



T. N. RAO COLLEGE OF TEACHER EDUCATION

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Report on Micro-Teaching Activities to Enhance Competencies in Organizing Learning and Teaching

Introduction: Micro-teaching is a pedagogical technique designed to provide teacher trainees with a controlled environment to practice and refine their teaching skills. This report focuses on the activities conducted during micro-teaching sessions aimed at developing competencies in organizing learning and enhancing teaching skills among trainees.

Objectives:

1. Organizing Learning: Develop trainees' abilities to effectively structure and organize lesson plans.
2. Teaching Competency: Enhance overall teaching competency, including classroom management, communication, and instructional strategies.

Activities:

1. Lesson Planning Workshops:
 - Conducted workshops on effective lesson planning, emphasizing clear learning objectives, varied instructional methods, and appropriate assessments.
2. Micro-Teaching Sessions:
 - Assigned trainees specific topics and guided them in preparing concise lesson plans.
 - Each trainee delivered a 10-15 minute micro-lesson to a small group of peers acting as students, focusing on content organization, engaging instructional techniques, and effective use of teaching aids.
3. Peer Feedback and Reflection:
 - After each micro-teaching session, peers provided constructive feedback based on predefined rubrics.
 - Engaged in reflective discussions to identify strengths and areas for improvement in organizational strategies.
4. Technology Integration Exercises:
 - Introduced activities where trainees incorporated technology into their micro-lessons, emphasizing seamless integration of digital tools to enhance learning organization.
5. Collaborative Lesson Planning Projects:
 - Assigned group projects that required trainees to collaboratively plan and organize a series of lessons, promoting teamwork and shared responsibility.

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6. Case Studies on Classroom Organization:
 - Presented case studies on effective and challenging classroom organization scenarios, stimulating discussions on proactive organization strategies.
7. Incorporating Differentiation:
 - Encouraged trainees to incorporate differentiation strategies into their micro-teaching, addressing diverse learning needs within the simulated classroom.
8. Classroom Management Simulations:
 - Created scenarios simulating classroom management challenges, allowing trainees to practice effective organization in handling behavioral situations.
9. Guest Lectures on Teaching Strategies:
 - Invited experienced educators to deliver guest lectures on effective teaching strategies, providing insights into organizing content and engaging students.
10. Formative Assessment Integration:
 - Guided trainees in integrating formative assessments into their micro-lessons to gauge student understanding and adjust instruction accordingly.

Outcomes:

1. Trainees demonstrated improved abilities in organizing and structuring lessons effectively.
2. Enhanced competencies in using a variety of instructional strategies, managing classrooms, and integrating technology.
3. Increased confidence among trainees in their teaching abilities and adaptability in different teaching scenarios.


Conclusion: The micro-teaching activities successfully contributed to the development of competencies in organizing learning and refining teaching skills among trainees. Continuous feedback, reflective practices, and exposure to diverse teaching strategies were instrumental in achieving the outlined objectives. The skills acquired during these activities are foundational for trainees as they progress toward becoming effective educators.



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1. Report on Organizing Learning- (Lesson Plan)

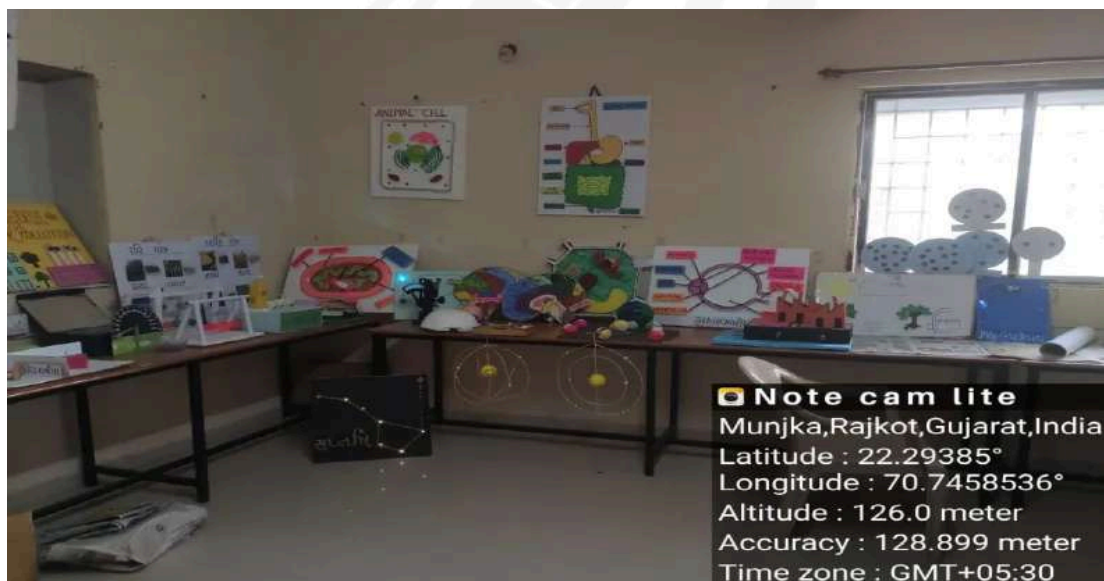
Organizing Learning- (Lesson Plan)

[Bridge Lesson 1](#)

[Bridge Lesson 2](#)

[Bridge Lesson 3](#)

2. Report on Developing Teaching Competencies



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Altitude : 126.0 meter
Accuracy : 128.899 meter
Time zone : GMT+05:30

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Video of Micro Teaching

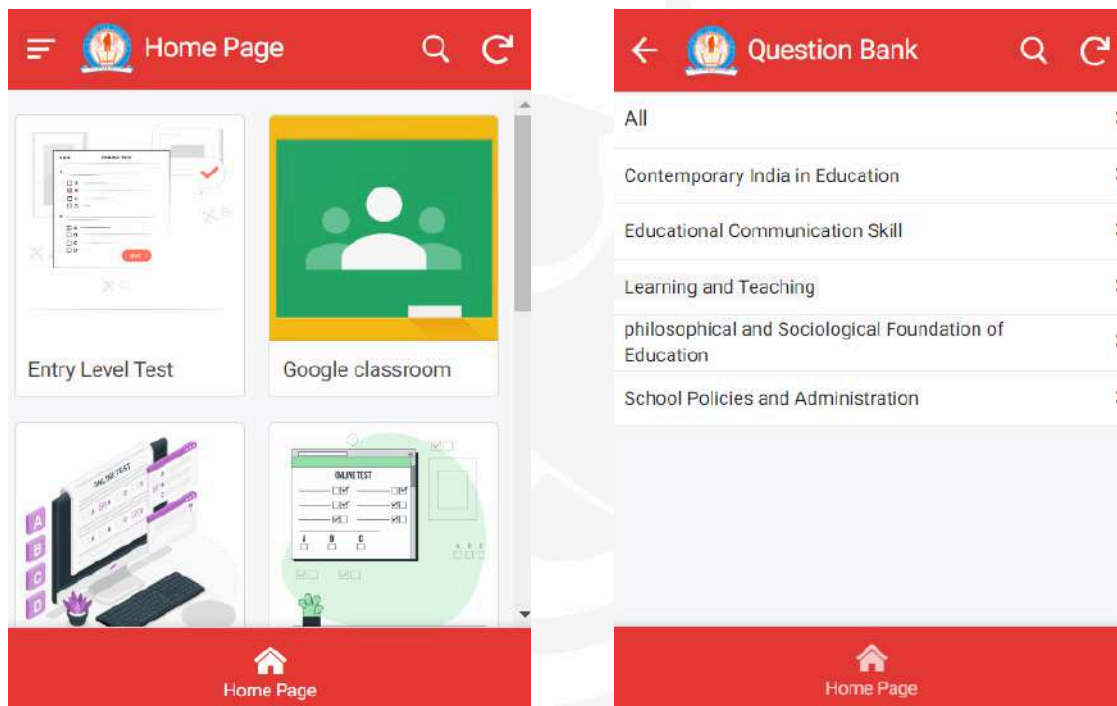
[Video 1](#)

[Video 2](#)

[Video 3](#)

[Video 4](#)

4. Technology Use and Integration



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5. Report on Organizing Field Visits:

Visit to ILT B.Ed College



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Gandhi Museum Visit



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Educational Visit to DPEO (District Primary Education Officer) Office



INS Sardar Patel Navy Base Visit



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6. Report on conducting Outreach/ Out of Classroom Activities:

Youth Festival 2018



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Tree Plantation Drive

Integrated Report : Awareness Programme
(Put the Photograph if possible.)



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Kala Mahotsav 2020



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Manovignan Melo (Psychology Fair)



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7. Report on Community Engagement

World Cancer Day Awareness Program



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Sneh Nirjar School for Mentally Retired Children



Raksha Bandhan Celebration with the Indian Army



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બ્રિગેડિયર ભૂપેન્દ્ર સિંહ ફોગટ
કમાન્ડર
Brigadier Bhupendra Singh Fogat
Commander

Tele : 2001 (D)
2702 (R)

મુખ્યાલય 161 પેદલ બ્રિગેડ
પિન : 908161
સ્ટ્રા 56 એ પી ઓ
Headquarters
161 Infantry Brigade
PIN : 908161
C/o 56 APO

52965/BSF/DO

23 Aug 22

All Girl Students
TN Rao College
Rajkot
Gujarat - 360005

Dear Sir/Madam,

1. I am writing this DO for convey my thanks for your 'RAKHI' send to us on the occasion of Raksha Bandhan. It was indeed very thoughtful of all of you and made us all feel extremely proud. We shall remain ever grateful to all the students for this gesture.

2. I, on behalf of all ranks of the 'PIR PANJAL BRIGADE' convey our best wishes and pray to GOD for your bright future.

with warm regards,

Yours Sincerely,

B Singh

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Green Sweep Initiative



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TN Rao College Student Volunteering at Samarpan Charitable Trust (Valuhdi no Vivah)



દીકરી વ્હાલનો દરિયો કાર્યક્રમમાં આંસુઓનો દરિયો ઉભરાયો

દાતા મહેશભાઈ કોટેયા-દિપ્તિબેન કોટેયા પત્ને ત્રણ વ્યક્ત કરાયું: સ્કૂલના ટ્રસ્ટી
હરદેવસિંહ જાડેજાનું અદકેરું સન્માન: ૫૦ વર્ષની સુવર્ણ જયંતી મહોત્સવની ઉજવણી

રાજકોટ

રાજકોટ શહેરના હાઈસમા કાલાવડ રોડ ઉપર આજથી ૫૦ વર્ષ પહેલાં કુરજભાઈ કોટેયા તથા હેમકુંવરબેન કોટેયાના દાનથી શરૂ કરવામાં આવેલ કે.જે. કોટેયા સ્કૂલનું ૫૦મું વર્ષ ચાલી રહ્યું છે. સમગ્ર વર્ષ સુવર્ણ જયંતી મહોત્સવની ઉજવણીરૂપે ઉજવવાનું નક્કી કરવામાં આવેલ હોય જેના ભાગરૂપે સ્કૂલના પટાંગણમાં ભૂતપૂર્વ છાત્રાઓની ઉપસ્થિતિમાં અતિ ભવ્ય કાર્યક્રમ યોજાઈ ગયો જેમાં ૩૦૫થી વધુ ભૂતપૂર્વ છાત્રાઓ ઉપસ્થિત રહી હતી. આ પ્રસંગે રાજકોટના વિવિધ ક્ષેત્રના મહાનુભાવો ઉપસ્થિત રહ્યા હતા. સ્કૂલની ભૂતપૂર્વ છાત્રાઓએ ગુરૂવંદના કરી જુના સંસ્મરણો તાજા કર્યા હતા. કે.જે. કોટેયા ટ્રસ્ટ દ્વારા જામજોધપુર સ્થિત સાઈ યુપ પ્રસ્તુત દીકરી વ્હાલનો દરિયો કાર્યક્રમ યોજવામાં આવ્યો હતો જેમાં ઉપસ્થિત છાત્રાઓએ



લાગણીસભર થઈ પોતાનું કાળજું ધોયું હતું. કાર્યક્રમના પ્રારંભે રાજકોટ શહેરના વિવિધક્ષેત્રના મહાનુભાવોએ દીપ પ્રાગટ્ય કર્યું હતું જેમાં શહેરના જાણીતા ઉદ્યોગપતિ સુરેશભાઈ અકબરી, જન શ્રેષ્ઠી અનિલભાઈ શાહ, પોપટભાઈ પટેલ, રાજુભાઈ મહેતા, હરીશભાઈ હરિયાણી, હિતેષભાઈ ચોકસી સહિતના

મહાનુભાવો ઉપસ્થિત રહ્યા હતા. પ્રારંભે મહેમાનોનું સ્વાગત સંસ્થાના પ્રમુખ ડો.નિહલ બારોટે કર્યું હતું. મહેમાનોનો પરિચય સંસ્થાના ટ્રસ્ટી મુકેશ દોશીએ કરેલ. આભારદર્શન ટ્રસ્ટી હરદેવસિંહ જાડેજાએ કરેલ. કાર્યક્રમનું સંચાલન રમેશભાઈ જોશી દ્વારા કરવામાં આવ્યું હતું.

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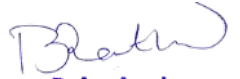
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8. Report on Facilitating Inclusive Education:

Photo of sneh Nirzar



[Video of Sneh Nirjar](#)


Principal
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Report of Activities

1. Report on Organizing Learning- (Lesson Plan)

T.N. Rao College of Teacher Education, Rajkot offers a diverse learning environment catering to different learning abilities, utilizing various learning key concepts, explanations and experiences like whole class, small group, and peer-group learning.

The curriculum includes reading, writing, speaking, discussions, presentations, performing, and role play. Students are the center of the teaching-learning process, focusing on improving inquiry, and linguistic skills. Teachers guide and facilitate activities and provide feedback during and after the lesson. The college also provides bilingual lectures and content in both Hindi and Gujarati languages.

Organizing Learning- (Lesson Plan)

[Bridge Lesson 1](#)

[Bridge Lesson 2](#)

[Bridge Lesson 3](#)

2. Report on Developing Teaching Competencies

The teacher education programme aims to enhance teaching skills in students through micro-teaching, integration, simulation, and practice sessions. Students prepare lesson plans, use local resources, and develop teaching skills. During the Covid-19 pandemic, online micro-teaching and simulation were implemented. The program also covers Bloom taxonomy, its importance, and behavioral writing objectives.

Microteaching session by Faculties: Six basic skills on separate days are

demonstrated by the faculty. In Micro Teaching 6 lessons, block teaching-8, stray lesson-6, simulation lesson-6 online and offline. A layout of the skill lesson plan is explained. Then, students prepared their microteaching lesson plan in

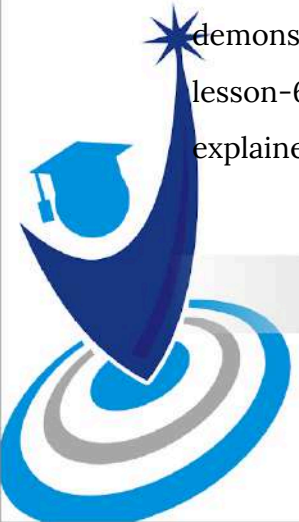
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their pedagogy subject and presented it before the teacher and peer group. The suitable reinforcement and feed-back provided to them for improvement.



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Video of Micro Teaching

[Video 1](#)

[Video 2](#)

[Video 3](#)

[Video 4](#)

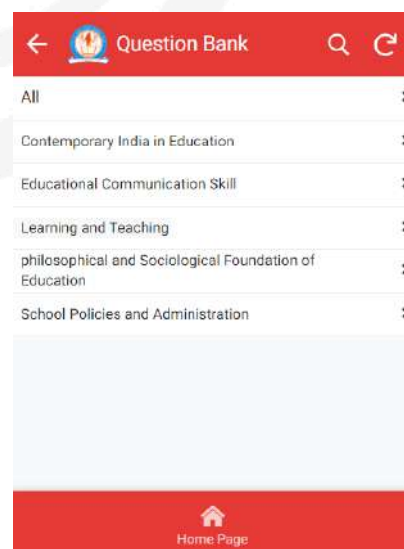
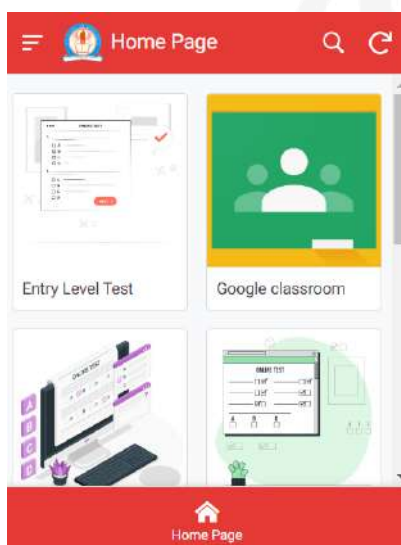
[Micro Teaching Lesson Plan](#)

3. Report on Assessment of Learning

The workshops are being conducted to develop skills among students to prepare a good test paper (Blue print and achievement test).

- Formative Evaluation: The college monitors performance of students in the classroom teaching-learning process, practical works (EPCs) and conducts internal assessment examinations as a part of the formative assessment. In this way, students get proper feed-back about their learning and the areas where they have to improve.
- In the Covid-19 pandemic period, the formative assessment examination was done in online mode via ' Google Form'.


4. Technology Use and Integration



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5. Report on Organizing Field Visits:

Field visits are organized for our students every year. Students had an opportunity to visit one or more places in a year viz. Educational Visit to DPEO (District Primary Education Officer) Office; Exploring Agricultural Realities: Field Visit Report from T.N. Rao College of Teacher Education; Gandhi Museum Visit; Visit to ILT B.Ed College. Under the guidance of Principal Sir Dr. Bharti Rathod the academic tour was organised.

Students are guided and involved in the executing the field visit, and thus develop competency to organize field visit

Visit to ILT B.Ed College



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Exploring Agricultural Realities



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Educational Visit to DPEO (District Primary Education Officer) Office



INS Sardar Patel Navy Base Visit



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6. Report on conducting Outreach/ Out of Classroom Activities:

The college is regularly organizing a number of outreach activities which are directly connected with student's academic, social and cultural development. Activities include creating awareness for social issues, celebration of special days, conducting a small survey etc.

Youth Festival 2018



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Tree Plantation Drive

Integrated Report : Awareness Programme
(Put the Photograph if possible.)



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Kala Mahotsav 2020



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Manovignan Melo (Psychology Fair)



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7. Report on Community Engagement

The college organizes social awareness programmes, health care programmes and environment friendly initiatives with active involvement of students to benefit the community. The students organize rallies, play Natak to generate awareness about social and national importance issues.

World Cancer Day Awareness Program



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Sneh Nirjar School for Mentally Retired Children



Raksha Bandhan Celebration with the Indian Army



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બ્રિગેડિયર ભૂપેન્દ્ર સિંહ ફોગટ
કમાન્ડર
Brigadier Bhupendra Singh Fogat
Commander
Tele : 2001 (D)
2702 (R)

મુખ્યાલય 161 પેદલ બ્રિગેડ
પિન : 908161
સ્ટ્રા 56 એ પી ઓ
Headquarters
161 Infantry Brigade
PIN : 908161
C/o 56 APO

52965/BSF/DO

23 Aug 22

All Girl Students
TN Rao College
Rajkot
Gujarat - 360005

Dear Sir/Madam,

1. I am writing this DO for convey my thanks for your 'RAKHI' send to us on the occasion of Raksha Bandhan. It was indeed very thoughtful of all of you and made us all feel extremely proud. We shall remain ever grateful to all the students for this gesture.
2. I, on behalf of all ranks of the 'PIR PANJAL BRIGADE' convey our best wishes and pray to GOD for your bright future.

with warm regards,

Yours Sincerely,

B Singh



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Green Sweep Initiative



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TN Rao College Student Volunteering at Samarpan Charitable Trust (Valuhdi no Vivah)



દીકરી વ્હાલનો દરિયો કાર્યક્રમમાં આંસુઓનો દરિયો ઉભરાયો

દાતા મહેશભાઈ કોટેયા-દિપ્તીબેન કોટેયા પત્ને ત્રણ વ્યક્ત કરાયું: સ્કૂલના ટ્રસ્ટી
હરદેવસિંહ જાડેજાનું અદકેરું સન્માન: ૫૦ વર્ષની સુવર્ણ જયંતી મહોત્સવની ઉજવણી

રાજકોટ

રાજકોટ શહેરના હાઈસમા કાલાવડ રોડ ઉપર આજથી ૫૦ વર્ષ પહેલાં કુરજભાઈ કોટેયા તથા હેમકુંવરબેન કોટેયાના દાનથી શરૂ કરવામાં આવેલ કે.જે. કોટેયા સ્કૂલનું ૫૦મું વર્ષ ચાલી રહ્યું છે. સમગ્ર વર્ષ સુવર્ણ જયંતી મહોત્સવની ઉજવણીરૂપે ઉજવવાનું નક્કી કરવામાં આવેલ હોય જેના ભાગરૂપે સ્કૂલના પટાંગણમાં ભૂતપૂર્વ છાત્રાઓની ઉપસ્થિતિમાં અતિ ભવ્ય કાર્યક્રમ યોજાઈ ગયો જેમાં ૩૦૫થી વધુ ભૂતપૂર્વ છાત્રાઓ ઉપસ્થિત રહી હતી. આ પ્રસંગે રાજકોટના વિવિધ ક્ષેત્રના મહાનુભાવો ઉપસ્થિત રહ્યા હતા. સ્કૂલની ભૂતપૂર્વ છાત્રાઓએ ગુરૂવંદના કરી જુના સંસ્મરણો તાજા કર્યા હતા. કે.જે. કોટેયા ટ્રસ્ટ દ્વારા જામજોધપુર સ્થિત સાઈ યુપ પ્રસ્તુત દીકરી વ્હાલનો દરિયો કાર્યક્રમ યોજવામાં આવ્યો હતો જેમાં ઉપસ્થિત છાત્રાઓએ



લાગણીસભર થઈ પોતાનું કાળજું ધોયું હતું. કાર્યક્રમના પ્રારંભે રાજકોટ શહેરના વિવિધક્ષેત્રના મહાનુભાવોએ દીપ પ્રાગટ્ય કર્યું હતું જેમાં શહેરના જાણીતા ઉદ્યોગપતિ સુરેશભાઈ અકબરી, જન શ્રેષ્ઠી અનિલભાઈ શાહ, પોપટભાઈ પટેલ, રાજુભાઈ મહેતા, હરીશભાઈ હરિયાણી, હિતેષભાઈ ચોકસી સહિતના

મહાનુભાવો ઉપસ્થિત રહ્યા હતા. પ્રારંભે મહેમાનોનું સ્વાગત સંસ્થાના પ્રમુખ ડો.નિહલ બારોટે કર્યું હતું. મહેમાનોનો પરિચય સંસ્થાના ટ્રસ્ટી મુકેશ દોશીએ કરેલ. આભારદર્શન ટ્રસ્ટી હરદેવસિંહ જાડેજાએ કરેલ. કાર્યક્રમનું સંચાલન રમેશભાઈ જોશી દ્વારા કરવામાં આવ્યું હતું.

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8. Report on Facilitating Inclusive Education:

For an inclusive classroom, it is essential to know the requirements of an inclusive classroom in terms of infrastructure, need of child, adoption in curriculum and evaluation. These aspects are explained in the subject Creating an inclusive school. Students learn the concept in classroom discussion and thus develop their knowledge about inclusive school. Students prepare special learning materials and deliver their lesson plan to address the need for an inclusive classroom. They exhibit an exhibition too to spread awareness about the use of special learning materials.

Students involved in knowing special learning needs of an inclusive school.

(Individual assignment was submitted).

Photo of sneh Nirzar



[Video of Sneh Nirjar](#)

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Group work to promote inclusiveness:

Students work in group activities like group discussion, projects in which students learn about each other's skills and learn with a peer group too. Students learn to respect diversity and inclusion in this way. Participating in community activities like Sneh nirjar.

Promoting Inclusivity: Spreading Awareness about Disabilities at Sneh Nirjar

Introduction:

On October 13, 2022, the aspiring educators from T.N. Rao College of Teacher Education, pursuing B.Ed and M.Ed programs, embarked on an educational excursion to Sneh Nirjar, a school dedicated to serving mentally challenged individuals aged 50 and above. The purpose of this excursion was to immerse our students in the specialized realm of special education, focusing particularly on addressing the needs of individuals with mental challenges.

Objective:

The primary aim of the excursion was to acquaint the students with the practical aspects of teaching and managing classrooms for individuals with special needs. By interacting with the students and faculty at Sneh Nirjar, we aimed to deepen our understanding of effective teaching methodologies, behavioral management techniques, and the holistic development of mentally challenged individuals.

Activities and Observations:

Upon arrival at Sneh Nirjar, the students received a warm welcome from the school's staff and students. The excursion commenced with an orientation session, during which the faculty provided insights into the school's mission, teaching methodologies, and the distinctive challenges encountered in educating mentally challenged individuals. This session served as a foundation for our visit, sensitizing us to the diverse needs of the students.

Throughout the excursion, our students actively engaged in various activities alongside the students of Sneh Nirjar. These activities included interactive storytelling sessions, art and craft workshops, and group games aimed at fostering social interaction and cognitive development. One particularly impactful activity was a collaborative art project, where our students and those from Sneh Nirjar collaborated to create a mural depicting themes of unity and inclusivity.

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In addition to participating in activities, our students had the opportunity to observe classroom sessions led by experienced special educators. These sessions underscored the importance of personalized instruction, multi-sensory learning approaches, and positive reinforcement in facilitating learning outcomes for mentally challenged students. Furthermore, our students gained insights into the use of assistive technologies and adaptive teaching aids to support the learning process.

Reflection and Learning Outcomes:

The excursion to Sneh Nirjar provided our students with a profound learning experience, reinforcing several fundamental principles of inclusive education and special needs teaching.

Key learning outcomes included:

Empathy and Sensitivity: Interacting with the students of Sneh Nirjar cultivated empathy and sensitivity towards individuals with special needs, emphasizing the significance of creating a supportive and inclusive learning environment.

Adaptability and Flexibility: Witnessing the adaptive teaching strategies employed by the faculty highlighted the importance of flexibility and innovation in catering to the diverse needs of mentally challenged students.

Collaboration and Teamwork: Collaborative activities emphasized the value of teamwork and cooperation in fostering socialization and peer support among students with special needs.

Professional Growth: Insights gained from observing experienced special educators and engaging with students with special needs will inform our students' professional practice and enhance their effectiveness as future educators.

Conclusion:

In conclusion, the educational excursion to Sneh Nirjar was a transformative experience for the students of T.N. Rao College of Teacher Education. It provided them with invaluable insights, skills, and perspectives that will shape their approach to inclusive education and empower them to make meaningful contributions to the field of special education in their future careers. We extend our heartfelt gratitude to the staff and students of Sneh Nirjar for their warm hospitality and for enriching our learning journey.



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9. Report on Preparing Individualized Educational Plan (IEP):

- Preparation of Special Learning Materials, IEP and its execution: In the subject, Creating an Inclusive school, students prepare special learning materials for addressing the need of special disability. Plan the lesson plan, execute it and evaluate its effectiveness. In this way, students prepared themselves for individualized learning.
- Each and every student is preparing their individual lesson plans, teaching aids, giving presentations, assignments, and feed-back were provided to them individually.
- For slow learners, remedial classes are conducted. The advanced learners are continuously encouraged to strive for higher goals for providing them additional inputs for better career planning and growth e.g. encouraging the students to be active members of various activities. They are encouraged to do some online/offline courses to supplement their learning. Students are encouraged to participate in the competition according to their abilities.

Individualized Preparation of Special Learning Materials, IEP and its execution

[Student Internship Report](#)

Individualized Lesson plan prepared by individual student:

[Lesson Plan](#)



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