



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

CRITERION II

TEACHING LEARNING AND EVALUATION

2.3 Teaching-Learning Process

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

1. Documentary evidence in support of the claim

Documentary Evidence in Support of the Claim

S.NO.	DESCRIPTION	ENCLOSURE
1.	Multiple Modalities of learning	<ol style="list-style-type: none">1. Teaching plans showing the use of different modalities of learning of M.Ed. Semester-1 (2023-25) M.Ed. Special Edu. (ID) Semester-1(2023-25) B.Ed. Semester III (2022-24) B.Ed. Special Education (ID), Semester-I (2023-25)2. Photographic evidence of teachers using different modalities of Learning.
2.	Inclusive Teaching strategies	<ol style="list-style-type: none">1. IEP of B.Ed. Spl. Edu. (ID) Sem. III (2022-24)2. Lesson Plans for Group teaching B.Ed. Spl. Edu. (ID) Sem. III 2022-24 for secondary and pre-vocational classes of Inclusive schools3. Lesson Plan for Resource room teaching4. Sample of Grade Level Assessment Device(GLAD)



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.3 Teaching-Learning Process

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

1. Multiple Modalities of Learning

Teaching Plan



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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School of Education

TEACHING PLAN

Master of Education (M.Ed.), Semester-I, (Session 2023-25)

QF No.: 033C

Date: 25-01-2024

Course Name: **EDUCATION STUDIES**
Course Code, **MED-101** Course Type: **Compulsory**
Credits: **4**, Contact Hours: **60**
(**72 lectures of 50 minutes duration**)
Duration of Examination: **3 Hrs**

Maximum Marks : **100**
Max. External Marks : **60**
Min. Pass Marks (Ext.) : **24**
Max. Internal Marks : **40**
Min. Pass Marks (Int.) : **16**

COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

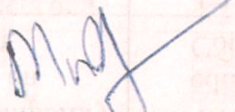
- describe the nature and purpose of education.
- develop perspectives about the education system and its process.
- explain the concept of knowledge and the process of acquiring knowledge.
- discuss the nature of education as a discipline with an interdisciplinary base.
- distinguish the inter-relationship between different forms and sources of knowledge.

Unit	Topic	Content	No. of Lect.	Teaching Strategies	Evaluation Tech.	Name of the Reference Books	Name of the Author
Unit-I	1.1 Concept of Education	1.1. Normative and non-normative concept; education as an evolving concept in response to changing social needs and demands	8	Lecture using PPT cum Discussion method	Online Quiz through Quizziz.com	<i>Theory and principles of education. New Delhi : Shipra Publications.</i> <i>Principles, methods</i>	Aggarwal, J.C. (1996).

						<i>and techniques of teaching</i>	
	1.2 Aims of education	1.2 Aims of education in the context of emerging aspirations and political ideology	3	Lecture cum Discussion method using PPTs	Long answer type questions	<i>Innovations in teaching-learning process</i>	S.S. Chauhan (2014)
	1.3 Objectives of the Study of Education	1.3 Objectives of the Study of Education: Distinct nature and its multifacetedness	6	Lecture cum Discussion method using PPTs		<i>Learning and teaching</i>	Sharma, S.K.(2005)
						<i>Development of Educational System in India</i>	Sharma, R.A.
Unit-II	2.1 Knowledge and Education	2.1 Understanding the Concept of Knowledge: Indian and Western views	10	Lecture cum Discussion method using PPTs	Short answer type questions	<i>Teacher in emerging Indian society</i>	Chadha, S.S. (2005)
						<i>Professional education of teachers</i>	Vashisht, S.R. (1997)
	2.2 Understanding the Concept:	2.2 Knowing, learning, thinking; Methods of acquiring knowledge	6	Lecture cum Discussion method using PPTs	Student assignment	<i>Becoming a teacher: Issues in secondary teaching</i>	Dillon, Justin and Maguire, Meg (1997)
	2.3 Knowledge and Pedagogy	2.3 Constructivist and alternative approaches; knowledge without boundaries	4			<i>Teacher's education in India</i>	Elahi, Nizam (1997)
				Minor Test-I			
UNIT-III	3.1 Interdisciplinary Nature of Education	3.1 Emergence of the concept of various disciplines; Critical analysis of education as a discipline; education as a humane	3	Lecture cum Discussion method using PPTs		<i>Teacher training and teacher effectiveness : An experience in</i>	Jangira, N.K. (1997).

		discipline				<i>teaching</i>	
	3.2 Interdisciplinary and Multi-disciplinary Nature of Education: Its relationship with philosophy, psychology, sociology, economics etc.	3.2 Interdisciplinary and Multi-disciplinary Nature of Education: Its relationship with philosophy, psychology, sociology, economics etc.	6	Team Teaching (Dr. Bindu Dua)	Short answer type questions	<i>Indian year book on teacher education</i>	Kundu, C.L. (1998)
	3.3 Concept, meaning and importance of liberal education, vocational education and professional education	Concept, meaning and importance of liberal education, vocational education and professional education	5	Lecture cum Discussion method using PPTs		<i>Teacher education in India</i>	Rao, Digmurti Bhaskar (1998)
						<i>Training teachers: Problems and issues</i>	Singh, R.P. (2006)
UNIT-IV	4.1 Contemporary Thoughts on Education	4.1. The four pillars of education (Delors Commission's Report)	7	Group Discussion	One Minute Test	<i>A comprehensive study of education</i>	Ravi, S.S. (2015)
	4.2 Teachers and learners as creators of knowledge, multicultural and diversified teaching and learning	4.2. Teachers and learners as creators of knowledge, multicultural and diversified teaching and learning	8	Lecture cum Discussion method using PPTs	Long answer type questions	<i>Teacher education: Principles, theories and practices</i>	Sharma, Shashi Prabha (2003)

	4.3 Philosophy of inclusive education, equitable and sustainable development	4.3. Philosophy of inclusive education, equitable and sustainable development	6	Team Teaching (Dr. Bharti Tandon)	Short answer type questions	<i>Teacher training and teacher effectiveness: An experience in teaching</i>	Jangira, N.K. (1997).
					Minor Test-II		
Total Lectures			72	End-Semester Examinations			


Teacher Incharge/s


HoD


Principal



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SCHOOL OF EDUCATION TEACHING PLAN

QF No:

M.Ed. Special Edu. (ID) Semester- I (Session 2023-2025)

Course Name: Curriculum and Teaching Strategies for Children with Intellectual Disability

Maximum Marks: 100

Course code: 104

Course Type:

Credits: 4 **Contact hours:** 60

(72 lectures of 50 minutes duration)

Duration of Examination: 3 Hours

Max. Ext. Marks: 60

Min. Ext. Pass Marks: 30

Max. Int. Marks: 40

Min. Int. Pass Marks: 20

After completing the course, the learner will be able to:

CLO1 explain the principles and approaches to curriculum development and instructional programming.

CLO2 describe the various approaches for teaching students with Intellectual Disability.

CLO3 develop Curriculum for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level.

CLO4 use Instructional Program and methods in Inclusive Set ups.

CLO5 employ teaching strategies and TLMs for PWID.

Unit	Topic	Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
	1.1 Principles and Models of Curriculum development, Approaches to curriculum development-	a) 1.1 Principles and Models of Curriculum development, Approaches to curriculum development-	5	Lecture cum Discussion followed by Power point presentation.	Long/Short Answer type Question.	Curricular strategies and adaptations for CwIDs.	Anjum, Mehdi.

	Developmental, Functional, Ecological, SOME approach, Systems, and Task Analytic Approach.	Developmental, Functional, Ecological, SOME approach, Systems, and Task Analytic Approach.				Teaching Retarders Learners: Curriculum and Methods for Improving Instruction.	Longone, J. (1990).
I	1.2 Instructional design– Definition, Types, Merits and Demerits.	a) 1.2 Instructional design– Definition, Types, Merits and Demerits.	3	Lecture cum Discussion followed by Power point presentation	Long/Short Answer type Question.	Teaching Students with Learning and Behaviour Problems.	Kauffman, J. M.
	1.3 Curricular Adaptation, Accommodation and Modification, Challenges and Implications for Inclusion.	a) Curricular Adaptation, Accommodation and Modification, Challenges and Implications for Inclusion.	4	Lecture cum Discussion followed by Power point presentation.	Long/Short Answer type Question.	Teaching Students with Special Needs in General Education Classrooms.	Lewis, R.B., & Doorlag, D.H.
II	2.1 Developmental Approaches– Montessori, Floor time, Multi-sensory Approach– Fernald, Orton and Gillingham.	a) Developmental Approaches– Montessori, Floor time, Multi-sensory Approach– Fernald, Orton and Gillingham.	4	Team teaching/ Lecture cum Discussion followed by Power point presentation	Long/Short Answer type Question.	Curriculum and Teaching Strategies.	Mary, A. F. (1999).
	2.2 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training.	a) Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training.	4	Lecture cum Discussion followed by Power point presentation.	Long/Short Answer type Question.	A quick guide to behaviour management in early years. Teaching Students with	Bullock Emily. Kauffman, J. M.


						Learning and Behaviour Problems.	
	2.3 Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management, Integration of above in Inclusive Classroom Context.	a) Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management, Integration of above in Inclusive Classroom Context.	7	Cooperative Learning/ Panel discussion.	Long/Short Answer type Question.	Manual on behaviour modification.	Rehabilitation council of India.
						Teaching Students with Learning and Behaviour Problems.	Kauffman, J. M.
III	3.1 Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational.	a) Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational.	7	Blended Learning (Moodle).	Online Quiz \ Long/Short Answer type Question.	Curriculum and Teaching Strategies.	Mary, A. F. (1999).
	3.2 Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational, Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational.	a) Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational. b) Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational.	7	Blended Learning (Moodle).	Online Quiz \ Long/Short Answer type Question.	Manual on curriculum adaptations. Curriculum and Teaching Strategies.	Rehabilitation council of India. Mary, A. F. (1999).

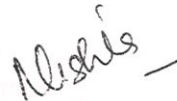
	3.3 Development of Curriculum at Vocational level– Generic Skills and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid, Implications of above in Inclusion.	a) Development of Curriculum at Vocational level– Generic Skills and Work Related Skills, Personal skills related to routine, travel. b) Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics). c) Health/safety skills, First Aid, Implications of above in Inclusion.	7	Blended Learning (Moodle).	Online Quiz \ Long/Short Answer type Question.	Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor..	Baine, D. (1988).
IV	4.1 Individualized Instruction – Concept, Types and Approaches, Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching.	a) Individualized Instruction -- Concept, Types and Approaches, Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching.	6	Lecture cum Discussion followed by Power point presentation.	Long/Short Answer type Question.	Teaching Students with Special Needs in General Education Classrooms. Curriculum and Teaching Strategies.	Lewis, R.B., & Doorlag, D.H.
	4.2 Methods for social Inclusion, Social Skill Development & Self- Regulation, Community Living, Life Skill Education.	a) Methods for social Inclusion, Social Skill Development & Self- Regulation, Community Living, Life Skill Education.	5	Lecture cum Discussion followed by Power point presentation.	Long/Short Answer type Question.	Handbook for Trainers of the Mentally Retarded.	Narayan, J., & Kutty, A.T.T. (1989).

	4.3 Universal design of Learning – Definition, Principles, Approaches & Strategies, Integration of above for Inclusion.	a) Universal design of Learning – Definition, Principles, Approaches & Strategies, Integration of above for Inclusion.	3	Guided self-study followed by group discussion.	Long/Short Answer type Question.	Curriculum and Teaching Strategies. Handbook for Trainers of the Mentally Retarded.	Mary, A. F. (1999). Mangal, S.K. Narayan, J., & Kutty, A.T.T. (1989).
V	5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts, Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method	a) Stages of learning, Principles of teaching, and Steps in teaching concepts, Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method	4	Lecture cum Discussion followed by Power point presentation.	Long/Short Answer type Question.	Manual on curriculum adaptations Handbook for Trainers of the Mentally Retarded.	Rehabilitation council of India. Narayan, J., & Kutty, A.T.T. (1989).
	5.2 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM"s.	a) Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM"s.	4	Guided self-study followed by group discussion.	Long/Short Answer type Question.	Curriculum and Teaching Strategies.	Mary, A. F. (1999).
	5.3 Principles of adaptation, Adaptation of ADL material & functional academics, Integration of above for Inclusion.	a) Principles of adaptation, Adaptation of ADL material & functional academics, Integration of above for Inclusion.	2	Team teaching & Lecture cum Discussion followed by Power point presentation.	Long/Short Answer type Question.	Manual on curriculum adaptations Curriculum and Teaching Strategies.	Rehabilitation council of India. Mary, A. F. (1999).
Total Number of Lectures			72				

Sessional Work

1. Plan and conduct a survey about attitudes/ practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children
2. Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report
3. Analyze any autobiography to explain human development
4. Design a behaviour modification plan for a specific child
5. Present information on cognitive styles and their effects on learning


Teacher In charge
Dr. Behzad Maqbool


HOD


Principal



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SCHOOL OF EDUCATION

TEACHING PLAN

QF No.: 033A

Date: 2-11-2023

B.Ed. Semester-III, (Session 2022-24)

Course Name: Pedagogy of Social Science-II
Course code: BDE 310
Course Type: Compulsory
Credits: 4, Contact hours: 60
(72 lectures of 50 minutes duration)
Duration of Examination: 3 Hrs.

Maximum Marks 100

Max. Ext. Marks 60

Max.Int. Marks 40

Min. Int.Pass Marks : 24

A. Course learning outcomes

After completing the course, the learner will be able to:

- **CLO1:** explain the meaning, use, merits, and demerits of various instructional aids in the teaching of social science.
- **CLO2:** analyze the effectiveness and impact of textbooks, social science room and social science club on students learning.
- **CLO3:** identify the various types of co-curricular activities in social science, their importance and guiding principles.
- **CLO4:** evaluate the need, importance, and types of evaluation in social science along with the tools of evaluation for the same.
- **CLO5:** describe the qualities of a good social science teacher, the need for in-service professional development and the role of reflective practices in the teacher's professional growth

Unit	Topic/content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
Unit I	1.1. Meaning, Use, Merits and Limitations of: Globe, time line, map, atlas in teaching of social science	8	Lecture-cum-Discussion method	Short answer type questions	Teaching of Social Studies Teaching of Social Science Teaching of Social Studies	S.K.Kochar Dr. R.A.Sharma N.R.Saxena, Misra, Mohanty
	1.2 Meaning, Use, Merit and limitations of Pictures, Charts, Graphs, Models	6	Flipped Classroom	Quiz	Teaching of social Studies & Secondary School Teaching of social Studies Teaching of social Science Teaching of social Studies	M.A.Khan A.S.Kohli D.R.Sharma&S.D. Gupta J.C.Aggarwal
	1.3 Use of LCD-Projector, OHP, Computer, Film strips in teaching of social science at secondary level of education	6	Flipped classroom	Quiz	Teaching of Social Science	Dr. R.A.Sharma
Unit II	2.1 Text-book of Social Science: Meaning, characteristics of a good text-book of social science, analysis of text-books in social science	4	Cooperative Learning	Assignment questions	Teaching of social studies	DD Mehta
	2.2 Social Science Room: Concept, need, importance and layout of social science room; Social Science Club – Concept, need, organisation and activities	6	Group Discussion	Short Answer type questions	Teaching of Social Studies	H.Verma & R.Verma

	of social science club					
	2.3 Curricular Activities in Social Science: Meaning, importance, types, guiding principles for organising co-curricular activities	6	Panel Discussion	Evaluation on the basis of their presentation	Teaching of Social Studies	A.S.Kohli
Unit III	3.1 Evaluation of Learning in Social Science: Concept, need and importance of evaluation in social science; Types of evaluation (Formative and Summative)	8	Blended Learning Moodle	Online Quiz	Teaching of Social Studies	S.K.Kochar
					Teaching of social studies	R.A.Sharma
	3.2 Comprehensive and Continuous Evaluation in Social Science: Meaning, features and procedure	8	Blended Learning Moodle	Online Assignment	Teaching of Social Studies & secondary school	M.A.Khan
					Teaching of Social Studies	S.K.Kochar
	3.3 Evaluation Tools: Achievement and Diagnostic Tests, Development of achievement and diagnostic tests; Remedial / Enrichment measure	7	Blended Learning Moodle	Long and Short Answer Questions	Teaching of Social Studies	S.S.Chauan
					Teaching of social studies	B.N.Dash
Unit IV	4.1 Social Science Teacher: Qualities of a good social science teacher	3	Group Discussion	Short answer type questions	Teaching of social studies	B.N.Dash
					Teaching of social studies	Dr. R.A.Sharma
	4.2 Need for In-service professional development programme (seminar, refresher course) for social science teachers	5	Lecture cum discussion method followed by power point presentation	Long answer type questions	Teaching of social studies	S.K.Kochar
					Teaching of social Science	D.R.Sharma&S.D. Gupta

4.3 Professional Growth of Social Science Teachers: Role of reflective practices in the professional growth of teachers teaching social science at secondary level	5	Lecture cum discussion method followed by PowerPoint presentation	Long questions answer	Teaching of social	Dr. R.A.Sharma
Total lectures	72				

SESSIONAL WORK (Any one)

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

1. *Critical analysis of a social science text book of secondary classes*
2. *Critical analysis of social science curriculum of secondary classes*
3. *Conduct survey of social issues, social structure of the society*
4. *Any other approved activity of relevance*

Sharma
Teacher In charge

[Signature]
HOD

[Signature]
Principal



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School of Education

QF No.: 033B

TEACHING PLAN

B.Ed. Special Education (ID) Semester-I, (Session 2023-2025)

Course Name: Human Growth & Development
Course code:101
Course Type:
Credits:4**Contact hours:** 60
 (72 lectures of 50 minutes duration)
Duration of Examination: 3 Hours

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

After completing the course, the learner will be able to:

- **CLO 1:** explain the process of human growth and development, its stages, domains and educational implications.
- **CLO 2:** discuss the process of human growth and development with a special focus on the early years of development.
- **CLO 3:** describe the various stages of development from early to later adolescence.
- **CLO 4:** analyse the various theoretical approaches to development.
- **CLO 5:** identify the factors of transition to adulthood: psychological well-being, self-identity/concept and life skills.


Unit	Topic/Content	No. of Lectures	Teaching Strategies	Evaluation Techniques	Name of the Reference Books	Name of the Author
I	1.1 Human Growth and Development: Concept, principles, difference between growth and development	5	Lecture cum Discussion method	Long/Short Answer type Question	Psychology of teaching and learning Advanced Educational Psychology https://youtu.be/9d4ODP5n8Ps	J.S.Walia Ram Nath Sharma roboNchip
	1.2 Stages of human development: (i)Prenatal development (ii)Infancy(iii) Childhood (iv) Adolescence(v)Adulthood-characteristics of each stage; Role of nature and nurture(heredity and environment) in human growth and development	6	Lecture cum Discussion method	Long/Short Answer type Question	Educational psychology Child Development https://youtu.be/11qvUPYDnOY	S.K. Mangal K.C.Panda David Barlow
	1.3 Domains (Physical, Mental, Social, Emotional, Perceptual and Language)and their educational Implications	9	Flipped Teaching Lecture cum Discussion method	Long/Short Answer type Question	Advance educational psychology Advance educational psychology	S.Dandapani Suresh Bhatnagar
II	2.1Prenatal Development: Conception, stages and Factors affecting prenatal development; Milestones and variations in development	4	Lecture cum Discussion method	Long/Short Answer type Question	Educational psychology Advanced Educational Psychology	S.K.Mangal Ram Shakal Pandey
	2.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development	2	Lecture cum Discussion	Long/Short Answer type Question	Psychology of teaching and learning	J.S.Walia
	2.3 Role of play in enhancing development	2	Group Discussion	Long/Short Answer type Question	Psychology of teaching and learning	J.S.Walia

III	3.1 Physical, Cognitive, Social and emotional Development during adolescence period (Puberty) and their educational implications	8	Blended Learning (Moodle)	Online Quiz	Educational psychology Advanced Educational Psychology	S.K.Mangal R.K.Sharma
	3.2 Influence of the environment (social, cultural, political) on the growing child	4	Blended Learning (Moodle)	Online Quiz	Advance educational psychology Advance educational psychology	S.Ram Shakal Pandey S. Chauhan
	3.3 Gender and development	5	Blended Learning (Moodle)	Online Quiz	Advance educational psychology	S.S. Chauhan
IV	4.1a) Piaget's Theory of Cognitive Development and its educational implications b) Vygotsky's Theory of social development and its educational implications	8	Team Teaching	Long/Short Answer type Question	Cognitive Psychology https://www.simplypsychology.org/piaget.html https://youtu.be/j-dWOpP60Ig	Pearson Saul Mcleod Dr. Vasindjara Padmanabhan
	4.2 a) Erikson's Psycho-Social Theory of Development and its educational implications b) Psychoanalytic Theory of Development by Freud and its educational Implications	7	Lecture cum Discussion method. Flipped Teaching	Long/Short Answer type Question	Cognitive Psychology Educational Psychology https://youtu.be/1T4wQ02sALE	Pearson Anita.E. Woodfolk Brain.G.Collin
	4.3 a) Ecological Theory of Development by Bronfenbrenner and its educational implications b) Holistic Theory of Development by Steiner and its educational implications	3	Lecture cum discussion method	Long/Short Answer type Question	https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/	

V	5.1 Psychological well-being; Emerging roles and responsibilities	4	Group Discussion	Long/Short Answer type Question	Educational Psychology	Anita.E. Woodfolk
	5.2 Formation of identity and self-concept; Career choices	3	Power point presentation	Long/Short Answer type Question	Advance educational psychology	S.Ram Shakal Pandey
	5.3 Life skills and independent living	2	Team teaching	Long/Short Answer type Question	Advance educational psychology	S. Chauhan
	Total Number of Lectures	72				

Sessional Work: Any one of the following

1. Observe children in various settings and identify milestones achieved
2. Seminar on human development
3. Writing Journal for reflection and case study


Teacher In-charge


HOD


Principal

**PHOTOGRAPHIC EVIDENCE
OF TEACHERS USING
DIFFERENT MODALITIES OF
LEARNING**



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2.3.7 Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

Different Modalities



TEAM TEACHING



PANEL DISCUSSION

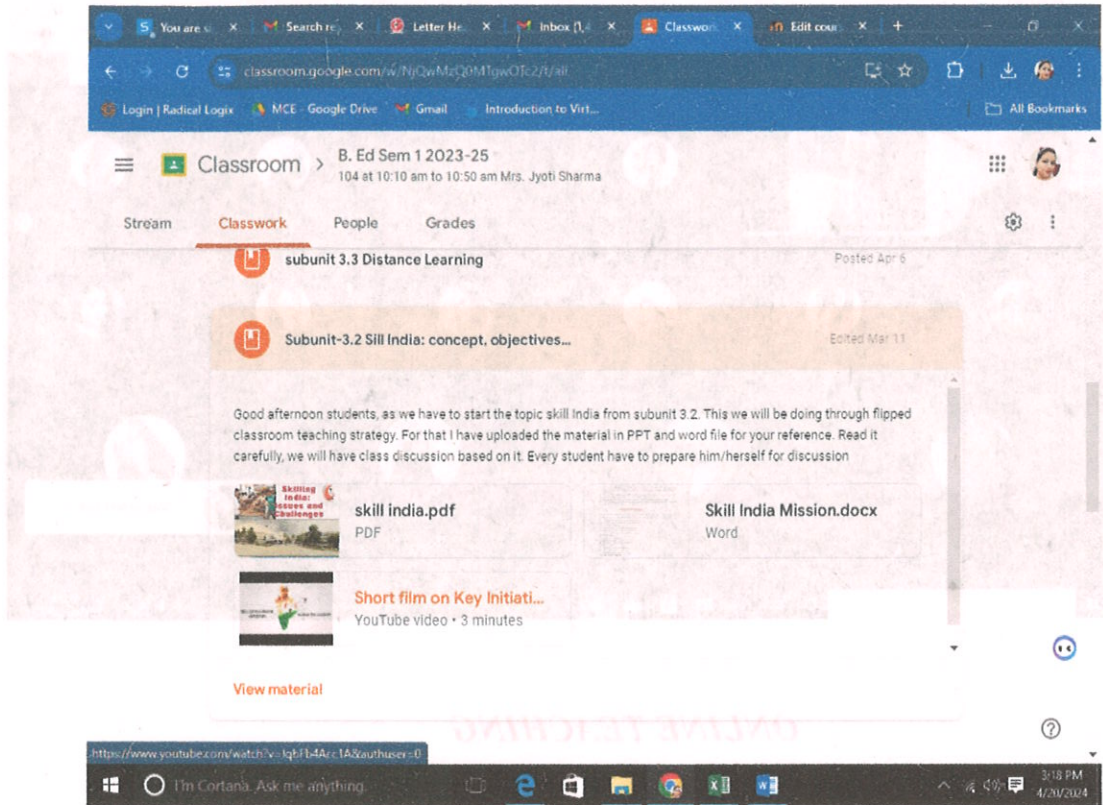


ROLE PLAYING



GROUP DISCUSSION

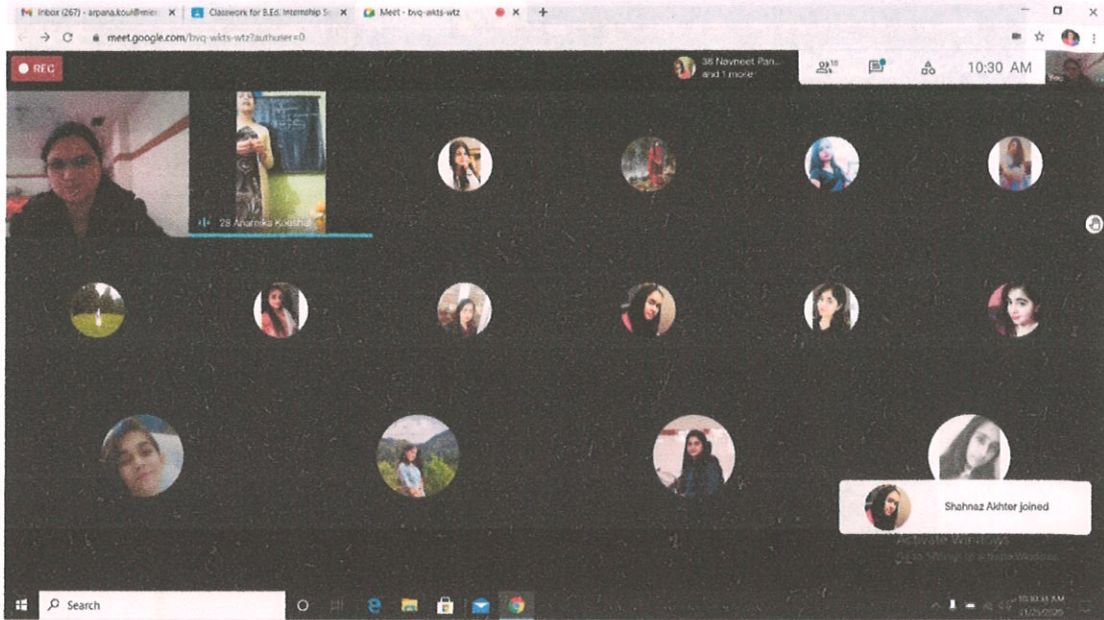
PANEL DISCUSSION



FLIPPED CLASSROOM



COOPERATIVE LEARNING THROUGH JIGSAW TECHNIQUE



ONLINE TEACHING



TEACHING THROUGH CONCEPT MAPPING

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miercollege.moodlecloud.com/course/view.php?id=87#section-3

Login | Radical Logix MCE Google Drive Gmail Introduction to Virt... All Bookmarks

Home Dashboard My courses Edit mode

This topic includes meaning, features and procedure of continuous and comprehensive evaluation as continues and comprehensive evaluation is a very necessary part in the evaluation process because it covers scholastic and non-scholastic achievements of the students.

Comprehensive and Cont...

Meaning features and proc...

Assignment 1

Discussion on best Procedu...

Evaluation Tools

Evaluation tools

Which Evaluation Tool is m...

Assignment 2

Achievement and Diagnosti...

Remedial and enrichment ...

Quiz on Evaluation tools

Meaning features and procedure
Opened: Saturday, 16 March 2024, 12:00 AM

Completion

Assignment 1
Opened: Friday, 22 March 2024, 12:00 AM

Completion

Q1. Explain the importance and procedure of continuous and comprehensive evaluation.

Instructions:

See the following 5 steps to submit your assignments

Step 1: Click Add submission button

Step 2: Type your assignment in the white editor board

Step 3: Click Save changes button

Step 4: Click Submit Assignment button

I'm Cortana. Ask me anything.

1:20 PM 4/20/2024

BLENDED LEARNING

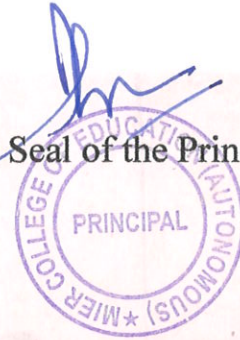


SEMINAR PRESENTATION



COOPERATIVE LEARNING THROUGH THINK PAIR-SHARE

Signature and Seal of the Principal





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CRITERION II

TEACHING LEARNING AND EVALUATION

2.3 Teaching-Learning Process

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.

2. Inclusive Teaching Strategies

**INDIVIDUALIZED
EDUCATION PROGRAMME
(IEP)**



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by NAAC with 'A+' Grade)

B.Ed. SPECIAL EDUCATION (ID)

SESSION 2022-24

Semester

Individualized Education Program

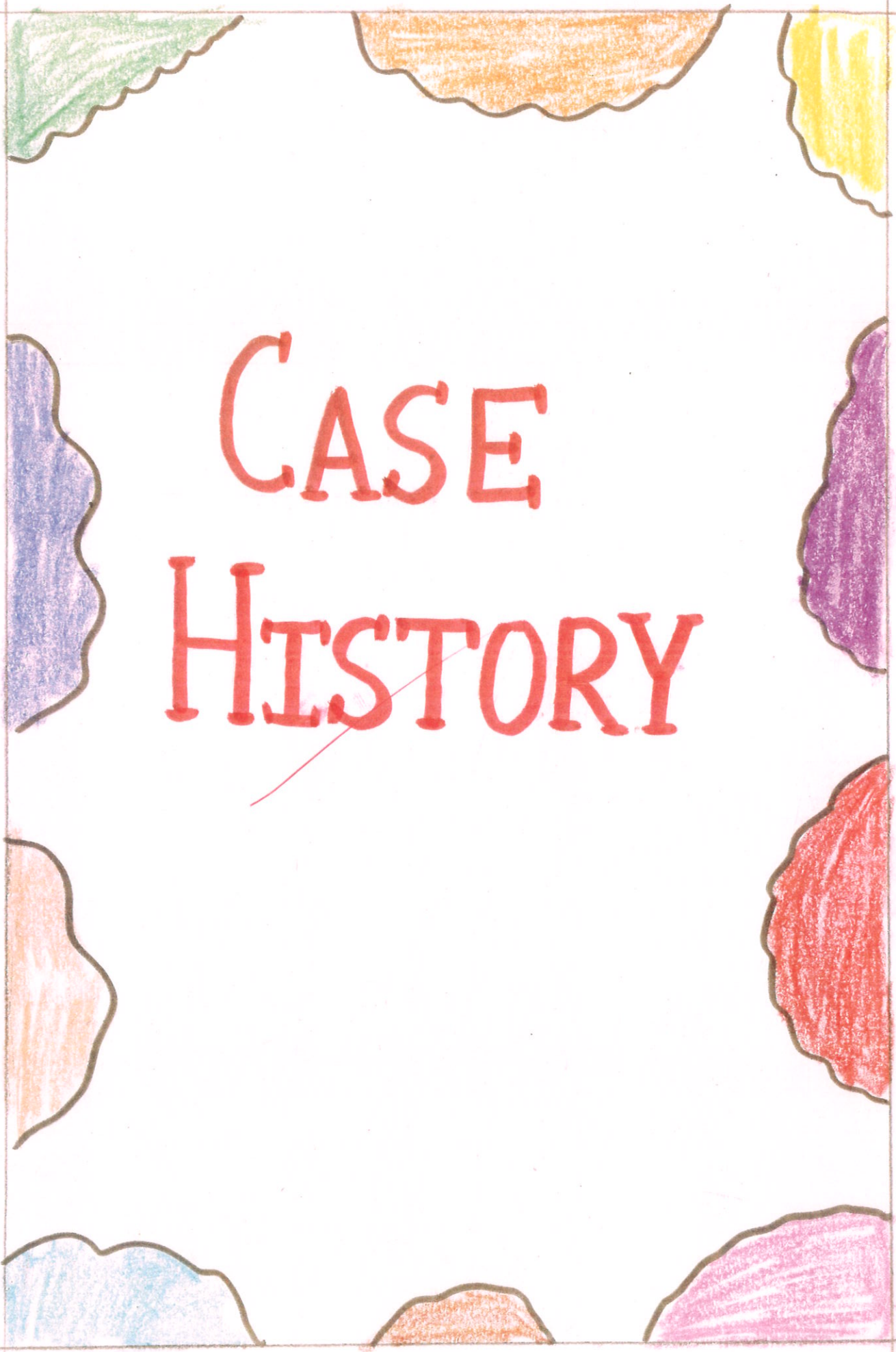
NAME : VARSHA ATTRI

ROLL NO : 2203005

CLASS : B.Ed. Special Education (ID)

SUPERVISOR: DR. BEHZAD MAQBOOL

CASE HISTORY





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

CASE RECORD PROFORMA

Section I

IDENTIFICATION DATA (CASE)

1.1 Name SHIVANI MEHTA 0.1 Date 12-03-2024
 1.2 Age 18 years 0.2 Regn. No. _____
 1.3 Sex FEMALE 0.3 Informant MOTHER & FATHER
 1.4 Education PRE-VOCATIONAL 0.4 Mobile No. 9419124176
 1.5 Occupation STUDENT 0.5 Language/s HINDI
 spoken

Section - II

DEMOGRAPHIC DATA (PARENTS / GUARDIAN)

2.1. Father's Name : BALKRISHAN
 2.2. Father's Education : 12th
 2.3. Father's Occupation : BUSINESSMAN
 2.4. Mother's Name : RAJNI
 2.5. Mother's Education : 10th
 2.6. Mother's Occupation : HOUSEWIFE
 2.7. Address : F-341, GURAH BAKSHI NAGAR, JAMMU
 Local

 Permanent : F-341, GURAH BAKSHI NAGAR, JAMMU.

 2.8. Income / Month : 1 LAKH

3.1. Presenting complaints:

• DOWN SYNDROME

• INTELLECTUAL DISABILITY

3.2. History (Prenatal. Natal. Postnatal):

3.3. Family History:

NIL

3.4. Pedigree chart:

3.5. Developmental History

		Age at which attained
a) Neck holding	(2-6 months)	<u>AFTER 2 YEARS</u>
b) Sitting	(5-10 months)	<u>AFTER 3 YEARS</u>
c) Walking	(9-14 months)	<u>3-4 YEAR</u>
d) Firstwords	(7-12 months)	<u>DELAYED</u>
e) Two word phrases	(16-30 months)	<u>AFTER 4 YEARS</u>
f) Sentences	(3-4 years)	<u>AFTER 4 YEARS</u>
g) Toilet control	(3-4 years)	<u>AFTER 6 YEARS</u>
h) Monetary 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:

NIL

ASSESSMENTS

4.1. Motor:

GOOD

4.2. Self help:

GOOD

4.3. Communication:

GOOD

4.4. Academics:

BELOW AVERAGE

4.5. Socialization:

POOR

4.6. Educational status:

POOR

4.7. Vocational status:

BELOW AVERAGE

Section - V

MEDICAL EXAMINATION

Height: _____ Weight _____ Head circumference: _____

General appearance ABNORMAL

CVS: _____ Respiratory: _____ Abdomen: _____

Normal

Normal

CNS-Sensory: _____ Visual: _____ Auditory: _____

Normal

Motor:	Tone	Power	Nutrition	Co-ordination	Abnormal involuntary movement
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RUL _____

LUL _____

RLL _____

LLL _____

Gait: _____

Any Other Information: _____

Investigations: _____ Treatment: _____

INTELLECTUAL / PSYCHOLOGICAL ASSESSMENT

a. General behaviour during assessment

- Problematic behaviours
- Less Responsive

b. Attention and concentration

POOR

c. Activity level

• She doesn't participate in all activities

d. Comprehension

-

e. Emotionality and behaviour

-

f. Relationships within/outside family (Significant stressors)

She has a good relationship within/outside family. She always wears a smiling face, indicating her happiness

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)

5.2. Provisional Diagnosis

- Down Syndrome

6.1. Management plan

According to the assessment plan, I observed that Shivani is a student with down syndrome and Intellectual disability. Therefore, there should be a proper plan of care and regular therapies to help her improve her condition.

Signatures: [Signature]

Student: SHIVANI MEHTA

Clinical Assistant: _____

Consultants:

1. _____
2. _____
3. _____

Date: _____

MDPS CHECKLIST



Madras Developmental Programming System Behavioural Scale

13/21

17.8.86

Introduction

The Madras Developmental System's (MDPS) Behavioural Scale is designed to provide information about the functional skills of the persons with mental retardation for the purpose of individualized programme planning. The scale comprises 360 items grouped into 18 functional areas or domains of 20 items each.

The MDPS was designed to assess adaptive behaviours, through the use of the Behavioural Scale and to produce documents that would facilitate the process of Individualized Programme Planning (IPP).

Behavioural Assessment

How does one conduct a behavioural assessment ?

Critical to the concept of "behavioural" assessment is, naturally, the definition of a "behaviour".

Behaviour is said to be so only if it can be "seen" (observed) and "measured" (assessed). The MDPS consists of behaviours (items) which meet this definition. Most of these will occur in the routine daily life activities of the individual and will typically represent behaviours (activities/skills) that are important to the independent functioning of the individual. The items arranged in the order of increasing difficulty, are divided into 18 areas or domains, that are considered typical in any training programme planning.

Can two or more members of staff work together on the assessment of one individual ?

Yes. In fact, this procedure is desirable and is preferable to the one where only one person attempts to answer all the items and also where the range of activities may typically occur only in different settings or at different times of the day. The important point to remember is to get an accurate picture of how well the individual functions. You may use whatever means you need to get to that picture.

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- * Individualized Programme Planning (IPP) is also otherwise referred to as :
 - Individualized Habilitation Programme (IHP)
 - Individualized Educational Programme (IEP)
 - Individualized Training Programme (ITP)

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A final note. Most persons have reported that the assessment process itself has had a positive effect on them. It is a rare occasion when one completes an assessment and is not surprised to note as to how much more potential the individual has, to perform than was previously thought of. This in itself should make the process much more meaningful to both the assessor and the individual.

Observation

Assessment is based on observation - yours or someone else's, not any one's armchair guessing. Most of the behaviours will occur in routine daily life where one can easily observe them. However, some behaviours will not take place where one is in a position to observe them. In that case, one may consult the individual's parents, teacher, employer, physician or social worker who may have directly observed the person's behaviour in different settings.

If there has been no possibility on the part of any one to have observed a certain behaviour, one may then ask the individual to attempt performing the activity in the assessor's presence.

Example : UNSCREWS LID OF JAR OR BOTTLE

(If this behaviour has not been observed, give the individual a jar or a bottle with a lid on it and say "Please unscrew the lid").

It is to be noted, that there are two general types of items :

Those which have been observed, and those which had not been observed earlier and hence must be tested currently. For the latter type of items, a "proficiency rating" should be made like that of a teacher rating a student's performance in a test. A rating of "A" in the above example would indicate that the individual was able to unscrew the lid with no difficulty. The rating "B" indicates that the individual could not unscrew the lid.

Celling rule

It is unnecessary to request for information about behaviours after a point where four (4) consecutive "B" ratings have been obtained unless there is some reason to believe that the individual could be rated as being able to do some of the items at higher level.

Note : There is no basal rule. You must begin with item 1, in each domain.

Instructions

Read the instructions from the beginning to the end before starting the assessment.

In order to use the Madras Developmental Programming System for Behavioural Assessment the following materials are necessary :

- ◆ This booklet, containing the Behavioural Scale and instructions.
- ◆ The Behavioural Profile Form.
- ◆ ABAK – Adaptive Behavioural Assessment Kit (optional)
- ◆ Identifying Information Form.

Mark "A" or "B" as per instructions given for the initial assessment. Shade As in blue and Bs in red. Count and enter the total number of As and Bs at the right hand column of the profile, for each domain.

For the first, second, third and fourth quarter evaluations, mark as indicated in the profile over the red markings (target skills). If the targeted behaviour has been achieved by the individual in the first quarter, indicate with horizontal lines over the red shaded square. Similarly for the second quarter, indicate with vertical lines, for the third quarter, mark with criss cross lines and for the fourth quarter, show with diagonal lines.

This type of marking facilitates a graphic comparison of the achieved targeted behaviours in any quarter with that of any other quarterly assessment and for the whole year.

Assess the person keeping in mind the following points

- ◆ If the person performs the activity (behaviour), mark "A"
- ◆ If no additional training is required for the person to perform the activity (behaviour), mark "A".
- ◆ If the activity (behaviour) is too simple and consequently inappropriate, mark "A".

Example :

Offers little or no resistance while being washed

A person who is able to bathe himself independently would be marked "A" for this item.

If the person cannot perform the activity (behaviour), mark "B".

If additional training is required for the person to perform the activity (behaviour), mark "B".

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If the person cannot perform the activity (behaviour) due to any physical handicap or because he has had absolutely no opportunity to perform the activity (behaviour), mark "B".

Example :

Travels by public bus to and from any destination

A person who lives in an area without public transportation would be marked "B" for this item.

- ◆ Do not read between the lines or make guesses. Each item means, only what it says.

Example :

Squats

This means that the individual squats and may also be doing some other activity at the same time, such as reading, playing a game or eating. The item does not limit the activity to just squatting nor does the item specify the location.

- ◆ Do not give assistance unless specified.

Example :

Selects correct sizes, types and styles of clothing at a store

The individual must select the clothing without assistance to be marked "A".

For proficiency rating, simulation is permitted for items in the following domains only :

Scale 1	Gross Motor
Scale 2	Fine Motor
Scale 3	Grooming
Scale 8	Expressive Language
Scale 10	Reading
Scale 11	Writing
Scale 12	Numbers
Scale 13	Time
Scale 14	Money
Scale 18	Vocational

For proficiency rating in these domains use Adaptive Behavioural Assessment Kit - ABAK.

To summarise, as an aid to assessment for getting the base line for programming, the following components of the MDPS could be used :

- ◆ The Behavioural Scale
- ◆ The Behavioural Profile with the Identifying Information Form
- ◆ Problem Behaviour Record Form and
- ◆ ABAK - Adapted Behaviour Assessment Kit

**Madras Developmental Programming System
Behavioural Scale**

I. 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. **B**
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. **A**
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. **A**
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. **A**
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.
8. Opens the door, operating door knob / latch / handle. **A**
9. Screws and unscrews a jar or bottle lid. **A**
10. Carries a filled paper cup without crushing, tipping or spilling. **A**
11. Tears off a perforated sheet. **B**
12. Places key correctly, locks and opens the lock. **B**
13. Pours liquid from a pitcher into a tumbler without spilling. **B**
14. Uses clips and safety pins. **B**
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. **B**

3 Mealtime 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.
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. **B**
18. Identifies drinking water in a public place and drinks it. **B**
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. A
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. B
12. Buttons clothing (press buttons / shirt buttons / hooks). A
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. B
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. A
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. B
10. Runs a comb or brush through hair with several strokes. B
11. Blows nose, wipes drooling using a handkerchief. A
12. Bathes independently. B
13. Dries entire body with a towel after bathing. B
14. Applies face powder / deodorant / *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. B
19. Shaves (male) / maintains menstrual hygiene (female). B
20. Maintains self, clean, odour - free and groomed. B

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. **A**
12. Uses only a urinal or toilet for urination. **A**
13. Flushes the toilet after use. **A**
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. **B**
17. Obtains help for any toileting problem. **B**
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. **B**

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. Performs the activity when the word 'Me' is used such as 'Give me the ball'. A
7. Identifies 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'. B
13. Avoids dangers when instructed to do so. B
14. Follows two-step directions in order such as, 'Get the ball and close the door'. B
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. B

8 Expressive Language

1. Makes voice sounds. **A**
2. Uses voice sounds to get attention. **A**
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?' **A**
9. Uses two-word phrases/gestures such as, 'Hello, friend', 'Go out' or 'Eat biscuit'. **A**
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. **B**
13. Asks simple questions such as 'What is this?' or 'Why can't I?' verbally/gesturally. **B**
14. Uses pronouns such as 'I', 'You', 'He', 'Her', 'Me' or 'mine' in a complete sentence. **B**
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. **B**
18. Describes past events in a logical order. **B**
19. Summarises a T.V./Radio programme in own words. **B**
20. Discusses current events. **B**

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. **B**
9. Says 'Please' and 'Thank you' and 'Sorry'. **B**
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. **B**
12. Objects/asks for help if some one uses own belongings without permission. **B**
13. Interacts with members of the opposite sex and members of different age groups (as required by his community). **B**
14. Responds using proper social courtesies on occasions such as festivals, apologizes, offers greeting or compliments as needed. **B**
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. **B**
18. Shares possessions with others (in classroom, home and community). **B**
19. Participates in group activities taking the role of a leader. **B**
20. Visits neighbours, relatives and friends when required. **B**

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. **A**
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. **B**
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. **B**
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**

11. 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. **A**
12. Copies a printed sentence readably. **A**
13. Writes address and phone number readably. **A**
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. **A**
2. Indicates the difference between 'more' and 'less' when shown two different sized groups of objects. **A**
3. Separates one object from a group upon request, eg. 'Give me one block'. **A**
4. Points to 'big/small' when asked. **A**
5. Points to 'short/long' and 'tall' when asked. **A**
6. Chooses the correct number of objects upto 5 upon request eg. 'Give me three blocks' etc. **A**
7. Chooses correct number of objects upto 10. **A**
8. Names the printed number symbols 1 through 10 when asked at random. **A**
9. Performs activities according to the ordinal number (1st, 2nd, 3rd) eg. forming a queue according to the number given. **A**
10. Writes the number symbols 1 through 10. **A**
11. Counts from 10 to 20. **A**
12. Matches the printed number symbols 1 through 100 with the correct number of objects. **B**
13. Does 3 line single digit addition on paper. **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**
15. Subtracts single digit addition on paper. **B**
16. Does two line two digit addition on paper with carry over. **B**
17. Does subtraction sums - two digits with borrowing on paper. **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**
19. Says multiplication tables 5 and 10. **B**
20. Uses a simple calculator with basic four operations. **B**

13. 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. **A**
5. Indicates the difference between yesterday, today and tomorrow, using the terms in the correct context. **A**
6. Identifies or names the 7 days of the week in a calendar. **A**
7. Answers/points out correctly when asked 'What day of the week and date is it today'. **B**
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. **B**
11. Identifies or names the seasons of the year. **B**
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. **B**
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) **B**
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. **A**
3. Selects 5p, 10p, 20p, 25p and 50p, 1 Re. and 2 Rs. coins from a group of coins. **A**
4. Uses money to buy things (might not use correct amount). **A**
5. Identifies 1, 2, 5, 10, 20, 50 and 100 rupee notes. **B**
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. **B**
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. **A**
4. Damp wipes a floor. **A**
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. **B**
8. Sweeps a floor with a broom, picks up sweepings in a dust pan and empties the pan. **B**
9. Washes and dries dishes. **B**
10. Prepares pre-made drinks (like Rasna) when asked. **B**
11. Peels and cuts vegetables and fruits. **B**
12. Operates a grinder, mixer 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. **B**
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. **B**

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 neighbourhood. **A**
4. Goes to public places in a supervised group without calling unfavourable attention to self. **A**
5. Identifies a policeman, postman, a fireman, conductor of a bus, gas delivery man and telephone serviceman and persons from power supply. **B**
6. Interacts with strangers in public (as the situation warrants). **B**
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. **B**
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. **B**
11. When goes out with a group, maintains the group norms. **B**
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. **B**
15. Participates in religious activities following rules (Pooja/Prayer). **B**
16. Leaves an awkward public situation that is beyond control and seeks help. **B**
17. Telephones for information or assistance when necessary. **B**
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) **A**
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. **B**
10. Watches TV or listens to the radio, tape recorder by selecting a station/channel turning on and off, including use of cassettes. **B**
11. Involves in activities such as playing with pets, or hobbies such as collection of pictures and so on. **B**
12. Participates in outdoor activities, swimming/cycling/walking/playing **B**
13. Performs art and craft activities such as clay work, leather work or bead work/rangoli/kolam and so on. **B**
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. **B**
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. **B**
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**

13/21
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. **B**
11. Goes to an assigned area without reminder in a daily routine programme. **B**
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. **B**
16. Follows the sequence of activities in the routine work skill. **B**
17. Indicates if own performances meet the standards set for an activity. **B**
18. Works full time (8 hours). **B**
19. When situation demands, works in a team. **B**
20. Responds to accidents like fire, electricity, injury by informing the concerned people immediately. **B**

Appendix VI

Madras Developmental Programming System

Behavioural Profile

DS-03-2024

Observer/s: *Varsha, Athi*

Name: *Shivani Nakta* Date of Initial Assessment

Enter 'A' & 'B' as per instruction

Date of I Cr. Evaluation

Over the red

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

Date of II Cr. Evaluation

Over the red

Date of III Cr. Evaluation

Over the red

Over the 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.

	Date IV Cr. Evaluation																				I Cr.	II Cr.	III Cr.	IV Cr.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20								
1. Gross Motor Activities																					17	3	A	B	A	B	A	B
2. Fine Motor Activities																					10	10	A	B	A	B	A	B
3. Meal Time Activities																					13	7	A	B	A	B	A	B
4. Dressing																					10	10	A	B	A	B	A	B
5. Grooming																					9	11	A	B	A	B	A	B
6. Tolerating																					15	5	A	B	A	B	A	B
7. Receptive Language																					10	10	A	B	A	B	A	B
8. Expressive Language																					9	11	A	B	A	B	A	B
9. Social Interaction																					7	13	A	B	A	B	A	B
10. Reading																					6	14	A	B	A	B	A	B
11. Writing																					13	7	A	B	A	B	A	B
12. Numbers																					11	9	A	B	A	B	A	B
13. Time																					6	14	A	B	A	B	A	B
14. Money																					4	16	A	B	A	B	A	B
15. Domestic Activities																					5	15	A	B	A	B	A	B
16. Community Orientation																					4	16	A	B	A	B	A	B
17. Recreation - Leisure Time Activities																					8	12	A	B	A	B	A	B
18. Vocational Activities																					8	12	A	B	A	B	A	B

QUALITATIVE REPORT



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 and information about fact, limitations, discussions, conclusion and implications. Here we have discussed about child's motor activities, meal time activities, dressing, grooming, toileting, Receptive and Expressive language, social interaction, Reading, writing, numbers, time, money, domestic Activities, community orientation, Recreation - Leisure time activities, Vocational Activities.

Shivani is a student with down syndrome and also has intellectual disability. She is 18 years old. She speaks hindi and belongs to a good family. She lives in Bakshi nagar, Jammu. This report is based on her development process.

The child is assessed using MDPS (Behavioural scale tool). All the 18 Domains are assessed using different items on the basis of each domain and the following report is prepared on the basis of it.

DOMAINS OF MDPS

1. GROSS MOTOR ACTIVITIES - The gross motor skills of the child is good. The child can do almost all the activities but lack behind moving from lying on stomach to a sitting position, squats and Rides a bicycle or skis.
2. FINE MOTOR ACTIVITIES - Child can grasp things and also closes hand around on object placed in hands, reaches for and grasp objects. But the child is not able to ~~tear a perforated sheet~~, uses clips and safety pins, find ~~difficult~~ to use scissor for cutting, cannot ~~strikes~~ a safety match to light a candle can. of threads a medium sized sewing needle in 2 tries.
3. MEAL TIME ACTIVITIES - The child swallows soft food that do not require chewing, can drink without spitting. She is aware about edible or non edible food items. But she need assistance in taking appropriate quantity, when food is offered and empties plate in a trash can and wash it.
4. DRESSING - She offers no resistance while being dressed and undressed. She extends and withdraws arms and legs are required while being dressed

and undressed, Put underpants and outerpants. But cannot tie a bow knot with a shoe lace / Ribbon.

5. GROOMING - Child offers no resistance while being washed. She begins brushing motion for clearing teeth by herself, rinses hand when told, clean and washes, rinses and dries hairs but cannot maintain self, clean, odour free by herself.

6. TOILETING - Child know keeping herself dry for two hours & more, eliminate when on toilet herself, flushes the-toilet after use, removes clothing before sitting on toilet, has bladder control at night but need assistance for obtain helps for any toileting problem.

7. RECEPTIVE LANGUAGE - Child turns head towards the source of sound, receptive by eye contact or verbal acknowledgment when name is asked, follows instruction but donot respond to jokes, cannot avoid dangers and identifies common harmful substance even if not labelled.

8. EXPRESSIVE LANGUAGE - Child is able to make voice sound, use voice sound to get attention, say 'yes' or 'no' in response to questions, says name whenever asked, cannot say 20 words, not able to tell contact phone number or address.

9. SOCIAL INTERACTION - Child is not very social, has a shy behaviour and resist unknown to talk or interact. Child takes time to respond but is very good with people she know.

10. READING - Child herself turn the page of a book, one at a time, can sort object of different shapes not read functional words.

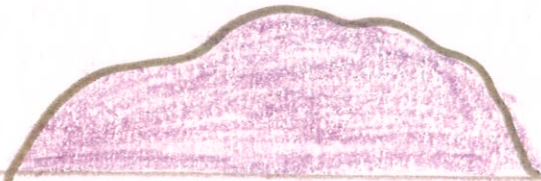
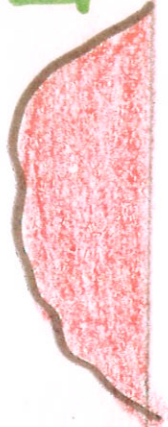
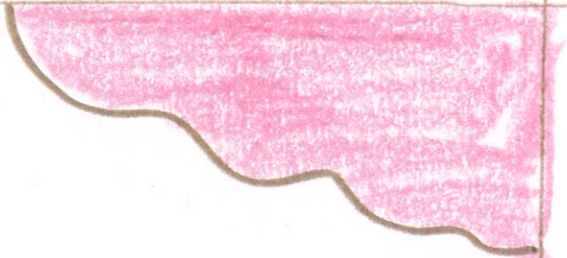
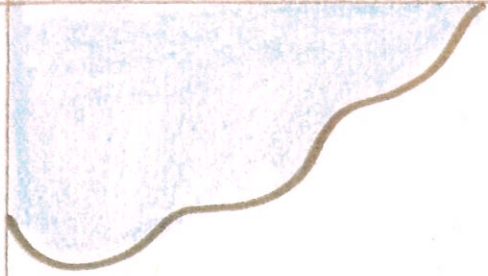
11. WRITING - Child is able to grasp pencil, crayon and chalk perfectly, scribbles, trace with pencil, colour within lines but cannot write address and phone number, do not write functional dictated words, do copy printed sentences but cannot write a paragraph on a given topic.

12. NUMBER - Child knows counting upto 50, she can write number name, points to big/small when asked, do not know 3 line single digit addition, subtract single digit addition and have no concept of multiplication.

13. TIME - Child associates the time of the day with activities, responds to 'Now', later, hurry and wait, indicates stating own age, do not identify 12 month of a year, do not identify hour hand, minute hand and number on a clock and do not tell time by 30 minutes.

14. MONEY - Child is able to sort coins from other small objects, select a rupee note from other paper objects but do not use money to buy things.
15. DOMESTIC ACTIVITIES - Child pick up household trash and place it in a waste basket when asked, do not prepare premade drink when asked, don't washes or dries cloths, cannot iron clothes.
16. COMMUNITY ORIENTATION - Child perform simple errands within a familiar settings, find ways by self from one place to another but don't know rules of traffic, cannot casts vote.
17. RECREATION, LEISURE TIME ACTIVITIES - Child engages in a leisure time activity for 5 minutes when material are given, play simple ball games like catching, throwing etc, watches TV without disturbing others, cannot participate in outdoor activities like swimming, cycling etc.
18. VOCATIONAL - Child do assumes a body position at a task or at play such that both hand available for use, participate in a single activity for 10 minutes, performs a single activity under supervision in room with people but do not accept supervision and criticism, does not go to an assisted area without reminder, do not increase speed of work when asked.

QUANTITATIVE REPORT

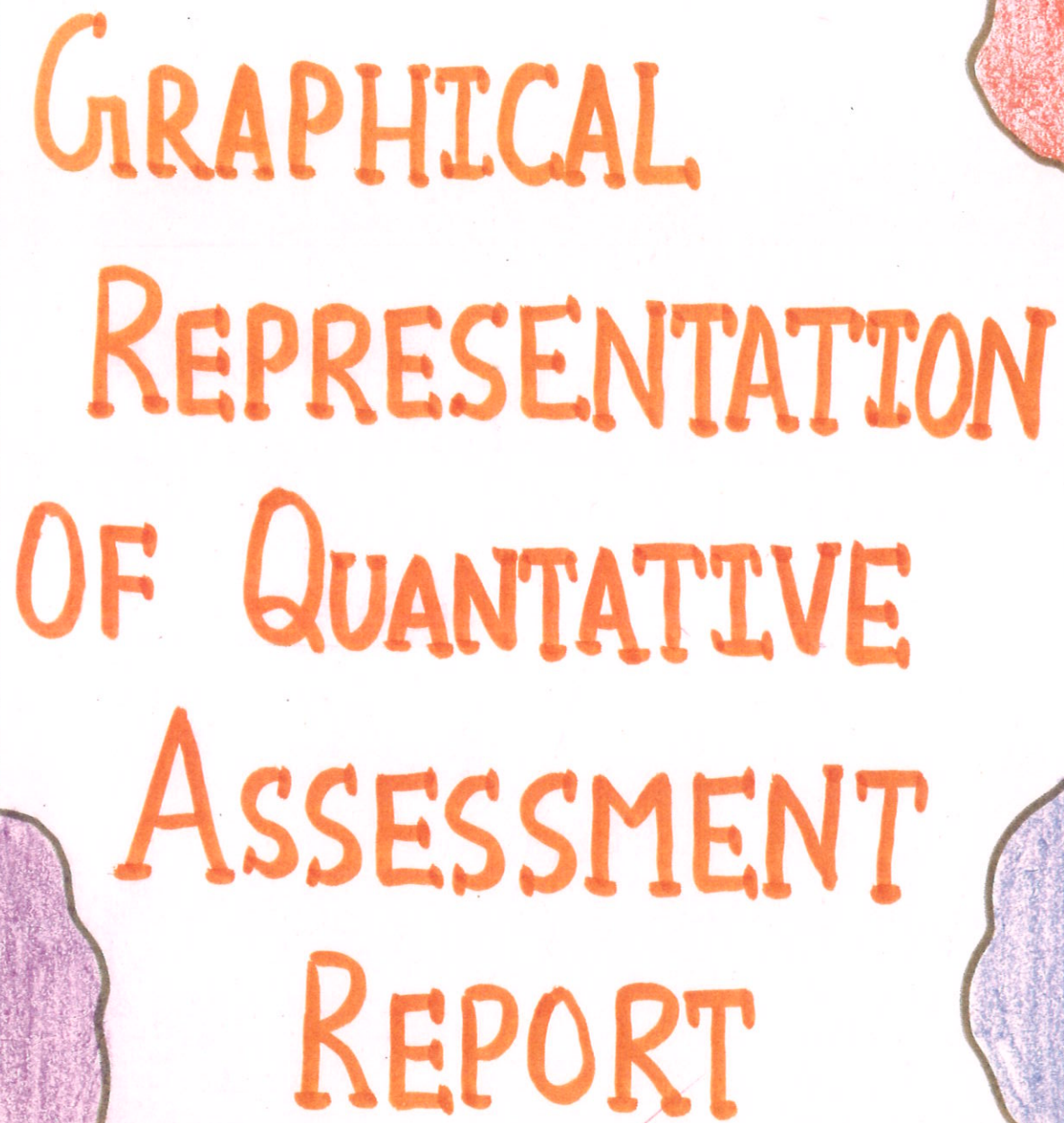


QUANTITATIVE REPORT

The Quantitative report of Shivani Mehta is based on 18 domains of MDPS -

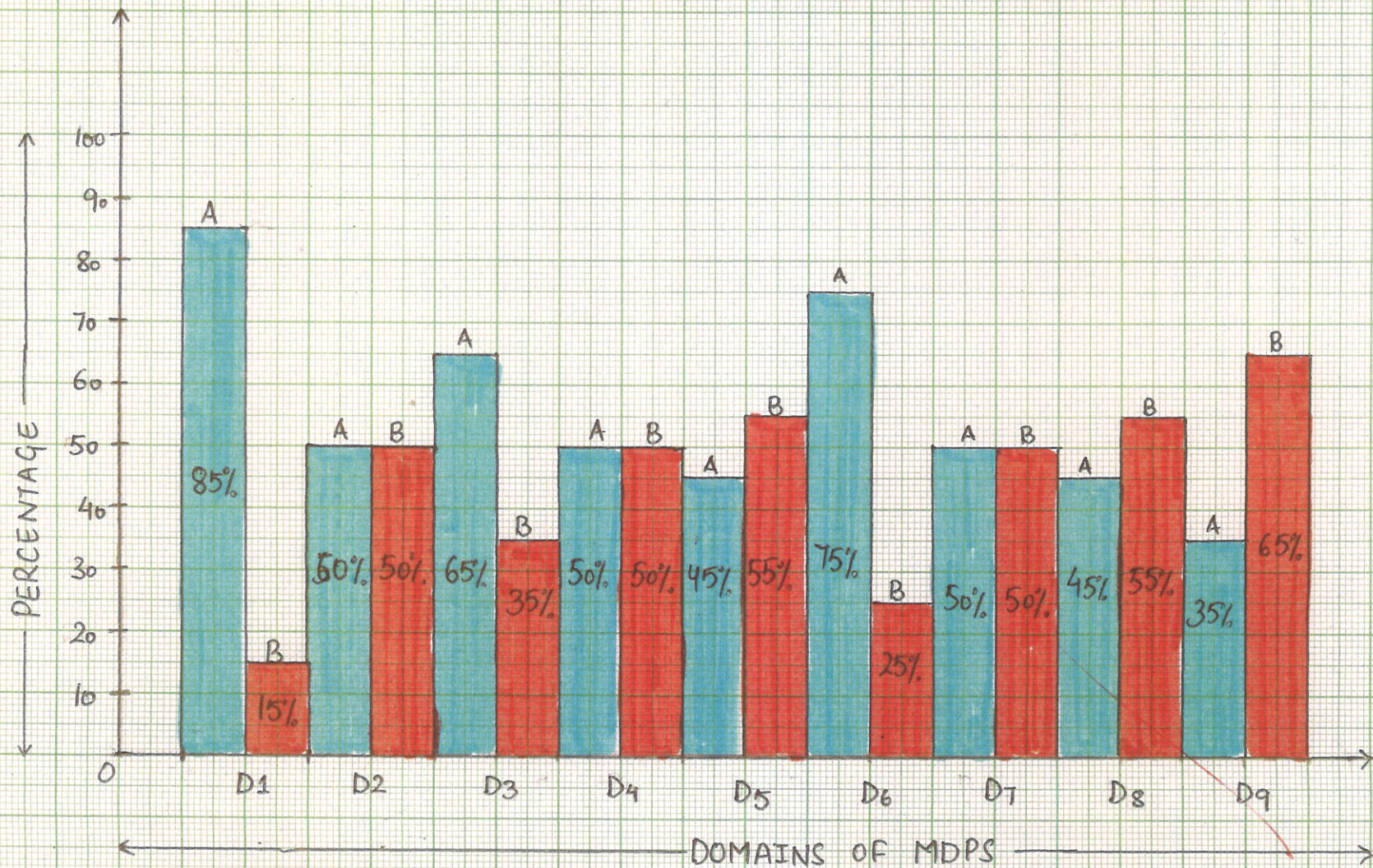
They are listed below.

S.No	DOMAINS	A	B
1.	Gross Motor Activities	85	15
2.	Fine motor Activities	50	50
3.	Meal time Activities	65	35
4.	Dressing	50	50
5.	Grooming	45	55
6.	Toileting	75	25
7.	Receptive language	50	50
8.	Expressive language	45	55
9.	Social Interaction	35	65
10.	Reading	30	70
11.	Writing	65	35
12.	Number	55	45
13.	Time	30	70
14.	Money	20	80
15.	Domestic Activities	25	75
16.	Community Orientation	20	80
17.	Recreation, Leisure Time Activities	40	60
18.	Vocational	40	60

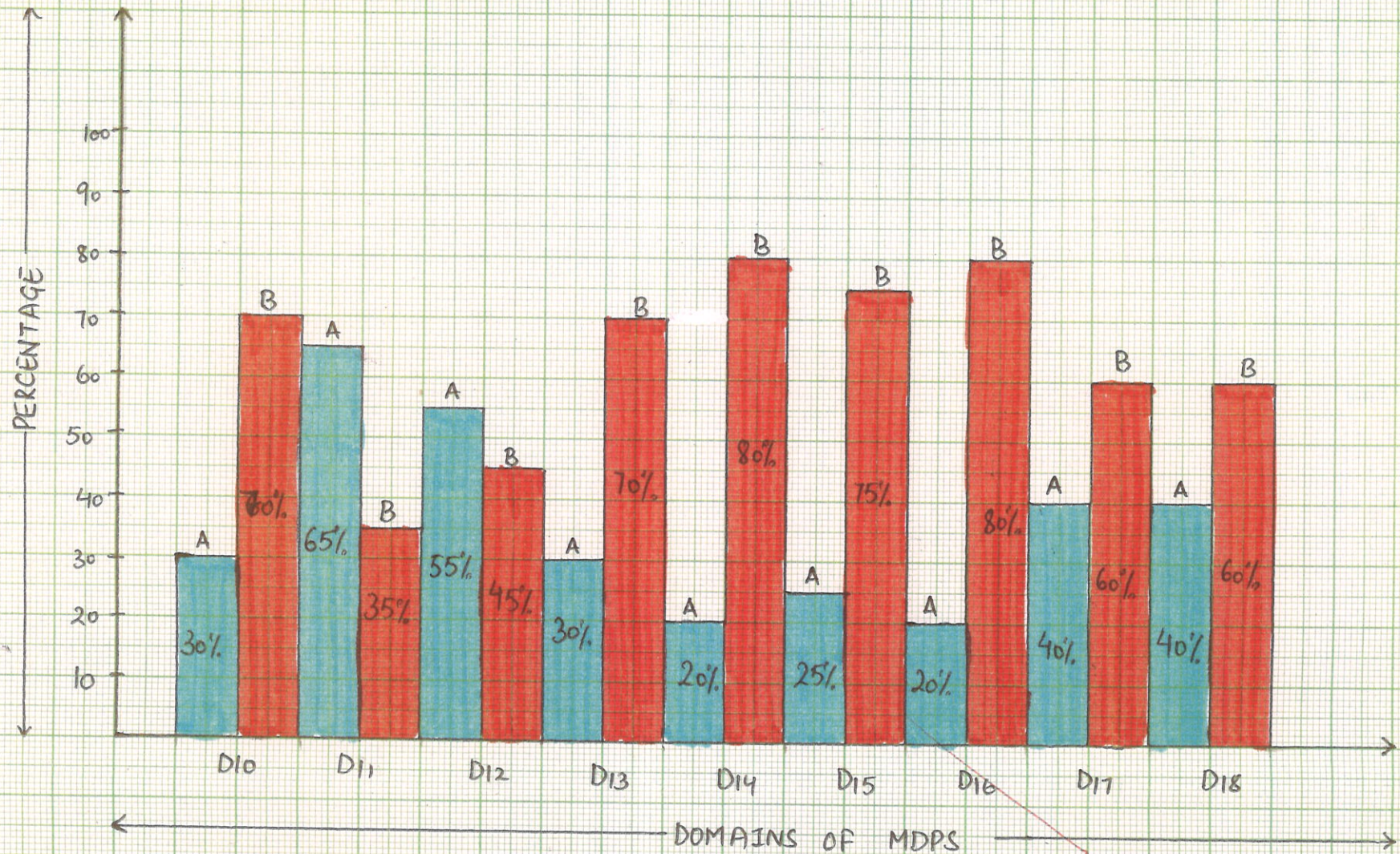


GRAPHICAL
REPRESENTATION
OF QUANTITATIVE
ASSESSMENT
REPORT

GRAPHICAL REPRESENTATION OF FIRST NINE DOMAINS QUANTITATIVE ASSESSMENT



GRAPHICAL REPRESENTATION OF OTHER NINE DOMAINS



GOAL PART-A





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Accredited by the NAAC with 'A' Grade & ISO 9001:2008 Certified

Part A

Name : SHIVANI MEHTA

Date of Birth : 14-03-2005

Gender : FEMALE

Address : F-341, GURAH BAKSHI NAGAR
JAMMU.

Language Spoken : HINDI

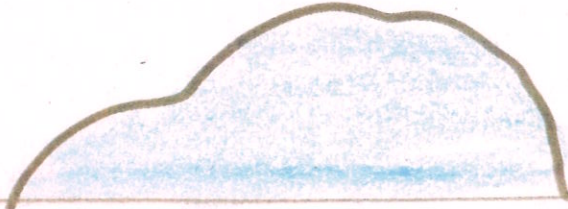
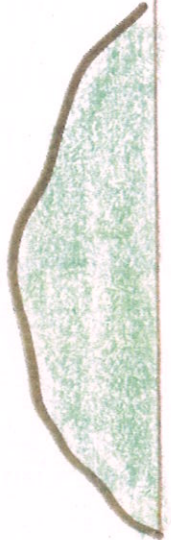
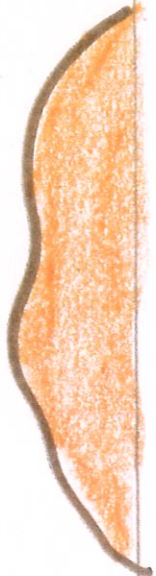
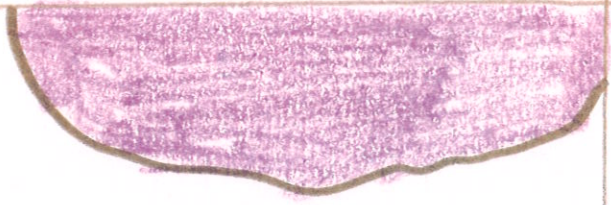
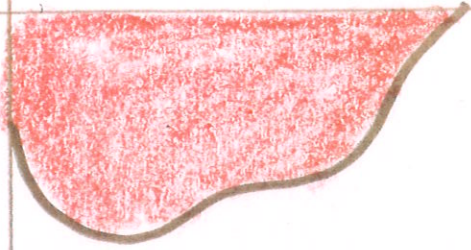
Provisional Diagnosis : DOWN SYNDROME (MODERATE)

Associated Condition : INTELLECTUAL DISABILITY

Staff Responsible : VARSHA ATTRI

Any other information : NIL

GOAL PART-B





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Part B

Skill: Three line single digit addition

Base Line: She has a good knowledge about numbers.

- She can write counting from 1 to 50.

Objective: To grasp the concept of three line single digit addition

- To memorize and recall basic addition facts.
- To improve problem solving abilities.
- To encourage critical thinking and build student's confidence in their mathematical abilities.

Material Used:

Worksheet, Pencil, Eraser, Flashcards, Visual aids, counting blocks etc.

Procedure: Teacher trainee begin by introducing the concept of three line single digit addition using concrete examples such as counting blocks. Teacher trainee then demonstrate how to solve single digit addition problems using three lines. Starting with simple examples and model the process step by step. Teacher trainee provide guided practice by presenting a series of three line addition problems on the worksheets. Teacher trainee engage student in interactive activities that reinforce addition skills. Teacher trainee will assign independent practice addition, such as worksheet, for students to practice solving three line single digit addition problem on her own.

Evaluation: 1 2 3 4 (5) 6 7

Remarks:



Signature of the trainee

Signature of IEP Supervisor



JUSTIFICATION OF GOAL

JUSTIFICATION OF GOAL

THREE LINE SINGLE DIGIT ADDITION


Shivani Mehta is a student of pre-vocational group having age of 18 years. She is diagnosed with down syndrome and intellectual disability. She was assessed by using MDPS checklist that includes 18 main domains which includes 20 items each.

While assessing her, I came to know that she is good in motor, self help and communication but she is poor in academics. I took the goal to develop skills such as adding three-line single digit number which serves several vital purposes.

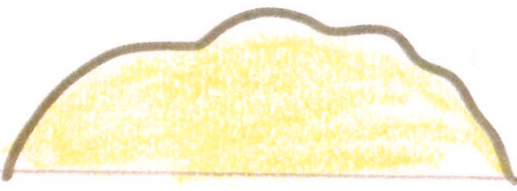
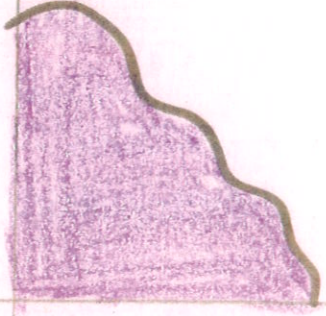
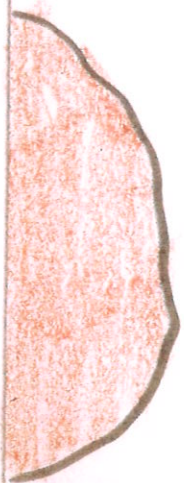
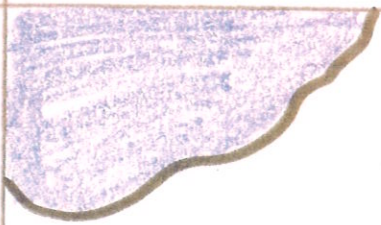
Firstly, it promotes cognitive development by reinforcing numerical concepts in a tangible and practical manner, fostering a deeper understanding of basic arithmetic operations. Secondly, it enhances fine motor skills through the physical act of writing

or manipulating objects, promoting coordination and dexterity. Lastly, it cultivates confidence and sense of accomplishment as the child masters a fundamental mathematical skill, paving the way for further academic and personal growth.

Overall, supporting special child in mastering tasks like adding 3-line single-digit number not only addresses academic goals but also nurtures holistic development essential for their future success.



TASK ANALYSTS



TASK ANALYSIS RECORD

Name of the Child: SHIVANI MEHTA

Class: Pre-vocational

Age: 18 years Sex: Female

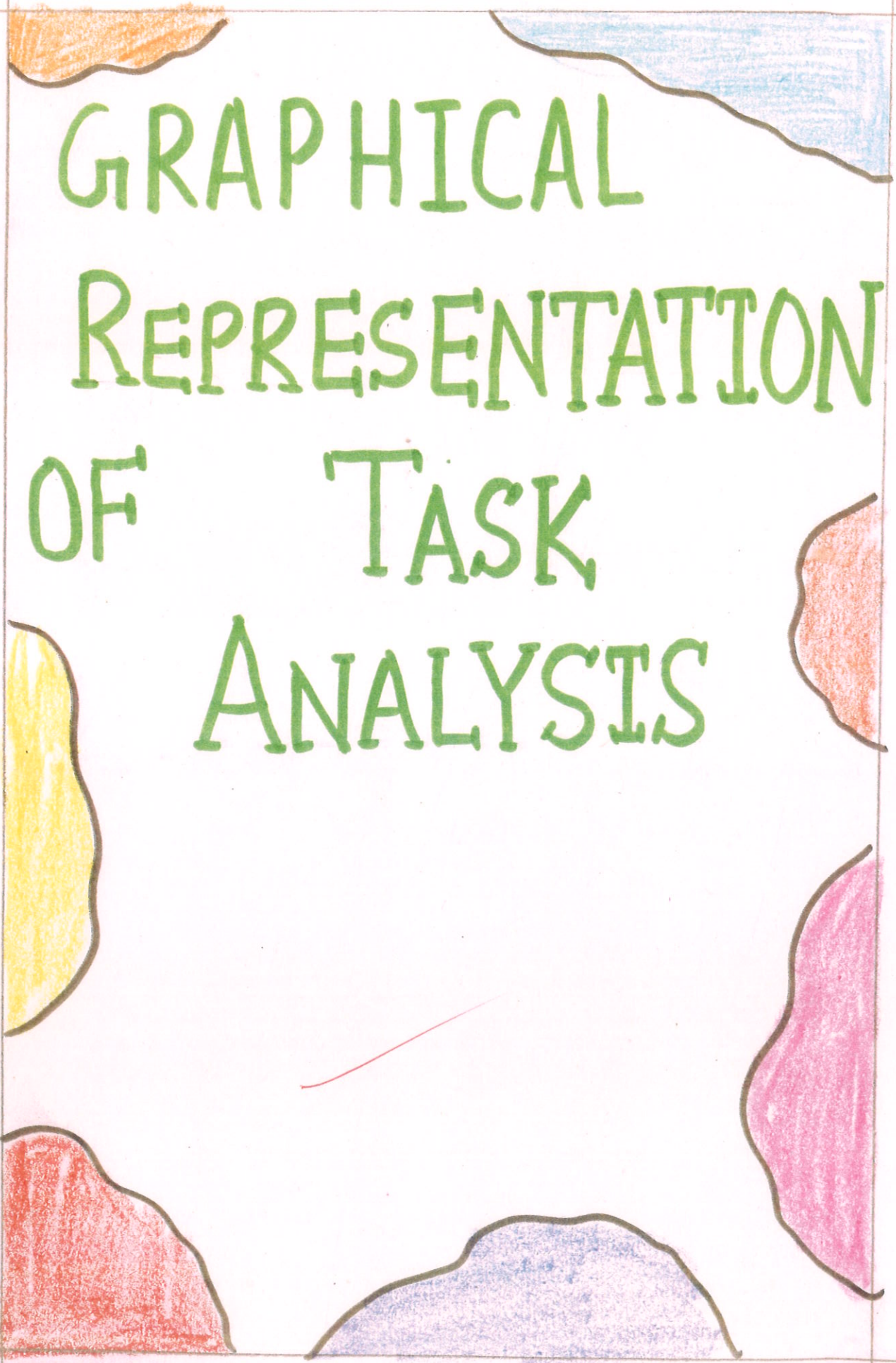
Task: Three line single digit addition

Tasks	Session	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Date	12/3	13/3	14/3	15/3	18/3	19/3	20/3	21/3	22/3	26/3	27/3	28/3	29/3		
1. Proper sitting	VP	+	+	+	+	+	+	+	+	+	+	+	+	+		
2. Place the worksheet on table	VP	VP	+	+	VP	+	+	+	+	C	+	+	+			
3. Hold the pencil in the right hand	VP	+	+	+	VP	+	+	+	+	VP	+	+	+			
4. Identification of sign (+)	VP	VP	C	+	+	C	+	+	+	VP	+	C	+			
5. Identification of first digit and draw lines acc. to digit	VP	VP	+	C	VP	+	+	C	+	+	+	+	C			
6. Identification of second digit and draw lines acc. to digit	VP	VP	C	+	VP	+	+	VP	C	C	+	C	+			
7. Identification of third digit and draw lines acc. to digit	VP	VP	C	C	VP	+	+	VP	C	+	+	C	+			
8. Count all the lines	VP	VP	C	+	+	C	VP	+	+	C	C	+	+			
9. Write the answer in the box	VP	VP	C	+	+	C	C	+	+	+	C	+	+			
10. Add all digit independently	VP	C	C	VP	+	C	C	+	C	+	+	+	+	C		

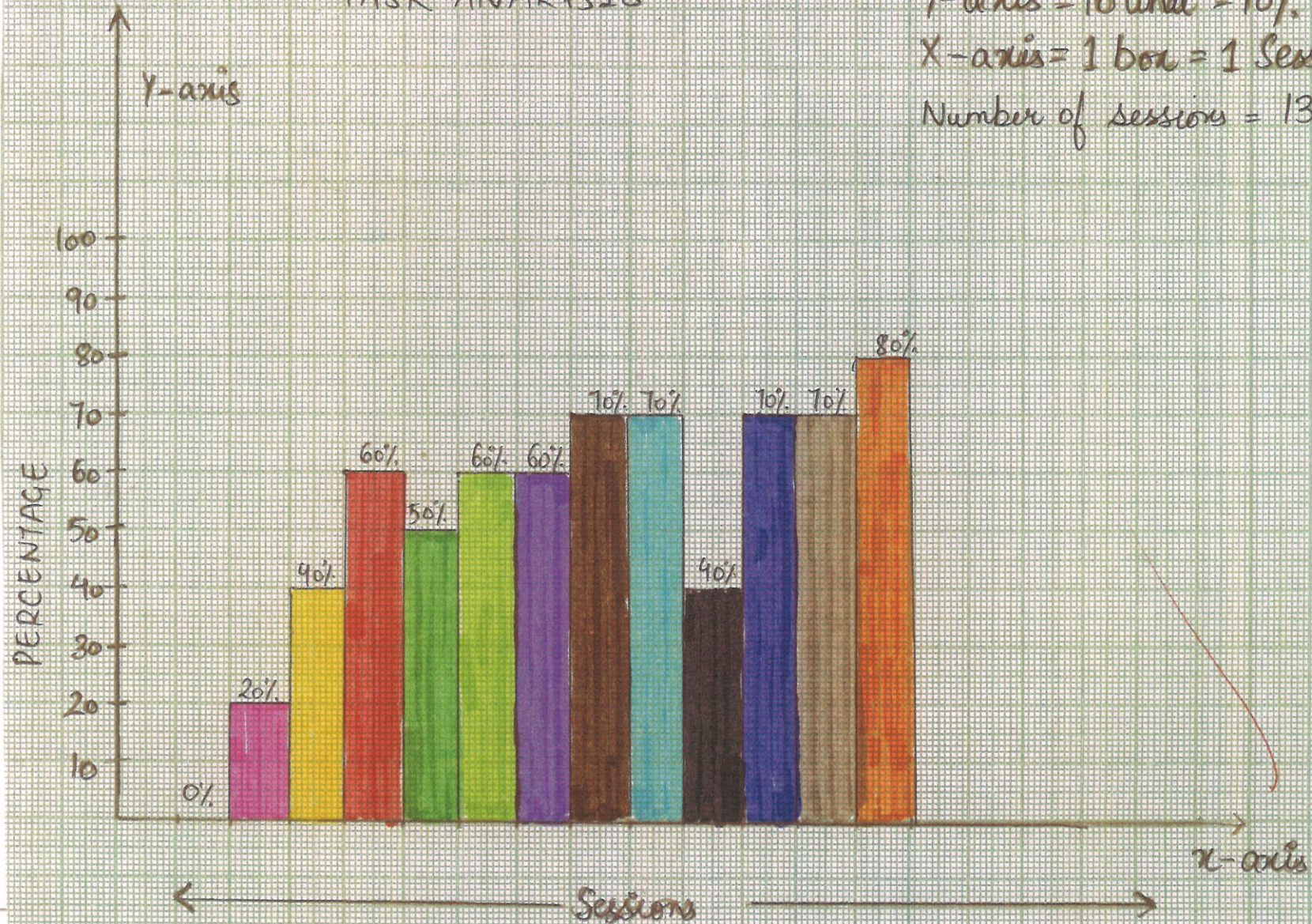
11.																			
12.																			
13.																			
14.																			
15.																			
No of successive trial																			
Percentage		0/10	2/10	4/10	6/10	5/10	6/10	6/10	7/10	7/10	4/10	7/10	7/10	8/10					
		0%	20%	40%	60%	50%	60%	60%	70%	70%	40%	70%	70%	80%					

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

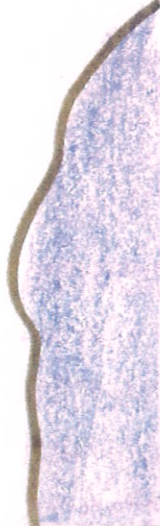
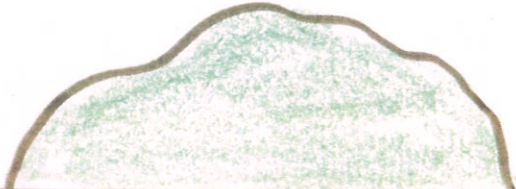
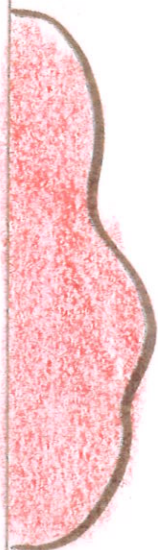
GRAPHICAL
REPRESENTATION
OF TASK
ANALYSIS



GRAPHICAL REPRESENTATION OF TASK ANALYSIS



EVALUATION REPORT



EVALUATION REPORT

Shivani Mehta is a 18 years old, studying in Pre-vocational class. Shivani is a student with developmental delay with down syndrome and intellectual disability. After the first quarter assessment, the percentage of eighteen domains are Gross motor activities - 85%, Fine motor activities 55%, Meal time activities 65%, Dressing 50%, Grooming 45%, Toileting 75%, Receptive language 50%, Expressive language 45%, Social Interaction 35%, Reading 30%, Writing 65%, Number 60%, Time 30%, Money 20%, Domestic activities 25%, Community orientation 20%, Recreation, Leisure time activities 40%, Vocational 40%.

EXPERIENCE



EXPERIENCE

Working with a student 'Shivani Mehta' with Down syndrome and intellectual disability during the development of an IEP was a profoundly meaningful experience. During the process, I had the privilege of collaborating closely with child's parents, educators, therapists and specialists.

We began by conducting thorough assessment to understand the child's unique strengths, challenges and learning style. It was crucial to gather insights from multiple perspectives to ensure a comprehensive understanding of the child's needs.

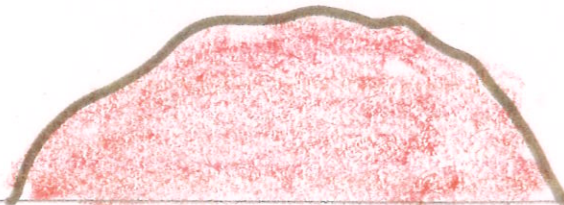
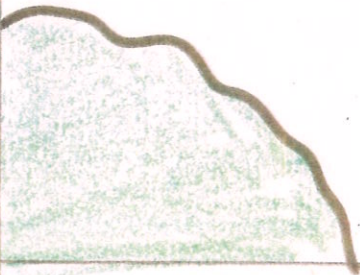
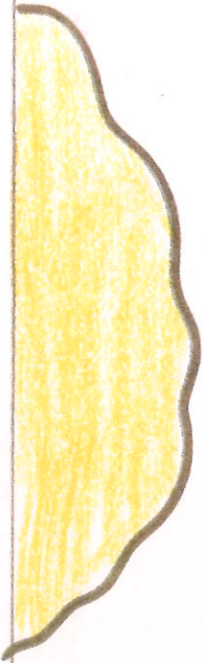
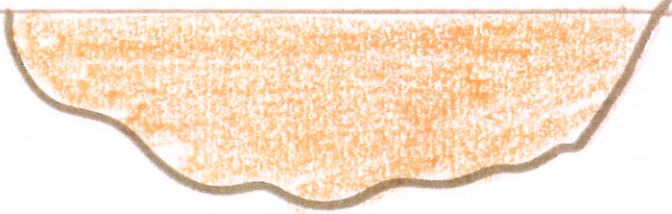
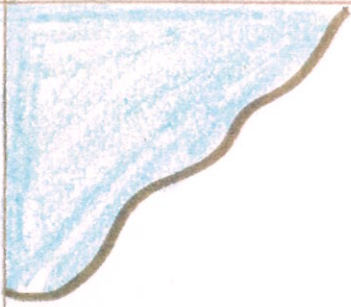
Throughout the IEP development, I emphasized creating a supportive and inclusive learning environment tailored to the child's abilities. I identified specific goals and objectives aimed at promoting their cognitive development, communication skills, social interaction and independence.

As the IEP took shape, it was inspiring to see the collective efforts and collaboration yield

tangible results. Over time, the child showed remarkable progress in various areas, building confidence and mastering new skills.

Reflecting on this experience reinforced the importance of individualized support and the transformative impact of a collaborative approach in special education. It highlighted the potential for every child, regardless of their abilities, to thrive when provided with the right resources, understanding and encouragement.

CONCLUSION



CONCLUSION

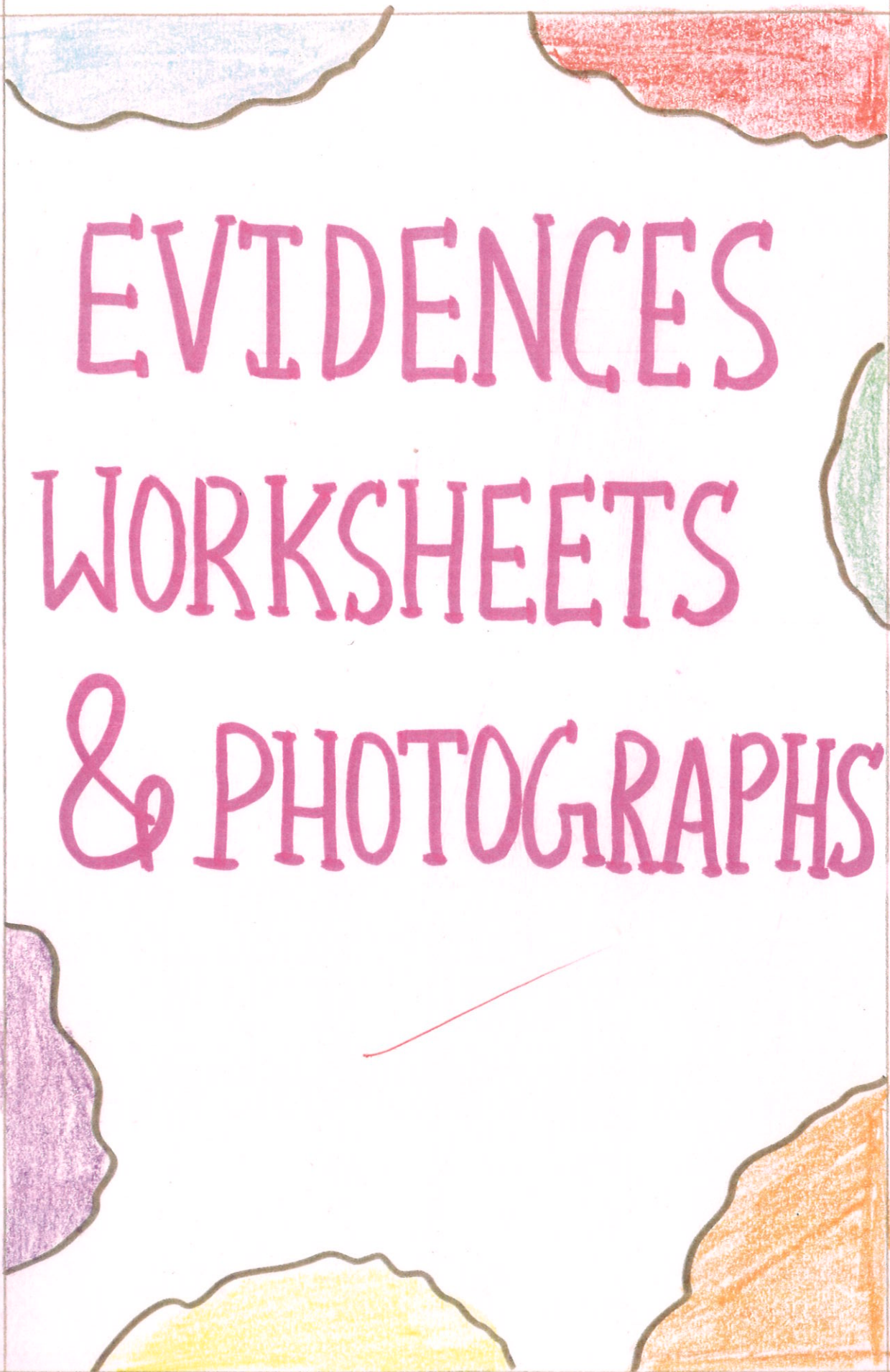
IEP is a summary of the student's strength, interest and needs. It is a written plan of action prepared for a student who requires assistance.

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

Thus, I am feeling proud to be a part of this programme. This is a satisfying experience and looking forward to carry this experience for future life.

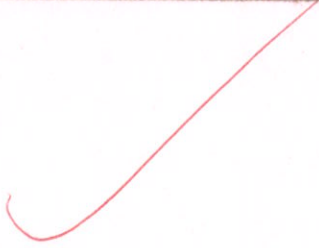
Students learn from the teacher if he/she is patient, caring, loving and goal oriented.

Children with disabilities are not problems to be fixed but unique individuals to be cherished, valued and loved.



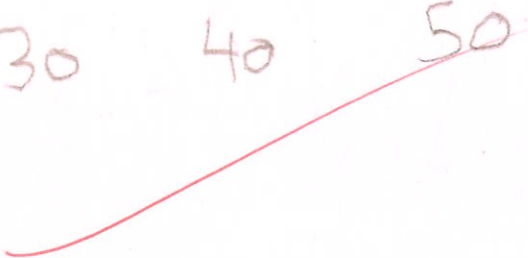
EVIDENCES
WORKSHEETS
& PHOTOGRAPHS

COLOUR WITHIN LINES

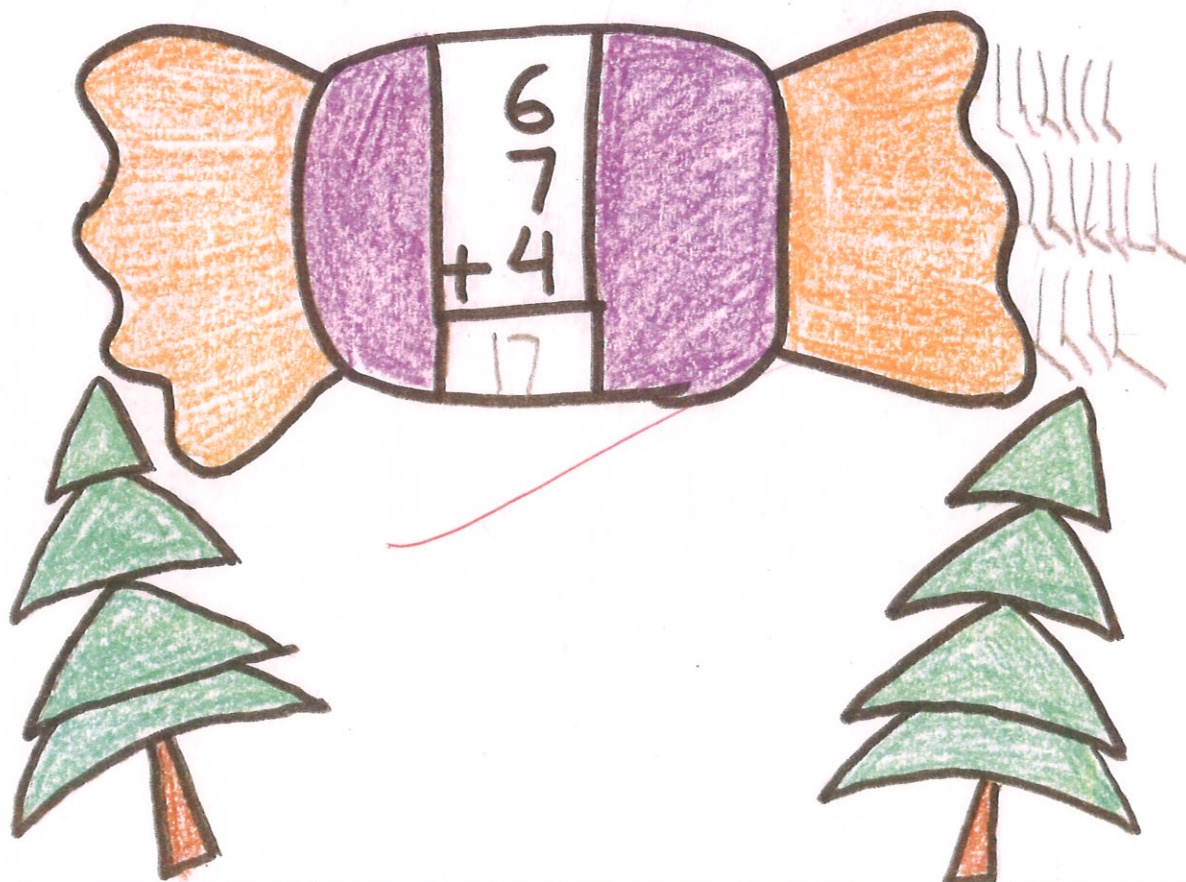
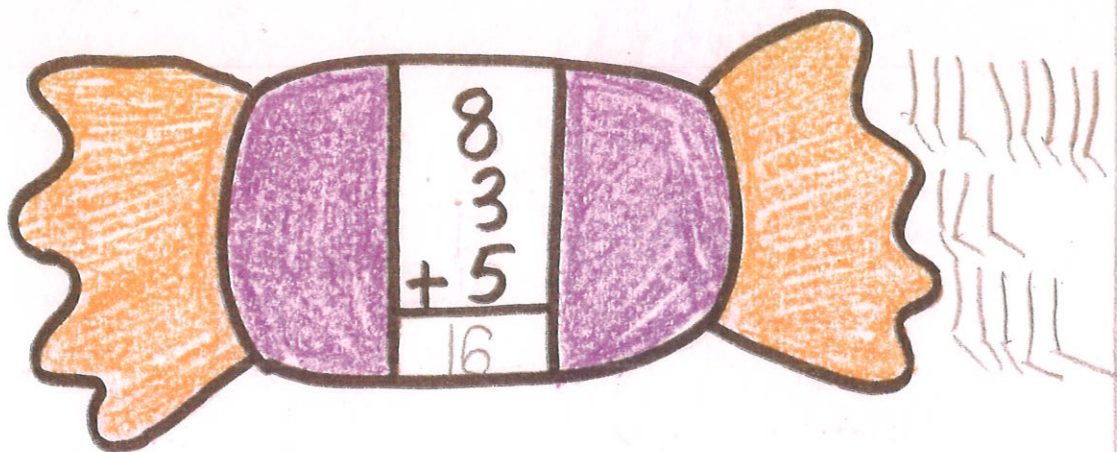


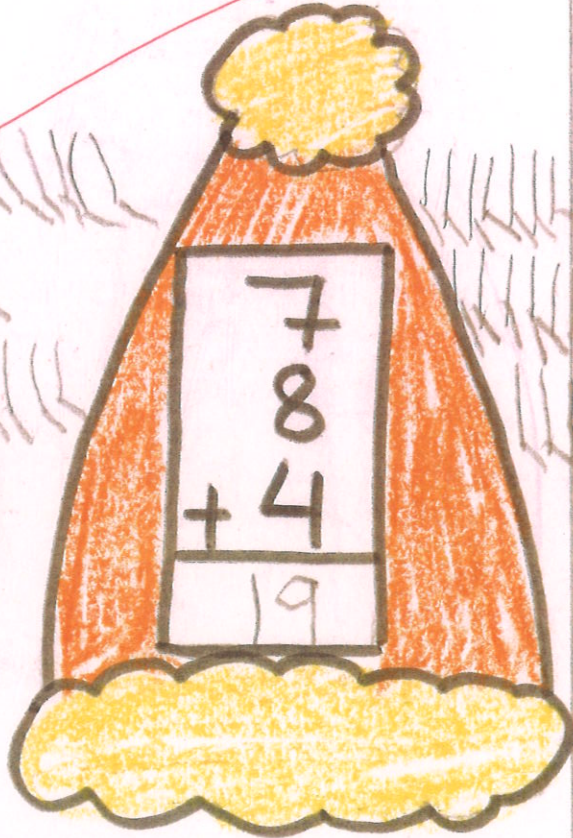
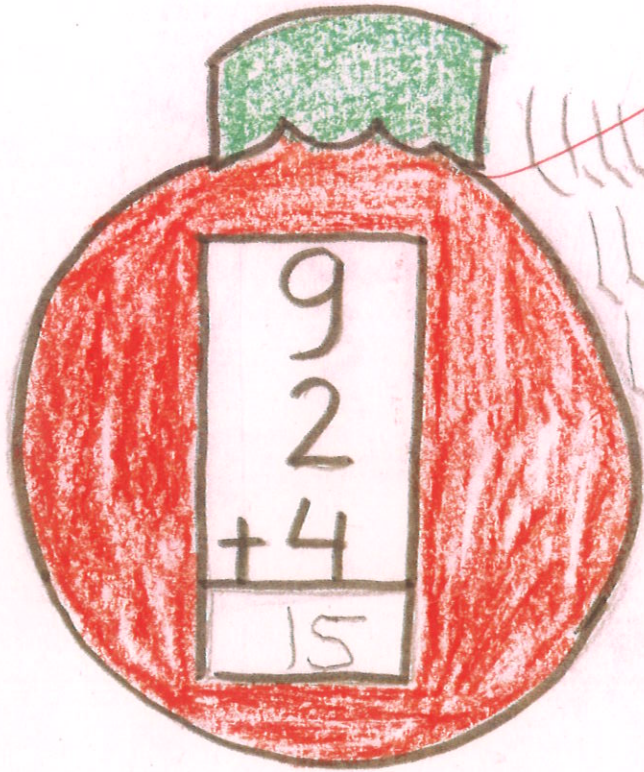
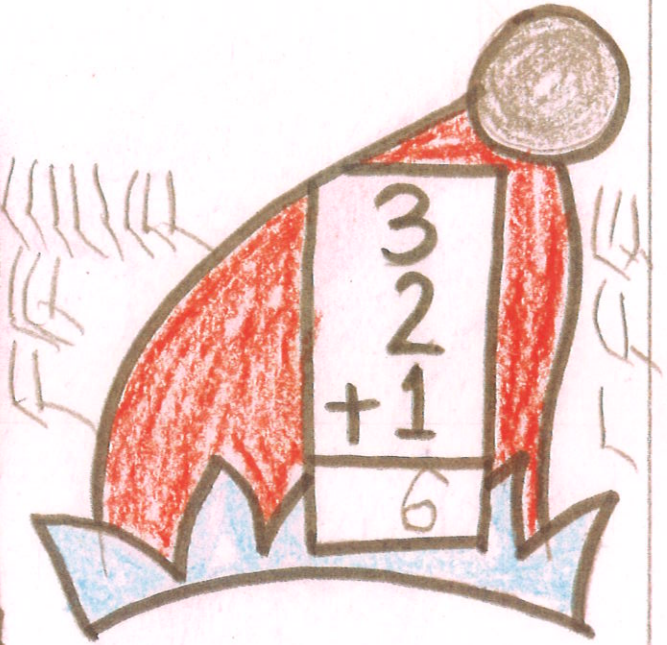
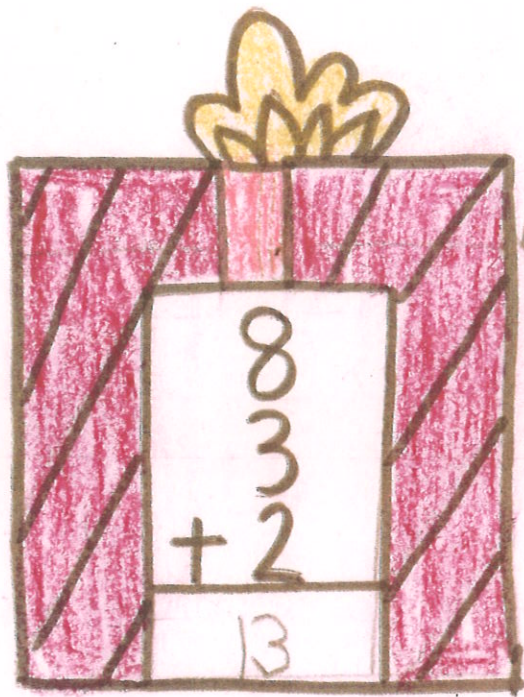
COUNTING 1 to 50

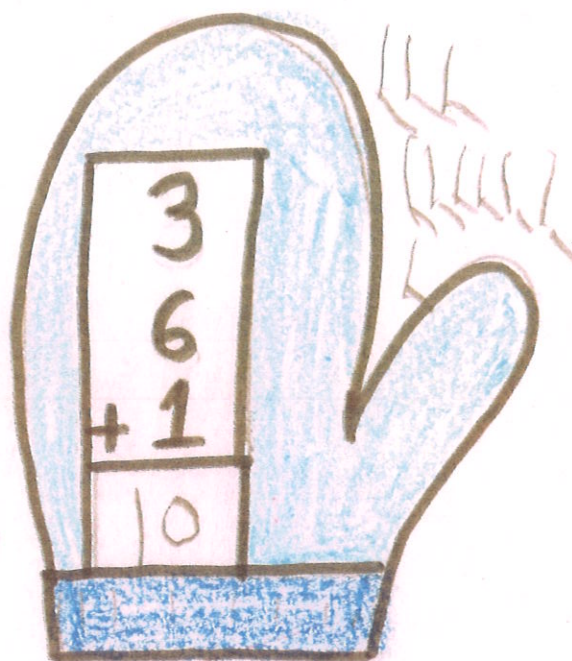
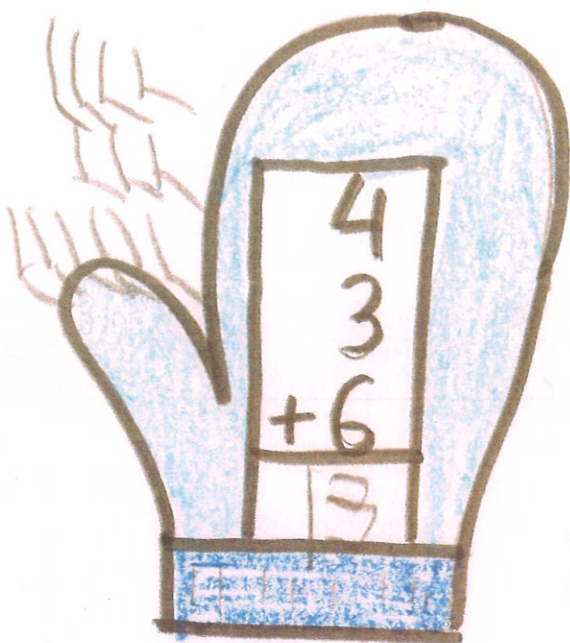
1	11	21	31	41
2	12	22	32	42
3	13	23	33	43
4	14	24	34	44
5	15	25	35	45
6	16	26	36	46
7	17	27	37	47
8	18	28	38	48
9	19	29	39	49
10	20	30	40	50



THREE LINE SINGLE DIGIT ADDITION











A hand-drawn card with the words "THANK YOU" in orange, block letters. The card is decorated with a border of colorful, wavy-edged shapes in shades of red, yellow, pink, orange, green, and purple. The card is on a white background with a light pink border and a spiral binding on the left side.

THANK
YOU

GROUP TEACHING



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by NAAC with 'A+' Grade)

SESSION 2022-2024

SEMESTER- 3rd

GROUP TEACHING

NAME : Ujwal Sharma

CLASS : B.Ed. Special Education (ID). Roll No: 2203004

SUPERVISOR: Mr. CR Jangra
Dr. Behzad Magbool



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 Class: Secondary

No. of Children:..... 6 Age Range..... 10-14 yrs Date..... 22/2/24 Time Duration..... 30 min Lesson No:..... 5.....

Name of the Teacher Trainee:..... Vjwal Sharma Roll. No..... 2203004 Area / Domain:..... Curricular.....

General Objective:

- To understand and identify the place value of digit
- students will be understand the sign and concept of addition.

Specific Objective:

Addition of 1- digit number.

Current Level:

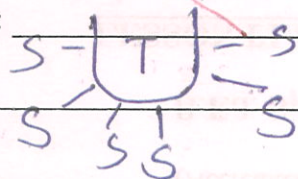
Group A : understand and follow instructions independently
Group B : understand and follow instructions with VP

Specific Objective:

Condition	Persons Affected	Behaviour	Level of Performance	Duration
When asked	Group A Nandeshwar, Shrey preet, Bhanu	Will be able to do addition.	80% accuracy with VP	15 min
	Group B Rithvik, Amyea, Mudasi	Will need help	60% accuracy with VP, PPO	15 min

Motivation: After greeting the children & teacher, trainee show the sign of addition and ask "which sign is this?" and start the task

Classroom Arrangement:



Material Used:

Worksheet, flashcard pencil

Teacher's Activity	Learner's Activity
how to do addition of numbers	carefully
5 Student teacher provides worksheet to each child and ask them to do	students will receive the worksheet and do their work.
6 Student teacher provide help to the children if anyone needed	Students will follow the instructions.
7 Student teacher provide VP to student of group B	students will follow the instructions and complete their

Teacher's Activity	Learner's Activity
1 Student teacher enter the classroom and say " Good Morning"	Students will say " Good Morning".
2 Student teacher manage the classroom	Students will follow the instructions
3 Student teacher shows the flashcard of number and sign ^{of addition} to the students	Students will observe them carefully
4 Student teacher first demost - rate	Students will observe

Self Evaluation:

I am happy with how students tried to do additions they listen well and tried their best. I made sure to explain everything in a simple way.

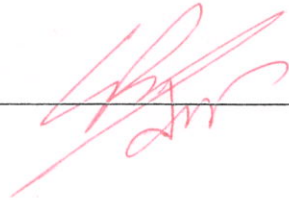
Signature of the Student Trainee

Ajwal Sharma

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



MINIATURE

$$\begin{array}{r} 1 \quad | \\ + 2 \quad || \\ \hline 3 \end{array}$$

$$\begin{array}{r} 3 \quad ||| \\ + 3 \quad ||| \\ \hline 6 \end{array}$$

$$\begin{array}{r} 4 \quad |||| \\ + 5 \quad |||| \\ \hline 9 \end{array}$$

$$\begin{array}{r} 4 \quad |||| \\ + 3 \quad ||| \\ \hline 7 \end{array}$$

$$\begin{array}{r} 5 \quad ||||| \\ + 1 \quad | \\ \hline 6 \end{array}$$

$$\begin{array}{r} 2 \quad || \\ + 6 \quad ||||| \\ \hline 8 \end{array}$$

**RESOURCE ROOM
TEACHING**



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by NAAC with 'A+' Grade)

SESSION 2022-24 (Semester- III)

Resource Room Teaching

NAME : Ankita Khajuria

ROLL NO: 2203018

CLASS : B.Ed. Special Education (ID)

SUPERVISOR: Dr. Behzaad magbool.

Checked
[Signature]
15/4/24

RESOURCE ROOM

RESOURCE ROOM

Resource Room is a modern trend in the education system. It is a new method to help out the student who are scholastically backward poor in the performance in certain areas. A resource room is a special classroom set up in a general school in which the student who face learning problem is being helped.

In most of the developed countries, the school systems have provision for resource rooms. In India, in recent years, special education, integrated education and inclusion education are in focus. Resource rooms are now slowly gaining importance here. Due to lack of trained staff and other resources, such a facility has not been established widely.

ORGANISATION OF A RESOURCE ROOM

A resource room is a special classroom. It is a classroom set up in a general school that provides a student with special assistance coaching in those areas in which student is weak and focus learning problems. A special supportive teacher will be appointed in the resource room. The set up resource room in a school, various things have to be done. If things are done systematically it will be functioning successfully. For the success-

-ful organisation of a resource room, various steps are involved. They are:

- 1) Sensitization of the principal and others incharge of administration in general schools regarding the need and implications of a resource room.
- 2) Appointing a resource room teacher who is qualified.
- 3) Orientation of the teachers of the school regarding.
- 4) Establishment of the resource room.
- 5) Coordination of the functioning of the resource room and regular classes.
- 6) Assessment, recording and programming for children requiring resource room education and periodic monitoring.

FUNCTIONS OF A RESOURCE ROOM

The time method in the resource room for each child will be different. Thus the resource room will provide the help which the individual needs. There should be good lightning and ventilation. There should be moveable furniture, and enough teaching material according to the needs of the students etc.--

ROLE OF A RESOURCE ROOM TEACHER

- 1.) A resource room teacher has to organize the resource room.
- 2.) A resource room teacher has to equip the resource room.
- 3.) A resource room teacher has to assess the children referred by regular educators.
- 4.) In addition to resource room teaching; it is the responsibility of the resource room teacher to team teach with the general teacher.
- 5.) Maintaining records and an supportive programme and provide assessment, and communicating this to the persons concerned in an important role of the resource teacher.

Assessment OF the Student by the resource teacher

The resource teacher can assess the student by observing, by interviewing or by testing the student. The result of the assessments will help the resource teacher to prepare in the resource room teaching. Through collecting informations from others about the child and interviewing the child will give some knowledge, directly testing will be give better information. Thus informations are guidelines for the

resource teacher in her/his work.

Resource room teaching has an important role in the progress of the students with learning problem so every schools have the students responsibility to set up resource room, to give the best education to the students who come to the school.

GILAD

GRADE LEVEL ASSESSMENT DEVICE (GLAD)

Grade Level Assessment Device is a tool to assess the academic performance of the students. It is easy to access the students with the device. The device is used to find out the academic performance in children upto Class IV level. This tool is prepared with much care to enable representative sample of content for testing. The content of the tool is developed of the present class lessons of the students. It is useful in assessing students especially those students who are backward in their studies.

By using this tool, the time of the teacher is saved in conducting tests and also detailed instructions provided in the manual allows easy administrations and scoring. The test items have been selected similar class test items, so that a primary school teacher does not have difficulty in using the tool. The end product of the tool provides the teacher the class level of performance of the child and reveal the nature of learning difficulties if any. The Glad provides for assessment of achievement as well as systematic observation and recording of problem in children. By doing so the teacher would get a clue on areas of processing and which channel modality of learning is to be focussed for remediating learning problem.

DESCRIPTION OF THE TOOL (GLAD) :- The GLAD has two formats:

FORMAT-I : It has the test booklets of class I to class IV given in the form of worksheets. It contains the worksheets of English, Hindi and math. Items include tasks requiring verbal and written responses to questions. The number of items vary in each section and also in class level based on the tasks in the Curricular Content.

- 1.) Picture identification
- 2.) Word
- 3.) Recall
- 4.) Paragraph Reading - Q/A

FORMAT-II : It is to be used by the teacher for noting observations while the students is performing on format-I. Format II has three sections and a Summary sheet. Section I has provision to notedown the child's back ground information including personal details, family history and school history which helps the teacher in getting to know the child better. Section II has some simple items which the teacher can observe and if respects problems, she can refer to the physician for the needful to be done.

The final page which includes information of format I and II. In format I is given class terms Scoring and there will be converted to percentage and these percentages will be grouped as independent level - over 70%. Instructional level - 40% - 60% and frustration level - Below 40%. After completing the class level test, the teacher should fill the matrix as per the child's level of performance.

GLAD TOOL is developed by Dr. Jayanti Narayan

LEARNING DISABILITY

LEARNING DISABILITY

Learning disabilities refers to a group of disorder manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or in mathematical abilities. In order to be labelled as having a learning disability, a child must have an IQ score within the normal range, manifest academic difficulties resulting in discrepancy between expected and actual academic performance, and the disability must be the main cause for learning and school related problems.

Emotional and social disturbances and other adaptive deficiencies may occur along with learning problems but they not by themselves constitute a learning disability. Its main character shared by all learning disabilities is that they are perform up to their expected level in school.

DEFINITION

Definition of Learning Disabilities provided by National Joint Committee on Learning Disabilities (1988) USA :- (NJCLD)

Learning disabilities is a general term that refers to a heterogeneous group of disorder manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical

abilities. These disorders are intrinsic to the individual, presumed to be due to Central nervous System dysfunction and may occur across the life-span. Problems in self-regulatory behaviours, social perception and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with this handicapping conditions or with extrinsic influences (such as cultural differences or inappropriate instruction), they are not the result of these conditions or influences.

TYPES OF LEARNING DISABILITY

There are eight types of learning disabilities i.e.:-

- 1) Dyslexia
- 2) Dyscalculia
- 3) Dysgraphia
- 4) ADHD
- 5) Auditory Processing Disorders
- 6) Visual Processing Disorders
- 7) Non-Verbal Learning Disorders.

DYSLEXIA \Rightarrow Dyslexia is the most common form of all learning disabilities. It is a language-based disability in which a person has trouble understanding words, sentences, or paragraphs. People with dyslexia often have problems with processing or understanding what they read or hear. Many dyslexia people are notably talented in arts and music, 3-D visual perception, athletic and mechanical ability.

DYSCALCULIA \Rightarrow It is a life long learning disability that affects the ability to grasp and solve math concepts. There are many different types of math disability and these can affect people differently at different stages of a person's life. People with dyscalculia often have difficulty manipulating numbers in their head and remembering steps in formulas and equations.

LESSON

PLAN

CLASS = II

INDEX

S.No	Topic	Subject	Class	Date
1	Shapes	mathematica	2nd	20-3-24
2	Addition of 2-digit number	mathematic	2nd	21-3-24
3	Counting in Tens and ones	mathematic	2nd	22-3-24
4	Multiplication	mathematic	2nd	26-3-24
5	Even and odd number	mathematic	2nd	27-3-24
6	months of the year	mathematic	2nd	28-3-24
7	Subtraction of 2 digit number.	mathematic	2nd	1-4-24
8	article [a, an]	English	2nd	20-3-24
9	Action words	English	2nd	21-3-24
10	Read the unseen passage and answer the question.	English	2nd	22-3-24
11	Interrogative words	English	2nd	26-3-24
12	To read the paragraph	English	2nd	27-3-24
13	opposite words	English	2nd	28-3-24
14	Vowel and Consonants	English	2nd	1-3-24
15	कविता पढ़ें और उत्तर दें।	Hindi	2nd	20-3-24
16	चित्र देखकर बताएँ उसमें क्या ही रहा है।	Hindi	2nd	21-3-24
17	क्यों के अर्थ उनके वाम लिखें।	Hindi	2nd	22-3-24

18	दिए गए शब्दों में से रेखित वर्ण को पहचाने।	Hindi	2nd	26-3-24
19	दिए गए शब्दों को बोल-बोल कर लिखें।	Hindi	2nd	27-3-24
20	शुद्धलिपि	Hindi	2nd	28-3-24
21	अनु-द्वय पहचान कर उसकी दो उतर लिखें।	Hindi	2nd	1-4-24



LESSON PLAN FOR RESOURCE ROOM TEACHING

Student Name: Shivani mehta Class: 2nd Lesson No: 1 Date: 20-3-24

Subject: Mathematics Topic/Goal: Shapes

Specific Objective: Learner will enable to identify and describe the Basic Shapes to the object around the Student helps to identify and organize Visual information

Material Used: a bottle cap, Ball, matchbox, Cover, a exam, notebook

Student Teacher Activity	Learner's Activity
→ Teacher trainer will greet 'Good morning' to Student	Learner will also greet 'Good morning' to teacher trainer
→ Teacher trainer Show to the student	Learner will see and replied to

Student Teacher Activity	Learner's Activity
and ask what is this? How it looks	the teacher trainer
→ Now teacher trainer introduces the topic 'Shapes'	Learner will see and listen Carefully.
→ Teacher trainer with the help of these objects show the different shapes.	Learner will see and learn Carefully.
→ Teacher trainer also show card board shapes and ask the	Learner will give response.
Students to related with real	
objects.	



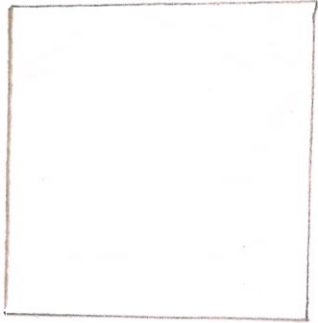
Student Teacher Activity	Learner's Activity
→ Teacher trainer draw Shapes on Whiteboard and ask different Shapes	Learner get motivated
→ Teacher trainer will give reinforcement 'Very good'	
→ Teacher trainer recapitulate the Topic 'Shapes'	Learner will also receive the Topic "Shapes"
→ Teacher trainer will say Thank you.	Learner will also say Thank you.

Abubakar Abubakar
Signature of the Student

Signature of the Supervisor

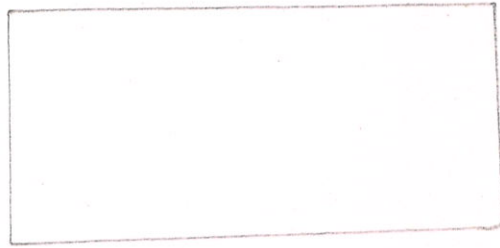
SHAPES

1.)



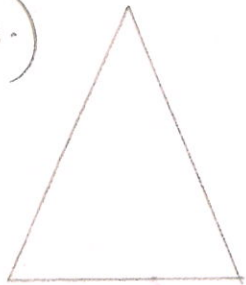
Square

2.)



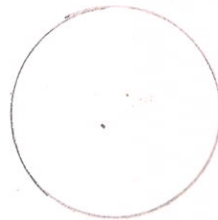
Rectangle

3.)



Triangle

4.)



Circle

2 sets

Class - II

I
TS=(10x1=10)

1. Read the following.

x w k q h

j m v z i

10

1. Listen carefully :

One day Sita was running after a butterfly. Soon she was lost and could not find her way home. She was scared and she started crying. An old man came her way.

Old man : What are you doing my little girl? Where are you going?

Sita : I am going home. I don't know the way.

Old man : Don't cry, where do you live?

Sita : In our house. It is near a big tree.

Old man : What tree is it? And where?

Sita : I don't know. It is a big tree near our house.

Old man : Do you know your father's name? Where does he work?

Sita : His name is Shamu. He works in fields, he digs there.

Old man : I don't know him. There are some men in the field there. Come, Let's ask them the way.

Sita : Yes, thank you. Look, there is the butterfly. It is near the big stone. Let us try and catch it. Sita ran after the butterfly. Then she saw her house and reached home.

(4 Continued)
TS = 5x1 = 5

1. Tell answers:

(a) Whom did Sita meet when she was lost ?

(b) Did she know her father's name? What was his name ?

(c) Where does Sita's father work?

(d) Did the old man know Sita's father?

(e) How did Sita reach home?

2

2

TS= (5x2=10)

1. Read the following.

1. A dog has a tail. A cat has a tail too. Cats and dogs have tails.
2. I have some silk shirts. Here is one. Please look at it. It is a good shirt.
3. There is a big well in the village. The women go to the well and bring water for their homes. The villagers wash their clothes and bathe in the river.
4. Once there lived an old saint. He was very kind to all birds and animals. A mouse lived near his cottage. The saint gave it something to eat daily.
5. This is India. It is the land of great men and women. It is the land of high mountains and deep valleys. It is the land of big rivers and fertile plains.

4

3

TS=(10x1=10)

1. Spell the following words.

- | | |
|---------------|---------------|
| (1) Behind | (6) Morning |
| (2) Together | (7) Coffee |
| (3) Village | (8) Hungry |
| (4) Listen | (9) Ground |
| (5) Breakfast | (10) Standing |

10

7
TS= (5x1=5)

1. Copy the following:

1. She is playing with a dog.

2. She is dancing on the stage.

3. He is climbing the tree.

4. Each one climbed on the back of the other and looked out of the window.

5. She is a very clever and hardworking girl. She got first prize in sports as well as in studies.

3

8
TS=(10x1=10)

1. Fill in the blanks of incomplete words.

(5x1=5)

1. I am t _ r _ d. I want some rest.
2. The t _ i l _ r is stitching a shirt.
3. Suresh is s t _ d _ _ n g. He has exams.
4. He is a t h _ _ f. The police took him to jail.
5. Kamala is a t _ _ c h _ r. She teaches in a public school.

2. Fill in the blank with 'a' or 'an'.

(5x1=5)

1. That is _____ old tree.
2. This is _____ new shirt.
3. I saw _____ angel in my dream.
4. They are looking for _____ house.
5. Will you please lend me _____ pen?

7

5

TS= (5x1=5)

1. Fill in the blanks with suitable words given below.

reading opening cooking running

drinking

1. She is opening a box.

2. He is _____ tea.

3. They are _____ on the track.

4. She is _____ news.

5. She is _____ food.

2

6

TS= (5x1=5)

1. Copy the following.

Yesterday

Twelve

Classroom

Tomorrow

Library

5

9
TS= (9X1=9)

1 Fill in the blanks with suitable words given below:

- (a) old (b) cold (c) post-men (5X1=5)
(d) village (e) take

- (1) There are two _____ in the town Post office.
(2) His car is _____. He wants a new one.
(3) All the children of this _____ go to school. 4
(4) This coffee is _____. Give me some hot coffee. 2
(5) We open the box and _____ out the letters.

2 Fill in the blank.

(4x1=4)

(When, Where, Why, Who)

- (a) _____ is sleeping on the cot?
(b) _____ are you crying?
(c) _____ will the train reach Madras?
(d) _____ is my book? 2

10
TS=(6X1=6)

1. Fill in the blanks with suitable words given below.

sea, pray, barked, shepherd, weak, diamond

1. There were many fish in the _____.
2. The old man was very _____.
3. They _____ to god daily.
4. The little star looks like a _____ in the sky.
5. The dog _____ at the thief.
6. The _____ looked after his sheep.

4

11
TS=(10x1=10)

1. Write down when dictated. (words)

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)
- (9)
- (10)

6

12
TS=10

1. Write down when dictated. (paragraph)

5

13

TS= (5x1=5)

Read the following and write answers to the questions.

Ram and Kamala have two sons and a daughter. Gopi and Giri are their two sons and Sita is their daughter. They live in a small house in Shampur village. Ram's old mother Mirabhai lives with them. Ram is a farmer. He goes to work in the fields. His children go to school by the bullock-cart. They come home in the evening. They take a bath before dinner. Sometimes the grandmother tells the children a story at bedtime.

What do the children do before having dinner?

How do the children go to school?

Who are Ram's sons?

Who tells them stories at bed time? What is her name?

In which village does Ram stay?

WORDLIST:

high	kill
play	fold
leaf	real
hop	beg
sing	risk
rain	good
evil	safe
few	true
cave	dark
send	size

PARAGRAPH:

Many people in our country work in the fields. They grow wheat, rice, maize, ragi and other crops. People work hard in factories too. We make many things in our factories today. We make bicycles, scooters, cars, aeroplanes and many other things.

School: _____
Name of the child: _____
Class attending : _____

SL.No : _____
Date of testing: _____
Age/Sex : _____

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No. of the item.

Time of Starting : _____
Time of Finishing : _____

Class II: Language (English)

R 1 (1) (reading)----- 10 (1)
(w)----- (cooking)----- 6 (1) (sea)----- (1)
(k)----- (Yesterday)----- (weak)-----
(h)----- (Twelve)----- (pray)-----
(j)----- (Classroom)----- (diamond)-----
(m)----- (Tomorrow)----- (barked)-----
(v)----- (Library)----- (shepherd)-----
(z)-----
(i)----- (1) 11 (1)
2 (1)----- (1)-----
(2)----- (2)-----
(3)----- (3)-----
(4)----- (4)-----
(5)----- (5)-----
3 (1) 8.1 (1) (6)-----
(Behind)----- (tailor)----- (7)-----
(Together)----- (studying)----- (8)-----
(Village)----- (thief)----- (9)-----
(Listen)----- (teacher)----- (10)-----
(Breakfast)----- 8.2 (1) 12 (10)
(Morning)----- (an)----- (1) 13 (1)
(Coffee)----- (a)-----
(Hungry)----- (a)-----
(Ground)----- (a)-----
(Standing)----- 9.1 (1) 13 (1)
4 (1) (post-man)----- (e)-----
(a)----- (old)-----
(b)----- (Village)-----
(c)----- (Cold)-----
(d)----- (take)-----
(e)----- 9.2 (1)
W 5 (1) (who)-----
(opening)----- (why)-----
(drinking)----- (when)-----
(running)----- (where)-----

Note for worksheet 2:
Items:

- 1&2 : Upto 3 errors - full mark
- 4-6 errors - 1 mark
- > 6 errors - no mark
- 3&4&5: Upto 6 errors - full mark
- 7-10 errors - 1 mark
- > 10 errors - no marks.

Note for worksheet 12:

- Upto 4 errors - full mark
- 5 to 20 errors - cut .5 marks for each error
- > 20 errors - no marks.

Maximum Marks : _____
Marks Obtained : _____
Percentage : _____

1
कुलअंक = (10x1=10)

पढ़ो :

ण	ढ	ष	ड	ड
इ	क्ष	त्र	ज्ञ	झ

10

2
कुलअंक = (15x1=15)

पढ़ो :

भीतर	क्षमा	शाखाएँ	बुझाओ
दूसरे	झोपड़ी	पौधा	गिलहरियाँ
हैरान	पाठशाला	वरदान	निराश
अपराध	वर्ष	जवान	

10

3
कुलअंक = (15x1=15)

पढ़ो :

बिल्ली	युवा	उत्तर	देशभक्त
पत्थर	सप्ताह	आश्चर्य	पंद्रह
पुस्तक	धन्यवाद	अध्यापक	शिकार
चित्रशाला	महात्मा	विद्वान	

10

कार्यपुस्तिका

4
कुलअंक = 15

पढ़ो :

होली रंगों का त्योहार हैं।

होली के दिन लोग एक दूसरे के मुँह पर गुलाल लगाते हैं।

होली के दिन बच्चे खुश रहते हैं।

होली के दिन सब एक दूसरे के गले मिलते हैं।

10

कार्यपुस्तिका

5
कुलअंक = (5x1 = 5)

पढ़ो :

हाथी को हस्ति या हस्ती भी कहते हैं।
केरल के वनों में बहुत से हाथी पाए जाते हैं।
हाथी एक चतुर पशु है। वह हमारी बातों को समझता है। हाथी अपने सब काम सूँड से करता है। वह सूँड में पानी भर कर नहाता है।

जवाब दो :

1. भारत में हाथी कहाँ पाये जाते हैं?
2. हाथी का दूसरा नाम क्या है?
3. हाथी अपना सब काम किससे करता है?
4. हाथी कैसा पशु है?
5. हाथी कैसे नहाता है?

3

पढ़ो :

सूरज पूर्व दिशा से निकलता है ।
लाल रंग बिखेरता है और चारों तरफ रोशनी फैलाता है ।
जैसे ही सूरज ढलता है, धरती, आकाश पर
अँधेरा छा जाता है । शाम हो जाती है ।

जवाब दो :

1. सूरज किस तरफ से निकलता है ?
2. सूरज के निकलने से क्या होता है ?
3. सूरज के ढलने से क्या होता है ?
4. सूरज कब ढलता है ?
5. सूरज की रोशनी किस रंग की होती है ?

2

लिखो:

आकाश सिद्धार्थ धरती

ज़मीन दोस्त रोशनी

गुब्बारेवाला अध्यापक पूर्णचंद्र

देशबन्धु

4

कार्यपुस्तिका

8

कुलअंक = $(5 \times 2 = 10)$

लिखो:

1. मोहन ने आम खाए ।

2. बूढ़ा कबूतर चतुर था ।

3. कच्ची सब्जी ज़रूर खानी चाहिए ।

4. गन्ने का रस गाढ़ा होकर गुड़ बन जाता है ।

5. देशबंधु चितरंजन दास हमारे नेता थे ।

3

कार्यपुस्तिका

9

कुलअंक = $(10 \times 1 = 10)$

सुनो और लिखो :

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

4

हिन्दी-2

कार्यपुस्तिका

10
कुलअंक = (5x1 = 5)

पढ़ो :

रहमान : दिलीप, उदास क्यों हो ?

दिलीप : माँ को ज्वर आ रहा है। घर में मैं अकेला हूँ।

रहमान : तुम्हारे पिता जी कहाँ गये ?

दिलीप : जी, बम्बई गये हैं।

रहमान : एक कार्ड लिख कर उनको सूचना दो।

दिलीप : कार्ड कहाँ मिलता है? उसे कौन ले जायेगा?

हमारे पास जाने वाला कोई नहीं है।

रहमान : घर से किसी के जाने की क्या आवश्यकता है?

घंटाघर से लो, हम कार्ड खरीदते हैं। (दोनों डाक घर की ओर चलते हैं।)

रहमान : देखो, यह डाक घर है। उस खिड़की पर कार्ड मिलते हैं।

उत्तर लिखो :

1. दिलीप उदास क्यों बैठा था ?

2. दिलीप के पिता कहाँ गये थे ?

3. कार्ड कहाँ मिलता है ?

4. दिलीप के घर में किसको ज्वर था ?

5. कार्ड लिखने की सलाह किसने दी ?

2

हिन्दी-2

कार्यपुस्तिका - 9

शब्द सूची

जाल दरवाजा गिलहरी मूँगफली भेड़िए

पहुँचता परेशान सहायता पैसे पौधा

श्लोपड़ी

अवश्य बच्चों जन्मदिन पुस्तक सूर्य

गुब्बारे ईश्वर प्रणाम अँधेरा डॉक्टर

8

9

Name of the child :
Class Attending :

Sl.No. :
Date of testing :
Age/sex :

WORKSHEET

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial no of the item

Class II : Hindi :

Time of Starting :
Time of Finishing :

1. Fill in the blanks.

1

TS= (10x1=10)

प 1 (1) 4 (15) 10 (1)

(ण) _____ (1) 5 (1) _____ (1) _____
(ढ) _____ (1) 0 _____ (2) _____
(ष) _____ (2) 0 _____ (3) _____
(ड) _____ (3) 0 _____ (4) _____
(ड) _____ (4) 0 _____ (5) _____
(झ) _____ (5) 0 _____ (6) _____
(ञ) _____ (1) 0 _____ (7) _____
(झ) _____ (2) 0 _____ (8) _____
2 _____ (3) 0 _____ (9) _____
_____ (4) 0 _____ (10) _____
_____ (5) 0 _____

(भीतर) _____
(क्षमा) _____ ल
(शाखाएँ) _____
(मुझाओ) _____
(दूसरे) _____
(झोपड़ी) _____
(पोधा) _____ (1)
(गिलहरियाँ) _____
(हेराना) _____
(पाठशाला) _____
(बरदान) _____
(निराशा) _____
(अपराध) _____
(बर्ष) _____
(जवान) _____ 0
3 _____

(बिल्ली) _____
(युवा) _____
(उत्तर) _____
(देशभक्त) _____
(पत्थर) _____
(समाह) _____ (1)
(आश्चर्य) _____
(पुस्तक) _____
(धन्यवाद) _____
(अध्यापक) _____
(शिकार) _____
(चित्रशाला) _____
(महत्मा) _____
(विद्वान) _____ 1

For worksheet 8 :
Upto 2 errors per line of 1,2,3 1 mark
> 2 of 1,2,3, errors 0 marks
Upto 3 errors per line of 4 & 5 1 marks
> 3 errors per line of 4 & 5 0 marks
For worksheet 4 :
Upto 3 errors full marks
4 - 6 errors 12 marks
7 - 9 errors 9 marks
10 - 15 errors 6 marks
15 - 20 errors 3 marks
20 - 25 errors 1 marks
> 25 errors 0 marks
Maximum Marks :
Marks Obtained :
Percentage :

106

	Hundreds	Tens	Ones
Eg. 325	3	2	5
1. 35	3	5	
2. 9	9		
3. 605	6	0	5
4. 20	2	0	
5. 11	1	1	
6. 330	3	3	0
7. 653	6	5	3
8. 486	4	8	6
9. 8	8		
10. 60	6	0	

107

4

2
TS= (5x1=5)

1. Place the number in appropriate boxes.

For Eg: 2 5

2	5
---	---

(a) 3 4

3	4
---	---

(b) 4 0

4	0
---	---

(c) 7 8

7	8
---	---

(d) 1 0 0

1	0	0
---	---	---

(e) 4 0 7

4	0	7
---	---	---

2

3
TS= (5x1=5)

1. Place the number in appropriate boxes.

For Eg: 1 5

1	5
---	---

(a) 3

3	
---	--

(b) 7 0

7	0
---	---

(c) 8 7

8	7	
---	---	--

(d) 6 0 8

6	0	8
---	---	---

(e) 5 9 0

5	9	0	
---	---	---	--

3

4
TS = (5 x 1 = 5)

1. Write the numeral.

(a) 3 tens and 6 ones.

(b) 6 tens and 1 one.

(c) 9 tens and zero one.

(d) 5 hundreds, zero tens and 4 ones.

(e) one hundred, one ten and one.

3

5
TS = (8 x 1 = 8)

1. Add:

(a)
$$\begin{array}{r} 42 \\ + 26 \\ \hline \end{array}$$

(b)
$$\begin{array}{r} 74 \\ + 25 \\ \hline \end{array}$$

(c)
$$\begin{array}{r} 23 \\ + 35 \\ + 21 \\ \hline \end{array}$$

(d)
$$\begin{array}{r} 201 \\ + 427 \\ \hline \end{array}$$

(e)
$$\begin{array}{r} 422 \\ + 306 \\ \hline \end{array}$$

(f)
$$\begin{array}{r} 49 \\ + 35 \\ \hline \end{array}$$

(g)
$$\begin{array}{r} 36 \\ + 39 \\ + 17 \\ \hline \end{array}$$

(h)
$$\begin{array}{r} 15 \\ + 27 \\ + 54 \\ \hline \end{array}$$

4

WORKSHEET

1. Add:

6
TS=(7X1=7)

a) $\begin{array}{r} 475 \\ 57 \\ + 60 \\ \hline \\ \hline \end{array}$

b) $\begin{array}{r} 453 \\ 154 \\ + 74 \\ \hline \\ \hline \end{array}$

c) $\begin{array}{r} 539 \\ 188 \\ + 109 \\ \hline \\ \hline \end{array}$

d) $\begin{array}{r} 655 \\ 256 \\ + 89 \\ \hline \\ \hline \end{array}$

e) $\begin{array}{r} 550 \\ 187 \\ + 9 \\ \hline \\ \hline \end{array}$

f) $\begin{array}{r} 484 \\ 212 \\ + 193 \\ \hline \\ \hline \end{array}$

g) $\begin{array}{r} 390 \\ 87 \\ + 48 \\ \hline \\ \hline \end{array}$

3

WORKSHEET

7
TS= (10x1=10)

1. Do the following.

(5x1=5)

(A) (a) $3 \times 5 =$ _____

(b) $4 \times 2 =$ _____

(c) $2 \times 8 =$ _____

(d) $5 \times 10 =$ _____

(e) $4 \times 8 =$ _____

(B)

(5x1=5)

(a) $\begin{array}{r} 8 \\ \times 7 \\ \hline \\ \hline \end{array}$ (b) $\begin{array}{r} 6 \\ \times 9 \\ \hline \\ \hline \end{array}$ (c) $\begin{array}{r} 3 \\ \times 8 \\ \hline \\ \hline \end{array}$

(d) $\begin{array}{r} 4 \\ \times 6 \\ \hline \\ \hline \end{array}$ (e) $\begin{array}{r} 5 \\ \times 10 \\ \hline \\ \hline \end{array}$

8

6

8
TS=(10x1=10)

1. Do the following.

(A)

(a) $6 \times 4 =$ _____

(b) $3 \times 9 =$ _____

(c) $7 \times 8 =$ _____

(d) $5 \times 4 =$ _____

(e) $8 \times 10 =$ _____

(B)

(a)	2	(b)	9	(c)	8	(d)	7	(e)	3
	$\times 5$		$\times 10$		$\times 4$		$\times 6$		$\times 8$

5

9
TS= (10x1=10)

1. Subtract:

(a)	46	(b)	58	(c)	32	(d)	30
	$- 21$		$- 26$		$- 10$		$- 20$

(e)	286	(f)	92	(g)	87	(h)	50
	$- 102$		$- 57$		$- 78$		$- 29$

(i)	82	(j)	420
	$- 8$		$- 341$

4

10

TS= (5x1=5)

1. Solve the following problems.

- (a) There are 254 children in a school, 149 of them are boys
How many of them are girls?

- (b) A box can hold 500 mangoes. It already has 169 mangoes.
How many more can be put in it?

- (c) What is the sum of 659 and 380?

- (d) What is the difference between 709 and 687?

- (e) I had 980 chocolates, I distributed 480 chocolates. How
many are there with me?

2

11

TS= (10x1=10)

1. Solve the following:

$$\begin{array}{r} (a) \quad 3 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} (b) \quad 43 \\ + 64 \\ \hline \end{array}$$

$$\begin{array}{r} (c) \quad 72 \\ + 69 \\ \hline \end{array}$$

$$\begin{array}{r} (d) \quad 80 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} (e) \quad 72 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} (f) \quad 405 \\ + 396 \\ \hline \end{array}$$

$$\begin{array}{r} (g) \quad 40 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} (h) \quad 878 \\ - 624 \\ \hline \end{array}$$

$$\begin{array}{r} (i) \quad 246 \\ \quad 309 \\ + 100 \\ \hline \end{array}$$

$$\begin{array}{r} (j) \quad 68 \\ \times 8 \\ \hline \end{array}$$

6

12.

$$TS = (5 \times 1 = 5)$$

1. Tell Answers to the following:

(a) How many days are there in a week?

(b) How many weeks are there in a month?

(c) How many months are there in a year?

(d) Name the months?

(e) Name the days in a week?

2

13

$$TS = (5 \times 1 = 5)$$

1. Answers to the following:

(a) How many 50 Ps make 1 Re.

(b) How many 25 Ps make 50 Ps.

(c) How many 10 Ps are there in 30 Ps.

(d) How many 10 Ps are there in 1 Re.

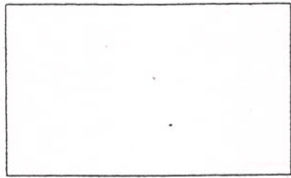
(e) How many 20 Ps are there in 1 Re.

3

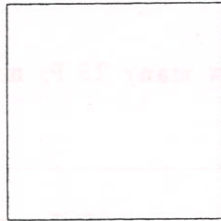
14
TS= (5x1=5)

1. Name the following figure:

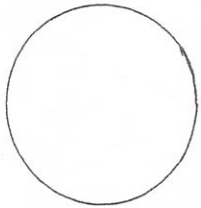
(1)



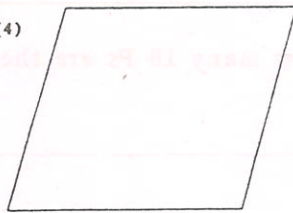
(2)



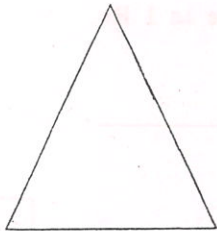
(3)



(4)



(5)



4

15
TS= (5x1=5)

1. Tell the answers when asked.

- (a) I have 4 blue ribbons and 6 red ribbons. How many ribbons do I have in all?

- (b) Ram had 8 pencils. He gave away 3 of them to his sister. How many are left with him?

- (c) A book has 98 pages. How many pages are there in 7 such books?

- (d) There are 20 students in a class. On a rainy day 8 were absent. How many were present in the class?

- (e) Sudha bought two packets of biscuits. One has 15 biscuits and the other has 20 biscuits. How many biscuits are there in all?

1

School:

Name of the child:
Class attending :

SL.No :
Date of testing:
Age/sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No. of the item.

Maximum Marks :
Marks Obtained :
Percentage :

Time of Starting :
Time of Finishing :

Class II: MATHEMATICS:

W 1 (1) 6 (1)
 (T, O) -----
 (O) -----
 (H, T, O) -----
 (T, O) -----
 (T, O) -----
 (H, T, O) -----
 (H, T, O) -----
 (H, T, O) -----
 (O) -----
 (T, O) -----

2 (1)
 (a) -----
 (b) -----
 (c) -----
 (d) -----
 (e) -----

3 (1)
 (a) -----
 (b) -----
 (c) -----
 (d) -----
 (e) -----

4 (1)
 (36) -----
 (61) -----
 (90) -----
 (504) -----
 (111) -----

5 (1)
 (68) -----
 (99) -----
 (79) -----
 (628) -----
 (728) -----
 (84) -----
 (92) -----
 (96) -----

(592) -----
 (681) -----
 (836) -----
 (1000) -----
 (746) -----
 (889) -----
 (525) -----
 7 (1)
 A (15) -----
 (8) -----
 (16) -----
 (50) -----
 (32) -----
 B (56) -----
 (54) -----
 (24) -----
 (24) -----
 (50) -----
 8 (1)
 A (24) -----
 (27) -----
 (56) -----
 (20) -----
 (80) -----
 B (10) -----
 (90) -----
 (32) -----
 (42) -----
 (24) -----
 9 (1)
 (25) -----
 (32) -----
 (22) -----
 (10) -----
 (184) -----
 (35) -----
 (9) -----

(21) -----
 (74) -----
 (79) -----
 11
 (105) -----
 (331) -----
 (1039) -----
 (22) -----
 (500) -----
 11 (1)
 (21) -----
 (107) -----
 (141) -----
 (480) -----
 (34) -----
 (801) -----
 (360) -----
 (254) -----
 (655) -----
 (544) -----
 12 (1)
 (7) -----
 (4) -----
 (12) -----
 (d) -----
 (e) -----
 R 13 (1)
 (2) -----
 (2) -----
 (3) -----
 (10) -----
 (5) -----
 14 (1)
 (1) -----
 (2) -----
 (3) -----
 (4) -----
 (5) -----
 15 (1)
 (10) -----
 (5) -----
 (686) -----
 (12) -----
 (35) -----

GRADE LEVEL ASSESSMENT SCHEDULE

SECTION-I: SOCIO DEMOGRAPHIC DATA

1.1 Name : Shivani mehta 1.2 Age : 9 1.3 Sex : female

1.4 Address F-341 GUYAH
BAKSHI NAGAR JAMMU

1.5 Class 2ND

1.6 School (whether exposed to schooling. If so how long. Currently attending/not attending) : model Academy.

1.7 Family Income : 1 lakh

1.8 Socio-economic status : Good

1.9 Parental Education - Father : 12th Mother: 10th

1.10 Details on others in family having similar problems if any: NO

1.11 Complaints as noted by teacher: NO

1.12 Any repetition of class. If yes, details. NO

1.13 Marks obtained in the last 3 tests in each of the subjects.

Subjects	1st test dates	% of marks	2nd test dates	% of marks	3rd test dates	% of marks	Remarks
Hindi :		69%					
English :		65%					
math :		50%					

1.14 The class level in which the test is proposed : 10

SECTION-II:

Underline the correct statement.

Give Details

1. Physical Disability Absent / Present
2. Vision : Normal / impaired
3. Hearing : Normal / impaired
4. Laterality : Hand : Preference: Right / Left
Leg : Preference : Right / Left
Eye : Preference: Right / Left
5. Speech: Clarity: Clear / Not clear
Intelligibility: Meaningful / Not meaningful
6. Balance : Standing on one leg Appropriate/Not appropriate
Hopping Appropriate/Not able to do/Clumsy
Walking on a line:
- Forward Appropriate/Not able to do/Clumsy
- Backward Appropriate/Not able to do/Clumsy
- Sideway Appropriate/Not able to do/Clumsy
7. Coordination: (tick under correct response)
 Appropriate/Not appropriate/Not able to do
7. 1. Finger nose (eyes open)
7. 2. Finger nose (eyes closed)
7. 3. Holding of pencil, spoon appropriately
7. 4. Maintenance of steps for rhythm

SECTION-III:

OBSERVATIONS:

(✓) Tick appropriate statements.

Give Details

I. a) Oral reading:

- Finger tracing ✓
- Spelling aloud before blending ✓
- Omits a word ✓
- Substitutes a word
- Ignores punctuation ✓
- Posture - inappropriate (describe)
- Loudness in voice - too loud/too soft
- Distance between book and eyes:
too near/too far
- Reading too fast/too slow ✓
- Adds a word ✓
- Mispronounces a word ✓
- Asks the examiner to pronounce a word
for him
- Any other - Specify:

I. b) Silent Reading:

- Lip movement - present ✓
- Finger tracing ✓
- Holds reading material too near / too far ✓
- Posture in appropriate (describe) ✓
- Frequently looks away from the
reading material
- Any other - Specify :

II. Reading comprehension:

- Answers with prompts for every question ✓
- Question to be repeated once, twice,
3-5 times. ✓
- Question to be translated to mother tongue.
- Answers by referring back to reading material. ✓
- Refuses to answer/repeats the question.
- Any other - Specify:

III. Writing:

Give details

- Does not maintain left to right orientation.
- Ignores margin.
- Ignores line.
- Excessive overwriting (atleast one per two lines).
- Posture inappropriate.
- Macro writing - very big letters.
- Micro writing - very small letters.
- Mixing of capital and small letter.
- Omits dots on 'i' and line in 't'
- No proper spacing between words.
- Ignores punctuation.
- Reversal of letters.
- Reversal of words.
- Spelling errors (specify).
- Any other - Specify:

IV. Arithmetic computation:

- Errors in number identification (eg. 6 as 9, 7 as 4)
- Errors in right- left organisation.
- Errors in identification of operationaly symbols. (+ - x ÷ =)
- Error in place value - units, tens and hundreds.
- Draws lines and counts for addition.
- Draws lines and cuts and subtracts.
- Ignores carry over in addition.
- Ignores deduction after borrowing in subtraction.
- Place value errors in multiplication.
- Place value errors in division.
- Errors while transferring from rough to fair work.
- Substitution (of square for rectangle).
- Error in placing decimal points.
- Any other - Specify :

V. Arithmetic reasoning:

- Requires assistance in solving story sums
- (a) Needs to be read out for story sums.
- (b) Needs to be explained for story sums including the operations to use.
- (c) Does not write the steps correctly but arrives at correct answer.
- (d) Does not do at all.
- Any other - Specify:

VI. a) Oral reading (Hindi):

Give Details

- ✓ Finger tracing
- ✓ Spelling aloud before blending
- - Omits a word
- ✓ Substitutes a word
- ✓ Ignores punctuation
- ✓ Posture - inappropriate (describe)
- - Loudness in voice
- - Distance between book and eyes: too far/too near
- - Reading too fast/too slow
- - Adds a word
- - Mispronounces a word like घ / स, शब्द / सद्द
- ✓ Asks the examiner to pronounce a word for him
- ✓ Ignores half letters like पत्र / पत्त
- - Substitutes a letter like कागज / काजग, गाजर / गाजड
- - Blends a word like स्कूल / सूल
- - Changes the meaning of the word like साँप / साफ
- ✓ Inclusion of extra matras/letters like ओर / और
- - Omits lines while reading paragraphs
- - Any other - Specify :

I. b) Silent Reading (Hindi):

- ✓ Lip movement - present
- ✓ Finger tracing
- ✓ Holds reading material too near / too far
- - Posture in appropriate (describe)
- - Frequently looks away from the reading material
- - Any other - Specify:

II. Reading comprehension (Hindi):

- ✓ Answers with prompts for every question
- ✓ Question to be repeated once, twice, 3-5 times,
- ✓ Question to be translated to mother tongue or English.
- ✓ Answers by referring back to reading material.
- ✓ Refuses to answer / repeats the question.
- - Any other - Specify :

III. Writing (Hindi):

- ✓ Does not maintain left to right orientation.
- ✓ Ignores margin.
- - Ignores line.

- ✓ Excessive overwriting (atleast one per two lines).
- ✓ Posture inappropriate.
- Macro writing - very big letters.
- ✓ Micro writing - very small letters.
- ✓ Omits dots as in माँ, पढ़ो, मंत्र
- Substitutes a letter / word like in मि / मी, मीत / मित
- Omits matras like in माँ / मैं, जाल / जल, वो / वे
- Omits half letters like 'in शब्द / शबद, आत्मा / आमा, प्रकृति / पकृति
- ✓ Ignores punctuation (,) (comma)
- Draws a common line for the sentence
- ✓ No proper spacing between words
- Adds matras in unwanted places like मुश्किल / मुशकिल
- ✓ Any other (specify):

VII. List any other behaviour in the child that is seemingly odd or pecu

COMPREHENSIVE SUMMARY REPORT

Name : Shivani mehta

Age : 9 yrs.




Class currently attending : 2nd

Class level test(s) given : 2nd

Fill the following after completion of Format I & II.

The percentage of scores obtained :


Hindi: 69% English: 65.5% Maths: 50%

	I	II	III	IV
English				
Hindi				
Mathematics				

Key:

Independent,

 Instructional,

 Frustrational

Findings and recommendations: _____

Referrals to be made if any : _____

Date : 20/3/24


Signature of the Teacher