



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

SCHOOL OF EDUCATION

CRITERION II

2.4.8 Internship programme is systematically planned with necessary preparedness

- 1. Selection/identification of schools for internship: participative/on request**
- 2. Orientation to school principal/teachers**
- 3. Orientation to students going for internship**
- 4. Defining role of teachers of the institution**
- 5. Streamlining mode/s of assessment of student performance**
- 6. Exposure to variety of school set ups**

Any other relevant information

Any other relevant information

S.NO.	DESCRIPTION	ENCLOSURE
1.	Selection/identification of schools for internship: participative/on request	1. Allotment of students for conduct of Individualized Education Programme for the students of B.Ed. Special 2. Schedule of Group Teaching for B.Ed. Special Semester-III 3. Schedule for Orientation Programme for School Internship-I (BDE- 305) of the students of B.Ed. Semester-III
2.	Orientation to school principal/teachers	-NIL-
3.	Orientation to students going for internship	-NIL-
4.	Defining role of teachers of the institution	-NIL-
5.	Streamlining mode/s of assessment of student performance	-NIL-
6.	Exposure to variety of school set ups	1. Report of the Educational Tour of B.Ed. Special students for different educational Institutions of Amritsar working in the field of Rehabilitation and Special Education along with photograph 2. Report of the visit to Blessings Early Intervention Centre by students of B.Ed. Special



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B.Ed. Spl. Sem-I
Session - 2023-25

Allotment of students for conduct of I.E.P

Venue:- Inclusive School Model Academy


Classes allotted:- Hostel Building for conduct of I.E.P

S.NO.	Roll Number	Student Allotted	Class	Supervisor Signature
1.	2303001	Bhanu Sharma	Secondary	 Dr. Behzad Maqbool Mr. C.R. Jangra 
2.	2303002			
3.	2303003	Nishant Bhagat	Secondary	
4.	2303004			
5.	2303005	Ritvik	Secondary	
6.	2303006			
7.	2303007	Amyra	Secondary	
8.	2303008			
9.	2303009	Mohd. Mudassir	Secondary	
10.	2303010			
11.	2303011	Sartaj	Primary	
12.	2303012			
13.	2303013	Kanishk Sharma	Pre-Vocational	
14.	2303014			
15.	2303015	Aastha Kak	Pre-Vocational	
16.	2303016			
17.	2303017	Amrita Koul	Pre-Vocational	
18.	2303018			
19.	2303019	Aditya Padha	Pre-Vocational	
20.	2303020			
21.	2303021	Rubeen	Pre-Vocational	
22.	2303022			
23.	2303023	Shivani Mehta	Pre-Vocational	
24.	2303024			

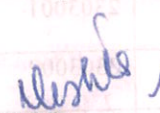


25.	2303025	Sehajpreet Singh	Secondary
26.	2303026		
27.	2303027	Nandeswar	Secondary
28.	2303028		
29.	2303029	Vatsal Vaid	Secondary
30.	2303030		

Primary- (Group-A) Secondary- (Group-B) Pre-Vocational- (Group-C &D)

<p>Incharge</p> 	Secondary		
	Secondary		
	Secondary		
	Secondary	Ravik	
	Secondary	Amya	
	Secondary	Mohd. Mudassar	
	Primary	Sana	
	Pre-Vocational	Kanshik Sharma	
	Pre-Vocational	Aashra Ksh	
	Pre-Vocational	Amrita Koul	
	Pre-Vocational	Aditya Padha	
	Pre-Vocational	Rudran	
	Pre-Vocational	Shivani Mehta	

HOD



School of Education



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SOE Department
(Schedule for Group Teaching)

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

Date:- 15/02/2024 to 20/02/2024

Time	Primary	Secondary	Pre-Vocational
10:00 to 10:10	1	2	3
10:10 to 10:20	4	5	6
10:20 to 10:30	7	8	9
10:30 to 10:40	10	11	12
10:40 to 10:50	13	14	15
10:50 to 11:00	16	17	18
11:00 to 11:10	19	20	21
11:10 to 11:20	22	23	24


Date:- 21/02/2024 to 26/02/2024

Time	Primary	Secondary	Pre-Vocational
10:00 to 10:10	2	3	1
10:10 to 10:20	5	6	4
10:20 to 10:30	8	9	7
10:30 to 10:40	11	12	10
10:40 to 10:50	14	15	13
10:50 to 11:00	17	18	16
11:00 to 11:10	20	21	19
11:10 to 11:20	23	24	22

Date:- 27/02/2024 to 29/02/2024

Time	Primary	Secondary	Pre-Vocational
10:00 to 10:10	3	1	2
10:10 to 10:20	6	4	5
10:20 to 10:30	9	7	8
10:30 to 10:40	12	10	11
10:40 to 10:50	15	13	14
10:50 to 11:00	18	16	17
11:00 to 11:10	21	19	20
11:10 to 11:20	24	22	23


Incharge


HOD
(School of Education)



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SCHOOL OF EDUCATION

NO: MCE/SOE/2023/237
DT: 18/12/2023

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

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

Nishta Rana

HOD
School of Education

Copy to:

- Principal, MIER College of Education

An Educational Tour Report Amritsar

Two days' Educational trip on (22 and 23 September 2022) was organized by Department of Special Education, MIER College of Education and Research BC Road Jammu. The aim behind the tour was to visit different educational institutions of Amritsar working in the field of Rehabilitation and Special Education.

Amritsar is economic capital of Punjab The City has been chosen as one of the heritage cities for HRIDAY scheme of the Government of India. Amritsar is home to Sri Harmandir Sahib, popularly known as "The Golden Temple," one of Sikhism religion's most spiritually significant and most-visited gurudwaras. The city is also known for Amritsar food, its wooden chessboards and chess pieces manufacturing industry.

All the students were directed to report at College gate at sharp 7:30AM. Students reported on time and the journey towards Amritsar was started at sharp 8: 00 AM. It took about 6 hours from BC Road Jammu on the way breakfast was also served to both students and faculty members.

Day one of the educational tour

We reached Guru Nanak Dev University Amritsar which was established at Amritsar on November 24, 1969 to mark the 500th birth anniversary of Sri Guru Nanak Dev Ji. It is both a residential and an affiliating university. In conceiving the future course of the University, the objectives enshrined in the Guru Nanak Dev University Act 1969, emphasised that the new University would make provision for imparting education and promoting research in the humanities, learned professions, sciences, especially of applied nature and technology. University Grants Commission has granted "Category One" status to Guru Nanak Dev University, the only university to get this elite status in the region of Punjab, Himachal Pradesh and Chandigarh. Ours is a premier university of North India with a score of 3.51 on 4.00 scale of National Assessment and Accreditation Council (accredited at highest level i.e. A++ as per the new modified criteria) and it has also been conferred with the status of University with potential for excellence by UGC.

University at 4:30 and started journey towards the hotel **Alpine Inn** for lunch and stay. We took lunch at 6 PM and as per the schedule the in charge faculties allotted rooms to students and advised them to take rest for some time and assemble at the hall at 7: 30 PM. All the students assembled at 7:30 and proceed towards the **Golden Temple**. Weather was wonderful students visited Golden Temple and had a lot of pleasure and exposure. As per instructions students assembled at 9: PM at given location and moved towards hotel where attendance of all students were taken which was followed by dinner at hotel.

Day two of the educational tour

All the students woke up early in the morning and had a breakfast. Students were instructed and oriented about day 2 plan. Students accompanied by in charge faculties started their day 2 journey towards **All India Pingal Wara Charitable Trust, Amritsar**. 95 years ago, a messiah named Ramji Das who later became Bhagat Puran Singh, came into this world. He started a movement which was totally new in conception. This was no easy task. For fourteen long years he carried a spastic child on his shoulders as they had no place to stay. This was a period of his baptism. He achieved godliness through his love for the human beings.

The journey was arduous and painful. But single handed, toiling day and night, in scorching heat and biting cold, in rains and thunderstorms, undeterred by adversaries, undaunted by criticism, he continued to pick up these wretched, dying, dirty, infectious creations of God from wherever they could be found.

Pingalwara is not an institution, it is a dynamic movement. Bhagat Ji did not lay down a number of pre-determined tasks: he propounded a philosophy which is the foundation of Pingalwara and covers the entire spectrum of social problems of our society.

We reached the **Pingalwara** at 10:30 AM. After getting entry we were welcomed by the Principal and trusty Member, Shri Rajbir Singh, All India Pingal Wara Charitable Trust, Amritsar. Students were oriented about the history of Pingalwara and the life history of Bhagat Puran Singh ji, the founder of All India PingalWara Charitable Trust.

Further we visited different units of PingalWara viz Special School, Residential Home, Old Age Home, Prosthetic center and therapy unit. All the students had a great exposure there. We left the Institute at 2:30 PM and moved towards bus. Due to rain and long distance we couldn't visit the

Ibadat Special School so meanwhile looking at the weather condition we changed the plan and took the students towards the mall which was near to the institute we visited and took shelter there for some time. Students did shopping and lot of fun there. At 3:30 PM we assembled the students and moved towards Jammu. On the way we took lunch at hotel Chennai express at 4:30PM. After finishing the lunch, we all proceed our journey towards Jammu. We reached the destination (MIER) at 9:00 PM. All the students were received by their parents at college gate.

The faculty and students came back, rejuvenated and shared their experiences through a report in the form of reflective journal.

Educational Tour/ Visit to Amritsar



Demographic Data

Name :- Blessings early intervention centre

Address :- H. No 47, No. 19, Bhawani Nagar, Jammu,
Jammu and Kashmir, B lane, Janiput, Jammu - 180007.
(Janiput)

No. of Students :- 53 (from 1 to 18 years)

Incharge :- Megavika

No. of Teachers :- 11

Timings :- opens at 8 am and close at 7 pm

Multidisciplinary team members :-

Physiotherapist :- Dr. Laxtaksi Bali

Clinical Psychologist :- MD. Gulzar

Occupational Therapist :- Dr. Batod Rathee

Behavior Therapist and Special Educator :- Mr.
Ghanbaz Choudhary, Mrs. Ashana Jastotia, Miss.
Sonia Bandkals, Miss Harsha.

Human and child Development Interventionist /

Special Educator :- Megavika

Speech Therapist :- Mr. Umesh, Mr. Hanstaj,
Mr. Sachin

Purpose / Objectives

The Special Education department of MIER college of education recently organised a visit to Blessings early intervention centre with the specific aim of gaining insight into the specialized intervention & tailored to meet the needs of children with various disabilities. This visit sought to explore

and understand the comprehensive approach taken by the center in addressing the diverse requirements of special children. Early interventions are particularly crucial for children b/w birth and three years who may be at risk of developmental delays or have existing conditions.

The purpose of an early intervention visit is to identify and address developmental concerns in infants and toddlers as early as possible. Objectives include assessing the child's developmental progress, providing support and resources to families, promoting healthy developments, and coordinating services to meet the child's needs. These visits aim to intervene early to optimize the child's developmental outcomes.

Services and Interventions

Rehabilitation center providing therapeutic and group therapy services for children with autism, specializing in occupational and speech therapy. These therapies are meticulously designed to cater to the individual needs of each child. For instance, physical therapy incorporates exercises and brain gym exercises for enhancing concentration. Additionally, specialized props like the shape by board aid in cognitive development through activities focused on color and shape identifies. Moreover, innovative tools like the peanuts ball serve to assist children with cerebral palsy in enhancing

balance and supporting those with ADHD in managing hyperactivity.

Physical Therapy Physical Therapy for children

with special needs focuses on improving motor skills, coordination, balance and strength. Some common physical therapies for children with special needs includes:-

1) Orthopedic Rehabilitation:- This targets issues related to bones, joints, muscles and ligaments. It helps improve mobility and function.

2) Neurodevelopmental Therapy:- NDT focuses on helping children with neurological impairments improve their movements and functions through specific handling techniques and exercises.

3) Aquatic Therapy:- Water based exercises help children with special needs improve strength, flexibility and coordination in a low impact environment.

4) Constraint Induced Movement Therapy (CIMT)
This therapy encourages the use of the affected limbs by the constraining the unaffected limbs, promoting motor function and independence.

5) Therapeutic Play:- Using play-based activities to engage children in exercises that promotes motor skills and coordination. For example:- Playboard.

Speech Therapy

Speech Therapy is a specialized form of therapy aimed at diagnosing and treating communication and swallowing disorders. Speech therapists, also known as speech language pathologists, work with individuals of all ages to improve their speech, language, voice and fluency. Through various techniques and exercises, they help individuals overcome difficulties related to articulation, language comprehension, social communication, stuttering, voice quality and swallowing. Speech therapy plays a crucial role in enhancing communication skills, promoting independence and improving overall quality of life for those with speech and language challenges.

Multi-Sensory Therapy

Multisensory therapy encompasses a range of therapeutic approaches that utilize multiple sensory modalities to engage individuals in therapeutic activities. These modalities typically include visual, auditory, tactile, olfactory and proprioceptive stimuli. Multisensory therapy can take various forms may involve activities such as:-

1) Visual Stimulation :- Using colorful lights, visual patterns, or images to engage and stimulate the visual senses.

2) Auditory Stimulation :- Playing soothing music, nature sounds, or auditory cues to promote relaxation or enhance auditory processing skills.

3) Tactile Stimulation :- Providing tactile experiences through textured materials, fabrics or objects to enhance sensory awareness and tactile discrimination.

4) Olfactory Stimulation :- Introducing scents or aromatherapy to stimulate the sense of smell which can evoke emotional responses and promote relaxation.

Occupational Therapy

Occupational Therapy for children with special needs focuses on enhancing their ability to participate in everyday activities and improve their quality of life. Here are some key aspects of occupational therapy for special children.

1) Assessment and Evaluation :- Occupational therapists conduct comprehensive assessments to understand the child's strengths, challenges, and specific needs. This evaluation helps in developing personalized therapy plans.

2) Activities of Daily Living :- Occupational therapists assist children in mastering essential self-care skills such as dressing, grooming, feeding and toileting. They may use adaptive equipment or modify tasks to make them more manageable for the child.

3) Sensory Integration Therapy :- Many children with special needs, such as autism spectrum with special needs disorder, ADHD or sensory processing disorder (SPD) may have difficulty processing sensory information. Occupational therapists use sensory integration therapy techniques to help children regulate their response to sensory input, improving their ability to engage in daily living activities.

4) Visual Motor Integration :- Occupational therapists assist children develop visual motor integration skills which involves coordination visual perception skills with motor skills. This includes tasks like hand-eye coordination, copying shapes or letters and completing puzzles.

Resource Room

A resource room for special children is a specialized educational settings designed to support the learning needs of students with disabilities or special needs. These rooms are typically found within schools and are staffed by trained professionals, such as special educators or resource specialists.

The purpose of resource room is to provide additional academic support and accommodations to help students with disabilities succeed in the general education

curriculum. Here's what a resource room for special children are given below:-

- Individualized Instruction
- Small group instruction
- Specialized Services
- Assistive Technology
- Sensory Support
- Behavioural Support
- Collaborative with General Education Teachers
- Progress Monitoring and Evaluation
- Parent Involvement

Resources

1) Circle Swings:- Circle Swings provide sensory stimulation and vestibular input, aiding in the development of balance and coordination in special children.

2) Disc Swing:- A disc swing for special children is a therapeutic device providing sensory stimulation and motor skills development through swinging motion.

3) Medicine Balls:- Refers to a therapeutic tool often employed in occupational or physical therapy to improve strength, coordination and motor skills through adapted exercises and activities.

4) Ladder:- "Ladder" might symbolize a structured progression of developmental milestones or interventions aimed at reaching higher levels of ability and independence.

5) Tactile Mats:- Tactile mats are textured surfaces designed to stimulate sensory experiences and promote developmental skills, often utilized for children with special needs to enhance tactile exploration and sensory integration.

6) Peanut Balls:- A Peanut Ball is a therapeutic tool shaped like a peanut used for promoting stability, balance and sensory input in children with special needs during various activities.

7) Pegboard:- A Pegboard is a tool used in occupational therapy for special children to improve fine motor skills, hand eye coordination and cognitive abilities through the manipulation of pegs on a board with pre-drilled holes.

8) 2D' 3D books:-

2D Books:- Traditional flat books with printed text and illustrations, suitable for visual learning and literacy developments in special children.

3D Books:- Books with three-dimensional elements or pop-up features designed to engage tactile and visual senses, often used for interactive learning and sensory stimulation for special children.

Conclusion

The rehabilitation centre for early intervention has proven to be an invaluable resource in addressing the needs of individuals requiring early support and rehabilitation. Through a multidisciplinary approach and personalized care plans, the centre has successfully provided timely interventions to individuals facing various challenges, including physical disabilities, developmental delays and behavioural issues. The centre's commitment to early intervention has resulted in significant positive outcomes including improved functional abilities, enhanced quality of life and increased independence for its clients.

Ultimately, the rehabilitation centre for early intervention stands for as a beacon of hope and support for individuals and families navigating challenges and its going dedication to excellence sets a commendable standard for future endeavours in the field of rehabilitation.