicates by gestures or words when needed, to use the toilet. A
7. Has bowel control giving time enough to reach the toilet (after indicating). A
8. Has bladder control giving time enough to reach the toilet (after indicating). A
9. Replaces clothing before leaving the toilet. A
10. Removes clothing, sits on the toilet, eliminates and replaces clothing after washing (needs help for washing). A
11. Goes to the toilet independently. B
12. Uses only a urinal or toilet for urination. A
13. Flushes the toilet after use. B
14. Has bladder control at night. A
15. Closes door of toilet for normal privacy in toileting. A
16. Cleans self using water after elimination. A
17. Obtains help for any toileting problem. A
18. Asks the location of the toilet in new situations. B
19. Washes and dries hands after toileting. B
20. Chooses the correct toilet (Men / Women) in a public place. A

7. Receptive Language

1. Turns head towards the source of sound. A
2. Responds by eye contact or verbal acknowledgement when name is called. A
3. Responds to the instruction 'Look at me'. A
4. Obeys simple instructions such as, 'Come here' and so on. A
5. Stops an activity upon request such as 'No' or 'Stop'. A
6. Preforms the activity when the word 'Me' is used such as 'Give me the ball'. A
7. Indentifies different sounds such as bell ringing, hands clapping, whispering, keys jingling. A
8. Responds to non verbal communication from others such as frowning, crying, smiling, etc., by returning the gesture or by giving an appropriate verbal response. A
9. Points to any common object, such as ball, spoon etc., upon request. A
10. Points to 10 body parts such as nose, eyes, mouth etc., A
11. Points to pictures of objects in a book upon request. A
12. Follows prepositions such as 'Put the ball into the box' or 'Put the broom behind the door'. A
13. Avoids dangers when instructed to do so. A
14. Follows two-step directions in order such as, 'Get the ball and close the door'. A
15. Follows left and right when instructed. B
16. Follows three-step, directions such as 'Stand-up', 'Open the book' and Move the chair'. A
17. Identifies common harmful substances even if not labelled. B
18. After listening to a one-page story, indicates 'Yes' or 'No' to specific questions on it. B
19. Follows announcements on TV, Radio, at railway station, bus stand or airport with appropriate responses. B
20. Responds to jokes (humorous happenings at home and school), with expressions. A

8. Expressive Language

1. Makes voice sounds. B
2. Uses voice sounds to get attention. B
3. Says or indicates, 'Yes' or 'No' in response to questions. A
4. Imitates five words heard either singularly or all at once. A
5. Says 20 words. B
6. Says name when asked. A
7. Names common objects when asked, 'What is this ?' A
8. Names 10 body parts when asked, 'What is this ?' B
9. Uses two-word phrases/gestures such as, 'Hello, friend', 'Go out' or 'Eat biscuit'. B
10. Tells/indicates name and occupation of parents. B
11. Communicates address of residence and contact phone number. B
12. Expresses feelings, desires or problems in complete sentences such as 'I am hungry', verbally/gesturally. A
13. Asks simple questions such as 'What is this?' or 'Why can't' I ? verbally/gesturally. A
14. Uses pronouns such as 'I', 'You', 'He', 'Her', 'Me' or '..fine' in a complete sentence. A
15. Speaks in phrases or sentences/gestures to communicate to some one not familiar with the person. B
16. Names/indicates country, the President, Prime Minister, Chief Minister of the country. B
17. Carries on a meaningful conversation with another person(s) for 10 minutes. A
18. Describes past events in a logical order. B
19. Summarises a T.V./Radio programme in own words. B
20. Discusses current events. A

9. Social Interaction

1. Responds when touched, by reaching towards or moving away. A
2. Looks towards or otherwise, indicates, a person in the immediate area. A
3. Follows with eyes, a person moving. A
4. Plays alone with toys or objects for 2 minutes. A
5. Imitates arm movements such as clapping hands or waving goodbye. A
6. Identifies by pointing, naming, friends and acquaintances from strangers. A
7. Greets others upon meeting, either verbally or with non-verbal friendly gestures. A
8. Waits for own turn in a group. A
9. Says 'Please' and 'Thank you' and 'Sorry'. A
10. Receives guests appropriate to acquaintance (differences in the receiving of relatives, strangers, gas/electricity men and so on). B
11. Uses items that belong to others, only with their permission. A
12. Objects/asks for help if some one uses own belongings without permission. A
13. Interacts with members of the opposite sex and members of different age groups (as required by his community). A
14. Responds using proper social courtsies on occasions such as festivals, apologizes, offers greeting or compliments as needed. A
15. Participates actively in social events by engaging in the same activity as the other members of the group. B
16. Manages/asks for help if /when teased or bullied. B
17. Receives phone calls/passes on information to the right person when given messages personally or by phone. A
18. Shares possessions with others (in classroom, home and community). A
19. Participates in group activities taking the role of a leader. A
20. Visits neighbours, relatives and friends when required. A

10. Reading

1. Looks at objects presented when seated at a table. A
2. Turns the pages of a book, one at a time. A
3. Matches 10 pictures with objects. A
4. Sorts objects of 3 different shapes. B
5. Identifies names, colours (red, yellow, blue and green) when objects with those colours are presented. A
6. Sorts pictures of similar and/or familiar objects into the same category eg. animals, people, vehicles, fruits, flowers etc. A
7. Reads out functional 3 letter words. A
8. Shown 5 pictures sequentially arranged and told a story with them, pictures then jumbled up, arranges them again in sequence. B
9. When needed reads the following words and acts accordingly : 'Stop, Men, Women, Danger, Poison, Exit, Pull, Push, In, Out, Enter'. B
10. Reads out functional two-word phrases. A
11. Using price tags/price markings, identifies cost of purchases. B
12. Reads aloud, sentences with five common words. B
13. Reads a simple sentence and answers questions about it. B
14. Reads a paragraph (5 lines) and answers questions. B
15. Uses a menu card to order meals at restaurants. B
16. Reads a story to others. B
17. Reads for information or entertainment from newspapers, magazines and story books. B
18. Reads a simple story silently and states its main idea. B
19. Reads out a recipe for cooking. B
20. Reads and follows directions with objects to be assembled. B

Writing

1. Grasps chalk, pencil or crayon. A
2. Scribbles with chalk, pencil or crayon. A
3. Grasps chalk, pencil or crayon for writing with thumb, index finger and middle finger. A
4. Traces with pencil or crayon along a three-inch straight line. A
5. Colours within lines. A
6. Copies with a pencil, a vertical, a horizontal or a diagonal line. A
7. Traces circles and semi circles. A
8. Traces geometric shapes (square, rectangle, triangle). A
9. Traces three letter functional words. A
10. Copies his name. A
11. Writes his name readably with initials or father's name with no example to look at. B
12. Copies a printed sentence readably. A
13. Writes address and phone number readably. B
14. Copies a paragraph readably with punctuations on/to a sheet of lined paper writing on the lines. B
15. Writes functional dictated words readably. B
16. Writes a short sentence readably when dictated. B
17. Writes answers readably to questions after reading a paragraph. B
18. Writes a paragraph of 5 lines readably on a given topic. B
19. Writes personal letters for mailing using legible handwriting in an informal letter style. B
20. Fills/writes an application form readably. B

12. Numbers

1. Creates order out of a group of objects by lining up, stacking, or placing them in some other pattern. B B

2. Indicates the difference between 'more' and 'less' when shown two different sized groups of objects. B B

3. Separates one object from a group upon request, eg. 'Give me one block'. A A

4. Points to 'big/small' when asked. A A

5. Points to 'short' 'long' and 'tall' when asked. A A

6. Chooses the correct number of objects upto 5 upon request eg. 'Give me three blocks' etc. A A

7. Chooses correct number of objects upto 10. A A

8. Names the printed number symbols 1 through 10 when asked at random. A A

9. Performs activities according to the ordinal number (1st, 2nd, 3rd) eg. forming a queue according to the number given. B D

10. Writes the number symbols 1 through 10. B A

11. Counts from 10 to 20. A B

12. Matches the printed number symbols 1 through 100 with the correct number of objects. A B

13. Does 3 line single digit addition on paper. B B

14. Adds single digit numbers with sums upto 10 such as 7 + 3, 2 + 1, 8 + 2 in functional situation eg. in a purchase. B B

15. Subtracts single digit addition on paper. A B

16. Does two line two digit addition on paper with carry over. B B

17. Does subtraction sums - two digits with borrowing on paper. B B

18. Does simple two operations in a shopping situation - eg. buy 2 things costing Rs. 3 and Rs. 5 and balance for Rs. 10. B B

19. Says multiplication tables 5 and 10. B B

20. Uses a simple calculator with basic four operations. B B

18. Time

1. Associates the time of the day with activities such as meals time or bed time. A
2. Responds to 'Now', 'Later', 'Hurry' and 'Wait' appropriately. A
3. Answers appropriately when asked, 'Is it morning or afternoon, evening/night ?' A
4. Indicates stating own age. B
5. Indicates the difference between yesterday, today and tomorrow, using the terms in the correct context. B
6. Identifies or names the 7 days of the week in a calender. A
7. Answers/points out correctly when asked 'What day of the week and date is it today'. A
8. Identifies or names hour hand, minute hand and numbers on a clock. B
9. Identifies or names the 12 months of the year in a calendar. B
10. Answers/indicates when asked "What month and year is it now. A
11. Identifies or names the seasons of the year. A
12. Identifies or tells birth-date, month, day and year. B
13. Tells time by the hour on a clock. B
14. Reads time on a digital clock. B
15. Tells time by 30 minutes. B
16. Tells time to five minutes on a clock or watch. B
17. Meets a particular scheduled bus. A
18. Reads, T.V., Radio, Bus and Train schedules. B
19. Arrives on time (date and time) for any appointment. (eg. marriage, parties, cinema, doctors) A
20. Sets a clock to within one hour of the correct time after hearing the correct time. B

14. Money

1. Sorts coins from other small metal objects. A
2. Selects a rupee note from other paper objects. B
3. Selects 5p, 10p, 20p, 25p and 50p, 1 Re. and 2 Rs. coins from a group of coins. B
4. Uses money to buy things (might not use correct amount). A
5. Identifies 1, 2, 5, 10, 20, 50 and 100 rupee notes. A
6. Rank orders coins and rupee notes in order of value. B
7. Exchanges 10p coins for Re 1/- B
8. Exchanges 25p coins and 50p coins for Re. 1/- B
9. Exchanges 5p coins for Re 1/- B
10. Exchanges the correct number of mixed coins for Re. 1/- B
11. Exchanges the correct number of mixed coins and rupee notes for Rs. 5/- B
12. Uses correct amount of money for machines (weighing machine, telephone) B
13. Exchanges the correct number of mixed coins and rupee notes for Rs. 50/- B
14. Saves money for a purchase. A
15. Counts the change from a purchase of Rs. 5/- or less checking the quantity bought. B
16. Gives an adequate amount of money for purchases upto Rs. 20/- checking the quantity bought and counts the change. B
17. Counts the change from a purchase upto Rs. 50/- checking the quantity bought. B
18. Counts change from a purchase upto Rs. 100/- checking the quantity bought. B
19. Selects an item comparing the prices (concept of expensive, cheap). B
20. Saves money in a bank account. B

15. Domestic Activities

1. Picks up household trash or litter and places it in a waste basket upon request. A
2. Puts away personal items in the proper location upon request. A
3. Dusts furniture leaving no dust on flat surfaces. B
4. Damp wipes a floor. B
5. Folds clothes and puts them in a drawer/cupboard. A
6. Makes bed, stretching, spreading, rolling, folding. B
7. Sorts vegetable/grocery items bought from market and stores them in respective containers. A
8. Sweeps a floor with a broom, picks up sweepings in a dust pan and empties the pan. A
9. Washes and dries dishes. A
10. Prepares pre-made drinks *(like Rasna)* when asked. B
11. Peels and cuts vegetables and fruits. A
12. Operates a grinder, mixie or grinding stone. B
13. Puts off the fire or removes cooker, cooking utensil from the fire in time. B
14. Assists in simple first aid. A
15. When required, uses a weighing machine, measuring tape or measuring cup. B
16. Prepares coffee or tea. B
17. Washes and dries clothes. B
18. Irons clothes. B
19. Does simple home repairs (such as sewing on buttons or rejoining broken seams, using needle and thread or machine, uses nail/ hammer, screw driver). B
20. Prepares a meal under supervision. A

13/21

17.8.06

16. Community Orientation

1. Performs simple errands within a familiar setting. A
2. Finds way by self from one place to another within a familiar building. A
3. Finds way from one building to another in the immediate neighbourbood. B
4. Goes to public places in a supervised group without calling unfavourable attention to self. B
5. Identifies a policeman, postman, a fireman, conductor of a bus, gas delivery man and telephone serviceman and persons from power supply. A
6. Interacts with strangers in public (as the situation warrants). A
7. Crosses residential street intersections, looking in both directions and waiting for traffic to clear before crossing. B
8. Walks along road that has no sidewalk - maintains left side. A
9. Responds appropriately to social 'kidding', teasing in public. B
10. Moves about freely in his neighbourhood eg. school, post office, milk booth, market, place of worship. A
11. When goes out with a group, maintains the group norms. A
12. Obeys signal lights and 'Walk' 'Don't walk' signals at light controlled intersections. B
13. Goes on foot or bicycle to a familiar place over half a kilometre from residence and returns. B
14. Travels independently by public bus/suburban train in a familiar route. A
15. Participates in religious activities following rules (*Pooja*/Prayer). A
16. Leaves an awkward public situation that is beyond control and seeks help. B
17. Telephones for information or assistance when necessary. A
18. Follows directions in terms of east, west, north, south and reaches the destination. B
19. Uses community facilities - eg. hospital, railway, bus police station and post office. B
20. Casts vote. B

17. Recreation, Leisure Time Activities

1. Engages in a leisure-time activity for 5 minutes when materials are given. A
2. Plays simple ball games like catching, throwing, bouncing and rolling a ball. A
3. Watches TV without disturbing others. A
4. Engages in activities such as finger painting/brush painting. A
5. Plays indoor games not governed by rules with others. A
6. Participates in group singing or dancing (activity or passively) B
7. Plays simple outdoor games not governed by rules eg. Sand play. A
8. Plays outdoor games involving simple rules with others. A
9. Plays indoor games, governed by simple rules. A
10. Watches TV or listens to the radio, tape recorder by selecting a station/ channel turning on and off, including use of cassettes. A
11. Involves in activities such as playing with pets, or hobbies such as collection of pictures and so on. A
12. Participates in outdoor activities, swimming/cycling/walking/playing. A
13. Performs art and craft activities such as clay work, leather work or bead work/*rangoli*/*kolam* and so on. A
14. Initiates self-involvement in a hobby, not including reading or watching TV. B
15. Does gardening/makes flower garlands/mango leaf chain for the door. A
16. Participates in organised team sports such as cricket, basket ball or volley ball. B
17. Uses community recreation facilities for recreation and liesure time activities - theatres, parks and other amusement places. A
18. Participates in planning, preparing for parties and so on. B
19. Selects books from library for personal reading. B
20. Plays a musical instrument/sings (solo). B

13121

17.8.06

18. Vocational

1. Assumes a body position at a task or at play such that both hands are available for use. A
2. Participates in a single activity for 10 minutes (if protected from interference). A
3. Performs a single activity under supervision, in a room with people. A
4. Assembles two-part objects that fit together in a simple but secure way. A
5. Performs an assigned task or activity for half an hour (may need motivation with rewards). A
6. Puts away own tools and materials at the end of a task (may need a reminder upto one-half of the time). A
7. Stops a task when required. A
8. Participates in group work cooperating with the other members of the group. A
9. Changes activity without showing discomfort when assigned from one task to a different task. B
10. Accepts supervision and criticism. A
11. Goes to an assigned area without reminder in a daily routine programme. A
12. Undertakes and completes a task in order to receive money. B
13. Reads and then follows the notices, memorandums/circulars. If not able to read, asks for assistance and then follows. B
14. Reports for work on time. B
15. Increases speed of work when told to do so. A
16. Follows the sequence of activities in the routine work skill. A
17. Indicates if own performances meet the standards set for an activity. A
18. Works full time (8 hours). B
19. When situation demands, works in a team. A
20. Responds to accidents like fire, electricity, injury by informing the concerned people immediately. A

Madras Developmental Programming System

Behavioural Profile

Name: Kanishk Sharma Date of Initial Assessment: 13/03/24 Observers: Shivani Chib

Date of I Qr. Evaluation ..... Over the red

Date of II Qr. Evaluation ..... Over the red

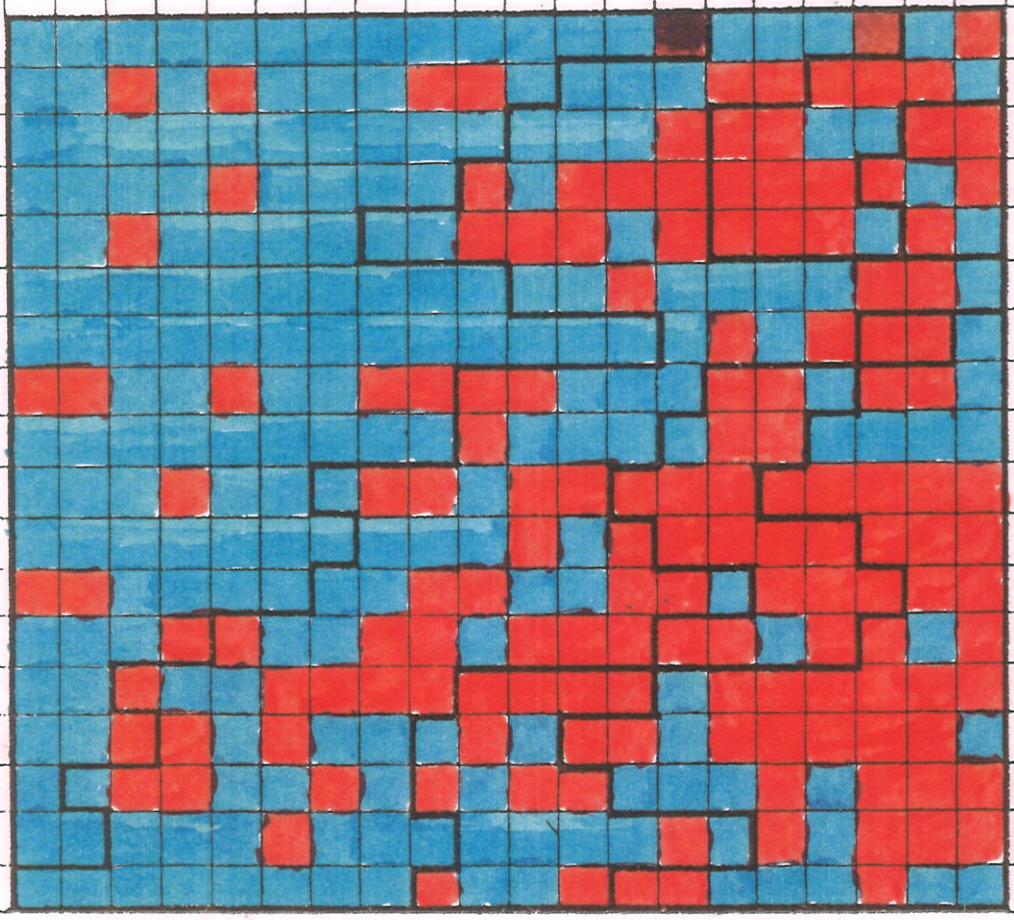
Date of III Qr. Evaluation ..... Over the red

Date IV Qr. Evaluation ..... Over the red

Enter 'A' & 'B' as per instruction

Shade 'A' in Blue and 'B' in Red

If the person performs the Activity, Mark 'A' and shade Blue.
If the person is yet to perform the Activity, Mark 'B' and shade Red.



	Ist Ass.		I Qr.		II Qr.		III Qr.		IV Qr.	
	As	BS	A	B	A	B	A	B	A	B
1. Gross Motor Activities	17	03								
2. Fine Motor Activities	11	09								
3. Meal Time Activities	15	5								
4. Dressing	10	10								
5. Grooming	11	9								
6. Toileting	17	3								
7. Receptive Language	16	4								
8. Expressive Language	9	11								
9. Social Interaction	17	3								
10. Reading	7	13								
11. Writing	11	9								
12. Numbers	9	11								
13. Time	8	12								
14. Money	5	15								
15. Domestic Activities	9	11								
16. Community Orientation	10	10								
17. Recreation - Leisure Time Activities	14	6								
18. Vocational Activities	15	5								

QUALITATIVE REPORT

A Qualitative Report is a description of an event, activity Observation of Experience. It included an introduction background to the problem, result, data, information about fact, limitation, discussion, conclusion and Implication.

Here

Kanishk is a student diagnosed with Intellectual disability and also he has a speech problem. He is 16 year's old. He speak hindi and belong to good family.

He lives in Gandhinagar, Gulshan Ground Jammu.

This Report is based on his developmental process. Kanishk assesment report is based on some areas and domain listed in Madras developmental programming System (MDPS).

DOMAINS OF MDPS

1. GROSS MOTOR ACTIVITIES :▶ Kanishk can sit & stand, walk, walk upstair and down stair put both feet on each step, can run and jump to cross on obstacles but he cannot ride a bicycle and on tip toe to reach for an object.

2. FINE MOTOR ACTIVITIES :▶ Kanishk can use both hand at the same time, can close hand around an object placed in hand. Kanishk can use spoon, screw and unscrew jar/bottle lid but can't bend knees to squating position He can pour water from one glass to another glass without spilling.

3. MEAL TIME ACTIVITIES :▶ Kanishk can swallow food, drink without spilling. He can differentiate between food and non-edible substance.

He can mix rice, dal and eat's with hand and spoon correctly.

4. DRESSING:▸ In this area, he offer no resistance while being dressed and he button's and unbuttons own clothing but he can't pullover shirt independently and he also feid difficulty while lace the shoe on knots on something.

5. GROOMING:▸ Kanishk applies powder on body and oil on hair but he can't cut nails with nailcutter and not able to put watch on wrist. Kanishk can comb hair but can't shave his beard.

6. TOILETING:▸ Kanishk indicates the sign to go toilet and reaches the toilet himself and also remove the underwear and undergarments before sitting on the toilet seat.

He washes his hand after toilet and flushes toilet after use.

7. RECEPTIVE LANGUAGE:▸ Kanishk can turn head toward the source of sounds,

Sometimes not respond to instruction and may not stop activity upon request.
He cannot follow right & left direction, follow an announcement on radio, TV and bus stand.

8. EXPRESSIVE LANGUAGE :▸ He can say and indicate yes or NO in response to Question but cannot discuss current event, sometimes he is unable to do meaningful conversation.

9. SOCIAL INTERACTION :▸ Kanishk is Comfortably meet with new people. He is Soresponsive what an other person asked him. He Say hello, Good Morning and thank you phrases. He easily interact with Others.

10. READING :▸ Kanishk can turn the pages of a book can match to picture, can Categorize objects. He can also read words but he can't read a Composition properly. Kanishk Can Rember words that he learned or Read out.

11. WRITING :▸ Kanishk can grasp chalk, pencil and Crayon. He can Scribble, trace colour with lines, Copies printed lines and Shapes but cannot write big composition and paragraphs.

12. NUMBER :▸ Kanishk can point big and small when asked. He can Count 1-10 and write in words. He can also do addition Seem of one digit and two digit but he can't weighs objects using weighing Scale.

13. TIME :▸ Kanishk know about day and night but he had no idea about clock and time.

14. MONEY :▸ Kanishk cannot understand the Concept of Money. He is able to differentiate between different coins and Rupies but he knows that Money is uses for buying things.

15. DOMESTIC ACTIVITIES :▸ Kanishk put away personal items and put trash on waste in the dustbin but he cannot do moping or wipping the floor.

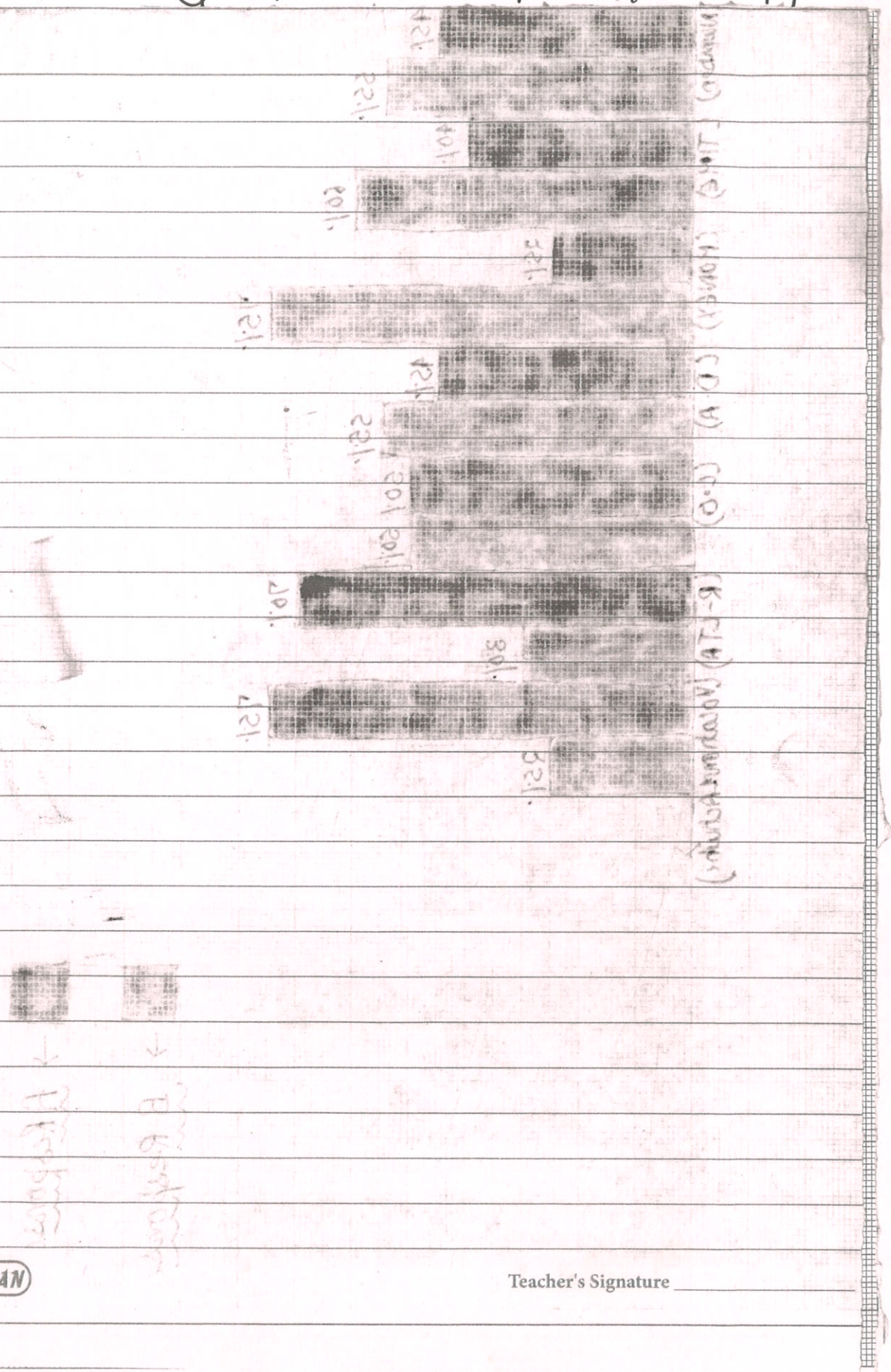
He can't prepare tea and coffee and can't cut the fruits.

16. COMMUNITY ORIENTATION :▸ Kanishk can performs simple errands within a familiar setting. He can identifies a policeman, postman & fireman and telephone serviceman. Kanishk interact with strangers in public but he cant use community facilities e.g hospital, railway and post office.

17. RECREATION, LEISURE TIME ACTIVITIES :▸ Kanishk Engage in a leisure time activity and also play simple ball games but he cant participates in group activities and he also cant play a musical instrument (solo).

18. VOCATIONAL :▸ Kanishk can punch sheet on paper. Kanishk can use both hands while performing an activity. He cannot work full time.

GRAPHICAL REPRESENTATIVE OF QUANITATIVE REPORT



NOOTAN

Teacher's Signature _____

GOALS:

PART A

PART B

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 & ISO 9001:2008 Certified

Part A

Name : Kanishk Sharma

Date of Birth : 19.05.2007

Gender : MALE

Address : GANDHI NAGAR, GULSHAN GROUND, JAMMU (180004)

Language Spoken : HINDI

Provisional Diagnosis : Intellectual disability (MILD)

Associated Condition : Speech problem

Staff Responsible : Shivani Club

Any other information :

MIER COLLEGE OF EDUCATION (Autonomous)

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Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu
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Part B

Skill: Money concept

Base Line:
- Below-average Intelligence
- Lack of Social Skills
- Speech problem
- Have troubleen solving problems.
- Find hard to Remember things

Objective:
- Self-awarness
- To develop knowledge
- Able to identify different coines (1, 2, 5)
- and Notes (10Rs, 20Rs, 50Rs)

Material Used: Worksheet, Flashcards, Artifical playing currency

Procedure: First of all the teacher trainee provide proper sitting in the classroom to make student comfortable.
Then the teacher trainee discuss steps of task with a students.
Teacher trainee firstly ask him to arrange coins and denomination on the ~~task~~ task.
Then the teacher trainee ask student to identify coins and notes. After this teacher will mix all the coins and notes together and Artifical denomination and ask the child to seperate orignal ones. After the student complete this task ask him to overall identifies values of different coins and denomination.

Evaluation: 1 2 3 4 (5) 6 7

Remarks:

Shivani

Signature of the trainee

Signature of IEP Supervisor

JUSTIFICATION OF GOAL

Kanishk is a student of pre-vocational group having age of 17 years. Kanishk is diagnosed with intellectual disability. He was assesed by using MDPS. MDPS consist of Gross motor activities, Fine Motor activities, Meal time activities, Dressing Grooming, Toileting, Receptive language, Expressive language, social interaction, Reading, writing Number, Time, Money, Domestic activities, Community orientation, Recreation-Leisure time activities and vocational Activities.

After his assesment it was found that he lag's in Money area/domain. He facing problem like identifying different denomination.

He is unable to Exchange the Money and he cannot count the change from a purchase because he did'nt have idea about the value of different denomination.

Also he cannot count change from a purchase-

According to his age he should know about Money concept and also their value.

This goal is important for Kanishk because as a student of pre-vocational group he should know about ~~[illegible]~~ Money because later on he will be moved to vocational training where he has to build himself to make him financial independent so firstly he must require the knowledge about money.

The task was selected for Kanishk to improve his money concept skill and also it will help him to future to become independent in financial education terms.

TASK ANALYSIS

TASK ANALYSIS RECORD

Name of the Child: Kanishk Sharma Class Pre-Vocational Age 17 Sex Male

Task Money Concept

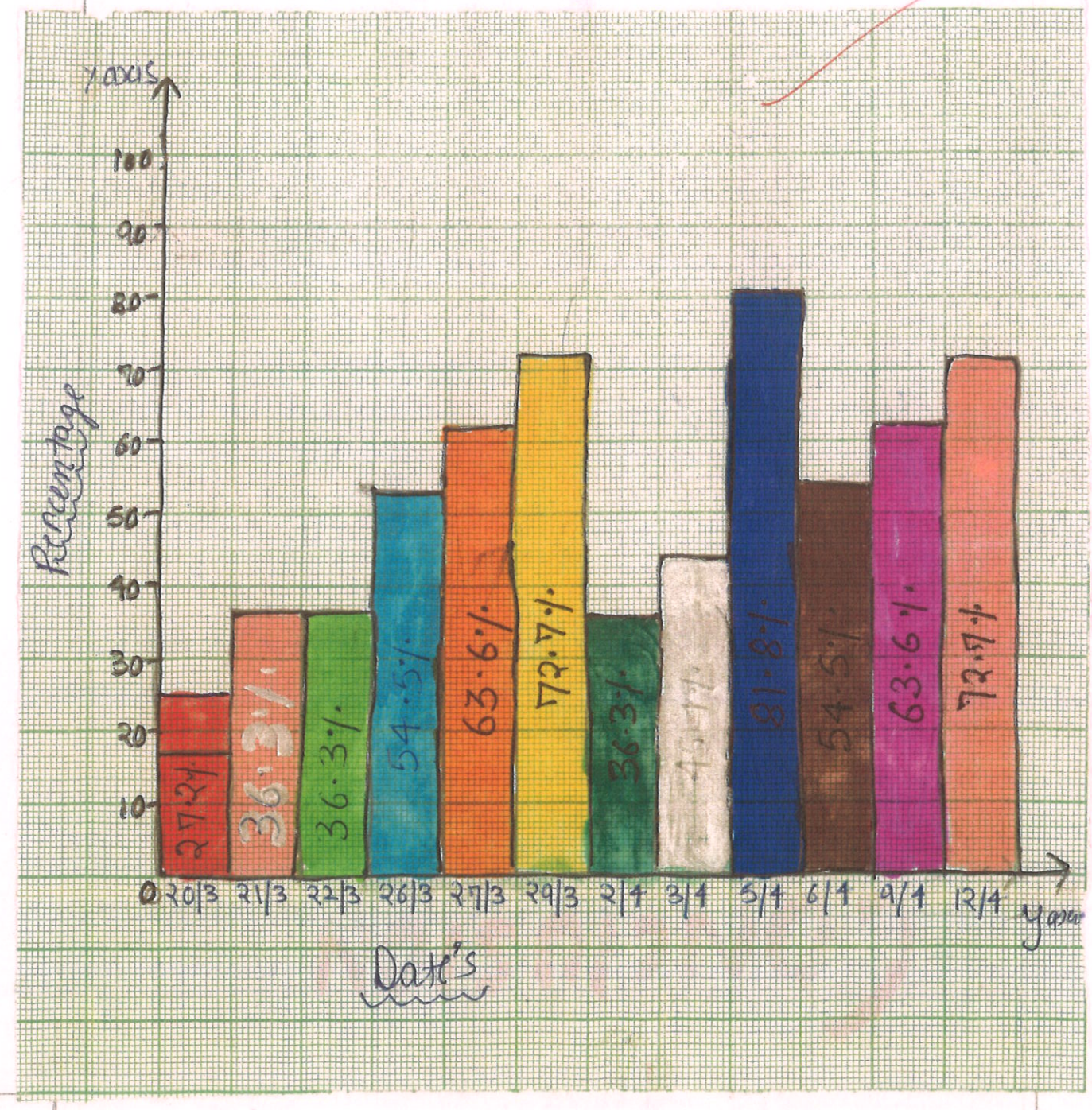
	Tasks	Session	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Date	20/3	21/3	22/3	26/3	27/3	29/3	2/4	3/4	5/4	6/4	9/4	12/4			
1.	Proper Sitting.		+	+	+	+	+	+	+	+	+	+	+	+			
2.	Take out Coins and Currency from the bag.		V.P	V.P	V.P	+	+	+	V.P	V.P	+	+	V.P	+			
3.	Arrangeing currency on the Desk.		P.P	P.P	V.P	V.P	P.P	+	+	+	V.P	V.P	+	V.P			
4.	Identiy coins 1, 2, & 5.		V.P	V.P	V.P	V.P	V.P	+	+	V.P	+	V.P	V.P	V.P			
5.	Identify Notes of Rs10, Rs20 & Rs50.		V.P	+	+	V.P	V.P	C	C	V.P	+	C	C	+			
6.	Match the Real Currency with Artifical Denomination.		V.P	V.P	C	+	+	+	C	V.P	+	+	+	V.P			
7.	Seperate the orignal one from the artifical one.		V.P	V.P	+	+	+	+	V.P	+	+	V.P	+	+			
8.	Keep the same currency together.		+	+	V.P	+	+	+	C	C	C	+	+	+			
9.	Try to buy things with Rupee 5		M	M	M	V.P	V.P	V.P	C	C	+	+	V.P	+			
10.	Count the amount left after buying thing with Rupee 5		V.P	V.P	V.P	V.P	+	C	C	+	+	C	+	+			

11.	Collect the coin and currency and keep back to the bag.	+	+	+	+	+	+	+	+	+	+	+	+			
12.																
13.																
14.																
15.																
No of successive trial		3	4	4	6	7	8	7	6	9	6	7	8			
Percentage		27.27	36.3	36.3	54.5	63.6	72.7	36.3	45.4	81.8	54.5	63.6	72.7			

Key: + -Independent, C-Cues, VP- Verbal Prompt, Gestural Prompt (GP), PP-Physical Prompt, (-) No.

GRAPHICAL REPRESENTATION OF TASK ANALYSIS

Task Analysis



Dak's

EVALUATION REPORT

Kanishk is a 17 years old student, studying in pre-vocational class. Kanishk diagnosed with intellectual disability.

He has a good hold on gross motor, fine motor, real time activities, Receptive language, Expressive language and so on but he lag in money area/Domain.

So the task which was taught to him focus on the Money area of Kanishk.

The task was to identify the value of different Money independently. This task for money area is important for Kanishk because as a student of a pre-vocational group, he should know about the value of different money.

According to his age it is a basic learning for him.

Initally Kanishk was taking intrest in the task.

In this task he is able to re take out the currency out of pouch and arranged on the desk.

After continuosly work and hard practise for 10-12 days he is able to recognize coins and Rupees.

But still sometimes, he required verbal prompt and Modeling.

"People with disabilties
do not need to be fixed
They Need to be Accepted for
Who they Are"

CONCLUSION

IEP is a summary of the student strength, intrest and Need. It is a written plan of action prepared for a student / learner who required modification.

IEP is the great teaching learning process which provide benefits to teacher and the taught.

Thus feeling proud to be part of this programme This is a satisfying experience for me and looking foward in carry this for life.

learner will learn from teacher if he/she is patient, caring, loving and Goal-oriented.

"If a child can't learn
the way we teach, may
be we should teach the
way they learn".

EXPERIENCE

An IEP defines the individualized objectives of a child who has been found with the disability. The IEP describes how the student learn, what teacher service should provide to help the students learn more effectively.

Developing an IEP requires assessing student in all areas. So IEP is a great experience for me. Assesing the students, preparing the student for the Analyzis, Deciding the skill to be taught, preparing the goals and making student to do that goal independently is a great challengable but knowledgeable for me.

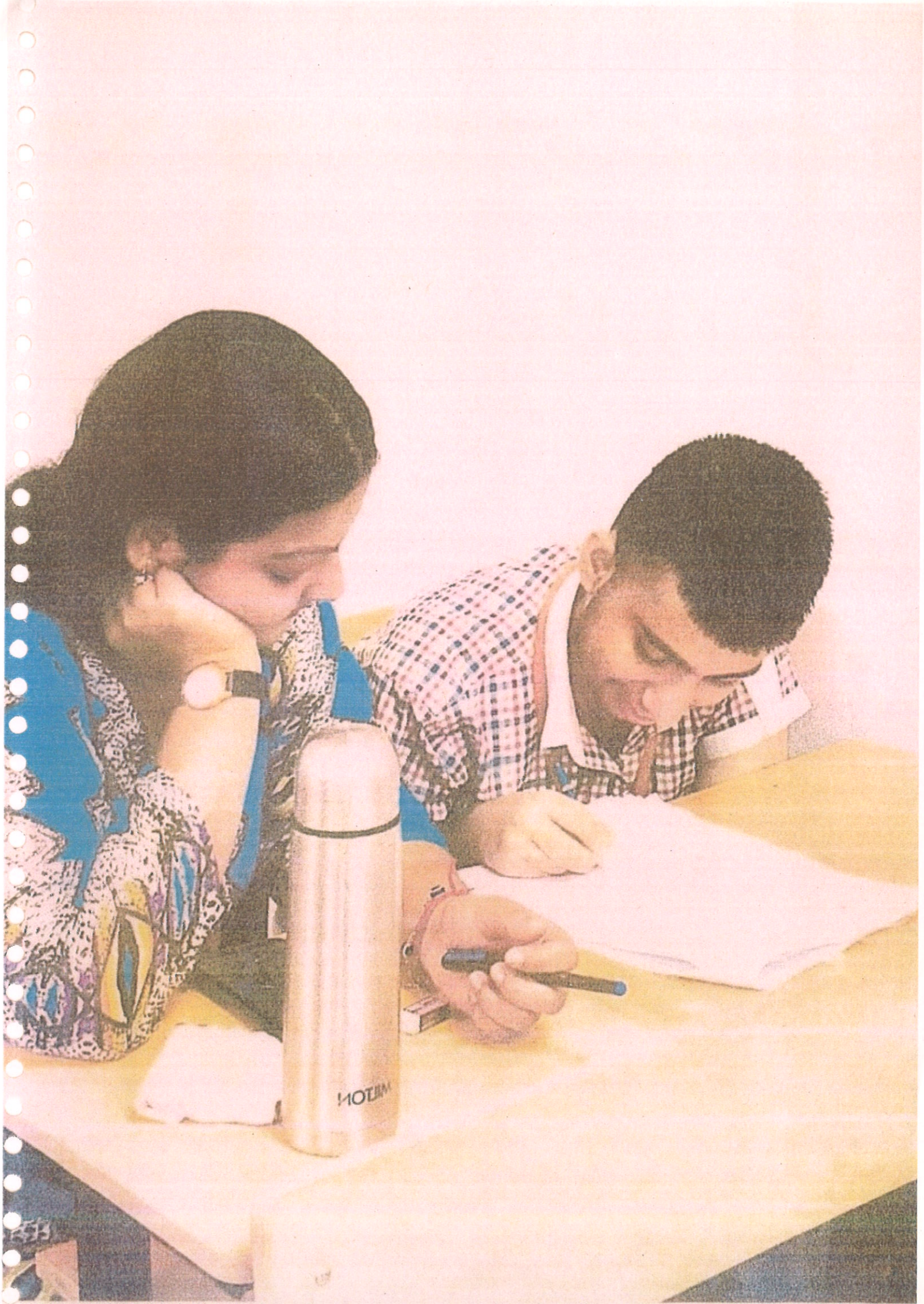
Kanishk is a good student. He is so cooperative in IEP process but in his Money area he has to work hard.

Thus understanding his strengths, weakness his ability and intrest is the great learning experience.

I thank my teacher's and my college to provide me support, opportunity, facilties and guidance to work with child.

My Experience said

Children with disabilties
are like buttrflies
with a broken wing.
They are just as beautifull as
all others, but they
need all help to spread their
wings.



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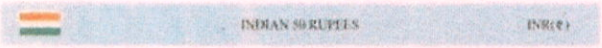

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

4. Identifying Varied student's abilities

CIRCULAR

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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SCHOOL OF EDUCATION

QF: 028A
NO: MCE/SOE/2024/298A
DT: 21/02/2024

CIRCULAR

This is for the information of all the students of B.Ed., Semester-III, Session 2022-24 that an orientation programme is going to be organized on the topic "Different Tools for Assessment" on 22nd and 23rd February, 2024 in Room No. 5 as per the following schedule:

Date	Types of Assessment Tool	Resource Person	Time	Signature
22/02/2024	Framing of Short Answer Questions	Prof. Nishta Rana	11.00 a.m.- 11.40 a.m.	Nishta Rana
22/02/2024	Framing of Long Answer Question	Dr. Bharti Tandon	01.30 p.m.- 02.10 p.m.	Tandon
23/02/2024	Framing of MCQs	Dr. Bindu Dua	11.00 a.m.- 11.40 a.m.	Bindu
23/02/2024	Framing of Questions for Oral Assessment	Dr. Behzad Maqbool	01.30 p.m.- 02.10 p.m.	[illegible]

Nishta Rana
Head
School of Education

Copy to: -

- Principal, MIER College of Education

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

5. Dealing with student diversity in the classroom

SAMPLE LESSON PLANS

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by NAAC with 'A+' Grade)

SESSION 2022-2024

SEMESTER- 3rd

GROUP TEACHING

NAME : SHIVANI CHIB

CLASS : B.Ed. Special Education (ID). Roll No: 2203001

SUPERVISOR: MR. CR JANGRA & MR. BEHZAAD MAQBOOL

INDEX

S.NO	TOPIC	CLASSES	DOMAIN	DATE
1.	SCRIBBLING	Premiary	Curnicular	15.02.24
2.	Identification of fruits	Primary	Curnicular	16.02.24
3.	Match objects with Alphabets	PRIMARY	CURRICULAR	17.02.24
4.	Identify Alphabets	PRIMARY	CURRICULAR	17.02.24
5.	Identify colours (Red/blue)	PRIMARY	CURRICULAR	20.02.24
6.	Hold the ball for 1 Minute	PRIMARY	CO-CURRICULAR	23.02.24
7.	Hand painting	PRIMARY	CO-CURRICULAR	24.02.24
8.	Respond to name	PRIMARY	CO-CURRICULAR	27.02.24
9.	Concept of In/out	PRIMARY	CO-CURRICULAR	27.02.24
10.	Knowledge of kitchen utensils	PRIMARY	CO-CURRICULAR	28.02.24
11.	Concept of big and small	SECONDARY	CURRICULAR	15.02.24
12.	Concept of Right and Left	SECONDARY	CURRICULAR	15.02.24
13.	Knowledge of stationary item	SECONDARY	CURRICULAR	17.02.24
14.	Knowledge of body parts	SECONDARY	CURRICULAR	21.02.24
15.	Identification of flowers	SECONDARY	CURRICULAR	27.02.24
16.	Seperate Dal and Rice	SECONDARY	CO-CURRICULAR	28.02.24

INDEX

S.NO	TOPIC	CLASSES	DOMAIN	DATE
17	Passing the ball	SECONDARY	CURRICULAR	1/03/24
18	Tear and paste paper on shape	SECONDARY	CURRICULAR	4·03·24
19	Paper bag	SECONDARY	CURRICULAR	2·03·24
20	Fork painting	SECONDARY	CURRICULAR	4·03·24
21	Folding bed sheets	PRE-VOCATIONAL	CO-CURRICULAR	5·03·24
22	Make paper ~~bag~~ fan	PRE-VOCATIONAL	CO-CURRICULAR	5·03·24
23	Bodhakomaasana	PRE-VOCATIONAL	CO-CURRICULAR	6·03·24
24	Make paper bag	PRE-VOCATIONAL	CO-CURRICULAR	9·03·24
25	Make Greeting cards	PRE-VOCATIONAL	CO-CURRICULAR	10·03·24
26	Name parts of body	PRE-VOCATIONAL	CURRICULAR	27·03·24
27	Reading of Table 2	PRE-VOCATIONAL	CURRICULAR	2·3·24
28	Knowledge about FIRST AID	PRE-VOCATIONAL	CURRICULAR	3·3·24
29	Plural form	PRE-VOCATIONAL	CURRICULAR	4·3·24
30	Means of Transportation	PRE-VOCATIONAL	CURRICULAR	6·03·24
31.	Conclusion :)	.		

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by the NAAC with grade 'A+1')

B.Ed. Special Education – ID/MR

LESSON PLAN FOR GROUP TEACHING

Name of the School: Model Academy B.C. Road, Jammu **Class:** Secondary

No. of Children: 7 **Age Range** 9-14 **Date:** 15/2/24 **Time Duration** 30 Min **Lesson No:** 11

Name of the Teacher Trainee: Shivani Chib **Roll. No.** 1 **Area / Domain:** Curriculor

General Objective:

- To develop Cognitive Skills.
- To learn and improve Communication.
- To promote understanding.

Specific Objective:

- To make student able to differentiate between big and small.
- To fostering independence.

Current Level:

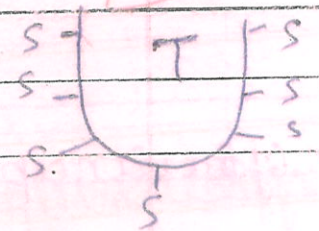
The student of both the group are unware of the concept of big and small.

Specific Objective:

Condition	Persons Affected	Behaviour	Level of Performance	Duration
When asked	Group A Sehaj, Nadishwaar, Bhanu, Ritvik	will be able to sort big and small items	75% Correctly with V.P	30 Minutes
When asked	Group B Anjeevan, Nishant Amayna, Nishant		80% Correctly with P.P & V.P	30 Minutes

Motivation: In order to Motivate the students pupil teacher will say Good Morning to the students and then show them 2 pencils one long and one short.

Classroom Arrangement:



Material Used: Pencile, BOX, Bangles and work sheets

Self Evaluation:

The whole session was excellent. All the students participate in the activities. The student of Group B were required with physical prompt to do the activity but Group A have ~~some~~ done every thing with verbal prompt only.

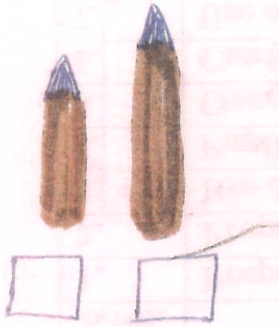
Signature of the Student Trainee Shivani

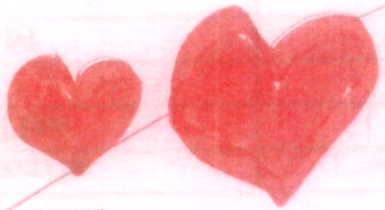
Observer's Remarks:

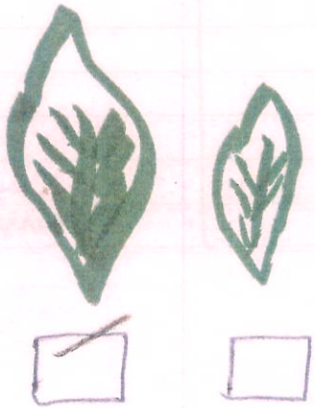
S.No.	Rating of Remarks	Good	Average	Weak
1.	Preparation of Lesson Plan	✓		
2.	Preparation of TLM	✓	+	
3.	Use & Relevance of TLM	✓		
4.	Pupil Participation	✓		
5.	Overall Presentation of the lesson	✓		
6.	Confidence level	✓		
7.	Use of prompts	✓		

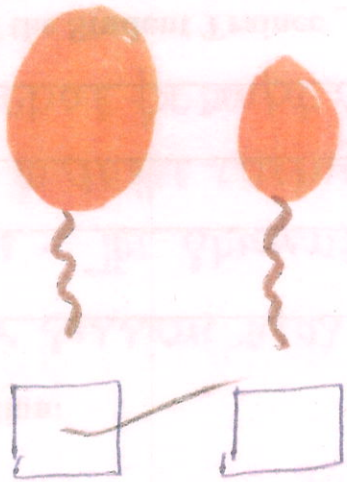
Signature of the Supervisor

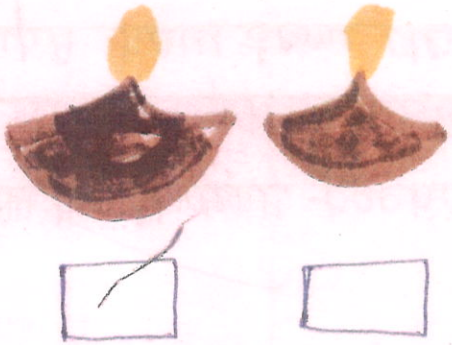
TICK THE BIGGER ONE











INDEX

INDEX

S.No	TOPIC	SUB-	CLASS	DATE
1.	To describe what is happening here	English	1st	20-03-24
2.	To tell a story using given Pictures	English	1st	21-03-24
3.	To read the text and answer the question.	English	1st	22-03-24
4.	To point to the Picture when asked	English	1st	26-03-24
5.	To encircle the letter (in row B, same as in A)	English	1st	27-03-24
6.	Interrogative Words	English	1st	28.03-24
7.	To read the Paragraph.	English	1st	01-04-24
8.	कविता पढ़कर प्रश्नों के उत्तर दें।	Hindi	1st	20-03-24
9.	चित्र देखकर बताएँ उनमें क्या हो रहा है।	Hindi	1st	21-03-24
10.	वस्तु के चित्र देखें और उनके नाम लिखें	Hindi	1st	22-03-24
11.	दिए गए शब्दों में रेखांकित शब्दों को दिखाओ	Hindi	1st	26-03-24

INDEX

S.No	TOPIC	SUBJECT	CLASS	DATE
12	दिए गए शब्द दोहराएँ (बोलकर एंव लिखकर)	Hindi	Ist	27-03-24
13.	Join dots in serial order to complete Picture	Maths	Ist	28-03-24
14.	Circle the number when told to do so	Maths	Ist	01-04-24
15.	Count and write	Maths	Ist	20-03-24
16.	Tick mark (✓) the Picture	Maths	Ist	21-03-24
17.	To identify greater than, lesser than	Maths.	Ist	22-03-24
18.	SHAPES	Maths	Ist	26-03-24
19.	Addition of 2 digit Number.	Maths	Ist	27-03-24
20.	To solve Subtraction of 2 Digit No.	Maths	Ist	28-03-24
21.	Multiplication	Maths.	Ist	01-04-24

LESSON PLAN FOR RESOURCE ROOM TEACHING

Student Name: Ritvik **Class:** Ist **Lesson No:** 02 **Date:** 21-03-24

Subject: English **Topic/Goal:** To tell a story using given pictures.

Specific Objective: • To enhance the vocabulary and general life skills of the student.

• To teach the student association between pictures and real life activities.

Material Used: Pictures, flash cards, worksheet.

Student Teacher Activity	Learner's Activity
• Teacher trainee will wish "Good Morning" to the student.	• Student will reply "Good Morning" to the teacher trainee
• Teacher trainee will ask the	• Student will reply appropriately

Student Teacher Activity	Learner's Activity
students about his daily acti-	to the teacher trainee.
-vities and routine and whether	
they hear a "bed time story".	
• Teacher trainee will say "Good,	• Student will get motivated.
very Good" to the student.	
• Teacher trainee will ask students	• Students will reply appropriately
about his favourite story and if	to the teacher trainee.
he has heared about the story	
of "thirsty crow".	
• Teacher trainee will then	• Students will try to make a
present some pictures / flash cards	story and will take the teacher

Student Teacher Activity	Learner's Activity
to the student and will ask him to tell a story based on these pictures.	trainee's help wherever he requires it.
• Teacher trainee will help the student wherever necessary.	• Student will tell the story.
• Teacher trainee will praise the student with "good", "very good".	• Student will get motivated.
• Teacher trainee will conclude the lesson with "Thankyou".	• Student will reply "Thankyou" ma'am.

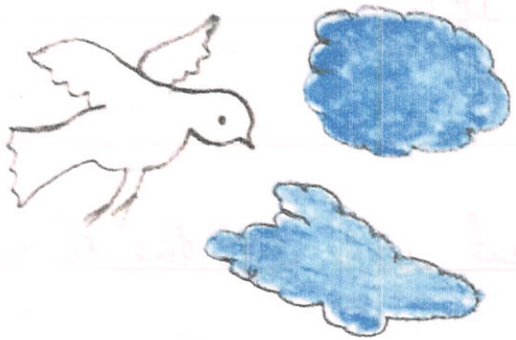
Prathibha
Signature of the Student

Signature of the Supervisor

WORKSHEET

ENGLISH

(a)



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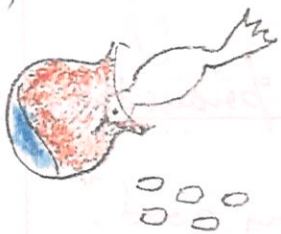

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

6. Visualizing differential learning activities according to student needs

SAME AS POINT NO.
3&5

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

7. Addressing inclusiveness

PROGRAMME SCHEDULE OF INDUCTION CUM ORIENTATION

MIER College of Education (Autonomous)

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Induction Cum Orientation Programme For Students of School of Education

Programme Schedule

Date: Thursday, November 09, 2023 Venue: Sh. HL Gupta Auditorium Time: 9:30 am

Day 2

S.No.	Sequence of Event	Duration
1.	Motivational Talk by Mrs. Rupa Gupta, Joint Director	9:30 am to 9:45 am
2.	Begin with Belief – An Inspirational Interaction by Mr. Vikrant Mahajan	9:45 am to 10:30 am
3.	Digital Initiatives – a. College ERP, Students Email Accounts and Google Classroom by Prof. Mool Raj, Head, Centre for Educational Technology b. PI360 and LinkedIn by Mr. Pranav Gandotra c. Wi-fi Connectivity Mr. Sanjay Chandel	10:30 am to 11:15 am
4.	Session on Grievance & Redressal Mechanism and Anti Ragging and CASH by Ms. Jasleen Mohial, Coordinator IQAC	11:15 am to 11:25 am
5.	Standing Instructions for Students (Uniform, Leave & Attendance etc.) by Prof. Nishta Rana, Dy. HoD, SoE	11:25 am to 11:35 am
6.	Break	11:35 am to 11:50 am
7.	Display Your Talent	11:50 am to 12:30 pm
8.	Orientation regarding Course Curriculum along with Programme and Course Learning Outcomes	12:30 pm to 1:00 pm
9.	Tour of the Institute by Identified Teachers and student representatives	1:00 pm to 1:30 pm

Prof. Adit Gupta
Principal

No.:MIER/632/2023
Date:30/10/2023

Copy to the:

1. Chairperson
2. Joint Director
3. HoD, SoE & SSSH
4. Head, Centre for Educational Technology
5. IQAC

MIER College of Education (Autonomous)

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Induction Cum Orientation Programme For Students of School of Education

Programme Schedule

Date: Wednesday, November 08, 2023 Venue: HL Gupta Auditorium Time: 9:30 am

Day 1

S.No.	Sequence of Event	Duration
1.	Registration and distribution of MCE folders to Students	9:30 am to 10:00 am
2.	Start of the Programme with MCE Video	10:00 am to 10:05 am
3.	Welcome address by Prof. Adit Gupta, Principal	10:05 am to 10:15 am
4.	Blessings by Dr. Renu Gupta, Chairperson	10:15 am to 10:30 am
5.	Introduction of Students (fun-filled manner)	10:30 am to 11:30 am
6.	Break / Photo Session for Social Media	11:30 am to 11:45 am
7.	Sharing of Experiences by Alumni	11:45 am to 12:15 pm
9.	Address by the HoD, School of Education and Introduction of the Staff of the School of Education	12:15 pm to 12:30 pm
10.	Introduction of Centres, Units & Committees –(Video)	12:30 pm to 12:40 pm
11.	Transforming Lives @ MCE by Prof. Adit Gupta, Principal	12:40 pm to 1:00 pm
12.	Refreshment to the Students	1:00 pm

SCHEME

AND

SYLLABUS

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

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SCHEME OF TWO - YEAR B. Ed. PROGRAMME

The B.Ed. Programme shall be of two years duration spread over four semesters.

The scheme of courses for semesters I, II, III and IV for the examinations to be held in Semester-I (December 2020, 2021 and 2022), Semester-II (May,2021, 2022 and 2023), Semester-III (December 2021, 2022 and 2023) and Semester –IV (May, 2022, 2023 and 2024) is as under:

B.Ed.
Semester – I

Course Code	Title	Credits	Maximum Marks		
			External	Internal	Total
Compulsory Courses					
BDE-101	Childhood and Growing up	04	60	40	100
BDE-102	Philosophical and Sociological Perspectives in Education	04	60	40	100
BDE-103	Learning and Teaching	04	60	40	100
BDE-104	Contemporary India and Education	04	60	40	100
BDE-105	Methodology of Teaching	04	60	40	100
BDE-106	Drama and Art in Education	02	-	50	50
BDE-107	Pre-Internship (Two weeks) –I	02	-	50	50
TOTAL		**24**	**300**	**300**	**600**

B. Ed.
Semester – II

Course Code	Title		Credits	Maximum Marks		
				External	Internal	Total
BDE-201	Knowledge and Curriculum		04	60	40	100
BDE-202	Assessment for Learning		04	60	40	100
BDE-203	Understanding Disciplines and Subjects		02	30	20	50
BDE-204	Critical Understanding of ICT in Education (Theory)		02	30	20	50
BDE-205	Critical Understanding of ICT in Education (Practical)		02	-	50	50
BDE-206	Pre-internship (Two weeks) - II		02	-	50	50
PEDAGOGY SUBJECTS FOR GRADUATES STUDENTS (Opt any two Pedagogy Subjects Selecting not more than ONE from the Group I, II & III						
BDE-207	Pedagogy of Science - I	Group-I	04	60	40	100
BDE-208	Pedagogy of Physical Science - I		04	60	40	100
BDE-209	Pedagogy of Biological Science – I		04	60	40	100
BDE-210	Pedagogy of Social Science - I		04	60	40	100
BDE-211	Pedagogy of English - I	Group-II	04	60	40	100
BDE-212	Pedagogy of Hindi - I		04	60	40	100
BDE-213	Pedagogy of Urdu - I		04	60	40	100
BDE-214	Pedagogy of Dogri - I		04	60	40	100
BDE-215	Pedagogy of Punjabi - I		04	60	40	100
BDE-216	Pedagogy of Mathematics - I	Group-III	04	60	40	100

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SCHEME OF TWO YEAR B.Ed. Spl. Education (ID)

The B.Ed. Spl. Education Programme shall be of two years duration spread over four semesters.

The detail of the courses for semesters – I, II, III & IV for the examinations to be held in Semester –I (December, 2019). Semester – II (May. 2020), Semester – III (December, 2020) and Semester – IV (May, 2021) are as under:-

B.Ed. Spl. Eduation (ID)

Semester – I (December, 2019)

Compulsory Courses							
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Core Courses	A1	101	Human Growth & Development	4	40	60	100
	A2	102	Contemporary India and Education	4	40	60	100
Cross Disability & Inclusive Education Courses	B7	103	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	20	30	50
	B8	104	Introduction to Neuro-Developmental Disabilities (LD, ID/ MR, ASD)	2	20	30	50
	B9	105	Introduction to Loco-motor & Multiple Disabilities (Deaf Blind, CP, MD)	2	20	30	50
Disability Specialization Courses	C12	106	Assessment and Identification of Needs	4	40	60	100
Practical	E1	107	Cross Disability & Inclusion	2	25	25	50
			Total	**20**	**205**	**295**	**500**

Semester – II (May, 2020)

Compulsory Courses							
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Core Courses	A3	201	Learning, Teaching and Assessment	4	40	60	100
			Elective Courses				
	A4	202	Pedagogy of School Subjects (ANY ONE from Sci/S.St/Maths)	4	40	60	100
	A5	203	Pedagogy of School Subjects (ANY ONE from Hindi/English)	4	40	60	100
Compulsory Courses							
Cross Disability & Inclusive Education Courses	B6	204	Inclusive Education	2	20	30	50
Disability Specialization Courses	C13	205	Curriculum Designing, Adaptation and Evaluation	4	40	60	100
Practical	E2	206	Practical: Disability Specialization	2	20	30	50
			Total	**20**	**200**	**300**	**500**

Semester – III (December, 2020)

Compulsory Courses							
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Disability Specialization Courses	C14	301	Educational Intervention and Teaching Strategies	4	40	60	100
	C15	302	Technology and Disability	4	40	60	100
	C16	303	Psycho Social and Family Issues	2	20	30	50
Enhancing Professional Competencies (EPC)	D17	304	Reading and Reflecting on Texts	2	20	30	50
	D18	305	Drama and Art in Education	2	20	30	50
Field Engagement/ School Internship	F1	306	Main Disability Special School	4	50	50	100
Practical	E2	307	Practical Disability Specialization	4	50	50	100
			Total	**22**	**240**	**310**	**550**

M.Ed.
Semester – III
AREA OF SPECIALISATION

(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION OR SECONDARY AND HIGHER SECONDARY EDUCATION)

GROUP- A: ELEMENTARY EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
MED-301	Elementary Education : Institutions, Systems and Structures	2	30	20	50
MED–302	Elementary Education : Status, Issues and Concerns	2	30	20	50
MED–303	Elementary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

OR

GROUP-B: SECONDARY AND HIGHER SECONDARY EDUCATION

Course Code	Title	Credits	Maximum Marks		
			Ext.	Int.	Total
MED-304	Secondary and Higher Secondary Education : Institutions, Systems and Structures	2	30	20	50
MED-305	Secondary and Higher Secondary Education : Status, Issues and Concerns	2	30	20	50
MED-306	Secondary and Higher Secondary Education : Curriculum, Pedagogy and Assessment	4	60	40	100

COMPULSORY COURSES:

MED–307	Educational Testing and Evaluation	4	60	40	100
MED–308	Expository and Academic Writing	2	-	50	50
MED-309	Internship - II	4	-	100	100
MED-310	Dissertation (Review of Literature and Data Collection)	2	-	50	50

INTERDISCIPLINARY COURSES [Select any one from MED-311 to MED-314)

MED-311	Fundamentals of Information Technology	4	60	40	100
MED-312	Technology and Social Media	4	60	40	100
MED-313	Professional Growth and Communication	4	60	40	100
MED-314	Organisational Behaviour	4	60	40	100
Total		**24**	**240**	**360**	**600**

MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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B.Ed.

SEMESTER-I

(For the examination to be held in December, 2020, 2021 and 2022)

CONTEMPORARY INDIA AND EDUCATION

Course Code	:	**BDE-104**	**Total Marks**	:	**100**
Credits	:	**04**	**External Marks**	:	**60**
Course Type	:	**Compulsory**	**Internal Marks**	:	**40**

A. OBJECTIVES

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

- *explain the Fundamental Rights and Duties enshrined in the India*
- *differentiate between Fundamental Rights and Directive Principles of the State Policy*
- *analyse the role of educational system in the context of modern ethos*
- *develop an understanding of the concept of diversity*
- *describe the policies, acts and provisions related to education*
- *develop an understanding of the trends, issues, and challenges faced by the contemporary Indian education in global context*
- *explain the role of teacher and community in universalisation of school education*

B. COURSE CONTENT

UNIT – 1

The Indian Constitution

1.1. Indian Constitution: Fundamental Rights and Duties enriched in the Indian Constitution

1.2. Directive Principles of State Policy in the Indian Constitution: Aims and amendments Difference between Fundamental Rights and Directive Principles of the State Policy

1.3. Major Constitutional Provisions regarding Education in India

UNIT-2

Diversity in India

2.1. Diversity in India: Concept and nature; Types of Diversity: Gender, linguistic, cultural, socio-economic, geographical and disability

2.2. Policies, acts and provisions related to Education with special reference to caste, class, tribes, religion and gender

2.3 Emerging trends in the interface between political process and education; economic developments and education; Concept of Common School System and National System of Education

UNIT - 3

Universalisation of School Education

3.1. Universalization of School Education, Right to Education and Universal Access, role of teacher and community in the context of Universalization of School Education

3.2. Vocationalisation of Secondary Education: Its Need, Implications and Problems of Vocationalisation of Secondary Education in India and their solutions; Skill India: Concept, Objectives and issues

3.3. Open and Distance Learning: Concept, features and needs/ importance, growth of open universities; Modes of imparting distance education (Correspondence Courses, Open Universities and Massive Open Online Courses)

UNIT - 4

National Commissions and Policies on Education

4.1. National Commissions and Policies of Education in India: Indian Education Commission (1964-66), National Policy on Education (NPE 1986), Programme of Action (POA 1992) and National Policy on Education (2020)

4.2. National Curriculum Framework (2005): Need and importance

4.3. Programmes and Schemes: Inclusive Education for Disabled at Secondary Stage (IEDSS 2009) Sarva Shiksha Abhiyan (SSA 2000), Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009), Samagra Shiksha Scheme 2018; The Rights of Persons with Disabilities Act, 2016

C. TRANSACTIONAL STRATEGIES

Lecture-cum-discussion, Interactive group discussion, Guided self study, Google classroom

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The detail of the courses for semesters – I, II, III & IV for the examinations to be held in Semester –I (December, 2019). Semester – II (May. 2020), Semester – III (December, 2020) and Semester – IV (May, 2021) are as under:-

B.Ed. Spl. Eduation (ID)

Semester – I (December, 2019)

Compulsory Courses							
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Core Courses	A1	101	Human Growth & Development	4	40	60	100
	A2	102	Contemporary India and Education	4	40	60	100
Cross Disability & Inclusive Education Courses	B7	103	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	20	30	50
	B8	104	Introduction to Neuro-Developmental Disabilities (LD, ID/ MR, ASD)	2	20	30	50
	B9	105	Introduction to Loco-motor & Multiple Disabilities (Deaf Blind, CP, MD)	2	20	30	50
Disability Specialization Courses	C12	106	Assessment and Identification of Needs	4	40	60	100
Practical	E1	107	Cross Disability & Inclusion	2	25	25	50
			Total	**20**	**205**	**295**	**500**

Semester – II (May, 2020)

Compulsory Courses							
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Core Courses	A3	201	Learning, Teaching and Assessment	4	40	60	100
	Elective Courses						
	A4	202	Pedagogy of School Subjects (ANY ONE from Sci/S.St/Maths)	4	40	60	100
	A5	203	Pedagogy of School Subjects (ANY ONE from Hindi/English)	4	40	60	100
Compulsory Courses							
Cross Disability & Inclusive Education Courses	B6	204	Inclusive Education	2	20	30	50
Disability Specialization Courses	C13	205	Curriculum Designing, Adaptation and Evaluation	4	40	60	100
Practical	E2	206	Practical: Disability Specialization	2	20	30	50
			Total	**20**	**200**	**300**	**500**

Semester – III (December, 2020)

Compulsory Courses							
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Disability Specialization Courses	C14	301	Educational Intervention and Teaching Strategies	4	40	60	100
	C15	302	Technology and Disability	4	40	60	100
	C16	303	Psycho Social and Family Issues	2	20	30	50
Enhancing Professional Competencies (EPC)	D17	304	Reading and Reflecting on Texts	2	20	30	50
	D18	305	Drama and Art in Education	2	20	30	50
Field Engagement/ School Internship	F1	306	Main Disability Special School	4	50	50	100
Practical	E2	307	Practical Disability Specialization	4	50	50	100
			Total	**22**	**240**	**310**	**550**

Semester – IV (May, 2021)

Elective Courses							
Area	**RCI Code**	**MIER Course Code**	**Course title**	**Credits**	**Internal Marks**	**External Marks**	**Total Marks**
Cross Disability & Inclusive Education Courses	B10	401	Skill based Optional Course (Cross Disability and Inclusion) ANY ONE: A) Guidance and Counselling B) Early Childhood Care & Education. C) Applied Behavioural Analysis D) Community Based Rehabilitation E) Application of ICT in Classroom F) Gender and Disability	2	20	30	50
	B11	402	Skill based Optional Course (Specialization Disability) ANY ONE : A) Management of Learning Disability B) Vocational Rehabilitation & Transition to Job Placement	2	20	30	50
Compulsory Courses							
Enhancing Professional Competencies (EPC)	D19	403	Basic Research & Basic Statistic (EPC)	2	20	30	50
Practical	E1	404	Practical: Cross Disability & Inclusion	4	50	50	100
Field Engagement/ School Internship	F2	405	Other Disability Special School (Area B)	4	50	50	100
	F3	406	Inclusive School (Area B & C)	4	50	50	100
			Total	**18**	**210**	**240**	**450**
			Grand Total	**80**	**855**	**1145**	**2000**

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B.Ed.

SEMESTER-IV

(For the examination to be held in May, 2022, 2023 and 2024)

CREATING AN INCLUSIVE SCHOOL

Course Code	:	**BDE-401**	**Total Marks**	:	**50**
Credits	:	**02**	**External Marks**	:	**30**
Course Type	:	**Compulsory**	**Internal Marks**	:	**20**

A. OBJECTIVES

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

- *understand the concept of disability*
- *identify the different types of children with special needs (CWSN)*
- *acquire knowledge about the provisions made for CWSN under SSA and RTE Act, 2009*
- *understand different pedagogical and assessment techniques for inclusion of CWSN*
- *develop skills for the creation of disable-friendly environment and inclusive culture in the schools*
- *design and apply remedial instruction procedures for enhancing learning among children with special needs (CWSN)*

B. COURSE CONTENT

UNIT-1

Disability and Inclusion in Education

1.1. Disability: Concept and nature; Disabled children – Types, characteristics and their identification

1.2. Inclusion in Education: Meaning, need, scope and advantages

UNIT-2

Constitutional Provisions for Inclusion in Education

2.1. Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education (2009); Infrastructural facilities required for inclusion in schools; Resource Room – Concept and equipment / material required

2.2. Approaches/Models to Inclusion: Full inclusion and partial inclusion; Models of inclusion – Consultant Model, Three-Dimensional (3D) Model of inclusion; Ways of ensuring community and parents' participation in establishing inclusive schools

UNIT-3

Pedagogical and Assessment Approaches

3.1. Pedagogical Approaches for Children with Special Needs (CWSN): Curriculum adaptation, Activity-based Learning, Developing/Using specially designed resource materials, Collaborative and Co-operative Learning

3.2. Assessment Approaches for CWSN: Observation, continuous and comprehensive assessment (Formative and diagnostic assessment); Assessment of group and collaborative Learning; Role of school head and teachers in evolving inclusive practices

C. TRANSACTIONAL STRATEGIES

Lecturer, Lecture-cum-discussion. Group discussion, Google classroom

D. PRACTICUM-Cum-SESSIONAL WORK

The student-teachers may undertake any one of the following activities:

1. Visit to special school of any one disability and an inclusive school and submit observation report highlighting pedagogical practices
2. Prepare a checklist for accessibility in mainstream schools for children with disabilities
3. Design a poster on inclusive education
4. Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy
5. Any other approved activity of relevance

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Recognised by the UGC under Section 2(f) & 12(B). Accredited by NAAC with „A+" Grade

SCHEME OF TWO -YEAR M. Ed. SPECIAL EDUCATION(ID) PROGRAMME

The M.Ed. Special Education(ID) Programme shall be of two years' duration spread over four semesters. The scheme of courses for semesters I, II, III and IV.

SEMESTER-WISE STRUCTURE

SEMESTER -I

RCI CODE	MIER COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
A1	MID-101	Developments in Education and Special Education	4	60	40	100
A2	MID-102	Psychology of Development and Learning	4	60	40	100
B8	MID-103	Identification, Assessment and Needs of Children with Intellectual Disability	4	60	40	100
B9	MID-104	Curriculum and Teaching Strategies for Children With Intellectual Disability	4	60	40	100
E1	MID-105	Teaching Practice	4	-	100	100
		TOTAL	**20**	240	260	**500**

SEMESTER II

RCI CODE	MIER COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
A3	MID-201	Research Methodology and Statistics	4	60	40	100
A4	MID-202	Curriculum Design and Development	4	60	40	100
A5	MID-203	Inclusive Education	4	60	40	100
B11	MID-204	Therapeutics and Assistive Devices	4	60	40	100
D	MID-205	Dissertation-I (Formulation of Research Proposal, Introduction Chapter and Review of Related Literature)	4	-	100	100
E2	MID-206	Preparation & Administration of Teacher Made Test (TMT)	4	-	100	100
		TOTAL	**24**	240	360	**600**

SEMESTER III

RCI CODE	MIER COURS ECODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
A6	MID-301	Perspectives in Teacher Education – In-service & Pre-service	4	60	40	100
A7	MID-302	Educational Evaluation	4	60	40	100
B10	MID-303	Adulthood and Family Issues	4	60	40	100
D	MID-304	Dissertation-II (Research Methodology, Tool Development, Data Collection and Data Analysis)	4	-	100	100
F1	MID-305	Field Engagement/ Internship	4	-	100	100
		TOTAL	**20**	180	320	**500**

SEMESTER IV

RCI CODE	MIER COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL MARKS
		ELECTIVE COURSES (Any one)				
C12	MID-401	Educational Management	4	60	40	100
C13	MID-402	Educational Technology	4	60	40	100
C14	MID-403	Guidance and Counselling	4	60	40	100
D	MID-404	Dissertation-III (Submission, Evaluation, Presentation & Viva Voce)	8	200	-	200
F2	MID-405	Field Engagement / Internship	4	50	50	100
		TOTAL	**16**	310	90	**400**

	Semesters				Total
	I	II	III	IV	
Course Credits	**20**	**24**	**20**	**16**	**80**
Maximum Marks	**500**	**600**	**500**	**400**	**2000**

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

8. Assessing Student Learning

SAMPLE

OF

QUESTION PAPERS

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UG Department/B.Ed.

INTERNSHIP

SEMESTER-IV

SESSION: 2021 - 23

Name: Muskaan Adlakha

Roll No. 2102006

Class: B.Ed. (Sem.- IV th)

Group No. 6

Group Supervisor: Mrs. Arpana Koul

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INTERNSHIP RECORD
U.G. DEPARTMENT

NAME Muskaan Aduakha

PROGRAMME B.Ed

SEMESTER IVth

SESSION 2021-23

SECTION A

ENROLMENT NO. 2102006

NAME OF THE PRACTISING SCHOOL

Model Academy School

STUDENT TEACHER
(Signature)

SUPERVISOR
(Signature)

INDEX

XI..

FRAMING OF QUESTION PAPERS

INTRODUCTION

The teacher, the parents and even the students are eager to know to what extent their efforts have been fruitful and for this formal and informal tests are most commonly used for assessment by teachers, administrators and guidance counselors.

GUIDELINES

i) A Question Paper (written test) should contain a combination of essay type, structured questions, short answer type and very short answer type objective questions and the weightage should be decided before hand;

ii) Questions asked should be strictly according to the syllabus prescribed;

iii) The Questions should be spread over the entire syllabus.

iv) Simple and clear language should be used to frame the Questions.

v) Questions which require similar answers/concepts should not be repeated.

vi) A key for the short answer type and objective type questions should be made;

vii) Put questions which call for the exercise of various mental functions i.e., knowledge, skill, understanding, creativity and application.

viii) Difficulty level of the Questions should be such that maximum children are able to attempt the Questions;

ix) Questions having internal choice should be of the same difficulty level.

x) Break up of marks should be specified in the Question paper;

Question Paper

Examination. Unit-II. Year. 2023.. Max. Marks .....30..... Class...8th.....

Subject Mathematics..... Paper. Mathematics

Time Allowed 1 hour...

Note

.....

.....All...questions...are...compulsory.....

.....

.....

Contd.

Time allotted : 1 hour

Class : 8th

SAMPLE QUESTION PAPER

Marks 30

Section A (5×1 = 5)

Q1. Fill in the blanks:

(i) The ratio 3:4 expressed as percentage is

(ii) The sum of ab-bc, bc-ca and ca+ab is

(iii) Square root of 16×9 is

(iv) The power of notation of -27/64 is

(v) 17350 expressed in scientific notation is

Section B (2×4 = 8)

Q2. Find cube root of $\frac{25 \times 27 \times 25 \times 8}{216 \times 5}$

Q3. Factorise : $ax - bx + ay - by$

Q4. Verify Euler's formula for a hexagonal prism

Q5. Find p if :

$$(-2)^{13} \div (-2)^{11} = (-2)^{2p}$$

Section C (4×2 = 8)

Q6. Simplify : $\frac{2^2 \times 3^3 \times 7^3}{27 \times 4^{-2} \times 49}$

Q7. Factorise :

$$a^4 - 2a^2b^2 + b^4$$

Section D (4.5×2 = 9)

Q8. An unbiased dice is thrown what's the probability of getting

(i) an odd number

(ii) multiple of 3

(iii) a number greater than 4

Q9. In how many years will Rs. 6250 amount to Rs. 7290 at 8% per annum compounded anually?

Date 25.8.23 Checked by Moderator Barbie ..... Signature of Paper Setter Muskaan .....

Name Barbie..... Name Muskaan.....

Arpana

SUPERVISOR
(Signature)

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SCHOOL OF EDUCATION

REFLECTIVE JOURNAL

ON

INTERNSHIP

M.Ed. Semester-II

(Session 2022-24)

NAME: Sandeep Kour

ROLL NO: 2201012

EVALUATION SHEET

INTERNSHIP (MED-205)

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	20
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	15
6.	Writing a reflective journal on activities carried out during the Internship	15	10
	Total	**100**	78

Signature of Supervisors

1. _____ 2. _____

3. _____

Head of the Department

LIST OF CONTENTS

INTERNSHIP (MED-205)

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OBSERVATION LESSON
(For Peer Groups)

Observation Lesson No.: 01
Name of the Intern/ Teacher: Amanpreet kaur
Class: B.ED Subject: Assessment for learning
Topic: Quantitative tools of Assessment Date: 04-10-23

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:
- Asked Motivational Question to check Students previous knowledge about the topic
- Cited good example.
- Engaged student actively in lecture
- Concluded topic with the help of Students

Sandeep
Signature of the Student Observer
Name: Sandeep
Roll No.: 2201012

Brandon
Signature of the Supervisor

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OBSERVATION LESSON
(For Peer Groups)

Observation Lesson No.: 03
Name of the Intern/ Teacher: Dhawani Sharma
Class: B.ED Subject:
Topic: Meaning, nature & Importance of Education Date: 06-10-13

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:
- Confidentially approached various questions in the lesson
- Good use of chalk board summary
- Concluded topic effectively.

Sandeep
Signature of the Student Observer

Pandour
Signature of the Supervisor

Name: Sandeep kour
Roll No.: 22010/2

B.Ed. Semester-2ND Examination

ASSESSMENT FOR LEARNING

Course Code: BDE-202

Time Allowed : Hours *Maximum Marks : 60*

Minimum Marks : 24

Note: *Attempt five questions in all. Question No. 1 is compulsory. Attempt other four questions, selecting one question from each unit. Each question carries 12 marks.*

1. Write notes of 100 words on each of the following :

a) Meaning of Evaluation

b) Explain scale of measurement.

c) Diagnostic Tests

d) Advantages of credit system

UNIT-I

2) Explain in brief different types of evaluation.

3) Explain various purpose of evaluation.

UNIT-II

4) Elucidate different Scales of measurement.

5) Throw light on role of teacher as a facilitator in assessment for learning.

UNIT-III

6) Elaborate different types of its along with their advantages and disadvantages.

7) Differentiate between referenced and Criterion Test.

UNIT – IV

8) Elucidate different mode of examination along with their merits and demerits.

9) Explain Qualitative Tools of Evaluation.

89

B.Ed. Semester-1st Examination
CHILDHOOD AND GROWINGUP
Course Code: BDE-101

Time Allowed :3 Hours

Maximum Marks : 60
Minimum Marks : 24

Note: *Attempt five questions in all. Question No. 1 is compulsory. Attempt other four questions, selecting one question from each unit. Each question carries 12 marks.*

1. Describe the following in about 50-75 words each:

   a) Characteristics of adolescence
   b) Meaning of development
   c) Educational implication of Psycho-Analytic Theory of Development
   d) Meaning of socialization

UNIT – 1

2.Briefly explain different stages and characteristics of human development. (12)

3. Adolescence is a stage of 'Stress and Storm'. Elaborate with examples. (12)

UNIT – 2

4. Discuss the Clinical Study Method of studying a child behaviour. Give its merits and demerits. (8,4)

5. Explain Anecdotal records , a method of data collection with its merits &

an

(8,4)

7. Explain Erickson's Psycho-social Theory of Development and its educational implications .(8,4)

UNIT – 4

8. Describe the impact of 'School culture' and 'Relationship with the Teacher' on the school achievement of children. (12)

9. Illustrate different relationship with peers.

OBSERVATION LESSONS

QF: 036A

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SCHOOL INTERNSHIP – I
(Duration – 7 weeks)

COURSE CODE : BDE-305

SEMESTER ...IIIrd...

SESSION ...2022 - 2024...

NAME: ...Shriya Shan...

ROLL NO: ...2202015...

SECTION: ...A...

GROUP NO: ...6...

GROUP SUPERVISOR: ...Mrs. Jyoti Sharma...

QF: 036A

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SCHOOL INTERNSHIP – I

SEMESTER ...III rd...

SESSION ...2022 - 2024...

INDEX PAGE

Group Supervisor

HOD

OBSERVATION LESSON

Observation Lesson No 6

Name of the Teacher Aroosa Butt

Class 6th Subject English (Poetry)

Topic The Kite

Observer's Remarks :

① Confidence of the pupil teacher was good.
② The pupil teacher was audible and clear
③ The recitation of the poetry was very good
④ The P.T. should use instructional aids in an appropr time.
⑤ The P.T. should improve B.B. summary
⑥ Involvement of the student should be more

RATING

S.No.	RATING	V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
1.	Preparation of Lesson Plan	✓				
2.	Preparation of Instructional aids		✓			
3.	Delivery of Lesson : Presentation		✓			
	Confidence	H.C*	C ✓	A	L.C.	LEAST C
	Understanding		✓			
	Chalk board writing			✓		
4.	Relevance and use of instructional aids at appropriate time			✓		
5.	Pupil participation	✓				
6.	Closing of the lesson	✓				
7.	Pupil comprehension	✓				
8.	Any other (specify)	✓				

C - HIGHLY CONFIDENT, C-CONFIDENT, A - AVERAGE, L.C. - LESS CONFIDENT,

Countersigned by Supervisor

OBSERVATION LESSON

Observation Lesson No. 10

Name of the Teacher Simran Kumari

Class 6th Subject English (Poetry)

Topic A House, A Home.

Observer's Remarks :

1. The preparation of the lesson plan was good.
2. The voice was clearly audible
3. The pupil teacher was confident when she delivered the lesson
4. The pupil teacher develops the good B.B. summary.
5. Involvement of the students should be more
6. Preparation of the teaching aid was good but not used at appropriate time.

RATING

S.No.	RATING	V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
1.	Preparation of Lesson Plan		✓			
2.	Preparation of Instructional aids			✓		
3.	Delivery of Lesson : Presentation		✓			
	Confidence	H.C*	C ✓	A	L.C.	LEAST C
	Understanding		✓			
	Chalk board writing		✓			
4.	Relevance and use of instructional aids at appropriate time			✓		
5.	Pupil participation		✓			
6.	Closing of the lesson		✓			
7.	Pupil comprehension		✓			
8.	Any other (specify)			✓		

.C - HIGHLY CONFIDENT, C-CONFIDENT, A - AVERAGE, L.C. - LESS CONFIDENT,

Countersigned by Supervisor

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

9. Mobilizing relevant and varies learning resources

NIL

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

10. Evolving ICT based learning situations

SAMPLE LESSON PLANS

ICT

Lesson No. 01.

A. IDENTIFICATION DATA

Name of the Pupil Teacher SHIVALI SINGH Roll No. 2102005

School SIMULATED TEACHING (MIER)

Class 7TH Section Subject SCIENCE (CHEMISTRY)

Topic CHANGES AROUND US

Sub-Topic PHYSICAL CHANGE

Time duration 35-40 MINUTES Date 26/05/2023

B. INPUT

B.1 TEACHING PONTS

1. Concept of physical change
2. Examples of physical change.
3. Properties of physical change.

B.2 OBJECTIVES OF THE LESSON

(i) To develop the scientific attitude, critical thinking among the students.

(ii) To acquaint the students with the concept of physical change

(iii) To enable the students to apply knowledge of science in the daily life.

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBOs)

(i) The students will be able to recall the concept of the physical change (knowledge).

(ii) The student will be able to cite examples of physical change (understanding).

(iii) The student will be able to analyse the problems of physical change (creativity)

B.4 TEACHING AIDS

(i) Usual classroom apparatus

(ii) A power point presentation showing various types of physical change.

C. PROCESS

C.1 MOTIVATION

Pupil teacher ask questions:

Question 01: where your teacher write in the classroom?

Answer: Teacher write's on blackboard in the classroom.

Question 02: which material is used to write in blackboard?

Answer: Chalk is used to write in blackboard.

Question 03: what happens, if you dissolve sugar in water?

Answer: Sugar will completely dissolved in water.

Question 04: what happens when you break the chalk in two parts?

Answer: It will break into two parts.

Question 05: Now try to crush it and dry the powdered observe what will happen?

Answer: It will change its shape.

C.2 ANNOUNCEMENT OF THE TOPIC

Yes, So students today we will study about a change around us ie, "Physical change".

C.3 PRESENTATION

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher ask" Students what will happen when you cut the paper in small pieces?	Student listen carefully	Topic: "PHYSICAL CHANGES"
	Size of the paper reduced.	

Teacher's Activities	Student's Activities	B.B. Summary
Yes, the size of paper reduced. So, students physical change is a change in which no new substance form.		
Pupil teacher further tells that physical change do not change the kind of matter or the composition of matter of an object is made up of but alter the form of object.	Student listen carefully	Physical change - Composition of matter does not change. - No new substances formed.
Pupil teacher shows a picture through power point presentation and explain the physical change with the help of picture of cutting of paper into pieces. if you tut the paper into pieces you can see that the size of paper is reduced but no new substance is formed. This is called physical change.	Students see the power point presentation carefully.	

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher show the 2nd example of physical change with the help of slide no2	Students see the slide 2 of power point presentation carefully	
Slide no: 02. Breaking the pencil into two piece : P.T explains that here also the composition of pencil does not change only the size of pencil reduced.	Students listen carefully	Breaking the pencil into two parts
Slide 03 : P.T will show slide no. 3 give more examples of physical changes and ask pupil's to write down the answers on their notebooks.	Students open their notebook and notedown the answers.	

		Physical change	Yes/No
(i) Making of Juices	Yes, it is physical change.	1. making of juice	Yes
(ii) Burning of wood	No, it is not a physical change.	2. Burning of wood	No
(iii) Heating of the iron bladde	Yes, it is a physic-al change.	3. Heating of iron bladde	Yes
(iv) Cutting of wood	Yes, it is a physical change.	4. Digestion of food	No
(v) Digestion of food	No, it is a physical change.		

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher show the slide no 04 to students to further, explains the properties of physical change through power point presentation.	Students see the slides of power point presentation carefully.	
		Properties of physical changes
Slide 04 : Properties of Physical changes	Students see these properties through power point presentation	1. Physical changes cannot formed a new substance.
1. Physical changes cannot formed a new substance.		2. Physical change is irreversible
Example : freezing of water, cutting of paper		3. Physical change changes the shape, size, state and colour of substance
2. Slide 05 : Physical change is irreversible		
Example : Melting of ice.		
3. Physical change changes the shape, size, state and colour of substances.		
Example : Cutting of paper, where shape of paper is reduced.		

C.4 CLOSURE/GENERALIZATION

So, students today we have studied about a changes around us ie, Physical change, it's example and properties of physical change 1. No new substance is formed.
2. Irreversible in nature.
3. Change in shape, colour, size, state of substances.

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLOs)/EVALUATION/APPLICATION

1. classify the changes involved in the following process as physical change
(a) photosynthesis.
(b) Beating aluminium to make aluminium foil
(c) Digestion of food.
(d) Cutting of wood
(e) formation of manure from leaves.
Also give the reasons for above changes.

2. State whether the following statement is True/False.
(a) freezing of water is a physical change (T/F)
(b) formation of manure from leaves is a physical change (T/F)
(c) Milk sowing is physical change (T/F)
(d) Melting of Ice (T/F)

Question: what is physical change?

D.2 HOME ASSIGNMENT

- what do you understand by the term physical change? explain with the help of examples.

CHANGES AROUND US

TOPIC : PHYSICAL CHANGE

Physical change :

1.Composition of matter doesn't change .

2. No new substances formed .

Examples of Physical Changes

Cutting a piece of paper:
The shape, size and weight has changed, but it is still paper. *(No chemical bonds where formed or broken)*

Molding Clay:
Shape has changed but it is still clay. *(No chemical bonds have been broken).*

Next >

Example of physical change : Breaking the pencil into two pieces

- Reason : Breaking the pencil into small is the physical change because the composition of pencil remains same , there is no new formation of substance.
- 2. Only the size of pencil reduce

Classify the changes involved in the following processes as physical change

- 1. Making of juices.
- 2. Burning of wood .
- 3. Heating of the iron bladde .
- 4. Cutting of wood .
- 5. Digestion of food .
- 6. Photosynthesis.
- 7. rusting of iron .
- 8. Water into ice cubes .

Properties of physical changes .

- 1. Physical changes cannot formed a new substance.
- Example: freezing of water , cutting of paper
- 2. Physical change is irreversible.
- Example: cutting of wood .
- 3. Physical change changes the shape , size , state , and colour of substances.
- Example : cutting of paper .

Home assignment

- What do you understand by the term physical change ? Explain with the help of examples ?
- Explain why the cutting of wood is physical change and Burning of wood is not a physical change ?
- Why beating aluminum to make aluminum foil is called as physical changes ?

"CHANGES AROUND US"

Physical Changes

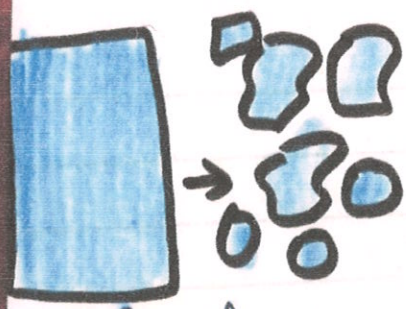
- Composition of matter doesn't change.
- No new substances formed.
- Examples : (i) Breaking the pencil into two pieces.
  (ii) Melting of ice
- Physical change: changes the shape, size, state and colour of substances.

Properties of Physical changes :

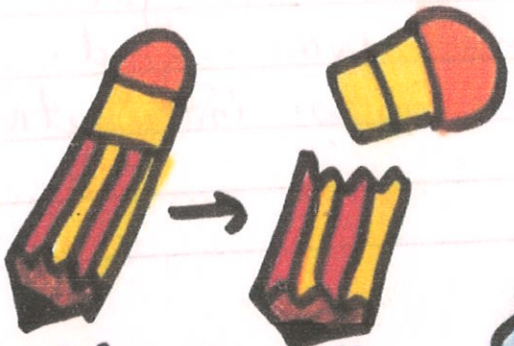
1. Physical changes cannot formed a new substances.

2. It is irreversible.

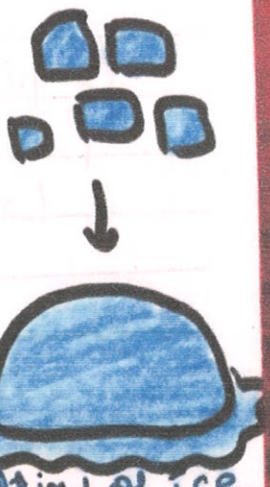
3. Changes the shape, size, colour state of the substances.



Cutting of paper



Breaking of pencil



Melting of ice

RATING

S.No.	RATING	V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
1.	Preparation of Lesson Plan		✓			
2.	Preparation of Instructional aids		✓			
3.	Delivery of Lesson : Presentation		✓			
	Confidence	H.C*	C	A	L.C.	LEAST C
	Understanding		✓			
	Chalk board writing		✓			
4	Relevance and use of instructional aids at appropriate time		✓			
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.

Supervisor's Remarks

Confidence level was good.
Presentation was good.
Learner was interactive.

Signature

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M.Ed. Semester-II
Session 2022-24

ICT LESSON

Lesson Plan No.: 03

Name: Sandeep Kour
Roll No: 2201012
Class: 22
Sec: A
Subject: ASSESSMENT FOR LEARNING
Duration: 30-35 minutes
Topic: TYPES OF EVALUATION
Date: 6th of October 2023
FORMATIVE, SUMMATIVE, CONTINIOUS

Teaching Points:

- Meaning of evaluation
- Definition of evaluation
- Types of evaluation
- Formative of Evaluation
- Type of formative evaluation
- Goals of formative evaluation
- Advantages & Disadvantages
- Meaning of Summative
- Types of Summative
- Advantage Disadvantage
- Meaning, Type & Advantage & Disadv. of continious eva.

Objectives:

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

- Recall the meaning of evaluation and its various type
- develop deep understanding of different type of evaluation
- Differentiate between formative, summative and continious evaluation

Method:

Team Teaching through PPT by Divya Jyoti, Divya Sharma, Sandeep Kour.

Content Outline

Evaluation : Evaluation is the process of collecting & interpreting evidence about changes brought about by the School in the behaviour of students

Definitions : Acc to Quillen & Hanna, "Evaluation is the process of collecting & interpreting evidence about changes brought about by the school in the behaviour of students

Acc to MN Dandekar, "Evaluation can be defined as systematic method which ascertains the extent to which the student has been able to achieve the objectives

Types of Evaluation i) Formative ii) Summative iii) Continuous iv) Comprehensive

Formative assessment : Evaluation done during learning process

TYPES : Participatory, Rapid, Formative, Process, Need assessment

Goals : a) Improve program design b) Enhance program implementation

Advantages : a) Increase figs b) Defines learning goals c) Increase student engagement d) Data-driven decisions e) Self regulated learners

Disadvantages : Time process, Develop challenge, Time consuming

SUMMATIVE EVALUATION : Evaluation that takes place at the end of evaluation cycle

TYPES : Final exams, group projects, Oral Tests

Advantages : Determine achievement, Academic records, Boosts individual

Disadvantages : Demotivates individual, Rectification is late, Disruptive, No remedy, Negative effect on student, Biasing

CCE : adopted by School administration to adopt and teacher to evaluate all aspect of Students

TYPES : a) Observation b) Informal c) Formal continuous assessment

Advantages : Environment friendly, Improves instruction, Individual attention, Reduce pressure, Motivate & inspire student, Ascertains progress

Disadvantages : Time consuming, Heavy loads, Incomplete without external examination, Grading System, Create open ended situation

Points of Discussion

- Meaning & Definitions of evaluation
- Types of evation
- Meaning, Types, goal, advantages, disadvantages of Formative evaluation
- Meaning, Types, advantages & disadvantages of summative evaluation
- Meaning, Types, advantages & disadvantages of CCE

Closure

Evaluation is integral part of learning & teaching. It is what makes the learning process more efficient & effective for the students. Moreover, it improves the quality of education for students. In this way they will be able to achieve greater things in life with the help of this continuous process.

References

- google.com/search?q=introduction+of+evaluation&sources
- https://www.google.com/search?q=typesoft+evaluation+b.ed+note&oq
- https://www.google.com/search?q=definition+of+formative+oq
- https://www.google.com/search?q=Advantage+formative+b.ed+notes&
- https://content.wisestep.com/advantages-disadvantage-summative-evaluation/
- https://www.javapoint.com/advantages-and-disadvantages-of-CCE

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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:

Students actively engaged in the lesson as well as in groups
Students provided good examples in the lesson Good BB summary

Bandan

Signature of Supervisor

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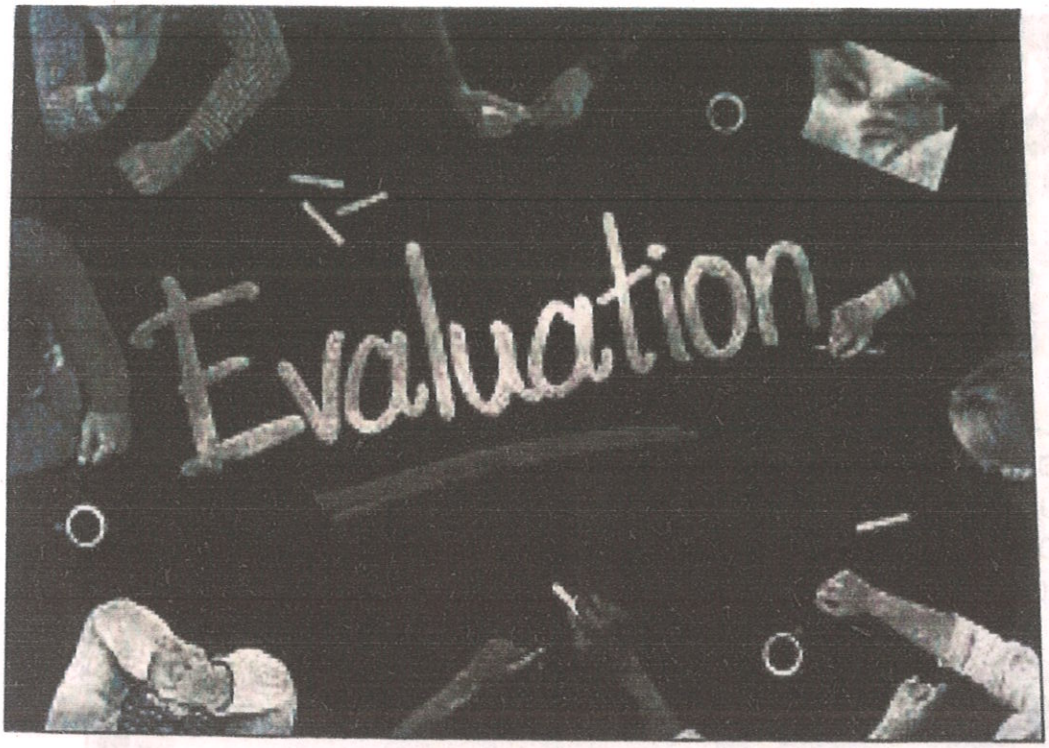
TEAM TEACHING
COURSE CODE; BDE202
SUBJECT ; ASSESSMENT FOR LEARNING
TOPIC;1.3 TYPES OF EVALUATION
(FORMATIVE, SUMMATIVE ,CONTINIOUS)

PRESENTED BY
SANDEEP,DIVYA JYOTI, DIVYA SHARMA

CONTENT

- MEANING OF EVALUATION
- DEFINITION OF EVALUATION
- TYPES OF EVALUATION
- FORMATIVE EVALUATION
- TYPES OF FORMTIVE EVALUATION
- GOALS OF FORMTIVE EVALUATION
- ADVANTAGES
- DISADVANTAGES



WHAT IS EVALUATION?

"Evaluation is the process of collecting and interpreting evidence about changes brought about by the school in the behavior of students."

DEFINITIONS

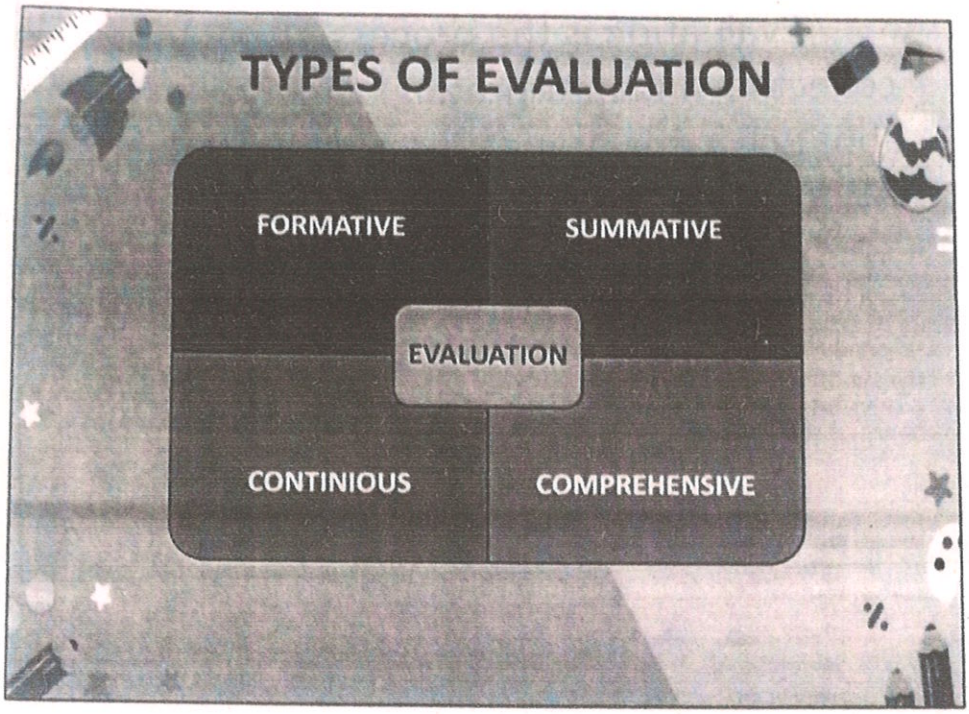
According to Quillin and Hanna: -

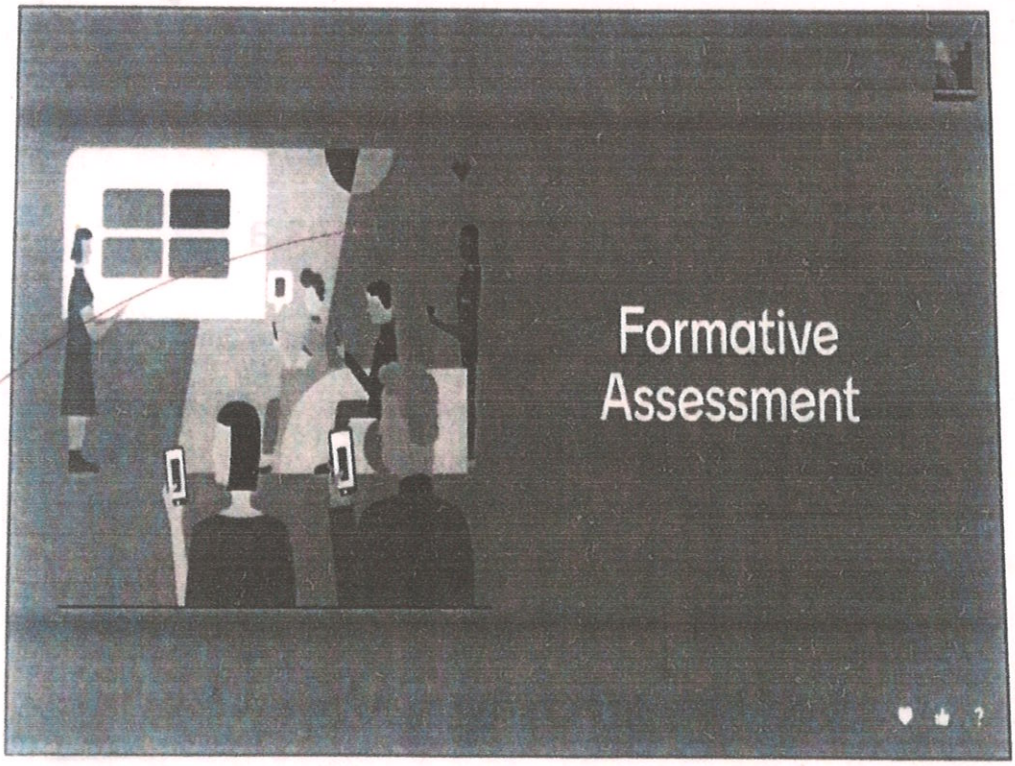
"Evaluation is the process of collecting and interpreting evidence about changes brought about by the school in the behaviour of students."

CONT....

According to MN Dandekar: -

"Evaluation can be defined as a systematic method which ascertains the extent to which the student has been able to achieve the objectives."

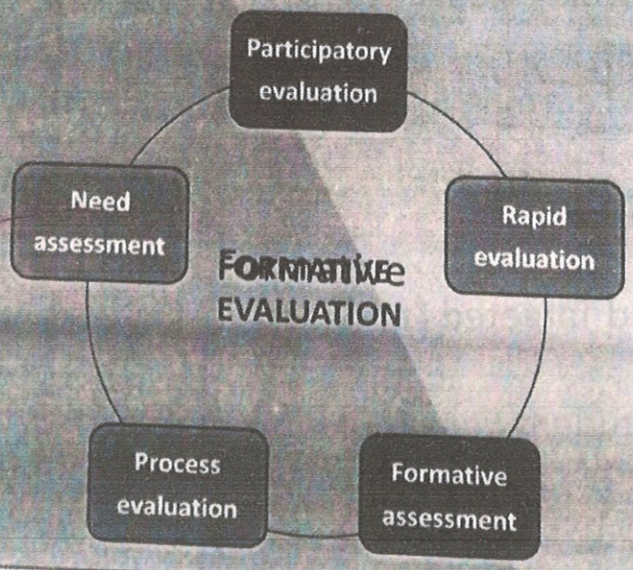

TYPES OF EVALUATION
FORMATIVE
SUMMATIVE
EVALUATION
CONTINIOUS
COMPREHENSIVE


Formative
Assessment

MEANING OF FORMATIVE EVALUATION

- Evaluation during learning
- Monitoring learning process
- Improves learning
- Provide ongoing feedback for improving instruction
- Focuses on learning goal
- Cover small content goal

TYPES OF FORMATIVE EVALUATION



GOALS OF FORMATIVE ASSESSMENT

- Improve program design
- Enhance program implementation
- Optimize program outcomes

Formative evaluation is a key tool for improving the effectiveness of programs and initiatives, and is used to provide ongoing feedback, identify areas for improvement, and optimize program outcomes.

ADVANTAGES

- Defines Learning Goals
- Personalize Learning Experiences
- Increases Rigor
- Focused and Targeted Feedback
- Increases Student Engagement

CONT....

- Enhanced Student Motivation
- Self-Regulated Learners
- Improved Academic Achievement
- Data-Driven Decisions
- Data-Driven Decisions

DISADVANTAGES

- Time-consuming and requires resources
- Tiring process
- Trained and qualified professionals
- Develops challenges
- Evaluators must preserve objectivity

CIRCULAR CUM SCHEDULE

OF

DIGITAL LITERACY

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SCHOOL OF EDUCATION

QF: 028B&
Ref. No. MCE/SOE/March 2024/3(
Dt: 13-03-20:

CIRCULAR

It is for the information of all the students of B.Ed. Special Education & M.Ed. Semester-III, Session 2022-24 th as a part of Life Skill Programme, a workshop on Digital Literacy (MS Office) is being organized from 20th March, 20: to 27th March, 2024 at 01:30 pm to 02:10 pm in the Computer Lab, Administration block. Mr. Sachin Prabhakar a Mrs. Rohini Sharma will conduct these training sessions which are mandatory for the all the students of the programm The following schedule shall be followed for this workshop:

Date	Content	Group	Resource Person
20-03-2024	• Introduction to MS Word and Excel	B.Ed. Spl. Edu. (ID) Sem. III (2022-24) and M.Ed. Sem. III (2022-24)	Mrs. Rohini Sharma
21-03-2024	• Conversion of documents in different extensions., Demonstration of Google docs and Drive		
22-03-2024	• Introduction to Virtual Platforms: Google Meet, Zoom , Skype		
26-03-2024	• Introduction to AI. • Introduction to Canva.		Mr. Sachin Prabhakar
27-03-2024	• Introduction to Picxart. • Introduction to Quillbot		

HOD
School of Education

Email Copy to: -

1. Principal, MIER College of Education.
2. IQAC
3. Mr. Sachin Prabhakar and Mrs. Rohini Sharma

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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

11. Exposure to Braille/Indian Languages/ Community Engagement

CIRCULAR

OF

COMMUNITY ENGAGEMENT

QF: 104A
DT: 05-03-2024

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EXTENSION UNIT
Session 2023-24

CIRCULAR

This is for the information of all the students of School of Education and School of Social Sciences and Humanities, that Extension Unit of MIER College of Education in collaboration with ICDS is organizing awareness programme on **Ayushman Bharart Schemes** at Purkhoo village, Domana on March 13, 2024. In this regard, all interested students are instructed to give their name to the undersigned on or before 11th March, 2024.

In charge
Extention Unit

HoD
SSSH

Class	Signature
B.Ed. Sem. III	R. Dwivedi
M.A. Political Science I	Nandini Puri
B.A Political Science Sem III	
B.A. (Hons) Political Science I	Nandini Puri
B.A (Hons) Psychology (Sem III)	

SCHEDULE OF COMMUNITY ENGAGEMENT ACTIVITIES

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NSS Unit

7 Day NSS Special Camp (16th Feb.to 24th Feb,2024)
Theme: Youth for Rural Reconstruction and Eco development

Proposed Activities

Date & Day	9:30-10.00am	10.00-10:30	10:30 to 11:00	11:00 to 12:30	12:30 to1:30	1:30 to 2:30	2:30 to 3:30	3:00 to 5:00
16th of Feb.2024, Friday	Morning Prayer	Yoga session	Orientation about Objectives of the camp by NSS PO	Cleanliness Drive inside and outside the campus	Shram Daan	Allotment of duties regarding camp	Lunch Break	Peer Interaction/Diary Writing
17th of Feb.2024, Saturday	Morning Prayer	Yoga session	Sports activity (Badminton match)	Activity on waste segregation and disposal, rain water harvesting, solar lights .	Shram Daan	Allotment of duties regarding camp	Lunch Break	Peer Interaction/Diary Writing
19th of Feb.2024 Monday	Morning Prayer	Yoga session	Lecture on Environmental issues by Prof. Nishta Rana, HoD, SOE	Poster making competition on the theme 'Eradication of Social Evils: Drug addiction and Alcoholism'	Shram Daan	Practice for valedictoy session	Lunch Break	Peer Interaction/Diary Writing

21st of Feb.2024 Tuesday	Morning Prayer	Yoga session	Composting activity for NSS volunteers	Sports activity (kho-kho match &tug of war)	Shram Daan .	Practice for valedictory session	Lunch Break	Peer Interaction/Diary Writing
22nd of Feb.2024 Wednesday	Morning Prayer	Yoga session	Awareness programme on disability by using mass media/multimedia Sensitisation on Importance of voting in democracy at the adopted village Purkhoo			Practice for valedictory session	Lunch Break	Practice for valedictory session
23rd of Feb. 2024 Thursday	Morning Prayer	Yoga session	Street play on the theme' Misuse of social media' and display of posters the theme 'Eradication of Social Evils: Drug addiction and Alcoholism' on in Domana village			Practice for valedictory session	Lunch Break	Practice for valedictory session
24th of Feb.2024 Friday	Morning Prayer	Yoga session	Awareness to staff and students of Model Academy and MIER College of Education through Display of Posters on the theme 'Eradication of Social Evils: Drug addiction and Alcoholism' and 'Disability' in MIER Campus.				Valedictory Session	

Note: Volunteers will be provided refreshment on daily basis during Lunch Break

Komal Sharma

Programme Officer

NSS

NSS Programme Officer
MIER College of Education)

Principal

MIER COLLEGE OF EDUCATION (AUTONOMOUS)
PRINCIPAL

CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies.

1. **Formulating learning objectives**
2. **Content mapping**
3. **Lesson planning/individualized education plans(IEP)**
4. **Dealing with student diversity in classrooms**
5. **Visualizing differential activities according to student needs**
6. **Addressing inclusiveness**
7. **Assessing student learning**
8. **Mobilizing relevant and varied learning resources**
9. **Evolving ICT based learning situations**
10. **Exposure to Braille/Indian languages/Community engagement**

4. Any other relevant information

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Accredited by NAAC with 'A+' Grade

- **No other additional information for the said metric, complete information has been provided.**