



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

SCHOOL OF EDUCATION

CRITERION II

2.4.7 A variety of assignments given and assessed for theory courses through

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

Samples of assessed assignments for theory courses of different programmes

Samples of assessed assignment for theory courses of different programmes

S.NO.	DESCRIPTION	ENCLOSURE
1.	Library Work	1. Assignment submitted by Shreya Shan Roll No. 2202015, student of B.Ed. Sem. III
2.	Field exploration	<ol style="list-style-type: none"> 1. Visit to District Institute of Education and Training, Canal Road, Jammu and preparing report by the students of M.Ed. Sem. III 2. Visit to Humming Bud and Inclusive School, Model Academy School B.C Road, Jammu 3. An educational tour to Amritsar, Punjab by students of B.Ed. Special Sem.-III
3.	Hands-on activity	<ol style="list-style-type: none"> 1. Report of case study on child with Autism Spectrum Disorder by student of B.Ed. Special Education Sem.-III roll no. 2203023, Shweta Chib 2. Report of the Action Research Project done by student of B.Ed. semester-IV Anandita Thakur Roll no. 2102004 (Session- 2021-2023) under course code- 406 3. Report of sessional work done by Varsha Attri student of B.Ed. Special semester-III Roll no. 2203005(session 2022-2024) under course code- 303 on the topic "To organize exhibition on products prepared by Persons With Intellectual Disability(PWIDs)
4.	Preparation of term paper	<ol style="list-style-type: none"> 1. Term paper prepared by student of B.Ed. Special Semester-II Pallavi Manhas Roll no. 2203002 for the students of class-V&VIII, Model Academy School, B.C. Road, Jammu under course code-203 2. Term paper prepared by student of B.Ed. Special Semester-II Ankita Khajuria Roll no. 2203018 for the students of class-I Primary, Model Academy School, B.C. Road, Jammu under course code-202
5.	Identification and using the different sources for study	1. Usage Report of Users of the MIER College on N-LIST Platform (2023-2024)



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SCHOOL OF EDUCATION

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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SCHOOL OF EDUCATION

B.Ed.

REPORT OF SESSIONAL WORK

4.5

M. Marks: ..05

Name Shriya Shan

Roll No. 2202015 Session 2022 - 2024

Semester B.Ed (Sem III)

Course Code & Title BDE-311 (Pedagogy of English)

Topic Analytic study of prominent literary work
(novel, poetry, short story)

Date of submission .. 08-01-2024

Shriya
Student Teacher

R. Divya
Supervisor

Notes

INTRODUCTION

Whenever we will discuss about the analytic study of prominent literary work of novel, poetry, short story) we must understand what is the meaning of "Literature".

Literature, in its broadest sense, is any written work. Etymologically, the term derives from Latin *litteratura* / *litteratura* "writing from the letters", although some definitions include spoken or sung texts. Literature can be classified according to whether it is fiction / non fiction and whether it is poetry / prose. It can be further distinguished according to major forms such as the novel, short story or drama.

Literature was first produced by some of the world's earliest civilizations - those of Ancient Egypt & Sumeria - as early as the millennium BC; taken to include spoken or sung texts; it's originated even earlier, and some of the first written works may have been based on a pre-existing oral tradition.

⇒ Forms of literature

POETRY

Poetry is a form of literature art that uses aesthetic and rhythmic qualities of languages to evoke meanings in addition to, or in place of, prosaic ostensible meaning. Poetry has traditionally been distinguished from prose by its being set in verse; poetry in lines, the syntax of prose is dictated by meaning, whereas poetry is held across metre or the visual aspects of the poem.

NOVEL

Novel is a long fictional prose narrative. Novel is an extended work in prose, either fictitious / partly so, dealing with character, action, thought etc in form of story

SHORT STORY

Short story is a dilemma in defining the "short story" as a literary form is how to, or whether one should, distinguish it from any short narrative. It is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes.

NOVONEEL CHAKRABORTY

BESTSELLER

10 YEARS

SINCE



A Thing
beyond
Forever

The reward for every true love is not love.

A THING BEYOND FOREVER

Description of novel

Book title : A thing beyond forever.

Author : Novoneel Chakraborty.

Genre : fiction, romance.

Number of pages : 224

Publication date : 10 - September 2018

Language : English

Available format : Kindle, audiobook and paperback

Theme : life, love, heartbreak, grief, friendship & death.

ABOUT THE AUTHOR

(NOVONEEL CHAKRABORTY)

Novoneel Chakraborty was an author of this novel "A thing beyond forever". Chakraborty was born in Silchar, Assam and has lived in Assam, West Bengal and Uttar Pradesh. He did his schooling at Cathedral Schools, Lucknow.

His first book, "A thing beyond forever" was published in 2008. In 2019, he began writing for digital storytelling platform Wattpad using the pen name Elizabeth Eli. His first book "A stsetew tag in" a few months of its release.

He is the best selling author of ten romantic thriller novels and one short story collection. He finds writing thriller romantics interesting, so most of his work revolves around it.

The author finds philosophy amusing that is why his work

revolves around it. The author finds
philosophy amusing his work always
contains beautiful lines.

lines that make you stop and wonder
Novoncel Chakraborty is a fictional
writer. At present, he works as a
full time writer and scriptwriter,
residing in Mumbai.

He is one of the three founders of
content company Act 3 creations which
provides content for T.V. In one of
his interviews, the author said,
"love means freedom. If
some cannot make me feel free,
I don't think it's love." And
this reveals the beautiful side of
the authors.

INTRODUCTION OF A THING BEYOND FOREVER

The reward for every true love is not love present Radhika Sharma, a doctor who has an aura of being arrogant and unemotional. Yet she is an sensitive woman, who still deeply feels the pain of the loss of her one true love. She feel in love with Raen while they were both at high school.

Some love stories are soul stories Dr. Radhika Sharma. is what girls of today aspire to become educated, financially independent and a woman of substance. But within she is a broken person who is yet to come to terms with her past, her first love Raen's sudden death.

In comes a nine-year-old patient under the treatment, who is not only infatuated with her, but also keeps asking her non stop questions. One of these questions leads her to open Raen's personal diary. By the time, she find an uncanny similarity between Raen and the young patient.

A thing beyond forever is a pristine love story which digs into human emotions and explores the complexity of it in a soul steering manner.

SUMMARY OF A THING BEYOND FOREVER

When your time comes to die, be not like these whose hearts are filled with fear of death so that when their time comes they weep and pray for a little more time to live their lives over again in a different way.

The protagonist of this book reminded me of the above quote and so i begin with this review

Dr. Radhika Sharma, for the world outside is an aberrant & arrogant feminist. But inside she resides in a far away world like vulnerable

Notes

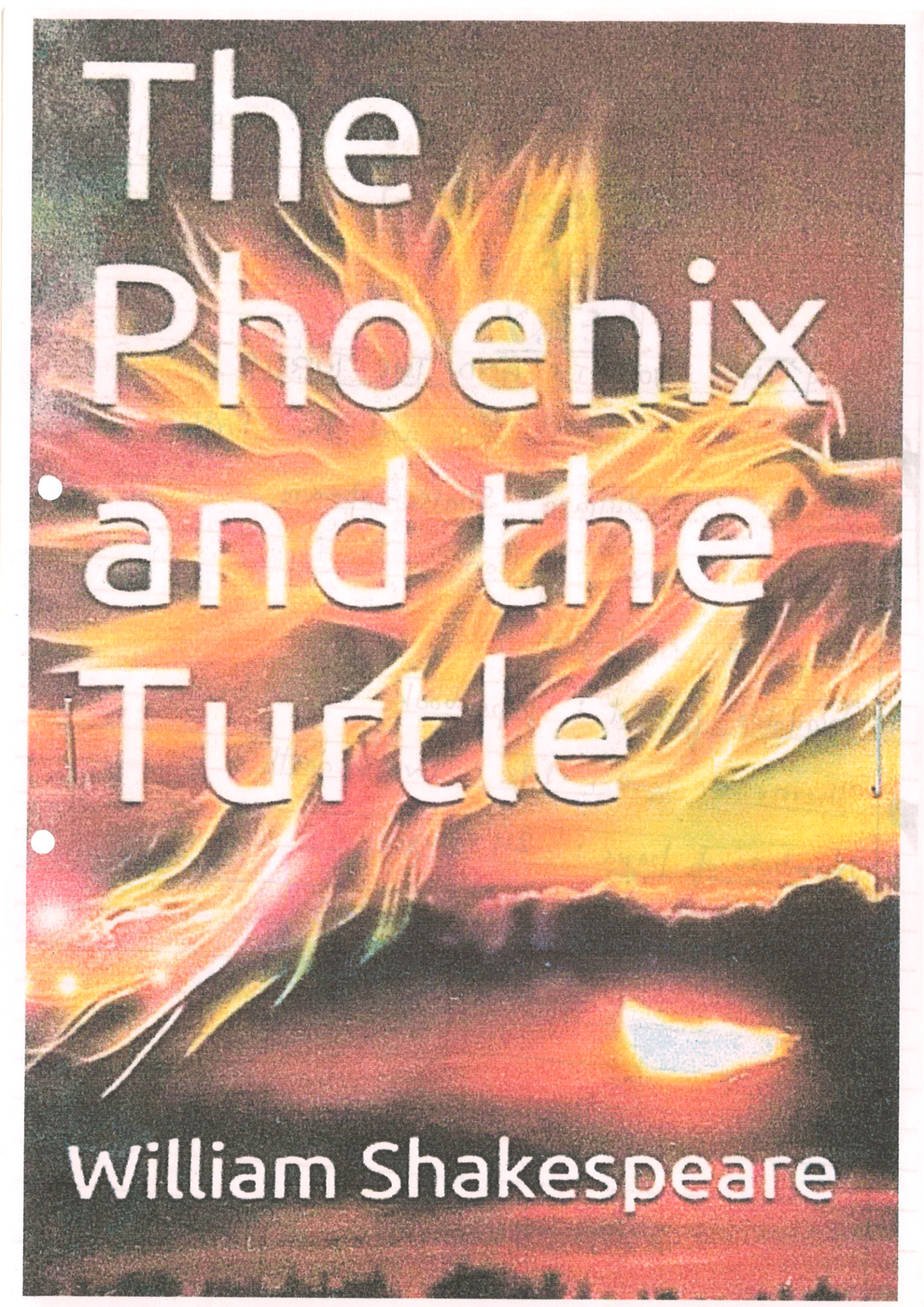
first sketch of an artist. One night an innocuous enquiry by a nine year old patient coaxes her to open someones era comes to the forefront taking her through a cavalcade of exclusive events that life, love & friendship offer at the dawn of adolescence.

By the time she finishes reading the diary, its already morning. And by night time she finds herself face to face with a questions that defies logical explanation and even when Radhika gets the copasetic answer there are still two or more chapters to go.

There's a lot of love the (higher love concept) rebirth and death. The kind of love about which we usually read in classess. Then their heartbreaks and grief in the story which comes a little overaromatic with the long paragraphs of similes and metaphors. Some of it would be just find but I believe there was the overvise of those literary devices. The pace of the story as a result, seemed slow but the end made it worth of reading through all the chaos.

CONCLUSION

A thing beyond forever is a pristine love story which digs deep into human emotions and explores the complexity of it in a soul-stirring manner. The reward of every true love is not love. Sharma, a doctor who has an aura of being arrogant and unemotional. Yet, she is a sensitive woman, who still deeply feels the pain of the loss of her one true love. She fell in love with Raen while they were both at high school.



The
Phoenix
and the
Turtle

William Shakespeare

DESCRIPTION OF POETRY

[THE PHOENIX AND THE TURTLE]

Book title : The Phoenix and the Turtle

Author : William Shake-speare

Genre : love, fiction.

language : English

Available format : paperback, audiobook

Theme : love, life, live & death

Number of pages : 24 pages

Publication date : 25 June 2015

ABOUT THE AUTHOR.

William Shakespeare

William Shakespeare is arguably the most famous writer in the English language known for both his plays and sonnets. Though much about his life remains open to debate due to incomplete evidence, the following biography is about his works.

He was an English playwright, poet and actor. He is widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet and "Bard of Avon".

Shakespeare occupies a position unique in world literature. His extant works including some collaborations consist of around 38 plays, 154 sonnets, two long narrative poems, & a few other verses of which the authorship of some is uncertain. In the 20th and 21st centuries, his work has been repeatedly adopted and rediscovered by new movements in scholarship & performance. His plays remain highly popular today and reinterpreted in diverse cultural & political contexts throughout the world.

INTRODUCTION

The Phoenix and the Turtle

The Phoenix and the Turtle by William Shakespeare is an allegorical poem and is regarded as one of the vague poems of English literature. Because of its obscure content, many contradictory interpretations are found about the poem.

This poem is an elegy in the sense that it is a mourning poem on the death of the famous Phoenix and his faithful lover turtle dove. In the poem, the birds become one in love and die together in a fire.

It was first printed without any title as one of the handful of additional poems in Robert Chester's 1601 Loves Martyr or Rosalins Complaint.

Allegorically shadowing the truth of love in the constant fate of the Phoenix & Turtle. At the end of the Chester's long poem we find Shakespeare's contribution above his name - "William Shakespeare"; included with it, beside some anonymous pieces, are poems by 3 other contemporary dramatists and poets: John Marston,

SANGAM PROJECT SHEET

Serial No.

Notes

Dated

George Chapman and Ben Jonson.

These poems are called after a title page that reads "Hereafter Follow Diverse Poetical Essays on the former subject; viz: the turtle & the Phoenix. Done by the best and chiefest of our moderne writers, with their names subscribed to their particular workes: never before extant. And (now first) consecrated by them all generally to the love and merite of the true-noble Knight, Sir John Salisburie

The phoenix is the legendary bird which is consumed in flame & reborn in its own ashes. The turtle is the turtle-dove, emblem of pure constancy in affection. The poem portrays their mystical oneness, the joining of their two spirits into one.

SUMMARY OF THE POETRY

THE PHOENIX
&
THE TURTLE

"The Phoenix and the Turtle" is an allegorical poem by William Shakespeare. The phoenix is a mythical bird that burns into flames every 500 years and rises again into flames from its own ashes. In this poem, the birds become one in love and die together in a fire. When the poem begins, many birds are called for the funeral procession of the dead loving birds. For that funeral, some birds are not summoned such as the 'brutal scream owl'.

The poem moves on further describing the loving relationship of phoenix and the turtle dove. Their love is strong and pure that they have become one and even long distances cannot do any separation. Though their physical bodies are miles away, they are united in the soul.

Still being so true to love and faithful to each other, they cannot be one as the bitter truth of them. They faced the dismay in love & the tragic end.

The rest of the five stanzas are the lamentation of the birds gathered there for the great lovers. Though they cannot be one while living, they unite after death and even the death cannot get the victory over them in terms of separating. As their love is not physical but spiritual, they did not leave any descendants. The poem ends with a sad note that their death has brought the loss of truth and beauty on that day and the supporter of truth and beauty should do a funeral prayer for their souls.

The symbolic or allegorical meaning of 'The Phoenix and the turtle' is open to interpretation. It is believed that the birds represent Queen Elizabeth I. I am the second Earl of Essex, Robert Devereux. Devereux had distinguished himself in a military campaign in the Netherlands against the Spanish in 1586 and went on to become a favorite of the queen. but he provoked her anger and when

he took part in a portugual campaign without her consent & then, in 1590, married the widow of writer Sri Philip Sidney. However, he regained her favor after leading an english force against France in 1591 and enhanced his position at court by uncovering an alleged murder plot against the queen in 1594.

But after he participated in further military exploits against the Spanish in 1596 and 1597, he fell in disfavor because of his baruliness and ambition, & on one occasion the queen even slapped him.

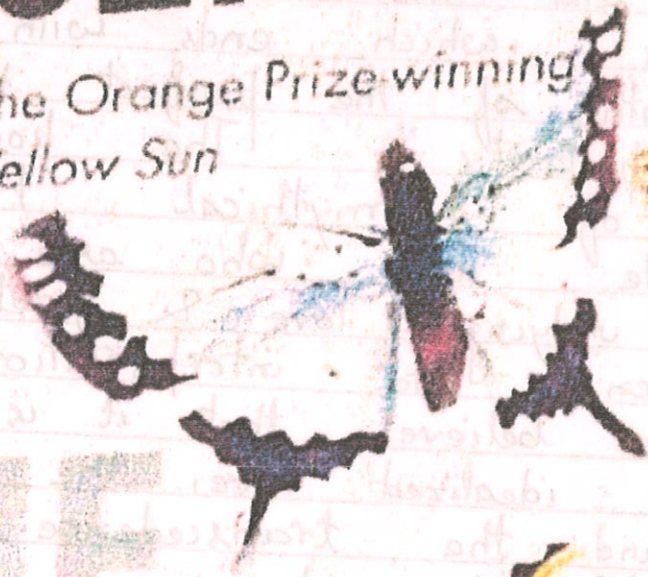
On a campaign against rebels in Ireland, he suffered a defeat and made an objectionable treaty. Consequently, Elizabeth stripped him of his estates and political offices. In 1601, he led a failed uprising against the queen and was executed for treason in the Tower of London. Interpreted against this background, the poem could mean that the love between Elizabeth and Essex simply burned itself out, like the phoenix & the dove.

CONCLUSION

The phoenix and the turtle is the Shakespearean famous poem, which ends with mourning for the death of the perfect lovers, "leaving no posterity". The poem tells the story of a mythical Phoenix and a turtle dove who are both symbols of undying love & fidelity. The poem is open to interpretation, but many scholars believe that it is a meditation on idealized love, the nature of true love, and the transcendence of love beyond the physical realm.

CHIMAMANDA NGOZI ADICHIE

Author of the Orange Prize-winning
Half of a Yellow Sun



THE
THING
AROUND
YOUR NECK

DESCRIPTION OF THE SHORT STORY

THE THING AROUND YOUR NECK

Book title : The Thing around your neck.

Author : Chimamanda Ngozi Adichie.

Publisher : Fourth Estate

City of publication : London, England.

Language : English.

Number of pages : 300.

Available format : Print, Audiobook, ebook.

ABOUT THE AUTHOR

CHIMAMANDA NGOZI ADICHIE

Chimamanda Ngozi Adichie was born on 15-September 1977 in Enugu, Enugu state Nigeria. She is a Nigerian writer whose work includes novel, short stories and non-fiction. She was described in the Times Literary Supplement as "the most prominent of a procession of critically examined / acclaimed young anglophone authors" of Nigerian fiction who are attracting a wider audience, particularly in her second home the United States.

Adichie has written several novels among them Purple Hibiscus, Half of a Yellow Sun (2006) and Americanah (2013). In 2018, she was the recipient of the PEN Pinter Prize awarded by English PEN.

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INTRODUCTION OF THE THING AROUND YOUR NECK

The thing around your neck is a collection of short story by Chimamanda Ngozi Adichie. There are twelve stories in total each one recounting the tale of a separate life, usually told from the perspective of a Nigerian woman with the exception of Ghosts which is narrated by a male character.

In the titular story, "the thing around your neck" a young African woman is adapting to but struggling with life in a different America to what she was promised, eventually becoming the girlfriend of an American man captivated by the idea of Africa.

The thing around your neck creates an expectation of unpleasant from the very beginning. In the context

of the story it becomes a metaphor for the anxiety and isolation which Akunna has to deal with in America, mostly because of her difficulty in connecting with her new environment.

She was recognized as one of the BBC's 100 women of 2021. They lived in a house on campus previously occupied by Chenua Achebe. The family lost almost everything during the Nigerian civil war, including both her maternal and paternal grandfathers. Her families ancestral village is Abba in Anambra state.

SUMMARY OF THE STORY

The story is told from the second person point of view, which puts readers inside the story and allows them to see through the character's eyes and allows feels the character's emotions. This viewpoint is used to great advantages in the story as readers priviledged boyfriend as to Akunna herself.

The "thing around your neck" is symbolic of anxiety or worry also a major theme of the story. Akunna was nearly raped by a person who was meant to care for her, and through experience, the quiet pro nature of relationships and advancement for women in the united state becomes clear to Akunna. Akunna worries about being successful in America as her family believes. American to be. She worries about measuring up to her boyfriend, who comes from a priviledged background. to be a model employee.

Dissatisfaction with the American dream is another theme in this story. Akunna expected instant success when she arrived. Instead, she is attacked by her uncle, has to flee to a place where she can't afford to go to school and feels scorned. She doesn't write to her family because she does not want to admit how badly she has failed when in fact it is America that has failed her. The American dream is a sham.

In addition to the thing around your neck as metaphor for anxiety, the broken envelopes reflect secrecy and shame. Her mother used them to bribe her son's teachers. Akunna now uses the same type of envelopes to send money to her mother without revealing what she views as her failure. In addition the blank fortunes represent an uncertain future or perhaps a lack of one. In the end, Chinamanda Ngozi Adichie leaves readers in some doubt Akunna's return to America and her boyfriend. Akunna refuses to let him accompany her to see her family, realizing he wouldn't fit in. She has said he

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doesn't understand and the final words of the story and then you let go a simply Akunna likely will not return.

CONCLUSION

The thing around your neck depicts the conditions of postcolonial Nigerian women who were expected by the colonial power as well as the traditional patriarchy. Address the complexities of race, gender and cultural beliefs for African immigrants trying to integrate into the American community.

REFERENCES

I prepared this sessional work with the help of following references.

<https://www.Englishworks.com> > Novel

<https://www.gradesaver.com> > Poetry

<https://www.bartleby.com> > Short story.



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SCHOOL OF EDUCATION

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.7 A variety of assignments given and assessed for theory courses through

2. Field Exploration

REPORT ON DIET

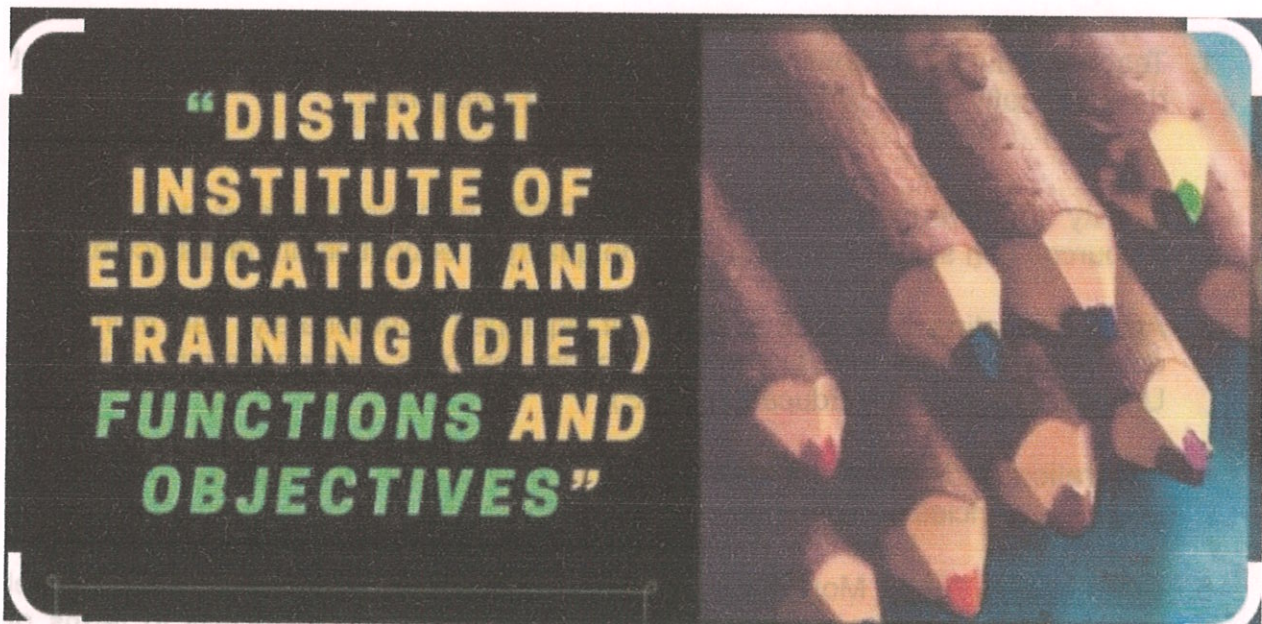
About DIET, It's Establishment , It's Role, Functions & Objectives

The District Institute of Education and Training (DIET) is an educational institution in India that primarily focuses on teacher training and educational research. The concept of DIETs can be traced back to the National Policy on Education, 1986. This policy, also known as the NPE 1986, emphasized the importance of quality education and recognized the critical role of teachers in achieving this goal.

The NPE 1986 recommended the establishment of DIETs as a means to improve the quality of teacher education and promote educational research at the district level. These institutions were envisioned to serve as a bridge between academic institutions and primary and secondary schools, facilitating the training and professional development of teachers.

In 1994, the Government of India further strengthened the role and structure of DIETs through the National Policy on Education, 1992. The policy emphasized the need for decentralized planning and implementation of educational programs at the district level, with DIETs playing a pivotal role in achieving this objective.

Since then, DIETs have become an integral part of the Indian education system, contributing to the development of teachers and the enhancement of educational practices at the district level, in alignment with the national education policies.



6. Evaluation and Planning : DIETs also perform evaluation, liaise with higher authorities, and formulate plans related to primary and secondary education.

Objectives of DIET

- To improve the basic education system and competence of teachers through regular teaching programmes, projects, seminars, workshops and other academic programmes.
- DIETs are encouraged to work closely with the local community to promote awareness and participation in the educational process. This includes involving parents, community leaders, and local organizations in educational initiatives.

Functions of DIET

DIETs have a range of functions that can be categorized into four main areas :

1. Training Development and Management: DIETs play a key role in developing, organizing, managing, and supervising training programs for educators.
2. Educational Resource Support: They provide support in terms of educational resources and materials to enhance the quality of education in their respective districts.
3. Research Center: DIETs serve as research centers where educational research and studies can be conducted to improve teaching and learning methods.
4. Miscellaneous Functions

- **The reasons for categorizing these functions in this way are as follows**

1. Teacher Education Continuity : Teacher education is an ongoing process that doesn't neatly fit into pre-service or in-service categories.
2. Quality Improvement : Well-equipped DIETs with both human and material resources can significantly enhance the quality of education at the district level.
3. Adult Education and UEE : DIETs, if equipped appropriately, can train adult education workers and elementary school teachers, contributing to achieving Universal Elementary Education (UEE).
4. Integration and Equal Standards : DIETs play a role in integrating formal and informal agencies in elementary education to ensure consistent standards.
5. Coordination and Monitoring : They coordinate with other district-level departments actively involved in elementary education, especially in terms of monitoring.
6. Evaluation and Planning : DIETs also perform evaluation, liaise with higher authorities, and formulate plans related to primary and secondary education.

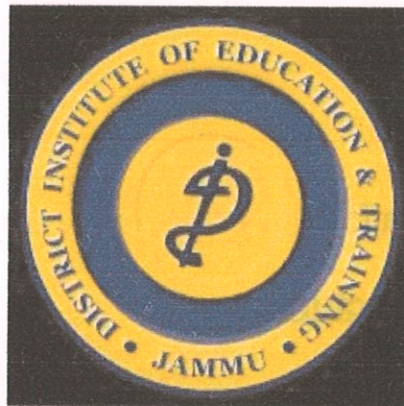
About the DIET I visited and the whole experience I gained is given below

I, Sonika Devi, a second-semester M.Ed. student with Roll no. 2201002, want to share my visit to the District Institute of Education and Training (DIET) in Jammu. This report documents what I learned during this educational trip.

First, our Head of Department, Dr. Rohnika Sharma, gave us an informative orientation on August 18, 2023. This session explained the purpose of our visit to DIET and why it's important for our education. We were told that this visit is a crucial part of our internship, helping us understand how district-level educational institutions work.

On the morning of August 21, 2023, we gathered with our teacher, Dr. Bindu Dua, and our peers, ready for our educational trip. We boarded the bus at 10:30 A.M. We were 10 Students and headed to DIET Jammu. During the journey, we were excited and talked about what we would learn. When we arrived, the DIET faculty welcomed us, and we went to a hall. There, we met Dr. Kiran, the head of DIET. She asked us to introduce ourselves and then told us about DIET's functions. She was very knowledgeable and passionate about education, which inspired us. She explained what DIET is, its goals, staff, facilities, challenges.

About the DIET Jammu



Logo of DIET, Jammu

As I earlier discussed, DIETs were established throughout the country for the enhancement of quality education. They were the progeny of the New Policy of Education 1986 (NPE).

DIET Jammu was established in the year 1988. The sole purpose of DIET is to conduct different kinds of training programmes to improve the quality of basic Education and create a desirable environment within the district in regard enroll more and more children of school age and pave way for retention of those who are admitted in the school and to ensure high literacy percentage of male and female as a whole.

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

-- Location: Resham Ghar Colony, Opposite Govt. College of Education

Canal road, Jammu.

-- Date of Establishment: December, 1988

-- Head: Sh. Roshan Lal

-- Working hours: 10 A.M. to 4:30 P.M.

: About Staff :

-- Principal: 1

-- HODs: 7

-- Lecturers: 16

-- Non-teaching staff: 20

-- About the Infrastructure :

-- Principal office: 1

-- HOD rooms: 7

-- Library: 1

-- Computer lab: 1

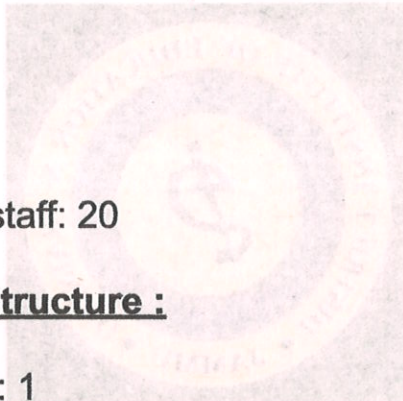
-- PSTE classroom: 1

-- Hall: 1

-- Middle standard: 2

-- Washroom: 1

-- Staff room: 1





DISTRICT INSTITUTE OF EDUCATION AND TRAININGS JAMMU



DIET JAMMU

About the various wings / Department of DIET Jammu

The term 'Wings of DIET' refers to the specialized departments or divisions within the institution that focus on specific areas of educational development and training. Each wing typically has its own set of responsibilities and objectives related to education. Currently, there are seven wings of DIET in Jammu.

1. (IFIC) In-Service Programmes, Field Interactions, Innovations and Co-Ordinations Wing.
2. (PSTE) Pre-service Teacher Education Wing.
3. (DRU) District Resource Unit Wing.
4. (ET) Educational Technology Wing.
5. (CMDE) Curriculum Material Development Wing.
6. (WE) Work Experience / Education Wing.
7. (P & M) Planning and Management Wing

Overall Experience

During our visit to DIET Jammu, we had the opportunity to explore the various wings of this educational institution, gaining a profound understanding of their functions. The session with our informative guide not only enlightened us about the functions of each wing but also stressed the critical importance of maintaining a balanced diet for optimal health and shed light on how nutrition plays a pivotal role in nurturing our physical well-being. It served as a powerful reminder that a healthy body is the foundation for a fertile mind, aligning perfectly with our educational aspirations.

To conclude, I'd like to express my appreciation for the invaluable experience of touring DIET Jammu. This visit provided us with a firsthand look at the inner workings of this essential educational institution, deepening our understanding of its integral role in shaping the future of education. I am delighted to present a visual account of our visit to DIET.

The images presented below provide a captivating glimpse into the extraordinary observations and experiences that we had the privilege of encountering during our tour.

INCLUSIVE EDUCATION

On March 2009, the Inclusive Education Initiative began with goal of making all members of the community feel safe. Inclusive Education is when all students, regardless of any challenges they may have, are placed in age-appropriate educational classes. The schools and classroom operate on the premise that students with disabilities are as fundamentally competent as students without disabilities.

while the concept of inclusive education involves a reworking of the way individuals perceive the learning environment. Individuals see the classroom as a diverse setting with a variety of students bring their own unique learning styles, abilities, experiences, backgrounds. An inclusive classroom not only respects these differences but embrace it.

An Inclusive culture starts from the premises that everyone in the school - students, educators, administrators, support staff and contribute to the life of the school with an Inclusive school culture, diverse experiences, perspectives and gifts are seen to enrich the school community!

Achieving an Inclusive school culture goes beyond making a decision to run a workshop on bullying, put in a ramp or offer diversity training to staff. It is more than just developing training to staff. Value statement that is about being inclusive. An inclusive school culture requires a shift in the attitude of all the stakeholders as well as development of policies and practices that reinforce inclusive behaviour.

- According to Stainback & Stainback (1990)"

"Inclusive Education is defined as :

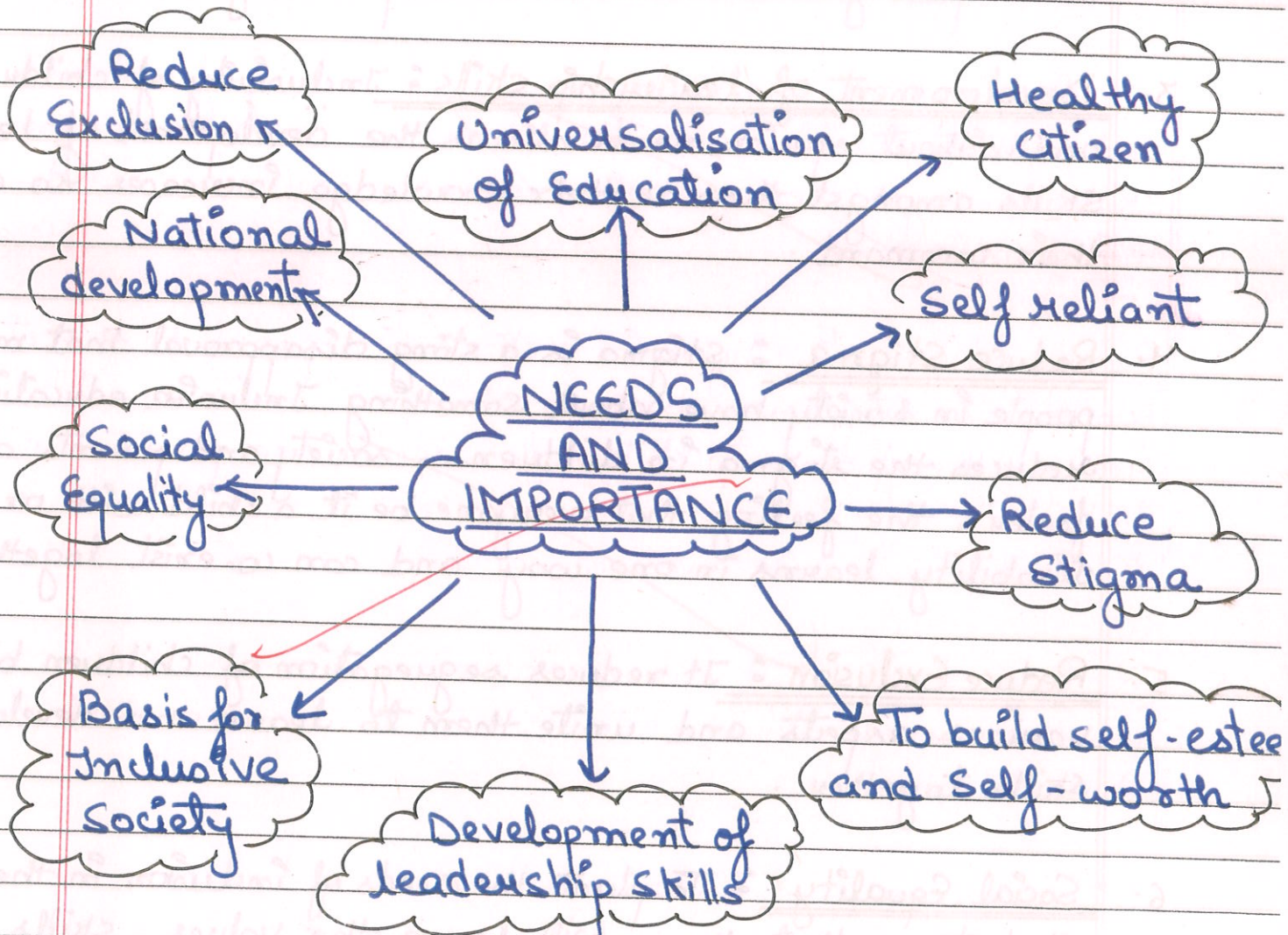
1. Education of all students in regular class.
2. Appropriate educational programs for every student.
3. Everyone is accepted and supported.

- According to National Commission of special needs in education and training (NCSNET)

"Inclusive education is defined as a learning environment that promotes the full personal, academic & professional development of all learners irrespective of race, class, gender, disability, religion, sexual preference, learning styles or language."

Knowledge to include others who are different from the

NEEDS & IMPORTANCE



The need of inclusive education is vital and has great importance. It serves as a bridge between children with and without special needs.

1. Universalisation of Education : To achieve the aim of universalisation of education, it is important to give education to all children irrespective of their physical, mental, economical background.
2. To build Self-esteem and Self worth in them : To know and develop self-esteem and self-worth of an individual by providing them equality in education & development of their skills.
3. Development of leadership skills : Inclusivity of children with and without special needs allows the development of leadership skills amongst them as their knowledge increases so does their command.
4. Reduce Stigma : Stigma is a strong disapproval that most people in society have about something. Inclusive education reduces the stigma in children, society and parents and fosters the feeling that everyone be it a child with or without disability learns in one way and can co-exist together.
5. Reduce Exclusion : It reduces segregation of children based on various aspects and unite them to learn and develop skills together.
6. Social Equality : To plant the seeds of inclusion in the young students so that they will learn the values, skills and

Knowledge to include others who are different from them.

7. National Development: To judge and help develop each aspect of every student and to adopt appropriate educational means to develop his/her full potential. In this way, inclusive education has a potential to ensure national development.

8. All children learn by being together : The philosophy of inclusive education is aimed at helping all children learn at their own pace and style within multising learning.

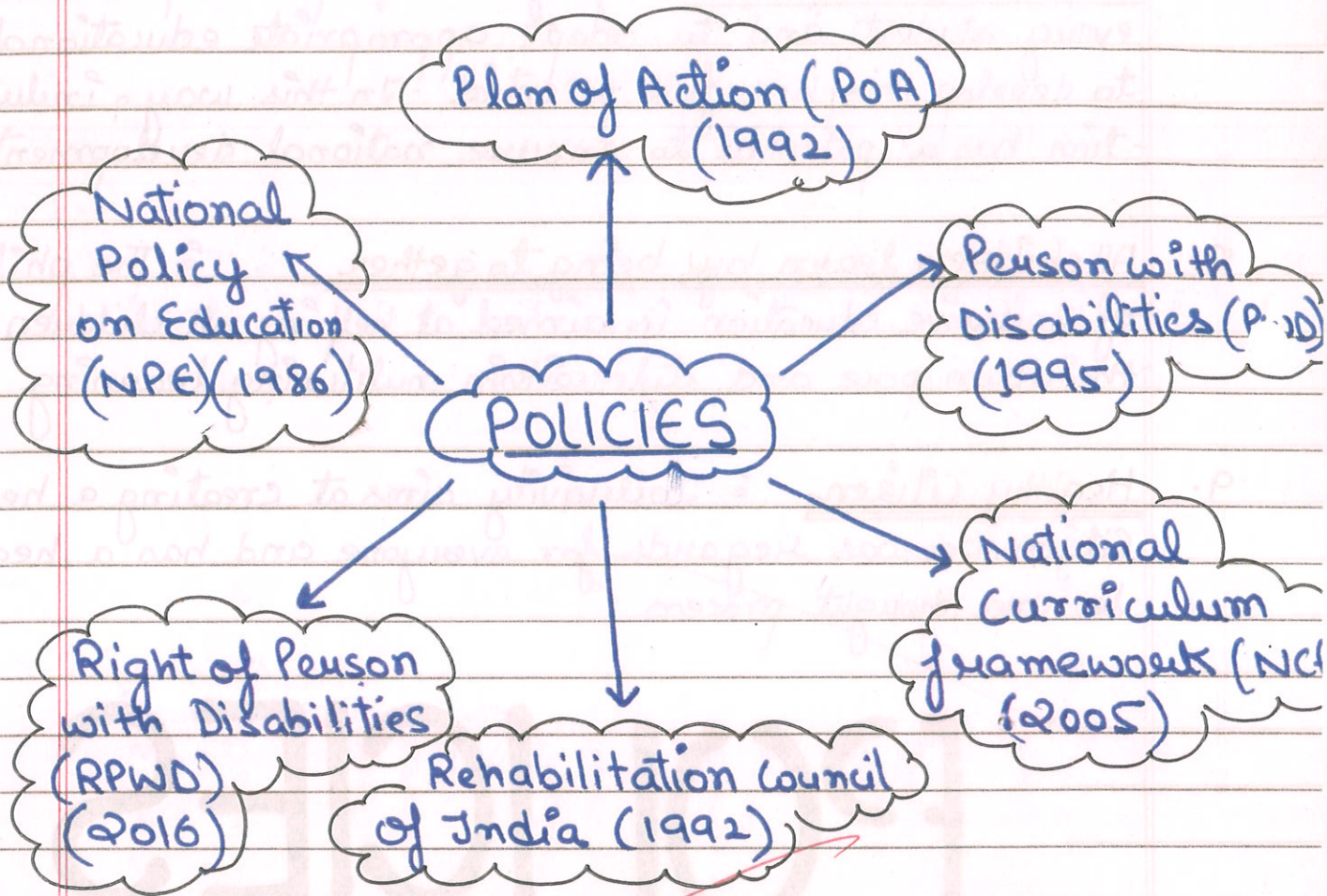
9. Healthy Citizen : Inclusivity aims at creating a healthy citizen who has regards for everyone and has a healthy life and thought process.

POLICIES

Children with special needs/disabilities experience different forms of exclusion, which may cut off them from health, education, social services and limit their participation in family, community, society. This isolation can have lasting effects on future employment opportunities and participation in civic life.

Policy and act can provide the legal part of rights to the children with disability and enable them to take their place in

society and contribute to their family and community.



1. National Policy on Education (NPE) 1986

The NPE 1986 brought the fundamental issue of equality of stage. Through its section 49, the policy clearly highlights the needs of the children with disabilities and recommends integrated education for disabled in following manner :

⇒ whenever it is feasible, the educational children with motor handicaps and other mild handicaps

be common with that of others.

⇒ Adequate arrangements will be made to vocational training to the disabled.

⇒ Voluntary efforts for the education of the disabled will be encouraged in every possible manner.

2. Plan of Action (POA) 1992

for the follow up and implementation of NPE, Plan of Action was formulated. POA suggested a pragmatic principle for children with disabilities.

⇒ It postulated that a child with disability who can be educated in a general school should be educated in general school only and not in a special school.

⇒ Even those children who are initially admitted to special schools should be transferred to general schools.

3. Rehabilitation Council of India Act (RCI) 1992

The major purpose of this act was to mandate minimum standards of education for professionals working with individuals with disability including special teachers and educators.

⇒ This act makes it mandatory for every special teacher to be registered by the council and lays down that every child with disability including to be taught by a qualified teacher.

4. Persons with Disabilities (PWD) 1995 :

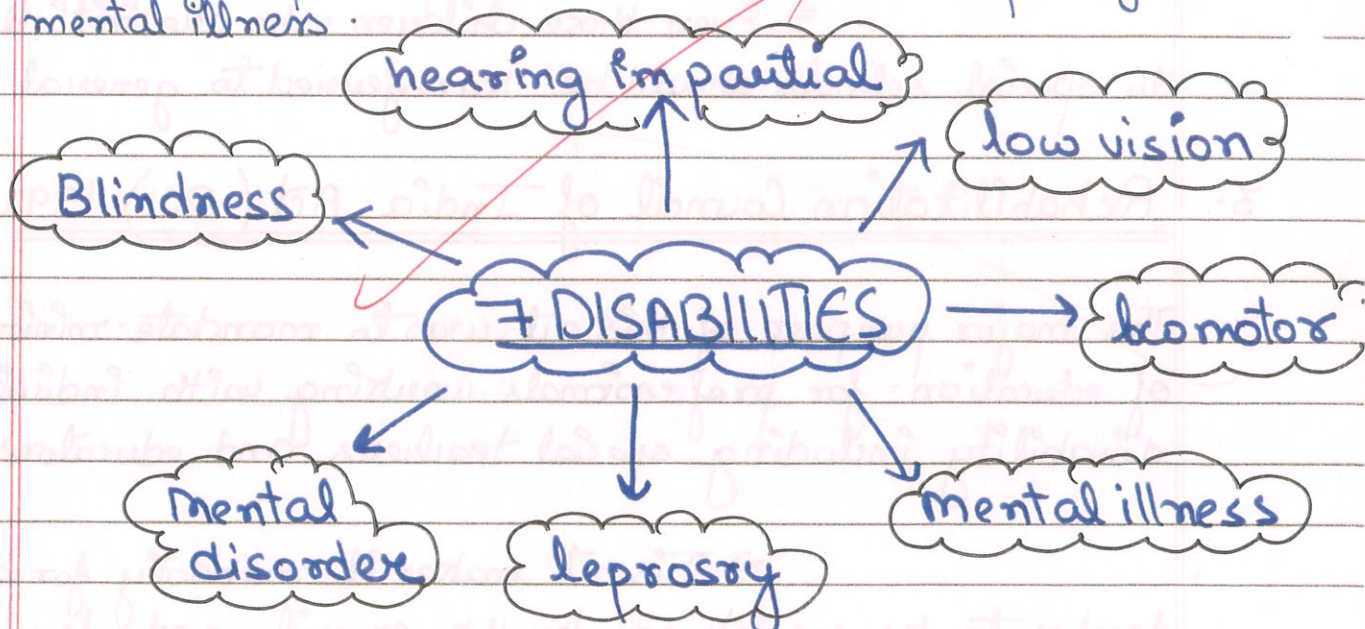
chapter V (section 26) of the act, which deals with education mentions that appropriate government and the local authorities shall :

⇒ ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years.

⇒ endeavour to promote the integration of students with disabilities in the normal schools.

⇒ endeavour to equip the special schools for children with disabilities with vocational training facilities.

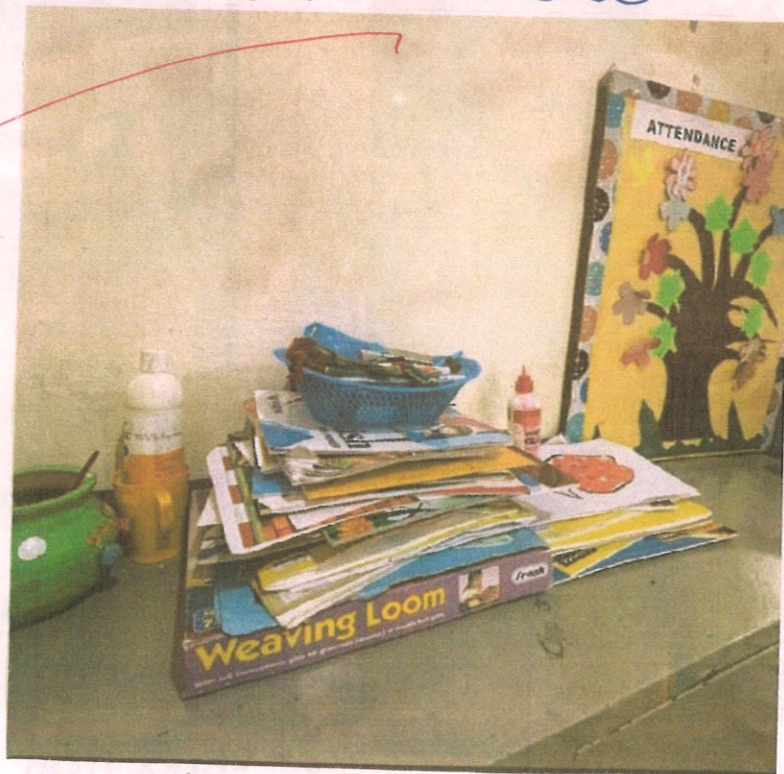
This Act deals with 7 disabilities i.e., blindness, low vision, hearing impairment, locomotor, mental, leprosy cured and mental illness.



VISIT TO INCLUSIVE SCHOOL



- Interaction with students having different disabilities like: Down syndrome, Blindness, ADHD etc.



- Books for special students.

SCHOOL

DAY

- Interacting with Inclusive School students

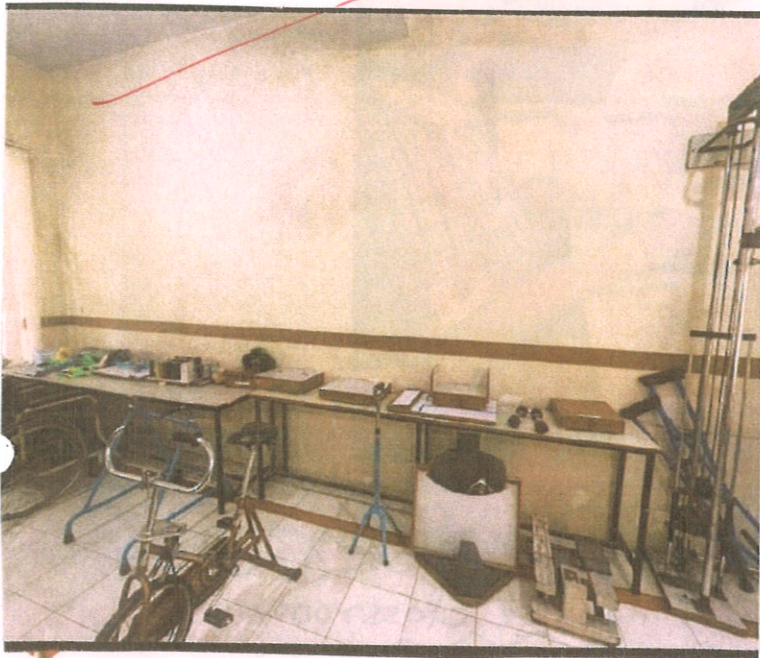


- Bunkbeds for students



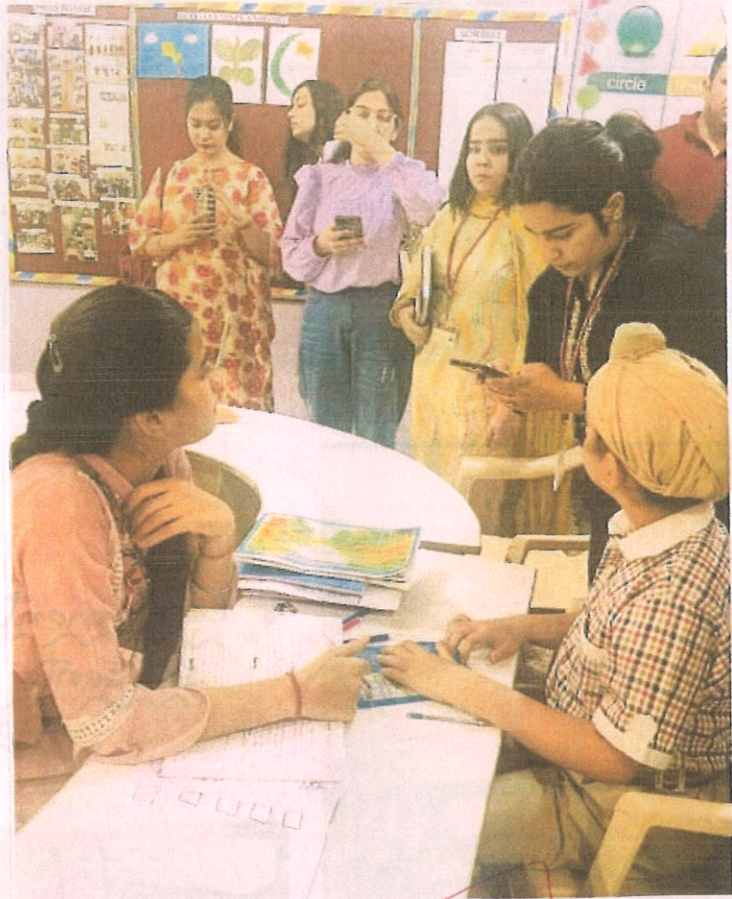
- Racks used in Inclusive class

- Display board
for special
students in
their classroom



- Equipments used for special
students in Rehabilitation
room





Display board
for special
students in
their classroom

used for special
in rehabilitation
work

- Interaction with teacher during the visit to the Inclusive classroom

MY EXPERIENCE

On 27th April 23, I visited Model Academy Inclusive school my group supervisor Mrs. Suman Gupta and group member. Firstly we saw the resource room also known as physiotherapy class where various equipments such as; wheel chair, walkers, Ramp, three-wheeler tricycle, key hole test for sound discrimination tool, therapy balls, etc. could be seen while our interaction with class teacher Ms. Pallvi Gupta, we were informed of the uses of equipments and safety precautions taken in the resource room.

After that, we visited the classroom of students divided into special groups i.e. Group A, Group B, Group C. Group A deals with the pre-primary classes. Group B deals with the primary classes. Group C deals with secondary classes.

We observed the infrastructural facilities, provided to students with special needs, it included → bunk-beds, toys, desks, chairs, blackboards, display boards etc. while our visit, we interacted with Mrs. Suksham & Sushmi and got a briefing about their curriculum which included normal subjects like Hindi, English, maths, Activities such as fine motor activities (colouring, paper tearing, sand play etc).

also include Gross Motor activities (dance, catch the ball, throw the ball etc) and Personal goals such as : Use of -n, eating independently, washing hands independently, cleaning nose with handkerchief) etc.

We were further informed that every month various visit and activities are planned like :

- colour Day.
- Medical checkups.
- Field visits.
- Poetry recitation.
- Story-telling etc.

The ratio of student-teacher in Inclusive classroom was 10, ie; 10 students on 1 teacher. Total number of students now in the Inclusive school were 25. with different types of disabilities.

- While observing the classes, I saw the following types of students with special needs :

1. AUTISTIC CHILDREN :

Autistic children have communication difficulties narrow int and repetitive behaviour - children might not use eye cont to get someone's attention, not use words or gestures to communicate and may get confused by language and take this literally.

2. CHILDREN WITH LOW-VISION :

Vision impairment can range from blindness or very low vision to an inability to see particular colours. Children might be born with vision impairment, or it might happen later in childhood. The way children behave or use their eyes might tell that they have vision impairment.

3. CHILDREN WITH ADHD :

Attention deficit hyperactive disorder is one of the most common neurodevelopmental disorders of childhood. A child with ADHD :

- Daydream a lot
- Talk too much
- Squirm or fidget
- Forget and lose things.

4. CHILDREN WITH LEARNING DISABILITIES

A child with learning disability may have difficulties in reading, writing, speaking, listening, concepts of maths, understanding and with general comprehension.

5. CHILDREN WITH INTELLECTUAL DISABILITIES

Children with intellectual disability has difficulty in drawing

walking, crawling, speaking, reading, following orders, regulating emotions, remembering, multi-tasking, following social rules or cues etc.

6. CHILDREN WITH MILD HEARING LOSS

Children with mild hearing loss may be able to hear speech sound but soft sounds are hard to hear.

- The techniques being used by teachers to teach children with special needs were :

1. MODELLING : This is the method of teaching by demonstration. Teacher starts by getting the child's attention by saying "It's my turn, watch me, are you ready?" This will help drawing children's attention. Tasks are modeled on several occasions before moving on to the next step.

2. CHAINING : This method is used by teachers to break a complex task into a sequence of simpler interconnected steps which are learned one step at a time. It includes two types :

1. BACKWARD CHAINING : The teacher guides child through the steps in the sequence leaving the last one which is left to the child to do on his/her own. For example : If you are to teach a child to get dressed for school, you might begin teaching to tie shoelaces, pulling on socks and then eventually having them bath themselves.

2. FORWARD CHAINING : The teacher begins with the first step in the task analysis by prompting the child to imitate task themselves. Once the child begins to perform first step in the sequence, the teacher will then leave steps one or two for the child to perform on their own and will help with remaining steps.

3. SHAPING : Shaping is a systematic process of reinforcing successive approximations to a target behaviour. The technique is used when students need to learn new behaviour. Teacher identifies the student's behaviour and provides reinforcement only for closer approximation towards the desired behaviour, which is a terminal behaviour of the shaping process. Example, if the desired behaviour is to sit independently 20 minutes, a step analysis may break the desired behaviour in the following approximations :

- After training / Shaping.
- Haresh remains in his seat for 3 minutes.
- Haresh remains in his seat for 5 minutes.
- Haresh remains in his seat for 10 minutes.
- Haresh remains in his seat for 15 minutes.
- Haresh remains in his seat for 20 minutes.

4. PROMPTING : Temporary assistance used to help a student perform in desired manner when a student is unable to perform a task, a prompt is used to help the students to perform task :

- level 1 : Verbal request (VR).

- level 2 : VR + Verbal prompt (VP)
 - level 3 : VR + VP + Modelling Prompt (MP)
 - level 4 : VR + VP + Physical Prompt (PP)
- The tools of Assessment and evaluation being used for child with special needs were :

FUNCTIONAL ASSESSMENT CHECKLIST (FAC)

- Developed by NIMH : Department of special Education under the supervision of Dr. Jayanthi Narayan.
- It covers children from 3 years onwards.

DESCRIPTION

It has seven levels :

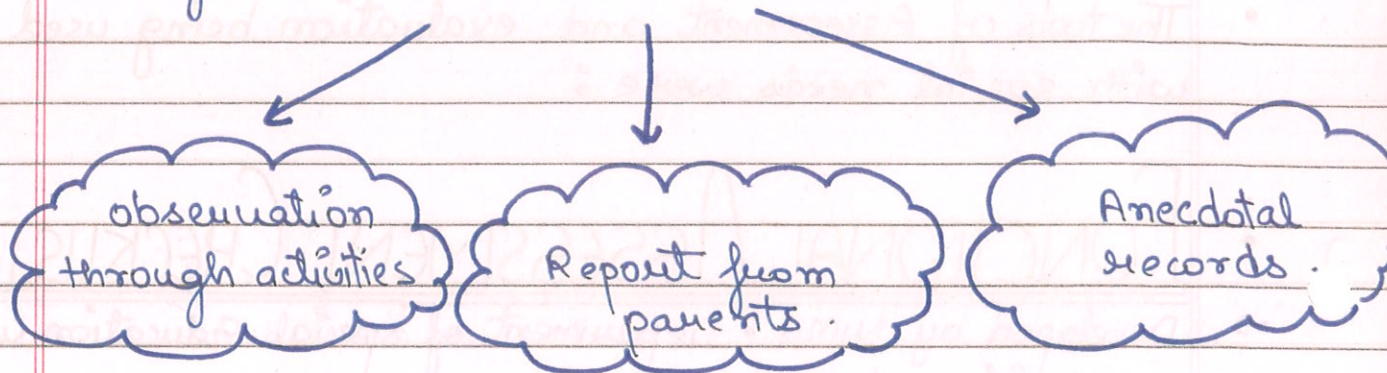
1. Pre-primary
2. Primary - I
3. Primary - II
4. Secondary
5. Pre-vocational
6. Pre-vocational
7. Care group.

PROMOTION PROCEDURE

- Promotion procedure could be easily administered through evaluation.
 - After achieving more than 80% in particular group the student could be promoted to higher class.

ADMINISTRATION

- Information regarding student's performance is gathered through :



SCORING

- Keys :

• yes	+	• physical prompting	P
• Occasional cues	C	• verbal prompting	V
• Not Applicable	NA	• Gestural	G
• No exposure	NE	• Modeling	M
		• No	-

CHARACTERISTICS OF FACP

- Items are easy to understand.
- Necessary activities are enlisted for a particular class.
- Grouping is done based on the ability and chronological age.
- Scope of including items necessary from specific cultural background.
- Scope for summative and formative evaluation.

• BEHAVIORAL ASSESSMENT SCALE FOR INDIAN CHILDREN WITH RETARDATION

- Used for children between ages 3 to 18 years.
- It is divided into two parts : A and B.
- Part A includes 180 items and grouped under seven domains.
- Part B includes 75 items and grouped under 10 domains.

• SCORING

- level one : Independent (5 score)
- level two : cueing (4 score)
- level three : Verbal prompting (3 score)
- level four : Physical prompting (2 score)
- level five : Totally dependent (1 score)
- level six : Not applicable (0 score)

• MADRAS DEVELOPMENT PROGRAMMING SYSTEM

- First Indian Comprehensive Behavioral scale developed in 1971 at Chennai.
- Used for any age, sex and level of retardation.
- A Criterion referenced Assessment scale.
- Used for Individualised Educational Programming and in classroom teaching.

• DOMAINS

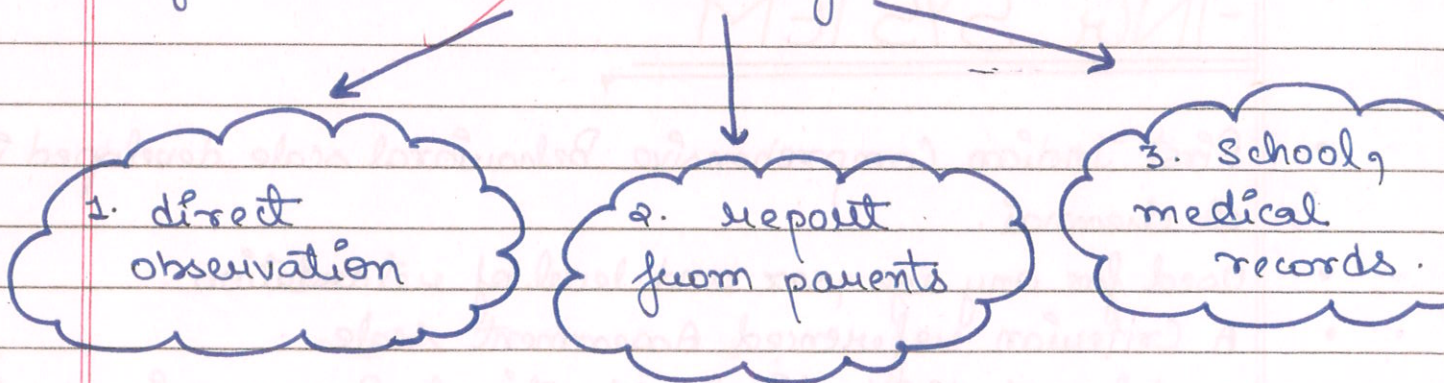
1. Gross motor activities.
2. Fine motor activities.
3. Meal time activities.
4. Dressing.
5. Curooming.
6. Toileting.
7. Receptive language.
8. Expressive language.
9. Social Interaction.
10. Reading.
11. Writing.
12. Numbers.
13. Time.
14. Money.
15. Domestic activities.
16. Community orientation.
17. Recreation activities.
18. Vocational.

• DESCRIPTION

- 18 Domains : each domain comprises of 20 items.
Total number of items are 360
 - The items are sequentially arranged according to normal development.

• ADMINISTRATION

- Information is collected through



• SCORING

- If the student perform the item, achievement is marked
- If the student fails to perform the item, failure is marked by 'B'.

• CHARACTERISTICS OF MDPS.

- Contains wide area of behavioral domain.
- Details of items in each area.
- The items are sequentially arranged.
- Easy administration.
- Helps in Curriculum development.
- Helps in educational grouping of the children.
- Help in formative and summative evaluation.
- Used for assessment, IEP formation and management the class room



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Accredited by NAAC with 'A+' Grade

An Educational Tour to Amritsar by B. ED Special Students and Staff.

A two-day educational tour to Amritsar was organized by the Department of Special Education, MIER College of Education recently. The aim and purpose of the tour was to visit different educational institutions in Amritsar working in the field of Rehabilitation and Special Education, further, to develop educational aesthetic and provide practical experience to students in the area of special education. Over 36 students and two faculty members, Dr. Behzad Maqbool and Mr. Kuldeep Singh, were part of the trip. The students visited Guru Nanak Dev University, Amritsar which was established on November 24, 1969, and is among the top ten "High Performing State Public Universities" across India. Recently GNDU started its Department of Special Education, the students of MIER College visited the department and library of the University.

The librarian briefed all the students about digital library software features and its benefits, moreover the students were also oriented about the facilities like E-Shod Sindhu, Shodhganga, Swayam, OPAC (Online Public Access Catalogue) Digital System, etc. The students visited the resource and therapy centres and had an interaction with special educators regarding different challenges and practices in the field of special education. Prof. Amit Kauts, HoD, Department of Education, GNDU gave a lecture on current emerging trends and practices followed by question-and-answer session.

The students visited the Golden Temple and took blessings at Sri Darbar Sahib. They also visited All India Pingal Wara Charitable Trust which is a 95-year-old institution started by Bhagat Puran Singh. Shri Rajbir Singh, Principal, and Trust member apprised the students about the history of Pingalwara and the life history of Bhagat Puran Singh ji. The students also got the chance to visit different units of Pingalwara namely, special school, residential home, old-age home, prosthetic centre, and therapy unit. All the students had a great exposure and invaluable learning experiences. The faculty and students came back rejuvenated and shared their experiences in the form of reflective journal.

Some glimpses of the educational visit





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

SCHOOL OF EDUCATION

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.7 A variety of assignments given and assessed for theory courses through

3. Hands-on Activity

CASE STUDY ON CHILD WITH AUTISM SPECTRUM DISORDER



Comprehensive Assessment Report of Case Study on child with Autism Spectrum Disorder

Submitted to:

Dr Behzad Maqbool

Associate Professor

Submitted by:

Shweta Chib

Roll No. 2203023

Semester:3rd., Course code:105

B.Ed. Special Education (ID)

DEMOGRAPHIC DATA OF CASE

Name of the student: Anmol

Name of the school: Model Academy Inclusive School

Date of Birth and Age: 6years

Sex: Male

Informant: Class teacher

Education: Pre-primary level

Language Spoken: Hindi and English

SCHOOL HISTORY

Attending Status – The child attends the class regularly and attentively.

Peer-Group adjustment – The child does not have much interaction with peers. He prefers not to initiate social interaction. He adjusts well in class groups. He chooses to remain quiet until talked to.

Teacher Interaction – The child acts friendly to the teachers and teacher trainees. He acknowledges them and follows their instructions.

Classroom Achievement – The child is good in academics. He is achieving excellence in all subjects i.e. curricular as well as in co-curricular activities.

PRESENTING COMPLAINTS

The child is diagnosed with Autism Spectrum Disorder.

He is having difficulty with speech. He is facing difficulty in making clear voices and speaking words.

He is having behavioural issues like

- Hyperactivity and restlessness – he does not continue with the task at hand for the required time
- Throws temper tantrum – sometimes he cries and screams excessively.
- Self-injurious behaviour – he engages himself in activities like hitting his own self, pinching himself, pulling his own hair.
- Odd behaviour – he laughs while looking at his hands

ASSESSMENT PROFILE

Indian Scale for Assessment of Autism is used to assess autistic characteristics of the child. This assessment tool consists of 40 items which are divided under 6 domains. Assessment profile for the child's score is –

Items	Rarely Upto 20% Score 1	Sometimes 21 – 40 % Score 2	Frequently 41 – 60% Score 3	Mostly 61- 80 % Score 4	Always 81-100% Score 5
I. SOCIAL RELATIONSHIP AND RECIPROCTY					
1	Has poor eye contact		✓		
2	Lacks social smile	✓			
3	Remains aloof		✓		
4	Does not reach out to others		✓		
5	Unable to relate to people			✓	
6	Unable to respond to social/ environmental cues		✓		
7	Engages in solitary and repetitive play activities			✓	
8	Unable to take turns in social interaction		✓		
9	Does not maintain peer relationships			✓	
II. EMOTIONAL RESPONSIVENESS					
10	Shows inappropriate emotional response		✓		
11	Shows exaggerated emotions	✓			
12	Engages in self-stimulating emotions		✓		
13	Lacks fear of danger		✓		
14	Excited or agitated for no apparent reason			✓	
III. SPEECH-LANGUAGE AND COMMUNICATION					
15	Acquired speech and lost it	✓			
16	Has difficulty in using non-verbal language or gestures to communicate			✓	
17	Engages in stereotyped and repetitive use of language	✓			
18	Engages in echolalic speech	✓			
19	Produces infantile squeals/ unusual noises	✓			
20	Unable to initiate or sustain conversation with others			✓	

21	Uses jargon or meaningless words	✓				
22	Uses pronoun reversals	✓				
23	Unable to grasp pragmatics of communication (real meaning)		✓			

IV. BEHAVIOUR PATTERNS

24	Engages in stereotyped and repetitive motor mannerisms	✓				
25	Shows attachment to inanimate objects		✓			
26	Shows hyperactivity/ restlessness		✓			
27	Exhibits aggressive behavior	✓				
28	Throws temper tantrums		✓			
29	Engages in self-injurious behavior		✓			
30	Insists on sameness	✓				

V. SENSORY ASPECTS

31	Unusually sensitive to sensory stimuli	✓				
32	Stares into space for long periods of time	✓				
33	Has difficulty in tracking objects	✓				
34	Has unusual vision	✓				
35	Insensitive to pain	✓				
36	Responds to objects/people unusually by smelling, touching or tasting	✓				

VI. COGNITIVE COMPONENT

37	Inconsistent attention and concentration			✓		
38	Shows delay in responding			✓		
39	Has unusual memory of some kind	✓				
40	Has 'savant' ability			✓		

ASSESSMENT DATA

Detailed insight of the child's behaviour is explained within the following domains of standardized tools - Indian Scale for Assessment of Autism to analyses and assess autistic characteristics of the child. It is as follows:

Domain I – Social Relationship and Reciprocity

The child scored 27 in this domain which is summed up by 9 items. Sometimes, he makes poor eye contact, mostly he maintains eye contact when somebody talks to him. He rarely lacks a social smile as he smiles even to strangers. Frequently he displays aloof behaviour, the child interacts only when someone interacts with him otherwise, he chooses to remain aloof and withdrawn. The child does not reach out to other people frequently. He does not initiate social interaction but he does engage himself in social interaction when someone approaches him. Mostly, the child is unable to relate to other people, due to lack of initiation in social situations. Frequently, he is not responsive to social and environmental cues. He is unable to understand demands and requirements of the social environment. Most of the time, the child is involved in solitary and repetitive play activities. He prefers to play alone with some object or material repetitively until it is taken away from him. The child is unable to comprehend the importance of taking turns in social interaction. He does not wait for others' turn to end and his turn to come until he is asked to do so. Mostly, the child does not maintain a peer relationship as he does not mix with them or bonds with them.

Domain II – Emotional Responsiveness

There are 5 items in this domain that scored 13 overall. Sometimes the child shows inappropriate emotional responses like laughing when scolded. He displays an unpredictable shift in emotions, that is, he becomes agitated for no apparent reason. He never showed any exaggerated emotion of excessive anxiety or fear. The child engages himself in self-stimulating emotions like smiling to his own hands for no apparent reason. The child does not display a lack of fear of danger and hazard, he reacts appropriately to the things and situations that can be harmful. The child gets excited and agitated for no apparent reason. He mostly shows excitement and over activity.

Domain III – Speech- Language and Communication

The child scored 16 in this domain which is summed up by 9 items. Speech development of the child is not age appropriate. Mostly the child faces difficulty in using non-verbal language and gestures to communicate. He leads others to the desired objects by dragging them to it or vice-versa. The child never displayed these behaviours: engagement in stereotyped and repetitive use of language, engagement in echolalic speech and production of infantile squeals and unusual noises. The child is mostly unable to initiate or sustain conversation with others. And he is unable to maintain responding to a series of questions. He rarely uses jargon or meaningless

words. He is clear with the concept of pronoun; he shows no difficulty with pronoun reversal. Sometimes he is unable to grasp pragmatics of the communication, that is, real meaning or intention of the speech like humor and sarcasm.

Domain IV – Behaviour Patterns

There are 7 items in this domain that scored 11 altogether. The child is not engaged in any self-stimulatory stereotyped and repetitive motor action or behaviour. Sometimes the child shows attachment to inanimate objects such as toys, which are used as reinforcement. Occasionally, the child shows hyperactive and restless behaviour when he asked to respond frequently in one to one session. The child never exhibited aggressive behaviour and socially inappropriate behaviour. Sometimes the child throws a temper tantrum in the form of screaming and yelling. Sometimes the child engages himself in self-injurious behaviour like hitting his own self in order to avoid responding and learning. It is unlikely of him to resist change in routine and insist on sameness.

Domain V – Sensory Aspects

The child scored 6 in this domain which is summed up by 6 items implying that he scored 1 for each item, hence he displays these behaviours rarely. The child is not unusually sensitive to any specific sensory stimuli which he would certainly avoid. The child does not stare into space for a long period of time. He is able to track objects without distraction; he does not show any sign of difficulty in tracking objects. The child rarely shows any sign of unusual vision i.e. he does not pay attention to any insignificant part of any object. He is sensitive to pain and he does react to pain when he gets hurt. He does not respond to objects/people unusually by smelling, touching or tasting while exploring the environment or using any new object.

Domain VI – Cognitive Component

The child scored 10 in this domain which is summed up by 4 items. The child frequently shows inconsistent attention and concentration. But he attentively completes the task in one go in which he is interested in. He does show delay in responding frequently. Sometimes he responds quickly and other times he responds after a considerable delay. He never displayed any unusual memory of some kind. He has a savant ability of learning things quickly and retaining them.

QUALITATIVE REPORT DOMAIN WISE

Apart from the above specific domains as mentioned in ISAA; detailed information about the child, for some other general domains are as follows:

Domain I - Personal Domain

- A. Meal time activities – The child is unable to divide the chapatti into pieces on his own. Usually he demands assistance in eating food. He can eat chapati independently when it is provided to him into pieces. He is unable to mix food on his own with little or no spilling.
- B. Dressing – The child is able to remove and put on underpants and outer pants that do not need to be fastened and zipped. He can put on shoes without laces on correct feet with minimum assistance. He is unable to put on t-shirt, shirt and socks. He is unable to open and close the front zipper.
- C. Grooming – The child is independently able to wash hands with liquid soap by rubbing his palms and rinsing his hands thoroughly with water. He covers his mouth while sneezing and coughing. The child is unable to bath independently. He requires assistance in combing hair. He is unable to apply cream on his face.
- D. Toileting – The child is able to indicate the need to go to the toilet. And he can independently reach out to the toilet in familiar surroundings. He is able to remove his under pants and outer pants before sitting on the toilet seat. He is unable to wash himself after the use.

Child is doing well according to this age but he needs little attention in enhancing his skills in the personal domain. He is potential enough to achieve more and perform activities independently. Goals can be selected from this domain and child will be able to achieve independence in these activities with proper training.

Domain II - Physical Domain

- A. Gross motor skill – The child is able to sit and stand with support. He is able to roll on the floor. And he can run and jump. He is able to push and pull chairs in the classroom for rearrangement. He is unable to stand on tip toe to reach for an object at a height. He is unable to ride a bicycle independently.
- B. Fine motor skill – The child is able to hold and use pencil and crayons. He is able to grasp small objects using his thumb and index finger. He is able to enter beads into a string. He is unable to screw and unscrew the bottle lid. He is unable to cut and open sachets and packets.

Overall, the child is able to perform all age appropriate activities in the physical domain. The child is skilled in both fine motor and gross motor activities. He does not require attention in this domain.

Domain III - Communication and Language Domain

- A. Expressive language – The child is able to make voice sounds. He is able to name familiar fruits, vegetables, animals and transports when asked by showing it pictures. He can effectively use the concept of pronoun. He is lacking in the skills of telling his name and his parents name independently, when asked. He is unable to speak phrases and sentences.
- B. Receptive language – The child is able to respond to verbal commands like come, sit, go, give etc. He is able to obey simple instructions like give me the ball, pick your book, close the door, pick all the beads etc. he is unable to understand the prepositions. He is unable to follow two step directions like throw this paper to the dustbin and close the door. He is unable to follow the adjectives like big and small.

The child faces difficulty in speech production. He is not able to produce all the sounds by now. He is not able to blend the sounds. He is not lacking in the skills required to receive the language and understand communication. But he faces challenges in expressing himself through verbal communication. He lacks skills that are essential for effective social interaction. Therefore, he needs immediate attention in this domain.

Domain IV - Social Domain

- A. Social interaction – The child responds when touched or talked to. He greets ‘hello’ and ‘bye’ after being greeted. He smiles at people. He participates actively by engaging in social activity like other group members. But he never initiates social interaction on his own. He is unable to speak ‘sorry’, ‘thank you’ and ‘please’.
- B. Community Orientation – The child is able to perform simple errands within a familiar setting. He is able to participate in religious activities like praying with folded hands and closed eyes. He is unable to identify policemen, doctors, delivery boys etc. He is unable to walk along sides of the road that has no sidewalk.

The child needs attention in this domain as he is unable to initiate social interaction. He lacks skills that are essential for effective social interaction.

Domain V - Academic Domain

- A. Reading – The child is able to match flash cards of the same objects. He is able to match pictures with the objects. The child is able to read English alphabets from A to Z. Moreover, he is able to arrange alphabets sequentially. He is able to sort named fruits, vegetables, animals and transport flashcards from the pile. He is unable to sort objects into the same category, for example, animals, fruit, flowers etc. He is unable to read two letter words and three letter words. He is lacking in the concept of colour name.

- B. Writing – The child is able to hold pencil and crayon. He can colour within a frame. He can join dots. He can trace straight lines- sleeping and standing line, and curve line independently. He can trace alphabets. He is lacking in writing alphabets independently.
- C. English – He can recite alphabets from A to Z with visual assistance like flashcards or chart paper.
- D. Hindi – He can identify the initial two alphabets.
- E. Number and Math – The child knows counting from 1 to 10. He can name the printed symbol. He is unable to count objects without assistance.
- F. Time – The child is able to associate the time of the day with activities such as meal time or bedtime.
- G. Money – The child is unable to sort coins from other similar metal objects.

STUDENTS' PERFORMANCE FOR SELECTED GOALS

Teacher trainee took three major goals for the child. These are-

1. Identification of familiar objects
2. Functioning of those familiar object
3. Features of those familiar object

Example

Familiar object – Pencil

1. Identification – This is pencil.
2. Object functioning – We write with pencil.
3. Object features – Lead and wood

After 8 sessions, the child was able to independently name all five objects taken under the goal for identification. He required little assistance in the form of cue to tell the functioning of those objects. And he required a verbal prompt to tell the object features of those familiar objects.

Other goals that were focused by teacher trainee for the child were

- Identification of pictures for action words

By the end of session schedule, student was successfully able to identify pictures of following action words – running, sleeping, eating, brushing, bathing, studying, playing, dancing, watching and talking

- Concept of all

By the end of the session student was able to perform the task with minimum gestural prompt and verbal prompt. For instance, in this activity, a child was asked to pick all crayons among other stationary objects from the box. He is able to pick almost all objects asked for, among other objects.

- Follow two direction verbal command

Two direction verbal commands like 'open your school bag and take out your lunch', 'pick the paper from the floor and throw it in the dustbin', 'get up and go to wash your hands' are used. By the end of the session's schedule, the child was able to comprehend the instruction and obey it independently.

REMEDIAL MEASURES

Remedial measures were taken to support the child in his growth and development in various domains of life, these are-

Speech Therapy

To support and enhance communication and expressive language skills of the child, speech therapy is given to him as a remedial measure. At speech therapy sessions, the child gets training for both expressive and receptive language.

For expressive language, speech therapist is stressing on the production of consonant sounds first. Therapist provides facial massage to the child and pressurizes different muscles of his face that helps in speech production. He focuses on blending of alphabet sounds to produce a voice of meaningful word for the objects with which the child is familiar.

For receptive language, he focused on enhancing the child's skills for following verbal commands like 'pick up flashcard of candle', 'give me flashcard of umbrella' etc. This helps in expanding a child's vocabulary as well.

Applied Behaviour Analysis Therapy

In applied behaviour analysis therapy sessions, problematic behaviours of the child are emphasized on. The child shows-

- Hyperactivity and restlessness – he does not continue with the task at hand for the required time
- Throws temper tantrum – sometimes he cries and screams excessively.
- Self-injurious behaviour – he engages himself in activities like hitting his own self, pinching himself, pulling his own hairs.
- Odd behaviour – he laughs while looking at his hands

To modify the child's undesirable behaviour, reinforcement strategy is adopted by the ABA therapist as Behaviour modification technique. Miniature elephant toy and mobile toy are used as reinforcers for the child. Fixed intermittent schedule of reinforcement is used as a schedule of reinforcement, that is, the therapist provides reinforcement to the child after every fifth time he completes the task without showing any problematic behaviour.



MIER COLLEGE OF EDUCATION (Autonomous)

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

Accredited by the NAAC with 'A+' Grade

Name: Anandita Thakur

Roll: 2102004

Subject: Project Work

Course Code: 406

Group: IV

Supervisor: Dr. Reeta Dwivedi

Action Research Project

Orientation: An orientation on action research project, course work 406 was given by our supervisor Dr. Reeta Dwivedi Assistant Professor UG Dept. Detailed discussion was done on the topic. She briefly explained us about the meaning, objectives and characteristics of Action Research.

Meaning of Action Research: The term Action Research is a combination of two words "Action" and "Research". "Action" means to act and "Research" refers to a systematic and refined technique for obtaining a more adequate solution of a problem. It is manipulation of things, concepts or symbols for the purpose of generalizing to extend correct or verify knowledge. Action research is focused on immediate application, not on the development of theory or on general application. Its purpose is to improve school practices and, at the same time, to improve those who try to improve the practices, to combine the research processes, habits of thinking, ability to work harmoniously with others and professional spirit.

Definitions:

1. "Action research is a process for studying problems by practitioners scientifically to take decisions for improving their current practices."

—By Corey
2. "Research concerned with problems carried on by school personnel to improve school's practice in action research."

—By Sara Blackwell

Further Dr. Reeta Dwivedi illustrated the steps of action research. She further explained one of the examples of action research.

Steps of Action Research: The following are the eight steps of the procedure of action research.

1. Identification of the problem.
2. Defining and delimiting the problem.
3. Analyzing the causes of the problem.
4. Formulating action hypothesis.
5. Designing for testing the action hypothesis
6. Conclusion of action research,
7. Evaluation of results.
8. Suggestions/Remedial measures.

Problem related to the behavior of students of Math's was given by her. She explained each step to be followed in the project. She explained that first we have to identify the problem. The second step is defining and delimiting the problem. After that we will find out causes of the problem of the problem and formulate action hypothesis. Later on designing for testing the action hypothesis will be done. After data collection and analysis we will give our conclusions and share our results. We were asked to identify the problems related to school, students and school administration and then choose one of the problem. Our group identified the various problems given as below:

1. A study to improve communication skill among the students of class 6th.
2. A study on learning of chemistry formulas among the students of class 9th.
3. A study on mobile addiction and its effect upon the studies of students of class 8th.
4. A study on excessive net surfing and its effect on the day today behavior of the students of class 10th.
5. A study on non-attentive behaviour of the students in the classroom and their dependency upon tutorial classes and internet.
6. A study on problem of wrong pronunciation in language learning.
7. A study to improve the spelling errors in English language by designing daily five minutes dictation of difficult words.

A STUDY TO IMPROVE COMMUNICATION SKILLS AMONG THE STUDENTS OF CLASS 6th OF MODEL ACADEMY SCHOOL, JAMMU

Introduction

Today, English has become the main means of communication in all fields such as education, medicine and business, etc. Students need to improve their proficiency in language to be able to communicate with other people living in different cultures and speaking different languages. In addition, a good command of language can help the students to improve their professional development, academic performance, personal and social effectiveness. Moreover, students might need speaking skills to convey their ideas as it is the easiest way to express their feelings, thoughts and share other information.

Speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the second language learners to speak the foreign language, especially English. There are a lot of reasons why they get difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the exposure to speak, and lack of the interesting teaching method or technique that can motivate them to speak. Thus, this research applied various strategies to improve communication proficiency of the students of grade 6th in Model Academy School, BC road, Jammu. This research is a collaborative classroom action research whose main purpose is to know whether or not applying various strategies could improve the students speaking skill. Meanwhile, the specific purposes consisted of describing: (1) To implement different strategies of interaction upon 6th grade students to improve their communication skill. (2) To enhance their confidence in speaking skill and create fluency in speaking. The data of this research were got from the observations done by various strategies like- Storytelling contest, group discussion, dramatization, role playing, debate and Speaking test, interaction, etc. The result showed that there was an improvement on students' speaking proficiency after the implementation of these strategies. The speaking test result in cycle two explained that the students' speaking aspects got good progress. The applied strategies improved their comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that using these strategies could improve students' communication skill.

Identification of the Problem

Pupil teacher interacted with English teacher of class 6th and identified that few students are facing problem in communication with others.

Defining and Delimiting the problem:

“Problem faced by the students in communication with others”

- Students with unaddressed learning or speech difficulties often struggle to communicate in classroom settings.

- Some students might have trouble comprehending lessons and organizing their thoughts and others might rely on hand gestures rather than words.
- Students often shut down isolating themselves out of fear or embarrassment.
- Personality differences and peer pressure add to the mix, making some classroom interactions feel awkward or forced.
- Unable to use English in real communicative situations.
- Teachers concentrated on the theoretical part of teaching English and neglected the practical part.
- They did not practise using English inside and outside the classroom.
- Students spend most of their time working with grammar exercises and saw no benefits in using English verbally.
- Learning of English do not emphasize on the development of sound oral communication ability amongst the students.

Factors causing the problem

In 6th grade Model Academy School, the teacher observed that the students were facing problems in communication due to

- the lack of linguistic competence as well as communicative competence.
- pupils inability to hear or produce new sounds in second language.
- low reading abilities of the students.

Objectives of the study

- To enable the students to learn English language skills.
- To enhance their confidence and speaking skill.
- To increase the students' knowledge of vocabulary, structure, context and grammar.
- To shed inhibition.
- To teach narrative structure and practice description.
- To create interest and develop listening comprehension.
- To improve pronunciation and intonation.
- To enhance the skills of connecting to content, connecting to learners and modeling.
- To create fluency in speaking and to think about narration in writing.
- To encourage interaction and share culture.

Statement of the problem

- To improve communication skill among the students of class 6th.

Research Design

Methodology

- A sample of 30 students was taken from the students of class 6th of Model Academy School, Jammu.

Method

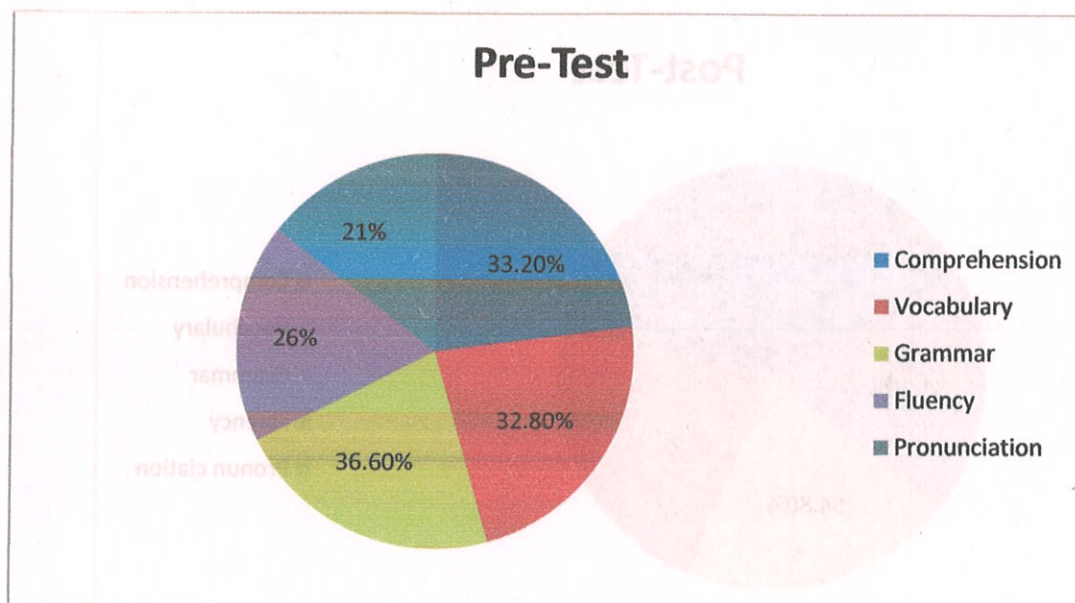
- Observation and Survey methods were used.

Tools

- A questionnaire consisting 50 questions of verbal and non-verbal communication was administered on the students of class 6th.
- Students were asked to perform role playing, storytelling, group discussion, peer interaction, etc.
- While evaluating the test performed by the students' pupil teacher noted a number of problems faced by the students in communication.
- Pupil teacher concluded that students were lacking confidence and communicative competence.
- Students were lacking practice in oral communication.
- Teachers were focused on the theoretical part of teaching English and neglected the practical part.
- They were involved in different communication strategies for a period of 2 weeks especially on the areas-storytelling contest, group discussion, dramatization, role playing, debate and Speaking test, interaction, etc.
- After completing the task, a post-test was administered. Students were asked to perform different activities mentioned above and the difference between pre-test performances on communication was compared, it was found that their performance was more effective and improved.

Analysis of Data

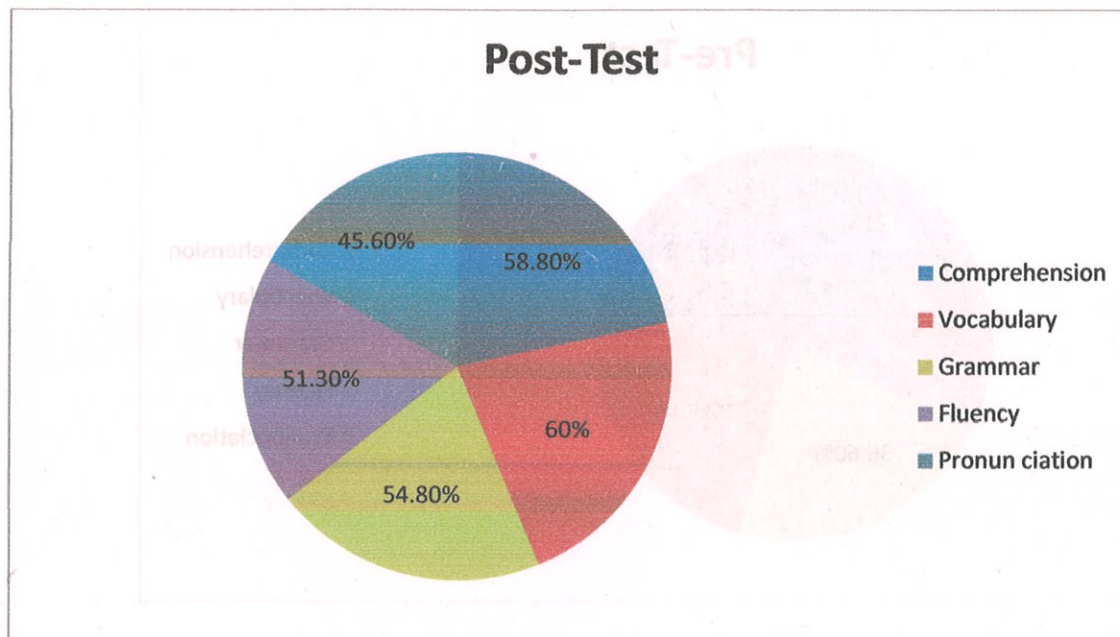
- Analysis of data was carried out through percentage analysis of the problems faced by the students in communication. The data gathered from the students was analyzed, keeping in view the objectives of the study.



The result showed that the students scored 33.2% in comprehension, 32.8% in vocabulary, 31.6% in grammar, 26% in fluency and 21% in pronunciation aspect in pre-test. It was found that most of the students were facing problems in speaking skill. After that various cooperative techniques like- Storytelling contest, group discussion, dramatization, role playing, debate and Speaking test, etc. were implemented to improve their speaking proficiency. First, the students were divided into five groups in equal number. A video of a short story was showed to them. After watching the video, they were asked to tell the same story in groups in chain. The students discussed in groups and told the story in chain. They told and retold the story in chain. Every day the video of a new story was presented to them for a week. Then it was realized that they were motivated to speak with their friends. Then the presentation of the story was changed. The story was broken down into five parts and one part of the story was provided for each groups and asked them to read the given parts of the story in their own groups. After the completion of the reading parts of the story in each group, all groups were asked to combine every parts in correct order and create a story. After combining the whole story, they were asked to tell the story in chain in a circle. Every day the story was changed and the written form of the parts of stories was presented for a week.

Observation After the implementation of the storytelling technique to develop their proficiency for one week, the story telling contest was conducted to observe their speaking proficiency. The students took part in the contest and they were able to tell stories that they had heard before. In the next week other techniques, mentioned above, were implemented. Then a post speaking test to measure their speaking skill was conducted. Finally, the result was analyzed and it was found that they improved their speaking proficiency. After using these techniques, the students were motivated to speak English in and out of the classroom with their friends. The shy students also started to speak English in the classroom. A post-test was administered and the result of post-test was analyzed as follows:

- > Teacher should also focus upon the grammatical aspect while teaching.
- > Teacher should organize more activities like- Quiz, Symposium, Library Club, etc.
- > Students should be given more opportunities to speak in the classroom.



The result showed that the students scored 58.8% in comprehension, 60% in vocabulary, 54.8% in grammar, 51.30% in fluency and 45.60% in pronunciation. It was found that the students' speaking proficiency was increased through the use of the above mentioned techniques.

The result showed that the students scored 58.8% in comprehension, 60% in vocabulary, 54.8% in grammar, 51.30% in fluency and 45.60% in pronunciation. It was found that the students' speaking proficiency was increased through the use of the above mentioned techniques.

Conclusion

After analyzing the result obtained in the post speaking test, it was observed that it helped the students for improvement in communication skills. This idea was shared with Language teacher in the school and further a request was made to the teacher to continue the techniques. The aim was to improve the students' speaking proficiency. As we conducted our research, we found the result as was assumed. The interventions applied upon the students really increased their participation in the speaking activities.

Suggestions/Remedial Measures

- Teacher should lay stress on speaking aspects more while teaching in the class.
- Teacher should motivate the students to interact more with their peers.
- Teacher should also focus upon the grammatical aspect while teaching.
- Teacher should organize more activities like- Quiz, Symposium, Literary Club, etc.
- Students should be given more opportunities to speak in the classroom.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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SCHOOL OF EDUCATION

B.Ed. Special Education (ID)

REPORT OF SESSIONAL WORK

M. Marks:

Name ..VARSHA..ATR1.....

Roll No. 2203005..... Session 2022-24.....

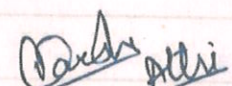
Semester ...THIRD.....


Course Code & Title 303 & EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Topic ..TO ORGANISE EXHIBITION ON PRODUCTS.....

..PREPARED BY PWID'S.....

Date of submission 05-02-2024.....


Student Teacher


Supervisor

ORIENTATION

Our subject teacher Dr. Behzad Maqbool has given us orientation on sessional work i.e. to organise exhibition on the products prepared by children with intellectual disability with the help of special children.

He guided us how to make sessional work and further told us that it should be systematic in nature. He explained us to start with introduction of exhibition, concept of special children and then activity choosed for the sessional work. He explained us following topic in which I learned how to observe and manage my thoughts in right manner.

I am very thankful to my worthy Sir for this valuable suggestion and orientation on my sessional work. I kept all the above things in my mind and worked with full confidence and dedication.

EXHIBITION

- An exhibition refers to a showcase of art, artifacts or intriguing items. These displays are often centered around a theme or subject matter. Can be found in museums, galleries or other designated spaces. They provide an opportunity for individuals to observe and admire the showcased items. Exhibitions serve as an utilized method to present and make cultural, artistic or scientific content, to the general public.
- Exhibitions act as avenues, for artists, creators and organizations to showcase their artworks, concepts or collections to an audience. They encompasses topics such as arts, history, science, technology and more. The objective is to captivate, educate and spark curiosity among visitors while offering a settings, for encountering and engaging with a range of content forms.
- Exhibitions come in sizes and styles ranging from classic art shows, to installations. They can be temporary or permanent moving between places or staying in one location. Museums, galleries, cultural institutions and even online platforms host exhibitions, with the aim of promoting conversations, inspiring exploration and enriching communities cultural experiences.

OBJECTIVES

There are various objectives of exhibition for children with special needs. These are -

1. ENHANCE VOCATIONAL SKILLS -

Exhibitions provide a practical platform for individuals to showcase and apply vocational skills.

2. SENSORY DEVELOPMENT -

Design exhibits that stimulate multiple senses, accommodating diverse sensory preferences and sensitivities.

3. THERAPEUTIC BENEFITS -

Incorporate elements that offer therapeutic benefits, supporting the physical, emotional and cognitive well-being of children with special needs.

4. SOCIAL INTERACTION -

Foster opportunities for socialization by creating spaces that encourage peer interaction and communication among children of different abilities.

5. EMPOWERMENT -

Promote a sense of empowerment by showcasing the abilities and talents of children with special needs.

6. INTERACTIVE LEARNING -

Facilitate hands-on-interactive experiences to promote engagement and enhance understanding for children with various abilities.

7. It inspires to learn self and exhibition can foster creativity.

8. Students can learn by doing, also develops critical thinking, imagination, problem solving skills among the children with special needs.

9. INCLUSIVITY -

Create an environment that creates to various abilities, ensuring children with special needs feel included and comfortable.

SPECIAL CHILDREN

- Special children is a term that is often used to refer to children with special needs or disabilities. These needs can be physical, developmental, intellectual, or emotional. Special children may require additional support, accommodations, or specialized services to help them thrive in various aspects of life, such as education, social interactions, and daily activities. Each child's situation is unique, and it's essential to approach their needs with understanding, inclusivity, and tailored support.
- Children with special needs encompasses a diverse group, including those with conditions like autism, Down syndrome, ADHD, or physical disabilities. The aim is to provide individualized support to help them overcome challenges and maximize their potential. Educational strategies, therapies, and community involvement play crucial roles in fostering their development. Advocacy for inclusivity and awareness contributes to creating an environment that embraces and supports the unique abilities of special needs children.
- The grouping of these children is done on the basis of their ability and chronological age of children.

- **Pre-Primary** - This group consists of children between 3 to 6 years of age. The coverage of content in the areas of personal, social and academic development is greater than that in the occupational area at this level.
- **Primary-I** - Students who achieve 80% of the items on the pre-primary checklist are promoted to the primary-I level. The age of students entering this class is typically around 7 years. In some cases, students may continue for one more year in pre-primary to fulfill the pass criteria.
- **Primary II** - Students who do not achieve 80% of the items on the pre-primary checklist, even after reaching the age of 8, are placed in Primary II. Presumably, there are children with low functioning abilities in this group, and the content in the academic area is minimal. This group encompasses children aged 8 to 14. Achieving less than 80% on the primary II checklist, they are promoted to pre-vocational II. In some cases, they may achieve this before the age of 14. or upon achieving 80% on the primary II checklist, they are promoted to the Secondary group and even if they achieve less than 80% at the age of 15, they will be promoted to pre-vocational level II.

- **SECONDARY GROUP** - This group comprises students aged between 11 to 14. It is a mixed group, including students promoted from both primary I and primary II upon achieving 80% of the items in this class, which includes items in the academic area, students will be promoted to Pre-vocational I. Those who achieve less than 80% will be promoted to pre-vocational II.
- **Pre-Vocational I and II** - Both group consist of students in the age group of 15-18 years. The primary focus of training is on preparing students in basic work skills and domestic activities. Hence, the major content covered in the checklist includes areas of occupational, social and academic. However, the content coverage under the academic area for the pre-vocational II group of students will be minimal or need-based. Mental retarded individuals over 18 years will be sent to vocational training units with their summative evaluation reports for further programming. It's important to note that the curriculum checklist does not cover the vocational areas.

ACTIVITY

To make a greeting card from waste paper.

MATERIAL REQUIRED -

- Paper of different colours.
- Sketch pens.
- Scissors
- Glue
- Glitter pens
- Pearls

PROCEDURE -

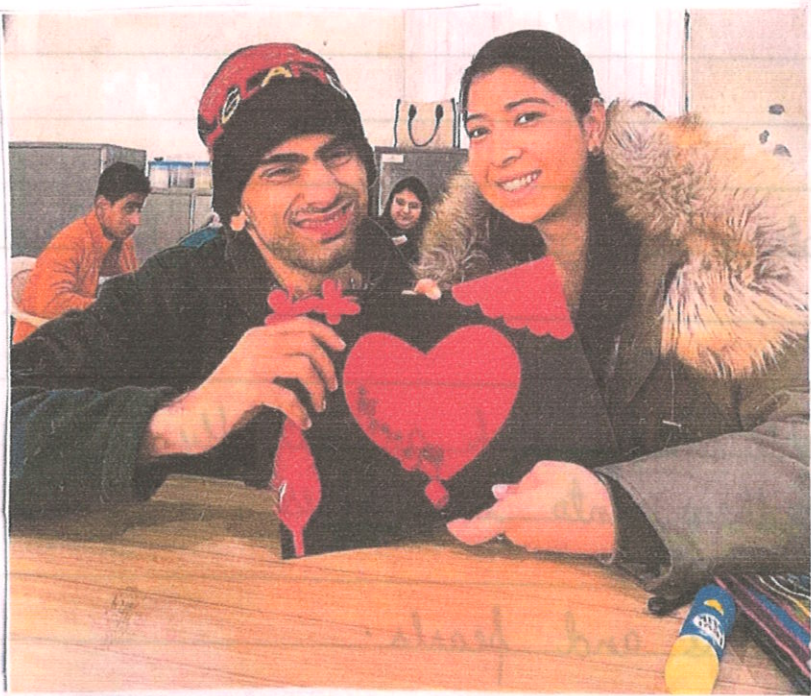
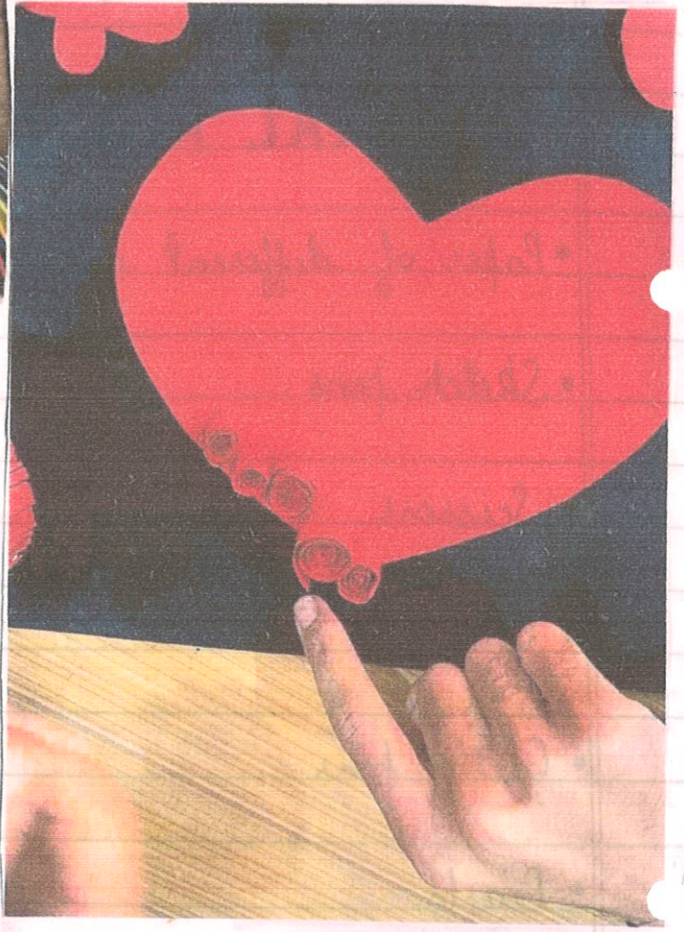
- Take the paper of desirable colour and cut and fold it into half.
- Cut the paper into desirable shapes such as butterfly, feather, heart and paste them into the paper.
- Decorate the card with glitter and pearls.

CLASSMATE



ACTIVITY

To make a greeting card



PROCEDURE -

- Take the paper of desired size and cut it into half.
- Cut the paper into desired shape and size.
- Decorate the card with...

- Write a message with glitter pens and sketch pens.
- Fold the paper into circle and paste them on the card.
- For more decorative purpose add some stones and ribbons to make it look more attractive.
- The greeting card from waste paper is ready for the exhibition.



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

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SCHOOL OF EDUCATION

B.Ed. Special Education (ID)

STUDENT REFLECTIONS

M. Marks :

I was assigned with the task of preparing a seasonal work on art and craft involving children with special needs in crafting and organizing an exhibition. I choose to collaborate with children from an inclusive school to create a greeting card together. The entire process was incredibly exciting and enjoyable. We had a great time working together on the craft and the students were fully engaged and involved in the activity.

Throughout the process, the project served as a platform for skill development. Beyond the artistic aspects, fine motor skills, teamwork, and communication were actively involved. The completion of greeting card brought us a sense of accomplishment and pride for all involved, fostering a positive learning environment.

Ultimately, the project not only created lasting memories but also highlighted the positive impact of inclusive and collaborative initiative in an educational setting.

Darshini
Student Teacher

[Signature]
Supervisor



MIER COLLEGE OF EDUCATION (Autonomous)

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B.Ed. Special Education (ID)

Assignment

COURSE CODE: 203

SEMESTER: 2nd

SESSION: 2022-24

NAME: Pallavi Manhas -

ROLL NO: 2203002 Course: B.ed spl. Education (ID), ~~204~~

Title: "To prepare a question paper on any Pedagogy Subject (English)"

GROUP SUPERVISOR: Ms. Arpana Koul - Arpana Koul

	SUBJECT: ENGLISH	DATE: 20/02/24
	NAME: Areech	TIME: 90 MINUTES
CLASS: 5	SECTION: (A)	ROLLNO: 7

COMPETENCIES					
Reading	WRITING (25)				TOTAL
(5)	writing (05)	GRAMMAR (10)	CREATIVE WRITING (5)	HANDWRITING (05)	30
04	03	09	04	05	24
Invigilator's Sign:	Evaluator's sign:			Checker's Sign:	

READING

(5x1=5)

1. Read the following passage and answer the questions:

The Barber replied, "You do me an injury by calling me a chatterer. For, everyone says I am very quiet. I have six brothers whom you might call chatterers. Their names are Bacbone (buk-bon), Bakbarea (buk-buria), Bakbac (buk-buk), Alcouz (ul-kooz), Alnaschee (ul-nashi) and Schacabac (sha-ka-bak). One is humpbacked, one is toothless, one is half blind, one is quite blind, one is deaf and the other has a defect in his speech and they are all great talkers, but I am the youngest of my family, and I am very quiet and sparing with words."

Q1- Write the names of the barber's brothers.

Ans Their names are Bacbone, Bakbarea, Bakbac, Alcouz, Alnaschee & Schacabac.

Q2- Who was the youngest in the given passage?

Ans The Barber was the youngest in the given passage. (4)

Q3- Write the synonym of 'talker'?

Ans Chatterer.

Q4- Write the word from the given passage which means 'one who cannot listen'.

Ans _____

Q5- Whose head was the barber shaving?

Ans Schacabac's head was barber shaving.

Writing (Textual understanding)

(05)

Answer the following questions:

Q1. How many brothers did the barber have? (01)

The barber had six brothers.

Q2. Why did the caption send the men to land? (02)

3

Q3. Who is your best friend? Describe him/her. (02)

My best friend is a girl named Sarah. She is kind, funny & smart. We have been friends since we were little kids.

GRAMMAR

(10x1=10)

1) Write down rhyming words:

Look book. Look-book.

2) Write two words ending with -ness.

Kindness Goodness.

3) Look at the patterns and fill in the blanks:

Old Older oldest.

Brave Braver Bravest.

4) Look at the patterns and fill in the blanks:

Look-Looked

Talk- Talked Want- Wanted.

5) Encircle the correct spelling:

- a) Surrounded Surounded Suronded (2)
b) Openion opinion Opineon

6) Fill in the missing letter:-

JUDGE (To assess) (1)
QUIT (leave or go away)

7) Punctuate the following sentences using capital letter, full stop, comma and

question mark:-

where are you going on Sunday

8) Add-ly to the following words:

Proud. Proudly love. lovely (1)

9) Fill in the blanks with collective noun.

A group of singers. (1)

10) The words in the sentences are jumbled here. Rearrange them to make meaningful sentences.

1. Renu/ naughty/ is/ a/ girl.

Renu is a naughty girl. (1)

CREATIVE WRITING (5)

1) Write a notice for Art competition in the School.

NOTICE (4)

20 Feb, 2024

DRAWING AND PAINTING COMPETITION:

Our school has organized a drawing & painting competition during vacation. Timings will be 9:00 to 11:00 am.

It will be on 20 June, 2024.

Interested students can give their names to

Head Boy / Head Girl.

Head Girl

Areech

HANDWRITING

(05)

Classrooms are the temple of learning. We gain knowledge and wisdom here but we don't understand the importance of this place. We throw pencil peels, waste papers, wrappers etc. We should keep it neat and clean.

Classrooms are the temple of learning. We gain knowledge

& wisdom here, but we don't understand the importance

of this place. We throw pencil peels, waste papers, wrappers etc.

We should keep it neat & clean.

(5)

SUBJECT: ENGLISH		DATE: 20/02/24
NAME: Ritika Sharma		TIME: 90 MINUTES
CLASS: 5	SECTION: A	ROLLNO: 08

COMPETENCIES					
Reading	WRITING(25)				TOTAL
(5)	writing (05)	GRAMMAR (10)	CREATIVE WRITING(5)	HANDWRITING (05)	30
04	03	6½	04½	05	23
Invigilator's Sign:	Evaluator's sign:			Checker's Sign:	

READING

(5x1=5)

1. Read the following passage and answer the questions:

The Barber replied, "You do me an injury by calling me a chatterer. For, everyone says I am very quiet. I have six brothers whom you might call chatterers. Their names are Bacbone (buk-bon), Bakbarea (buk-buria), Bakbac (buk-buk), Alcouz (ul-kooz), Alnaschee (ul-nashi) and Schacabac (sha-ka-bak). One is humpbacked, one is toothless, one is half blind, one is quite blind, one is deaf and the other has a defect in his speech and they are all great talkers, but I am the youngest of my family, and I am very quiet and sparing with words."

Q1- Write the names of the barber's brothers.

Ans. The name of barber's brothers are Bacbone, Bakbarea, Alcouz, Alnaschee and Schacabac.

Q2- Who was the youngest in the given passage?

Ans. Barber

4½

Q3- Write the synonym of 'talker'?

Ans. Chatterer

Q4- Write the word from the given passage which means 'one who cannot listen'.

Ans. Means "one who cannot listen" is "deaf".

Q5- Whose head was the barber shaving?

Ans Schacabac's head was the barber shaving

Writing (Textual understanding)

(05)

Answer the following questions:

Q1. How many brothers did the barber have? (01)

Ans) 6 Brothers

3

Q2. Why did the captain send the men to land? (02)

Ans) The captain sent the men to land because he wanted them to explore the new world

Q3. Who is your bestfriend? Describe him/her. (02)

GRAMMAR

(10x1=10)

1) Write down rhyming words:

Look bell Book

1

2) Write two words ending with -ness.

Goodness

Kindness

1/2

3) Look at the patterns and fill in the blanks:

Old Older oldest.

Brave Braver - ?

1/2

4) Look at the patterns and fill in the blanks:

Look-Looked

Talk- Talked Want- Wanted

1

5) Encircle the correct spelling:

a) Surrounded

Surounded
opinion

Surounded
Opineon

$\frac{1}{2}$

b) Openion

α

6) Fill in the missing letter:-

J _ DG _ (To ases)

Q _ _ T (leave or go away)

7) Punctuate the following sentences using capital letter, full stop, comma and

question mark:-

where are you going on sunday

①

8) Add -ly to the following words:

Proud.

Proudly

love.

lovely

9) Fill in the blanks with collective noun.

A group of singers.

①

10) The words in the sentences are jumbled here. Rearrange them to make meaningful sentences.

1. Renu/ naughty/ is/ a/ girl.

Renu is a naughty girl

①

CREATIVE WRITING (5)

1) Write a notice for Art competition in the School.

NOTICE

20 Feb, 2024

Drawing and Painting Competition

Our School has organized a drawing and painting competition during vacation. Timings will be 11:00 to 1:00 pm.

4

— ?

HANDWRITING

(05)

Classrooms are the temple of learning. We gain knowledge and wisdom here but we don't understand the importance of this place. We throw pencil peels, waste papers, wrappers etc. We should keep it neat and clean.

Classrooms are the temple of learning. We gain knowledge and wisdom here but we don't understand the importance of this place. We throw pencil peels, waste papers, wrappers etc. We should keep it neat and clean.

5

Subject: English

Class: 8th

Duration: 2hours

Max.Marks: 50

A. Multiple Choice Questions(Each answer carries 1 mark)

Q1. Write the correct answer in the answer sheet

- 1) Sporadic rise in his temperature has caused us much worry.
 - a) Frequent
 - b) Irksome
 - c) Irregular
 - d) Scattered
- 2) Reading of poetry is not congenial to his taste.
 - a) Suited
 - b) Beneficial
 - c) Helpful
 - d) Preferable
- 3) The weavers have to do monotonous work.
 - a) Repetitive
 - b) Exhausting
 - c) Irksome
 - d) Autonomous
- 4) The fishing boat pulled away from the wharf and chugged smoothly down the bay.
 - a) Harbour
 - b) Shore
 - c) Quay
 - d) Anger
- 5) Porus met his enemy on the bank of
 - a) The Nile
 - b) The Jhelum

- c) The Ganges
d) The Satluj
- 6) Alexander in the poem is referred to as
a) Friend
b) For
c) Brother
d) Statesman
- 7) Who was wounded
a) Alexander
b) Porus
c) Both
d) Neither
- 8) Who saves Porus
a) His elephant
b) His soldiers
c) Both
d) Villagers

B. Answer the following questions briefly (Each answer carries 3 marks)

- 1) Why has the Earth's average surface temperature increased?
- 2) Why is water the most precious natural resource?
- 3) What do the Gita and the Bible tell us on backbiting?
- 4) What was the status of Polo during the Mughal reign?
- 5) In whose reign did Polo come to Ladakh and how?
- 6) When a nation becomes proud, what does God do?

C. Long answer type questions (Each answer carries 4marks)

- 1) who was Nora? How did she become a friend of the teacher?
- 2) what experience popped into the teacher's mind after Nora's learning problem?
- 3) why is the Himalayan region called the 'water tower of Asia'?
- 4) how has Kashmir been influenced by global warming?

D. Fill in the blanks with suitable word (Each answer carries 1 marks)

- 1) We live in a beautiful _____.
- 2) The _____ has been found . It will now be possible to find out why the plane crashed.
- 3) I like _____ Arabic literature.
- 4) Children love _____ mud houses.
- 5) There was a _____ change in the weather.
- 6) A dog fell _____ a ditch.
- 7) Our turn _____ over, we left the library.
- 8) The thieves are _____ bars now.



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B.Ed. Special Education (ID)

Assignment

COURSE CODE: 202

SEMESTER: 2nd

SESSION: 2022-24

NAME: *Ankita Khajuria*

ROLL NO: *2203018* Course *B. Ed special education (ID)*

Title: *"To prepare a question on any pedagogy subject."*

GROUP SUPERVISOR: *Dr. Behzad Magbool (Assoc. Professor)*

Seen
Q. Jammu

Name: Hydit

Class: Primary

Time: 2 Hours

Checker: Vishal Kumar

Date: 1-Feb-2024.

~~30/40~~

Missing Numbers

Find and write missing numbers

5

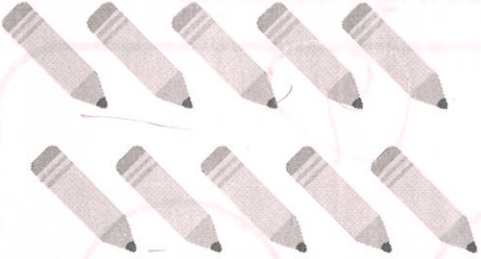
4

1	2	3
4	5	5
7	8	9


Count and Match

Circle the correct number of images

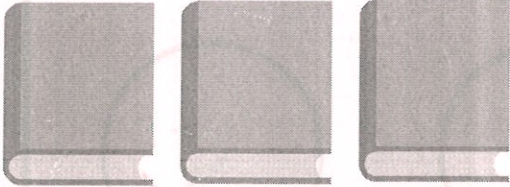
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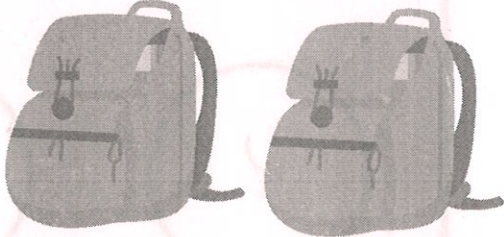
4 7 10



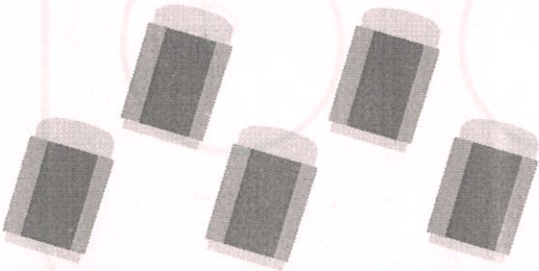
4 6 8



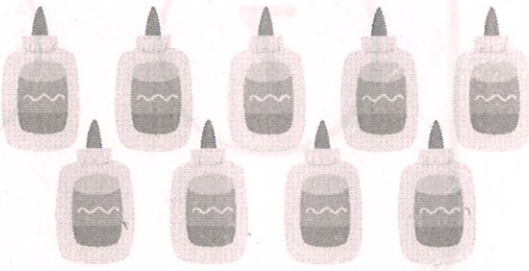
5 3 9



0 1 2



2 9 5




9 5 8

How many?

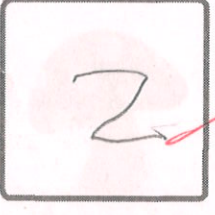


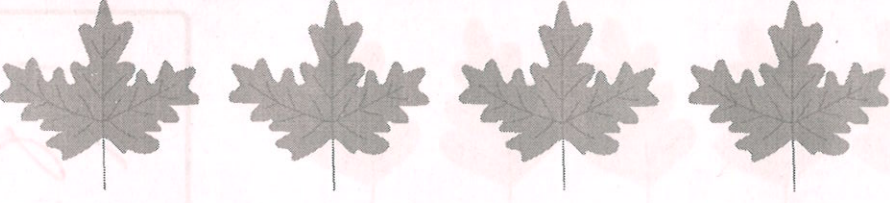

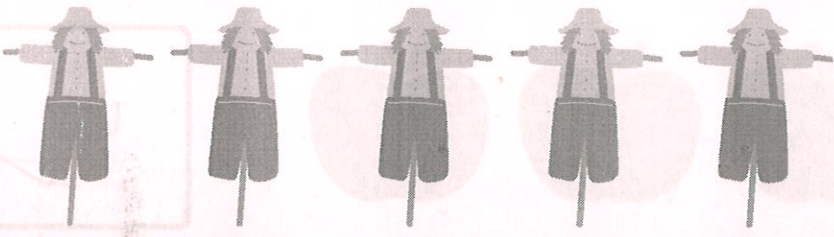


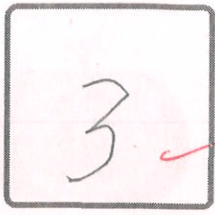
Count the autumn objects and write the numbers (1-10) in the boxes.

92

8



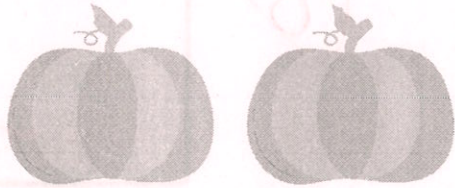
8




How many?

Count the autumn objects and write the numbers (1-10) in the boxes.

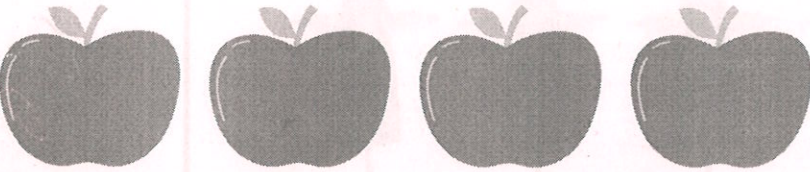
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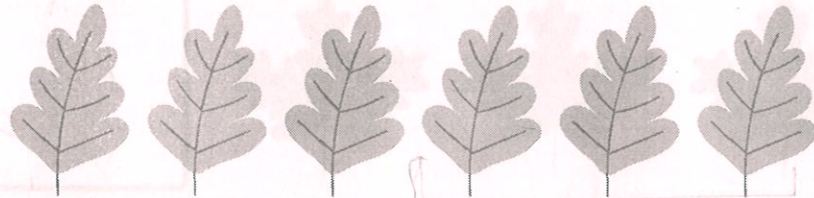
2




6




4



5



5



3

Number Matching

Count the number of fingers then draw a line to connect with the matching numeral and dice.

5

6

3

5

1

2

6

4

1

2

3

4

5

6

Teacher-Made Math Test Report

Student Information:

Name: Hridit

Grade: Primary

Age: 4 years

Diagnosis: Intellectual Disability (moderate Autism)

Test Overview: The report summarizes Hridit's performance on a Math test administered on [1" feb 2023). The assessment focused on evaluating reading comprehension, vocabulary, writing skills, and identification skills in Math, tailored to accommodate Hridit 's intellectual disability.

Areas Assessed:

- **Reading Comprehension:** Understanding of simple Math texts, identifying main ideas, and some supporting details.
- **Vocabulary:** Recognition and understanding of basic Math numbers.
- **Writing Skills:** Construction of simple sentences and conveying basic information
- **Listening Skills:** Comprehension of verbal instructions following simple directions in Math.

Test Results:

1. **Reading Comprehension:**
 - Hridit, showed progress in understanding simple Math texts, identifying main Ideas, and some supporting details with help of verbal and gestural prompt.
2. **Vocabulary:**
 - Hridit demonstrated improvement in recognizing and understanding basic Math words but still need partial physical prompt.
3. **Writing Skills:**
 - Hridit made strides in constructing missing words and conveying basic information in writing with partial verbal and physical prompt.
4. **Listening Skills:**
 - Hridit demonstrated partial attentiveness and comprehension during listening tasks in Math.

Recommendations:

1. **Continued Language Development:** Provide ongoing language development activities tailored to Hridit learning needs.
2. **Vocabulary Building:** Engage Hridit in activities such as reading aloud and vocabulary exercises to expand vocabulary
3. **Writing Practice:** Encourage regular writing practice with prompts and scaffolding support to enhance writing skills
4. **Interactive Listening Activities:** incorporate interactive listening activities such as storytelling to strengthen comprehension abilities

Conclusion: Despite intellectual disability, Hridit has shown progress in Maths skills and archived **B+ grade** (marks achieved 30/40) Continued support and targeted instruction will further enhance proficiency.

Teacher's Signature: Vishal Kumar

Date: 25 feb 2023

Area Assessed	Test Results	Recommendations
• Reading Comprehension: Understanding of simple Math texts, identifying main ideas, and some supporting details. • Vocabulary: Recognition and understanding of basic Math numbers. • Writing Skills: Construction of simple sentences and conveying basic information. • Listening Skills: Comprehension of verbal instructions following simple directions in Math.	<p>1. Reading Comprehension: • Hridit showed progress in understanding simple Math texts, identifying main ideas, and some supporting details with help of verbal and gestural prompts.</p> <p>2. Vocabulary: • Hridit demonstrated improvement in recognizing and understanding basic Math words but still need partial physical prompt.</p> <p>3. Writing Skills: • Hridit made strides in constructing simple words and conveying basic information in writing with partial verbal and physical prompt.</p> <p>4. Listening Skills: • Hridit demonstrated partial attentiveness and comprehension during listening tasks in Math.</p>	<p>1. Continued Language Development: Provide ongoing language development activities tailored to Hridit's learning needs.</p> <p>2. Vocabulary Building: Engage Hridit in activities such as reading aloud and vocabulary exercises to expand vocabulary.</p> <p>3. Writing Practice: Encourage regular writing practice with prompts and scaffolding support to enhance writing skills.</p> <p>4. Interactive Listening Activities: Incorporate interactive listening activities such as storytelling to strengthen comprehension abilities.</p>



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SCHOOL OF EDUCATION

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.7 A variety of assignments given and assessed for theory courses through

5. Identifying and using the different sources for study



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Landing Page of the Remote Access Webpage

N-LIST
National Library and Information Services
Infrastructure for Scholarly Content
extending access to e-Resources to colleges in India

College Admin Login Licences and Fair Use FAQs Downloads
Awareness Programme

HOME ABOUT MEMBERS REGISTER E-RESOURCES SEARCH

MIER COLLEGE OF EDUCATION, JAMMU, JAMMU AND KASHMIR

Home | Admin Dashboard

DASHBOARD

MIER College Of Education
Address: MIER College Of Education, Jammu, Jammu and Kashmir - 180001
Website: miercollege.in
AISHE Code: C-22980
GST No: Not Found [Add GST No](#)

129 Active Users	0 Expired Users
302 Pending Users	0 Delete Request

Dashboard
Users Details
Upload Bulk
Users
Activate Bulk
Users
Member Delete

Connect to: x | You are: x | Inbox: x | DocSc: x | Letter: x | Radica: x | N-LIST x +

N-LIST
National Library and Information Services
Infrastructure for Scholarly Content
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Awareness Programme

HOME ABOUT MEMBERS REGISTER E-RESOURCES SEARCH

Receipt
Activity Log
Change
Password
Logout

No. of Page Views

Unique Users / Times Logged In

No. of Page Views

Unique Users Times Login Page Views

Unique Users	Times Login	Page Views
~5	~5	~5
~5	~5	~5
~5	~5	~5
~50	~50	~50
~65	~65	~65
~45	~45	~45
~15	~15	~15

Email Address	No. of Page Views
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...@miecollege.in	~25
hshu@miercollege.in	~15
...@miercollege.in	~10
sukriti@miercollege.in	~5
...@miercollege.in	~5
035.subha@miercollege.in	~5
010.harshit@miercollege.in	~5

Source: <https://nlist.inflibnet.ac.in/collegeadmin/vdashboard.php>



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N-LIST Usage Statistics

The screenshot shows the N-LIST Usage Statistics page. The browser address bar is `nlist.infibnet.ac.in/collegeadmin/vnusages.php`. The page header includes the N-LIST logo and navigation links: College Admin Login, Licences and Fair Use, FAQs, Downloads, Awareness Programme, HOME, ABOUT, MEMBERS, REGISTER, E-RESOURCES, and SEARCH. The main heading is "MIER COLLEGE OF EDUCATION, JAMMU, JAMMU AND KASHMIR". A sidebar on the left contains links for Dashboard, Users Details, Upload Bulk, Users, Activate Bulk, and Member Delete. The main content area is titled "USAGE STATISTICS" and features a blue note box with the following text:

Note:

- ▶ The N-LIST Programme has implemented a new method for reporting usage statistics with the change in N-LIST Access Methodology from July 2021. The new usage statistics now include page views and unique sessions for each user of the college based on the logs generated from N-LIST.
- ▶ Usage statistics of users are updated in the first week of every month.

The screenshot shows the N-LIST Usage Statistics page with a dashboard. The browser address bar is `nlist.infibnet.ac.in/collegeadmin/vnusages.php`. The page header is identical to the previous screenshot. The sidebar on the left contains links for Receipt, Activity Log, Change Password, and Logout. The main content area displays four key metrics:

- 130 Active Users**
- 7 Unique Users Logged In**
- 12 Times Logged In**
- 37 Page Views**

To the right of these metrics is a horizontal bar chart showing the number of page views for various users. The x-axis is labeled "No. of Page Views" and ranges from 0 to 20. The y-axis lists user email addresses. The chart data is as follows:

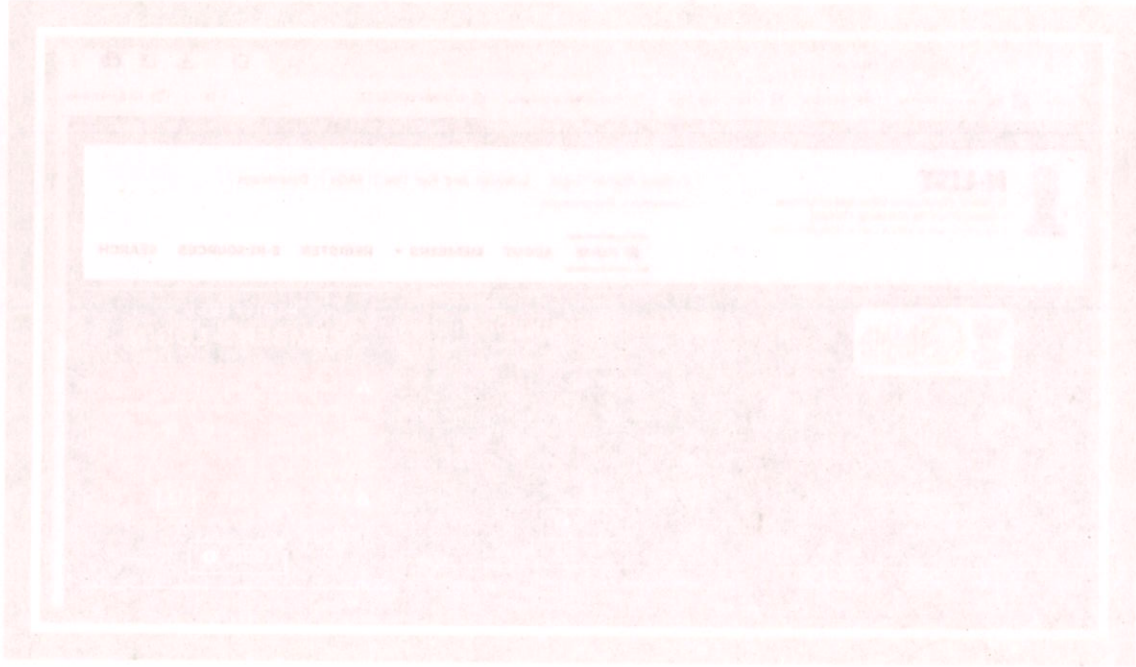
User Email	No. of Page Views
ge.in	15
an@miercollege.in	10
raina@miercollege.in	8
ef.bhat@miercollege.in	5
303018.abhishek@miercollege.in	3
303002.sudhanshu@miercollege.in	2

Usage Report of Users on N-LIST Platform (2023-2024)

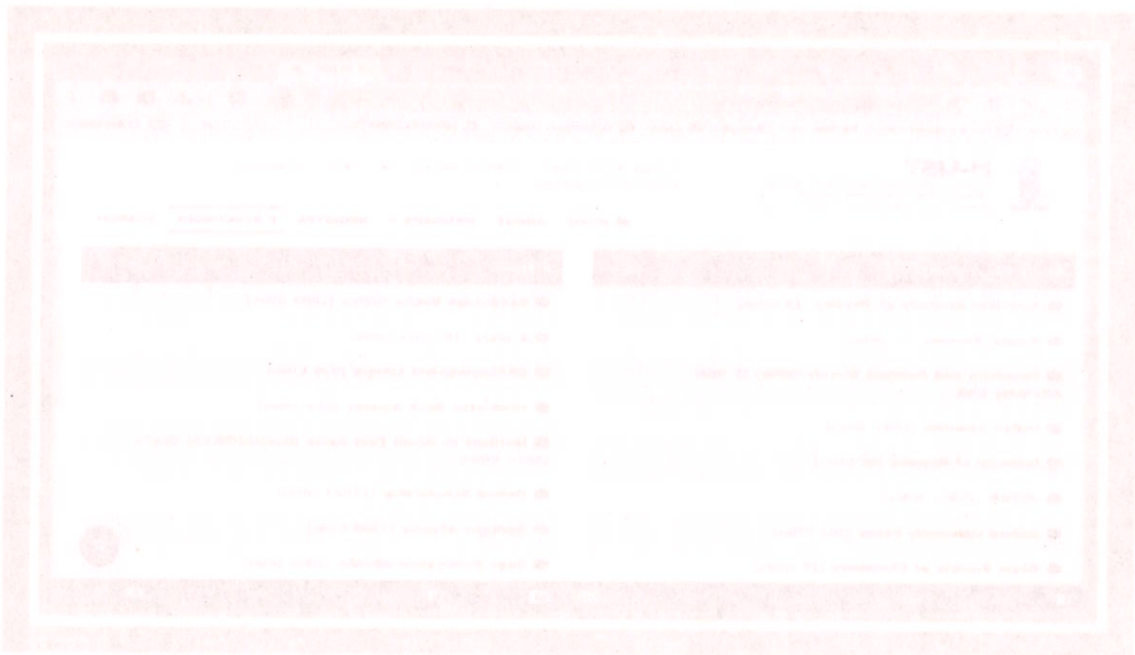
S. No.	Name	Username	Department	Month	Year	No. of Times Logged in	Page Views
1	Sudhanshu Pandoh	2303002.sudhanshu@miercollege.in	B.Ed Special	3	2024	1	1
2	Abhishek Kathariya	2303018.abhishek@miercollege.in	B.Ed Special	3	2024	1	1
3	Ishan	2309014.ishan@miercollege.in	B.A. Pol. Sci.(2023-2027)	3	2024	5	5
4	Eesha Sharma	eesha.sharma@miercollege.in	SoE/SoSSH	3	2024	2	16
5	Sahil Bhagat	sahil.bhagat@miercollege.in	SoSSH	3	2024	1	9
6	Suneel Kumar Bhat	suneel.bhat@miercollege.in	SoE/SoSSH	3	2024	1	2
7	Dr. Taniya Raina	taniya.raina@miercollege.in	SoSSH	3	2024	1	3
8	Tanvi Anand	2302038.tanvi@miercollege.in	B.Ed	2	2024	1	1
9	Avinab Badyal	2302041.avinab@miercollege.in	B.Ed	2	2024	1	1
10	Sudhanshu Pandoh	2303002.sudhanshu@miercollege.in	B.Ed Special	2	2024	2	5
11	Rakshita	2308008.rakshita@miercollege.in	B.A. Psychology (2023-2027)	2	2024	2	4
12	Essha	2308011.essha@miercollege.in	B.A. Psychology (2023-2027)	2	2024	2	3
13	Ishan	2309014.ishan@miercollege.in	B.A. Pol. Sci.(2023-2027)	2	2024	7	9
14	Mohd	2309026.mohd@miercollege.in	B.A. Pol. Sci.(2023-2027)	2	2024	2	4
15	Harshit	2310010.harshit@miercollege.in	B.A. Eng. (2023-2027)	2	2024	2	3
16	Arpana Kaul	arpana.koul@miercollege.in	B.Ed.	2	2024	1	2
17	Bharti Tandon	bharti.tandon@miercollege.in	M.Ed.	2	2024	2	4
18	Monika Bajaj	monika.bajaj@miercollege.in	B.Ed.	2	2024	1	1
19	Nandini Puri	nandini.puri@miercollege.in	B.Ed.	2	2024	1	3
20	Priya Choudhary	priya.choudhary@miercollege.in	SSSH	2	2024	1	1
21	Reeta Dwivedi	reeta.dwivedi@miercollege.in	B.Ed.	2	2024	1	2
22	Sahil Bhagat	sahil.bhagat@miercollege.in	SSSH	2	2024	1	6
23	Suman Devi	suman.devi@miercollege.in	B.Ed.	2	2024	1	2
24	Suneel Kumar Bhat	suneel.bhat@miercollege.in	B.Ed.	2	2024	3	5

25	Dr. Taniya Raina	taniya.raina@miercollege.in	SSSH	2	2024	1	4
26	Tilak Raj	tilak.raj@miercollege.in	SSSH	2	2024	4	6
27	Ashia Choudhary	2302001.ashia@miercollege.in	B.Ed	1	2024	1	1
28	Ranju Sharma	2302005.ranju@miercollege.in	B.Ed	1	2024	2	2
29	Zahida Choudhary	2302011.zahida@miercollege.in	B.Ed	1	2024	1	1
30	Reetu Devi	2302028.reetu@miercollege.in	B.Ed	1	2024	2	3
31	Diksha Rakwal	2302030.diksha@miercollege.in	B.Ed	1	2024	1	1
32	Subha	2302035.subha@miercollege.in	B.Ed	1	2024	1	5
33	Diksha Puri	2302039.diksha@miercollege.in	B.Ed	1	2024	1	1
34	Avinab Badyal	2302041.avinab@miercollege.in	B.Ed	1	2024	1	1
35	Sudhanshu Pandoh	2303002.sudhanshu@miercollege.in	B.Ed Special	1	2024	3	7
36	Aarti Devi	2303008.aarti@miercollege.in	B.Ed Special	1	2024	1	2
37	Prakarti Sharma	2303011.prakarti@miercollege.in	B.Ed Special	1	2024	1	3
38	Abhishek Kathariya	2303018.abhishek@miercollege.in	B.Ed Special	1	2024	1	1
39	Simran	2308003.simar@miercollege.in	B.A. Psy. (2023-2027)	1	2024	1	1
40	Aparna	2309008.aparna@miercollege.in	B.A. Pol. Sci.(2023-2027)	1	2024	2	2
41	Ishan	2309014.ishan@miercollege.in	B.A. Pol. Sci.(2023-2027)	1	2024	1	5
42	Harshit	2310010.harshit@miercollege.in	B.A. Eng. (2023-2027)	1	2024	1	2
43	Eesha Sharma	eesha.sharma@miercollege.in	P.G.	1	2024	5	17
44	Suman Gupta	suman.gupta@miercollege.in	B.Ed.	1	2024	1	3
45	Suneel Kumar Bhat	suneel.bhat@miercollege.in	B.Ed.	1	2024	1	1
46	Dr. Taniya Raina	taniya.raina@miercollege.in	SSSH	1	2024	1	1
47	Arti Thakur	2102049.Arti@miercollege.in	B.Ed. (Sem-I)	10	2023	1	1
48	Sukriti Sharma	2209009.sukriti@miercollege.in	B.A. Political Science	10	2023	4	4
49	Suneel Kumar Bhat	suneel.bhat@miercollege.in	B.Ed.	9	2023	2	7
50	Dr. Taniya Raina	taniya.raina@miercollege.in	SSSH	9	2023	1	1

51	Sukriti Sharma	2209009.sukriti@miercollege.in	B.A. Political Science	8	2023	1	4
52	Charu Rajput	2210004.charu@miercollege.in	B. A. English	8	2023	1	1
53	Arun Kumar	2210009.arun@miercollege.in	B. A. English	8	2023	1	1



LIST OF E-RESOURCES & E-JOURNALS
AVAILABLE IN INFLIBNET'S N-LIST

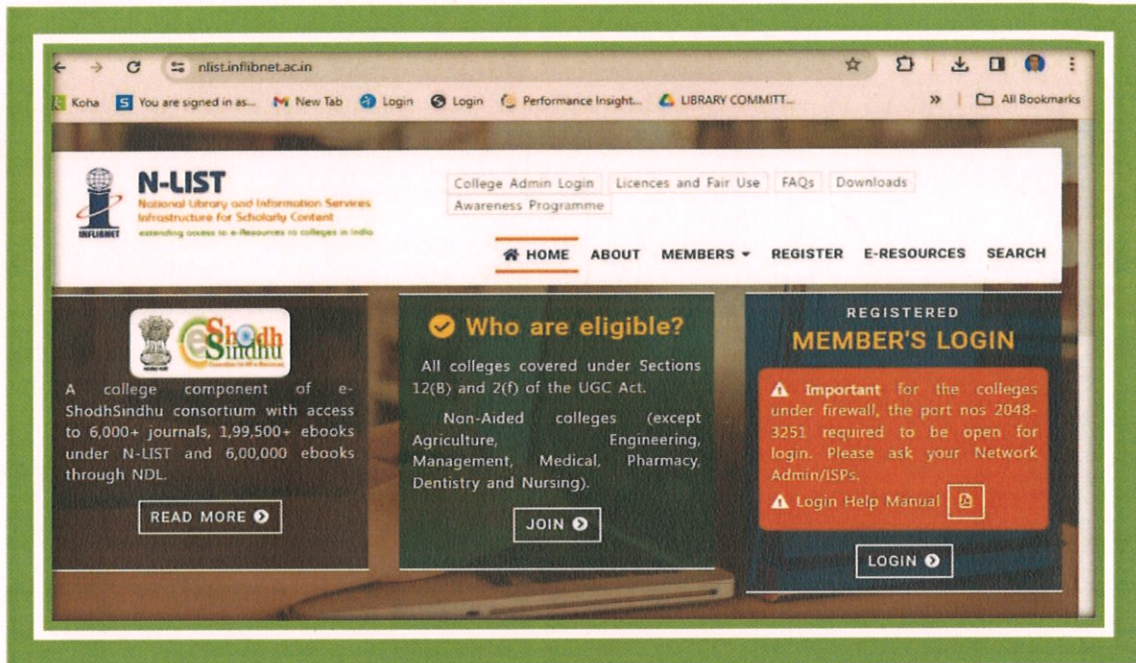




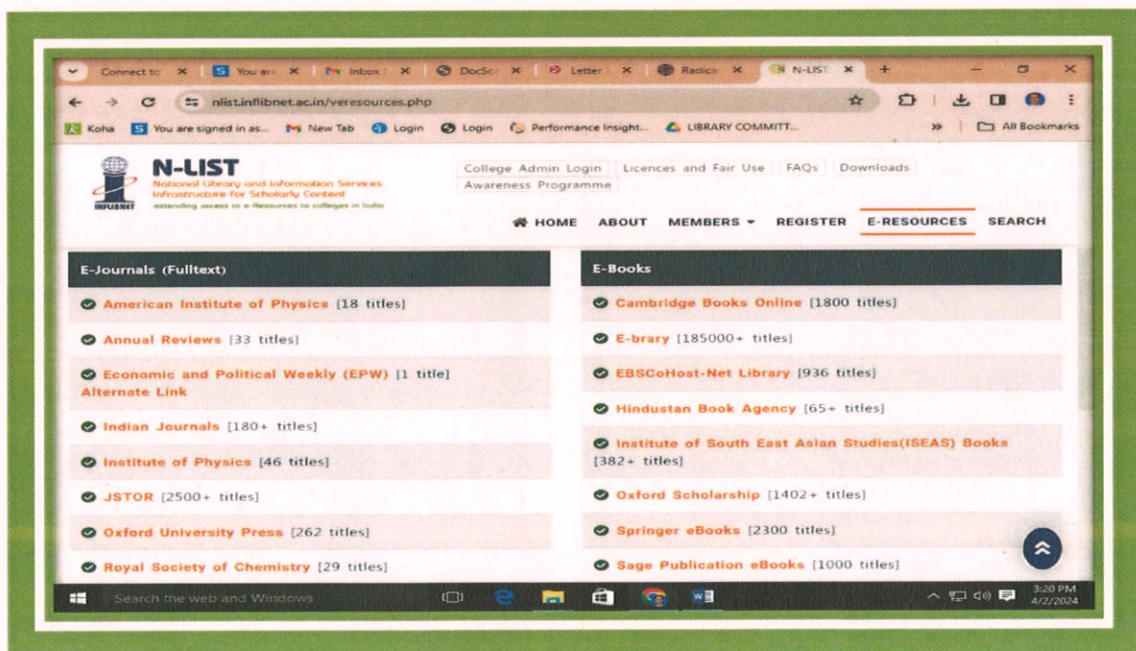
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Any other relevant information



LIST OF E-RESOURCES & E-JOURNALS AVAILABLE IN INFLIBNET'S N-LIST



LIST OF BOOKS ON SPECIAL EDUCATION

S.No.	Title	Author
1	Disabilities	Greg Conderman, Laura Hedin
2	A Guide to Educating Children With Learning Disability	Chandha, Anupriya
3	A Quick Guide to Behaviour Management in The Early Years.	Bullock Emily and Brownhill Simon
4	A Quick Guide to Special Needs	Bob, Bates
5	A Resource Guide to Special Education	Rawat, V.S & Sobti, Alka
6	A Textbook of Special Education	Sinha, Kirtiman
7	Aadhunik Manovigyan Mein Sankhyiki (Hindi)	Sharma, O.P.
8	Abnormal Psychology a Dyanamic Approach	Tiwari, Govind & Roma, Pal
9	Access for All	Aggarwal, Anjlee & Sachdeva, Sanjeev
10	Achievement of Visually Handicapped	Sharma, Anjul
11	Adjustment Problems of Hearing Impaired	Madhubala Jampala & Bhaskara Rao
12	Adolescence Education	Choudhary, Girish Bala
13	All India Directory of Welfare Agencess for The Blind.	CIRTDC
14	An Introduction to Education and Vocational Guidance	Saxena, Alka
15	Anti Social Behaviour In Students- Detection & Management	Loka.Nanda, Reddy, Shyamala, Kusuma
16	Anveshana- A Project	THPI
17	Aptangta Se Maquabla (Hindi)	Mishra, Vinod Kumar
18	Aural Rehabilitation of Hearing Impaired	Sharma, Kaushal
19	Autism Spectrum Disorder Selected Abstracts	Ramesh, V Om Sai
20	Autism Spectrum Disorders	Simpson, Richard L
21	Avhievement of Visually Handicapped	Sharma, Anjul
22	Bal Manovigyan	Mathur, N.P.
23	Bal Vikas Evam Shiksha Sandershika (Hindi)	Shrivastav, Premila
24	Balkon Ki Manoviaganik Samasyaien	Moorjani, Janaki
25	Behavioural Assessment Scale for Adult Living - Mr	Peshawaria, Reeta & Menon, D K.
26	Behavioural Assessment Scale for Indian Children With Mental Retardation	Peshawaria, Reeta, Venkatshan, S
27	Bhotik Chiketsa Aur Vawasayk Chiketsa (Hindi Medium)	NIMH.

28	Biling Self Or Others	THPI
29	Blind And Mentally Handicapped Children	Shrivastava, Nidhi
30	Budhi Vikas Tatha Adhiyam (Hindi)	Sharma, B.D.
31	Care of The Mentally Retardeds	Kalra, K.
32	Carrer Opportunities for The Disabled	Mishra Vinod Kumar
33	Cause, Prevention, Identification And Assessment of Mental Retardation	Pati, .Narayan Chandra
34	Child Abuse	Pillai, M.G
35	Child And Youth With Asperger Syndrome	Myles, Brenda Smith
36	Child Development & Personality	Mussen, Henry Paul
37	Children With Cerbral Palsy	Hinchcliffe, Archie
38	Children With Development Disabilites	Venkatesen, S
39	Children With Disabilities	Reddy, G.Loka.dha & Sujathamalini, J
40	Children With Disabilities	Verma , Jana.k
41	Children With Learning Disabilities	Santha.m T, Babu, B. Prasad
42	Children With Mental Retardation And Associated Disabilites	Kumar, Subodh
43	Children With Special Needs	Nishita Rana.
44	Code of Conduct Guidlines for Rehabilitation Professionals	THPI
45	Cognitive Development of Culturally Deprived Children	Begun, Sara
46	Collaboration Consultation And Teamwork for Special Needs Children	Srivastava, Sachin
47	Vak Chiketsa Hindi Medium.	NIMH.
48	Communication Options And Students With Deafness	RCI
49	Community Resoureas for The Mentally Retarted.	CIRTDC
50	Community Work for Vocational Training And Employment of Persons With Mental Reatrdation	Chakroborty Ashok
51	Community Work for Vocational Training And Empowerment of Persons With Mental Retardation	Kutty, A. T. Thressia
52	Computer Assisted Learning	Husain, Noushad
53	Concept And Methods of Special Education	Singh, Vijay Pratap
54	Congnitive Development In Blind Children	Begum, Sara
55	Counselling of The Handicapped	Saxe. Alka
56	Creating Life Long Learners	Todd Stanley

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57	Critical Issues in Special Education	Ysseldyke, James E. & Apgozine, Bob
58	Curricular Strategies And Adaptation for Children With Hearing Impairment	Tharyani, D.K & More , Rekha
59	Curricular Strategies And Adaptation for Children With Hearing Impairment	Gathoo, Varsha
60	Curricular Strategies And Adaptation of Children With Visual Impairment	Anjum Mahdi
61	Curriculum And Teaching	Jain, Poornima
62	Curriculum And Teaching (Sesm-3) Hindi Edition	Joseph R.A and kumar Sanjay
63	Curriculum for Vocational Education : 2001	Kutty, A T Thressia,Rao, L Govinda
64	Curriculum for Vocational Education : 2002	Kutty, A T Thressia,Rao, L Govinda
65	Deaf And Dumb Education New Trends And Innovations	Mohanty, Jagan.th.,,Mohanty Jayasree
66	Dear Teacher:The Gifted Child Needs You	Rao, Krish. Sujatha,A.
67	Development of Material for Skilled Training In Mrc :Project Report & Manual	Kutty, A.T.Thressia and Narayan, Jayanti
68	Development of Special Education In India	Potanjali, Prem Chand
69	Diagnostic Record	THPI
70	Dictionary of Special Education	Mehndiratta , Mamta
71	Dictionary of Special Education	Singh, Seema
72	Differentiated Instructional Strategies	Zak Kukoff
73	Directory of Professionals In Mental Handicapped In India	Reddy, K,S H
74	Disability And Law	Banerjee, Gautam
75	Disability Development In India	Singh, J P,Dash, Manoj K
76	Disability Development India	Sing, J.P.,,Dash, Manoj K
77	Disability Management In India	Mohapatra, C S
78	Disability Status India-2003	RCI
79	Disability Studies In India Retrespects And Prospects	Kar G.N
80	Disabled Persons	Krish. V.V,Dutt, S.V
81	Disabled Village Children - A Guide for Community Health Workers Rehabilitation Workers & Families	Werner,David
82	Disabled Women	Kumar, G Staneley Jaya Venkatesh, E. Lalitha
83	Disadvantaged Chlidren Theory,Rearch And Educational Perspectives	Panda,K.C.
84	Drishtibadhith Balkoon Kay Sathapana Kaa	RCI

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85	Drishtibadhit Balkoon Key Vidhalaya Ki Sath Ka Adharbhoot Manak	RCI
86	DSC (ASD) Manual : Human Development And Psychology	Ahuja, Priyam, Gosh Jayati
87	DSC (ASD) Manual. Autism Nature And Needs	Krish.murthi Vibha
88	DSC (MR) Children With Mental Retardation And Associated Disabilities	Jayachandran P and Roy Sumit
89	DSC (MR) Manual - Curricular Stratgies	Grover, Usha & Das Himanshu Das
90	DSC (VI) Manual - Integrated And Inclusive Education	Mittal , S.K
91	DSE (ASD Manual - Teaching of Functional Academics	Barua, Merry
92	DSE (HI) Manual Fundemantal Speech And Speech Teaching	Relekar Sadha Dalvi, Usha
93	DSE (Iv) Manual Education of Children With Low Vision	Vijayan, Premavathy, Victoria, G.
94	DSE (Mr) Manual ,Causes Prevention Identification And Assessment of Mr	Pati, .rayan Chander
95	DSE (Asd) Manual : Human Development And Psychology	Ahuja, Priyam, Gosh Jyati
96	DSE (Hi) Fundemantel of Hearing , Hearing Impairment And Audiological Management	Bantwal Anuradha ndurkar, Apra
97	DSE (HI) Manual - Education of Children With Hearing Imaprimnt	Mathew, Sani
98	DSE (HI) Manual - Family Community And The Hearing Imapaired Child	Naraya.swamy, Saraswathi
99	DSE (HI) Manual - Funndamentals of Speech And Speech Teaching	Mukundan, Geetha
100	DSE (HI) Manual - Sharavan Badith Bachoon Ki Shiksha (Hindi)	RCI
101	DSE (HI) Manual , Education of Children With Hearing Impairment	Shukla Indira, Mathew Suni, Gathoo Varsha
102	DSE (HI) Manual- Circular Strategies And Adaptions for Children With Hearing Imaprimnt	Gathoo, Varsha
103	DSE (HI) Manual Curricular Strategies Adaptations for Children With Hearing Impairment	Tharyani D.k, Mere Rekha , Gathoo varsha
104	DSE (Hi) Manual Pariwar Samuday Tatha Sharvan Badith Balak (Hindi)	RCI
105	DSE (Hi) Manual Pathiya - Chariya Sambandhi Kariya Neeti (Hindi)	Gathu, Varsha
106	DSE (Mr) Mannual - Teaching Strategies And Material Development	Jayachandran P and Roy , Sumit


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SCHOOL OF EDUCATION

CRITERION II

2.4.7 A variety of assignments given and assessed for theory courses through

- 1. Library work**
- 2. Field exploration**
- 3. Hands-on activity**
- 4. Preparation of term paper**
- 5. Identifying and using the different sources for study**

Any other relevant information

Any Other Relevant Information

S.NO.	DESCRIPTION	ENCLOSURE
1.	Library Work	<ol style="list-style-type: none"> 1. Photographs of the students of B.Ed. Sem. III doing assignments in Library 2. List of the users of library for making assignments under various courses
2.	Field exploration	<ol style="list-style-type: none"> 1. Photographs of the students of M.Ed. Sem. III during their visit to District Institute of Education and Training, Canal Road, Jammu 2. Photographs of the students during visit to Humming Bud and Inclusive School, Model Academy School B.C Road, Jammu 3. Photographs of educational tour to Amritsar, Punjab by students of B.Ed. Special Sem.-III
3.	Hands-on activity	<ol style="list-style-type: none"> 1. Photographs of the activities performed during case study on child with Autism Spectrum Disorder by Shweta Chib, student of B.Ed. Special Education Sem.-III roll no. 2203023 2. Photographs of the students B.Ed. Sem. –III while preparing teaching aids for their teaching practice 3. Photographs of children (PWIDs) craft activity under course code- 303 on the topic “To organize exhibition on products prepared by Varsha Attri student of B.Ed. Special semester- III Roll no. 2203005(session 2022-2024)
4.	Preparation of term paper	NIL
5.	Identification and using the different sources for study	<ol style="list-style-type: none"> 1. Photograph of the home page of N-LIST inflibnet frequently used by students of the College.