



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

2.4.10 Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning- home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Sample Copies for Each of selected Activities Claimed

S.NO.	DESCRIPTION	ENCLOSURE
1.	Classroom teaching	1. Classroom teaching by student-teacher Ms. Barbie of B.Ed. delivering lesson on topic, Verb and its types for class 6 th students
2.	Mentoring	1. Diksha Kumari, Student of M.Ed. Special semester-I Roll no. (236002) conducting mentoring sessions for B.Ed. students on Basic Research Skills
3.	Time table	1. Time-table made by special educator Surbhi Mahajan Student of M.Ed. Special Semester-III Roll No. 2306009 for Inclusive Group
4.	Student Counselling	1. Counselling session conducted by Ms. Ambika Gupta Roll No. 2306010 Student of M.Ed. Special Semester-I for primary level student Mohammad Aariz
5.	PTA meetings	1. Report of Parent Teacher Meet Term
6.	Assessment of Student learning-home assignments & tests	1. Assessment of Student learning Through Home Assignment and Class Test by Muskaan Adlakha Student of B.Ed., Roll No. 2102006, Semester IV.
7.	Organizing academic and cultural event	1. Participating in and organizing morning Assembly, Intercollege symposium, Republic day celebration-Folk dance competition and sports activities by the students of B.Ed.
8.	Maintaining documents	1. Functional Assessment Checklist for Programming (For the students of Inclusive School Group-A,C and D) prepared and maintained by student of B.Ed. Special 2. List of the students require Physiotherapy
9.	Administrative responsibilities-experience/exposure	1. Record keeping of attendance register 2. Record keeping of Award rolls 3. Curriculum construction for special children by student of M.Ed. Special Ms. Vishali
10.	Preparation of progress reports	1. Progress report for inclusive class



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SCHOOL OF EDUCATION

**Classroom Teaching by Student-Teacher Ms. Barbie of
B.Ed. Delivering Lesson on Topic Verb and its Types for Class
6th Students.**



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UG Department
B.Ed.

SEMESTER IIIrd.....

SESSION 2021-2023.....

CERTIFICATE

This is to certify that Mr. / [✓]Ms. Barbie

s/o / D/o [✓]Mr. Manjit Singh, student of B.Ed.

bearing Roll No. 2102013, Section A, Session

2021-2023, has physically participated in all the activities mentioned in his /
[✓]her School internship and that his / [✓]her writings are his / [✓]her original
contributions.

Aspau
Group Supervisor

f. Mond
HOD

Name of the Pupil Teacher Barbie Lesson No. 1
 Subject English Class 6th Date 22-11-22
 Micro Topic Verb and its types Session Teach / Reteach
 Micro Skill Questioning Time Duration 5-7 minutes

S.No.	Teacher Behaviour/Activity	Pupil Behaviour/Activity	Component Used
	Pupil teacher enters the classroom and says good morning students.	Good morning mam	
①	Pupil teacher ask the students what are you doing right now?	Sitting and writing	Grammatically correct, clear.
②	What does the word sitting and writing indicates?	Action	clear, relevant.
③	What do we call a word that expresses an action?	Verb	Grammatically correct, relevant.
④	Give example of words which represent action of people, animal or thing.	Sitting, standing, running etc.	Grammatically correct, relevant, clear.
	Students, today we are going to study about verb and its types.		

Teacher Behaviour/Activity	Pupil Behaviour/Activity	Component Used
<p>5) How will you define verb?</p>	<p>A verb is a word that expresses an action of people, animals and things.</p>	<p>Grammatically correct, relevant.</p>
<p>6) Pupil teacher write few sentences on the board. (a) The lion roared loudly. (b) She is walking. (c) The crying baby want milk. Identify the Verb in the above sentences?</p>	<p>Roared Walking Crying</p>	<p>Relevant, clear.</p>
<p>7) How many verbs are there?</p>	<p>There are two type of Verb.</p>	<p>Grammatically correct specific.</p>
<p>8) Name the two types of verb? (Pupil teacher draws the flow chart on the board)</p> <p>Today we are going to discuss about first type of verb.</p>	<p>Two type of verbs are :- (1) Transitive and intransitive verb (2) Finite and infinite verb.</p>	<p>Clear, Relevant.</p>
<p>9) What do you mean by</p>	<p>The action which</p>	<p>Grammatically correct</p>

S.No.	Teacher Behaviour/Activity	Pupil Behaviour/Activity	Component Used
	Transitive verb?	The action which require an object so that the sentence make complete sense.	clear.
(10)	Give some example of transitive verb?	(1) They love him (2) The lion roared at him.	Relevant, clear.
(11)	Why do we call them transitive verb?	Here, the verb love and roared require an object him. so, these verbs are transitive verb.	Specific, clear, relevant.
(12)	What do you mean by Intransitive verb?	The action which are limited to the subject and do not take an object.	Grammatically correct, relevant.
(13)	Give some example of intransitive verb?	(1) They laugh. (2) The lion roared loudly.	Relevant, clear.
(14)	Why do we call them Intransitive verb?	Here the verb 'laugh' and 'roared' have no object so they are intransitive verb.	Relevant, clear.
Students, today we have studied about verb and its first type.			

(4)

TEACHING AIDS

TOPIC:- Verb and its types

- A Verb is a word that expresses an action of people, animals and things.

The lion roared loudly.

Verb

She is walking.

Verb

Types of Verb

Transitive and Intransitive verb.

Finite and Infinitive verb.

Transitive Verb :- The action which require an object so that sentence make complete sense.

Intransitive verb :- The action which are limited to subject and do not take an object.

I. PLANNING, TEACHING, ASSESSMENT OF CLASSROOM ACTIVITIES

Summary of Lessons Delivered

S. No.	Approaches to Lesson Plan Used	No. of Lessons Planned	No. of Lessons delivered	No. of Lessons Assessed
1.	Herbartian			
2.	RCEM	30	30	
3.	Constructivist	10	10	
4.	ICT	4	4	
5.	No. of Observation Lessons:	10	10	

Arpana
SUPERVISOR
(Signature)

II. INTERACTION WITH SCHOOL TEACHERS

ATTACH PHOTOGRAPHS



“ INTERACTION WITH SCHOOL TEACHERS ”

BRIEF INTERACTION SUMMARY

I interacted with the teachers of MIER College of Education, B.C Road Jammu in the interaction session I was acquainted with various teaching methodology and different strategies; problems faced by the teachers and how they overcome various situations under different circumstances they shared how students have lost interest in classroom. Also, they discussed various teaching strategies like: flip classroom, cooperative teaching, group discussion, etc for better understanding and learning of the students. They also made us aware about how they acquainted with and adopted various strategies under different circumstances.

[Signature]
SUPERVISOR
(Signature)

III. INTERACTION WITH CHILDREN

ATTACH PHOTOGRAPHS



“ INTERACTION WITH CHILDREN ”

BRIEF INTERACTION SUMMARY

Using my teaching practice, I interacted with students of VIIIth & IXth class and came to know about the mental ability of the students along with that their pace of understanding the topic, their active participation in the classroom while I was questioning them. I also discussed with them the various problems that they face in and outside classroom. During the interaction I noticed that they were not fluent in English language and also got acquainted with their thinking abilities. The overall interaction was really informative and interesting as it helped build a good rapport with the students. And has a feedback to reflect on my methodology too.

Arpan
SUPERVISOR

(Signature)

PHOTOGRAPHS OF INTERACTION / PARTICIPATION IN
STAFF MEETING



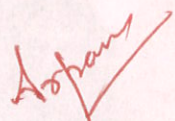
"INTERACTION WITH THE STAFF MEETING"

Aspaw
SUPERVISOR
(Signature)

IX. RECORD AS A SUBSTITUTE TEACHER

PHOTOGRAPH OF INTERACTION PARTICIPATION IN
STAFF MEETING

S. No.	Date	Class	Subject	Substitution For
1.	25/07/23	8 th	mathematics	Vidushi
2.	27/07/23	9 th	English	Nishvinder Kaur



SUPERVISOR
(Signature)



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SCHOOL OF EDUCATION

**Diksha Kumari, Student of M.Ed. Spl. Semester-I Roll No.
(2306002) Conducting Mentoring Sessions for B.Ed. Students
on Basic Research Skills.**

Mentorship Case Summary

Programme: M.Ed. Spl.

Name of the Mentee: Ms. Nancy Gill R. No: 2302016

Class & Section: B.Ed. Semester-I

Name of the Mentor: Diksha Kumari Designation: Student Teacher

Date: 15/03/2024 Total Time Devoted (in Hrs): 2 Hours

Area of Mentoring: Research Skills

Action / Strategy	Outcome
<p>The mentee was oriented regarding the following:</p> <ol style="list-style-type: none">1. Sampling process<ol style="list-style-type: none">a. Meaning of sampleb. Sampling techniques2. Tool development/procurement<ol style="list-style-type: none">a. Different types of toolsb. Steps of tool developmentc. Developed a draft toold. Standardization of tool3. Data collection<ol style="list-style-type: none">a. Converting the tool into google formb. Identifying the target populationc. Administering the tool through online mode	<ul style="list-style-type: none">- The mentee became familiar with the sampling process.- The mentee became aware of the steps of tool development and developed the tool.- The mentee has started collecting data by using an appropriate sampling technique and using a tool developed and standardized (administered online).
Remarks, if any	
<p><i>Nancy</i> Signature of the Mentee</p>	<p><i>Diksha Kumari</i> Signature of the Mentor</p>

Student of M.Ed. Special Semester-I Diksha Kumari Roll No. 2306002 taking Mentoring Sessions of B.Ed. Semester-I student Nancy Gill Roll No. 2302016 on Basic Research Skills



Mentorship Case Summary

Programme: M.Ed. Spl.

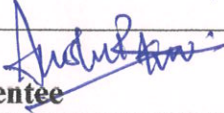
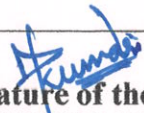
Name of the Mentee: Ms. Anshu Rakwal R. No: 2302025

Class & Section: B.Ed. Semester-I

Name of the Mentor: Ms. Diksha Kumari Designation: Student Teacher

Date: 02/02/2024 Total Time Devoted (in Hrs): 2 Hours

Area of Mentoring: Research Skills

Action / Strategy	Outcome
<p>The mentee was oriented regarding the following:</p> <p>1. Steps of Research</p> <ul style="list-style-type: none">a. Identify a Research Problemb. Review the Literaturec. Determine Research Questions/ Objectivesd. Develop Research Methodse. Collect & Analyze Dataf. Document the Workg. Communicate Your Researchh. Refine/Expand. <p>2. Conducting a comprehensive review of the literature</p> <ul style="list-style-type: none">a. Identifying the already published (online/offline) research works in the field of research topicb. Searching on internet as well as in the libraryc. Key-elements to note down for writing review of related literature (author's surname, main objective, sample, tool, statistical techniques and findings) <p>3. Writing references</p> <ul style="list-style-type: none">a. according to APA 7th Edition manually as well as by using Mendeley	<ul style="list-style-type: none">- Mentee became familiarized with the steps of research.- The mentee has identified her area for research work (Flipped-Learning).- The mentee was able to write a review of related literature.- The mentee was able to create a list of references manually as well as by using Mendeley.
Remarks, if any	
Signature of the Mentee 	Signature of the Mentor 

Student of M.Ed. Special Semester-I Diksha Kumari Roll No. 2306002 taking Mentoring Sessions of B.Ed. Semester-I student Anshu Rakwal Roll No. 2302025 on Basic Research Skills





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SCHOOL OF EDUCATION

Time-table made by special educator Surbhi Mahajan
Student of M.Ed. Special Semester-III Roll No.
2306009 for Inclusive Group



MODEL ACADEMY

(THE PRESTIGIOUS SCHOOL OF MIER)

Class: Inclusive Group C & D

Session: 2022-23

Special Educator: Surbhi Mahajan

Duration	Time	Development Domain	Teacher Incharge
10 min	9:00 am to 9:10 am	Teachers Time	Surbhi Mahajan
15 min	9:10 am to 9:25 am	Assembly	Surbhi Mahajan
35 min	9:25 am to 10:00 am	Tuesday(1 st & 3 rd) – Yoga Mon/Wed/Thurs/Fri – Academics(English)	Madhubala Surbhi Mahajan
10 min	10:00 am to 10:10 am	Fruit Break	Surbhi Mahajan
40 min	10:10 am to 10:50 am	<ul style="list-style-type: none"> • Monday- Music (Hobby class) • Tuesday- Physiotherapy • Wednesday- Personal/Social Goals • Thursday- Art and Craft • Friday- Physiotherapy 	Vertika Rajesh Sharma Surbhi Mahajan Surbhi Mahajan Rajesh Sharma
30 min	10:50 am to 11:20 am	Lunch Break	Surbhi Mahajan
30 min	11:20 am to 11:50 am	Maths [Mon, Wed] Hindi [Thurs, Fri]	Surbhi Mahajan
30 min	11:50 am to 12:20 pm	Smart class [Mon, Wed] Recreational activity [Tues/Thurs/Fri] <ul style="list-style-type: none"> • Indoor/Outdoor Activities • Art and Craft • Thursday- Dance (Hobby class) 	Surbhi Mahajan Mohini
10 min	12:20 pm to 12:30 pm	Dispersal	Surbhi Mahajan

Inclusive Incharge

Joint Director



MODEL ACADEMY

(THE PRESTIGIOUS SCHOOL OF MIER)

Class: Inclusive Group C & D

Session:2022-23

Special Educator:Surbhi Mahajan

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Inclusive Incharge

Joint Director



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SCHOOL OF EDUCATION

Counselling Session conducted by Ms. Ambika Gupta Roll
No. 2306010 Student of M.Ed. Special Semester-I for
primary level student Mohammad Aariz

**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

MIER College of Education, Jammu.

Submitted by:

AMBIKA GUPTA

M.Ed. Special Education – Intellectual

Disability

2023-2024

DEMOGRAPHIC DATA OF CASE

Name of the student: MOHD. AARIZ

Name of the school: Inclusive School(JAMMU SANSKRITI SCHOOL) , Jammu.

Date of Birth and Age: 7 years

Sex: Male

Informant: Class teacher

Education: PRIMARY level

Language Spoken: Hindi and English

SCHOOL HISTORY

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

Peer-Group adjustment – The child have much interaction with peers. He prefers 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 a MILD HYPERACTIVE BEHAVIOURAL issues

ASSOCIATED CONDITIONS :- CEREBRAL PALSY

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 RECIPROCIDTY						
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			✓		

The child scores 83 points in total under the 6 domains of assessment tool – Indian Scale for Assessment of Autism. As per the norms of this standardized assessment tool, the child is diagnosed with Mild Autism that ranges from 70 to 106 score. Further, percentage of disability as per score is 50%.

ASSESSMENT DATA

Detailed insight of the child's behavior 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 good eye contact, mostly he maintains eye contact when somebody talks to him. Frequently he displays aloof behavior, 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 initiate social interaction but he does engage himself in social interaction when someone approaches him. Mostly, the child is able to relate to other people. Frequently, he is responsive to social and environmental cues. He is able to understand demands and requirements of the social environment. Most of the time, the child is involved in solitary play activities. He prefers to play alone with some object or material until it is taken away from him. The child is able to comprehend the importance of taking turns in social interaction. He does wait for others' turn to end and his turn to come until he is asked to do so. Mostly, the child does maintain a peer relationship as he does mix with them or bonds with them.

Domain II – Emotional Responsiveness

There are 5 items in this domain that scored 13 overall. The child shows appropriate emotional responses. He displays an predictable shift in emotions, that is, he does not 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 does not 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 age appropriate. The child doesn't 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 behaviors: engagement in stereotyped and repetitive use of language, engagement in echolalic speech and production of infantile squeals and unusual noises. The child is mostly able to initiate or sustain conversation with others. And he is able 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 able to

grasp pragmatics of the communication, that is, real meaning or intention of the speech like humor and sarcasm.

Domain IV – Behavior Patterns

There are 7 items in this domain that scored 11 altogether. The child is engaged in self-stimulatory stereotyped and repetitive motor action or behavior (like flapping hands).The child shows attachment to inanimate objects such as toys, which are used as reinforcement. Occasionally, the child shows mild hyperactive behavior when he asked to respond frequently in one to one session. The child never exhibited aggressive behavior and socially inappropriate behavior. Sometimes the child never throws a temper tantrum in the form of screaming and yelling. The child never engages himself in self-injurious behavior like hitting his own self in order to avoid responding and learning. It is likely 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 behaviors 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 respond to objects/people usually 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 consistent attention and concentration. But he attentively completes the task in one go in which he is interested in. He doesn't show delay in responding frequently. He responds quickly and frequently. 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 able to divide the chapatti into pieces on his own. Usually he don't demands assistance in eating food. He can eat chapatti independently without dividing it into pieces. He is able 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 able to put on t-shirt, shirt and socks. He is not able to open and close the front zipper due to fine motor problem .
- 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 able to bath independently. He requires no assistance in combing hair. He is able 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 able 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 jump but can't run due to his condition , as he might fall down He is able to push and pull chairs in the classroom for rearrangement. He is able to stand on tip toe to reach for an object at a height but need to be care and also need support to climb up and down the stairs . He is not able to ride a bicycle independently. It's might be difficult for him to balance his body if accidentally hit by someone
- B. Fine motor skill – The child is able to hold pencil and crayons but need assistance to use it . He is able to grasp small objects using his thumb and index finger. He is able to enter beads into a string. He is able to screw and unscrew the bottle lid. He is able to cut and open sachets and packets.

Overall, the child is able to perform all age appropriate activities in the physical domain. Though child is skilled in both fine motor and gross motor activities. But He does require attention in this domain because of his condition.

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 good in the skills of telling his name and his parents name independently, when asked. He is able 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 able to understand the prepositions. He is able to follow two step directions like throw this paper to the dustbin and close the door. He is able to follow the adjectives like big and small.

The child doesn't faces difficulty in speech production. He is able to produce all the sounds by now. He is able to blend the sounds. He is not lacking in the skills required to receive the language and understand communication. He doesn't faces challenges in expressing himself through verbal communication. He doesn't lacks skills that are essential for effective social interaction. Therefore, he needs minimum 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 and he initiates social interaction on his own. He is able 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 able to identify policemen, doctors, delivery boys etc. He is able to walk along sides of the road that has no sidewalk.

The child needs little attention in this domain as he is able to initiate social interaction. He doesn't 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 able to sort objects into the same

category, for example, animals, fruit, flowers etc. He is able to read two letter words and three letter words. He is not lacking in the concept of color name.

- B. Writing – The child is able to hold pencil and crayon but it's difficult for him to write. He cannot color within a frame. He can join dots. He can trace straight lines- sleeping and standing line, and curve line with physical prompt and independently sometimes. He can trace alphabets. He is not lacking in writing alphabets independently but due to his physical condition sometimes he need support
- 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 100. He can name the printed symbol. He is able 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 able 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 stationery 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 Behavior Analysis Therapy

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

- Mild Hyperactivity

To modify the child's undesirable behavior, reinforcement strategy is adopted by the ABA therapist as Behavior 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 behavior.

Occupational Therapy

In occupational therapy sessions, those skills of the child are emphasized that helps him in doing activities of daily living independently. Peg ball game was used for the child to increase his eye hand coordination and fine motor skills. Stability ball was used to support him in balancing his

body movements. Activity of candle blowing helps the child to control his facial muscles by blowing air with appropriate force. Activity of climbing wall helps the child in body movement, fine motor skills and gross motor skills.

Sports Session

In sports session, the sports teacher prioritized body balancing for the child. He planned different activities for the child that helps him in balancing his body while moving. Crossing hurdles, walking on wooden planks, jumping over wooden planks, stepping on cubes at different levels are some examples of activities.

For increasing eye contact duration and concentration level, activities are planned that involve eye movement and grab a child's attention like moving laser light on a wall in a dark room and by asking the child to catch the dot of laser light.

To increase eye hand coordination, activities like hitting balloon with a badminton racket was implemented.

SPECIAL EDUCATION

The special educator uses ~~multiple~~ sensory approach for teaching the lesson and making the teaching learning process effective . Uses various TLM :- like flashcards , charts etc . And to make him write independently uses handgrips or place the hand on his hand (physical prompting) . Further , the Spl.educator also do the task analysis to help the child gain mastery over the goal independently. Adapt the curriculum according to the need of the child.

RECOMMENDATIONS

The Special educator will give the feedback during and after the completion of the session and counsel them about what measures they can take at home to bring improvement in their child's skills and also refer them for Physiotherapy, Behavioral and occupational therapy for their child .

Good, checked
S. Kumar
10/10/21

**Ms. Ambika Gupta, Roll No. (2306010) Student of M.Ed. Special Taking
Counselling Session of Primary Level Student Mohd. Aariz.**





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SCHOOL OF EDUCATION

Report of Parent Teacher Meet Term-III



MODEL ACADEMY INCLUSIVE SCHOOL
THE PRESTIGIOUS SCHOOL OF MIER

Report of Parent Teacher Meet Term -111

March 28, 2024

Level – Group-A, Group B & C & D

Number of Students-

Total- 27

Present-16

Did not attend the PTM-11

Sharing of Documentation: -

All the assessment reports, assessment papers & IEP prepared by special educators were shown to the parents.

Parents Remarks: -

1. They were satisfied with the work of physiotherapist.
2. They highly appreciated the work of special educators.

Suggestion: -

Following suggestions were given by the parents for the upcoming session-

1. It was suggested to convert groups into classes.
2. To focus more on co-curricular activities like dance, art and craft.
3. More attention towards physical/ sports activities.
4. Physiotherapy equipments should be upgraded.
5. Better placement of pre- vocational classes.
6. More emphasis on speech therapy for improvement.
7. To enhance the academic experience, parents proposed integrating smart classes into curriculum.


Incharge


Principal



PARENTS FEEDBACK FORM

Group: **A**
 Date: **28-03-24**

S.No.	Students Name	Parents Suggestion/Remarks	Signature
1.	Aradhya	Academic work proper focus	Renu Renu
2.	Anmol	Toilet training, social interaction	Gita Devi
3.	Ridhwan	Needs much improvement in identification and improved in pencil gripping.	Jagan
4.	Inaaya	Would like to shifted our child and care as C.R. Centre depend on behave of Principal sir.	—
5.	Sehdaal	- out of station	AB
6.	Umainma	- Don't pick the call	AB
7.	Sartaj	- Not able today on saturday.	AB
8.	Adhyan	- Transport strike	AB
9.	Aman	- out of station	AB.

[Signature]
28/03/24

[Signature]
28/3/24

[Signature]
28/3/24

[Signature]
28/3/24



MIER College of Education (Autonomous)

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SCHOOL OF EDUCATION

**Assessment of Student Learning Through Home
Assignments and Class Test by the Student of B.Ed.
Muskaan Adlakha, Roll No. 2102006, Semester IV.**

XI.

FRAMING OF QUESTION PAPERS

INTRODUCTION

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

GUIDELINES

- i) A Question Paper (written test) should contain a combination of essay type, structured questions, short answer type and very short answer type objective questions and the weightage should be decided before hand;
- ii) Questions asked should be strictly according to the syllabus prescribed;
- iii) The Questions should be spread over the entire syllabus.
- iv) Simple and clear language should be used to frame the Questions.
- v) Questions which require similar answers/concepts should not be repeated.
- vi) A key for the short answer type and objective type questions should be made;
- vii) Put questions which call for the exercise of various mental functions i.e., knowledge, skill, understanding, creativity and application.
- viii) Difficulty level of the Questions should be such that maximum children are able to attempt the Questions;
- ix) Questions having internal choice should be of the same difficulty level.
- x) Break up of marks should be specified in the Question paper;

Question Paper

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

Subject Mathematics

Paper. Mathematics

Time Allowed 1 hour

Note

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

Section A

(5 × 1 = 5)

Q1. Fill in the blanks:

- (i) The ratio 3:4 expressed as percentage is
- (ii) The sum of $ab-bc$, $bc-ca$ and $ca-ab$ is
- (iii) Square root of 16×9 is
- (iv) The power of rotation of $-27/64$ is
- (v) 17350 expressed in scientific notation is

Section B

Q2. Find cube root of $\frac{25 \times 27 \times 25 \times 8}{216 \times 5}$ (2 × 4 = 8)

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

Q4. Verify Euler's formula for a hexagonal prism.

Q5. Find p if:

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

Section C

(4 × 2 = 8)

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

Q7. Factorise:

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

Section D

(4.5 × 2 = 9)

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

(i) an odd number.

(ii) multiple of 3

(iii) a number greater than 4

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

Date: 25-8-23 Checked by Moderator: Barbic Signature of Paper Setter: Muskaan

Name: Barbic

Name: Muskaan

Arpan
SUPERVISOR
(Signature)

NAME :- Shashank

CLASS :- INCLUSIVE

GROUP :- 'C'

(A)

QNo1

Writing A-Z

A B C D
E F G H
I J K L
M N O P
Q R S T
U V W X
Y Z

QNo2

Write missing letters

a b c d e ~~f~~
g h ~~i~~ j ~~k~~ l
m n o p ~~q~~ r
s t u v ~~w~~ x y ~~z~~

QNo3

Matching the Letters

M	q
E	g
P	t
A	u
Q	m
W	e
G	a
T	p
U	w

QNo4

Whats Comes after.

A	B ✓	P	Q ✓
F	G ✓	R	S ✓
H	I ✓	U	V ✓
L	M ✓	X	Y ✓
N	O ✓		

QNo5

Word family

	'at'		'an'
1)	Cat ✓	1)	Can ✓
2)	Bat ✓	2)	Van ✓
3)	Rat ✓	3)	Fan ✓
4)	Hat ✓	4)	Mam ✓
5)	Mat ✓	5)	Pan ✓

QNo6

Write any three Days of the week.

1. Monday ✓

2. Tuesday ✓

3. Wednesday ✓

QNo7

Write any three names of Colours.

1. Red ✓

2. Blue ✓

3. Green ✓

NAME :- Shashank

CLASS :- INCLUSIVE

GROUP :- C

(2)

(A)

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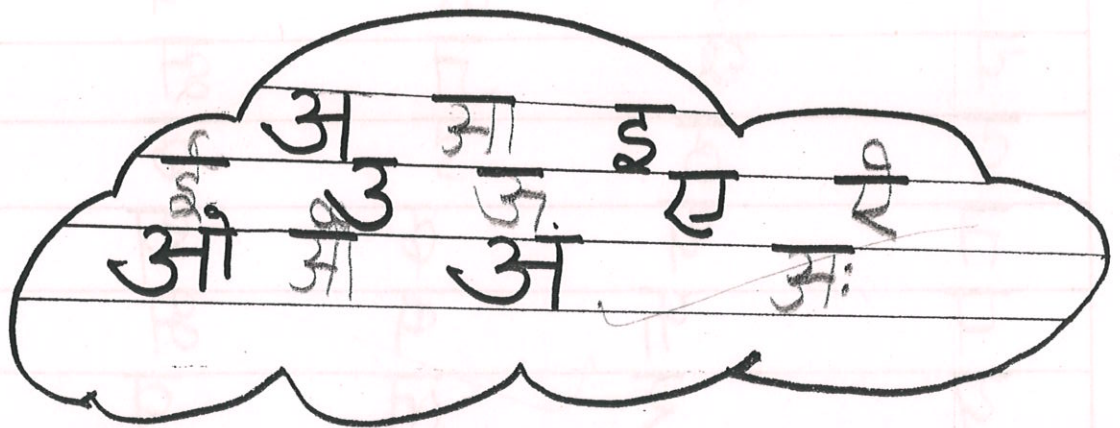
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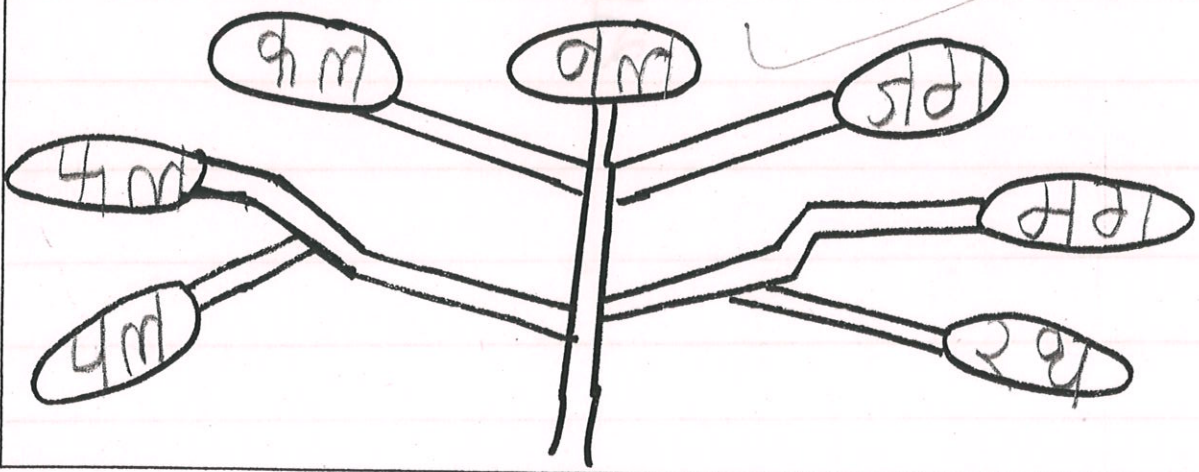
प्र०३ चित्र देखकर अक्षर मिलाए ।

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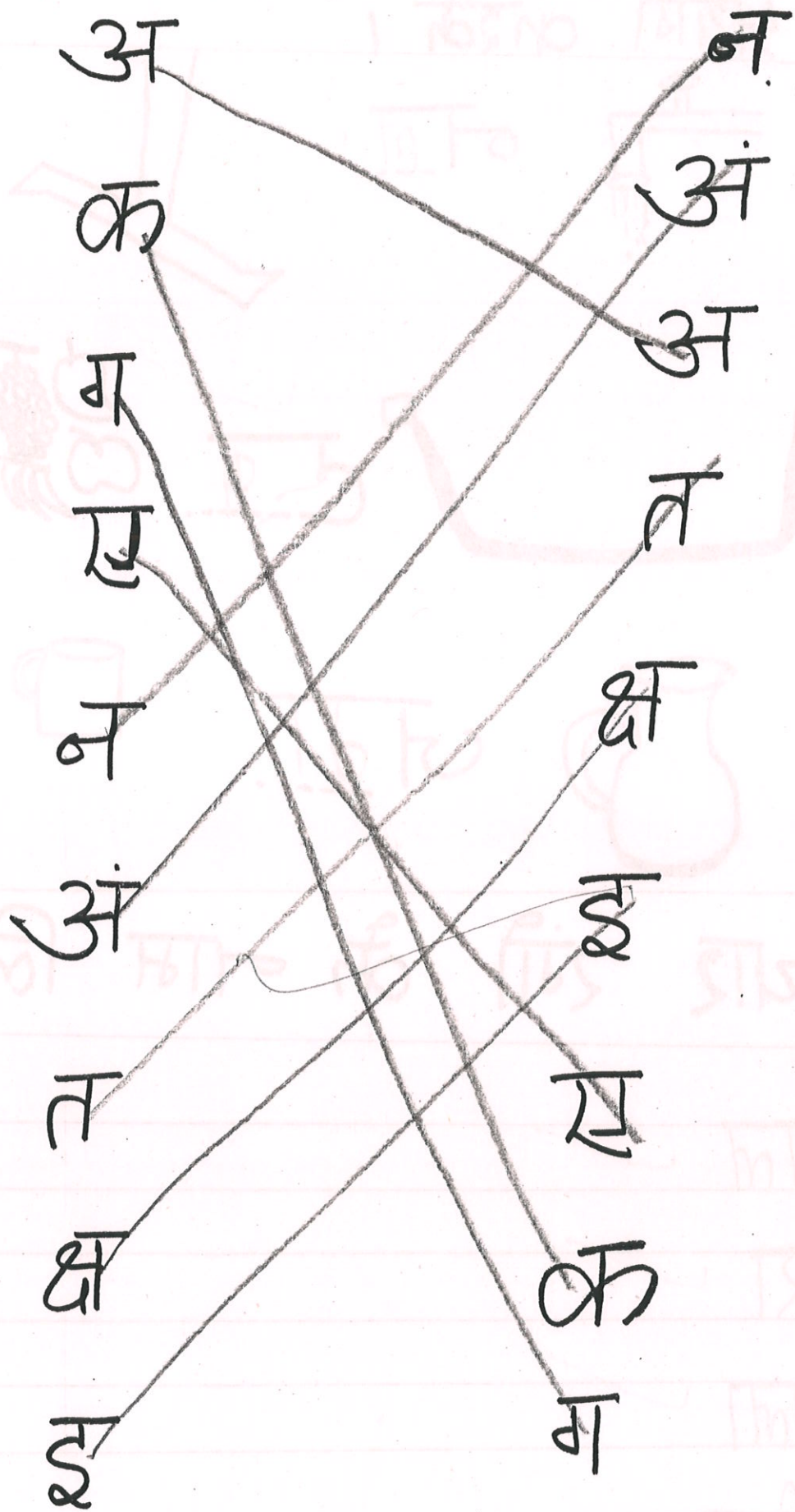
प्र०४ खाली स्थान भरौ ।



प्र०५ श्रुतलैख लिखए



अक्षर को अक्षर से मिलाए।



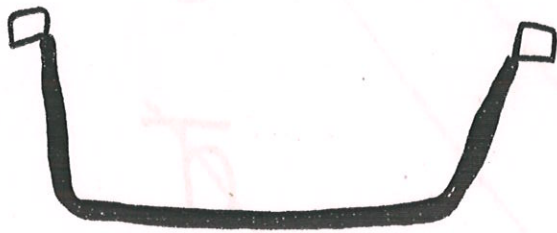
क्र० रिक्त स्थान भरौ (ल, व, ग) का प्रयोग करके ।



ना.ल.



ह.ल.



द.व.



फ.ल.



ज.वा.



म.वा.

क्र० चार रंगों के नाम लिखे ।

(क) लाल ✓

(ख) हरा ✓

(ग) नीला ✓

(घ) पीला ✓

NAME:- Shahhank

CLASS:- INCLUSIVE

GROUP:- 'C'

A +

QNo1

Write down counting (1-100)

TO	TO	TO	TO	TO	TO	TO	TO	TO	TO				
1	11	21	31	41	51	61	71	81	91				
2	12	22	32	42	52	62	72	82	92				
3	13	23	33	43	53	63	73	83	93				
4	14	24	34	44	54	64	74	84	94				
5	15	25	35	45	55	65	75	85	95				
6	16	26	36	46	56	66	76	86	96				
7	17	27	37	47	57	67	77	87	97				
8	18	28	38	48	58	68	78	88	98				
9	19	29	39	49	59	69	79	89	99				
10	20	30	40	50	60	70	80	90	100				

QNo2

What Comes After.

1	7	<u>1</u>	<u>8</u>	✓	3	2	<u>3</u>	<u>3</u>	✓
2	1	<u>2</u>	<u>2</u>	✓	3	6	<u>3</u>	<u>7</u>	✓
2	5	<u>2</u>	<u>6</u>	✓	4	8	<u>4</u>	<u>9</u>	✓
2	9	<u>3</u>	<u>0</u>	✓	3	9	<u>4</u>	<u>0</u>	✓

QNo3

What Comes before.

<u>2</u>	<u>0</u>	<u>2</u>	<u>1</u>	✓	<u>4</u>	<u>9</u>	<u>5</u>	<u>0</u>	✓
<u>2</u>	<u>9</u>	<u>3</u>	<u>0</u>	✓	<u>5</u>	<u>9</u>	<u>6</u>	<u>0</u>	✓
<u>3</u>	<u>9</u>	<u>4</u>	<u>0</u>	✓	<u>3</u>	<u>8</u>	<u>3</u>	<u>9</u>	✓

Qno 4 Backward Counting 20-1

20		10																	
19	✓	9	✓																
18	✓	8	✓																
17	✓	7	✓																
16	✓	6	✓																
15	✓	5	✓																
14	✓	4	✓																
13	✓	3	✓																
12	✓	2	✓																
11	✓	1	✓																

Qno 5 Write Number Names

1. One ✓

2. Two ✓

3. Three ✓

4. Four ✓

5. Five ✓



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SCHOOL OF EDUCATION

Participating in and organizing morning Assembly, Intercollege symposium, Republic day Celebration-Folk dance competition and sports activities by the students of B.Ed.

VI. PARTICIPATING IN AND ORGANIZING MORNING ASSEMBLY

It is a common practice in schools to begin the day's work with morning assembly where the entire body of school population assemble for common prayer or/and listen to the important announcements regarding school life or/and listen to the talks/speeches delivered. It is considered to be orderly, disciplined gathering and reflects the traditions, norms and values that the institution cherishes most. It provides an opportunity to develop desirable behaviour patterns and sense of belongingness. It is the duty of the organizers to make the assembly lively, motivating and purposeful. Everybody has to contribute to its success by adhering strictly to the well-defined jobs and responsibilities.

GUIDELINES

1. There should be a wide variety of activities in school assembly;
2. Good speakers talking on different aspects of school education especially on developing values and character of students should be invited to participate in assembly programmes;
3. Programmes should be well planned, regularly schedule at the same time of the day preferably in the beginning of the day.
4. It should furnish opportunities for students to demonstrate their talent;
5. Adequate representation to the different sections of the student community and teacher community should be given in the programmes, on rotation basis, chalked out for the morning assembly.

RECORD OF PARTICIPATION IN MORNING ASSEMBLY

DATE	TIMINGS		ANY SPECIAL FEATURE	OBSERVATIONS	SUGGESTIONS
	FROM	TO			
24-07-23	7:30 AM	8:00 AM	Thought of the Day	All students were in proper uniform	Every student should be given chance to participate
25-07-23	7:30 AM	8:00 AM	Physical exercise	All students participated actively	It should be done twice in a week
26-07-23	7:30 AM	8:00 AM	Quiz was conducted	All students were participating enthusiastically	Random quiz test should be done in and outside classroom
27-07-23	7:30 AM	8:00 AM	Cleanliness was checked	Some students were in dirty uniforms and some had long nails	Every student should be in clean uniforms.

Arpan
SUPERVISOR
(Signature)

PHOTOGRAPHS OF INTERACTION/PARTICIPATION OF MORNING ASSEMBLY



"PARTICIPATION IN MORNING ASSEMBLY"


SUPERVISOR
(Signature)



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Co-Curricular Committee

PROGRAMME SCHEDULE

Inter-College Symposium

Purpose: National Education Day Celebration

Date: 10-11-2023

Theme: "The Future of Education: Technology, Equity, and Inclusion"

Time: 12.30 to 2.20 PM

Venue: Shri H L Gupta Auditorium, MIER Campus

Mode: Online/ Offline (Hybrid Mode)

Welcome & Introduction of the Judges	Dr. Rohnika Sharma, HOD SOE	12.30 PM - 12.40PM
Deliberations	Participants from various colleges	1.50 PM - 2.00PM
Presentation of Mementoes	Dr. Adit Gupta, Principal & Director, MIER College of Education	2.00PM - 2.10PM
Declaration of Result	Dr. Monika Bajaj, HoD SSSH	2.10PM - 2.15PM
Vote of Thanks	Dr. Reeta Dwivedi, Convener CCC	2.15PM - 2.20PM
Compering	Arzoo Sharma B.A. Hons. English Sem.III	---
Time Keeper	Nirbhay Khajuria BA Hons. Psycho. Sem.V & Bhavneet Kour B.A. Hons. Pol.Science Sem.III	---

Judges:

1. Dr. Sonia Khajuria
Associate Professor, Dept. of English
GCW Parade Ground, Jammu
2. Dr. Shubhra Jamwal
Assistant Professor, Dept. of English
Govt. College of Education, Jammu
3. Dr. Shakun Mahajan
Assistant Professor, Dept. of English
Govt. PG College for Women, Gandhi Nagar, Jammu

R. Dwivedi
Convener
CCC

[Signature]
HOD 2/11/23
School Of Education



MIER COLLEGE OF EDUCATION (Autonomous)
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Date: 6-11-2023

YEAR-2023
Co-Curricular Committee
Celebration of National Education Day 2023
Inter-College Symposium

Date: 10-11-2023

Theme: "The Future of Education: Technology, Equity, and Inclusion"

Time: 12.30 to 2.20 PM

Venue: Shri H L Gupta Auditorium, MIER Campus

Mode: Online/ Offline (Hybrid Mode)

<u>Duty</u>	<u>Incharge</u>	<u>Signature</u>
Venue arrangement	- Mrs. Esha Sharma	Esha
	- Mr. Rashid	Rashid
Technology support	- Mr. Sanjay Chandel	Sanjay
Mikes	- Mr. Sanjay Vishwakarma	Sanjay
Seating	- Ms. Davleen Kour	Davleen
	- Ms. Sonika Kumari	Sonika
Press Release	- Dr. Bharti Tondon	Bharti
Discipline	- Dr. Tanya Raina	Tanya
	- Dr. Nandini Puri	Nandini
Registration of Participants	- Dr. Priya Choudhary	Priya
	- Mrs. Arpana Koul	Arpana
Photograph	- Mr. Anish	Anish
Certificate Writing	- Mrs. Arpana Koul	Arpana
Water Women	- Mrs. Meenakshi Devi	Meenakshi

R. D. D. D.

Convener
Co-Curricular Committee

HOD

School Of Education



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Co-Curricular Committee

PROGRAMME SCHEDULE

Republic Day Celebration

Purpose: Republic Day Celebration

Date: 25-01-2024

Theme: "Folk Dance Competition on the theme-The Incredible India."

Time: 1.00 to 2.00 PM

Venue: Shri H L Gupta Auditorium, MIER Campus

Mode: Offline

Welcome	Sudhanshu B.Ed Spl Sem. I	1.00 PM -1.03PM
Speech (About the Day)	Aditi BA Hons Psychology Sem. III	1.03PM-1.05PM
Performances	Students of SOE & SSSH	1.05PM-1.45PM
Words of Appreciation	Dr. Nishita Rana HoD SOE	1.45PM -1.50PM
Declaration of Result	Dr. Monika Bakjaj HoD SSSH	1.50PM -1.55PM
Vote of Thanks	Akarshika Bali BA Hons. Psychology Sem. III	1.55PM-2.00PM
Compering	Monika B.Ed Spl Sem. I	

R. Dwivedi

Convener

Co-Curricular Committee

Nishita Rana

HOD

School Of Education



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Date: 20-01-2024

YEAR-2023
Co-Curricular Committee

Republic Day Celebration- Folk Dance Competition

Date: 25-01-2024

Time: 1.00 PM-2.00PM

Venue: Shri HL Gupta Auditorium

<u>Duty</u>	<u>Incharge</u>	<u>Signature</u>
Venue arrangement	- Mrs. Isha Sharma & Mr. Rashid	
Mike	- Mr. Sanjay Vishwakarma	
Seating	- Mrs. Jyoti Sharma	
	- Mrs. Arpana Koul	
	- Mrs. Suman Devi	
	- Dr. Priya Choudhary	
	- Ms. Sonika Kumari	
	- Ms. Bintul Hudda B.Ed Spl. Sem.III	
	Press Release	- Dr. Bharti Tondon
Discipline	- Ms. Taniya Raina	
	- Ms. Davleen Kour	
	- Mr. Chhotu Ram	
	- Ms. Sruti Bhasin B.Ed Sem. III	
	- Ms. Simran Kumari	
Photograph	- Mr. Sahil	

Convener(CCC)

HOD (SOE)

VII. PARTICIPATING IN AND ORGANIZING CO-CURRICULAR ACTIVITIES

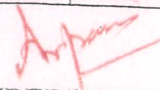
Participation in co-curricular activities whether physical, academic, creative, literary, cultural and social, ensures an all-round development of the child so essential for him to become a worthy citizen of the society. It becomes imperative on the part of school authorities that they provide adequate facilities and opportunities to students to participate in these activities. The school programme should be comprehensive to include activities leading to wholesome development of students.

Principles for organizing co-curricular activities

1. The justification for inclusion of an activity must be in terms of its utility;
2. Activities designed should be planned properly and supervised effectively;
3. Participation of students in these activities should be ensured;

RECORD OF ACTIVITIES ORGANISED

S.No.	DATE	ACTIVITY	PARTICIPANTS	LEVELS CLASS LEVEL/SCHOOL LEVEL/INTER- SCHOOL LEVEL	RESULTS	OBSERVATIONS	REMARKS
1.	25/7/23	Badminton Competition	Between Class 10th students	Class Level	Team B was the winner	Participants were enjoying and fully engaged	Good team work
2.	27/7/23	Kho-Kho Competition	Class 9th students	Class level	Team A was the winner	All the participants were enthusiastic.	Very Good.
3.	27/7/23	Yoga	Class 9th students	Class level		Active participation of all students	well disciplined class


 SUPERVISOR
 (Signature)

PHOTOGRAPHS OF INTERACTION/PARTICIPATION OF
ACTIVITIES ORGANISED



"PARTICIPATION IN ACTIVITIES"

As per
SUPERVISOR
(Signature)



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

Functional Assessment Checklist for Programming (For the students of Inclusive School Group-A,C and D) prepared and maintained by student of B.Ed. Special

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(PREPRIMARY)

Name: Santaj Singh

Age/Sex: 8+ years
Male

Additional Information:

	Date of Evaluation	Total Scores	Percentage
First Year			
Entry	15-5-22	85/89	95.5% <i>H. Singh</i>
I Term	20-8-22	86/89	96.6% <i>H. Singh</i>
II Term	19-12-22	89/89	100% <i>H. Singh</i>
III Term	20-3-23	93/93	100% <i>H. Singh</i>
Second Year			
Entry	10-04-23	93/93	100% <i>H. Singh</i>
I Term	01-08-23	89/89	100% <i>H. Singh</i>
II Term	17-12-23	93/93	100% <i>H. Singh</i>
III Term	28-3-24	93/93	100% <i>H. Singh</i>
Third Year			
Entry			
I Term			
II Term			
III Term			

S.No.

Activity

Personal

1. Chews and swallows solid food when placed in his mouth.
2. Holds and drinks water or milk or juice from a glass or cup.
3. Eats by self with fingers when food is mixed and given.
4. Sits on potty or squats to pass urine or stools.
5. Indicates verbally or through gestures the need to go to the toilet.
6. Takes off under clothes to use toilet (when unbuttoned/ pulling elastic pants).
7. Brushes teeth either with tooth brush or with a finger using tooth paste or tooth powder.
8. Cooperates while being bathed - extending hands/legs when told.
9. Takes off clothes (including under garments) when unbuttoned.
10. Wears undergarments.
11. Cleans nose with a handkerchief.
12. Washes hands before eating snacks or food or after using toilet or when hands are dirty.
13. Wipes with a towel after bath.
14. Peels off fruits such as orange and banana before eating.
15. Eats with an appropriate side dish such as bread & jam, chapati & curry, Idli & chutney.
16. Mixes and eats by self without spilling.
17. Wipes hand and mouth with a towel after washing.
18. Wears slippers.
19. Wears shoes without shoe lace or buckle.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

Key: + = Yes, C = Occasional cues, NA = Not Applicable, NE = No Exposure, PP = Physical Prompting, VP = Verbal Prompting, GP = Gestural Prompting, M = Modelling, - = No, Any other codes used (Specify):

	First Year			Second Year			Third Year					
	Entry Level	I term	II term	III term	Entry Level	I term	II term	III term	Entry Level	I term	II term	III term
1	+	+	+	+	+	+	+					
2	+	+	+	+	+	+	+					
3	+	+	+	+	+	+	+					
4	+	+	+	+	+	+	+					
5	+	+	+	+	+	+	+					
6	+	+	+	+	+	+	+					
7	+	+	+	+	+	+	+					
8	+	+	+	+	+	+	+					
9	+	+	+	+	+	+	+					
10	+	+	+	+	+	+	+					
11	+	+	+	+	+	+	+					
12	+	+	+	+	+	+	+					
13	+	+	+	+	+	+	+					
14	+	+	+	+	+	+	+					
15	+	+	+	+	+	+	+					
16	+	+	+	+	+	+	+					
17	+	+	+	+	+	+	+					
18	+	+	+	+	+	+	+					
19	+	+	+	+	+	+	+					

S.No.

Activity

26.

27.

TOTAL

Social

1. Moves head or eyes to see persons moving near him or in the room.
2. Responds to his name by stopping an activity or looking at the person when called.
3. Goes to a familiar person when asked to come near him.
4. Smiles when other person smiles at him.
5. Plays with two other children cooperatively.
6. Waits for his turn in the classroom, play ground, dining room.
7. Shares his things (pencil, books, eraser, toys and eatables) when requested by his classmates or others.
8. Greets teachers or elders in school or at home.
9. Differentiates strangers from familiar people.
10. Expresses anger or displeasure by vocalizations (shouting / turning away/ screaming) other than crying.
11. Stops momentarily an activity when said 'no'.
12. Uses vocal sounds/gestures/actions to call a person/to get attention of others.
13. Responds appropriately to words alongwith gestures such as come, up, go, bye-bye, etc.
14. Uses gestures such as shaking head for 'no', head nodding for 'yes' hand gesture for 'come', 'give', 'sleep', 'tata'.
15. Follows simple verbal requests with gestures such as 'give', 'I will take' (response could be gestural or verbal).
16. Uses words such as 'mama', 'nana', 'deedi', 'bow bow', etc.
17. Follows simple commands without gestures like 'where is the ball', 'put that down', 'bring the ball'.
18. Answers questions such as 'how does a car go', 'how does an aeroplane go', 'how do you apply face powder', (responses inmiming fashion).
19. Identifies persons by pointing or naming upon request (eg. uncle, aunty, sister, brother, etc.).
20. Asks for desired objects using gestures/alongwith vocalizations.
21. Tells him name when asked.
22. Gestures/says suitably for Namaste/salam/good morning.

First Year				Second Year				Third Year			
Entry Level	I term	II term	III term	Entry Level	I term	II term	III term	Entry Level	I term	II term	III term
19/19	19/19	19/19	19/19	19/19	19/19	19/19	19/19				
100%	100%	100%	100%	100%	100%	100%	100%				
1	+	+	+	+	+	+	+				
2	+	+	+	+	+	+	+				
3	+	+	+	+	+	+	+				
4	+	+	+	+	+	+	+				
5	+	+	+	+	+	+	+				
6	+	+	+	+	+	+	+				
7	+	+	+	+	+	+	+				
8	+	+	+	+	+	+	+				
9	+	+	+	+	+	+	+				
10	+	+	+	+	+	+	+				
11	+	+	+	+	+	+	+				
12	+	+	+	+	+	+	+				
13	+	+	+	+	+	+	+				
14	+	+	+	+	+	+	+				
15	+	+	+	+	+	+	+				
16	+	+	+	+	+	+	+				
17	+	+	+	+	+	+	+				
18	+	+	+	+	+	+	+				
19	+	+	+	+	+	+	+				
20	+	+	+	+	+	+	+				
21	+	+	+	+	+	+	+				
22	+	+	+	+	+	+	+				

S.No.

Activity

23.

24.

25.

26.

27.

28.

29.

30.

TOTAL

Academic

1. Points/shows body parts (head, nose, eyes, ears, hands, legs) when requested.
2. Names body parts when pointed to.
3. Points to 10 common objects with which he has to interact in his/her home environment (eg.rice, dall, chapati, light, fan, mat, table, chair, shirt/frock, shorts/pants,etc.), when asked or when he wants.
4. Says orally the names of the 10 common objects when shown or when he wants.
5. Holds pencil and scribbles.
6. Colours with a crayon within a given diagram.
7. Traces on the given diagram.
8. Joins dots to form pictures.
9. Copies a given figure/diagram.
10. Groups common colours (red, green, blue, yellow) when given a group of coloured objects.
11. Groups objects according to the size (big and small, long and short).
12. Gives objects/pictures of common colours when asked.
13. Names common colours. (red, green, blue, yellow)
14. Points to the objects which are big and small/long and short upon request.
15. Tells the size of the objects (big & small, long & short).
16. Points to sets of objects to show more/less quantity.

First Year				Second Year				Third Year			
Entry Level	I term	II term	III term	Entry Level	I term	II term	III term	Entry Level	I term	II term	III term
22/22	22/22	22/22	22/22	22/22	22/22	22/22	22/22				
100%	100%	100%	100%	100%	100%	100%	100%				
1	+	+	+	+	+	+	+				
2	+	+	+	+	+	+	+				
3	+	+	+	+	+	+	+				
4	+	+	+	+	+	+	+				
5	+	+	+	+	+	+	+				
6	+	+	+	+	+	+	+				
7	+	+	+	+	+	+	+				
8	+	+	+	+	+	+	+				
9	+	+	+	+	+	+	+				
10	+	+	+	+	+	+	+				
11	+	+	+	+	+	+	+				
12	+	+	+	+	+	+	+				
13	+	+	+	+	+	+	+				
14	+	+	+	+	+	+	+				
15	+	+	+	+	+	+	+				
16	+	+	+	+	+	+	+				

S.No.

Activity

17. Tells which set has more/less quantity.
18. Points to containers with either solids/liquids to show full and empty.
19. Tells when a container is shown either full or empty with or without liquid or solid.
20. Rote counts upto 5.
21. Counts and gives objects upto 5 when not asked sequentially.
22. Counts and gives objects upto 10 when not asked sequentially.
23. Shows a numeral and places value when not asked sequentially.
24. Names upto 5 numbers when not asked sequentially.
25. Writes numerals upto 5 in a sequence.
26. Writes numerals upto 5 when given dictation not sequentially.
27. Points to alphabets (English/regional language) on a chart not asked sequentially (3 letter words in case of sight word teaching).
28. Names alphabets when asked not sequentially (3 letter words in case of sight word teaching).
29. Writes alphabets when given dictation (3 letter words in case of sight word teaching).
30. Identifies a clock or wrist watch.
31. Tells/points to when asked the use of clock or wrist watch.
32. Differentiates money from other objects.
33. Tells/points to when asked the use of money.
34. Groups Rs.1, 2, 5 notes when given.
35. Gives 1, 2, 5 rupee notes when asked.
36. Points/tells when asked by showing Rs.1, 2, 5 notes.
37. Counts and gives 1 rupee notes upto Rs.5 when asked.
38. Points to atleast 5 pictures of animals when asked.
39. Names atleast 5 animals when shown pictures.
40. Points to atleast 5 pictures of fruits when asked.
41. Names atleast 5 fruits when shown pictures.
42. Tells/points to the clothes (frock, shorts, shirt, T-shirt)he/she wears when asked.
43. Uses words or gestures for 'now and later' when necessary.

	First Year			Second Year				Third Year				
	Entry Level	I term	II term	III term	Entry Level	I term	II term	III term	Entry Level	I term	II term	III term
17	+	+	+	+	+	+						
18	+	+	+	+	+	+						
19	+	+	+	+	+	+						
20	+	+	+	+	+	+						
21	+	+	+	+	+	+						
22	+	+	+	+	+	+						
23	+	+	+	+	+	+						
24	+	+	+	+	+	+						
25	+	+	+	+	+	+						
26	+	+	+	+	+	+						
27	+	+	+	+	+	+						
28	+	+	+	+	+	+						
29	+	+	+	+	+	+						
30	+	+	+	+	+	+						
31	VP	VP	+	+	+	+						
32	+	+	+	+	+	+						
33	+	+	+	+	+	+						
34	+	+	+	+	+	+						
35	+	+	+	+	+	+						
36	+	+	+	+	+	+						
37	VP	VP	+	+	+	+						
38	+	+	+	+	+	+						
39	+	+	+	+	+							
40	+	+	+	+	+							
41	+	+	+	+	+							
42	+	+	+	+	+							
43	+	+	+	+	+							

S.No.

Activity

44. Identifies/Names the various means of transport (cycle, auto, cycle rikshaw, bus, car, lorry, aeroplane, train).
45. Can write various difficult words
46. Can write fruits name
47. Can write his name
48. Can write means of transport
49.
50.
51.
52.

TOTAL

Occupational

1. Dusts with a duster the furniture in the classroom and home.
2. Washes glasses and plates before and after meals.
3. Wipes glasses and plates with a cloth after washing.
4. Folds small clothes (such as hand towel/panties).
5.
6.
7.
8.
9.
10.
11.
12.

TOTAL

First Year				Second Year				Third Year			
Entry Level	I term	II term	III term	Entry Level	I term	II term	III term	Entry Level	I term	II term	III term
+	+	+	+	+	+	+	+				
		+	+	+	+	+	+				
		+	+	+	+	+	+				
		+	+	+	+	+	+				
		+	+	+	+	+	+				
		+	+	+	+	+	+				
42/44	42/44	48/48	48/48	48/48	48/48	48/48	48/48				
95.45%	95.45%	100%	100%	100%	100%	100%	100%				
+	+	+	+	+	+	+	+				
VP	VP	+	+	+	+	+	+				
VP	+	+	+	+	+	+	+				
+	+	+	+	+	+	+	+				
2/4	3/4	4/4	4/4	4/4	4/4	4/4	4/4				
50%	75%	100%	100%	100%	100%	100%	100%				

S.No.

Activity

**Recreational
Indoor:**

1. Watches T.V.Advertisements.
2. Dances/claps/taps with rhythm of music in Radio or T.V.
3. Plays with block - assembling and dismantling.
4. Colours with pencils or crayons.
5. Plays make believe games - pretending to be teacher, mummy, daddy or elder sibling going to school/household keeping.
6. Arranges own things in their appropriate places, in a given room.
7. Sees pictures in magazines without tearing the book.
- 8.
- 9.
- 10.
- 11.
- 12.

Outdoor:

1. Plays with ball.
2. Plays running and catching game/runs a race/duck walking/frog jumping, etc.
3. Climbs jungle gym etc.
4. Sand play.
5. Water play.
6. Plays hide and seek game/passing the parcel/musical chairs, etc.
7. Plays on a slide.
8. Swings on a swing.

Grades for Recreational activities: A = Takes initiative and participates effectively, B = Participates effectively when initiated, C = Involves self but not aware of rules/does not cooperate, D = Observes with interest, E = Not interested (indifferent), NE = Not exposed.

First Year				Second Year				Third Year			
Entry Level	I term	II term	III term	Entry Level	I term	II term	III term	Entry Level	I term	II term	III term
A	A	A	A	A	A	A	A				
A	A	A	A	A	A	A	A				
A	A	A	A	A	A	A	A				

PERFORMANCE LEVEL

S. No.	Area	No. of Activities	Number of Activities Passed														
			First Year			Second Year			Third Year								
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)			
			93														
1.	Personal	19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2.	Social	22	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
3.	Academic	44	95.5%	95-15	100%	(18)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
4.	Occupational	4	50%	75%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	TOTAL	89	95.5%	96.6%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Grade for Recreation:	13	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

(Note the percentage of pass items under each total in parantheses)

Note: Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.



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SCHOOL OF EDUCATION

Record keeping of Attendance Register

X. RECORD KEEPING OF ATTENDANCE REGISTER

Attendance Register is a very important document and a record of student's daily attendance. This is an important index for teacher to know the behaviour patterns of the students in his charge. It also tells about his regularity and punctuality. It is kept and maintained by the In-charge of the class. In the register, names of the students, roll numbers, admission numbers, parentage etc. are given. Daily attendance of the students is marked by the teacher by using different types of symbols 'P' for present, 'L' for leave, 'A' for absent. At the end of the month, summary of the whole page is prepared at the place provided for the same to analyze the attendance of each student.

GUIDELINES

1. Attendance should be marked for both the sessions, morning and evening;
2. The entries should be legible and cuttings should be avoided;
3. All the entries in the register should be recorded;
4. Holidays, vacation, Sunday etc. should be shown in the register
5. Attendance Register should be completed by the teacher concerned and signed by the Principal.
6. Attendance register should invariably remain with the teacher In-charge.

Roll No	Name	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Pres ent	Abse nt	Unm ake d	Exam d	Att end
1005	Samraj Veer	H	H	H	H	H	P	H	H	H	L	P	P	P	H	H	P	L	P	P	P	H	H	P	P	P	P	P	H	H	P	16	(0+2)	2	13	88.9	
1105	Samraj Veer	H	H	H	H	H	P	H	H	H	L	P	P	P	H	H	P	L	P	P	P	H	H	P	P	P	P	P	H	H	P	16	(0+2)	2	13	88.9	
1101	Mehul Luthra	H	H	H	H	H	P	H	H	L	P	P	P	P	H	H	L	P	L	P	P	H	H	P	P	P	P	H	H	P	14	(0+4)	4	13	77.8		
1127	Mohd Mubashir	H	H	H	H	H	L	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	16	(0+2)	2	13	88.5		
1414	Mohd.Shank	H	H	H	H	H	L	H	H	H	P	P	P	P	H	H	P	L	P	P	P	H	H	P	P	P	P	H	H	P	14	(0+4)	4	13	77.8		
2529	MUHAMMAD ALIJAN	H	H	H	H	H	L	H	H	H	P	P	P	P	H	H	P	L	P	P	P	H	H	P	P	P	P	H	H	P	14	(0+4)	4	13	77.8		
1129	Prabheen Kour	H	H	H	H	H	P	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	18	(0+0)	0	13	100		
1095	Prakriti Kohli	H	H	H	H	H	P	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	17	(0+1)	1	13	94.4		
1103	Prateek Badyal	H	H	H	H	H	P	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	16	(0+2)	2	13	88.9		
1111	Rajveer Singh	H	H	H	H	H	L	H	H	H	P	P	P	P	H	H	P	P	L	P	P	H	H	P	P	P	P	H	H	P	16	(0+2)	2	13	88.9		
822	Rakshi Sharma	H	H	H	H	H	P	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	18	(0+0)	0	13	100		
1108	Ridhima Gupta	H	H	H	H	H	P	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	18	(0+0)	0	13	100		
2340	RIKHINA WADHWAN	H	H	H	H	H	P	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	17	(0+1)	1	13	94.4		
1702	RITIKA GUPTA	H	H	H	H	H	L	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	12	(0+6)	6	13	66.7		
1133	Saksham Lalotra	H	H	H	H	H	P	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	18	(0+0)	0	13	100		
2273	SAUHA PARVEEN	H	H	H	H	H	L	H	H	H	P	P	P	P	H	H	P	P	L	P	P	H	H	P	P	P	P	H	H	P	15	(0+3)	3	12	83.3		
35	Sarveer Ahmed	H	H	H	H	H	L	H	H	H	P	P	P	P	H	H	P	P	L	P	P	H	H	P	P	P	P	H	H	P	14	(0+4)	4	13	77.8		

S.No	Adm. No.	Roll No.	Name	01 Sat	02 Sun	03 Mon	04 Tue	05 Wed	06 Thu	07 Fri	08 Sat	09 Sun	10 Mon	11 Tue	12 Wed	13 Thu	14 Fri	15 Sat	16 Sun	17 Mon	18 Tue	19 Wed	20 Thu	21 Fri	22 Sat	23 Sun	24 Mon	25 Tue	26 Wed	27 Thu	28 Fri	29 Sat	30 Sun	31 Mon	Present (Absent + Leave)	Unmarked days	Attendance (%)	
33	1134	33	Shahid	H	H	H	H	H	P	L	H	H	H	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	17	(0+1)	13	94.4	
34	1097	34	Shivansh Koul	H	H	H	H	H	P	P	H	H	P	L	P	P	L	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	16	(0+2)	13	88.9	
35	2526	35	SOHAIB UL RAZ	H	H	H	H	H	P	L	H	H	L	L	L	L	L	H	H	L	L	L	L	P	H	H	P	P	L	P	L	H	H	P	6	(0+1+2)	13	33.3
36	1107	36	Sunandhi	H	H	H	H	H	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	L	17	(0+1)	13	94.4	
37	1929	37	JANISH SHARMA	H	H	H	H	H	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	18	(0+0)	13	100	
38	1092	38	Vikram Singh	H	H	H	H	H	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	18	(0+0)	13	100	
39	2976	39	VINESH BHAT	H	H	H	H	H	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	17	(0+1)	13	94.4	
40	2145	40	YUVAJ KHAJURIA	H	H	H	H	H	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	16	(0+2)	13	88.9	
41	2244	41	ZAHIR ABASS	H	H	H	H	H	P	P	H	H	P	L	L	L	L	H	H	P	P	P	P	P	H	H	P	P	L	P	L	H	H	P	9	(0+9)	13	50
42	1662	42	ZAHRA KHATOON	H	H	H	H	H	P	P	H	H	P	L	L	L	L	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	12	(0+6)	13	66.7	
43	1680	43	ZIYAD BUKAIR	H	H	H	H	H	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	P	H	H	P	P	P	P	H	H	P	15	(0+3)	13	83.3	
	Total Present/Day								28	24			36	36	39	37			39	34	25	38	40			39	42	40	41	36			35					
	Total Absent/Day (Absent+Leave)			0	0	0	0	0	15	19	0	0	7	4	4	6	0	0	4	0	9	18	0	5	3	0	4	1	3	2	0	7	0	0	0	0	8	0
	Total Unmarked/Day			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



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SCHOOL OF EDUCATION

Record keeping of Award rolls

XI. RECORD KEEPING OF AWARD ROLLS

Maintenance of records is very essential in every institution. Records and registers are indispensable for school organization and administration. They are essential for the smooth and successful functioning of the school.

Innumerable things constitute the school records. It is important that records like admission withdrawal, attendance register, and school leaving certificates, cumulative record cards and report cards are maintained properly. They should be up dated all the times.

School records help the school authorities in locating each pupil's whereabouts, significant facts and figures; so as to make important academic and administrative decisions.

Maintenance of records helps a class teacher to know his pupil better in respect of behaviour patterns, and his academic and other achievements so as to provide rich learning experiences and adequate guidance. It also helps the pupil to know his standing, and work for betterment in keeping with his abilities, capacities etc.

AWARD ROLLS (Sample Copy)

REGISTRATION OF AWARD ROLLS

The purpose of this roll is to provide a record of all awards made by the Board of Education. It is important that records like admission registers, transfer registers, and other records be kept up to date. They are essential for the smooth and successful functioning of the school.

The roll is kept in the school records. It is important that records like admission registers, transfer registers, and other records be kept up to date. They are essential for the smooth and successful functioning of the school.

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SUPERVISOR
(Signature)



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SCHOOL OF EDUCATION

List of the students require Physiotherapy

LIST OF THE STUDENTS WHO REQUIRE PHYSIOTHERAPY
SESSION 2022-23

S.NO.	NAME OF THE STUDENT	GROUP
1.	Mohd Umar	A
2.	Umaima Khan	A
3.	Aman Raza	A
4.	Bhanu Sharma	A
5.	Inaaya Sharma	A
6.	Agamjot	A
7.	Adhyan Khajuria	A
8.	Amyra	B
9.	Agammeet Singh	B
10.	Shivam Sharma X	B
11.	✓ Mohd Mudassir	B
12.	Daksh Sharma X	B
13.	✓ Ritvik	B
14.	Nandeshwar X	B

15.	Nishant Bhagat	B
16.	Schajpreet Singh	B
17.	Mohd Usman	C
18.	Kanishk Sharma	C
19.	Manan Sharma	C
20.	Aryan Dutta	D
21.	Akshat	D
22.	Shivani Mehta	D
23.	Amrita Koul	D
24.	Aastha Kak	D
25.	Aditya Padha	D

K. Singh
Inclusive Incharge

R. Gupta
5/5/2022
Joint Director

LIST OF THE STUDENTS WHO REQUIRE SPEECH THERAPY

SESSION 2022-23

S.NO.	NAME OF THE STUDENT	GROUP
1.	Mohd Umar	A
2.	Umaima Khan	A
3.	Inaaya Sharma	A
4.	Aman Raza	A
5.	Agamjot ✕	A
6.	Adhyan Khajuria	A
7.	✓ Bhanu Sharma	A
8.	Amyra	B
9.	Agammeet Singh	B
10.	Shivam Sharma ✕	B
11.	✓ Nishant Bhagat	B
12.	Nandeshwar ✕	B
13.	Mohd Usman	C
14.	Kanishk Sharma	C
15.	Aditya Padha	D

H. Singh
Inclusive Incharge

MS
5/5/2022
Joint Director



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SCHOOL OF EDUCATION

Curriculum construction for special children by student
of M.Ed. Special Ms. Vishali

CURRICULUM

Group- A

Session:-2022-23

Name of Student: - Sartaj Singh

English

1. Write A to Z
2. Match the letters with pictures
3. Write a to z
4. Match the capital letters with small letters
5. Writing his name
6. Match the same fruits pictures and write five fruits name
7. Match the same colors pictures and write five colors name
8. Match the same vegetables pictures
9. Match the same body parts pictures
10. Match the same means of transport pictures
11. Match the same pet animals pictures
12. Match the same wild animals pictures

Maths

1. Write counting 1 to 50
2. Match the same numbers
3. Count the objects and match with the correct number
4. Count the objects and write the correct number
5. Match the same shapes
6. Write number names 1 to 10
7. What comes after
8. What comes before
9. What comes between

Hindi

1. अ से अः तक लिखें !
2. 0यंजन (क से ज) तक लिखें !
3. दो अक्षरों का जोड़ ।
4. अपना नाम लिखें ।
5. समान रंगों का मिलान करें और पाँच रंगों के नाम लिखें
6. समान फलों का मिलान करें और पाँच फलों के नाम लिखें !
7. श्रुतलेख ।
8. तीन अक्षरों के शब्द लिखें ।
9. समान अंगों के चित्र का मिलान करें और पाँच अंगों के नाम लिखें
10. समान जानवरों के चित्र का मिलान और पाँच जानवरों के नाम लिखें

Activity

1. Coloring
2. Paper tearing
3. Paper pasting
4. Painting (Hand, finger and thumb painting)
5. Colors sorting
6. Gripping Activity
7. Group activity
8. Handshake with peer group
9. Peer group interaction
10. Greet elders

Kavita
14/9/22
Class Incharge

K. Singh
Inclusive Incharge

CURRICULUM

Group-C

Session:-2023-24

Name of Student: - *Kamal Singh*

English

1. Write A to Z
2. Write a to z
3. Write ten fruits name
4. Write ten vegetables name
5. Write ten colors name
6. Write ten parts of body
7. Write months of the year
8. Write days of the week
9. Write ten pet animals
10. Write ten wild animals
11. Write Myself(5 lines)
12. Write sources of water

Maths

1. Write counting 1 to 100
2. Write number names 1 to 50
3. Concept of shapes
4. What comes after(1 to 30)
5. What comes before(1 to 30)
6. What comes between(1 to 30)
7. Time tables 2 to 5
8. Single digit addition
9. Single digit subtraction
10. Money concept

Hindi

1. क सँ ए, अ सँ अः
2. फलों के नाम
3. रंगों के नाम
4. सब्जियों के नाम
5. अंगों के नाम
6. पालतू जानवरों के नाम
7. जंगली जानवरों के नाम
8. आ की मात्रा
9. इ की मात्रा
10. ई की मात्रा

Activity

1. Buttoning the shirt
2. Unbuttoning the shirt
3. Paper tearing
4. Paper pasting
5. Sorting pulses
6. Fold the clothes
7. Zip and unzip concept
8. Colors sorting
9. Greet elders
10. Use of calculator

Suibhi
Class Incharge

H. Singh
Inclusive Incharge

CURRICULUM

Group-D

Session :-2023-24

Name of Student :- Kanishk sharma

English

1. My self
2. My friend
3. Parts of the body
4. My family
5. Vegetables
6. Fruits
7. Flowers
8. The kitchen
9. The bedroom
10. The drawing room

MATH

1. Counting 1-100
2. Match the number
3. Number names 1 to 50
4. What comes after
5. What comes between
6. What comes before
7. Time concept
8. Tables (2 to 10)
9. Shape concept
10. Money concept

Pre vocational activities

1. Use of first aid box
2. Button up the shirt
3. Zipping the shirt
4. Assist in moving the furniture
5. Fold the clothes
6. Clean rice & pulses
7. Tells time upon requests
8. Tie up the shoe laces
9. Computer skills (Ms word typing, drawing etc)
10. Making paper envelops
11. Office assistant
12. Canteen

Hindi

1. अंगों के नाम
2. फलों के नाम
3. शब्दों के नाम
4. शब्दों के नाम
5. मेरा परिचय

Sandhi Mahapatra
Class teacher.

Inclusive incharge.



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SCHOOL OF EDUCATION

Progress Report for inclusive class



INCLUSIVE SCHOOL

Bridging the Divide

PROGRESS REPORT FOR INCLUSIVE CLASS



Name:	<u>Shadab</u>
Age:	<u>4yrs.</u>
Father's Name:	<u>Wasim Choudhary</u>
Mother's Name:	<u>Sauha Parvez</u>
Contact Details:	<u>7066619257</u>
Session:	<u>2022-2024</u>

Student Progress Report

Performance Level / Progress towards IEP Goals as per FACP
(Functional Assessment Checklist Program)

Level: Primary Group: A

Area/Domain	No. of Activities	Term- I	Term- II	Term- III
Personal	19	7	9	10
Social	22	11	10	14
Academic	44	2	7	7
Occupational/ Pre-Vocational	4	0	1	1
Total	89	20	27	32
Activities				
1. Music		A	A	A
2. Dance		A	A	A
3. Sports/Physical Education		B	A	A
4. Any Other				

Key Indicators: Above 80%: Independent, 50% - 79 %: Instructional Level, Below 50%: Dependent
Grades will be given for Music, Dance, Sports

A - Very Good, B - Good, C - Satisfactory, D - Needs Improvement

* Pre-Voc activities - Gardening, Vegetable Sowing, Laundry, Sorting, Operating Copy Machine, Mower, Concept Film, Computer

Remarks

Term I	Term II	Term III
<p>Special Educator Shadaab is a cheerful and regular child. He can hold the pencil and can do tracing, coloring, scribbling and paintings. He has shown interest in dance and music. He requires more focus on areas like Speech and Social skills.</p> <p>Physiotherapist/Speech Therapist He is good in physio activities & shows remarkable interest in exis. but doesn't show any interest in speech. He has started speaking's page.</p> <p><u>H. Sivota-8-23</u> Incharge Inclusive School Principal</p>	<p>Special Educator Shadaab is a cheerful and regular child. He is improving in academic areas. His pencil grip has also improved. He has shown interest in sports activities however more focus is required in developing social and speech activity.</p> <p>Physiotherapist/Speech Therapist He is a hyperactive child. He showed good interest in physio reviews but shows less interest in speech sessions.</p> <p><u>H. Sivota</u> Incharge Inclusive School Principal</p>	<p>Special Educator Shadaab being a hyperactive child with poor sitting tolerance & difficulty in following instructions, he attends school regularly. While showing improvement in academic areas and hold on pencil grip, he still requires more focused attention to further enhance his progress. Continued support & strategies to manage his hyperactivity & attention span will be beneficial for his overall development.</p> <p>Physiotherapist/Speech Therapist He is improving in both the sessions. He responds very well in the class.</p> <p><u>H. Sivota</u> Incharge Inclusive School Principal</p>