



**KONKAN MUSLIM EDUCATION SOCIETY'S  
COLLEGE OF EDUCATION**  
Old Thana Road, Rais High School compound, Bhiwandi 421302

**Criteria 2.4.1**

**REPORT OF ACTIVITIES**

**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

### 1. Organizing Learning:

Konkan Muslim Education Society College of Education is providing a congenial learning environment to students by catering different learning abilities of the students. It design learning opportunities as per the curriculum offered by the University of Mumbai. Various types of learning experiences viz. whole class learning, small group learning, peer-group learning etc. are given to students depending on their needs analyzed by the respective teacher. These activities are an integral part of the curriculum and carried over the whole session. The learning activities include reading, writing, speaking, discussions, presentation by individual students or in a group, performing, role play etc.. The students are the center point of the teaching-learning process. The focus is given to improve student's ability to inquiry, scientific temper, linguistic skills for effective speaking & writing, expression etc. Here peer-group learning plays an important role in enhancing the competencies and skills in students. Teachers work as a guide and facilitator, plan innovative activities and motivate students to participate in these activities, and monitor their progress too. Students' role is not only limited to participation, but they are the observers in the activities and provide feed-back also for improvement. In such a way analyzing and judging capacities are also developed in students. To cater the needs of Urdu and English medium students, teachers deliver lectures bilingual and provide content in both Urdu and English languages.

**Faculty in teaching learning process: (online mode)**

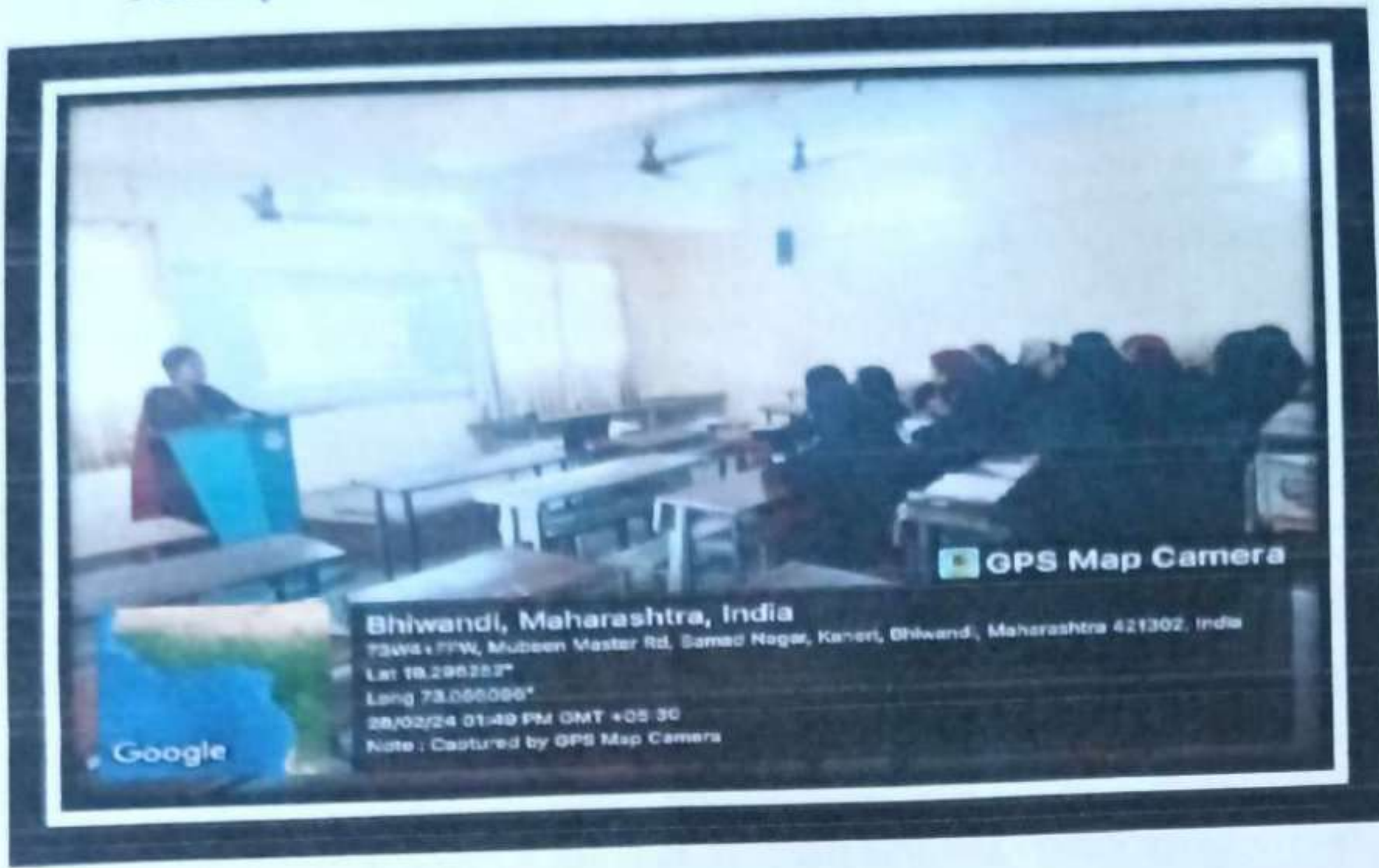


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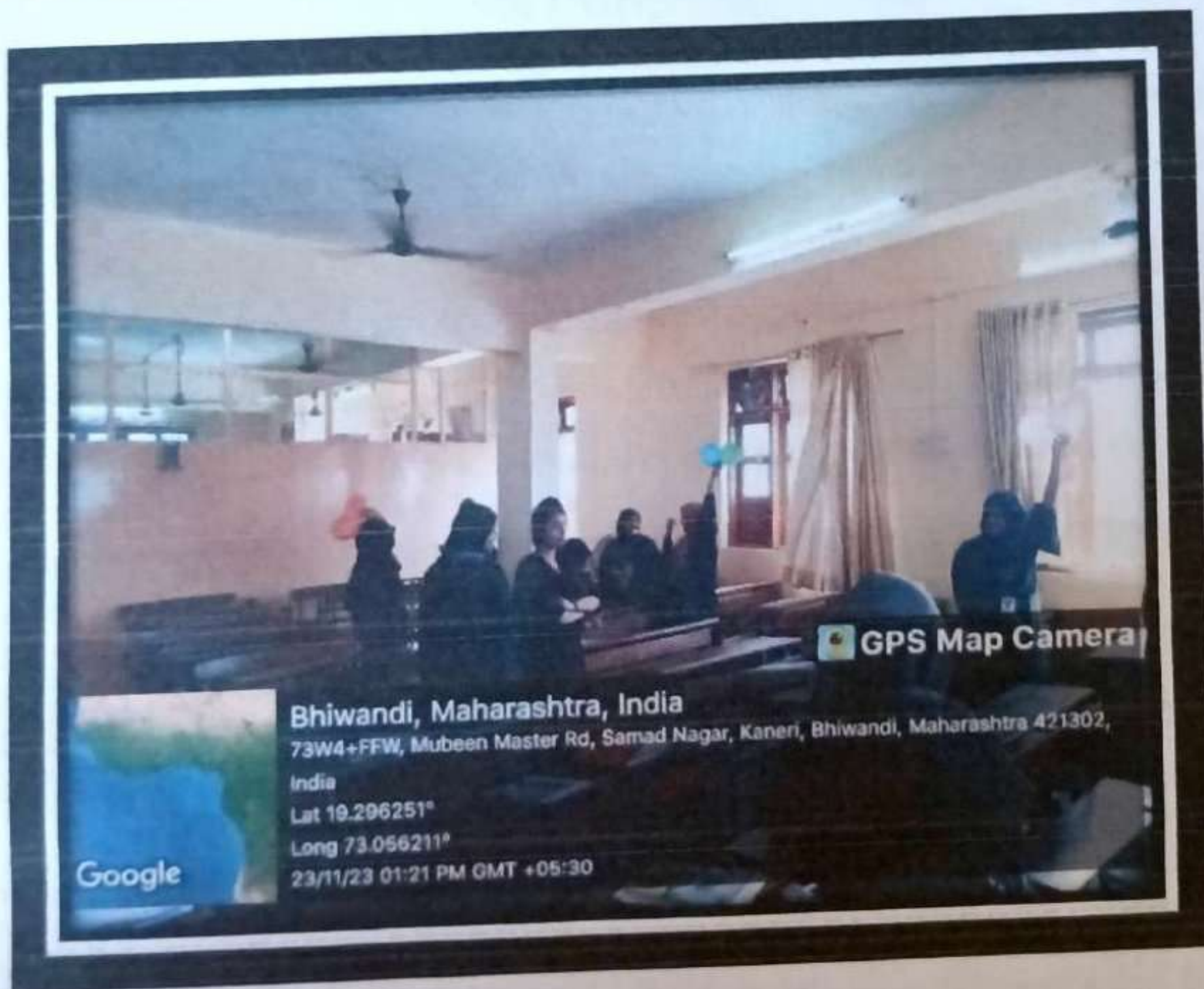
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Faculty in teaching learning process: (Off line mode)



Off line Presentation by the faculty



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Opportunity provided to learn in small groups:

Teaching Aid Exhibition:



Feedback by the faculties on student's work, Exhibition



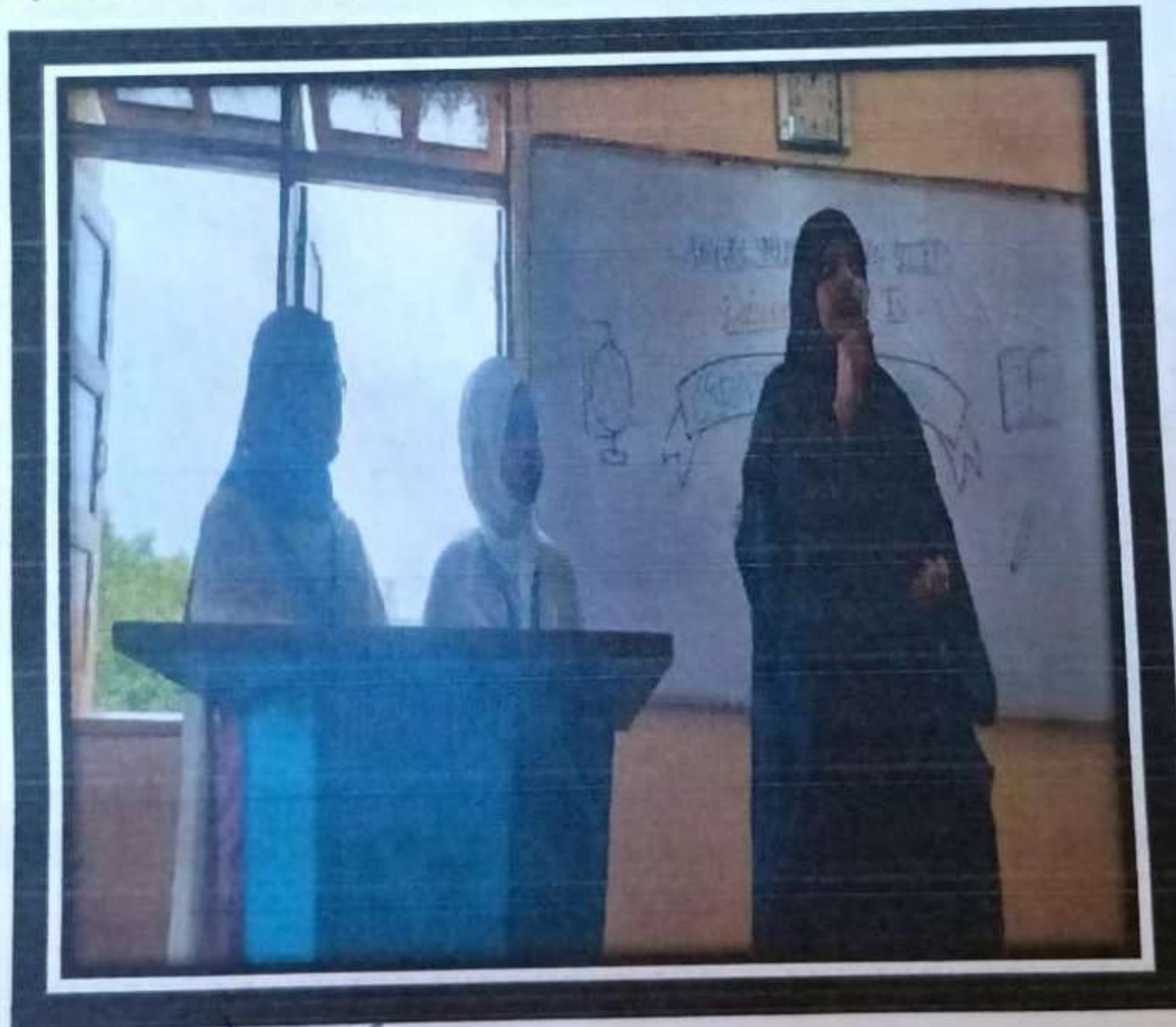
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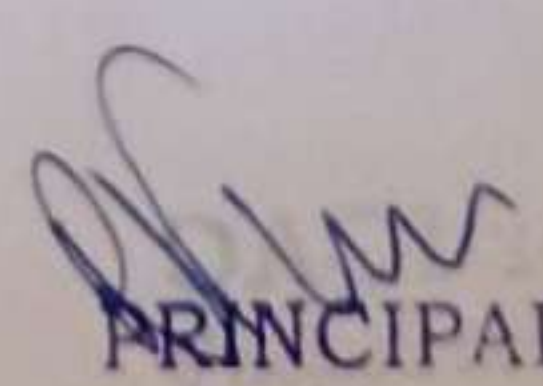
Group presentation:



Opportunity for students to express their own views



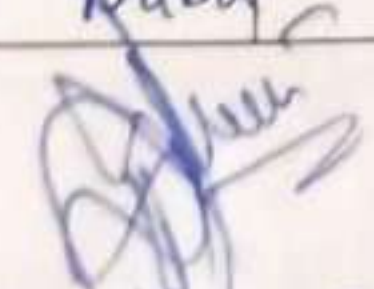
  
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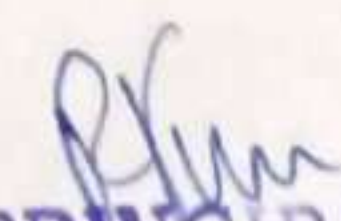
  
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# Peer Feedback on group presentation

0-Poor, 1-Fair, 2-Good, 3-<sup>Good</sup>Very, 4-Good, 5-Excellent

	Criteria	Informative	Well-informed about the topic	Maintaining the interest	Enthusiastic about the topic	Organized and prepared	Gestures and Facial Expressions
Sr No	Name of the students						
01	Ansari Zainab	2	4	3	4	4	3
02	Momin Fatima	3	4	4	3	4	4
03	Ansari Nampa	4	3	2	4	3	2
04	Ansari Naba	3	3	3	2	4	4
05	Ansari Betareen	2	4	2	4	2	3
06	ANSRI SANA	4	3	2	4	2	4
07	Qureshi aaliya	3	2	5	2	3	4
08	Rais Rida	4	3	4	2	4	3
09	Khan ASRA	4	5	2	3	4	2
10	SHAH Zahida	5	4	4	3	3	4
11	Khan Samas	4	3	5	4	3	4
12	Tase Maria	4	5	2	3	4	3
13	Shaikh Nida	3	4	5	2	5	4
14	Momin Vanija	4	4	3	2	4	3
15	mali LATA	3	2	4	2	1	5
16	Rais Rida	4	3	2	5	1	4
17	momin Naba	3	4	2	5	1	4

  
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Use of different methodologies like Role play and integrating ICT in teaching-learning process.



Opportunity is provided for the project work:



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**B. Ed. LESSON PLANNER**

Name of the Pupil Teacher: Shruthi Anurag Jabum Roll No.: 26  
 Name of Practice Teaching School: Aqua girls high school (English medium)  
 Lesson No.: 7 Subject: English  
 Date: 08-1-2024 Std VIII<sup>th</sup> Div: \_\_\_\_\_ Topic: Revolutionary steps in surgery  
 Previous Knowledge: Students have previous knowledge about surgery.

Instructional Objectives	Specifications
Remembering: The pupil recalls their previous knowledge about surgery.	The pupil is recalling their previous knowledge about surgery.
Understanding: The pupil understands the changes that took place in the field of science and surgery.	The pupil is understanding the changes that took place in science and technology.
Applying: The pupil applies their knowledge in day-to-day life by knowing the advantages of different surgery.	The pupil is applying their knowledge in day-to-day life.
Evaluating: The pupil evaluates his knowledge of lesson by explaining the proper utilization of advanced technology.	The pupil is summarizing the lesson that highlight the proper utilization of the advanced technology.

Teaching Aids: Pictures of ancient and modern technology  
 Core Element: inculcation of scientific temper.  
 Core Values: scientific attitude.  
 Values: scientific attitude.  
 Methods/Skills: Questioning / explanation.

**SET INDUCTION**

Teacher's Activity	Pupil's Activity
Teacher shows the pictures of ancient and modern technology and asks the children to observe and write the changes in one column and the advantages in another column.	Students observe carefully and actively participated and write the pictures in correct column.
Teacher asks the children to explain the proper utilization of advanced technology.	Students observe and answer for performing any surgery.

I am going to study about Revolutionary steps in surgery

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B. Ed. LESSON PLANNER

Teaching Points	Teaching Activity	Pupil Activity
<p>Revolutionary steps in surgery</p> <p>Loud Reading:</p> <p>Silent reading:</p> <p>AIM Question:-</p> <p>Explanation:- Surgery dates back to ancient times. Operations were successful.</p>	<p>Teacher greets the students and writes the topic on black board.</p> <p>Teacher loudly read the para with proper punctuation expansion and gestures.</p> <p>Teacher tell the students to read silently.</p> <p>How many types of surgery has the author mentioned?</p> <p>Teacher 1:- Teacher 1 started the explanation with the introduction. This lesson explores the changes that took place in the field of science and surgery to treat patients without causing much pain apart from alteration in the surgical method, this lesson also highlights the proper utilization of technology by our surgeons procedures, the advantages of an anaesthesia, the first heart successful surgery, Neurosurgery, Robotic surgery, and Laser. When it comes to surgery the work Sushruta Samhita is considered to be as one of the oldest work dealing with surgery which gives us a direct hint that it was Sushruta who had performed the first surgical operations. Tooth extraction and blood letting had also been performed by some ancient surgeons.</p> <p>The development of anaesthetics or gases called anaesthetics like ether and chloroform took place from mid 19th century to make painless operations possible and successful. Presently the surgeons had dared open the part of the body that was not healthy together.</p> <p>Teacher 2:- Teacher 2 shows the chart of history of surgery has been done from ancient times to 19th century. Teacher 2 shows the 3D animation of laser surgery. Teacher 2 shows the 3D animation of laparoscopic surgery. Teacher 2 shows the 3D animation of robotic surgery. Teacher 2 shows the 3D animation of laser surgery. Teacher 2 shows the 3D animation of laparoscopic surgery. Teacher 2 shows the 3D animation of robotic surgery.</p>	<p>Students give their response.</p> <p>Teacher asks 'Yes' the class.</p> <p>Students listen carefully.</p> <p>Students read silently.</p> <p>Students answer.</p> <p>Students listen carefully and trying to understand.</p> <p>Students trying to understand.</p>

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## B. Ed. LESSON PLANNER

Teaching Points	Teaching Activity	Pupil Activity
<p>Neurosurgery:- Surgery and medicine.</p> <p>Key-element nucleation of scientific temper.</p>	<p>When in 1733, British doctor William performed the first major medical technique of repairing the human heart for the first time on his patient James (British) who was suffering from a very dangerous knife wound. The knife had cut an artery less than an inch from James' heart and punctured his pericardium.</p> <p>Teacher 2 shows the 3D Animation of Neurosurgery. with the help of 3D Animation teacher 1 started the explanation. Neurosurgery is another speciality to have received recognition since the early 90s. It is a surgical specialisation that treats disease and disorders of the brain and spinal cord. Harvey Cushing is considered to be the father of modern Neurological surgery.</p> <p>Teacher inculcate in students the proper utilization of science and technology and advancement in technology.</p>	<p>Students seeing the 3D animation</p> <p>students trying to understand</p> <p>student recognize the importance of science and technology.</p>

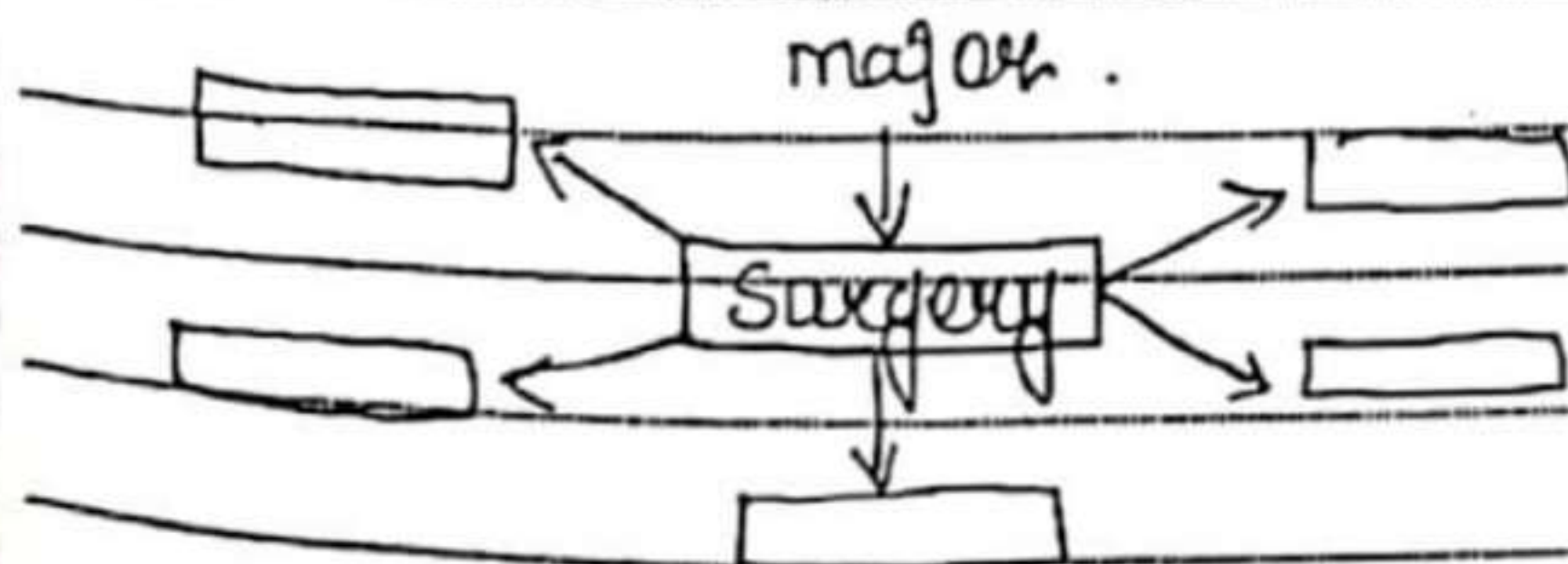
Recapitulation : 1) Who is the first surgeon to perform operations?

2) The father of modern neurosurgery?

Application : write in your own word?

a) Sushruta, Sushruta b) first cardiac surgery.

Evaluation : Fill in the web with words related to 'Surgery'



Assignment : Write about an imaginary telephonic conversation between you and your family doctor secretary asking for an appointment to consult the doctor for a health problem you are suffering from.

# CHALK BOARD SUMMARY

Date: 8-01-24

Std.: VIII<sup>th</sup>

Div.: \_\_\_\_\_

Subject: English

Topic: Revolutionary steps in surgery

Topic: Revolutionary steps in surgery

Father of surgery :-  
Sushruta Samhita

different types of complicated surgery.

- cardiac surgery
- Neurosurgery

Difficult words.

- 1) Sedatives - a drug taken for
- 2) anaesthesia - injection of before surgical operation.
- 3) benumbs - make numb so one does not feel any pain.
- 4) valves - any of various mechanical devices that control the flow of liquid.

## RATING SCALE

Sr. No.	Teaching Point	Excellent	Good	Average	Per
1	Set Induction				
2	Explanation		✓		
3	Expression		✓		
4	Body Language				
5	Behaviour			✓	
6	Language Fluency	✓	✓		
7	Content Knowledge	✓			
8	Example Used	✓			
9	Teaching Aids				
10	Creativity & Innovation		✓		
11	Interest Created		✓		
12	Student's Participation		✓		
13	Chalk Board Work	✓	✓		
14	Questions Asked	✓			
15	Class Control	✓			
16	Core Element Inculcated	✓			
17	Objective Achieved	✓			
18	Time Management	✓	✓		
19	Homework given	✓			
20	Overall Performance		✓		

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Feedback / Remarks: Explained clearly. Students doubt. She was confident.

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2. **Developing Teaching Competencies:** The primary objective of the teacher education programme is to develop teaching skills in the budding teachers. Opportunities are given to students to develop their subject matter knowledge, communication skills, instructional abilities by means of micro-teaching, integration, simulation, and practice teaching sessions. Students are involved in preparing lesson plans, teaching-learning aids, use locally available resources in teaching aids and to develop different teaching skills. Students' performance is being monitored and supported by reinforcement and feed-back.. Session on Bloom taxonomy, Initially the teacher conducts classes in about Bloom taxonomy. In which three domains of Taxonomy, its importance and writing objective in behavioral terms are explain.

**Microteaching session by Faculties:** Six basic skills on separate days are demonstrated by the faculty. A layout of the skill lesson plan is explained. Then, students prepared their microteaching lesson plan in 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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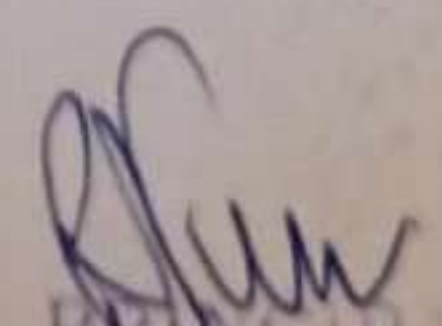
Faculty monitoring microteaching presentation by students.



Teacher's role in explaining Lesson plan based on Model of Teaching



  
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Teacher 1: Saalya (co-learning)

Teacher 2: Dalakshami

B. Ed. LESSON PLANNER

Name of the Pupil Teacher: Khan Saalya Roll No.: 14

Name of Practice Teaching School: K.M.E.S School

Lesson No.: 11 Subject: Maths

Date: \_\_\_\_\_ Std: VIII Div: E Topic: Area

Previous Knowledge: Student have the knowledge of the area of square, right angled, triangle, rectangle, triangle etc.

Instructional Objectives	Specifications
<p><u>Remembering</u> :- pupil recall the knowledge of area of square, right angled triangle, rectangle, triangle etc</p>	<p>pupil is recalling the knowledge of area of square, right angled, triangle, rectangle etc</p>
<p><u>Understanding</u> :- pupil understand the formula of area of parallelogram</p>	<p>pupil is understanding the formula of area of parallelogram</p>
<p><u>Applies</u> :- pupil applies the formula of area of parallelogram to solve problem</p>	<p>pupil is applying the formula of area of parallelogram to solve problem</p>
<p><u>Evaluating</u> :- pupil evaluates the formula to solve the problem</p>	<p>pupil is evaluating the formula of area of parallelogram to solve the problem</p>

Teaching Aids : Cut out of parallelogram, charts

Core Element : Constitutional obligation

Core Values : Neatness

Values : \_\_\_\_\_

Methods/Skills : Explanation, Questioning, Problem Solving etc

Synthesis

**SET INDUCTION**

Teacher's Activity	Pupil's Activity
<p>Teacher ask questions what is the area of square, triangle, rectangle, parallelogram</p> <p><b>Co-ordinator IQAC</b> Konkan Muslim Education Society College of Education, Bhiwandi Dist. Thane</p> <p>Q. What is the area of parallelogram</p>	<p>Student observes</p> <p><b>PRINCIPAL</b> Konkan Muslim Education Society College of Education Bhiwandi Dist. Thane</p>

Statement of Aim: So, today we are going to study topic

# B. Ed. LESSON PLANNER

Teaching Points	Teaching Activity	Page
<p>• Area of parallelogram.</p>	<p>Teacher 1: Teacher 1 explains, Parallelogram is closed figure whose opposite sides are parallel and equal. Teacher explains with example like a parallelogram shaped room and we want to lay down the carpet on the floor. How will you measure the size of carpet?</p> <p>Teacher 2</p> <p>Teacher explains,            Draw big <math>\square ABCD</math> parallelogram            Draw perpendicular <math>AE</math> on side <math>BC</math>.            Cut the right angled <math>\triangle AEB</math>. Join it with the remaining part of <math>\square ABCD</math> we will observe that the new figure formed is a rectangle. mean the rectangle is formed from the parallelogram so areas of both the figure are equal.            • Base of parallelogram is one side (length) of the rectangle and its height is the other side (breadth) of the rectangle.  <math>\therefore</math> Area of parallelogram = base <math>\times</math> height</p>	<p>Page</p>
<p>• Area of parallelogram:</p>	<p>Teacher 1:  <math>\square ABCD</math> is a parallelogram            Draw seg <math>DP \perp</math> on side <math>BC</math> and            Draw seg <math>AR \perp</math> on side <math>BC</math>            If side <math>BC</math> is a base then  <math>h = DP = AR</math>  <math>\therefore A(\square ABCD) = f(BC) \times h</math>  <math>= f(BC) \times k</math>  <math>= f(AB) \times k</math>  <math>\therefore A(\square ABCD) = f(BC) \times h</math>  <math>= f(AB) \times k</math></p>	<p>Page</p>

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# B. Ed. LESSON PLANNER

Teaching Points	Teaching Activity	Pupil Activity
<p><b>Question:</b></p>	<p><b>Teacher:</b>                      Teacher explains problem                      Q. If base of parallelogram is 8cm and height is 5cm then find its area.                      Solution: Area of parallelogram = base <math>\times</math> height = <math>8 \times 5 = 40</math>  <math>\therefore</math> Area of parallelogram is 40 sq cm                      Q. If area of parallelogram is 112 sq cm and base of it is 10cm then find its height.                      Solution: Area of parallelogram = base <math>\times</math> height  <math>\Rightarrow 112 = 10 \times \text{height}</math>  <math>\frac{112}{10} = \text{height}</math>  <math>\therefore</math> Height of parallelogram is 11.2cm                      while making perpendicular on the side measurement accurately.</p>	<p>Students observe and notes down</p> <p>Student observe carefully</p>

**Precaution and care**

Value: neatness, precision are taken in account and by using the formula of parallelogram we can calculate the elements of constitutional articles.

Recapitulation: ① what is area of square, rectangle, triangle?

② what is area of parallelogram?

Application: If base of parallelogram is 18cm and its height is 11cm. find its area.

Evaluation: If area of a parallelogram is 296 sq cm and its base is 8cm, find its height?

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Assignment: Q. Find area of parallelogram if its height is 64cm and its base is \_\_\_\_\_

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# CHALK BOARD SUMMARY

Std.: VIII Div.: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: Maths Topic: Area

- Parallelogram
- Area of parallelogram
- Explanation

Solution:  
 Area of a parallelogram  
 = Base  $\times$  height  
 =  $8 \times 5$   
 = 40  
 $\therefore$  Area of parallelogram  
 40 sq. cm

## RATING SCALE

Sr. No.	Teaching Point	Excellent	Good	Average
1	Set Induction		✓	
2	Explanation		✓	
3	Expression			✓
4	Body Language			✓
5	Behaviour		✓	
6	Language Fluency		✓	
7	Content Knowledge		✓	
8	Example Used	✓		
9	Teaching Aids	✓		
10	Creativity & Innovation		✓	
11	Interest Created		✓	
12	Student's Participation			✓
13	Chalk Board Work		✓	
14	Questions Asked			✓
15	Class Control	✓		
16	Core Element Inculcated		✓	
17	Objective Achieved		✓	
18	Time Management		✓	
19	Homework given		✓	

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Remarks: Overall lesson is good  
 Improve on language fluency & content knowledge.

Dusakhani  
Observer's

To develop the teaching competencies some guest lectures and workshops are also conducted from time to time to provide enrich experience in this aspect.



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KONKAN MUSLIM EDUCATION SOCIETY'S  
**College of Education**

158, Old Thana Road, Rais High School Campus, Bhiwandi-Dist, Thane- 421 302

Ref No.: KMES/B.ED/1824/2024

Date: - 3<sup>rd</sup> February, 2024

**NOTICE FOR STAFF**

**(Under Internal Quality Assurance Cell)**

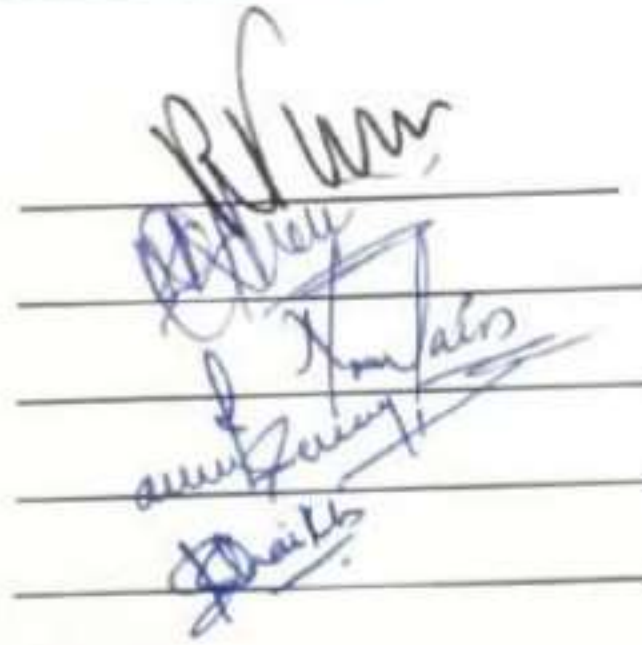
There will be a meeting regarding seminar on "BARRIERS TO EFFECTIVE COMMUNICATION" under IQAC on 5<sup>th</sup> February, 2024 at 12.30 p.m. All the IQAC members are requested to attend the same.


**AGENDA**

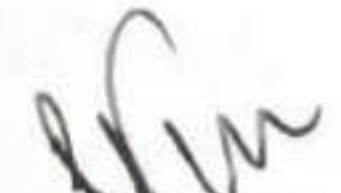
- 1) Discussion on date and timing.
- 2) Discussion on Resource Person.
- 3) Discussion on Requirements and arrangements for Workshop.

**List of Attendees**

- 1) Dr. Mrs. Ravinder Kaur Vilku
- 2) Miss. Heena Khan
- 3) Miss. Noorulain Shaikh
- 4) Mrs. Sumaiya Momin
- 5) Mrs. Khalida Shaikh



  
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## MINUTES OF THE MEETING

The meeting initiated as per the given agenda. Minutes of last meeting had read by Miss. Heena Khan (IQAC Coordinator). Dr. Mrs. Ravinder Kaur Vilku (Principal, KMES College of Education) started the discussion on dates and necessary arrangements for workshop. All members were participated in discussion regarding resource persons and topic. Mrs. Sumaiya Momin and Mrs. Khalida Shaikh (IQAC members) also suggested some other necessary arrangements for conducting workshop. All IQAC members and principal agreed with their suggestion.

Tasks were allotted to the IQAC members by Principal and IQAC coordinator. The meeting was ended on the formal vote of thanks was proposed by Miss. Noorulain Shaikh (IQAC Member).



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**Date: 13/02/2024**

**REPORT ON SEMINAR ON BARRIERS TO EFFECTIVE  
COMMUNICATION**

**Details about event:**

Title: Seminar on “Barriers to Effective Communication”

Date: 10/02/2024

Time: 12:30 p.m.

Resource Person: Mr. Ubaid Shaikh

**Objectives:**

- To understand the barriers of communication and how to overcome
- To understand about how barriers can prevent individuals from effectively expressing their thoughts and feelings.
- To aware about various forms of barriers.

**Description of event:**

K.M.E.S College of Education had organized a seminar on “**Barriers to Effective Communication**” to create awareness among the students in the teaching profession, because great teachers create great students. As the world continues to evolve, effective communication remains a vital skill for navigating the complexities of modern life. Research proves that an inspiring teacher is the most important aspect of school-related factor influencing student achievement **Mr. Ubaid Shaikh** enlightened the audience on the importance of barrier to effective communication It is an

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obstacle that blocks the success of an individual . He emphasized on how communication is more than just words. He further elaborated that it can appear in various forms, including psychological, linguistic, technological, physical, and cultural factors, etc. These barriers can prevent individuals from effectively expressing their thoughts and feelings, as well as make it difficult for recipients to fully grasp and understand the message being conveyed. He also spoke on identify barriers to effective communication, it is important to be attentive to various cues and signals during the communication process. He concluded that by understanding its importance, mastering its key components, and implementing strategies for improvement, individuals can build stronger relationships, resolve conflicts, and achieve their goals more efficiently. Light -hearted yet strong and effective session by saying that to be successful in life, learn, unlearn and relearn.

At last, interactive session were arranged. Participants asked about their queries and got satisfied answers from resource persons.

### Outcome:

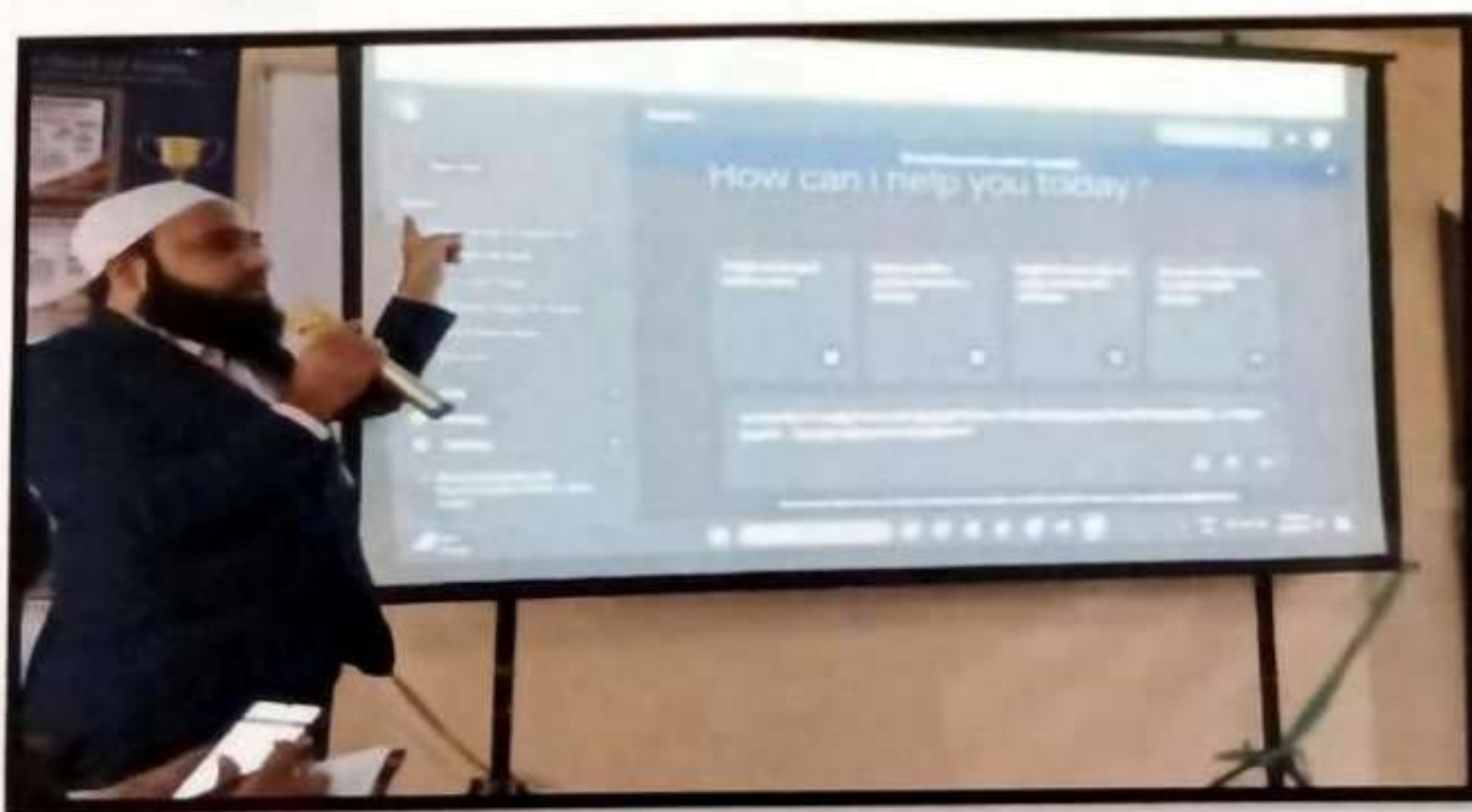
Communication barriers can significantly impact the learning experience and student achievement. By understanding these common barriers and implementing strategies to overcome them, teachers can create a more effective and inclusive learning environment. This not only helps students understand and convey their thoughts better but also ensures they can communicate and engage actively, ultimately leading to academic success. Classroom communication is the exchange of information between teachers and students within a classroom setting.

If you make an effort to deal with all types of barriers to effective communication when they happen in your environment, you are likely to have much better success in sharing ideas, which can easily translate to improved performance.

### List of attendees:

- 1) Momin Naba
- 2) Khan Muskan
- 3) Ansari Atiya
- 4) Ansari Amina
- 5) Sayyed Taufique
- 6) Tase Mariya
- 7) Rais Rida
- 8) Ansari Zarreen

### Evidence:



MR. UBAID SHAIKH ADDRESSING STUDENTS DURING WORKSHOP

*[Signature]*  
Co-ordinator IQAC  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

*[Signature]*  
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Konkan Muslim Education Society's  
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3. Assessment of Learning: The workshops are being conducted to develop skills among students to prepare a good test paper (Blue print and achievement test). Workshop on Achievement test & Preparation of blueprint.



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**KONKAN MUSLIM EDUCATION SOCIETY'S  
College of Education**

158, Old Thana Road, Rais High School Campus, Bhiwandi-Dist, Thane- 421 302

Ref No.: KMES/B.ED/1762/2024

Date: -3<sup>rd</sup> February, 2024

**NOTICE FOR STAFF**

**(Under IQAC)**

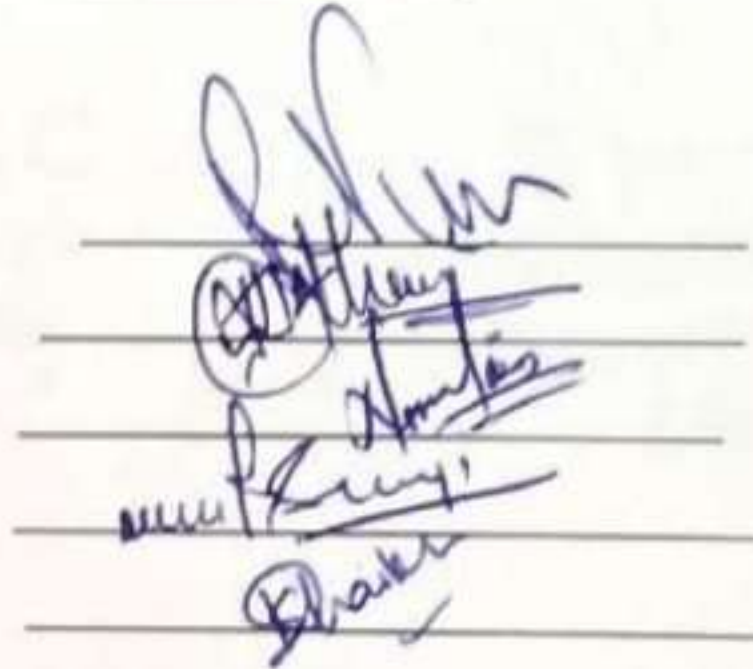
There will be a meeting regarding **WORKSHOP ON BLUE PRINT, ANNUAL PLANNING AND UNIT PLANNING** organizes by K.M.E.S College of Education, Bhiwandi under **Internal Quality Assurance Cell** on 3<sup>rd</sup> February, 2024 at 04.00 p.m. All the IQAC members are requested to attend the same.


**AGENDA**

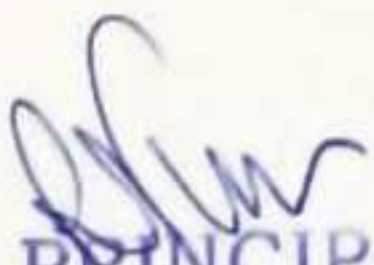
- 1) Discussion on requirements and arrangements.
- 2) Discussion on instructions for students.
- 3) Finalization of dates and time.
- 4) Duty Allotment.

**List of Attendees**

- 1) Dr. Mrs. Ravinder Kaur Vilku
- 2) Ms. Heena Khan
- 3) Ms. Noorulain Shaikh
- 4) Mrs. Sumaiya Momin
- 5) Mrs. Khalida Shaikh



  
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## MINUTES OF THE MEETING

The meeting initiated as per the given agenda. Minutes of last meeting had read by Miss. Heena Khan (IQAC Coordinator). Dr. Mrs. Ravinder Kaur Vilku (Principal, KMES College of Education) started the discussion on dates and necessary arrangements for conducting workshop. Miss. Noorulain Shaikh and Mrs. Khalida Shaikh (IQAC members) also suggested necessary instructions for students. All the IQAC members and principal agreed with their suggestions.

Tasks were allotted to the faculty members by Principal and IQAC Coordinator. The meeting was ended on the formal vote of thanks was proposed by Mrs. Sumaiya Momin (IQAC Member).



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**KONKAN MUSLIM EDUCATION SOCIETY'S  
COLLEGE OF EDUCATION**

158, Old Thana Road, Rais High School Campus, Bhiwandi – Dist, Thane - 421302

**Date:06/02/2024**

**REPORT ON WORKSHOP ON BLUE PRINT, ANNUAL PLANNING AND  
UNIT PLANNING**

**Details about event:**

**Title: WORKSHOP ON BLUE PRINT, ANNUAL PLAN AND UNIT PLAN**

**Date:05/02/2024**

**Time: 12:30 p.m.**

**Venue: K.M.E.S College of Education, Bhiwandi.**

**Resource Person: Asst. Prof. Monisa Momin**

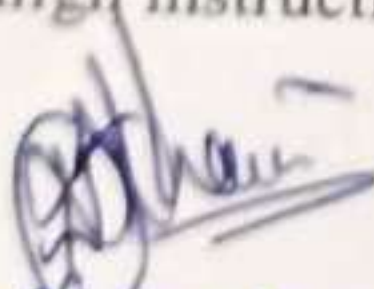
**Objectives:**


- To gain a more complete understanding of their intended learning outcomes.
- To get the perfect knowledge about how to prepare Blue Print, Annual Plan and Unit Planning, and assess their students in terms of their intended learning outcomes.
- To determine how well the intended learning outcomes, assessment and instructional activities fit together in a meaningful and useful way.

**Description of event:**

A blueprint is a detailed plan or design that serves as a guide for the construction, engineering, or manufacturing of a project. It provides a visual representation of the project's requirements, dimensions, and specifications. A blueprint is an essential tool in the field of architecture and design, ensuring that projects are executed accurately and efficiently.

Unit planning is a crucial aspect of teaching that allows educators to organize and deliver cohesive and comprehensive learning experiences. Whether you're a new teacher or an experienced educator, effective unit planning can enhance student engagement, promote deeper understanding, and align instruction with learning goals.

  
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The importance of annual planning cannot be overstated. A well-developed annual plan will provide the clarity and direction you need to achieve your business objectives. It will help you anticipate potential problems, track progress, focus employees on what is important, and promote accountability.


The "Workshop on Blue Print, Annual Plan and Unit Plan" was conducted on 5th February, 2024 at 12.30 p.m. by KMES College of Education. The purpose of the seminar was to enhance the understanding of B.Ed. trainees on the importance of Blue Print, Annual Plan and Unit Plan in the teaching-learning process. The event aimed to provide insights into the key components of a successful Blue Print, Annual Plan and Unit Plan. Also suggested some strategies for creating engaging and effective Blue Print, Annual Plan and Unit Plan. Mrs. Monisa Momin (Asst. Professor, KMES College of Education, Bhiwandi) was the resource person who emphasized all the aspects of effective Blue Print, Annual Plan, Unit Plan, educational needs, and how to prepare it according to the curriculum. Participants have learnt many things like how to design effective Blue Print, Annual Plan and Unit Plan. It also helps to give idea about how to tackle issues which arises at the time of preparing Blue Print, Annual Plan and Unit Plan. It promotes professionalism and develop confidence and Practical value among B.Ed. trainees.

### Outcome:

The "Workshop on Blue Print, Annual Plan and Unit Plan" provided participants with valuable insights, practical strategies, and hands-on experience in developing high-quality Blue Print, Annual Plan and Unit Plan. Educators left the workshop equipped with the knowledge and tools necessary to create engaging, student-centered planning that promote effective learning outcomes. The event was successful in fostering a sense of collaboration and a commitment to continuous improvement in teaching practices. They have learnt about effective planning and it also inculcated practical and observation skills among pupil teachers. Objectives were achieved.

### List of Participants (B.Ed.):

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1) Shaikh Sadaf                  | 2) Momin Zoya                 |
| 3) Momin Iqra Shabbir            | 4) Sayyed Sidra Aqueel        |
| 5) Ansari Nashra Abdul Razzaque  | 6) Siddiqui Hifza Ashfaque    |
| 7) Ruheen Bano Munaf             | 8) Farooqui Afshan Nizamuddin |
| 9) Khan Sidra                    | 10) Shaikh Rahat Naushad      |
| 11) Khan Muskan Aslam            | 12) Momin Naba Naved          |
| 13) Ansari Amina                 | 14) Sayyed Hayatuddin         |
| 15) Sayyed Taufique Ayyub        | 16) Ansari Sakina             |
| 17) Farooqui Uzma Mohd. Aashique | 18) Uzma Mohd. Aun            |
| 19) Ansari Monish                | 20) Shette Nikita             |
| 21) Shukla Ankita                | 22) Momin Haiqua              |
| 23) Ansari Atiya                 | 24) Chaudhary Sabiha          |

  
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25) Ansari Amina Ashfaque

27) Momin Rifah

26) Sayyed Sidra Aqueel

28) Ansari Ishrat Jahan

Evidence:



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As an affiliated college of the Mumbai University, K.M.E.S College of Education adopted an evaluation system as per the guidelines of the University and include formative as well summative assessment.

a) Formative Evaluation: The college monitors performance of students in the classroom teaching-learning process, practical works 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.

Off line examination sample

  
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# Sample of offline Exam

Name: Jase Maria Bilal dhd.  
Language / Answer: English



Konkan Muslim Education Society's  
**College of Education**

(Affiliated to the University of Mumbai)

1st SEMESTER / II<sup>nd</sup> SEMESTER EXAMINATION



Roll No. 47 Class F.Y.B.Ed  
Subject Knowledge & Curriculum Section \_\_\_\_\_  
Date 2/03/2024 No. of Supplements \_\_\_\_\_ Sign. of Supervisor \_\_\_\_\_

Question No.	1	2	3	4	5	6	7	8	9	Total
Maximum Marks										
Marks Obtained	04	04	05	05			05		04	30/50

Moderator's Signature \_\_\_\_\_

Signature of the Examiner \_\_\_\_\_

(Start writing from here)

Ans.] Activity Method By Mahatma Gandhi.

INTRODUCTION:- Mahatma Gandhi was born on (2<sup>nd</sup> October 1896 - 30<sup>th</sup> January 1948). He was a prominent leader or a freedom fighter during the period of Independence. His various movements including Satyagrah, Civil Disobedience is one of the most eminent one. He was very fond of Educationalism. He is also called as 'BAPU' in India which means "Father of the nation".

Introduction of Activity:-

In the learning and teaching method, mostly, Activity method is considered as the most important to the children.

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## DEFINITION OF ACTIVITY:-

Activity is defined as -

"Something which is done for pleasure whether carried in groups or individual"

## SIGNIFICANCE OF ACTIVITY METHOD:-

\* Activity method encourages the learning process among the children. It

\* It helps the children to learn in practical way.

\* It provides mental retardation to the children while learning.

\* It creates friendly environment among children.

## MAHATMA - GANDHI'S TEACHING ON ACTIVITY METHOD:-

According to the Gandhi, education must emphasis a lot of focus on activity.



Following are the points included according to Gandhi's activity method.

1) Gandhi was of a view the education must be ACTIVITY-ORIENTED, which includes Handicrafts items, weaving, formation of metal plates, etc. this will connect rural-urban life.

2) Other subjects rather than languages such as, Economics, mathematics, geography, History must be taught in classroom with social light.

3) In Order to Inculcate MORAL DEVELOPMENT among the students, the student must allow for ~~art~~ ~~culture~~ the respect, honesty and truthfulness activity.

4) For, PHYSICAL DEVELOPMENT Student must allow to perform physical exercise, Yogas, asanas, etc.

5) for, ~~SPR~~ SPIRITUAL DEVELOPMENT, Student must allow to focus on activity based on art and culture.

6) For girls, he introduced a subject of ~~HOME~~ HOME SCIENCE.

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ON THE BASIS OF GANDHI'S  
TEACHING

CONCLUSION? - Through the teaching of Gandhi one may conclude that the following points:

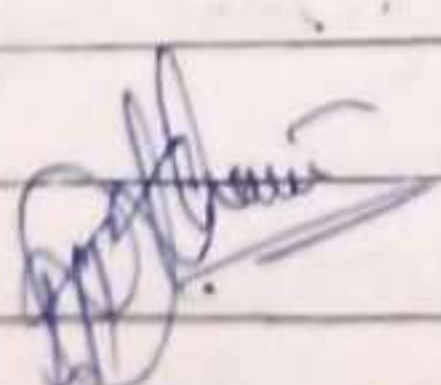
- \* Learn while learn
- \* Learn while perform
- \* Create environment - free learning
- \* Activity - Oriented learning

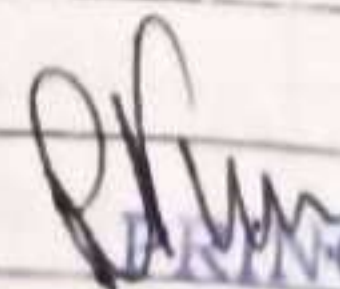
\* Gandhi aim to provide free learning to girls & boys for 5-14 years.

\* Language for teaching must be mother tongue in order to understand the concept of activities in perfect manner.

~~07~~

Try to give more examples.

  
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Ans. ] J. Krishnamurti's view on  
nationalism.

Introduction:

fiddler

Jean Krishnamurti was born in the village Madanpalli, situated at the South India. He and his brother was adopted by Dr. Annie Besant. He is considered as a great human personality. Dr. Annie and others proclaimed that 'In the futuristic world J. Krishnamurti would be a WORLD TEACHER'. He has a concept relevant to the modern world and is widely accepted by the Universe.

\* J. KRISHNAMURTHY'S VIEWS ON NATIONALISM.

\* According to J. Krishnamurti a man will be considered as human. 'An American or a Russian', 'A Hindu or a Muslim' 'A Black or a white' etc. A person must be considered a HUMAN BEING irrespective of their nature.

\* When a Nationalism is substituted by Regionalism or a Religion is substituted by Nationalism, vice versa

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\*1) The physiological process of identification inwards leads to the poverty outward.

\*2) Nationalism always results in War. whenever there is a lookout for the nationalism it creates a massive destruction in the nation.

\*3) According to Jean Krishnamurti's, acquisition of one land towards the another promotes the process of nationalism in the country.

Hence, In order to avoid circumstance based on destruction one must be free of discrimination and inequality.

Also one must promote equality, brotherhood, and harmony in nation.

J. KRISHMURTHY'S SUGGESTION  
TOWARDS EDUCATION:-

\* He was of a view that brotherhood among the students will promote learning process.

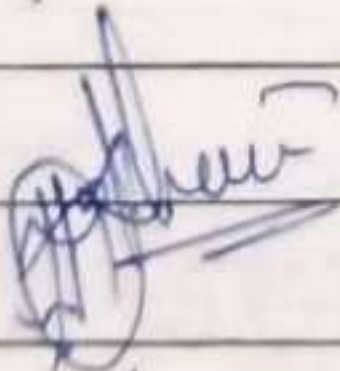
\* Social injustice must be eradicate on account of school and its system.

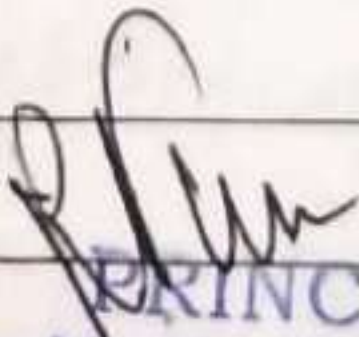
\* Harmony in classroom will create a friendly environment among the students.

\* Without any discrimination, the teachers must have a same vision to all the students.

Stick to Notes

05

  
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b) Summative Evaluation: A summative examination is conducted at the end of the semester. The examination is conducted as per the guidelines of the University.

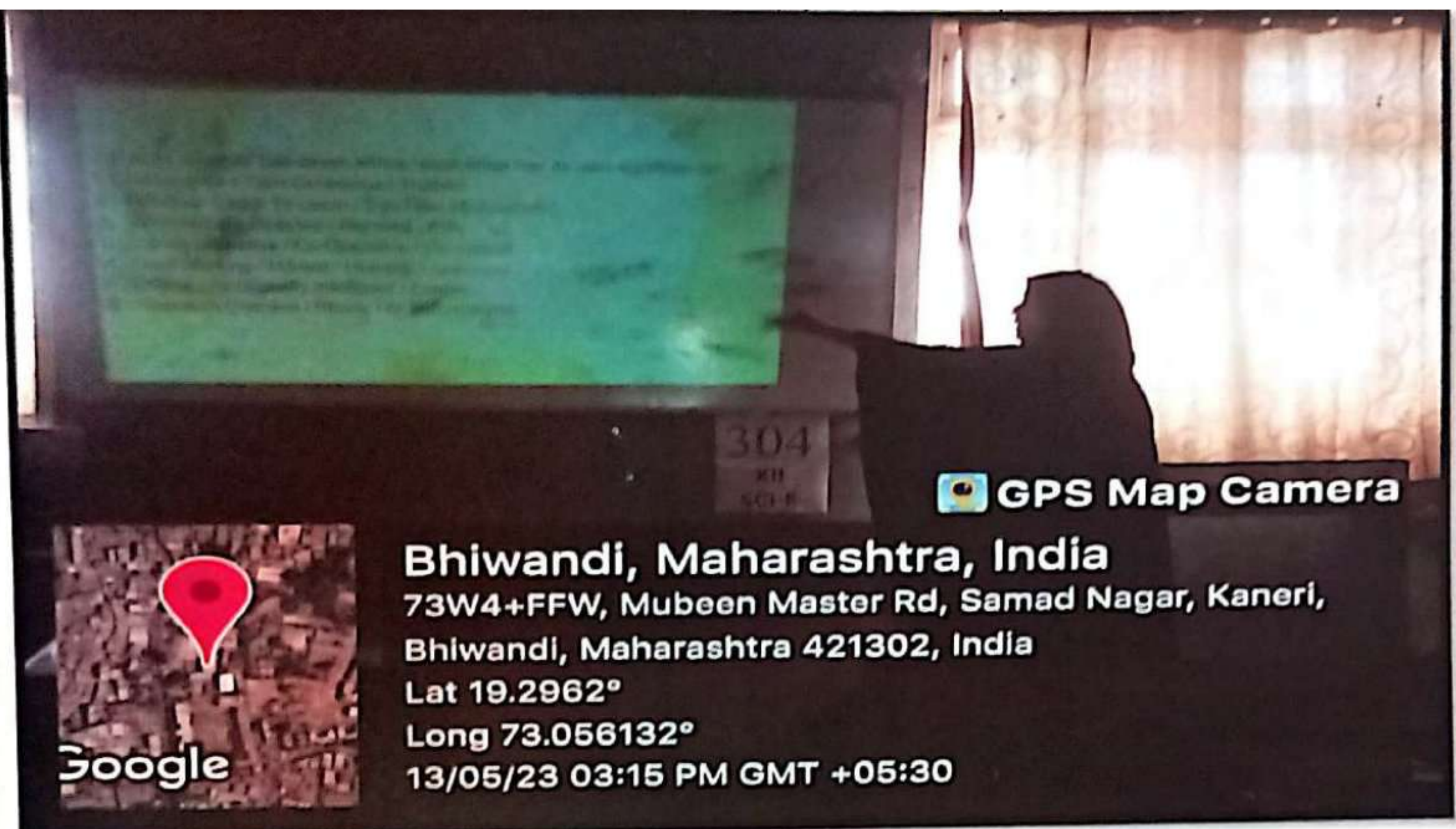
4. Technology use and Integration:

K.M.E.S College of Education develops ICT skills among students by providing theoretical knowledge and practical experience as per the given curriculum.

Projector use:

  
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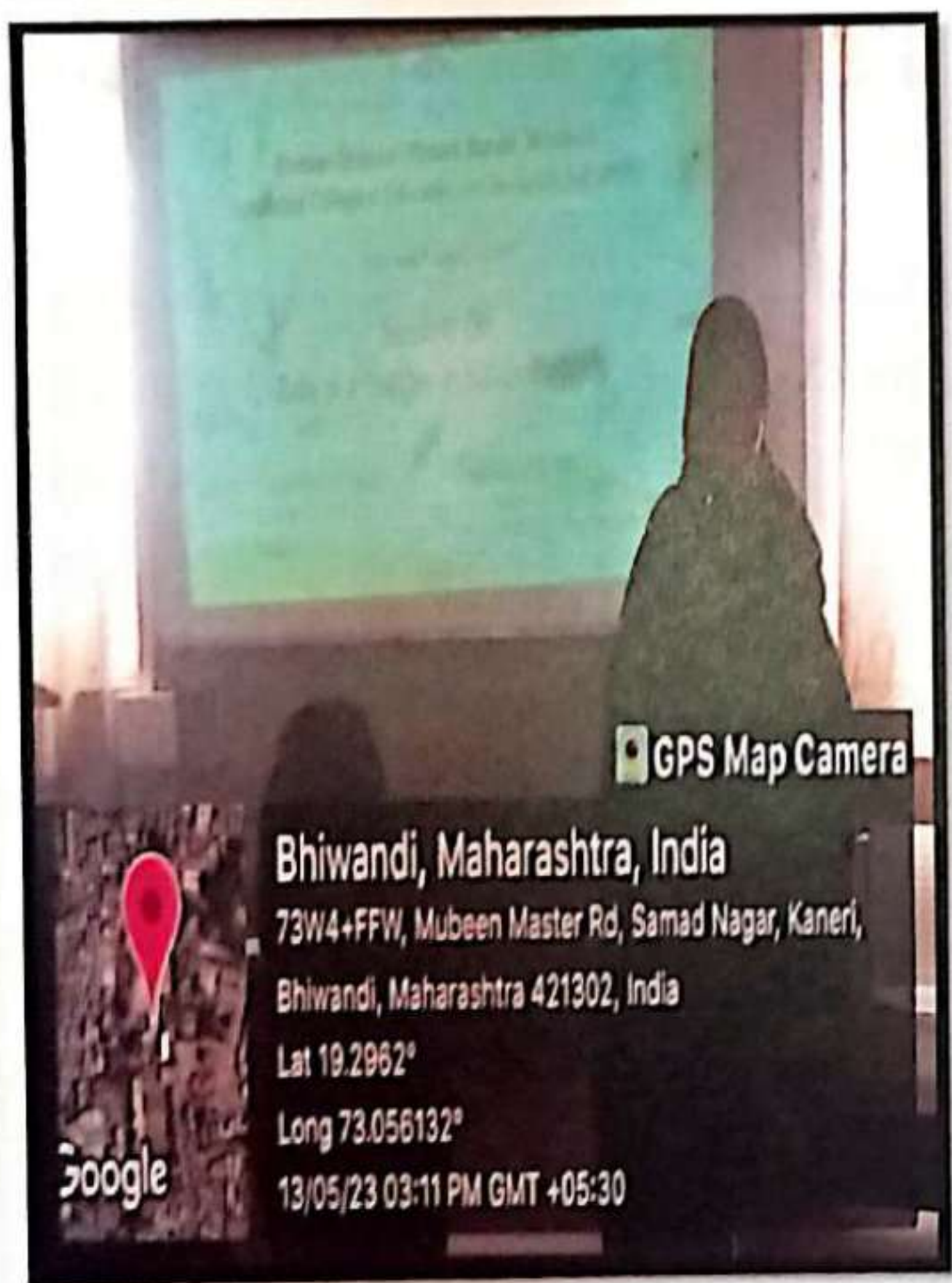
  
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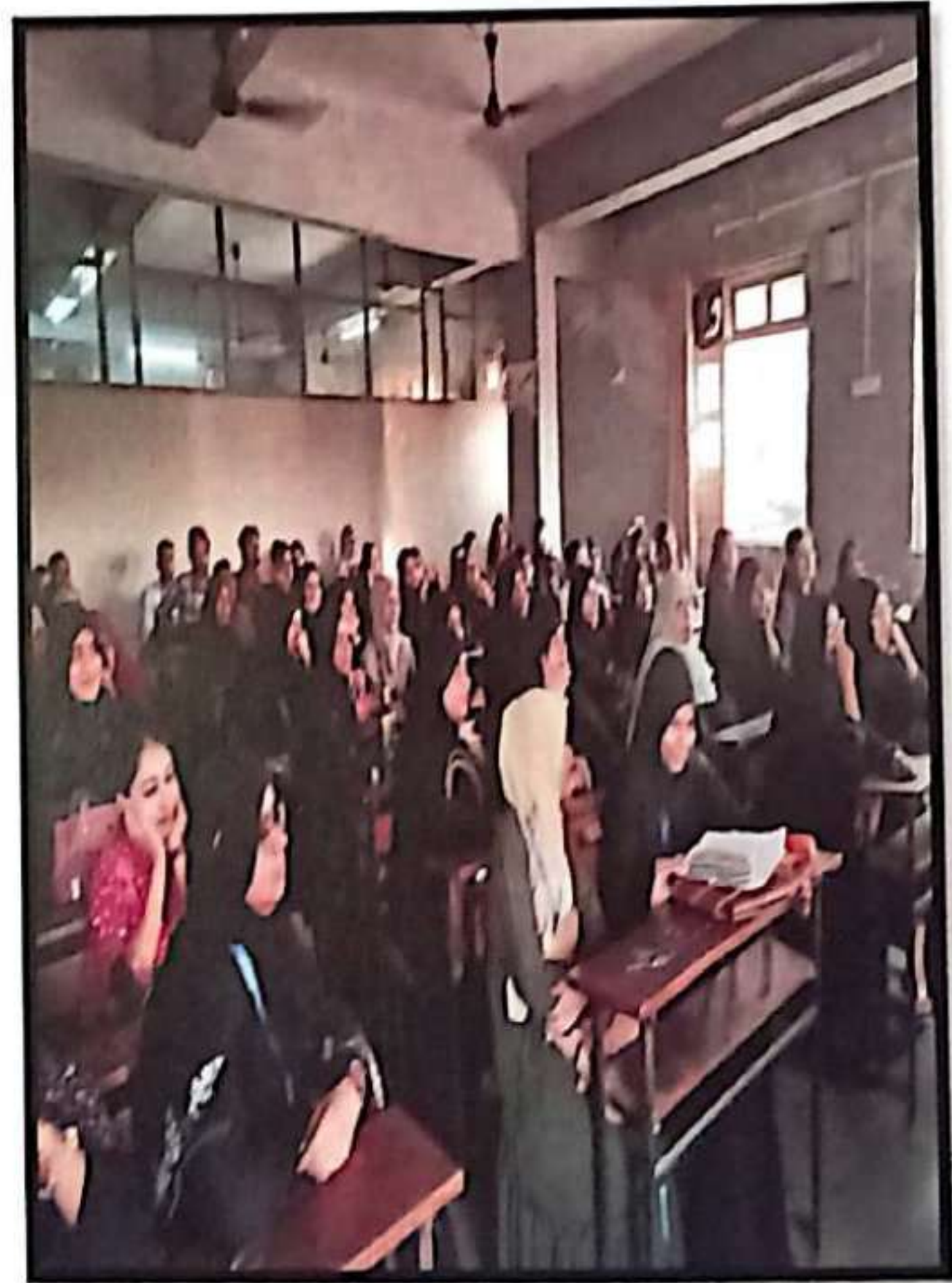
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 Bhiwandi, Maharashtra 421302, India  
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 Long 73.056132°  
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**GPS Map Camera**



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 Bhiwandi, Maharashtra 421302, India  
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 Long 73.056132°  
 13/05/23 03:11 PM GMT +05:30



PARICIPANTS .

**PRINCIPAL**

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 Dist. Thane

**Co-ordinator IQAC**  
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As per the curriculum of 'Critical Understanding of ICT' students conduct online surveys. In the subject, students conduct the following activities under the guidance of faculties.



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## Introduction:

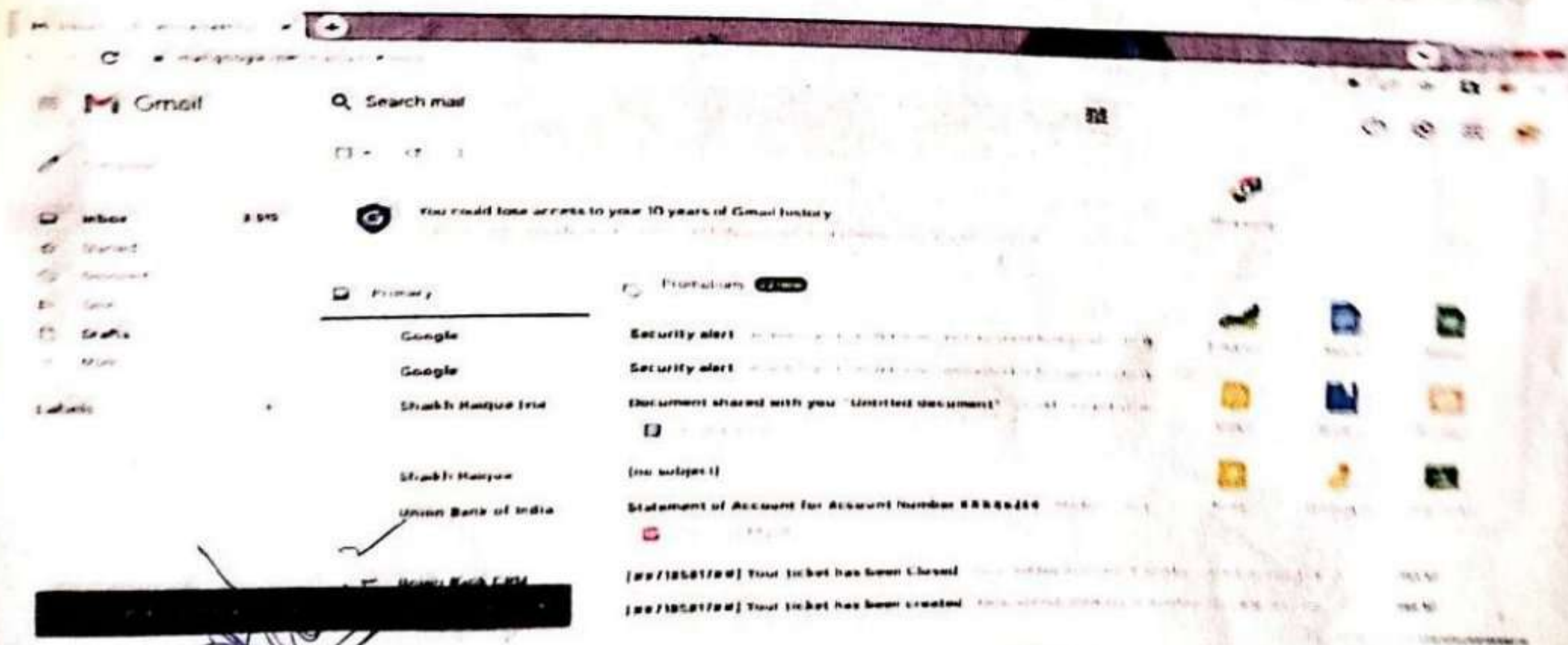
In general, Copyright means "right to copy". Copyright is an intellectual property right. Copyright is the bundle of legal rights of the creators of literary, dramatic, musical and artistic works, and producers of cinematographic films and sound recordings. The Copyright Act of India 1957 (hereinafter referred to as "ACT") came into force from January 1958. This ACT has been amended six times. The most substantial amendment was in the year 2012. This amendment includes the ACT in conformity with the WIPO Copyright Treaty (WCT) and WIPO Performance and Phonograms Treaty (WPPT) to protect music and film industry and any concerns of physically disabled.

## SNAPSHOT

- Click to the gmail account



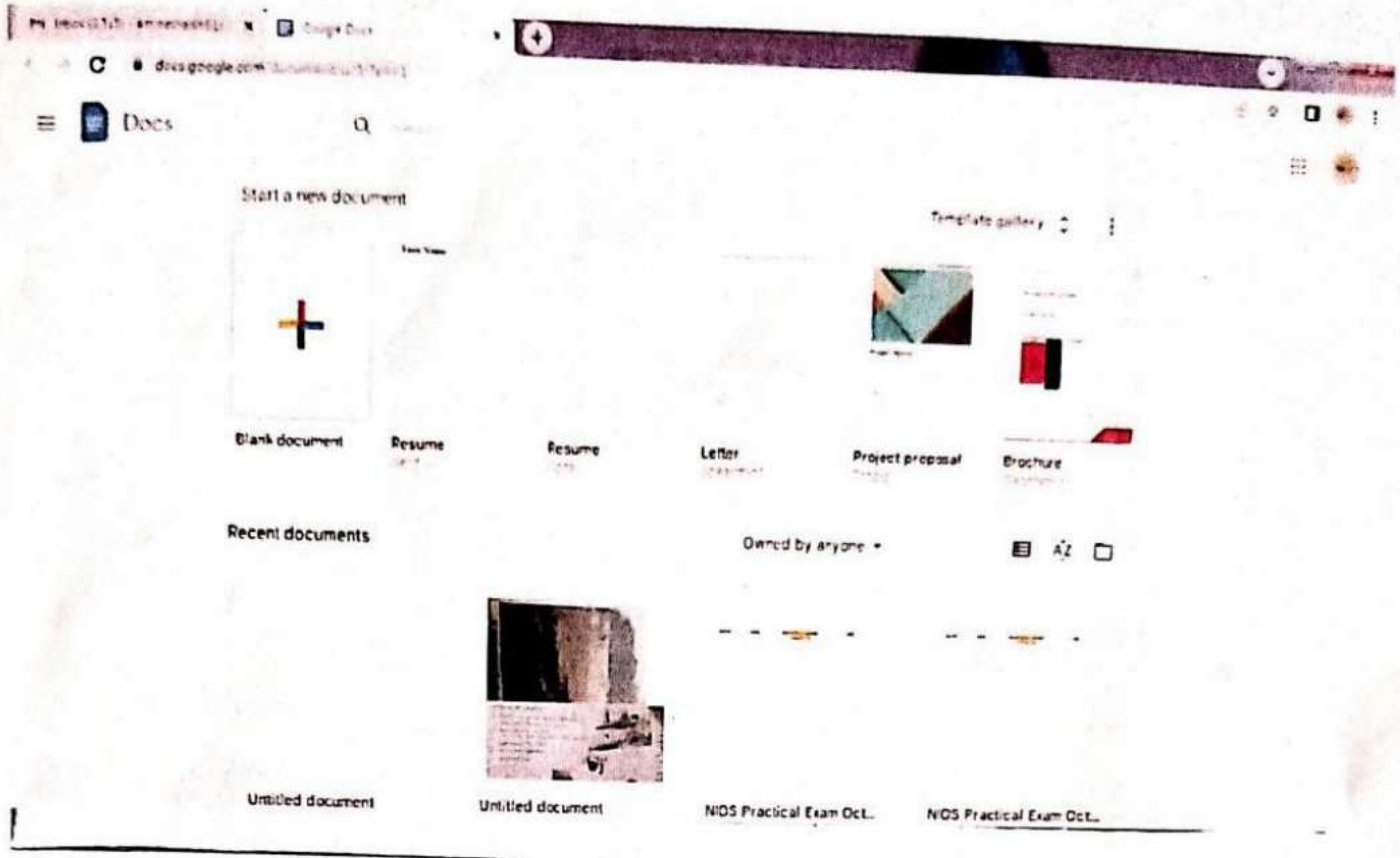
- Click on app then click more in its go to Doc.



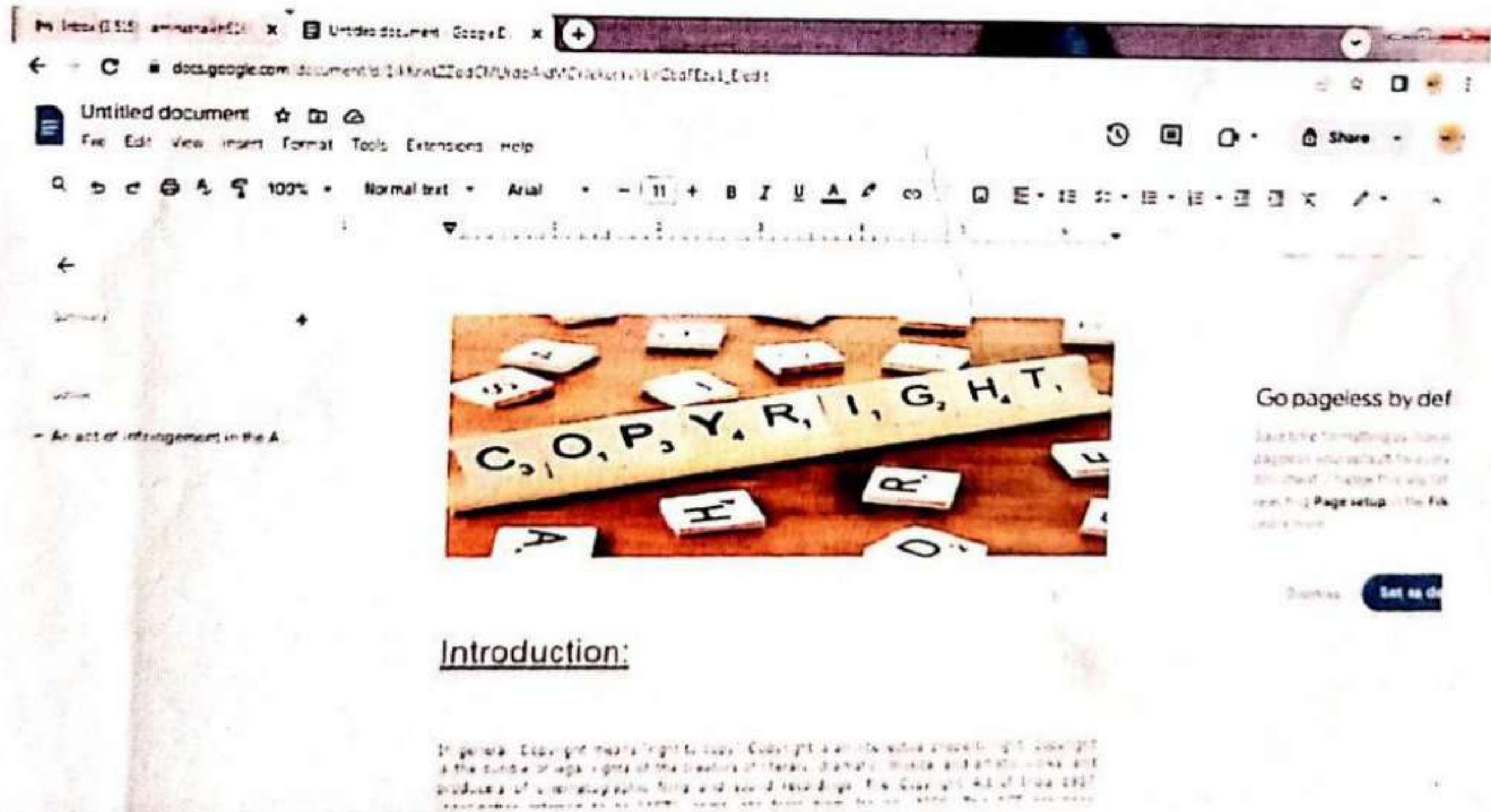
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- Click on blank document.



- Making the document the topic is Copyright.

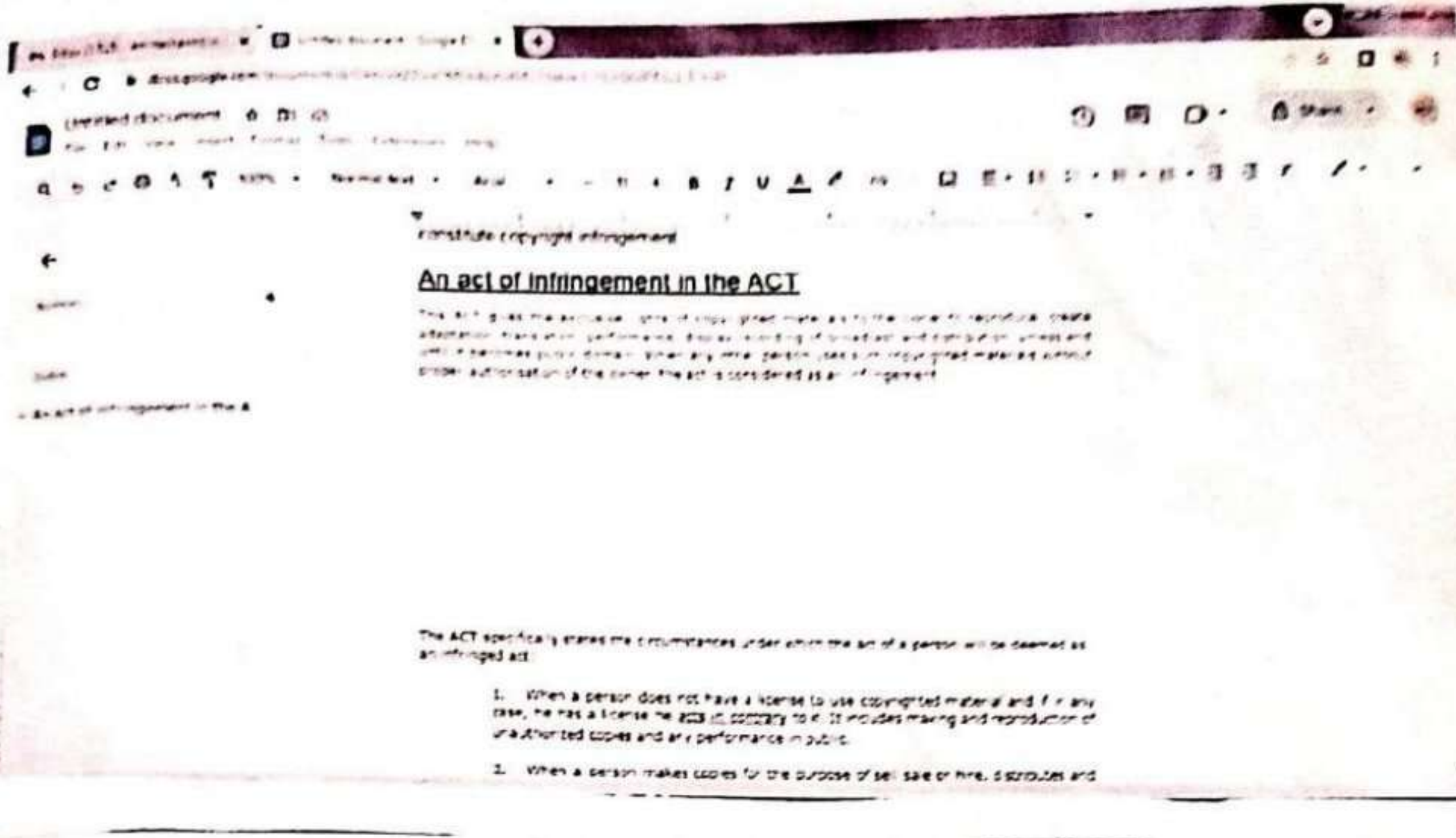


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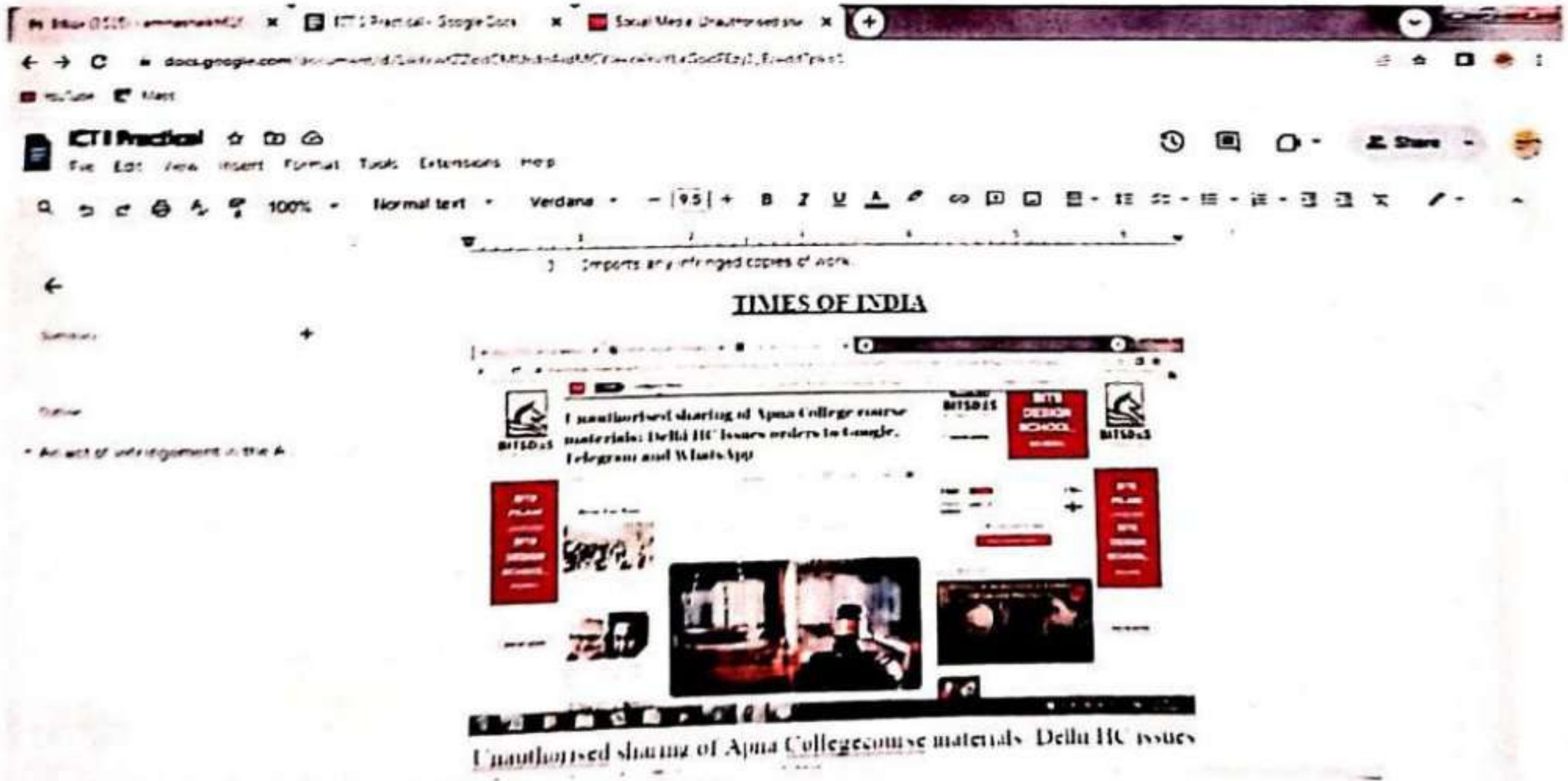
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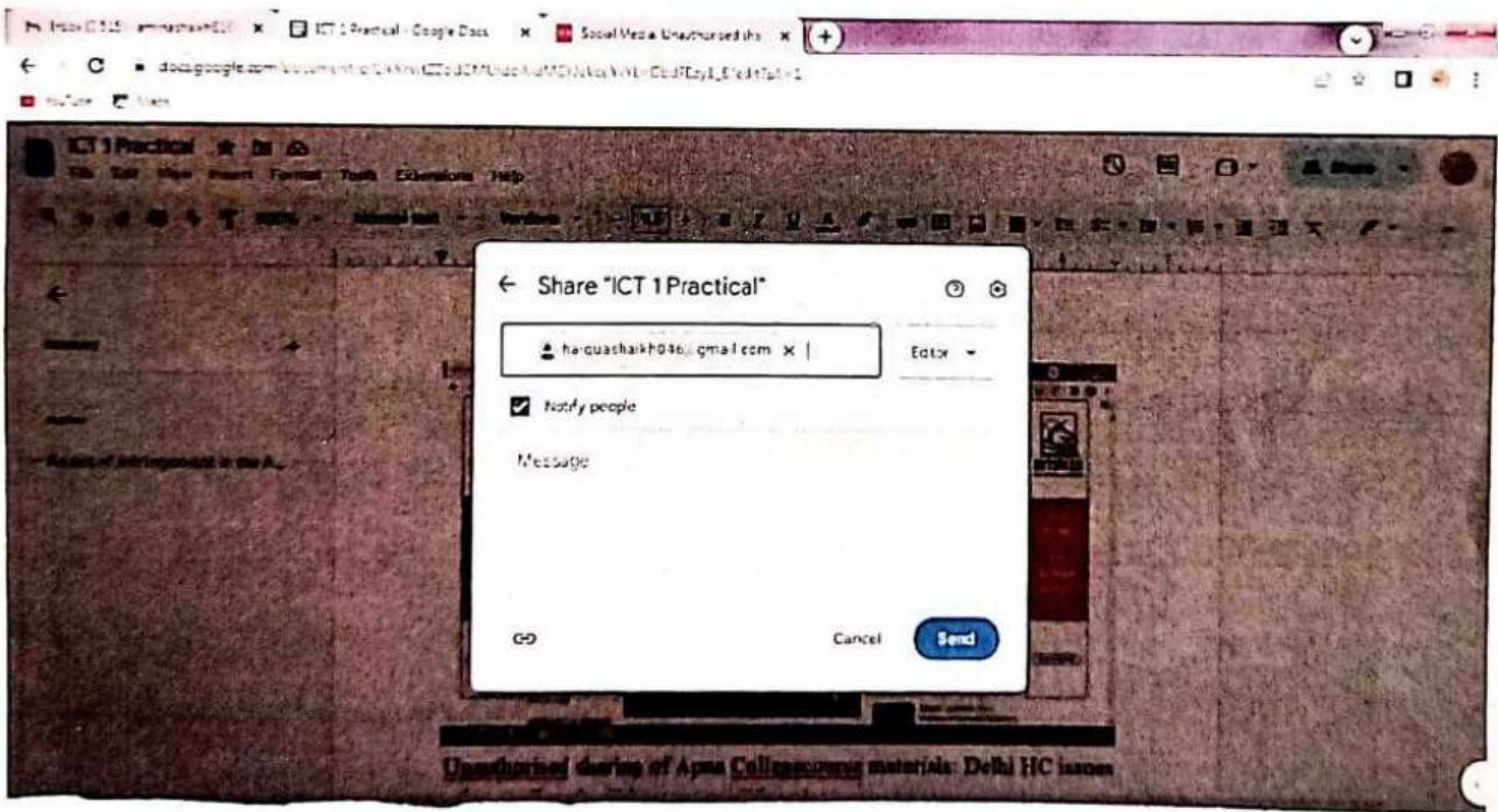
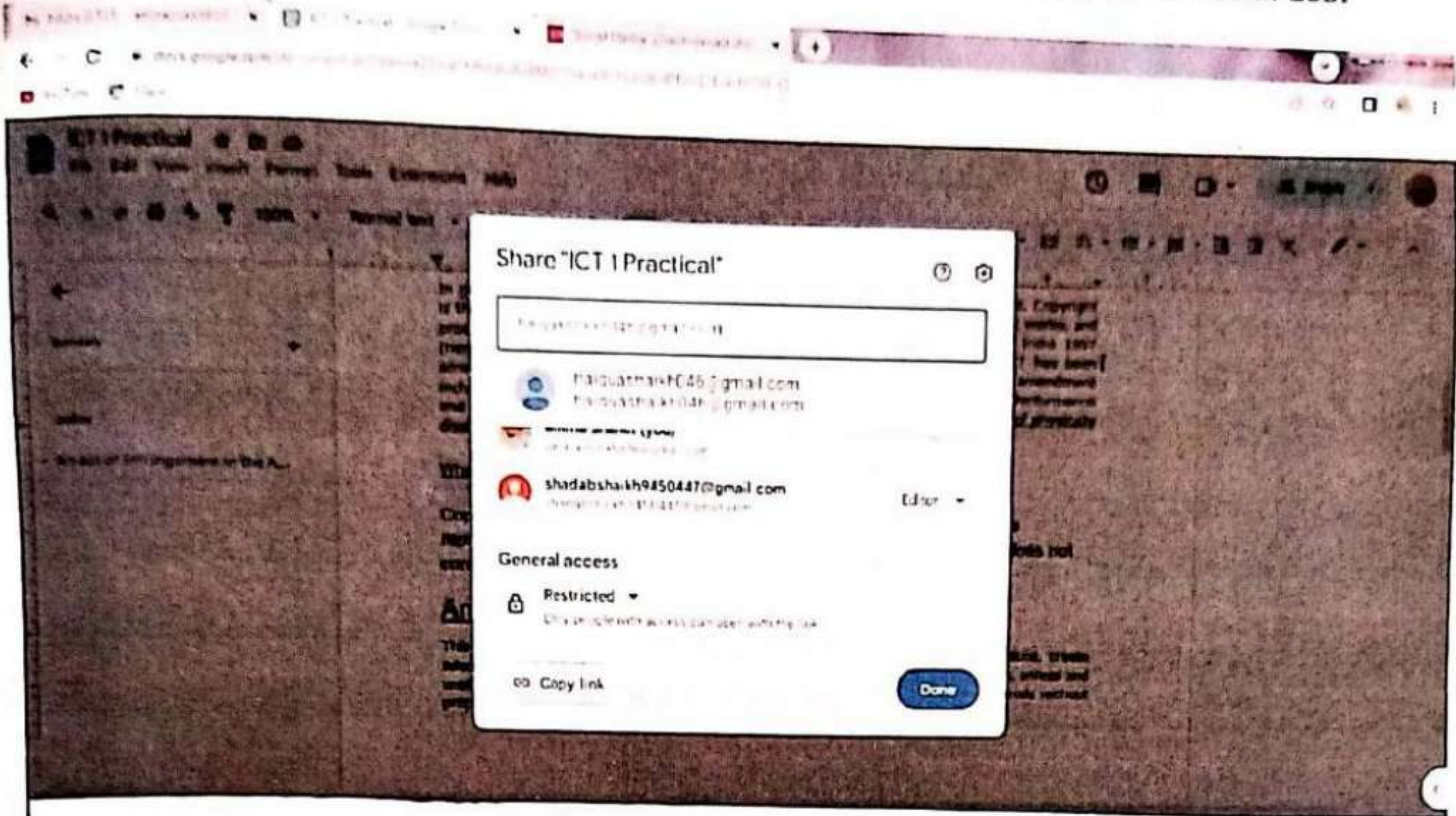
- Copy the time of India news :  
**Unauthorised sharing of Apna Collegecourse materials: Delhi HC issues orders to Google, Telegram and WhatsApp**



*[Signature]*  
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*[Signature]*  
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- Click to share button to share other member by adding email address.



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## MOVE FROM HANGOUT FOR GROUPS DISCUSSIONS

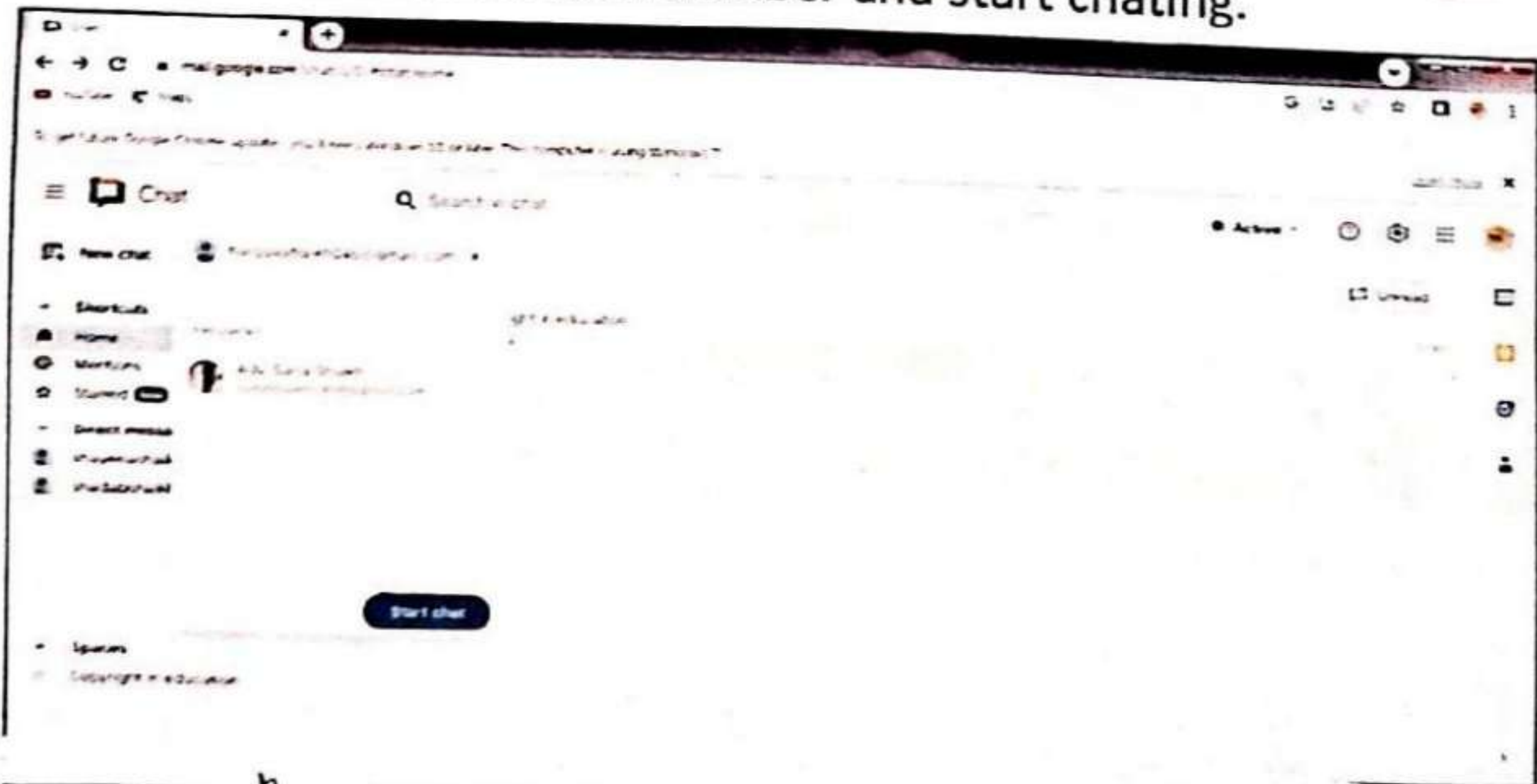
- Click on Google Hangouts



- Sign in the Account by enter password



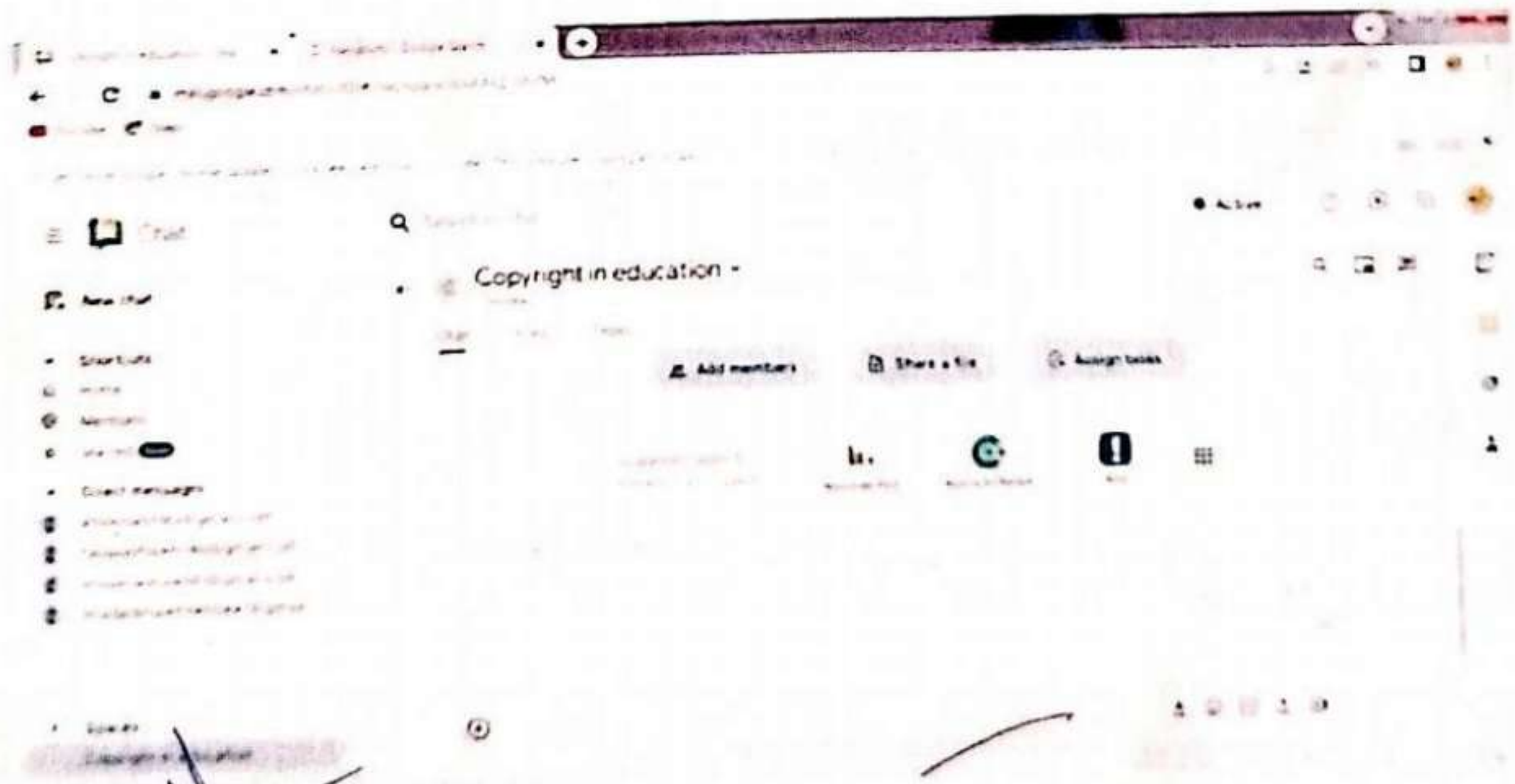
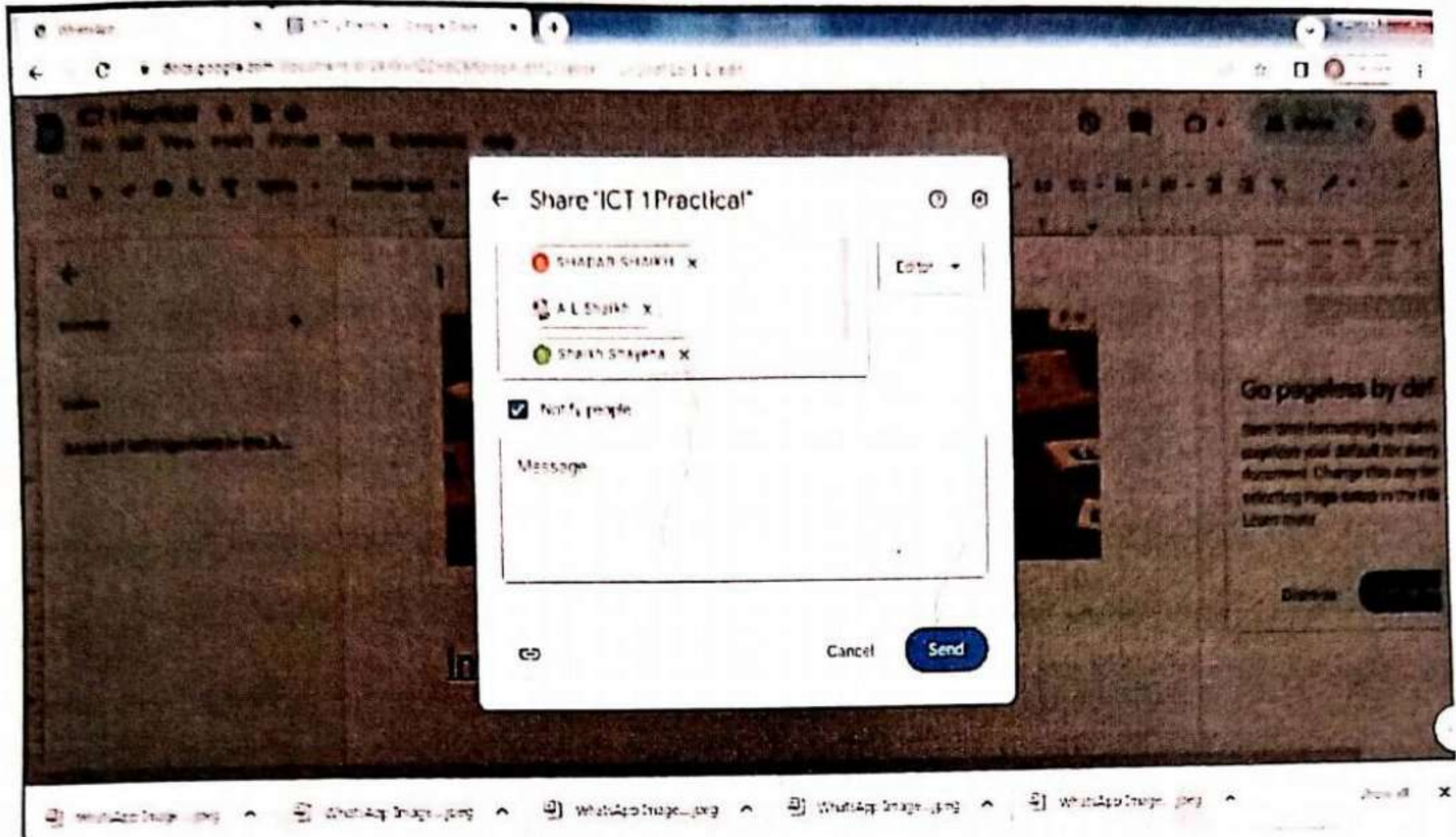
- Click on new chat and search members email id.
- Click the start chat for add member and start chatting.



- Create a space for Group discussion.

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*[Handwritten Signature]*  
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*[Handwritten Signature]*  
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## INTRODUCTION:



Generally, Copyright means "right to copy". Copyright is an intellectual property right. Copyright is the bundle of legal rights of the creators of literary, dramatic, musical and artistic works, and producers of cinematographic films and sound recordings. The Copyright Act of India 1957 (hereinafter referred to as "ACT") came into force from January 1958. This Act has been amended six times. The most substantial amendment was in the year 2012. This amendment includes the changes in conformity with the WIPO Copyright Treaty (WCT) and WIPO Performance and Phonograms Treaty (WPPT) to protect music and film industry and any concerns of physically disabled.

### What is Copyright Act for education?

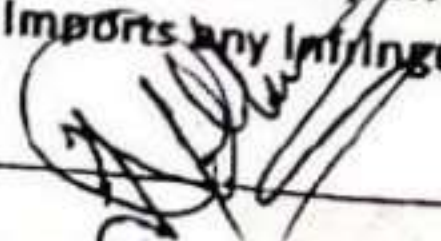
Copyright law provides for the principle, commonly called "fair use" that the reproduction of copyright works for certain limited, educational purposes, does not constitute copyright infringement.


### ACT OF INFRINGEMENT IN THE ACT

This ACT gives the exclusive rights of copyrighted materials to the owner to reproduce, create adaptation, translation, performance, display recording of broadcast and distribution, unless and until it becomes public domain. When any other person uses such copyrighted materials without proper authorisation of the owner, the act is considered as an infringement.

### THE ACT SPECIFICALLY STATES THE CIRCUMSTANCES UNDER WHICH THE ACT OF A PERSON WILL BE DEEMED AS AN INFRINGED ACT:

1. When a person does not have a license to use copyrighted material and if in any case, he has a license he acts in contravention to it. It includes making and reproduction of unauthorized copies and any performance in public.
2. When a person makes copies for the purpose of sell sale or hire, distributes and exhibits in public for sale of trade which adversely affects the interest of the owner.
3. Imports any infringed copies of work.

  
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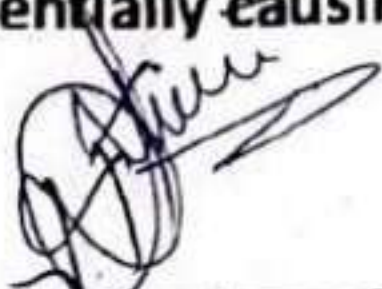
# TIMES OF INDIA

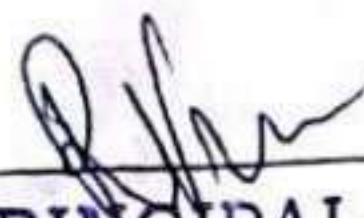


## UNAUTHORISED SHARING OF APNA COLLEGE COURSE MATERIALS: DELHI HC ISSUES ORDERS TO GOOGLE, TELEGRAM AND WHATSAPP

The court ordered that details of Telegram channels mentioned in the complaint be given to the platform, enabling them to block these channels within 72 hours. It also asked Telegram to provide information about individuals or entities associated with these channels, such as email addresses and phone numbers, for the purpose of the ongoing legal proceedings. It has ordered deactivation of WhatsApp numbers of those involved.

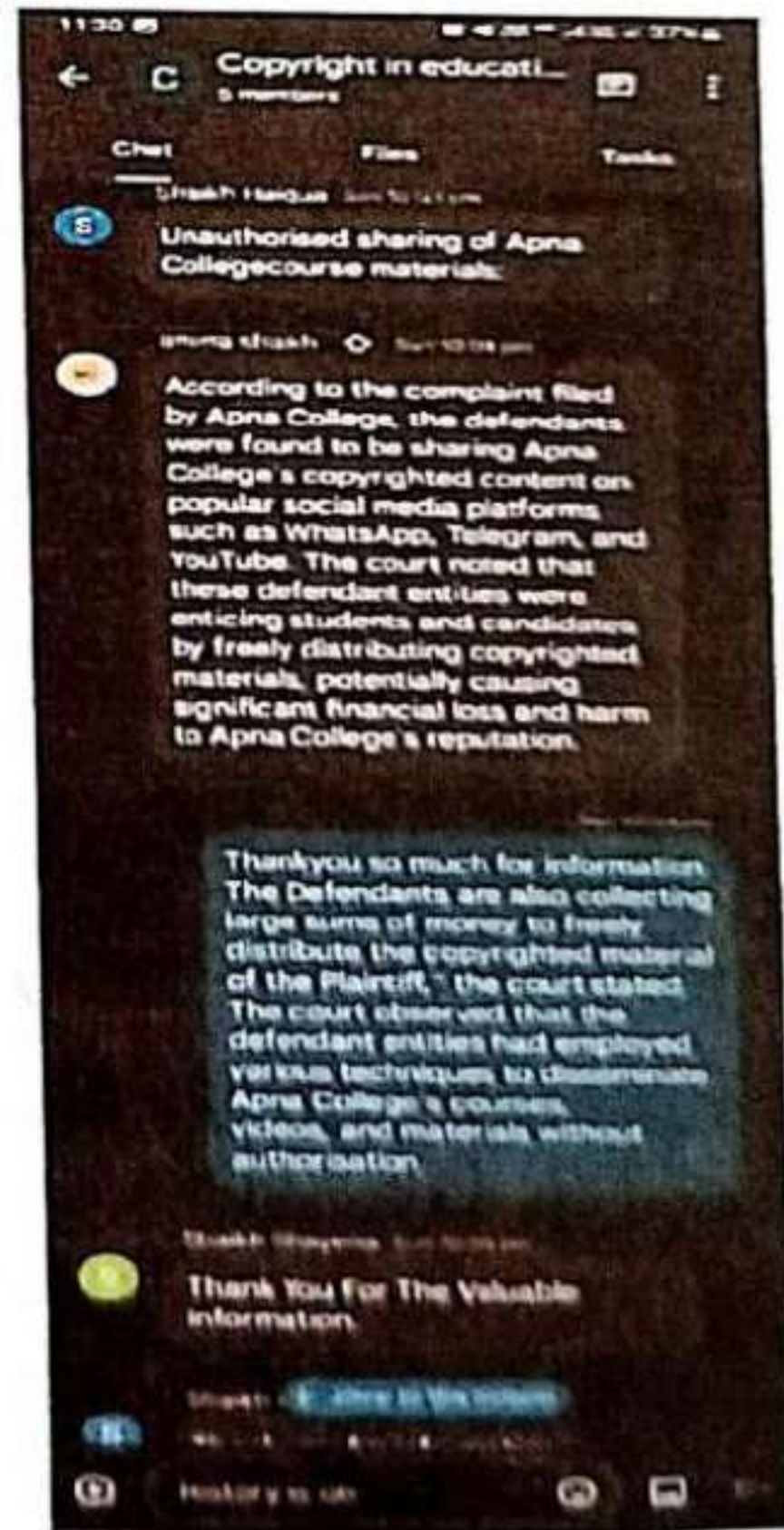
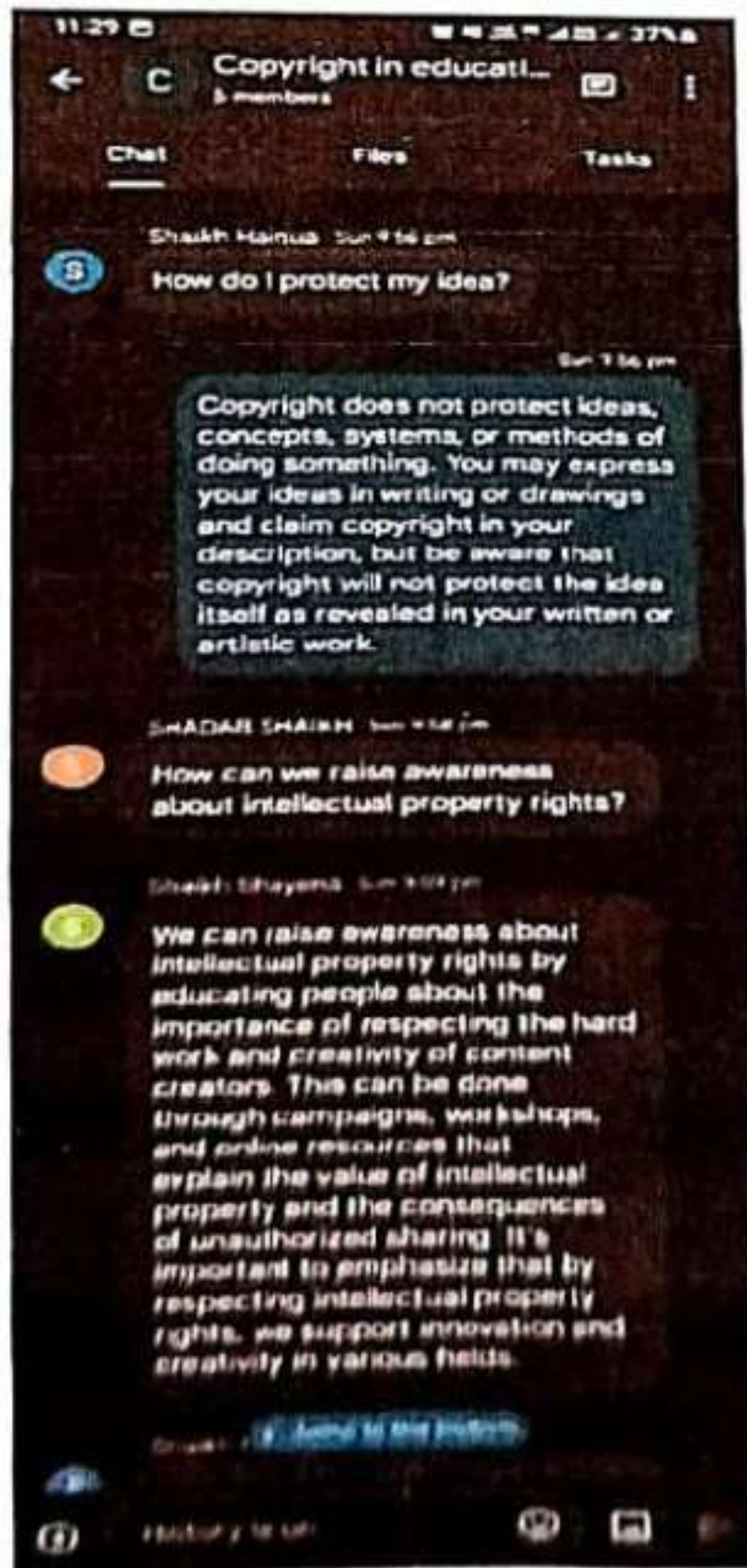
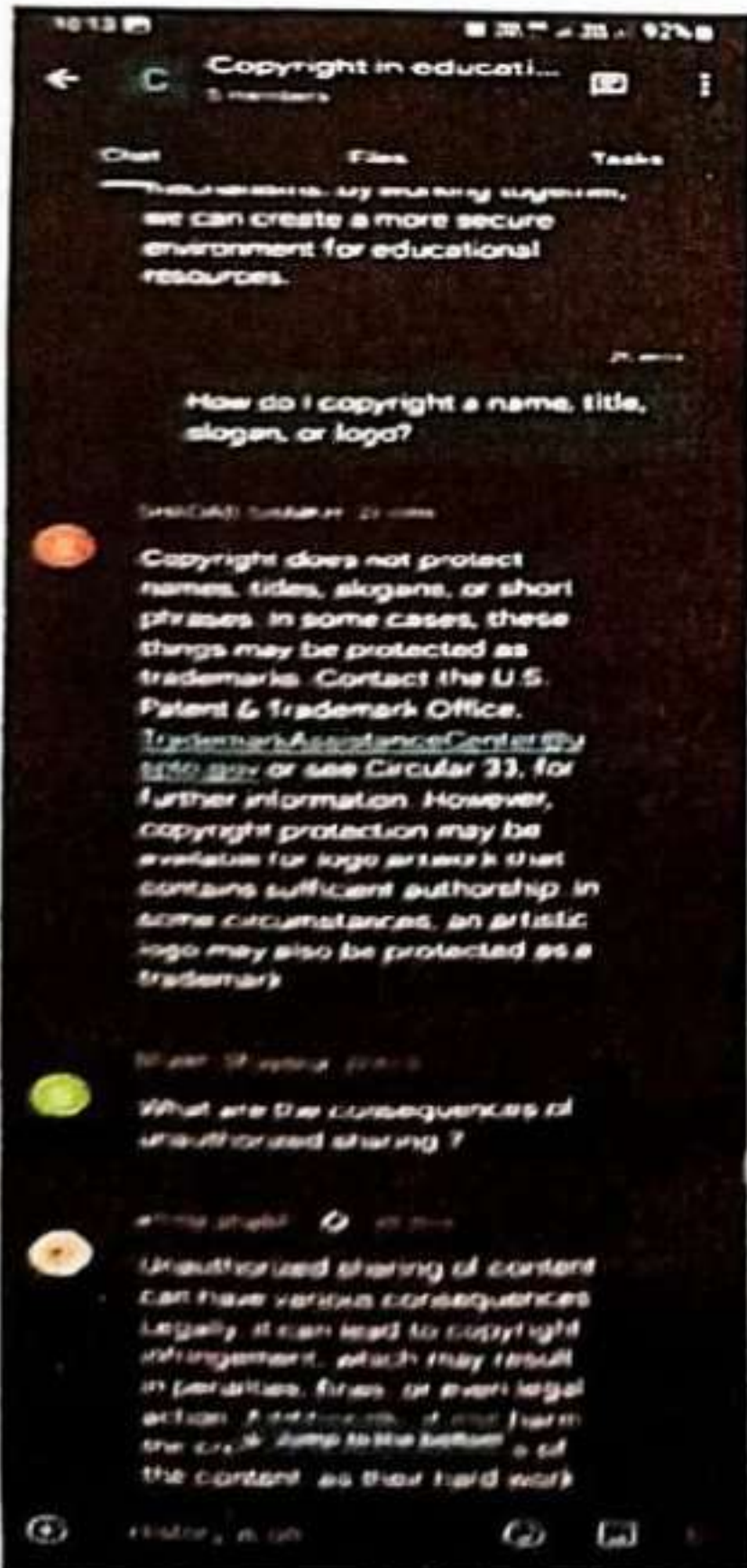
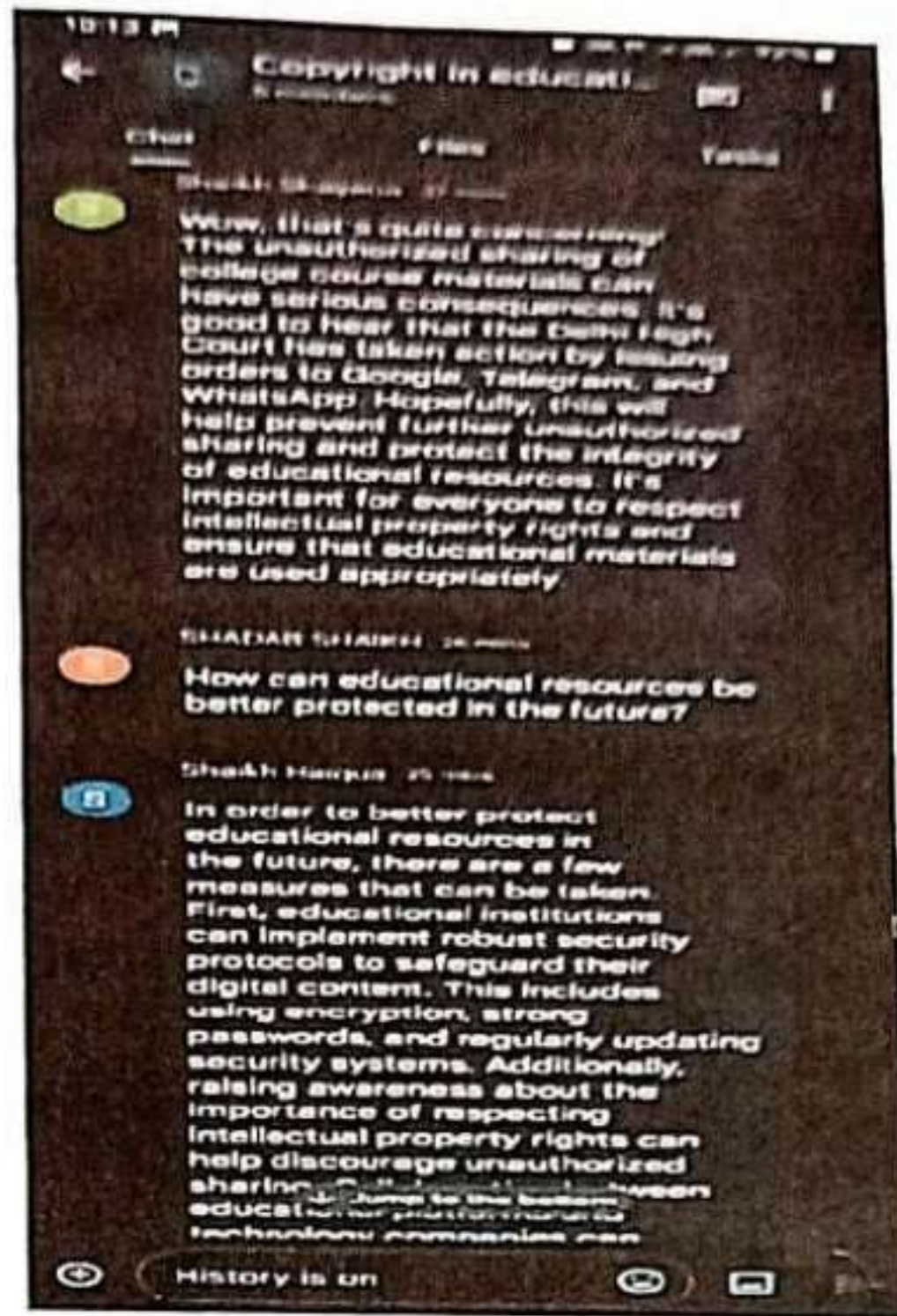
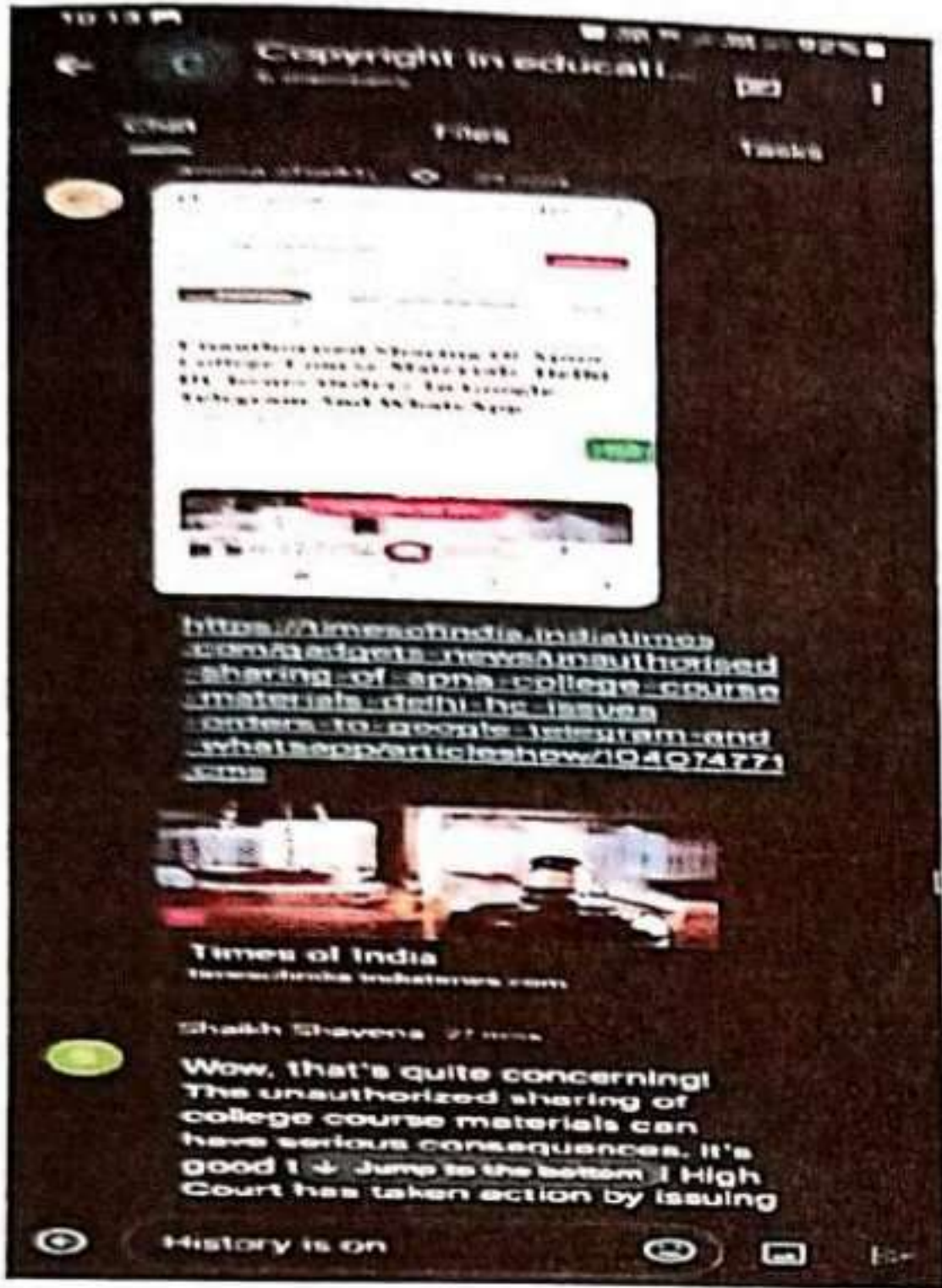
According to the complaint filed by Apna College, the defendants were found to be sharing Apna College's copyrighted content on popular social media platforms such as WhatsApp, Telegram, and YouTube. The court noted that these defendant entities were enticing students and candidates by freely distributing copyrighted materials, potentially causing significant financial loss and harm to Apna College's reputation.

  
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Very less  
for discussion  
in group.



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## REFLECTION:

*write in your message.*

THIS IS MY FIRST TIME DOING THIS ICT PRACTICAL . IT HELPS ME GAIN MANY KNOWLEDGE ABOUT THE TECHNOLOGICAL WORLD. WHILE DOING THIS PROJECT, I DID NOT FIND ANYTHING OR DID I SEARCH ABOUT GOOGLE AND GMAIL OR DID I SEARCH ABOUT THE NEW FUNCTION OF MS WORD OR DID I FIND OUT HOW TO CREATE A CHAT GROUP THROUGH GMAIL. WHILE DOING THIS PROJECT, I GOT A LOT OF KNOWLEDGE ABOUT GOOGLE AND GMAIL. I WHOLEHEARTEDLY THANK MY PROFESSORS FOR GIVING ME THIS OPPORTUNITY. I PROBABLY WOULDN'T HAVE GOT THIS INFORMATION ON MY OWN WHICH I HAVE GAINED BY DOING THIS PRACTICAL.

Copyright law plays a crucial role in protecting the rights of creators and encouraging innovation and creativity. By understanding copyright law, individuals and entities gain knowledge about the legal framework that governs the use and distribution of creative works. This knowledge helps in respecting the intellectual property rights of creators, ensuring fair compensation for their work, and promoting a culture of innovation and originality. Additionally, understanding copyright law can in all these cases, the unauthorised use or reproduction of copyrighted material within an educational context violates the exclusive rights of the copyright holder and may lead to legal consequences.

It is important for educators and educational institutions to have an understanding of copyright laws, acquire necessary permissions, and follow the principles of fair use to prevent copyright issues. Individuals and businesses navigate the complexities of using copyrighted material legally, avoid infringement, and protect their own creative works.

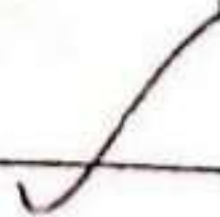
Overall, gaining knowledge about copyright law empowers individuals to make informed decisions about how they create, share, and use creative content in compliance with legal standards.

In an educational setting, it's important to navigate the complexities of copyright to avoid unintentional infringement. This article provides a simplified overview of copyright infringement for educational purposes. When using copyrighted materials, such as books, articles, digital images, or videos, educators must consider the concept of fair use.

Copyright infringement can occur in educational settings when copyrighted materials are used without proper permissions or in violation of fair use restrictions. It happens when educators or educational institutions use copyrighted works in a manner that goes beyond what is legally allowed.



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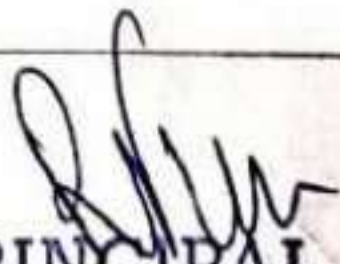
Recently, the Delhi High Court Issued an Injunction against the unauthorized sharing of course materials from the online education platform "Apna College" on platforms like WhatsApp, YouTube, and Telegram. The court found that these entities were distributing copyrighted materials without authorization, causing financial loss and harm to Apna College's reputation. The court ordered these platforms to comply with the injunction and take action against the entities involved in the infringement.

It appears that the court has taken decisive action in response to the unauthorized distribution of copyrighted material by the Defendants. By ordering the blocking of Telegram channels and deactivation of WhatsApp numbers associated with the dissemination of Apna College's courses and materials, the court is enforcing copyright protection and preventing further unauthorized sharing of intellectual property. This legal intervention underscores the importance of respecting copyright laws and the rights of creators. It also serves as a reminder of the consequences that can arise from engaging in copyright infringement. It is crucial for individuals and entities to adhere to copyright regulations and seek proper authorization when sharing or distributing copyrighted material to avoid legal repercussions.

The court's actions in response to the unauthorized sharing of Apna College's copyrighted content demonstrate a commitment to upholding intellectual property rights and protecting the interests of creators. By ordering the blocking of Telegram channels and deactivation of WhatsApp numbers associated with the dissemination of copyrighted materials, the court is taking concrete steps to prevent further infringement and hold the defendants accountable for their actions. The court's recognition of the potential financial loss and harm to Apna College's reputation highlights the serious consequences of copyright infringement. This case serves as a reminder of the importance of respecting intellectual property rights and the legal implications of unauthorized distribution of copyrighted material. It underscores the need for individuals and entities to adhere to copyright laws and obtain proper authorization when sharing or using copyrighted content to avoid legal repercussions.

The unauthorised use or reproduction of copyrighted material within an educational context violates the exclusive rights of the copyright holder and may lead to legal consequences. It is important for educators and educational institutions to have an understanding of copyright laws, acquire necessary permissions, and follow the principles of fair use to prevent copyright issues.

  
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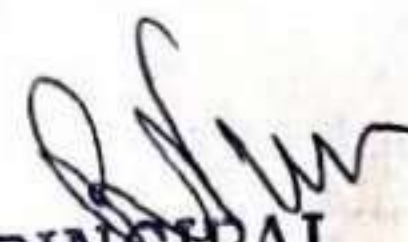
# INTRODUCTION

The muscular system is an organ system that's responsible for the body's movement. It's made up of specialized cells called muscle fibers, which are attached to bones, internal organs, and blood vessels. When a muscle contracts, the attachment points are pulled closer together. The muscles are attached to bones and make up important organs, like the heart, digestive organs and blood vessels. The human muscle is often divided into skeletal muscle, smooth muscle, and cardiac muscle.

Digestive system is a network of organs. The digestive system includes the digestive tract and its accessory organs, which process food into molecules that can be absorbed and utilized by the cells of the body. Food is broken down, bit by bit, until the molecules are small enough to be absorbed and the waste products are eliminated. Its main parts are the mouth, pharynx, esophagus, stomach, small intestine, large intestine, rectum and anus.



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## Computer Assisted Instruction (CAI)


A self-learning technique, usually offline/online, involving interaction of the student with programmed instructional materials. Computer assisted instruction is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place.

CAI uses a combination of text, graphics, sound and video in enhancing the learning process. The computer has many purposes in the classroom, and it can be utilized to help a student in all areas of the curriculum. CAI refers to the use of the computer as a tool to facilitate and improve instruction. CAI programs use tutorials, drill and practice, simulation, and problem solving approaches to present topics, and they test the student's understanding.

### **Typical CAI provides:**

1. Text or multimedia content
2. Multiple choice question
3. Problems
4. Immediate feedback

  
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5. Notes on incorrect responses
6. Summarizes students' performance
7. Exercises for practice
8. Worksheets and tests

### **Types of Computer Assisted Instruction:**


- Drill and practice
- Games
- Tutorial
- Discovery


### **What is ADDIE model?**

ADDIE is a leading learning development model used for instructional design, which is the complete process of designing, developing, and serving learning content. The model is often used to design training and learning & development programs in organizations.

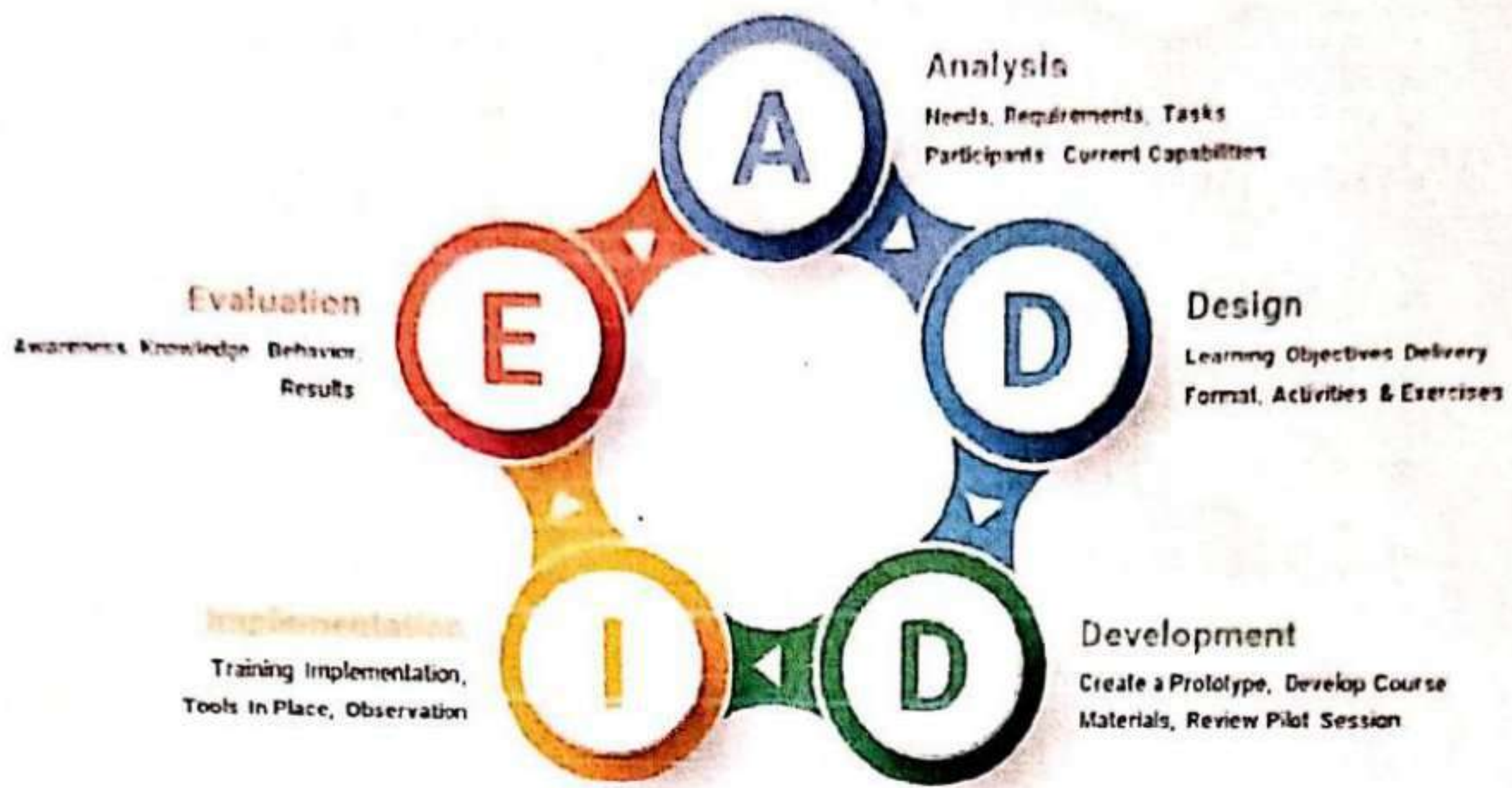
### **ADDIE stand for:**

- Analyse
- Design
- Development
- Implementation
- Evaluation

  
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These are the five stages of the learning development process.




↓ **Analysis:** Before you start developing any content or training strategies, you should analyse the current situation in terms of training, knowledge gaps etc. Start with a series of questions to understand the current situation and to also understand what is the goal of the training itself.

↓ **Design:** This is where you take all of the learnings of the previous phase and use it to make practical decisions. This includes a strategy, delivery methods, structure, duration, assessment, and feedback.

↓ **Development:** At this stage, you can begin to create the courses. You will be heavily

  
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guided by prototype/storyboards at this point. Each element of the course should be developed to match the design phase.

↓ **Implementation:** Once you have completed your courses and you are satisfied that they are fully tested, it's time to share them with the learner.

↓ **Evaluation:** ADDIE's main goal is to provide a structured method of creating training programs.

  
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# ACTION STEPS

## ❖ Stage 1: Analysis

### ▪ Goals:

1. To enable the student to understand the concept of circle.
2. To enable the student to understand the properties and angles in the circles.
3. To understand the elements and the parts of the circle to the student.

### ▪ Task analysis:

#### ▪ Content analysis

- Define and explain muscular system
- Define and explain muscles
- Types of muscles
  - Cardiac muscles
  - Smooth muscles
  - Skeletal muscles
- Define and explain Digestive system
- Part of Digestive system
- Explain Teeth and its types

### ▪ Task analysis

Computer operation skill, picture, flowchart,

sound effect, video and Animation

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## ❖ Stage 2: Design

### ▪ Designing Learning Outcomes

- Define and explain muscular system
- Define and explain muscles
- Types of muscles
  - Cardiac muscles
  - Smooth muscles
  - Skeletal muscles
- Define and explain Digestive system
- Part of Digestive system
- Explain Teeth and its types

### ▪ Choosing the course format

Teacher will teach to entire class at a time.

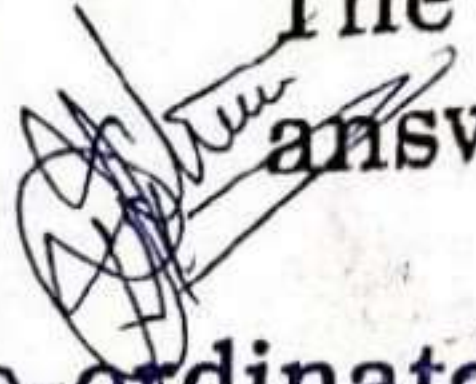
### ▪ Creating an instruction activity


#### • Pre instruction activity

Teacher will perform activity by showing different types of muscular system and parts of digestive system and asking question to them.

#### • Learning participation

The students will discuss in peer and then answer to teacher.

  
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- Follow through activity

Students will be to understand the different types of muscles and parts of digestive system.

▪ **Designing evaluation strategies**

- Formative evaluation

Teacher used to evaluation students based on "NAME THE FOLLOWING".

- *Summative* evaluation

Teachers used to evaluation students based on drawing "PICTURE AND ASKING THE DIFFERENT TYPES OF MUSCLES AND PARTS OF DIGESTIVE SYSTEM".

❖ **Stage 3: Development**

▪ Story board

Animation or Transition/ Visual/ Video	Content (text)	Audio & Sound effect
Slide:1 With Transition	Title: Introduction of our self	—
<i>Shew</i> Text	College, Name, Roll no., Class, Sub, Topic, Academic year	—

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Slide:2 With Transition	Slide title: The muscular system and digestive system in human beings	—
Text with picture	Topic heading	—
Slide:3 With Transition	Slide title: Muscular system	—
Text with picture	Define muscular system and picture of human muscle	—
Slide:4 With Transition	Slide title: Muscular system	—
Visual aid by showing picture	Picture of human muscular system	—
Slide:5 With Transition	Slide title: Define mutual relation between muscles and bones	—
Text and Visual aid by showing pictures	Define muscular system	—
Slide:6 With Transition	Slide title: Voluntary and involuntary muscles	—
Text with picture	Define voluntary and involuntary muscles, & pictures show the difference between voluntary and involuntary muscles	—
Slide:7 With Transition	Slide title: Types of muscles	—
Flow chart with Visual aid by showing pictures	Flow chart and pictures of examples	—

*hous*  
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Slide:8 With Transition	Slide title: Skeletal, cardiac and smooth muscles	-
Text with List	Define types of muscles	-
Slide:9 With Transition	Slide title: Digestive system	-
Text with picture	Define digestive system and digestion with the help of diagram	-
Slide:10 With Transition	Slide title: Part of human digestive system	-
Text with flow chart	Flow chart describe about the parts of digestive system	-
Slide:11 With Transition	Slide title: Digestive system	-
Visual aid by showing picture	This picture explained internal human digestive system in detail	-
Slide:12 With Transition	Slide title: Teeth	-
Text and Visual aid by showing pictures	Define teeth and its types	-
Slide:13 With Transition	Slide title: Thank you	-
Text with picture	Thank you	-

### ❖ Stage 4: Implementation

The teacher started by showing different muscles and parts of digestive system based

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on the asking questions to applied to check the students previous knowledge. The teacher will focus over the content by describing and implementing in step by step manner with the help of presentation.

### ❖ Stage 5: Evaluation

Evaluation is an assessment process used to check out the leaner comes based on an objective and specification. CAI packages testing performs both formative and summative Assessment in training oriented process.

Formative tested are based on diagrams and asking questions over its and summative tested by asking different types of muscles and parts of digestive system.

  
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FILE HOME INSERT DESIGN TRANSITIONS ANIMATIONS SLIDESHOW REVIEW DEVELOPER

NAME: Chaudhary Sabiha Anjum Ibne Saud  
 Roll no: 18  
 Class: F.Y.B.Ed  
 Subject: I.C.T. Activity 2<sup>nd</sup>  
 Topic: The Muscular and Digestive Systems in Human being  
 Academic year: 2023-2024  
 Professor Incharge: Khan Sana Ma'am & Momin Monisa Ma'am

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THE MUSCULAR AND DIGESTIVE SYSTEMS IN HUMAN BEING

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## MUSCULAR SYSTEM

- ▶ The Muscular system is composed of specialized cells called muscle fibres.
- ▶ Their predominant function is contractibility.
- ▶ The Muscles, attached to bones or internal organs and blood vessels, are responsible for movement.
- ▶ Nearly all movement in the body is the result of muscle contraction.
- ▶ Study of muscle is called 'Myology'.



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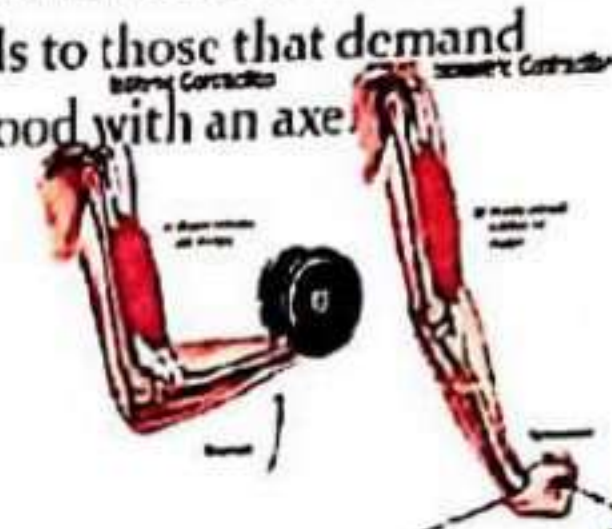
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1 2 3 4 5 6

**Muscles are bundles of fibers that can contract and relax as required**

**can you tell?** → **What is mutual relation between muscles and bones?**

- Muscles are firmly attached to bones by means of tendons.
- When muscles contract, there is movement at the joint and the bones either nearer to or away from each other.
- The action of muscles is necessary for all kind of movements from the small movement of eyelids to those that demand great strength as when chopping wood with an axe.



NOTES COMMENTS

Activity 2.12 - PowerPoint (Product Activation Failed)

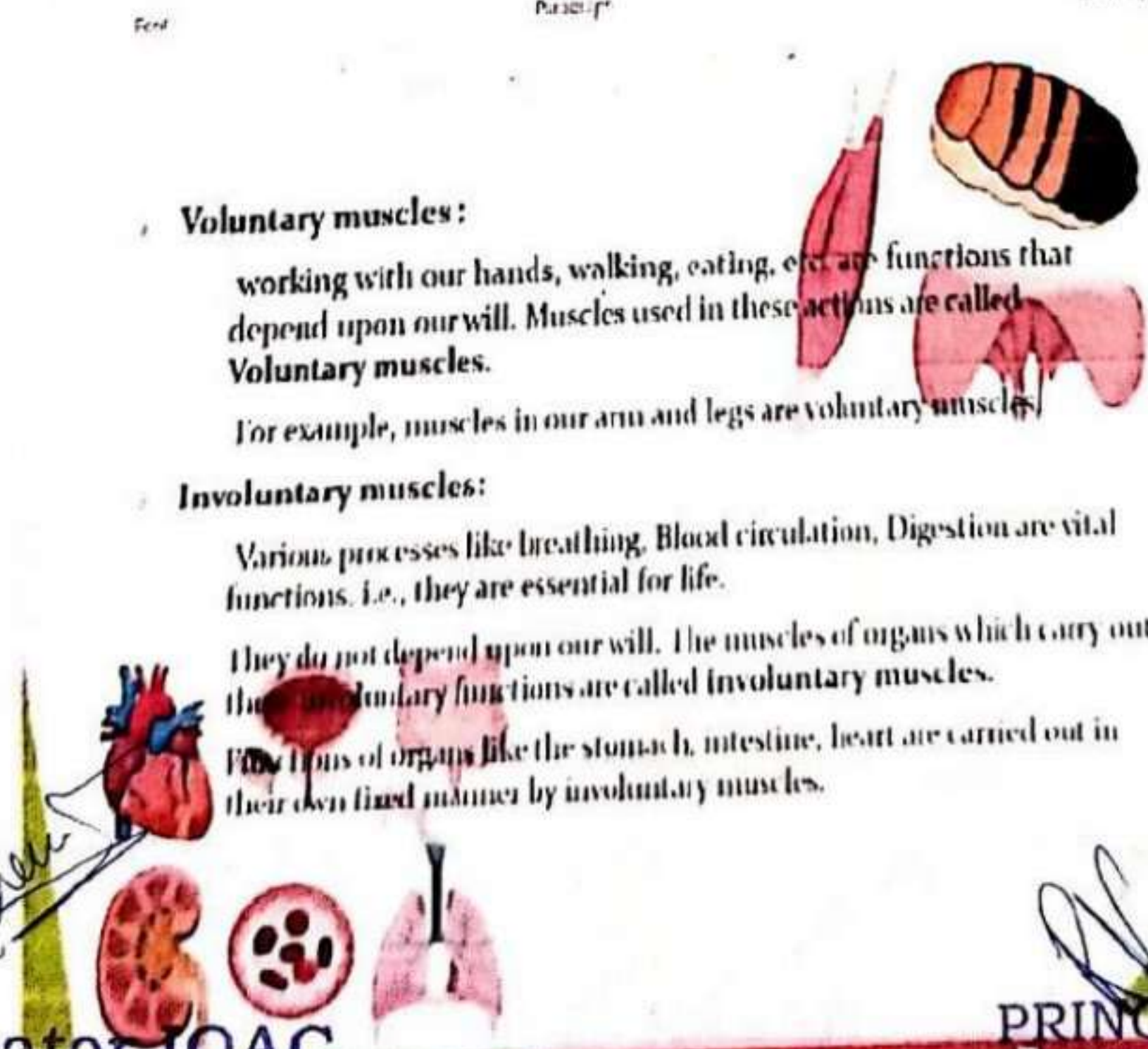
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**Voluntary muscles :**  
 working with our hands, walking, eating, etc. are functions that depend upon our will. Muscles used in these actions are called **Voluntary muscles**.  
 For example, muscles in our arm and legs are voluntary muscles.

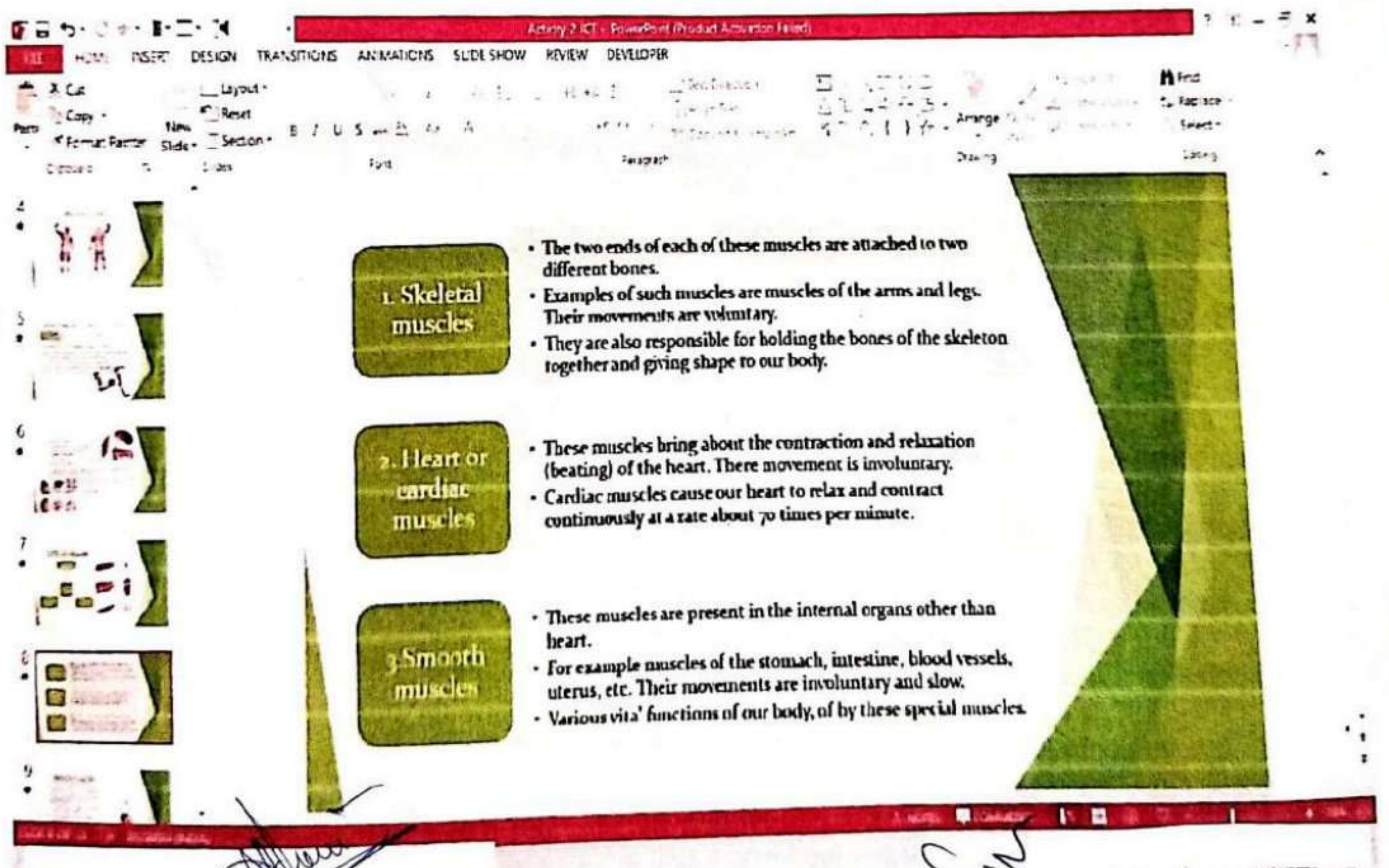
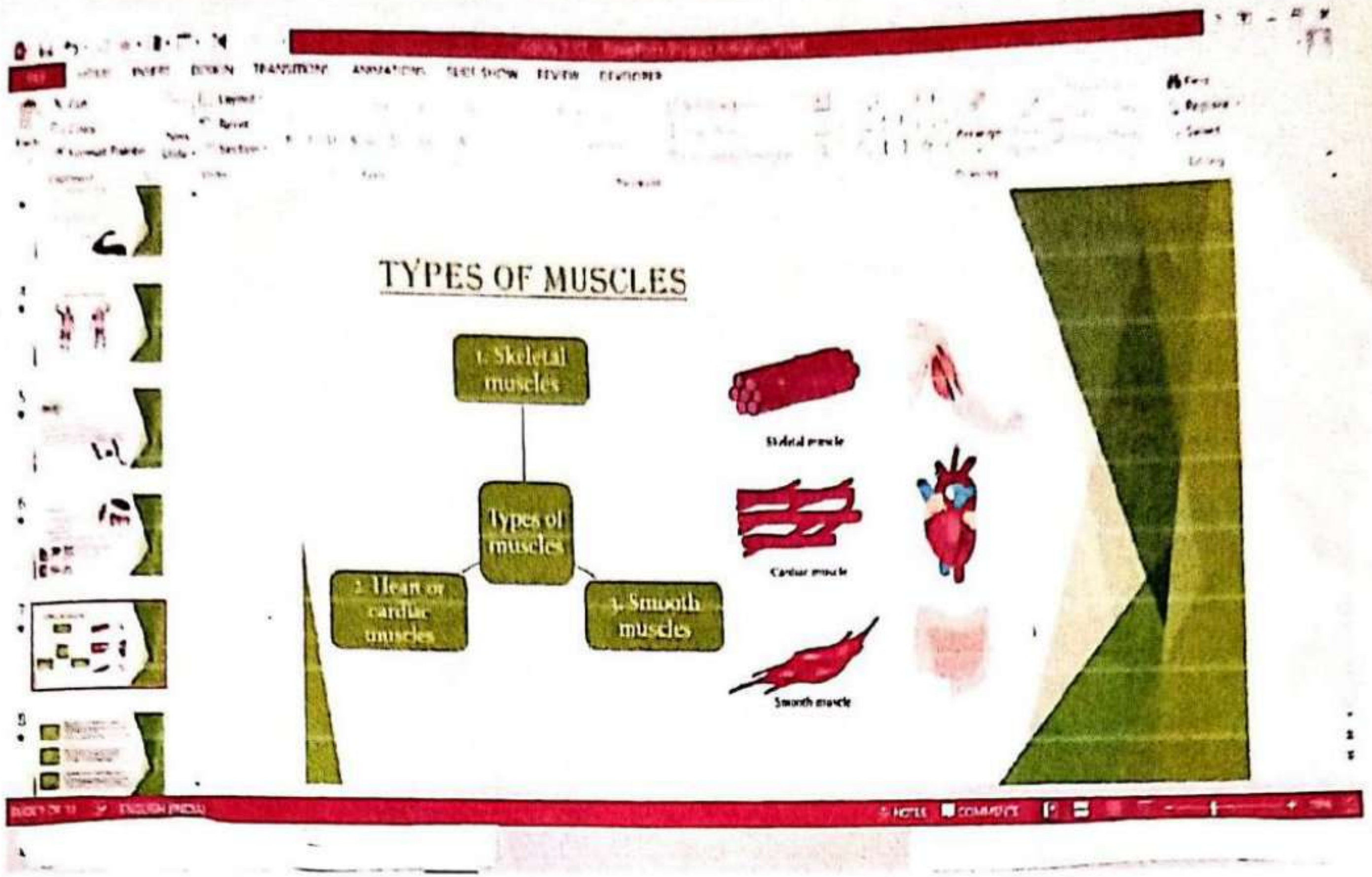
**Involuntary muscles :**  
 Various processes like breathing, Blood circulation, Digestion are vital functions. I.e., they are essential for life.  
 They do not depend upon our will. The muscles of organs which carry out these involuntary functions are called **Involuntary muscles**.  
 Functions of organs like the stomach, intestine, heart are carried out in their own fixed manner by involuntary muscles.





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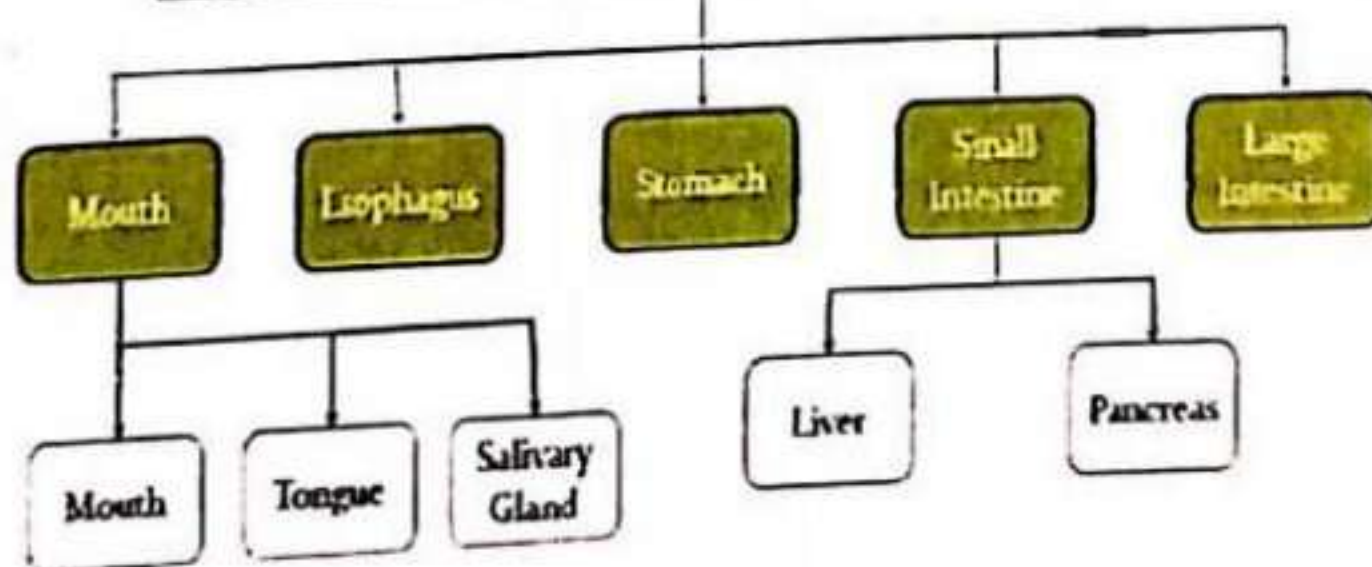
  
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## DIGESTIVE SYSTEM

- ▶ Conversion of food into a soluble form and its absorption into the blood is called digestion.
- ▶ The digestive system is a network of organs that breaks down food into nutrients and fuel for the body.
- ▶ The digestive system consists of the alimentary canal and digestive glands.
- ▶ The total length of alimentary canal is about 9 metres.
- ▶ Its main parts are the mouth, pharynx, esophagus, stomach, small intestine, large intestine, rectum and anus.
- ▶ The salivary glands, liver and pancreas are the digestive glands connected to the alimentary canal.



## PART OF HUMAN DIGESTIVE SYSTEM




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## DIGESTIVE SYSTEM



**Mouth**  
Where food enters the body and is broken down into small pieces by chewing.

**Salivary glands**  
Produce saliva, which moistens food and begins the digestion of starch.

**Esophagus**  
Carries food from the mouth to the stomach.

**Stomach**  
Where food is broken down into smaller pieces and mixed with gastric juice. It also kills some bacteria and viruses.

**Small intestine**  
Where most of the digestion and absorption of nutrients takes place. It is divided into three parts: duodenum, jejunum, and ileum.

**Large intestine**  
Also called the colon, it absorbs water and electrolytes from the food. It also produces some vitamins and stores feces.

**Anus**  
The opening at the end of the digestive tract where waste is eliminated from the body.

**Salivary glands**  
Produce saliva, which moistens food and begins the digestion of starch.

**Esophagus**  
Carries food from the mouth to the stomach.

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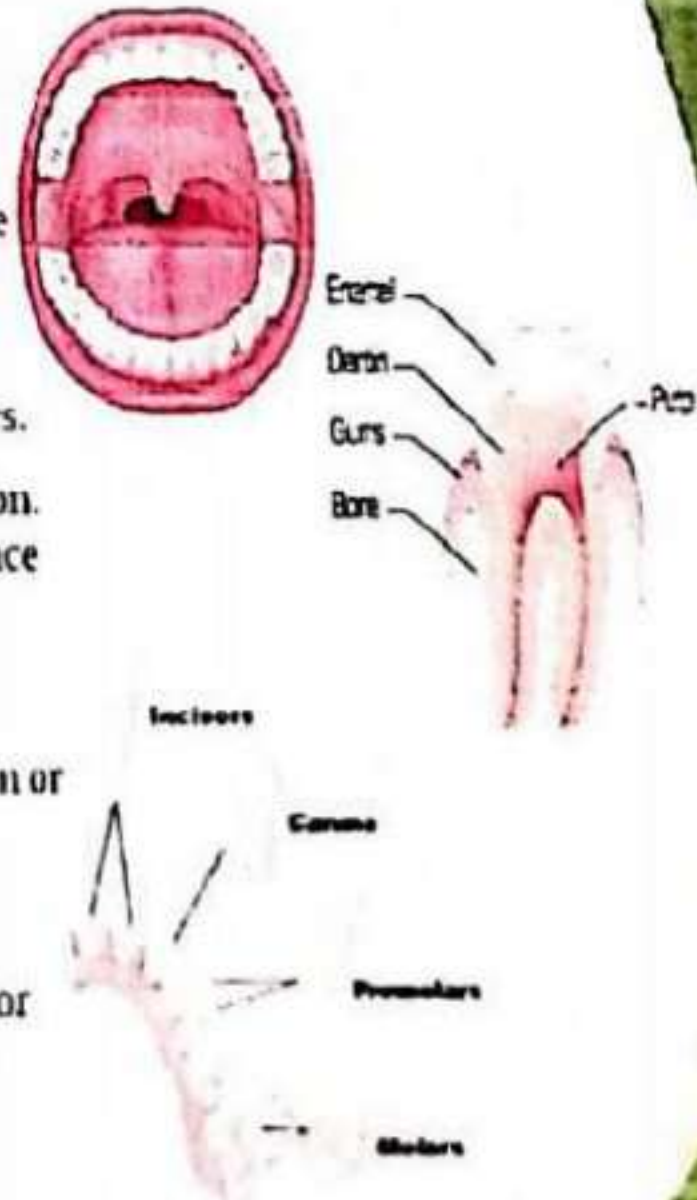
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## TEETH

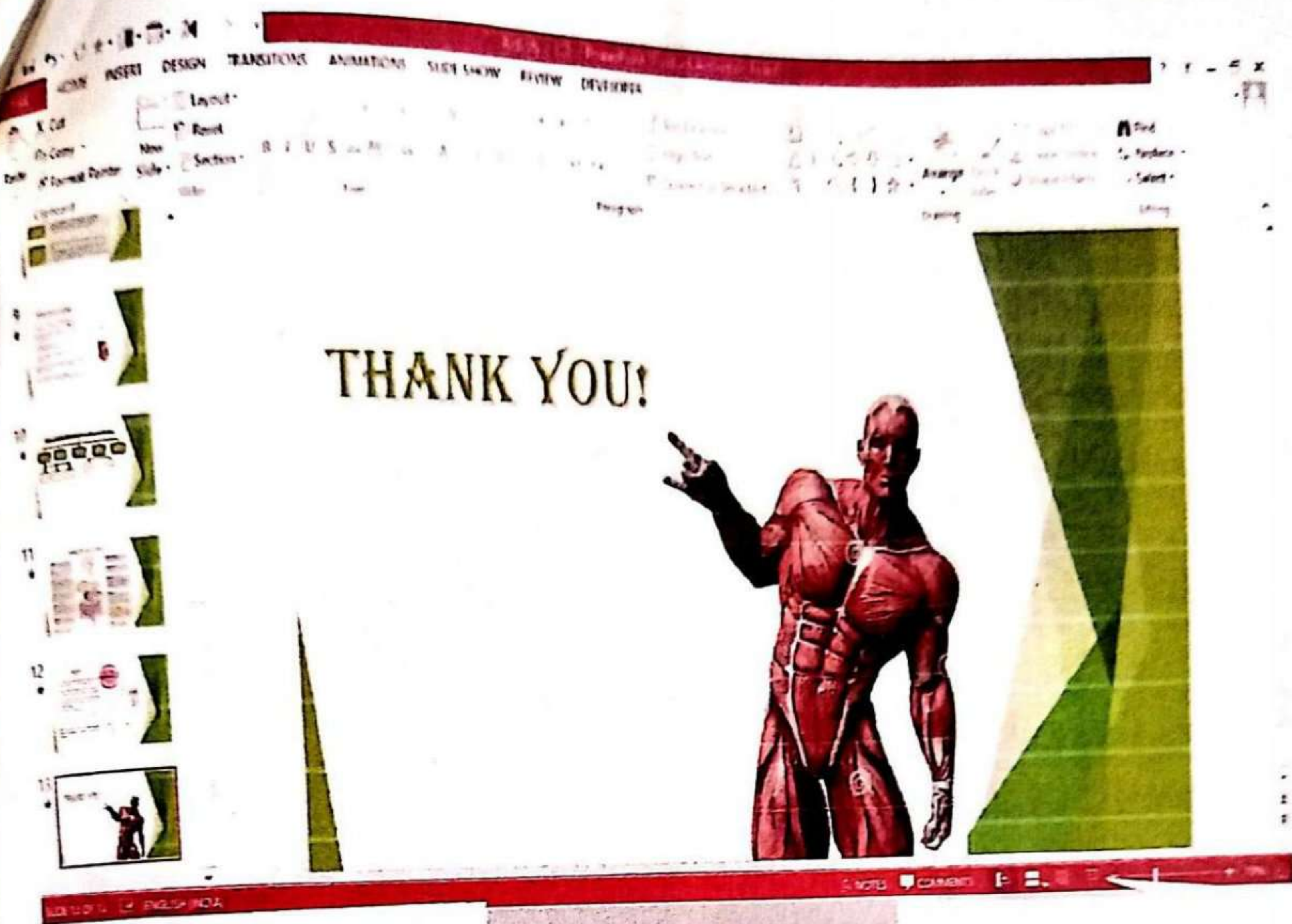
- ▶ The process of digestion begins with the function of the teeth in the mouth.
- ▶ There are four types of teeth, namely, incisors, canines, pre-molars and molars.
- ▶ Each type of tooth has a specific function. Each tooth is covered by a hard substance called enamel.
- ▶ Enamel is made of a calcium salt.
- ▶ Saliva contains an enzyme called ptyalin or salivary amylase.

Saliva contains an enzyme called **ptyalin** or **salivary amylase**. Ptyalin or sugar called **maltose**.




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THANK YOU!




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# REFLECTION


The activity are create me aware me new packages which CAI model which is computer aided instruction which support Instruction to learner to learn in effective with o interesting modes. The CAI package help as tutor, and guider etc. The CAI package is learning oriented model which developed student's ability and capability based on problem solving and creativity Effective teachers of reading use a variety of materials and instructional procedures. The CAI package support all multimedia formats.


The ADDIE MODEL male effective design and Development based on that presentation are design which is implemented by a lots tests, pictures, flowcharts, sound effect and with video which make a leaner effective learning. The ADDIE MODEL support in step to step manner in which completed analyse the content then move the design of the content and process to development and which are implement and process last step assessment

  
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of learner which based on content selected as both formative and as well as summative assessment.

  
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# Introduction:



A portfolio's meaning can be defined as a collection of financial assets and investment tools that are held by an individual, a financial institution or an investment firm.

## What is e portfolio:

An e Portfolio is a collection of work (evidence) in an electronic format that showcases learning over time. Creating a digital portfolio encourages students to take responsibility for their learning and showcase that learning with others. An e Portfolio lets students organize, document, and display their most significant learning experiences in one digital space. The reflective learning process of creating and building a portfolio over time deepens their learning AND yields a dynamic product that makes learning visible to any audience.

There are four main types or functions of e Portfolios

- Showcase or presentation
  - Process or learning
  - Assessment
  - Hybrid
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# E-PORTFOLIO LEARNING



## 1. Showcase

These types of portfolios focus on the portfolio as a product and are also typically called professional portfolios, formal portfolios, or career portfolio. The showcase portfolio is often used to share a student's best achievements or evidence of learning.

## 2. Process of learning

The second type of portfolio that we commonly see is more of a running record of learning. The purpose is to capture the learning process. It is also called development portfolio, a reflection portfolio, or a formative portfolio.

## 3. Assessment

The assessment portfolio is used to document what a student has learned, or demonstrate that they have mastered elements of the curriculum

## 4. Hybrid

The 4th type of portfolio you'll commonly come across is a combination of the showcase, process, and/or assessment portfolio.

## Objectives of e portfolio:

An e Portfolio has the potential to demonstrate professional and personal growth, exemplify evidence-based practice and provide a planning space for future professional development needs and experiences.

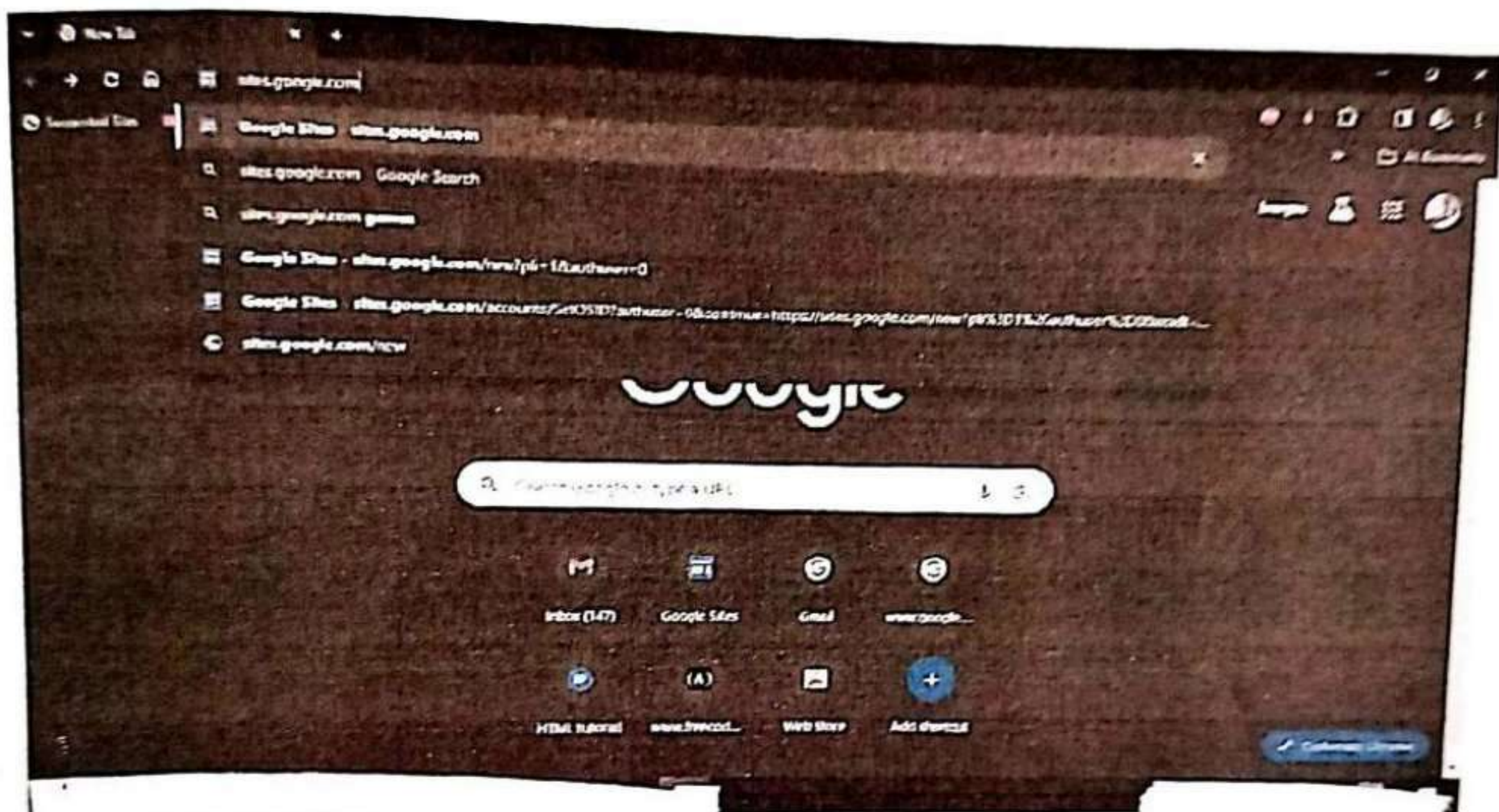
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# Advantages of e portfolio:

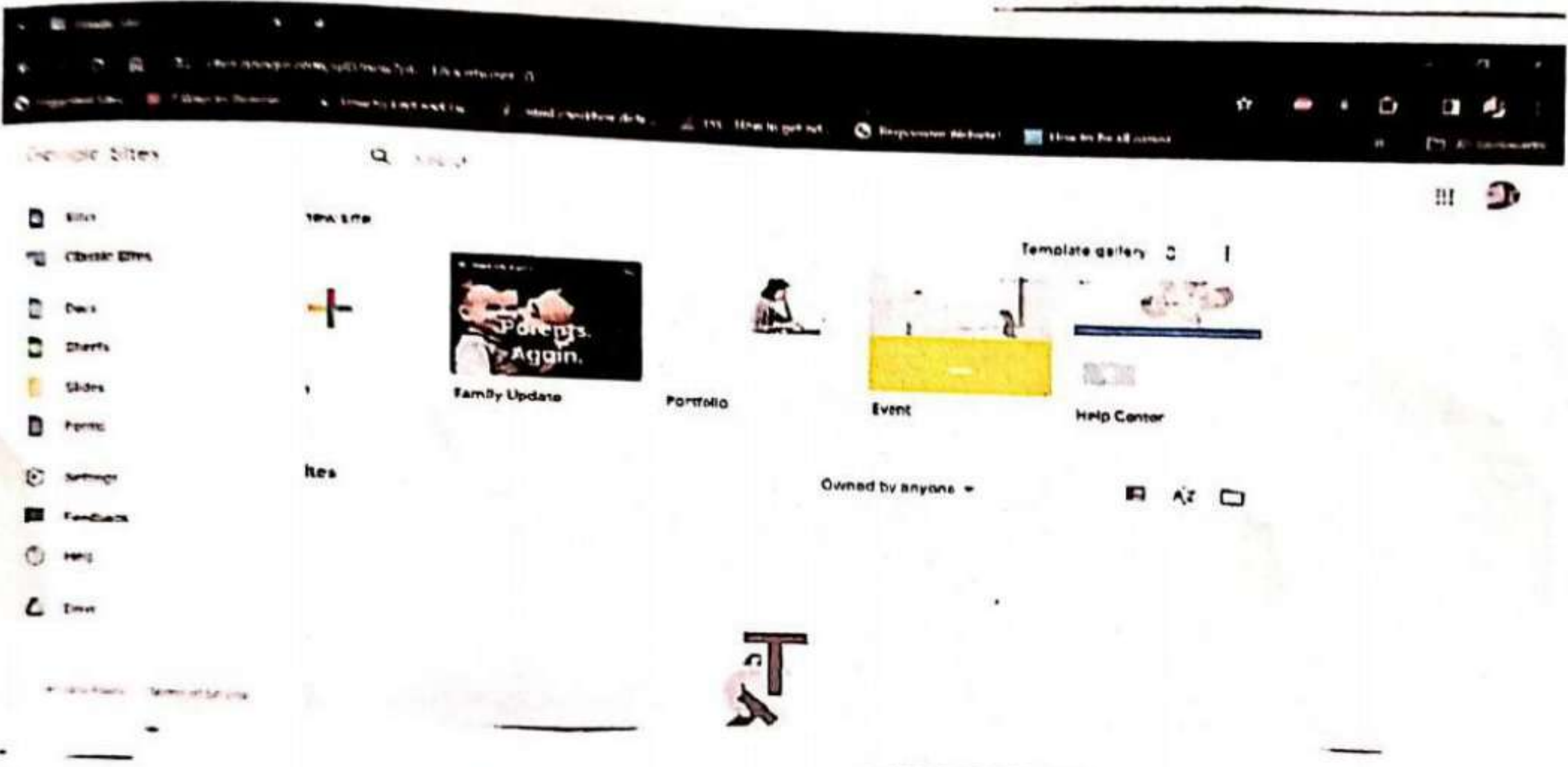
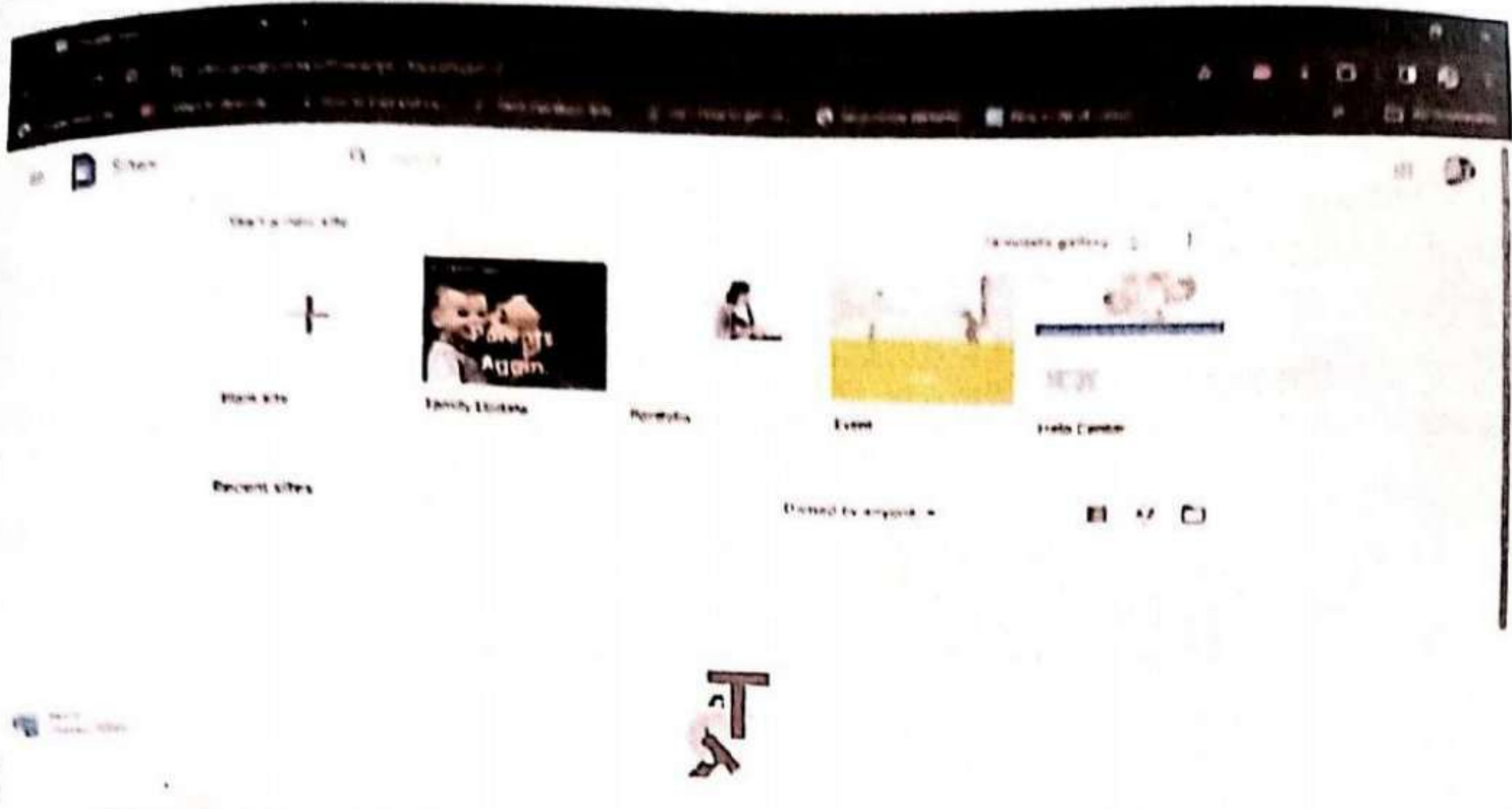
E Portfolios offer this opportunity for learner control and can support or promote deep learning as students are able to make connections between the learning that occurs in different contexts. It is this recognition that learning occurs beyond the classroom that makes e Portfolios attractive to many educators!


## Snapshot of website




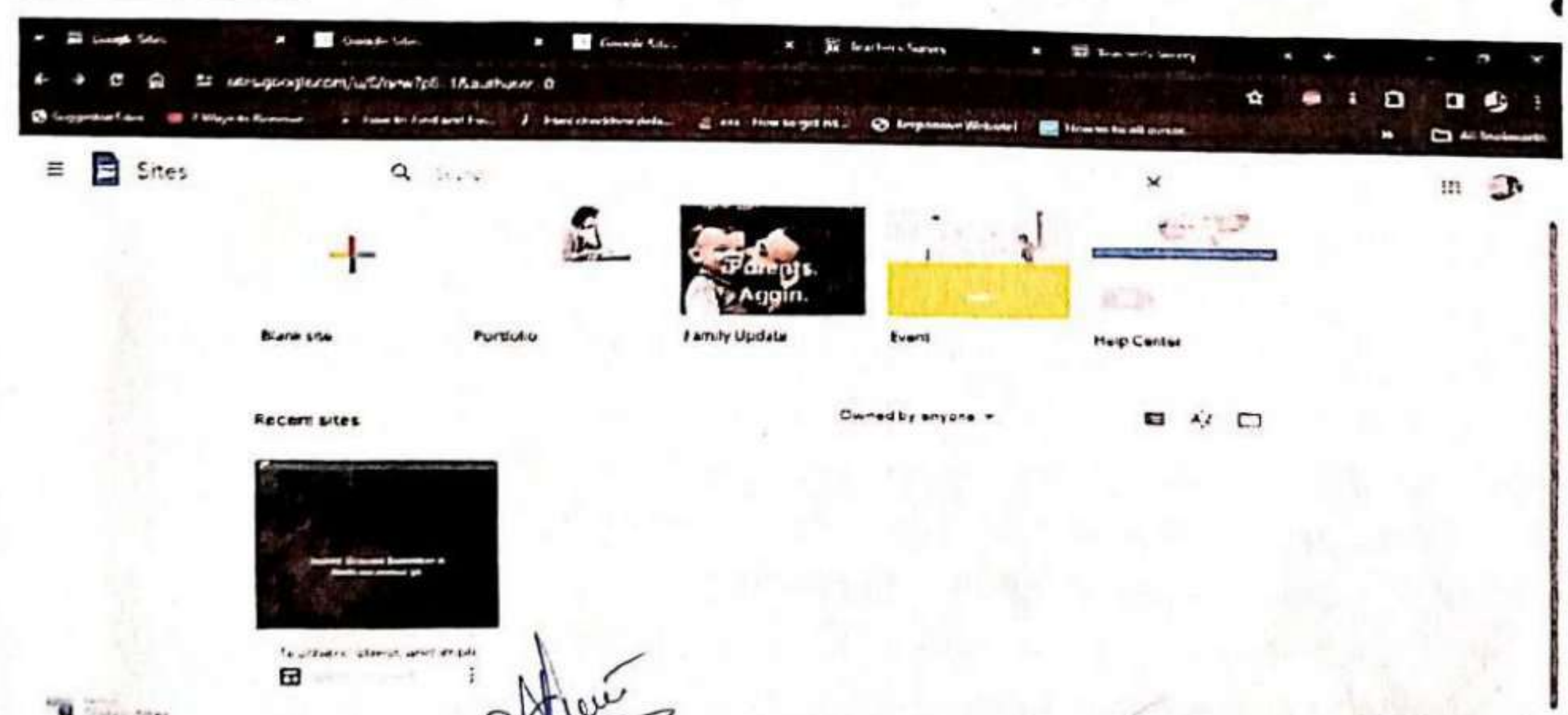
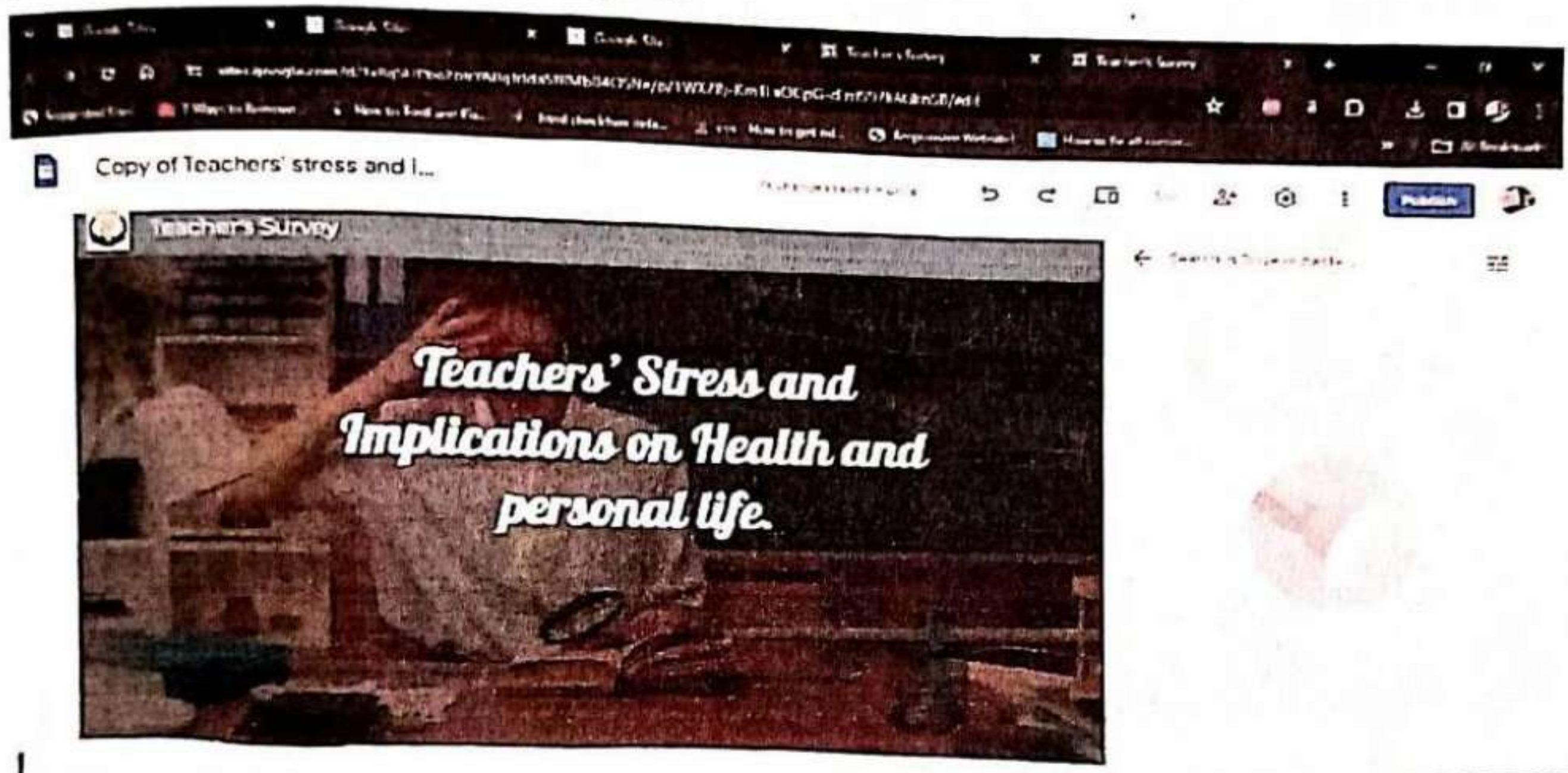
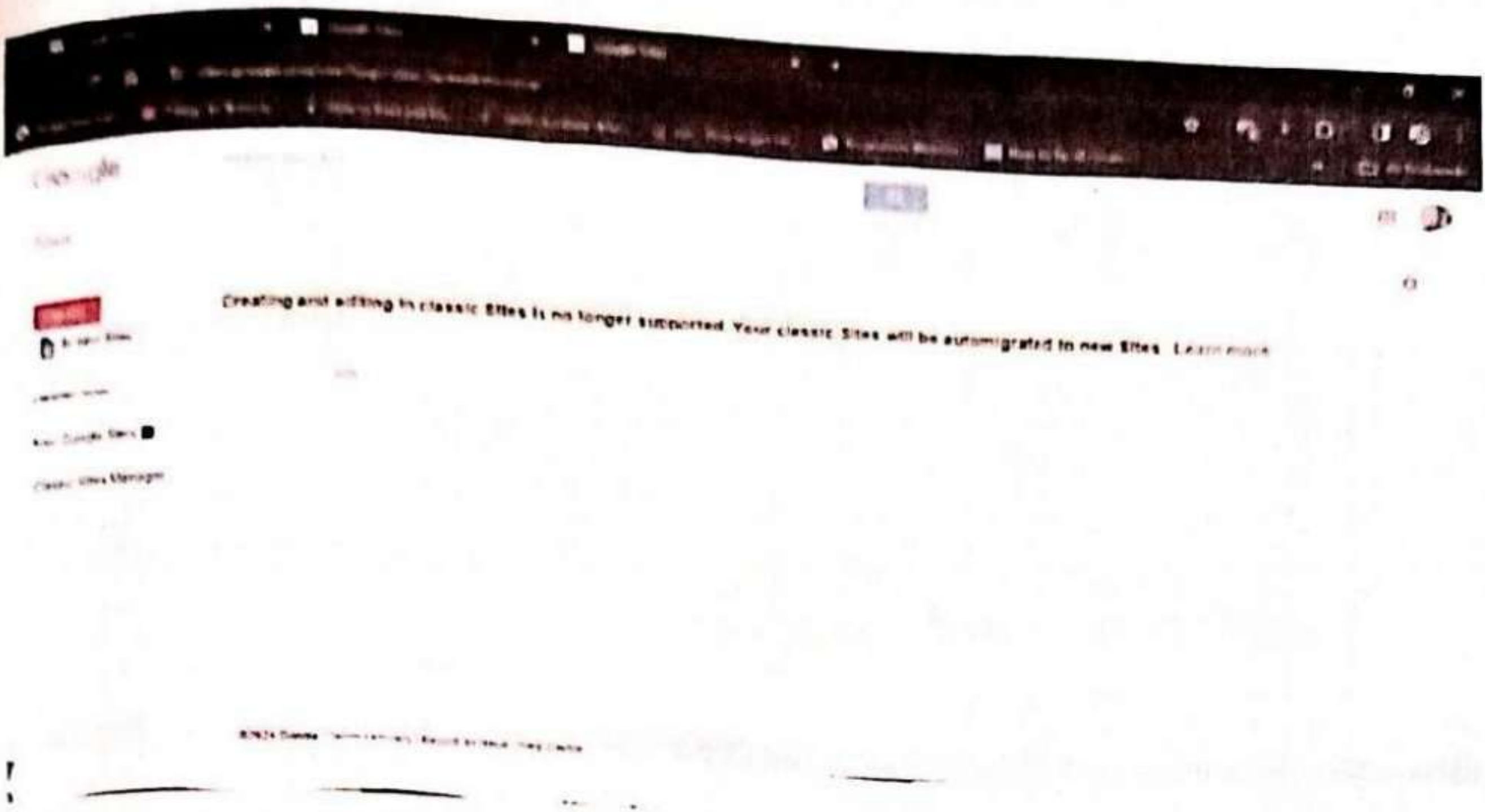
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# Teachers' Stress and Implications on Health and personal life.



## Introduction:

Teaching is a demanding profession but at the same time it is an emotionally and psychologically draining job. It requires a significant amount of emotional and psychological energy due to continuous interaction with students of all ages who bring their own life experiences and family situations to the classroom. Educators are expected to nurture, understand, and help all students throughout the long school day. To execute restorative practices and respond appropriately to students, teachers must be in a good place emotionally, mentally, and physically. However, the introduction of many technological apps, data analysis, assessment tools, and subsequent deadlines has greatly impacted the lives of educators worldwide.

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personal life. There are four potential stressors that can impact teachers' health, teaching, and learning: Micromanaging, Paperwork-App Deadlines, Lack of Discipline Plan and Teachers' Conflict.

### **Administrators micromanaging:**

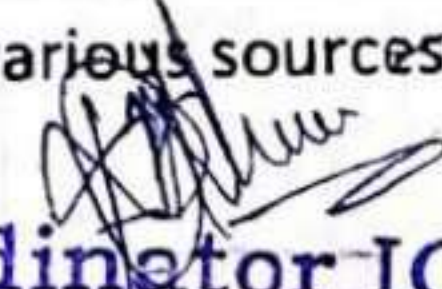
Leadership encompasses numerous professional and personal attributes that define the leader and guide them throughout their operations. We see managing as a combination of actions, behaviours, and communication carried out by an individual in order to maximize the personnel abilities and execute organization operations. Micromanaging is an excessive, overly controlling form of managing. A micromanaging leader would often check in for progress and updates, monitoring every aspect of teachers' work. Micromanagement by administrators can have a detrimental effect on teachers' well-being and job performance, and can harm the quality of education that students receive. This type of management style, involving excessive control and monitoring, takes away teachers' autonomy and creativity and can lead to feelings of inadequacy and low self-esteem. As a result, teachers may feel inadequate and suffer from low self-esteem. The constant pressure can result in burnout and a toxic work environment, causing high turnover rates among teachers and impacting the quality of education.

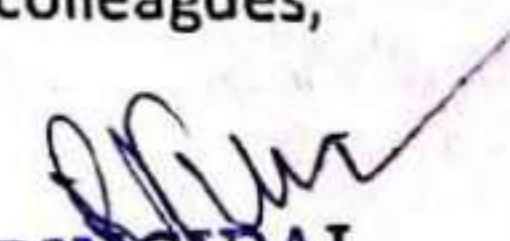
### **Paperwork/Data Deadlines:**

School Districts began to insert more and more tech applications followed by subsequent deadlines. While numerous educational programs have been adopted, not all of them have been fully utilized, other at times only represent additional digital paperwork without being fully analysed. This digital paperwork which is synonymous with data analysis which, over the last few years, has taken, an important and time consuming, role in the lives of teachers. Deadlines that create tensions and stress in teachers who are now worried about meeting deadlines in fear of discipline actions, taking energy away from the needs of the students and creating effective lessons. Teachers are required now to be data collector and data analyst. Our advanced technological society is responsible for much of the stress overload from which we suffer.

### **Teachers' Conflict:**

As teachers work with their colleagues on a daily basis, interpersonal conflicts can arise from various sources, including disagreements with colleagues,

  
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conflicts with parents, or issues with students. These conflicts can significantly impact a teacher's work life, leading to a negative work environment and causing stress. The negative implications of teacher conflict include excessive monitoring, negative conversations, and the formation of cliques, which can affect the school climate, mission, and ultimately, students' learning.

### **Lack of Discipline Plan:**

A school discipline plan is a series of rules, regulations and subsequent actions taken educational organizations and its employees aimed to manage students' behaviours effectively and to ensure that the least number of disruptions occur in the classrooms. It sets the standards of conduct and creates a safe and positive learning environment for all students. A school discipline plan often includes specific consequences for breaking rules, such as detention, suspension, or expulsion. It is important for students to understand the expectations and consequences of their actions to promote accountability and responsibility. Effective school discipline can lead to improved academic performance and overall success for students. However, when discipline becomes too strict or when teachers are forced to enforce rules that are unreasonable, it may lead to stress and burnout.

### **Effect on personal life:**

Teaching is not a nine-to-five job. Teachers often bring their work home with them, grading papers and planning lessons late into the night. This heavy workload, combined with the demands of personal life, can make it difficult for teachers to maintain a healthy work-life balance. Time management is another significant source of stress. Teachers have to juggle numerous tasks each day, from planning and delivering lessons to meeting with parents and administrators. The constant rush to get everything done can lead to feelings of overwhelm and stress.



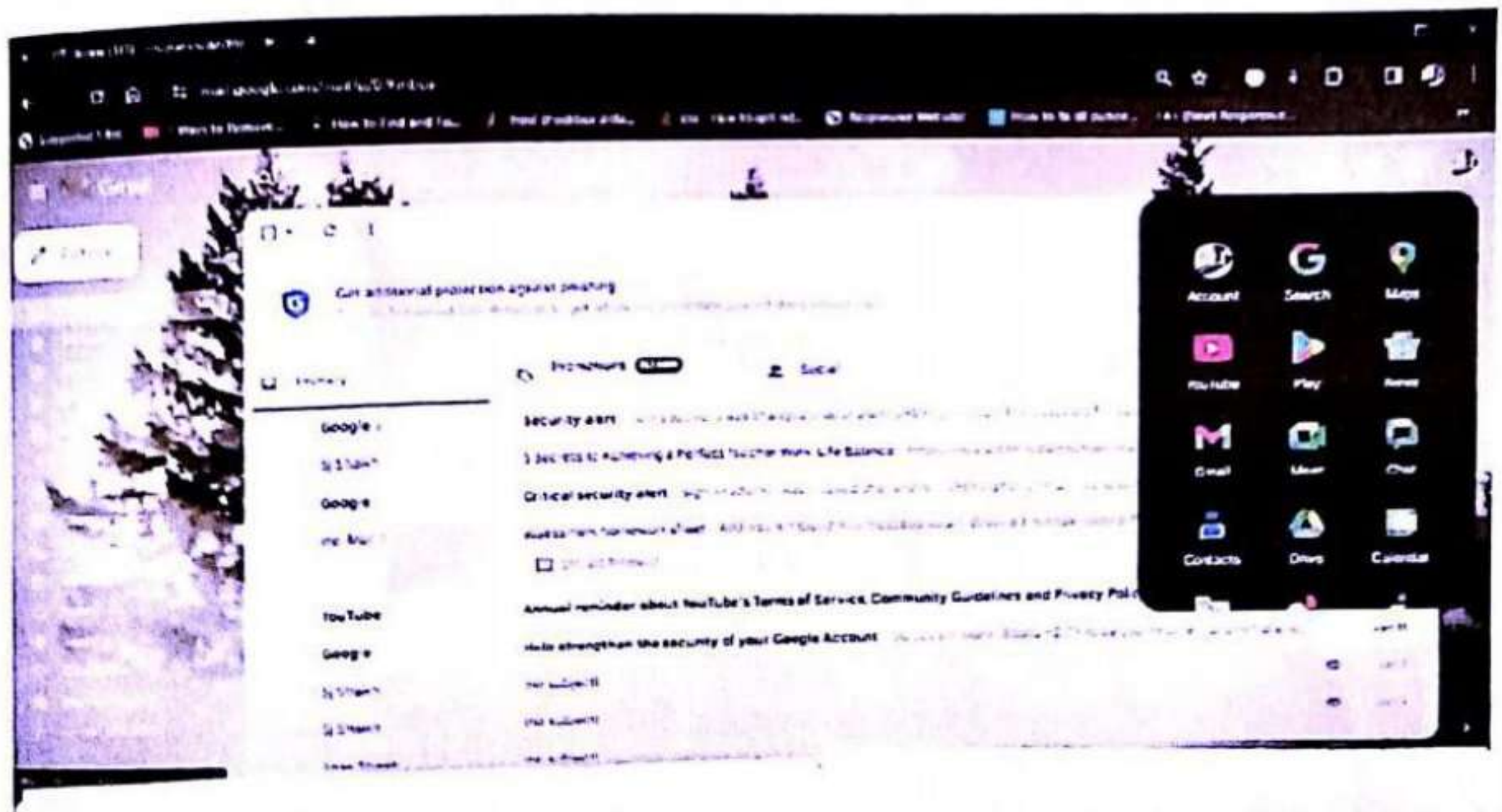
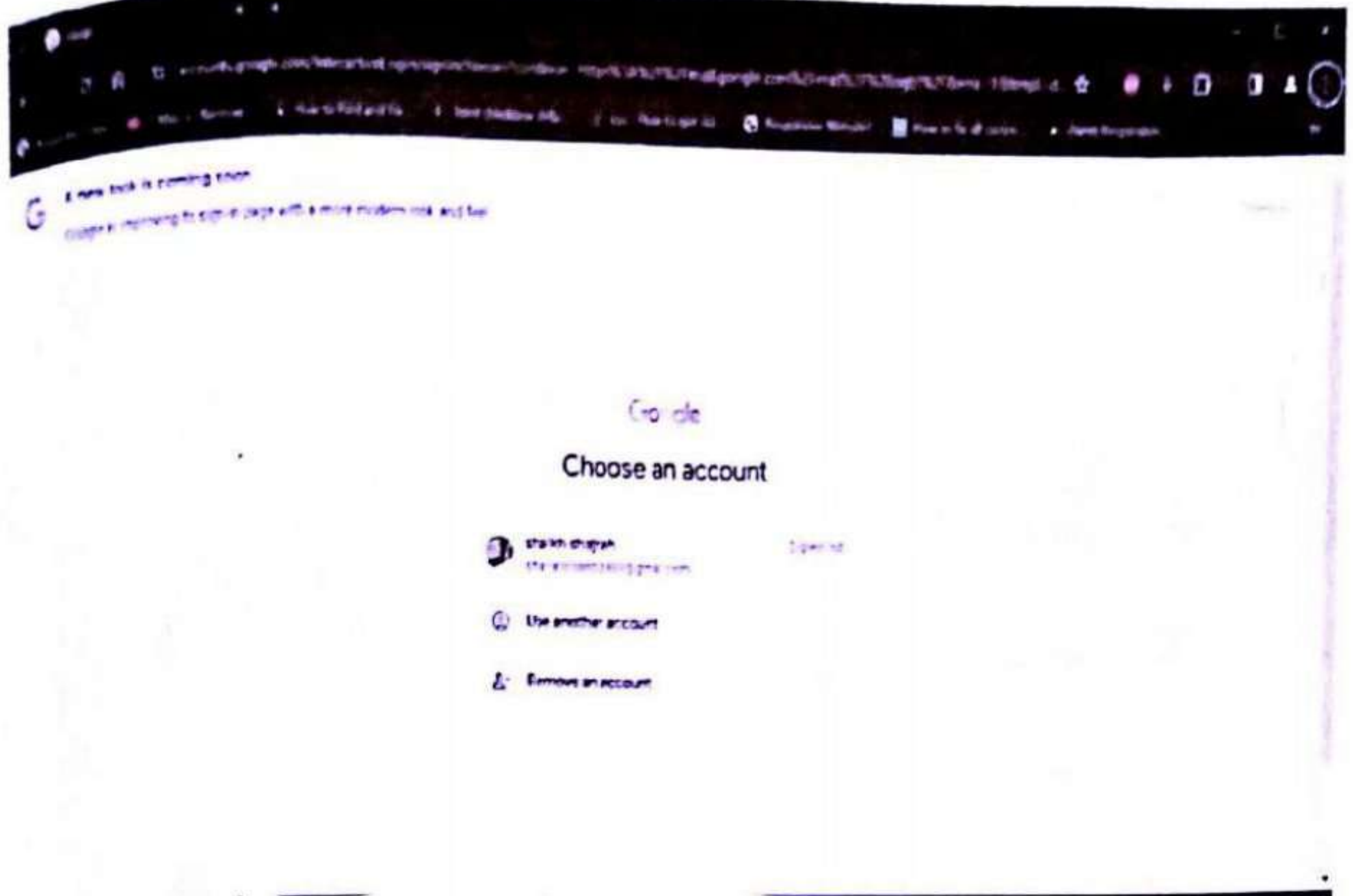
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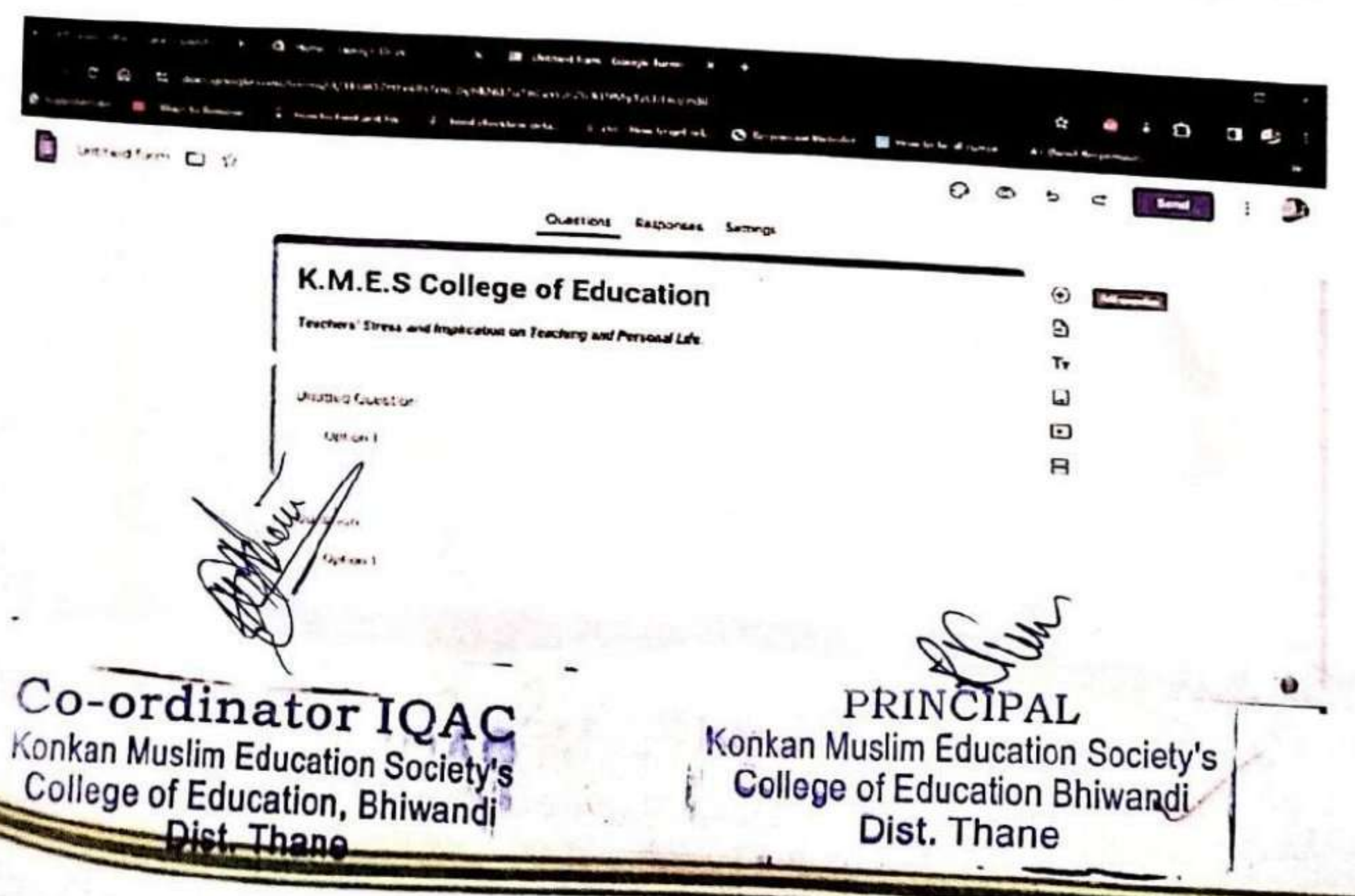
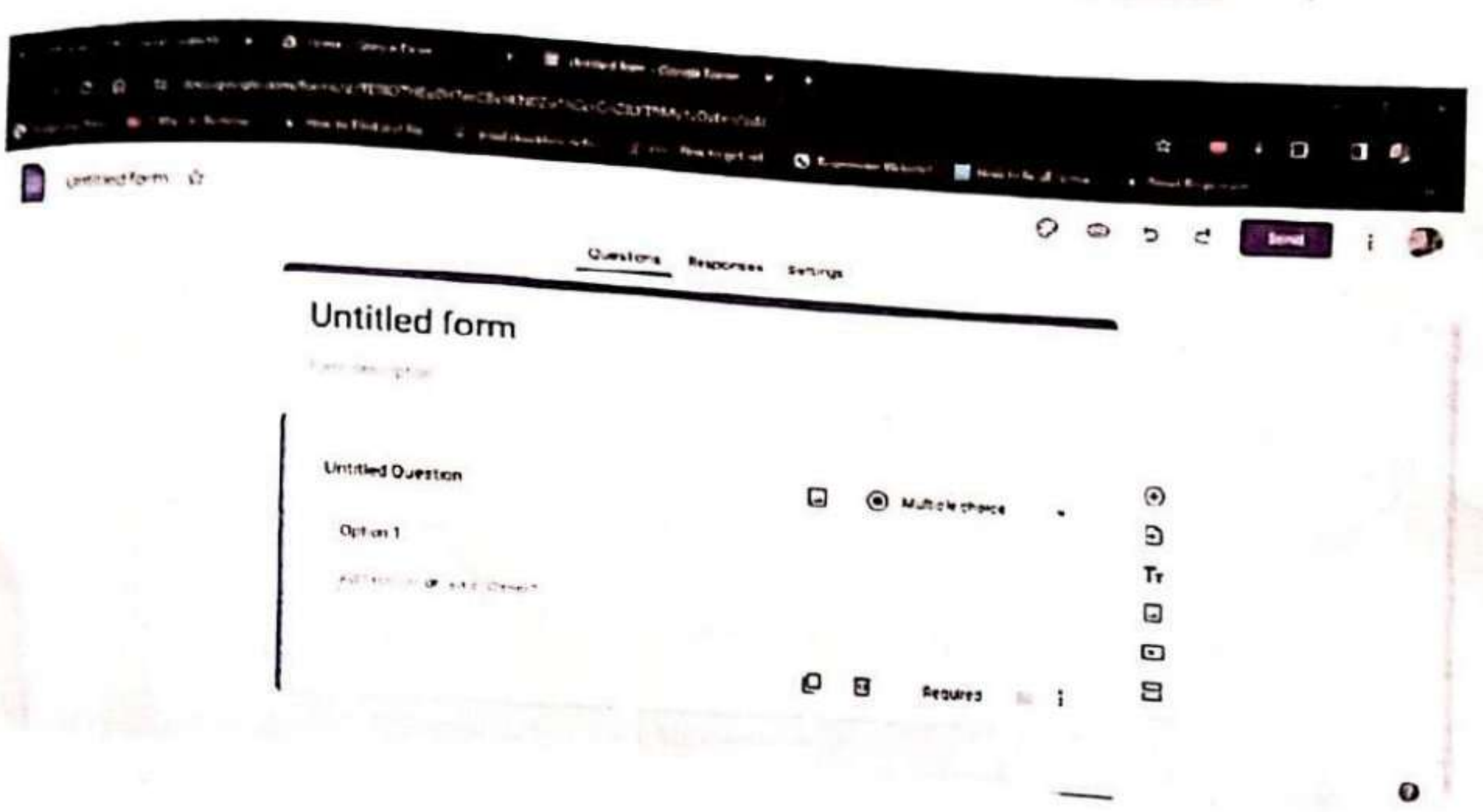
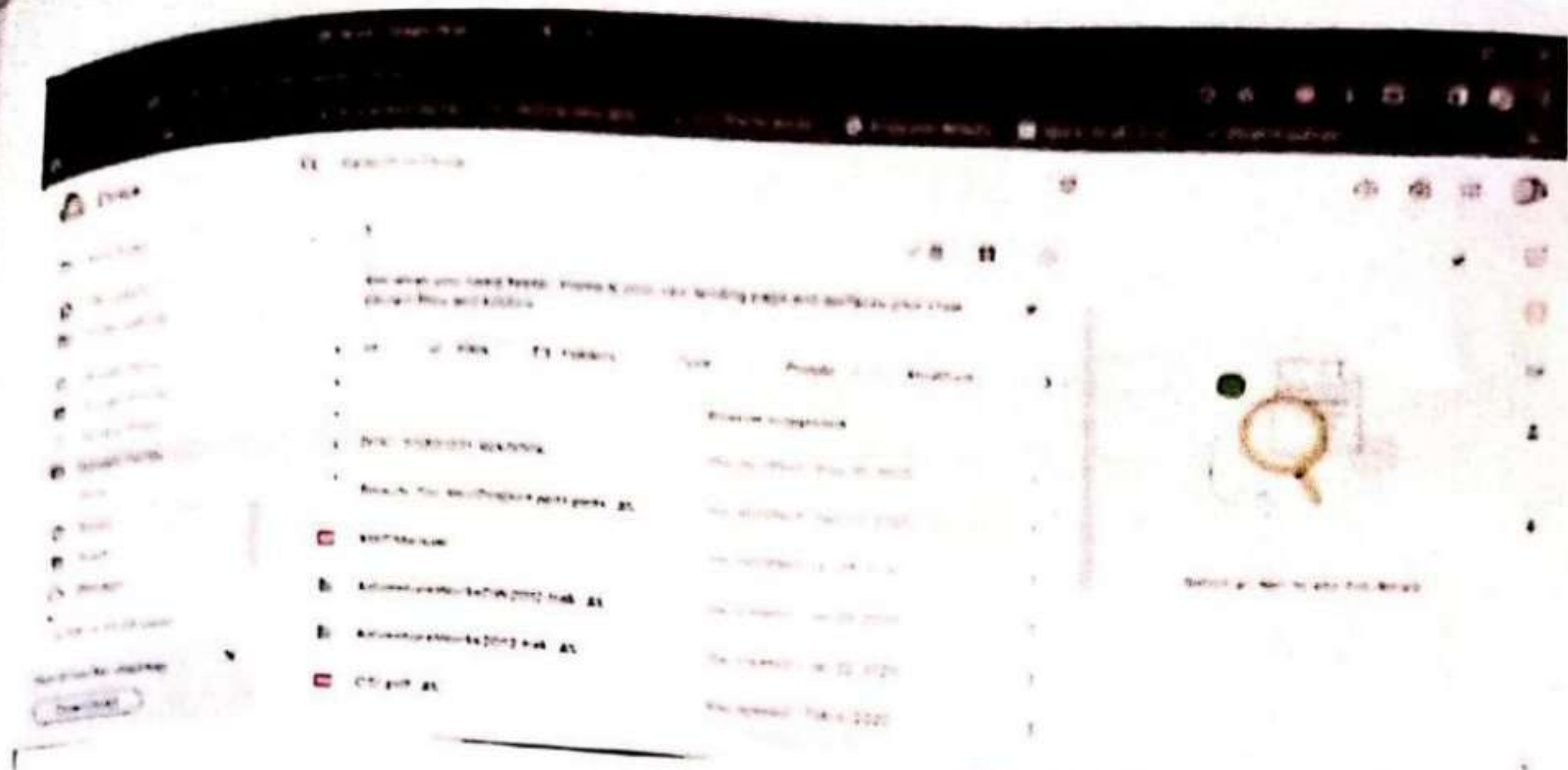


# Snapshot of survey



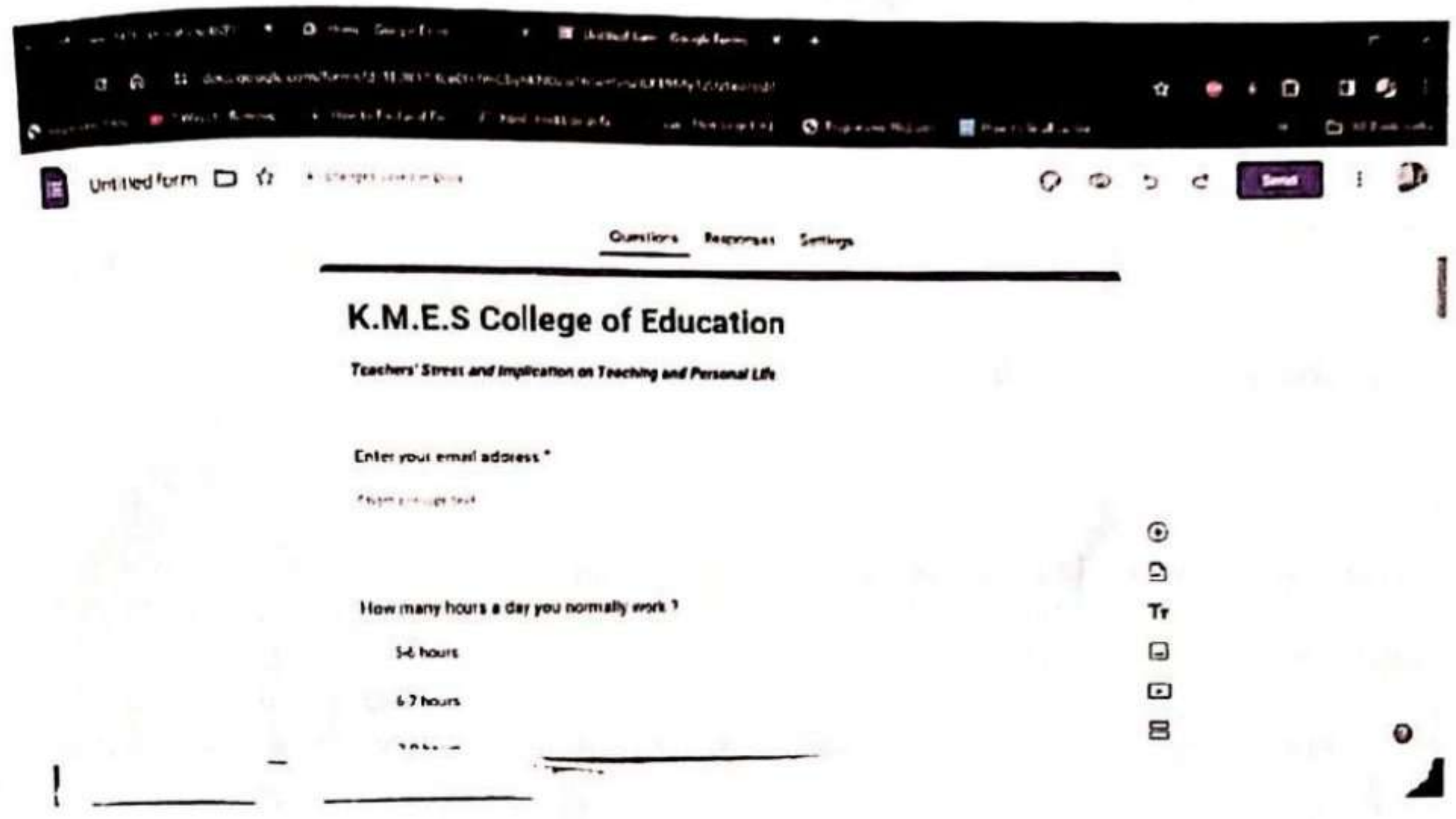
  
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# K.M.E.S College of Education

Teachers' Stress and Implication on Teaching and Personal Life.

1. Email \*

2. How many hours a day you normally work?

Mark only one oval.

- 5-6 hours
- 6-7 hours
- 7-8 hours
- More than 8 hours

3. Do you generally feel you are able to balance your work life?

Mark only one oval.

- Yes
- No

4. How often do you think or worry about work?

Mark only one oval.

- never think about work
- Rarely
- Sometimes
- Always

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5. How do you feel about the amount of time you spend at the work?  
Mark only one oval.

Very happy

Happy

Indifferent

Unhappy

6. Do you ever miss out any quality time with your family or friends because of pressure of work?

Mark only one oval.

Most of the time

Sometimes

Always

Never

7. Do you ever feel tired or depressed because of work?

Mark only one oval.

Most of the time

Sometimes

Always

Never

8. Do you work for long hours or overtime and even on holidays?

Mark only one oval.


Most of the time

Sometimes

Always

Never

  
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9. How often do you take work home?

Mark only one oval.

- Most of the time
- Sometimes
- Always
- Never

10. Does long working hours affect your efficiency?

Mark only one oval.

- Most of the time
- Sometimes
- Always
- Never

11. Do you agree your health and personal life are suffering because of your work?

Mark only one oval.

- Strongly agree
- Agree
- Partially agree
- Disagree

12. Are you satisfied with your work schedule?

Mark only one oval.

- Yes
- No

*(Handwritten checkmark)*

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13. Tick the relevant option that you look for to manage stress.  
Mark only one oval.

Yoga


Meditation


Entertainment

Other:

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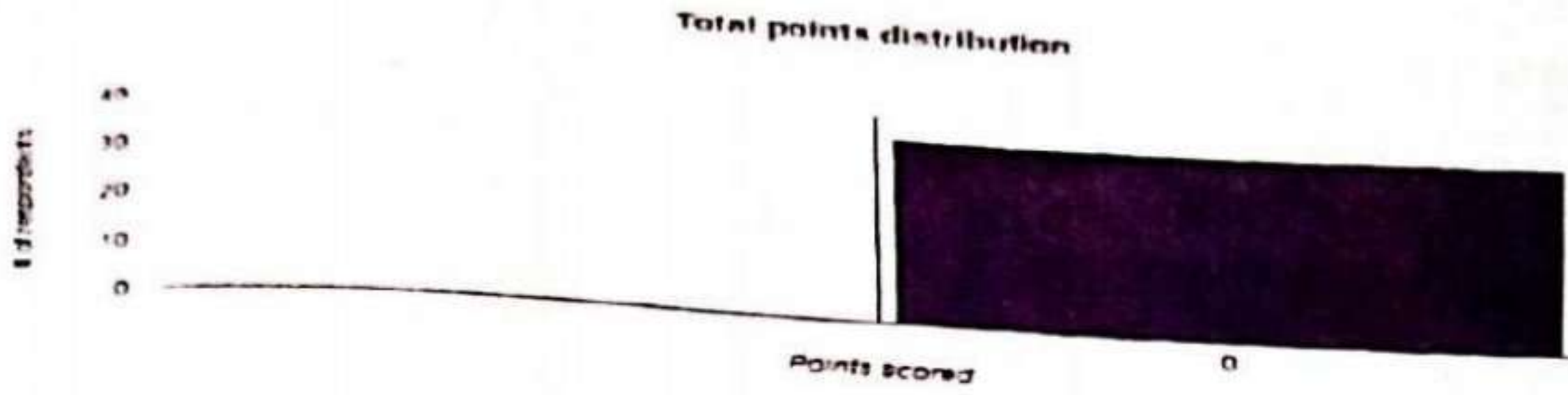
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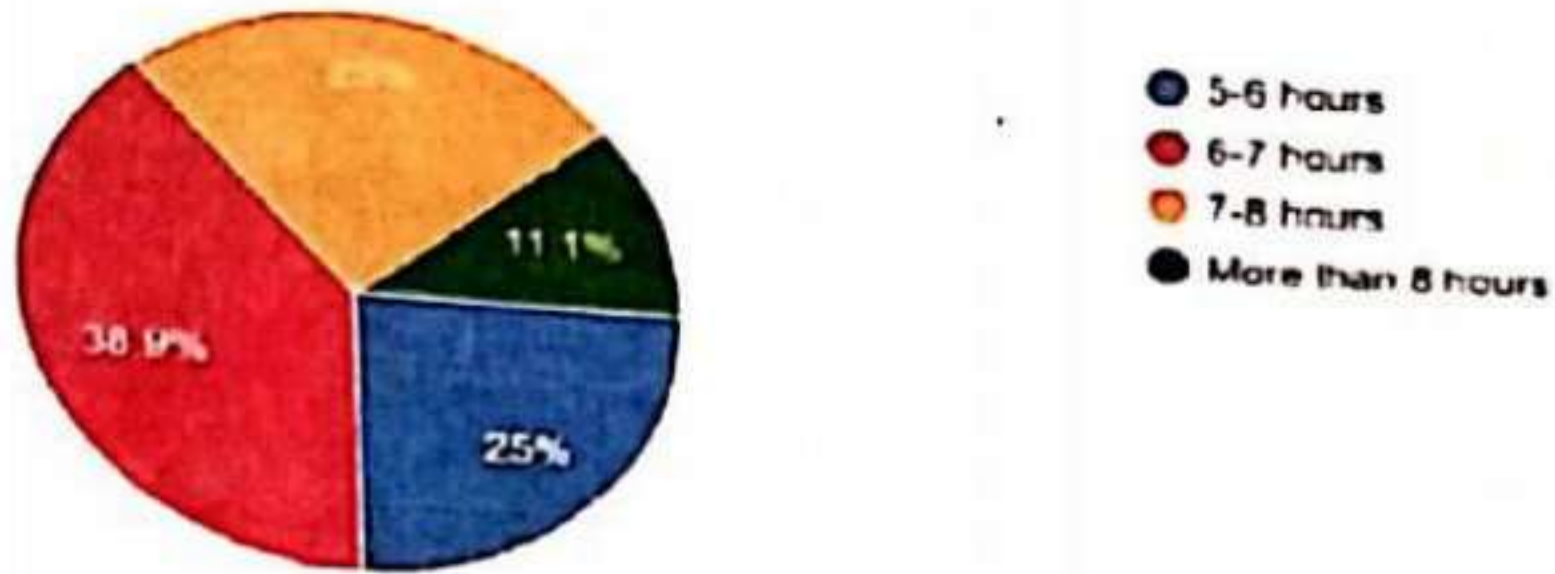
  
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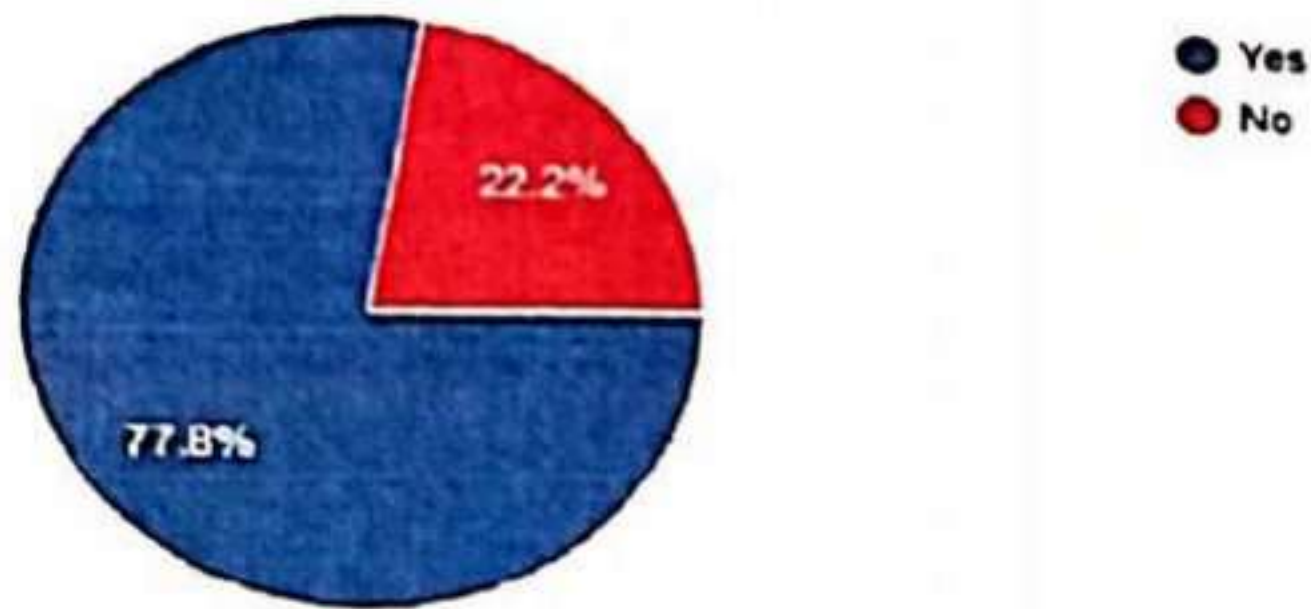
# 36 Responses



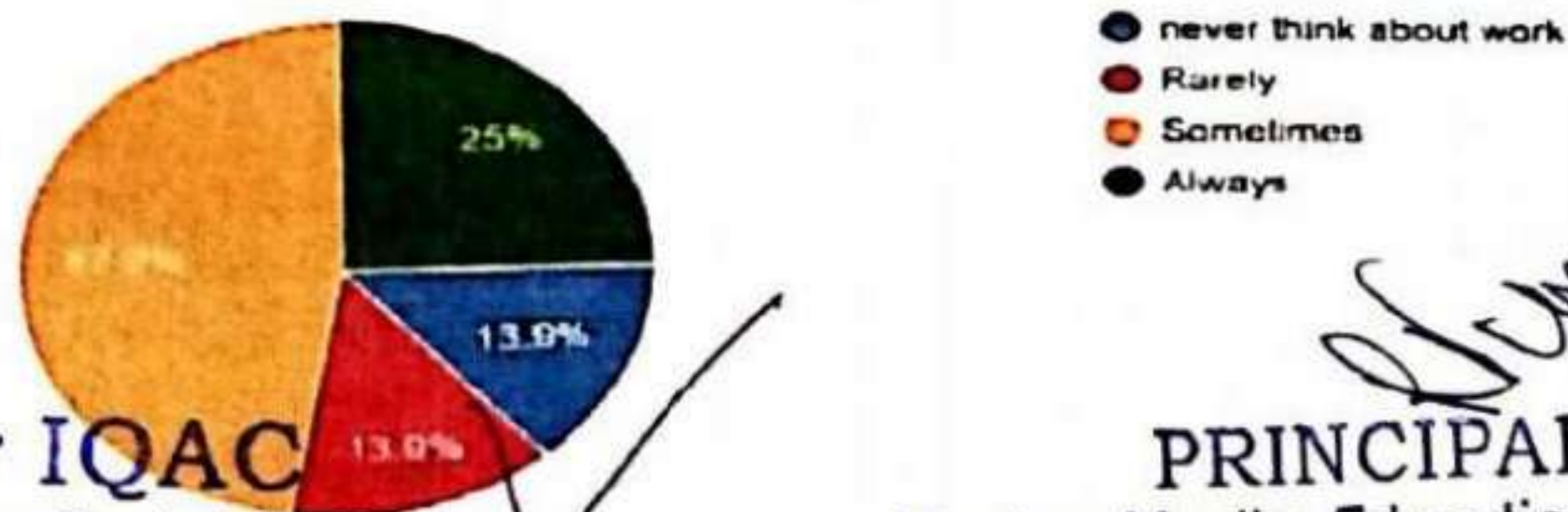
How many hours a day you normally work?  
36 responses



Do you generally feel you are able to balance your work life?  
36 responses



How often do you think or worry about work?  
36 responses

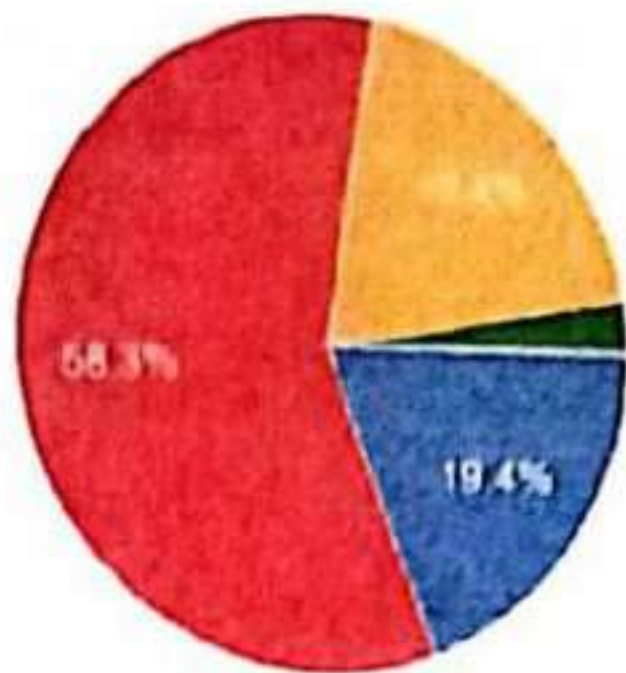


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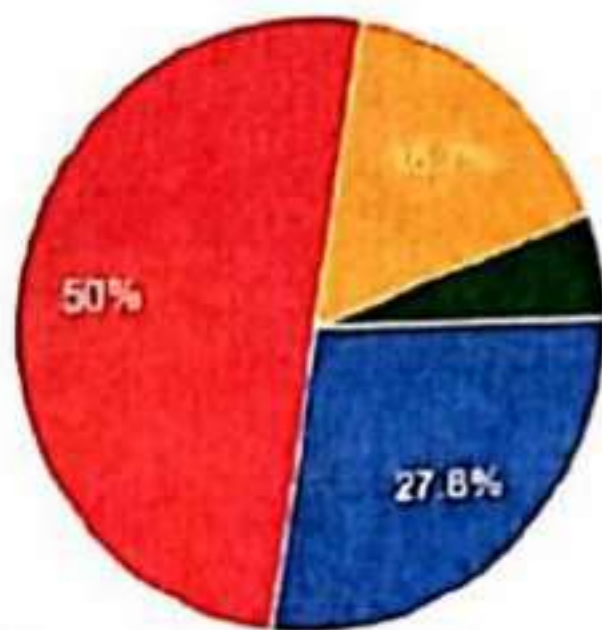


How do you feel about the amount of time you spend at the work?  
36 responses



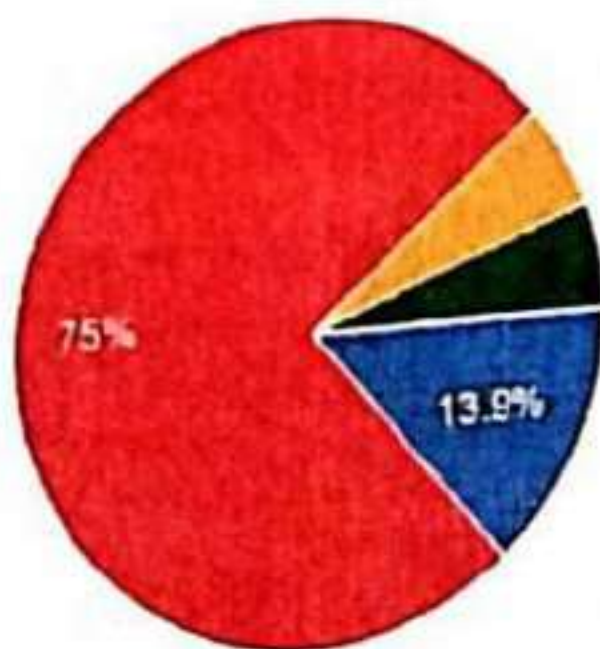
- Very happy
- Happy
- Indifferent
- Unhappy

Do you ever miss out any quality time with your family or friends because of pressure of work?  
36 responses



- Most of the time
- Sometimes
- Always
- Never

Do you ever feel tired or depressed because of work?  
36 responses

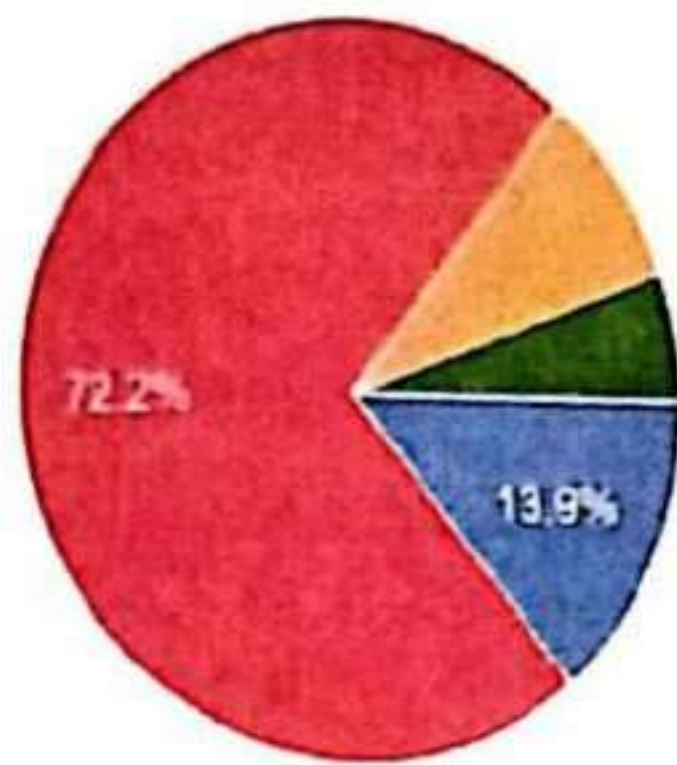


- Most of the time
- Sometimes
- Always
- Never

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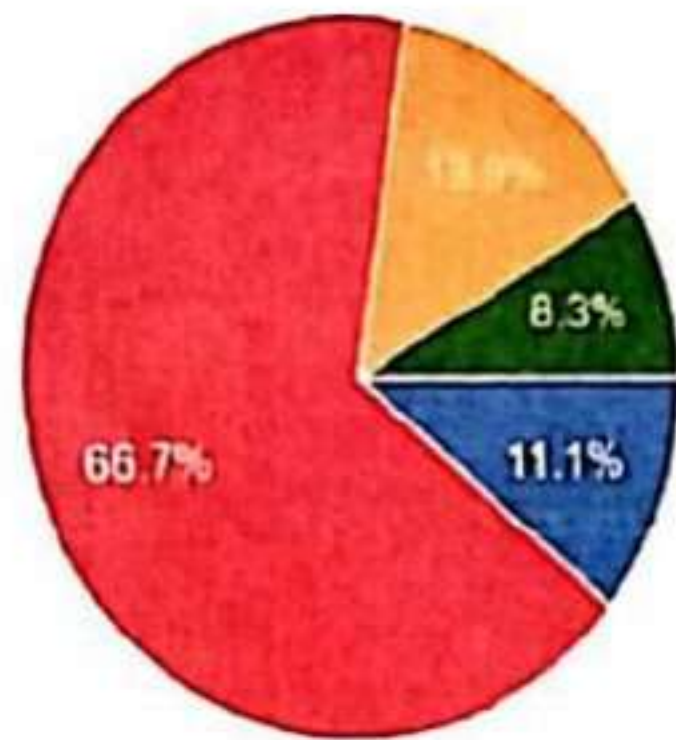
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Do you work for long hours or overtime and even on holidays?  
36 responses



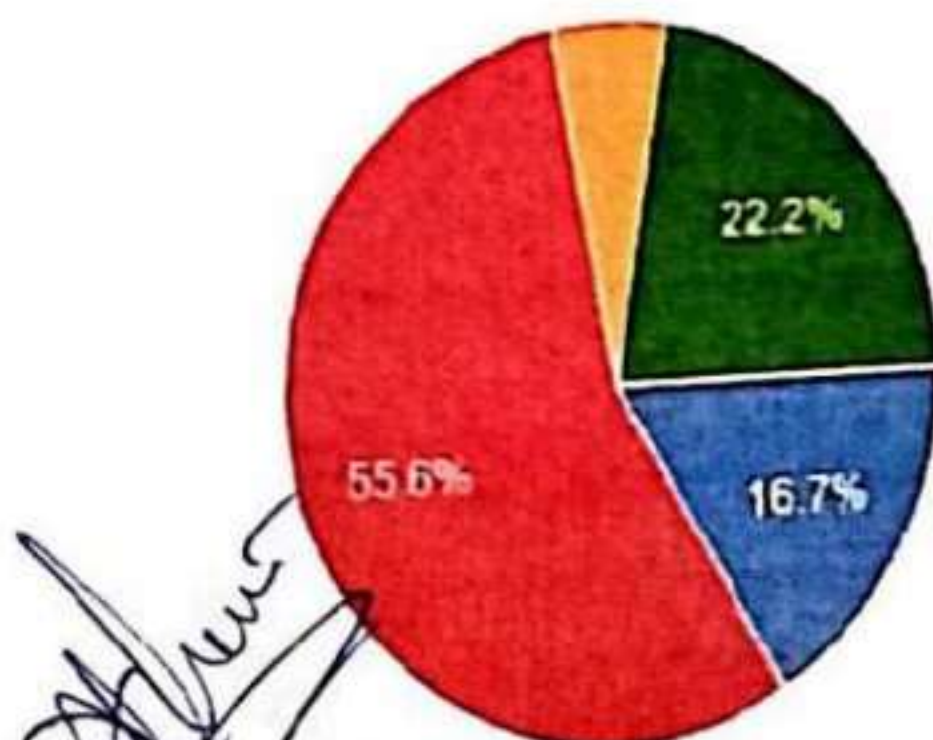
- Most of the time
- Sometimes
- Always
- Never

How often do you take work home?  
36 responses



- Most of the time
- Sometimes
- Always
- Never

Does long working hours affect your efficiency?  
36 responses

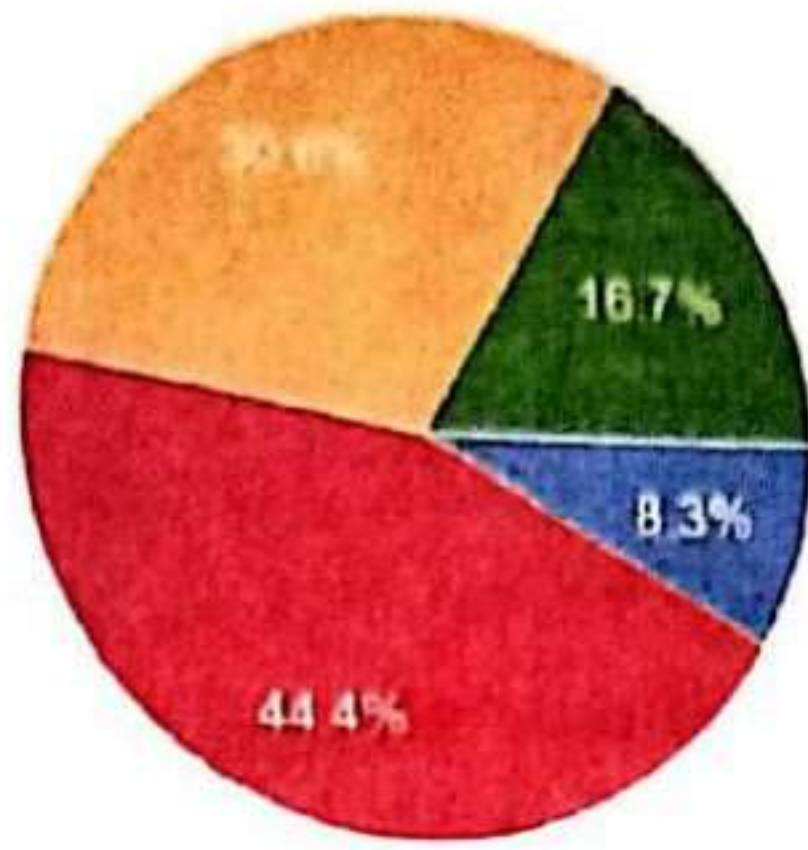


- Most of the time
- Sometimes
- Always
- Never

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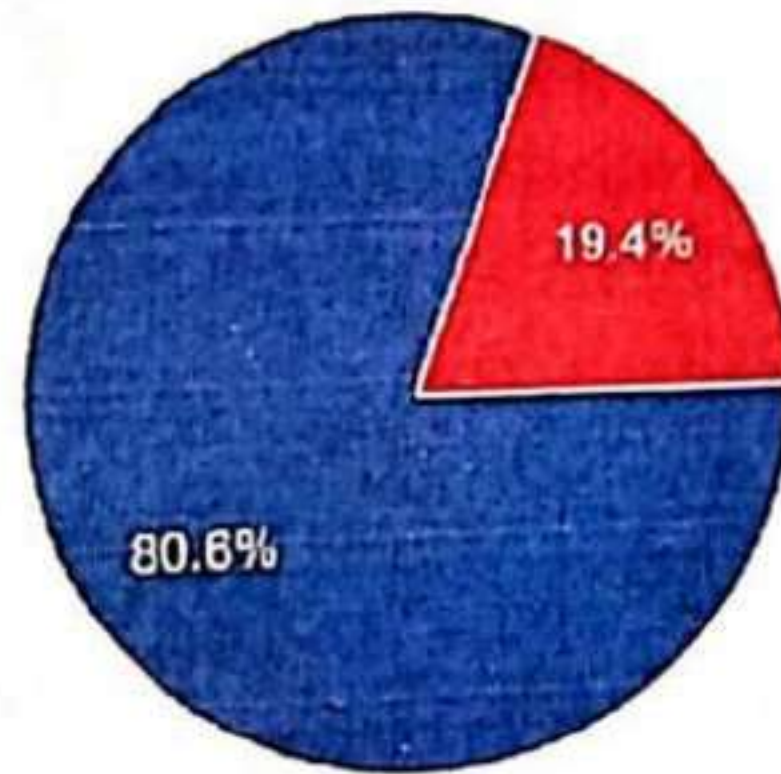
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Do you agree your health and personal life are suffering because of your work?  
36 responses



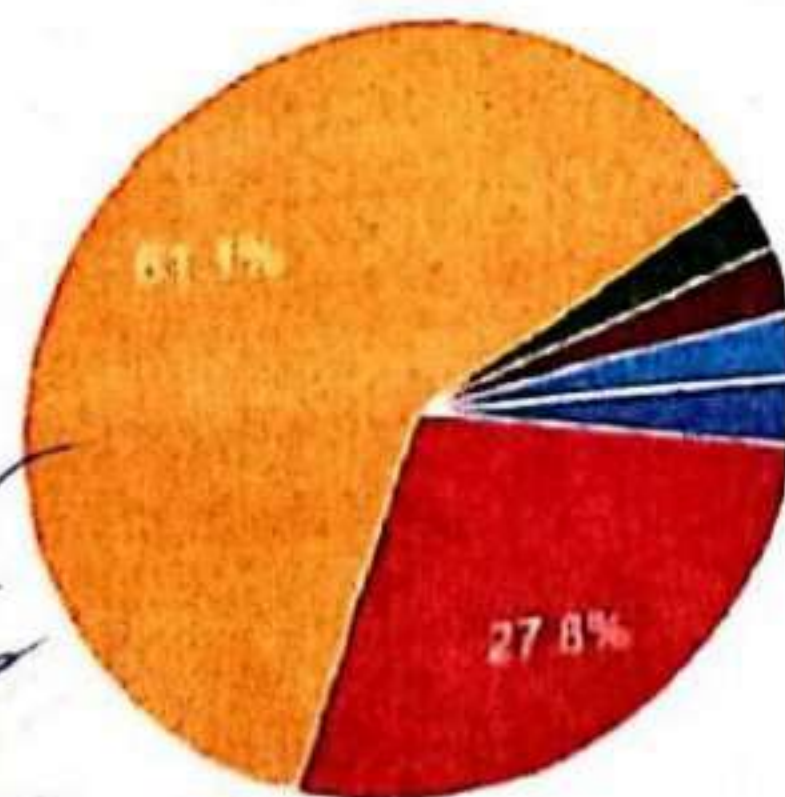
- Strongly agree
- Agree
- Partially agree
- Disagree

Are you satisfied with your work schedule?  
36 responses



- Yes
- No

Tick the relevent option that you look for to manage stress.  
36 responses



- Yoga
- Meditation
- Entertainment
- Salah
- Gym
- Namaz

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# Report

The online survey, or internet survey, is one of the most popular data-collection sources, where a set of survey questions is sent out to a target sample, and the members of this sample can respond to the right questions over the World Wide Web. The online survey, or internet survey, is one of the most popular data-collection sources, where a set of survey questions is sent out to a target sample, and the members of this sample can respond to the right questions over the World Wide Web.

This survey highlights the impact of stress on teachers' well-being and its consequences for the education system. Teachers play a critical role in shaping the lives and futures of children, but the teaching profession has become increasingly stressful, leading to negative impacts on teacher health, personal life, job satisfaction, and retention. The effects of teacher stress are extensive and have a ripple effect, affecting not just the individual teacher but also students, educational institutions, and the surrounding community.

This survey covered crucial aspects of teaching and learning, including classroom management, student interactions, effective lessons, teacher collaboration, and school management, with a focus on the effects of stress

A pie chart created to represent the educational level of the survey participants, where each segment of the pie highlights a problem faces by teacher. The chart shows that the majority of teachers who participated in the survey deal with long working hours, tiredness, work load etc. These results suggest that micromanagement by administrators and a lack of discipline plan are major sources of stress for teachers.



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# INTRODUCTION

## LEARNING MANAGEMENT SYSTEM (LMS):

LMS- LMS full form in education is 'Learning Management System'. LMS helps an organisation to be more efficient and productive. It not only streamlines complex processes for them but also gives them better ways of functioning.



### LMS Meaning (Learning Management System):


A Learning Management System is a software platform designed to facilitate the administration, delivery, tracking, and management of educational courses, training programs, or learning content. LMSs are used by educational institutions, corporations, government agencies, and other organisations to streamline the learning and training process.


### How does LMS improve the teaching-learning process?

Providing a good learning atmosphere and smooth functioning of classrooms are a few benefits of using LMS. It can also be said that LMS is a software application that helps teachers create and deliver academic content, keep a check on students' participation, and evaluate students' performance. The LMS can also be termed as a web-based technology that is used for planning, implementing, and performing a particular learning process. LMS portals are designed for teachers to create and provide learning content.

### Benefits of using LMS:

1. LMS portals have all the necessary tools required for an effective teaching and learning process. It is very beneficial for schools because:
2. It improves students' engagement and academic performance.
3. It helps teachers to save a lot of time in daily teaching activities.
4. It helps to know about a student's performance regularly. It reminds students of their assignments, sessions, tests, and quizzes.
5. It is very easy to use and offers flexibility to teachers and students as it does not require them to meet physically. Students and teachers can interact in a better way with the help of forums and blogs.
6. It serves as an excellent platform where learning content can be stored and organised properly.

  
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## How is LMS beneficial for teachers?

An LMS platform is helpful for educational institutions as it helps create, deliver, track, and report educational content, courses, and outcomes. The LMS portals support both face-to-face interaction in a traditional classroom and distance learning. The portals are used by schools and colleges to plan and execute different learning processes essential for students. Moreover, these platforms also track students' progress and highlight the area that needs improvement

# ZOOM



## What is zoom

Zoom is a cloud-based video conferencing platform that can be used for video conferencing meetings, audio conferencing, webinar, meeting recording, and live chat.

### Zoom meeting

Zoom meeting are the foundation of Zoom and the term refers to video conferencing meeting using the platform that allows remote and co-located meeting attendees to communicate frictionlessly.

A "Zoom Meeting" simply refers to a meeting that's hosted using Zoom, and attendees can join the meeting in-person, via webcam or video conferencing camera, or via phone.

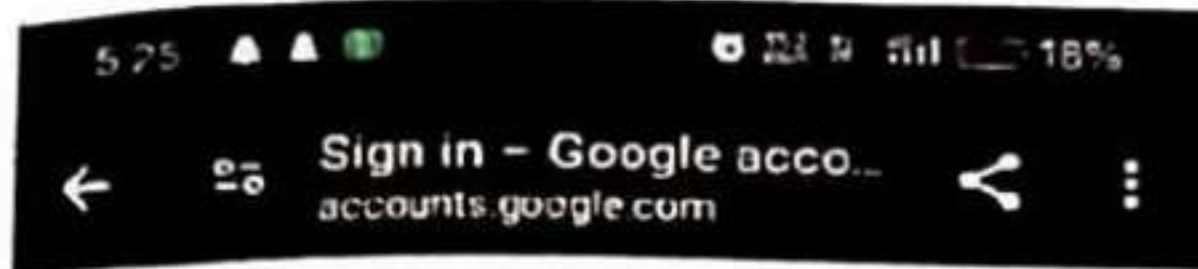
## How to Get Started Using Zoom

1. Choose the right plan for your team
2. Download zoom
3. Sync zoom to your calendar
4. Schedule a zoom meeting

  
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# SNAPSHOT



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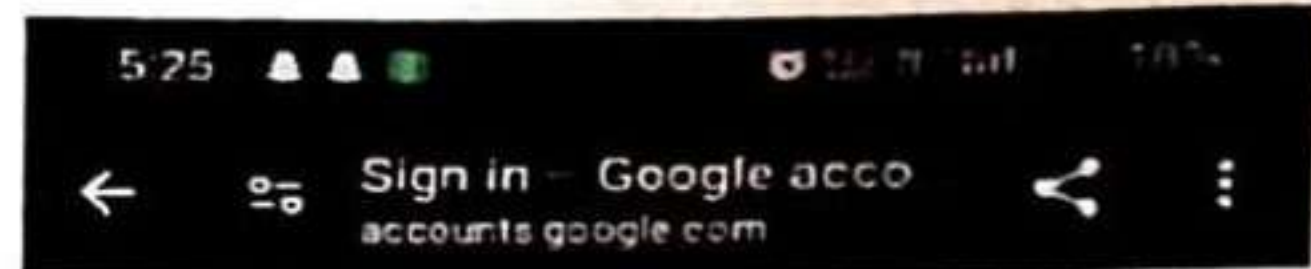
to continue to Zoom

**T** Tasemaria Affanbharma  
tasemariaaffanbharma1786@gmail.com

**@** Use another account

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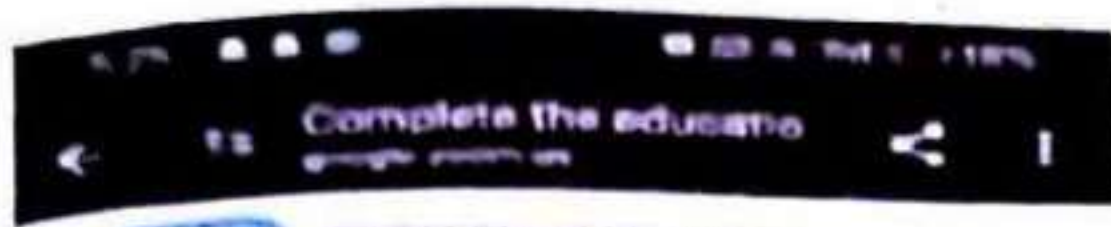
You can manage Sign in with Google in your Google Account.

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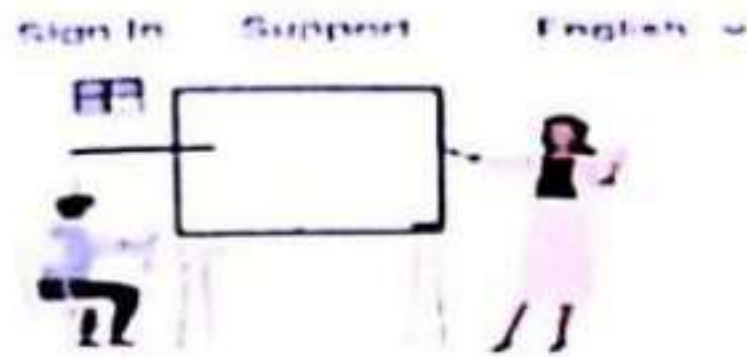
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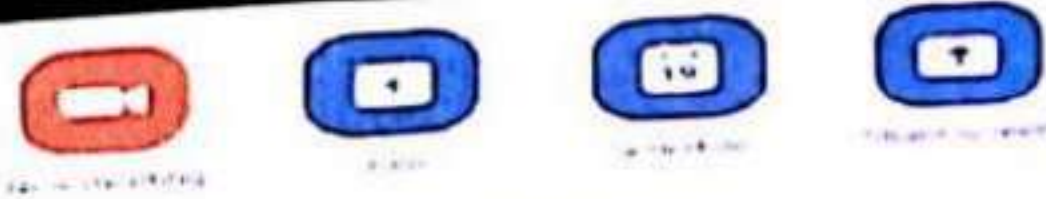
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Zoom  
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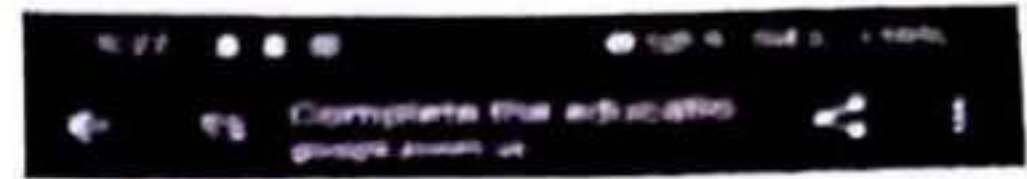
### One More Thing

As a school or other organization that provides educational services to children, you must provide additional information to continue using Zoom services.

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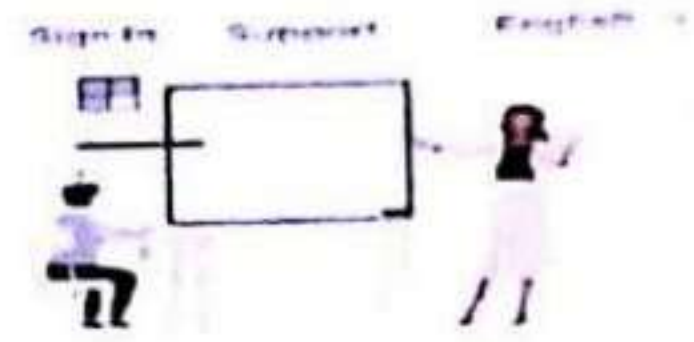


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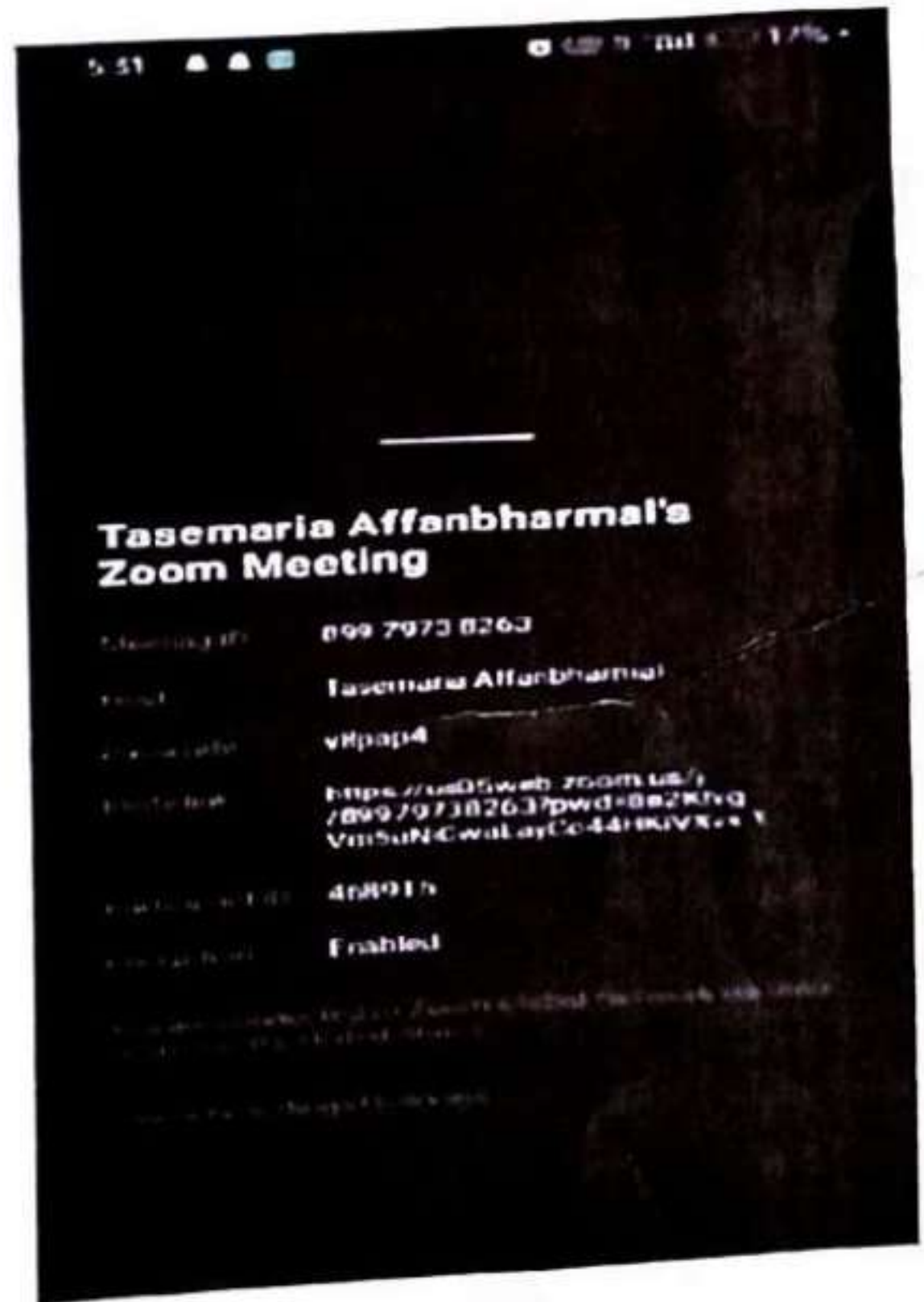
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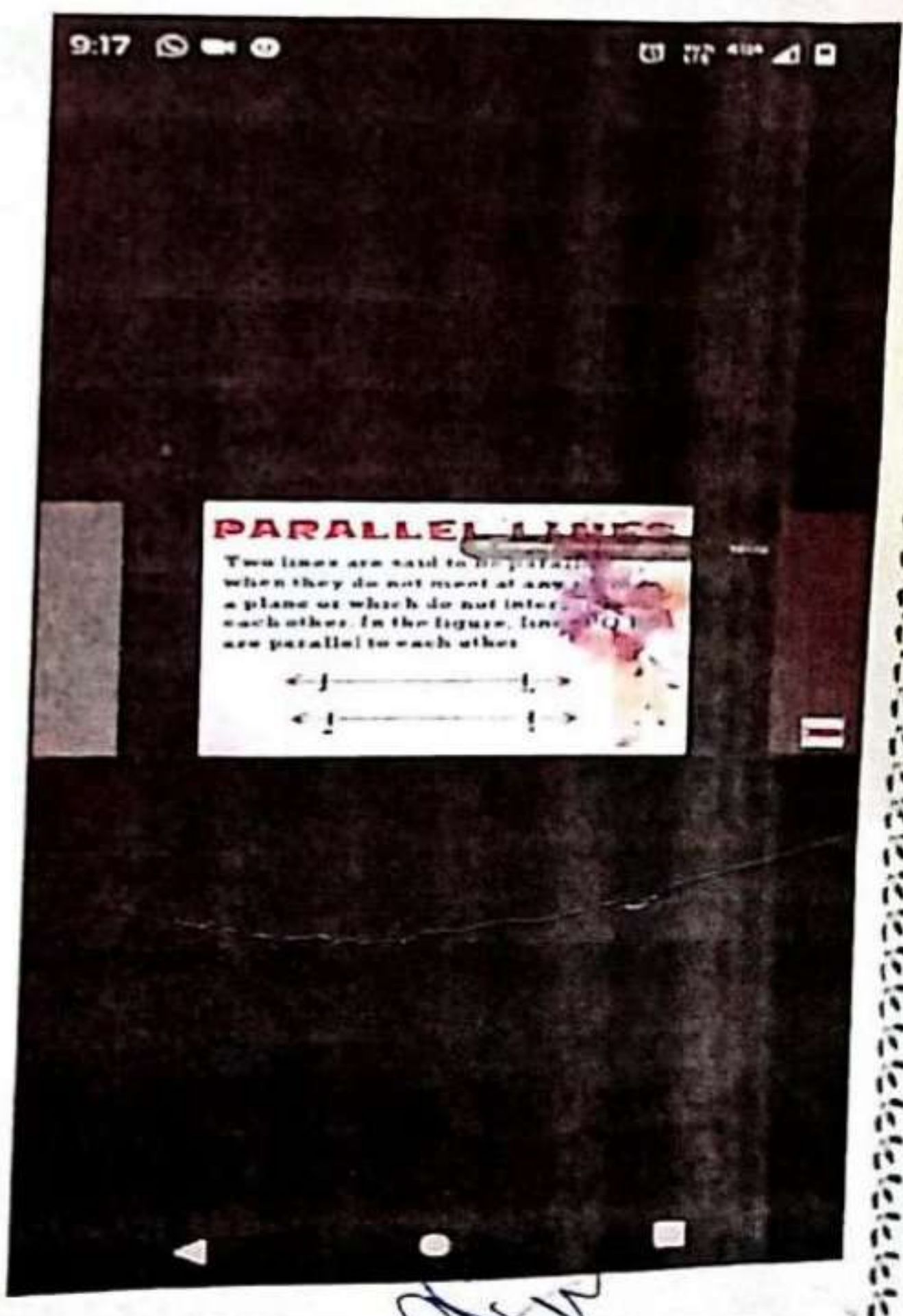
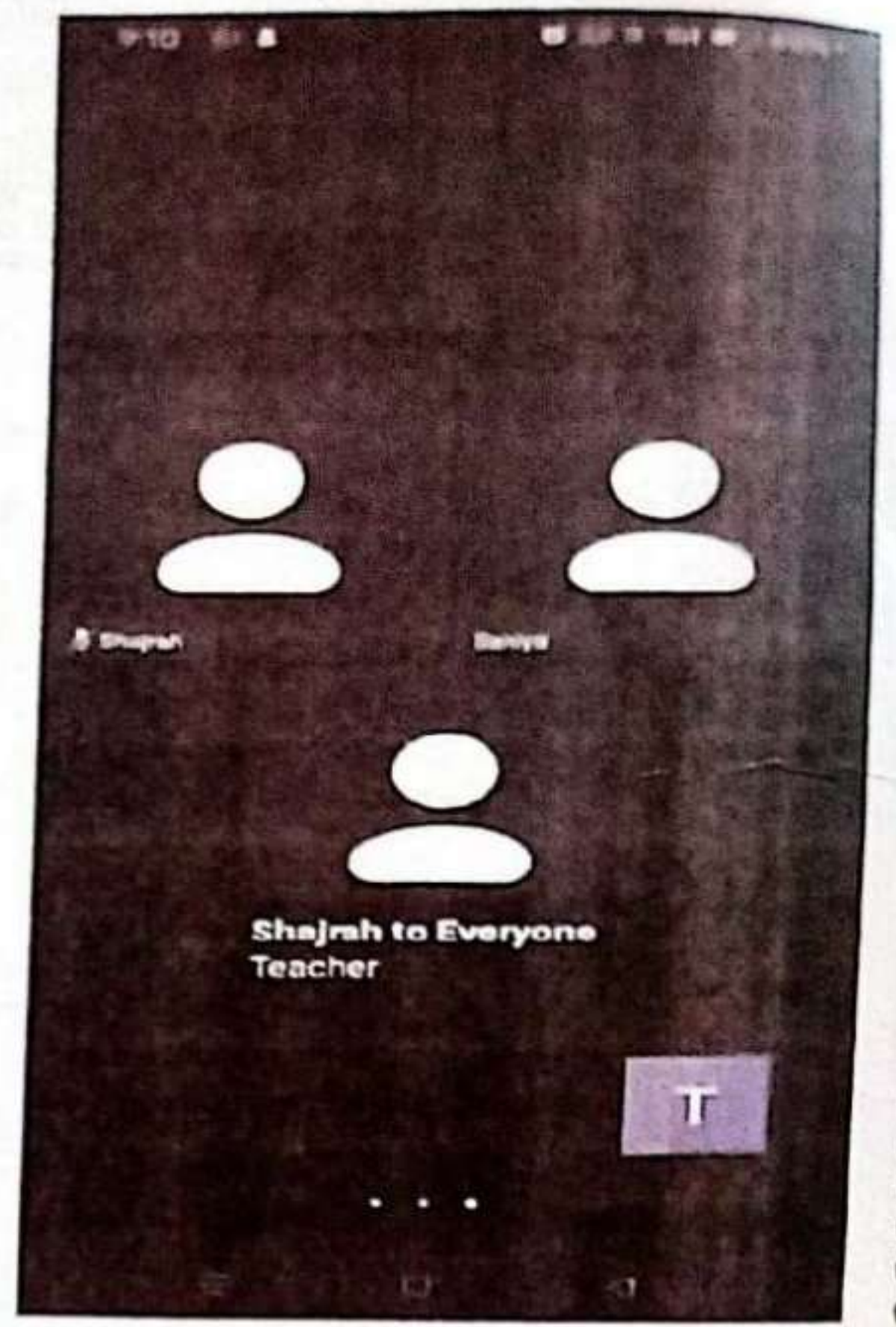
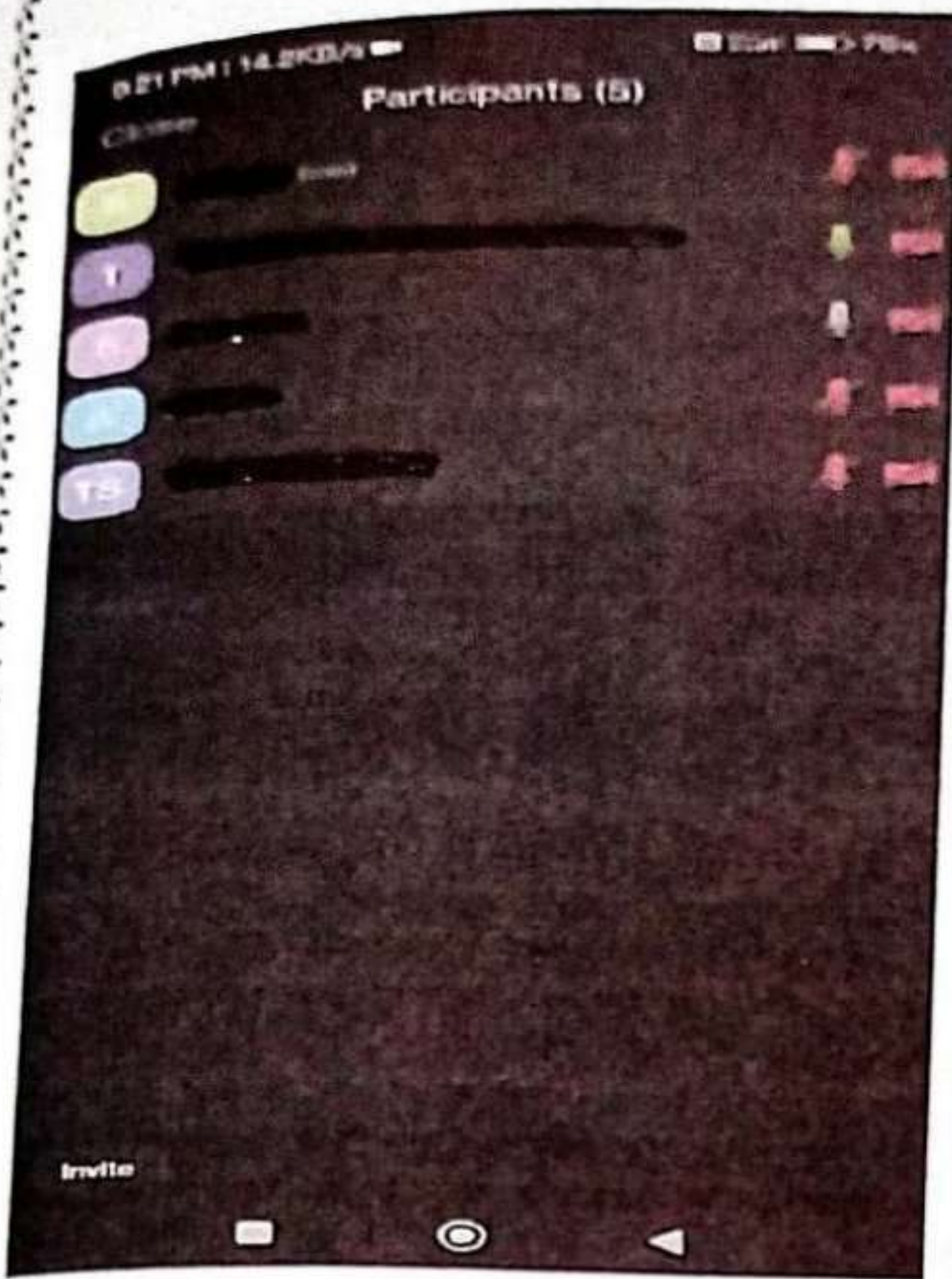
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Host: Tasemara Affanbarmal  
Passcode: vllpap4  
URL: https://us05web.zoom.us/j/89979738263?pwd=8a2Kk9Vn5uN0wlaUJlY041bUxkVz01  
Meeting ID: 468015  
Status: Enabled

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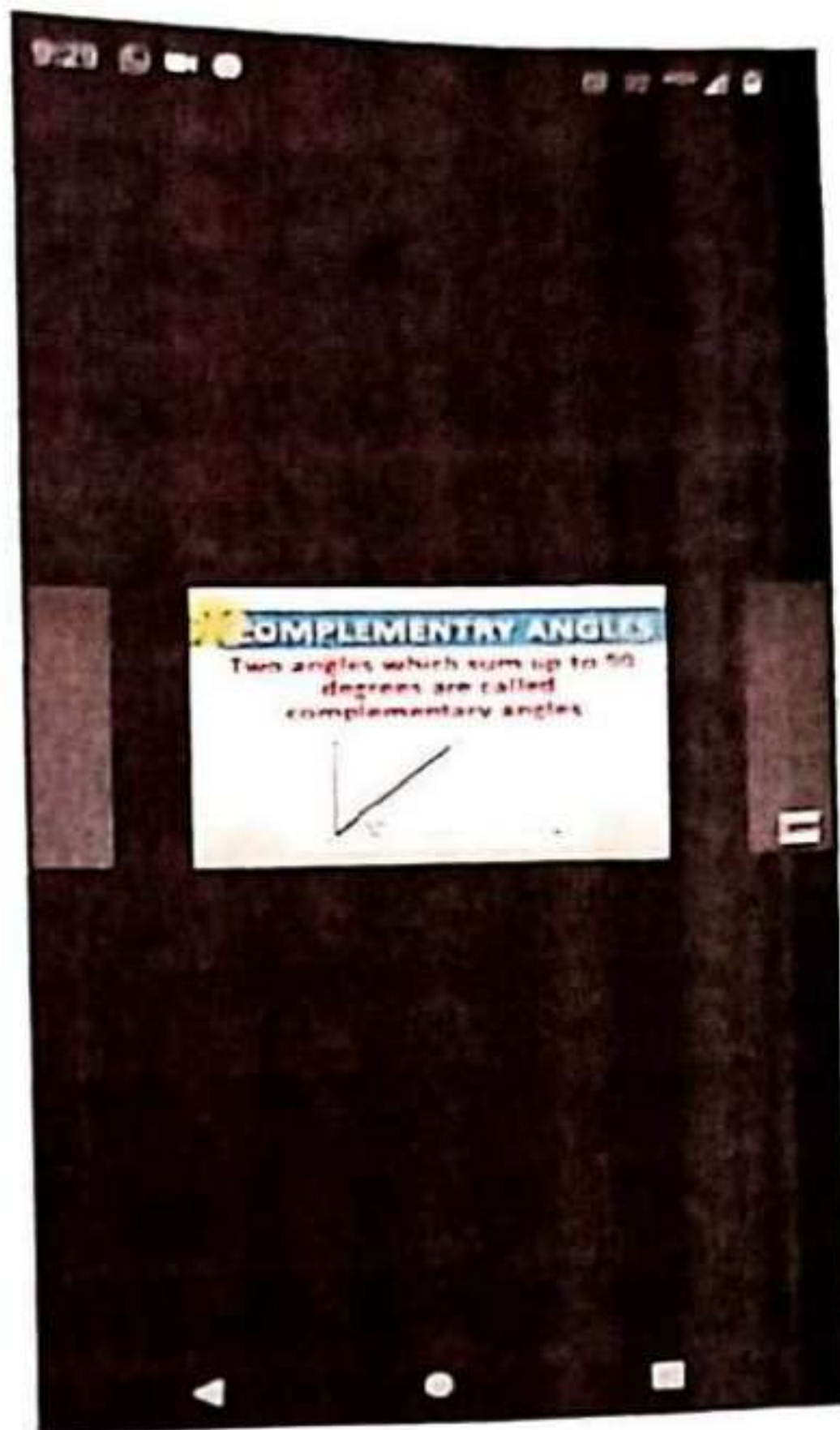
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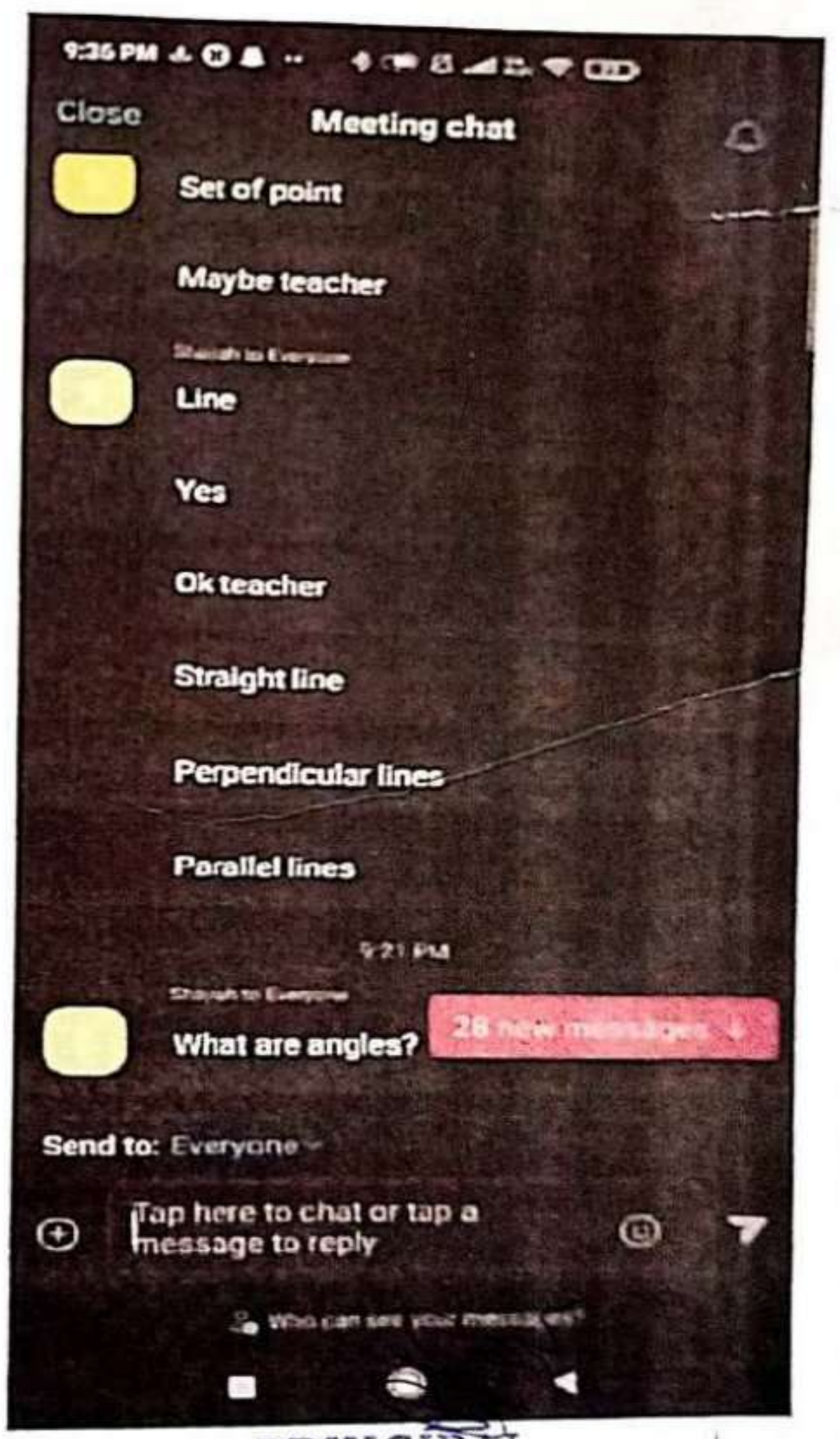
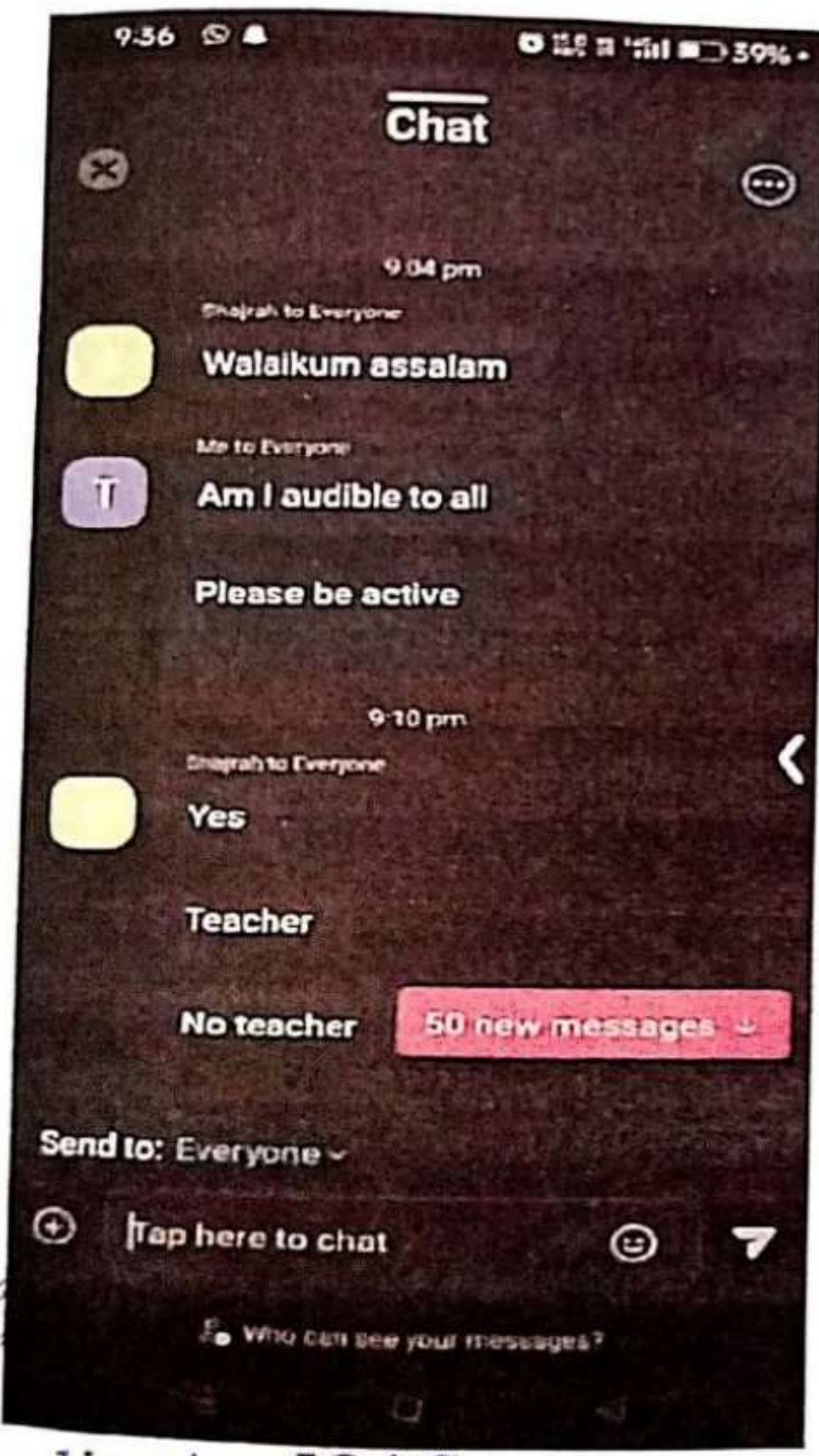
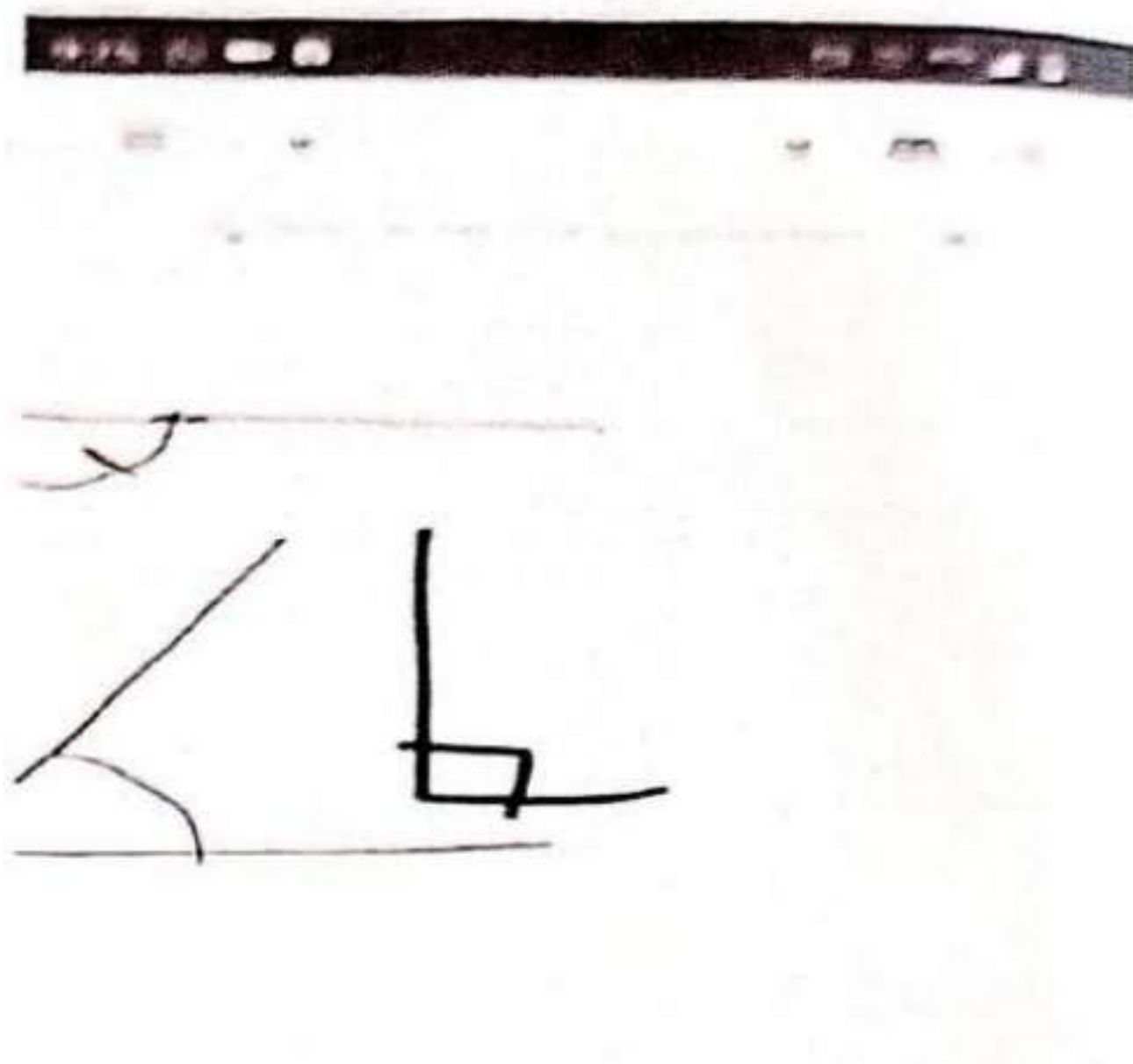
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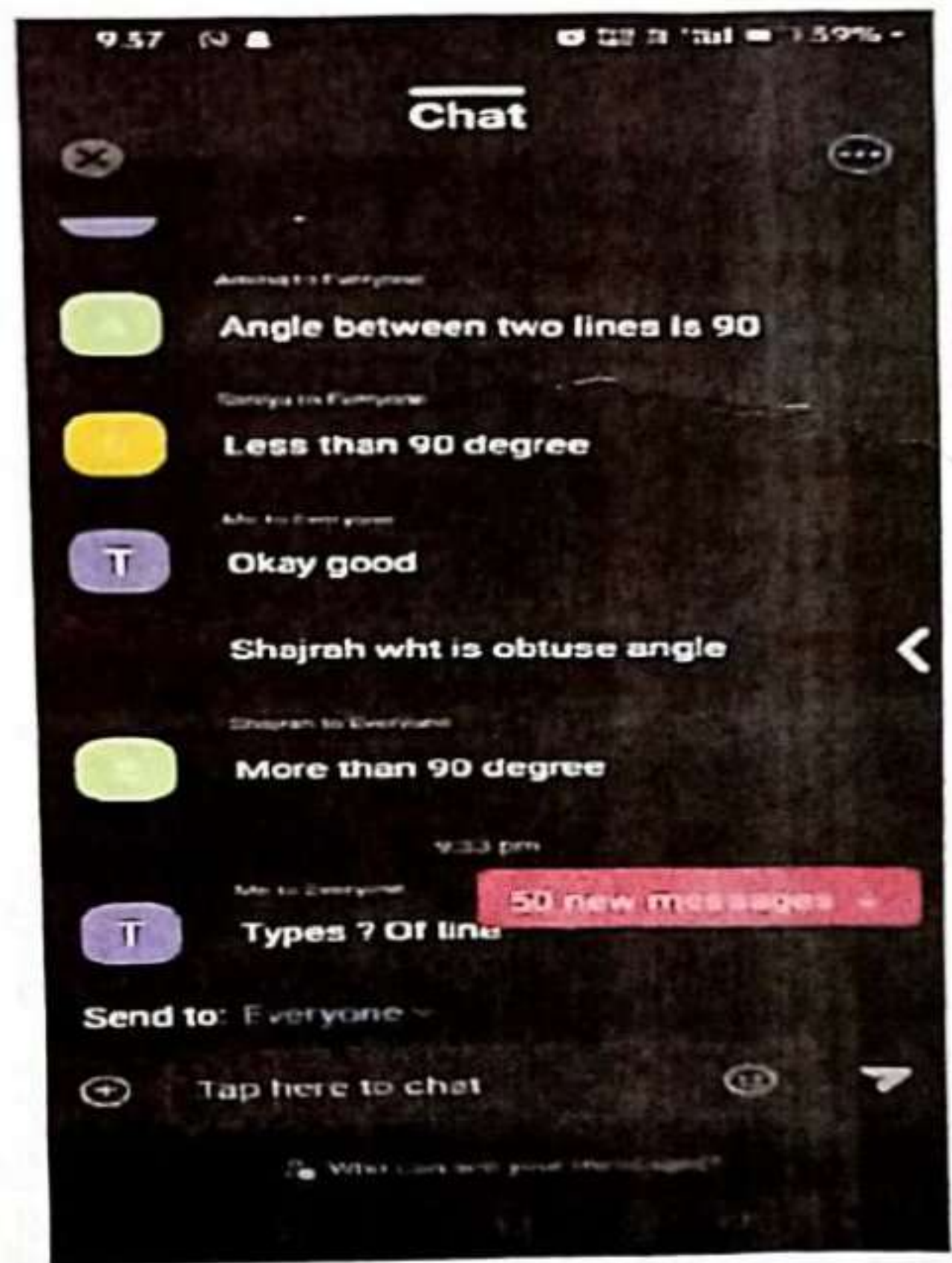
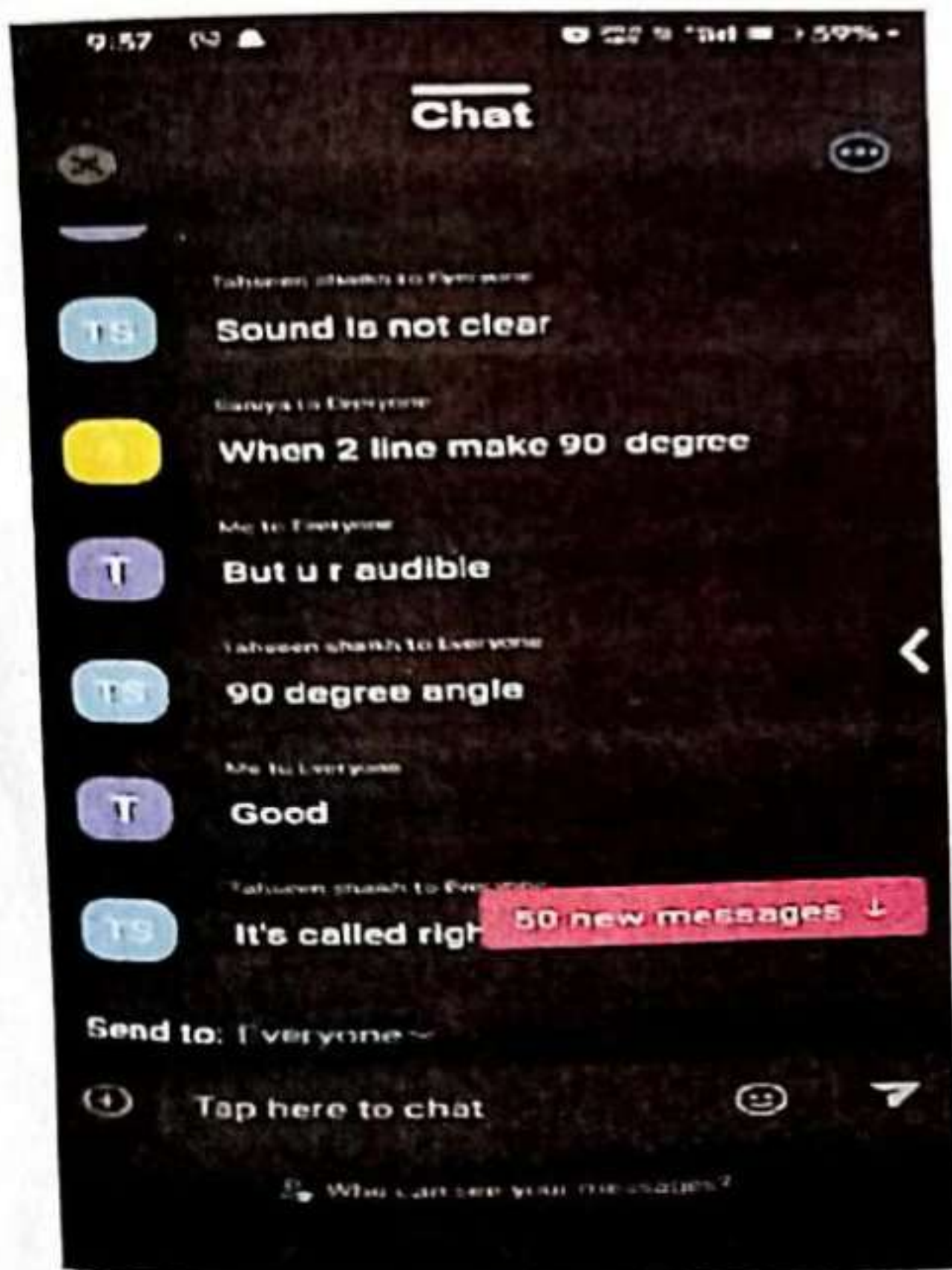
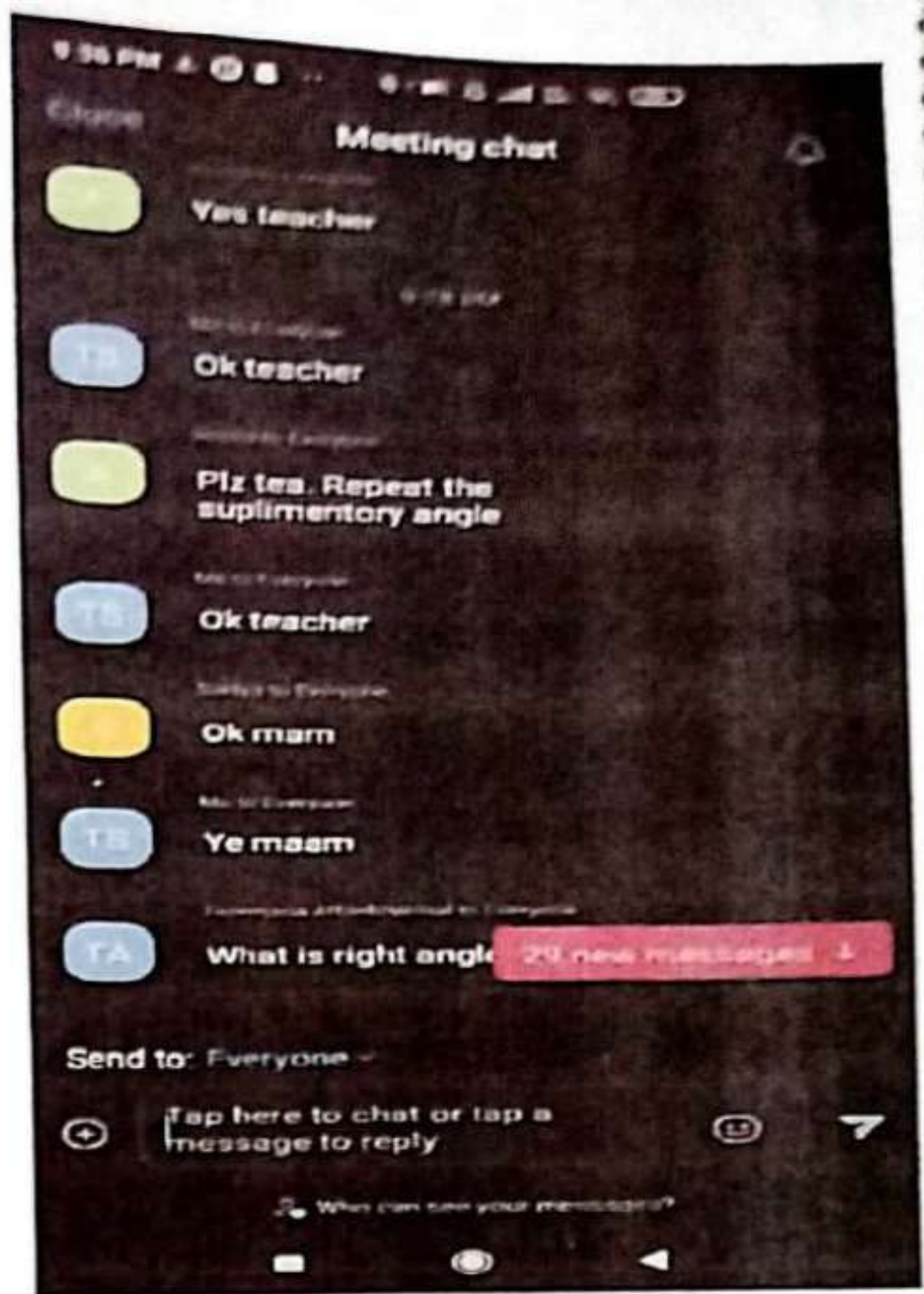
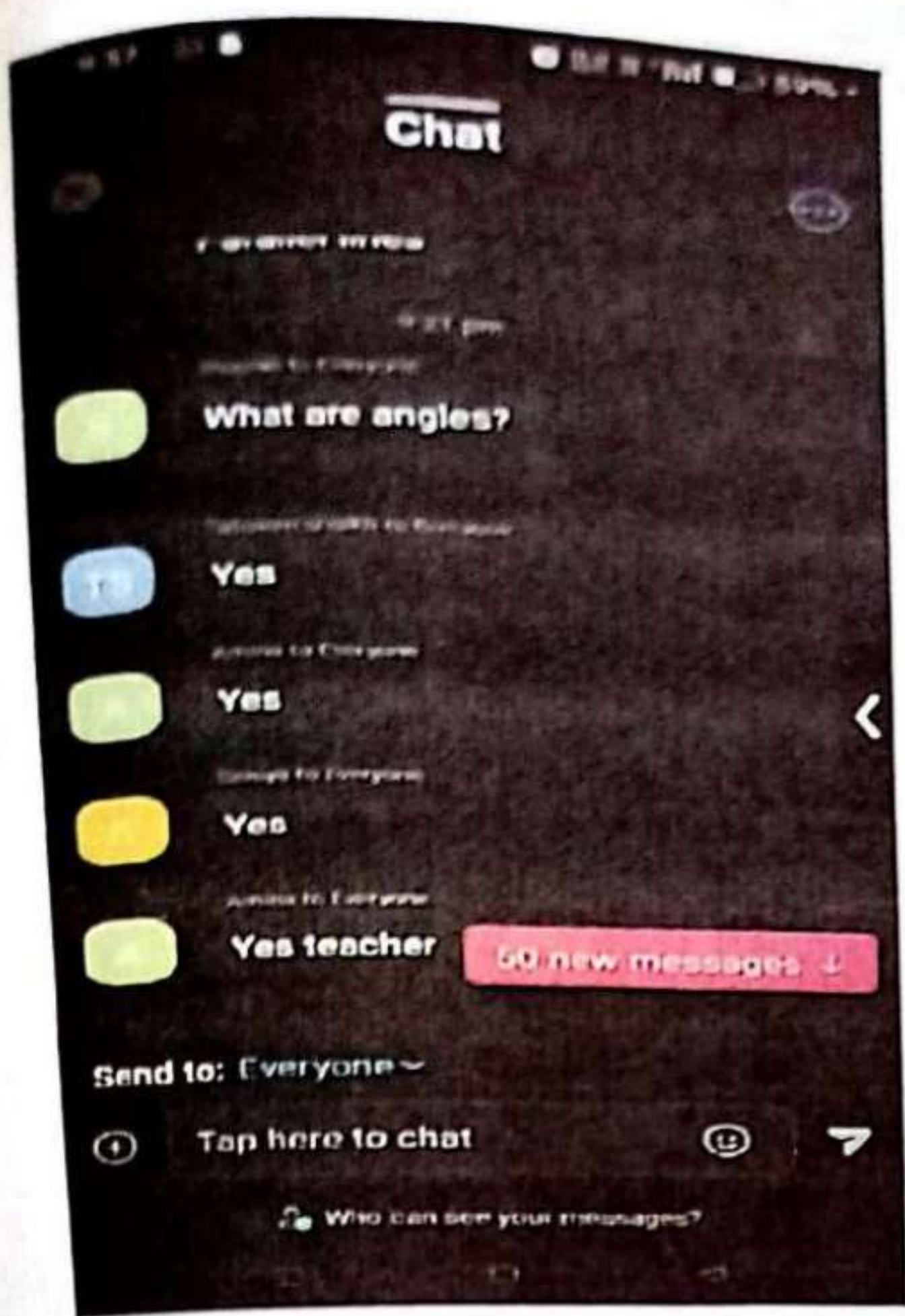
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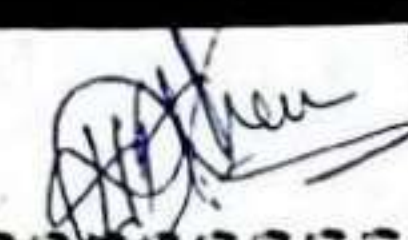
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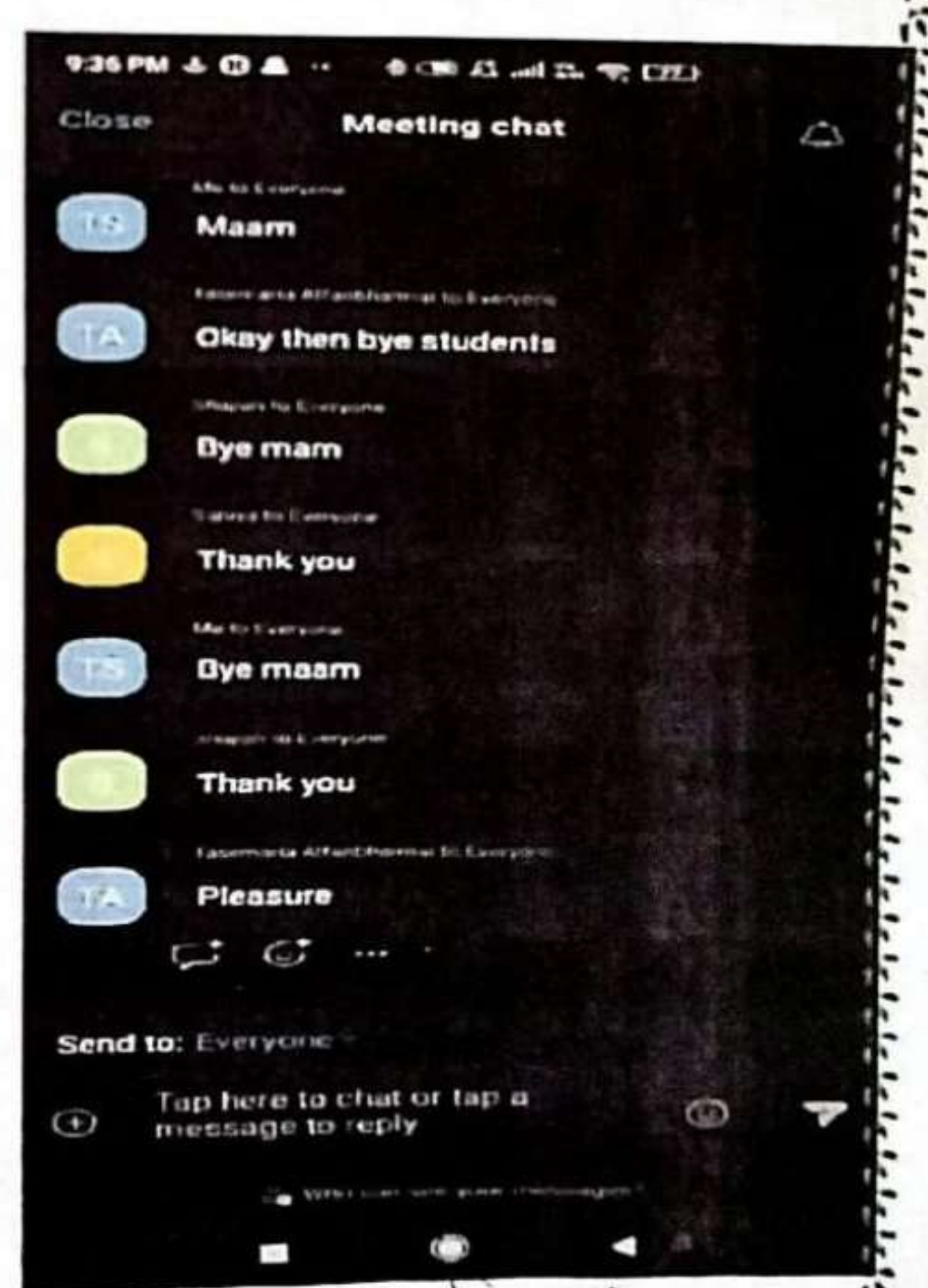
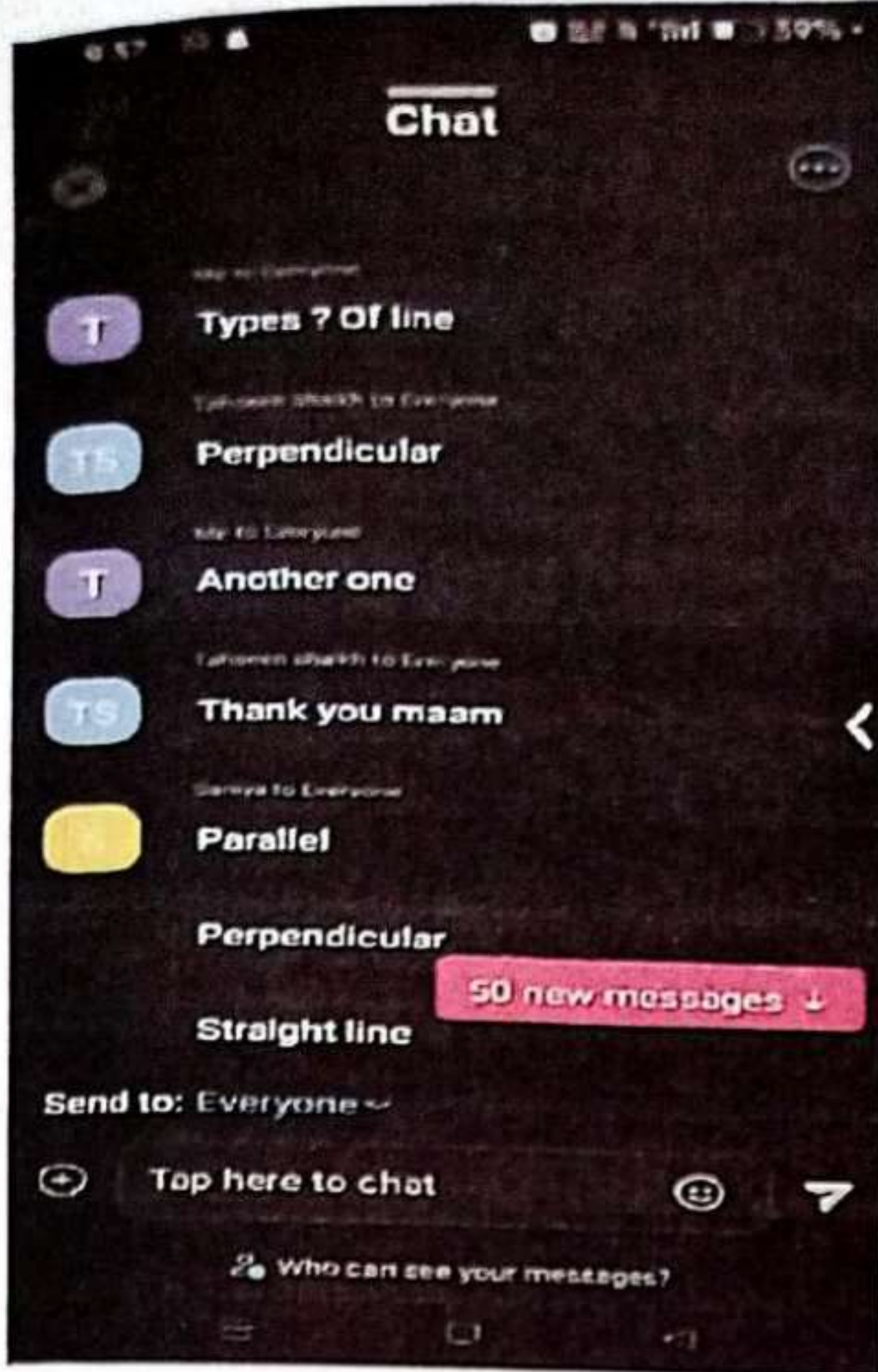
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# REFLECTION


Using ICT help me to learn new applications which are more effective in online learning and teaching method using online teaching support by learning management system.


Typically, an LMS provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. It might also provide students with interactive features, such as threaded discussions, video conferencing and discussion forums.

Typically, an LMS provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. It might also provide students with interactive features, such as threaded discussions, video conferencing and discussion forums.

Zoom offers a variety of interactive features such as screen sharing, virtual backgrounds, breakout rooms, polls, and whiteboards, which can enhance the learning experience and increase student engagement. The move to online teaching caught most institutions off guard and most people are learning on the job. I think Zoom can be a useful tool to communicate with students. You can also record your sessions and make them available to students to review in their own time

As a student, Zoom helps me to continue my class even if I can't meet in person with my teachers. Synchronous online class sessions, where everyone joins a Zoom meeting at a scheduled time, is one way to create engagement when westudents are remote. Zoom can also support other teaching and learning scenarios. Zoom can be used on laptops, desktops, tablets, smartphones, and even desk phones, giving students many ways to access the class session

  
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5. Organizing Field Visits:

Field visits are organized for our students every year. Students are guided and involved in the executing the field visit, and thus develop competency to organize field visit



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## KONKAN MUSLIM EDUCATION SOCIETY'S

### COLLEGE OF EDUCATION

158, Old Thana Road, Rais High School Campus, Bhiwandi-Dist, Thane-421302

Date:01/02/2024

### REPORT ON VISIT TO SAVITRIBAI SPECIAL SCHOOL FOR MENTALLY HANDICAPPED

#### Details about event:

Title: VISIT TO SAVITRIBAI SPECIAL SCHOOL FOR MENTALLY HANDICAPPED

Date :01/02/2024

Venue: Bhiwandi

#### Objectives:

- Understanding the learning tactic of mentally disabled children.
- To learn more about mental handicaps and special education.
- This can help you gain a better understanding of the challenges faced by individuals with mental handicaps and the specialized approaches used in their education.
- To assess the school's needs and see how you can contribute or advocate for improved resources, facilities, or policies.
- Contribute to ongoing professional development and the improvement of educational programs.
- To establish connections and partnerships with the special school, promoting collaboration between organizations and individuals working towards the betterment of mentally handicapped individuals.
- To evaluate the effectiveness of existing policies and programs, ensuring that they meet the needs of mentally handicapped individuals.
- To foster empathy and understanding.
- To witness the resilience and achievements of individuals with mental handicaps and gain a broader perspective on their lives.

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## Description of event :

Savitribai Special School for Mentally Handicapped is located in Bhiwandi. The B.Ed. students along with the members of staff visited Savitribai Special school for mentally handicapped in Bhiwandi. The visit to special schools was arranged by KMES College of Education, as Inclusive Education is a part of curriculum and also firsthand experience would help the future teachers to identify, handle and teach students with special needs with confidence and the learn the skills needed to handle special students.

Our visit to a special school was meant for understanding the learning tactic of mentally disabled children. These schools acclimatize the method of educating students who necessitate special requirements in a manner that speaks to their individual disparities and desires. We saw that the teaching procedure in this special school entails separately designed and methodically scrutinized compilation of coaching assessments, custom-made tools and equipment's, along with the accessible settings. These intrusions are intended to aid students having special needs of attaining an advanced level of individual self-reliance and achievement in school, college and their society.

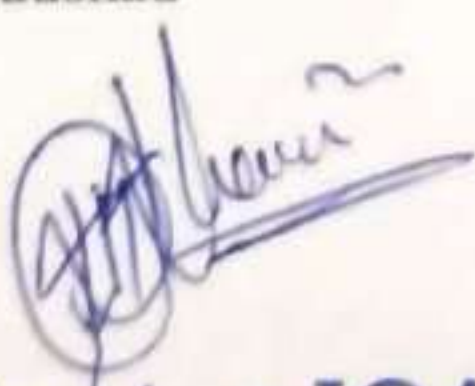
Dr. Mrs. Ravinder Kaur Vilku (Principal, KMES Collge of Education) motivated the students by her wise words. Everything went on in a smooth way by the grace of Almighty Allah.


## Outcome:

Our B.Ed. students recently visited Savitribai Special School for Mentally Handicapped. This visit has given me much knowledge in the field of special schools. B.Ed. students understood the process of teaching disabled students during this visit. Objectives were achieved. It also created the awareness regarding inclusive, Special and comprehensive education and inculcated the values like Sympathy, Equality and practicality among students.

## List of Participants:

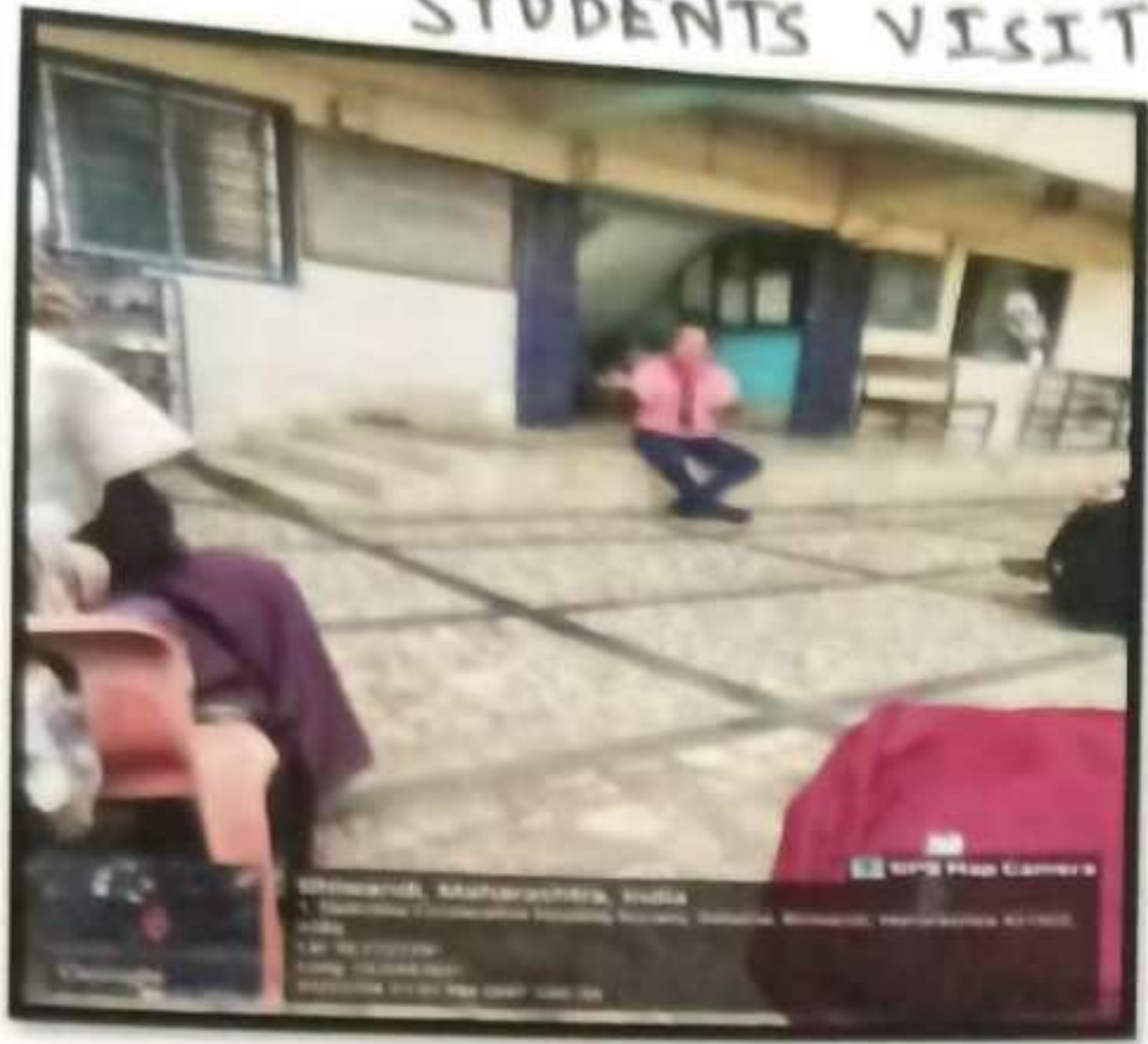
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| 1) Momin Naba Naveed       | 11) Sayyed Sidra Aqueel |
| 2) Mali Lata               | 12) Sayyed Hayatuddin   |
| 3) Khan Samar              | 13) Sayyed Taufique     |
| 4) Ansari Azharuddin       | 14) Khan Muskan         |
| 5) Momin Vaniya            | 15) Shaikh Sadaf        |
| 6) Siddiqui Hifza Ashfaque | 16) Khatri Hetal        |
| 7) Ruheen Bano Munaf       | 17) Farooqui Uzma       |
| 8) Momin Monish            | 18) Ansari Atiya        |
| 9) Khan Sakina Mansoor     | 19) Ansari Amina        |
| 10) Shaikh Rahat Naushad   | 20) Choudhary Sabiha    |

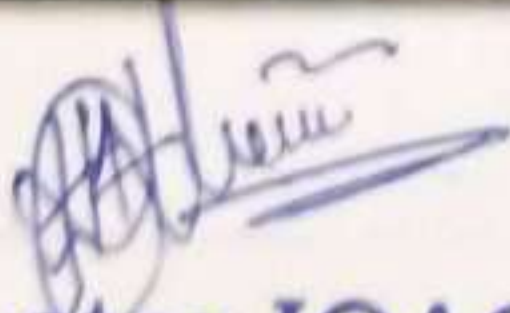
  
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**Evidence:**

**STUDENTS VISITED SPECIAL SCHOOL**




  
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6. 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.

  
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**KONKAN MUSLIM EDUCATION SOCIETY'S  
COLLEGE OF EDUCATION**

158, Old Thana Road, Rais High School Campus, Bhiwandi – Dist , Thane - 421302

**Date: 20/04/2024**

**REPORT ON JOY OF GIVING ACTIVITY**

**Details about event:**

Event: Joy of Giving Activity

Date: 20/04/2024

Venue: K.M.E.S College of Education

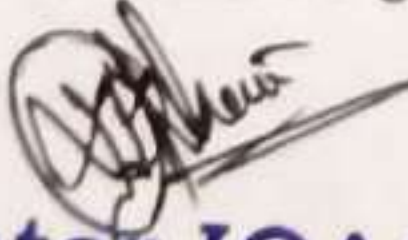
**Objectives:**

- Encouraging students to give back to the community and support those in need, fostering a culture of generosity and kindness.
- Making a positive difference in the lives of others by providing essential items, spreading joy, and contributing to the well-being of the community.
- Providing opportunities for participants to understand and empathize with the challenges faced by others, cultivating compassion and understanding.
- Bringing people together to work towards a common goal, strengthening bonds within the community or organization, and promoting teamwork and collaboration.
- Increasing awareness about social issues, poverty, and the needs of marginalized communities, prompting discussions and actions towards addressing these issues.
- Creating moments of happiness and positivity for both the recipients of the donations and the participants, promoting a sense of fulfillment and satisfaction through giving.

**Description of event :**

The "Joy of Giving" activity, held on **20<sup>th</sup> April, 2024**, was a resounding success, bringing together our community in a spirit of generosity and compassion organized by KMES College of Education. The event aimed to spread happiness and make a positive impact by encouraging donations to those in need.

**Participation and Contributions:** The event saw enthusiastic participation from students of our institution, with an individual's generously donating a variety of grocery items including Wheat,

  
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Rice, Sugar, Oil, Pulses, and other essentials. The contributions received were heartwarming and reflective of our collective commitment to giving back to society.

**Community Impact:** The donated items will be distributed to local charities, shelters, and organizations supporting vulnerable individuals and families in our community. By coming together and contributing to this cause, we have made a tangible difference in the lives of those less fortunate, spreading joy and hope during challenging times.

**Volunteer Engagement:** Volunteers played a crucial role in organizing and facilitating the event, ensuring its smooth execution and success. Their dedication and hard work were instrumental in creating a welcoming and inclusive atmosphere that encouraged active participation from all attendees.

### **Outcome:**

As we reflect on the success of this event, we are inspired to continue our efforts to give back and support those in need. We look forward to organizing more initiatives and activities that promote social responsibility and foster a culture of giving within our organization and beyond.

The "Joy of Giving" activity was not just a one-time event but a testament to the power of collective action and the impact we can achieve when we come together with a shared purpose. Let us carry forward the spirit of giving and continue to make a positive difference in the lives of others.

### **List of Participants (F.Y.B.Ed.):**

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1.) Khan Saniya Abul Khair      | 2) Ansari Hafiza Sadre Alam   |
| 3) Momin Iqra Shabbir           | 4) Khan Misbah danish         |
| 5) Ansari Nashra Abdul Razzaque | 6) Siddiqui Hifza Ashfaque    |
| 7) Ruheen Bano Munaf            | 8) Farooqui Afshan Nizamuddin |
| 9) Khan Sakina Mansoor          | 10) Shaikh Rahat Naushad      |
| 11) Naila Zaigam                | 12) Ansari Atiya              |
| 13) Khan Rafana                 | 14) Ansari Azharuddin         |
| 15) Khatri Hetal                | 16) Uma Mohd. Aun             |
| 17) Khan Muskan                 | 18) Sayyed Sidra Aqueel       |
| 19) Khan Zara Haroon            | 20) Sayyed Taufique           |

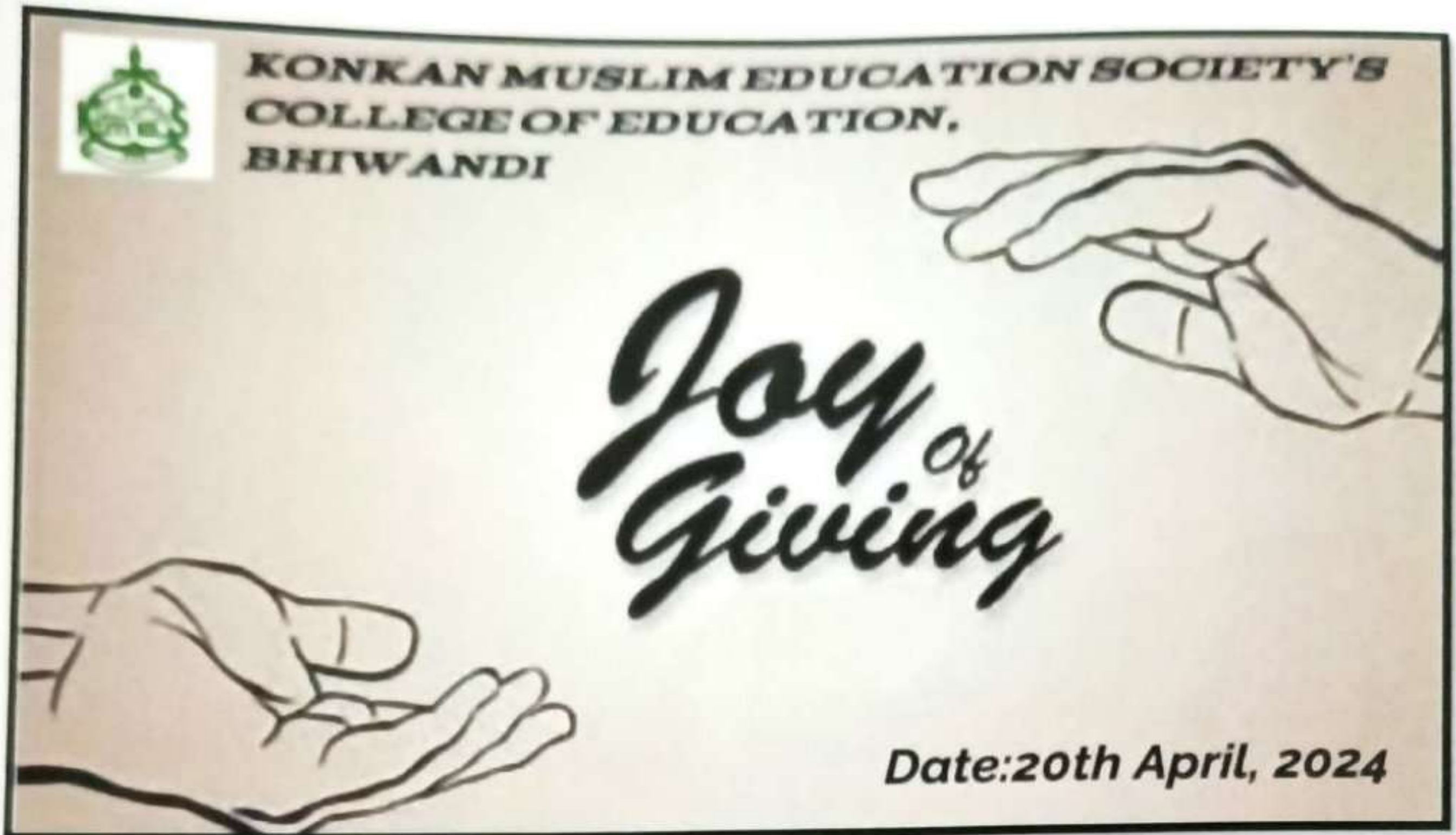


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Evidence:



BANNER



JOY OF GIVING ACTIVITY

  
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**KONKAN MUSLIM EDUCATION SOCIETY'S  
COLLEGE OF EDUCATION**

158, Old Thana Road, Rais High School Campus, Bhiwandi- Dist, Thane-421302

**Date:** 22<sup>nd</sup> March, 2024

**REPORT ON STREET PLAY ON WORLD WATER DAY**

**Details about event:**

**Event:** STREET PLAY ON WORLD WATER DAY

**Date of Event:** 22<sup>nd</sup> March, 2024

**Time:** 12.00 p.m.

**Venue:** Thana Road, Bhiwandi.

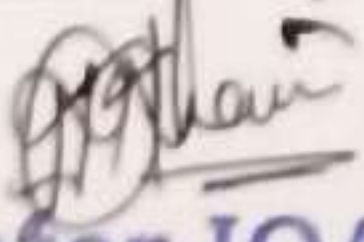
**Objectives:**


- To spread awareness of conservation of water.
- to raise awareness about the importance of freshwater and the need for sustainable management of water resources.
- to inspire individuals, communities, and organizations to take action to address water-related challenges.

**Description of event :**

World Water Day, observed annually on March 22<sup>nd</sup>, aims to raise awareness about the importance of freshwater and advocate for the sustainable management of water resources. This year, K.M.E.S College of education performed street play to commemorate this significant day, with the theme "**Water for Peace.**"

**Street Play:** A street play was organized in a bustling area of the community to engage the public and spread awareness about water-related issues in an entertaining and interactive manner. The play depicted scenarios highlighting the challenges faced by communities due to water scarcity, pollution, and unequal access to clean water. Through compelling narratives and engaging performances, the actors conveyed the message of the importance of water conservation, sustainable practices, and collective action. Passersby stopped to watch the street

  
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play, and many were moved by the powerful performances and thought-provoking messages. After the play, volunteers distributed informational pamphlets and engaged in discussions with the audience, further emphasizing the significance of World Water Day and encouraging individuals to take action in their daily lives to protect and conserve water resources.

Dr. Mrs. Ravinder Kaur Vilku (Principal, KMES College of Education) motivated the students by her wise words. Everything went on in a smooth way by the grace of Almighty Allah.

**List of Participants:**

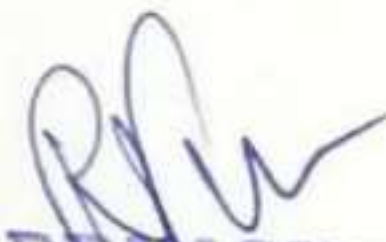
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| 4) Uma Mohd. Aun | 5) Khan Muskan         | 6) Sayyed Sidra Aqueel      |
| 7) Momin Naba    | 8) Sayyed Taufique     | 9) Farooqui Uzma            |
| 10) Khan Sidra   | 11) Momin Zoya         | 12) Ansari Alfeena          |
| 13) Shaikh Sadaf | 14) Shaikh Zeba Shahid | 14) Siddiqui Hifza Ashfaque |

**Outcome:**

The celebration of World Water Day through street play provided a platform for our community to come together, raise awareness, and advocate for sustainable water management practices. By fostering creativity, education, and community engagement, we reaffirmed our commitment to valuing water and ensuring its availability for present and future generations. As we reflect on the success of these events, let us continue to work towards a future where every individual has access to clean and safe water.



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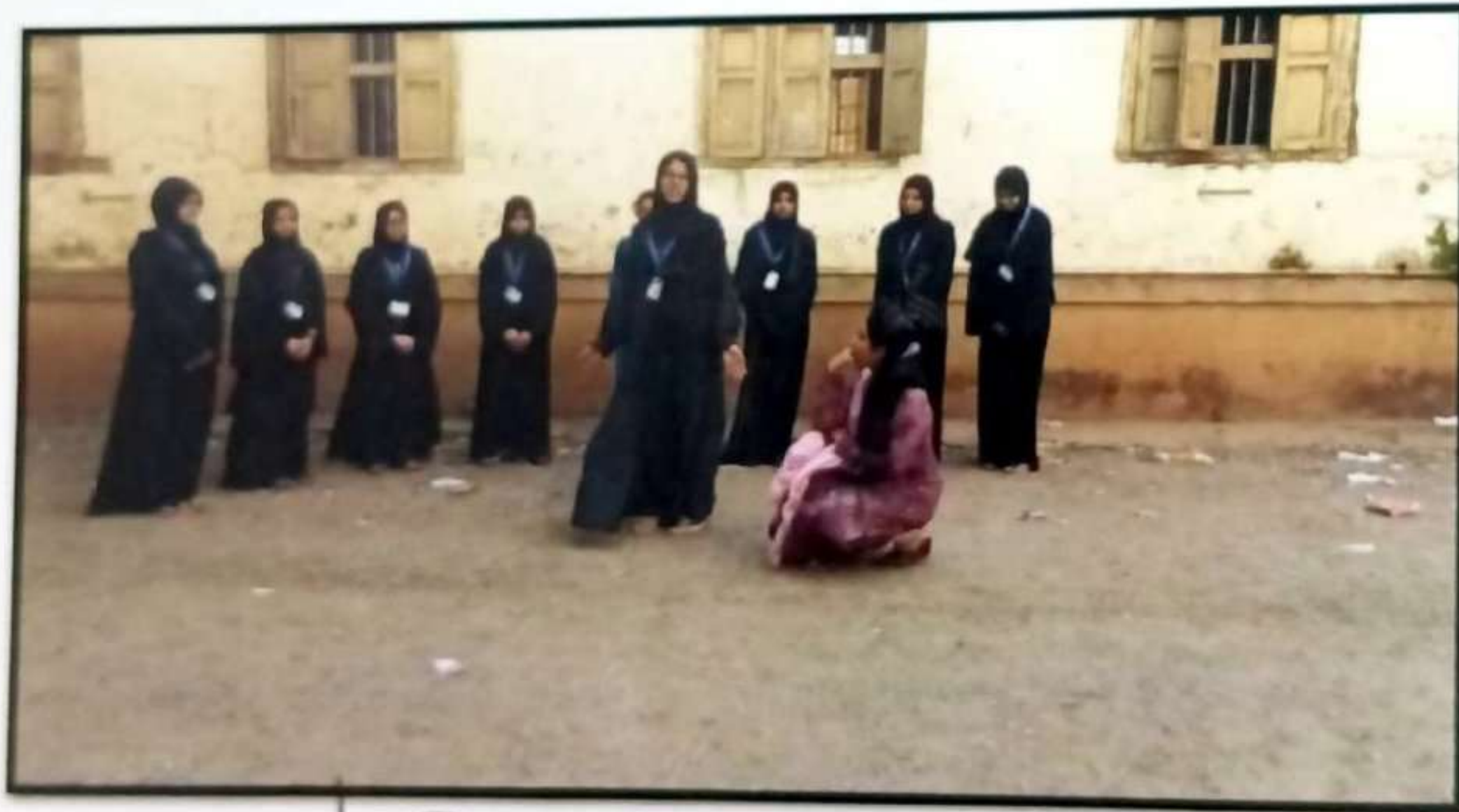
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Evidence:



STREET PLAY (Thana Raod, Bhiwandi)



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**KONKAN MUSLIM EDUCATION SOCIETY'S  
COLLEGE OF EDUCATION**

158, Old Thana Road, Rais High School Campus, Bhiwandi-Dist, Thane-421302

**Date: 11/01/2024**

**REPORT ON COMMUNITY VISIT**

**Details about event:**

Title: **COMMUNITY VISIT**

Date : 11/01/2024

Venue: Bhiwandi

**Objectives:**

- To offer a gesture of care and comfort to patients through the distribution of fresh fruits.
- To interact with hospital staff and patients, fostering goodwill and support.
- To foster empathy among students.
- To connect with residents of the slum area, understand their needs, and build community relations.
- To provide comfort and support to elderly residents by distributing food items and spending time with them.

**Description of event:**

The B.Ed. students visited various old age home, hospitals, slum areas in Bhiwandi. Visit was arranged by KMES College of Education, as community visit is a part of curriculum and gives firsthand experience that would help the pupil teachers to learn the life skills.

**1. Hospital Visit:**

**Activities:**

**1. Fruit Distribution:**

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- **Details:** Fresh fruits including apples, bananas, oranges, and grapes were distributed to patients in different hospital wards
  - **Process:** Trainees visited each ward, ensuring every patient received a portion of fruit and accommodating any dietary restrictions
2. **Interactions:**
- **With Patients:** Engaged in conversations, offering words of encouragement and support. Patients appreciated the personal interaction and the thoughtful gesture.
  - **With Hospital Staff:** Trainees expressed their gratitude to healthcare workers and discussed the impact of community support on the hospital environment.

**Impact:**

- **Patients:** The fruit distribution provided a nutritional boost and emotional uplift to patients. Many patients expressed their gratitude and felt more connected to the community.
- **Staff:** Hospital staff valued the support and positive interactions, which contributed to a more encouraging and supportive atmosphere.

**2. Visit to the Slum Area:**

**Activities:**

1. **Community Interaction:**
- **Meet and Greet:** Trainees visited homes and community areas, introducing themselves and engaging in conversations with residents.
  - **Listening Sessions:** Focused on understanding the residents' challenges, including issues related to sanitation, healthcare access, and education.
2. **Distribution of Essentials:**
- **Details:** Basic necessities such as hygiene kits, food items, and educational materials were distributed to families in need.
  - **Approach:** Items were distributed based on the needs identified through interactions with community members.


**Impact:**

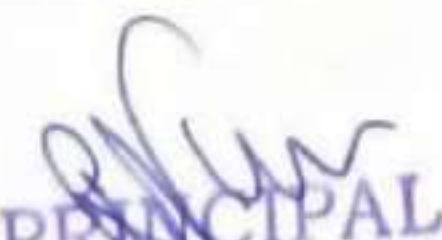
- **Residents:** The community members were grateful for the support and appreciated the genuine interest shown by the trainees. The visit helped in building trust and improving community relations.
- **Trainees:** Gained valuable insights into the daily challenges faced by marginalized communities, reinforcing the importance of empathy and informed community service.

**3. Old Age Home Visit:**

**Activities:**

1. **Food Distribution:**
- **Details:** Trainees distributed various food items including snacks, fruits, and prepared meals to the residents of the old age home.

  
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- o **Process:** Food items were handed out personally, and residents were encouraged to choose items according to their preferences.
- 2. **Interactions:**
  - o **With Residents:** Engaged in conversations, offered companionship, and listened to their stories. This interaction aimed to provide emotional support and alleviate feelings of loneliness.

### Impact:


- **Residents:** The food distribution and personal interactions brought joy and comfort to the elderly residents. Many felt valued and appreciated the time spent with the trainees.
- **Trainees:** Experienced the importance of providing emotional and physical support to elderly individuals, enhancing their understanding of elderly care.


### Outcome:

The community visit by BED trainees successfully achieved its goals of providing support and fostering community connections. The distribution of fruits to hospital patients, essentials to slum residents, and food items to elderly individuals highlighted the trainees' commitment to community service and empathy. Appreciation is extended to the hospital staff, community leaders, and old age home staff for their cooperation and support in facilitating the visits.

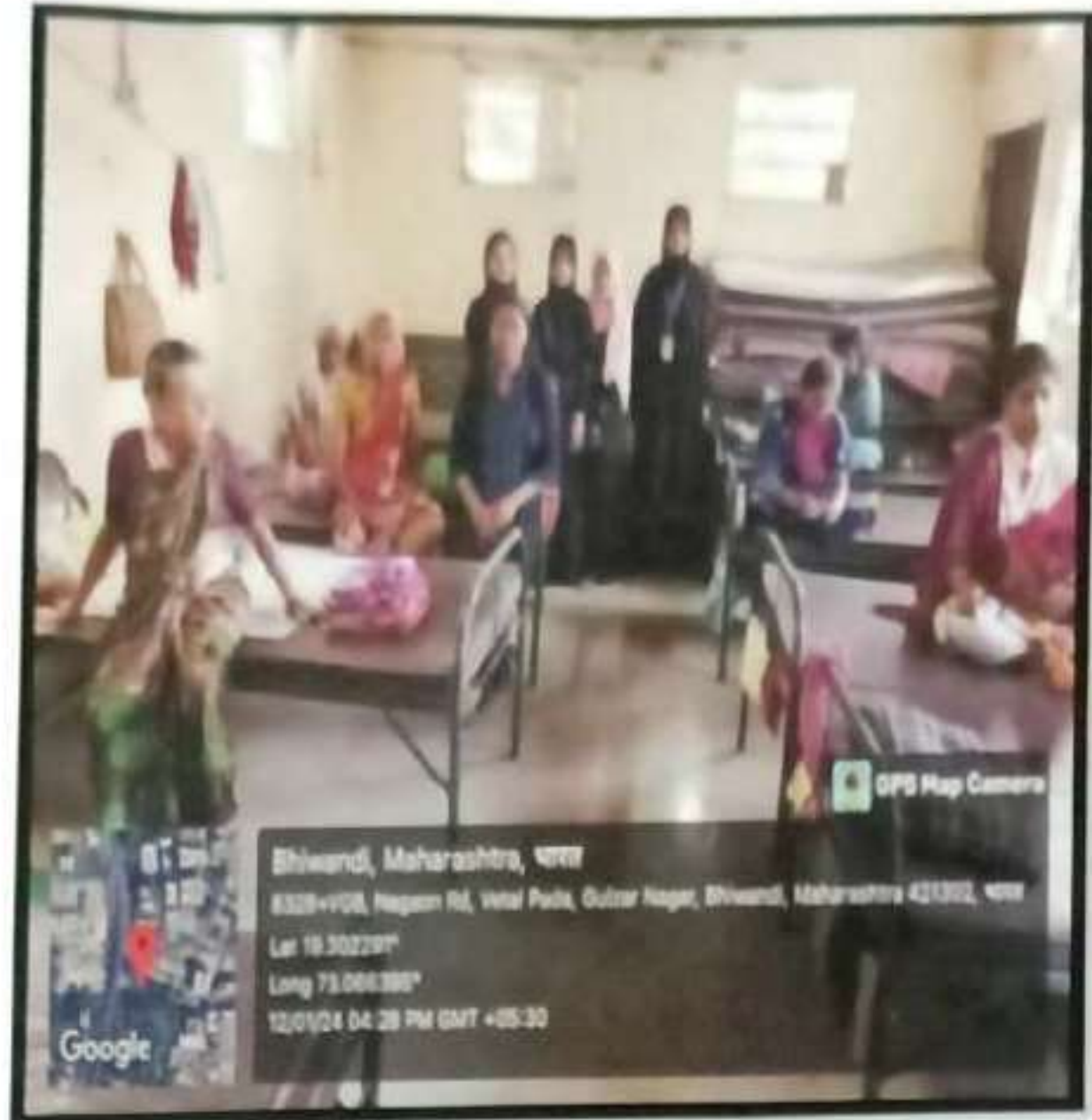
### List of Participants

- |                      |                      |
|----------------------|----------------------|
| 1) Shaikh Nida       | 2) Ansari Amina      |
| 3) Ansari Atiya      | 4) Khan Muskan       |
| 5) Choudhary Sabiha  | 6) Sayyed Hayatuddin |
| 7) Ansari Azharuddin | 8) Sayyed Taufique   |
| 9) Tase Mariya       | 10) Rais Rida        |
| 11) Khan Samar       | 11) Momin Naba       |
| 13) Ansari Zarreen   | 14) Ansari Aafreen   |
| 15) Ansari Sehrish   | 16) Ansari Monish    |
| 17) Ansari Asbah     | 18) Ansari Ayesha    |
| 19) Qureishi Aaliya  | 20) Mali Lata        |

  
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Evidence:



SAHARA SHAHERI BEGAHAR NAWARA KENDRA



SLUM AREA (QASIM NAGAR-CHAUHAN COLONY)

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**SIRAJ HOSPITAL**



*[Handwritten Signature]*

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*[Handwritten Signature]*


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## 8. Facilitating Inclusive Education

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.

  
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K.M.E.S College  
of Education

Name: Momin Fatima  
Sayeed

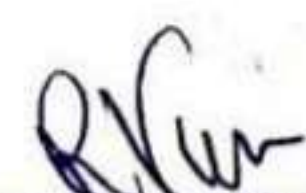
Class: S.Y. B.Ed

Roll No: 22

Academic Year:

2022-23

  
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# CREATING

# An

# Inclusive

# School




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2]


# Case Study with Special Need Student? in Inclusive School

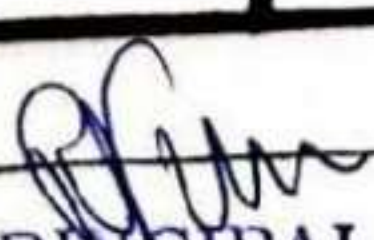
  
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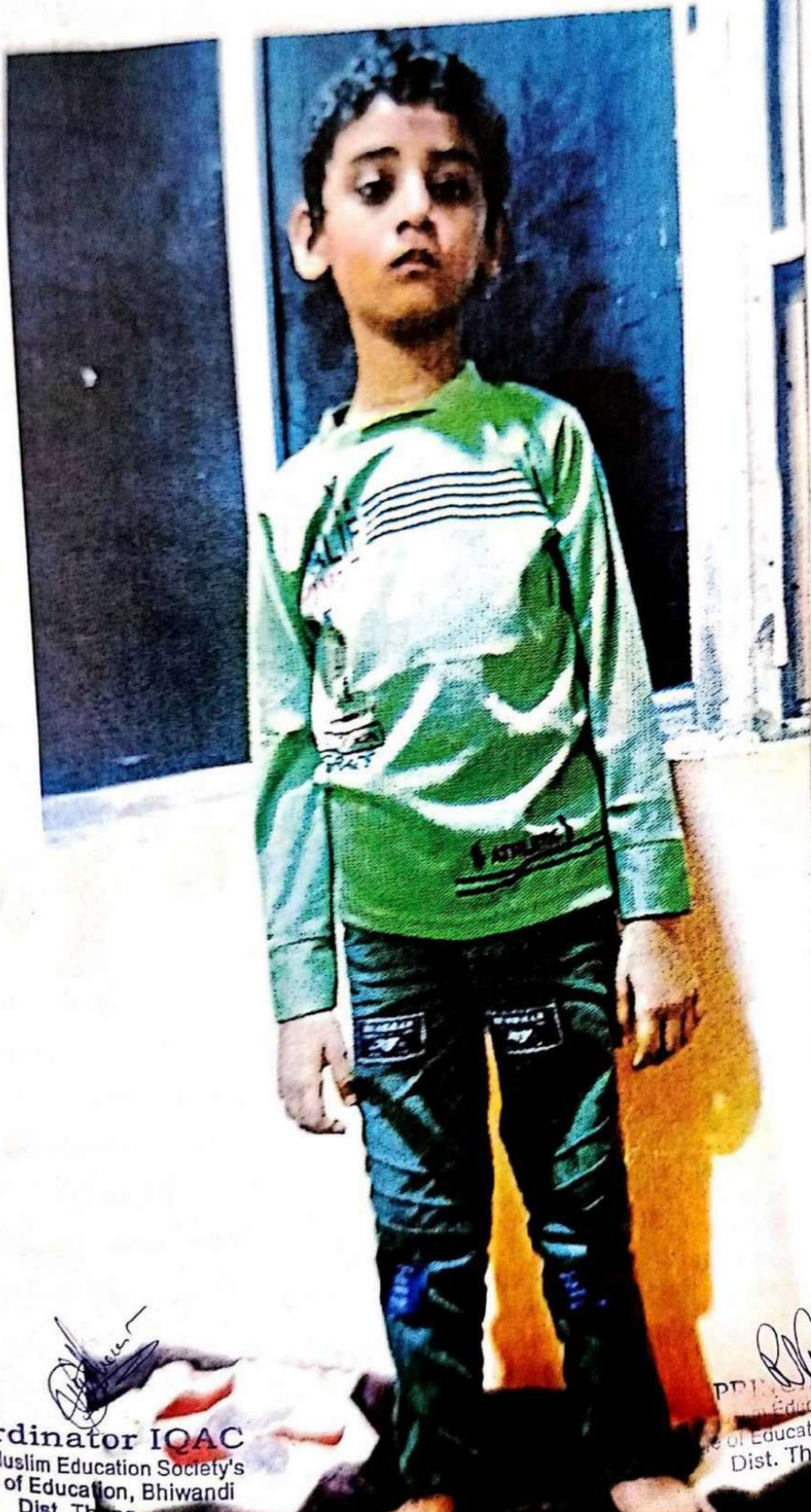
  
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# INDEX

Sl. No.	TITLE	Sign.
01-	Basic information about the student with special need	
02-	Basic information about school.	
03-	Location of the school.	
04-	Assessment of family.	
05-	Clinical assessment.	
06-	Personal profile	
07-	Educational performance	
08-	Areas of concern for the students.	
09-	Tick the resources that are available in the school.	
10-	Inclusive class membership & full participation	
11-	Reflection	

  
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# A. Basic Information about the Student with Special Need.

1] Name of the student:- Mohammad Sibtaiz Saquib Husain Momin

2] Class: IV D.O.B:- 31-07-14 Age:- 09

3] Whether attended early intervention Programme:- NO

4] Name the student disability:- Intellectual disability.

5] Exact date of disability diagnosed:- 2019

6] Type & degree of disability:- 9.1

7] Does he possess copy of disability certificate? yes

8] Attachment of disability certificate zerox copy? yes.

9] Did he attend special school prior to inclusive school - admission? NO.

# B. BASIC INF. ORMATION ABOUT SCHOOL.

1] Name of the school:- Abdul Shakoor Urdu Primary School.

2] Type of School:- Private School.

3] General Socio-Economic Standard of the students:- Lower middle class.

A] Standard:- From 1<sup>st</sup> to 5<sup>th</sup>

5] Total number of student in class:- 50

6] Medium of Instruction:- Urdu.

7] Residential:- Sumad Nagar, Kamari, Bhiwandi.

8] School:- Co-Educational.

9] School:- Mainstream school with resource

10] Curriculum:- Regular & Boards- Maharashtra

## C. Location of the School.

1] Normally accepted noise level.

2] Access to public transport :- Good

3] School bus to reach school:-

4] Any rehab service in close vicinity :- Clinic, private coaching, teacher education programme

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**Reflections** :- What are your views about the accessibility of the school for student with special need.

→ Accessibility for student with special need is crucial for fostering inclusive education. School should strive to provide accommodations, resources & support services to ensure that all students, regardless of their abilities, have equal opportunities to learn & participate in school activities.

# Do Assessment of Family

Profile:-

	Age	Disability (Y/N)	If Yes, Specify.
Father	35	NO	-
Mother	30	NO	-
Sister	12	NO	-
Brother	10	NO	-

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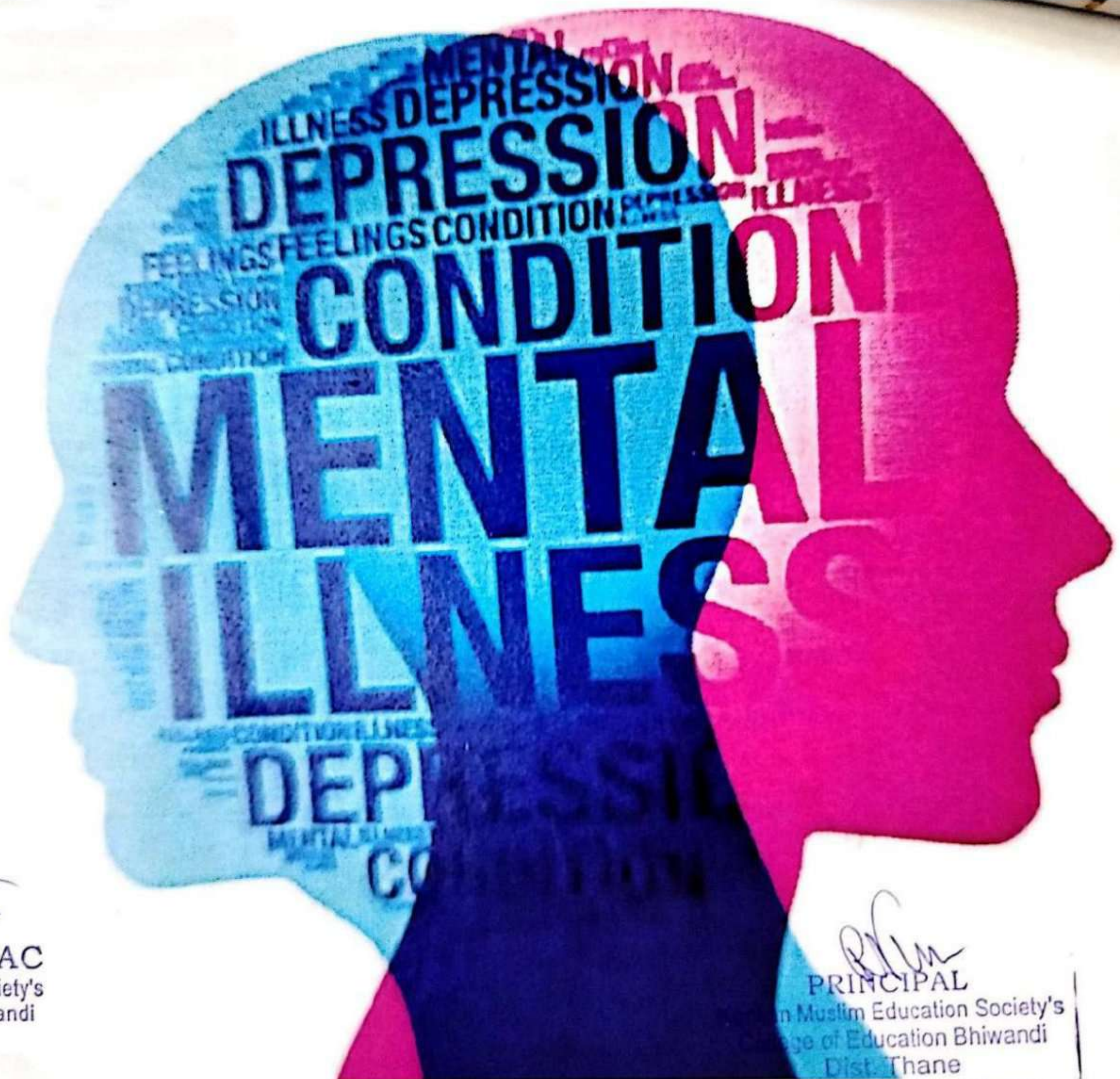
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1] Family Income (Per Month) :- 10,000 to 25,000.

2] Family Strengths :- 05

Reflections :- What can be done to maximize family involvement?

→ Organize workshops, seminars & events geared towards parents to provide them with information, resources & skills to support their child's education. Plan activities that involve families, such as cultural celebrations & committees. etc.

## E. Clinical Assessment

Area	Date	Where	Outcome.
Hearing	09-01-23	SL Raheja Hospital, Mumbai	Doctor gave hearing aids, understand sound better.
Vision	11-02-23	Mumbai	He used glasses for betterment of vision.
Developmental	23-05-23	SL Raheja Hospital, Mumbai	Learn <sup>how</sup> to speak with others.
Intelligence	13-07-23	Mumbai	Improve intelligence level.
Medical	16-11-23	Mumbai	Improve desired behaviour.

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Description of Report :- He is a intellectual disabilities have limitations in intellectual functioning & adaptive behaviours. He is a significantly reduced ability to understand new or complex information, He does not come to school regularly & comes after a week because of treatment was going on. He is introvert in nature, Hyperactivity, behaviour problems, Impulsive & Deficits in social skills.

## F. Personality Profile

How does the teacher describe the child?  
→ Introvert.

Does your observation & interaction with family members support this impression of the teacher?

→ Yes, Teacher who actively engage with families provide regular updates on student progress & seek input on support strategies are more likely to foster a positive impression & collaboration with family members.

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# 9. Educational Performance.

Parameter	Outcome of Last assessment: Date: 02/12/23	Outcome of Earlier to last assessment: Date:
Developmental Areas	Average	Average.
School Subjects	Average	Average.
Socialization	40%	

## Reflection on Educational Performance:-

→ His educational performance is crucial for understanding their progress, identifying areas for improvement & refining teaching strategies. Their growth in academic skill, social interaction and independent functioning. Student learning & additional support are necessary. This will help to minimize the problems on educational performance.

# G Areas of Concern for the Student.

SR.No.	Areas of Concern	Yes/No.
1.	Admission to a mainstream school is a big challenge.	Yes
2.	The child experiences literacy concerns	Yes
3.	The child has repeatedly failed in a particular grade.	Yes
4.	Periodic assessment that provides information about child's current status of performance is conducted.	Yes
5.	Developing healthy peer relationships is an issue for the child.	Yes
6.	Avoids to get along with other children in class.	NO.
7.	Homework is often incomplete.	Yes
8.	Communicating with the class teacher is difficult.	NO.
10.	The child with disability faces bullying, teasing & unfavourable attitude of other peers.	NO.
11.	Provision of curriculum adaptation to the child	Yes
12.	Provision of accommodation concessions to the child	Yes
13.	Parents' guidance is not adequate.	NO.

# 7. Tick the Resources that are Available in the School.

## 2 Disability Specific Classroom Technology.

SR. No.	Classroom Technology.	Available/Not Available.
1	Eye glasses	Available
2	Large print books	Available
3	Book on tape	Available
4	Magnifying glass.	Available
5	Adapted paper (eg. highlighted lines, sizes)	Available
6	Highlighters & Color band aides.	Available
7	Calculators with large keys.	Available
8	Braille translation software.	Not Available
9	Braille printer	Not Available
10	Computer with speech output	Not Available
11	Operating system special-accessibility	Available
12	Computer screen magnifiers.	Not Available
13	Letter or word magnification software	Not Available
14	Glare - reduction screens.	Not Available
15	Talking electronic dictionary.	Available
16	Voice-output or screen-reading software.	Available

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## Inclusive Technology For Hearing :-

1	Hearing aids	Available
2	Hearing aids repair service	Available
3	Spare parts	Not Available
4	Extra batteries	Not Available
5	Vibratactile systems	Not Available
6	Headphones	Available
7	Group amplification systems	Not Available
8	Audio-voice amplification device	Not Available

Reflection :- Do you think this school satisfies the parameters of being barrier free.  
 → Yes, This school is barrier free, it ensure all individuals, regardless of physical ability, can access facilities, participated fully in activities & receive an education without encountering obstacles.


### I. Inclusive Class Membership & full Participations :-


SR. No.	Student Participation in Classroom activities.	Yes/No.
1	The student is on the roster of family a member of an general education	Yes
2	The student attends the school, <del>should</del> would attend if he/she didn't have a disability.	Yes.

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3.	The student progresses through the grades according to the same pattern	Yes
4.	The student is not pulled out of general education classes for instruction	Some-what
5.	Related services are delivered in typical inclusive environments.	No.
6.	There are no places or programs just for student with disabilities.	No.
7.	The student participates in classrooms & school routine in typical location.	Some-what.
8.	The student receive the same material as the Pledge of Allegiance, lunch, etc.	Yes
9.	The student attends classes with other students, arriving & leaving the same time.	Yes
10.	The student participates in classroom instruction in similar ways a student without disability.	Some-what
11.	The school accomodates the student's sensory needs.	Yes.

  
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# Special Needs

  
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# Reflection :-

## 1) Individualized Approach :-

It's crucial to recognize that each child with special need is unique, with their own strengths, challenges, & learning styles. Avoid making assumption or applying generalized strategies, instead tailor intervention & support based on individual needs & ability.

## 2) Collaborative Team Effect :-

Supporting children with special needs requires collaboration among educators, parents, therapists & other professionals. Open communication & shared goal setting are essential to ensure holistic support & continuity of care across different environments.

## 3) Inclusive Education Practices :-

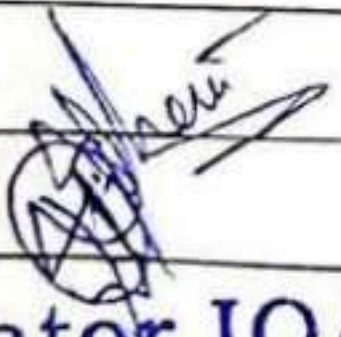
Promote inclusive education practices that foster a sense of belonging & acceptance for children with special needs.

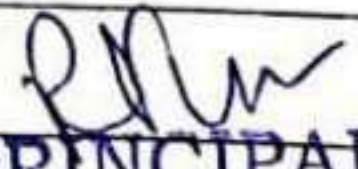
within mainstream classrooms. This include providing necessary acomodation, adaptations, & support services to enable their participation & engagement.

#### 4 Continuous Professional Development:

Educators & caregivers should engage in ongoing training & professional development to enhance their effective support strategies.

By integrating these points into practice we can create more inclusive, supportive & empowering environment for children with special needs, enabling them to thrive & reach their full potential.

  
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# UNIQUE DISABILITY ID

Government of India

नाम / Name

मुहम्मद सिबतैन साकिब हुसैन मोयिन  
Mohammed Sibtain Saqib Hussain

UD ID

MH2190920140722849

Disability Type

Intellectual Disability

Year of Birth

2014

% of Disability

90% (Ninety Percent)

Date of Issue

07/11/2023

Valid upto

Permanent



Issuing Authority Sign



0001746576

# UNIQUE DISABILITY ID

Government of India

STATE ID:

N/A

Aadhaar No.

\*\*\*\*\*9108



Card Issuing Authority  
Chhatrapati Shivaji Maharaj Hospital,  
Kaiwa, Thane, Maharashtra

0001746576

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दिव्यांग राखला विभाग  
 उ.शि.म.स.काळा  
 शासक क्र. 5059  
 जातद क्र. 7-11/2023

Department of Empowerment of Persons with Disabilities,  
 Ministry of Social Justice and Empowerment, Government of India

### Disability Certificate

Chhatrapati Shivaji Maharaj Hospital, Kalwa  
 Thane, Maharashtra



Certificate No.: MH2190920140722849

Date: 07/11/2023

This is to certify that I/we have carefully examined Shri Mohammed Sibtain Saqib Husain Momin, Son of Shri Saqib Husain, Date of Birth 31/07/2014, Age 9, M, Registration No. 2721/00000/2302/1751359, resident of House No. 105/305 Sony Star Building Mangal Bazar Bhiwandi - 421302, Sub District Bhiwandi, District Thane, State / UT Maharashtra, whose photograph is affixed above, and I am/we are satisfied that:

- (A) He is a case of Intellectual Disability
- (B) The diagnosis in his case is SEVERE INTELLECTUAL DISABILITY
- (C) He has 90% (in figure) Ninety percent (in words) Permanent Disability in relation to his BRAIN as per the guidelines (Guidelines for the purpose of assessing the extent of specified disability in a person included under RPwD Act, 2016 notified by Government of India vide S.O. 76(E) dated 04/01/2018).

The applicant has submitted the following document(s) as proof of residence:

Nature of Document(s): Aadhaar card



Signature / Thumb Impression of the Person with Disability

A. A. Malsankar

E. K. Datta

Signatory of notified Medical Authority Member(s)



Chhatrapati Shivaji Maharaj Hospital, Kalwa  
 Thane, Maharashtra  
 Medical Superintendent  
 Chhatrapati Shivaji Maharaj  
 Hospital, Kalwa,  
 Thane Municipal Corporation, Thane

This Certificate is meant to certify the disability of the person and is not an instrument for KY Address Proof for any purpose.

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# Inclusion of Urdu and English Language in Contemporary India And Education Classroom

\* concept of Guidance

\* Meaning :-

1) Diversity :-

- The diversity in India is unique being a large country with large population.
- India presents endless varieties of physical features and cultural patterns.
- It is the land of many languages. It is only in India people professes all the major religions of the world.
- In short, India is, "the epitome of the world".

2) Stratification :-

- Social stratification is a particular form of social inequality. All societies arrange their members in terms of superiority, inferiority and equality.
- Stratification is a process of interaction or differentiation whereby some people come to rank higher than others.

3) Marginalization :-

- Marginalization or social exclusion, is the concept of intentionally forcing or keeping a person in an undesirable societal position. The reason for marginalization may be done to an individual or an entire group.

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• It often involve limited rights for an individual

or a group, which makes it difficult to correct the marginalization.

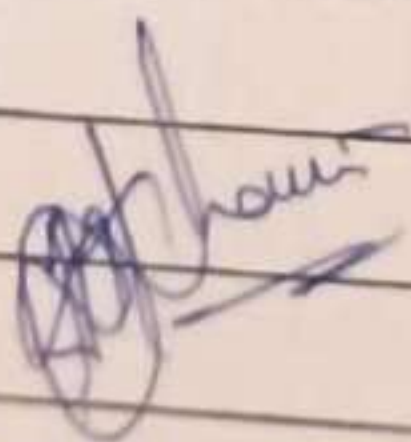
\* Difference between diversity, Stratification and marginalization.

Diversity	Stratification	Marginalization
① positive concept	① Negative concept	Worse than stratification more negative
② Every participant in diversifying the Indian culture has strengthened and enriched the cultural heritage of India in many ways either with the religion practices or with the ancient traditions	② Stratification draws a clear cut line of division in the society, leading to grouping and thus hampering the social solidarity	② Due to diversity stratification some components of society throw away or mainstream.
③ Diversity may be dangerous to integration of nation	Stratification has led to inequality in the society	Marginalization has led to exclusion of persons out of Society
④ It helps a person to understand his religion, language, region, culture easily	④ It helps a person to understand the society easily	They experience a sense of disadvantage and powerless vis-a-vis more powerful and dominant sections of the society.
⑤ Diversity is helpful for a multicultural country like India	Stratification is dangerous for a multicultural and multi-racial country like India	Marginalization is more dangerous for a multicultural and multi-racial country like India.

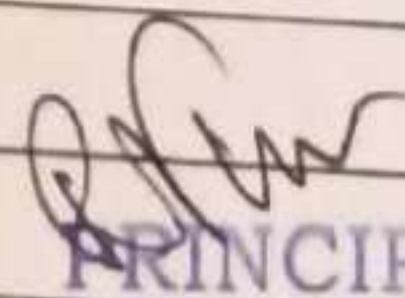
\* conclusion: =

Education cannot solve the problem but it can create a background in the minds of the children to think beyond regional boundaries and to make approach wide and positive.

Regionalism cannot be considered as a big problem unless it hampers the nation's unity. It is such a problem that cannot be solved all of the sudden. The problem should be handled tactfully and education is the most effective solution to create social harmony.



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Shaikh Sana Azeel Ahmed.

## Contemporary India & Education

Unit 4:

(b) RTE Act 2009 and Universalization of Education  
(مفت تعلیم ایکٹ 2009)

Monitoring of RTE:

مفت تعلیم کا نفع (نگران) یا استیاب

یہ ایک قومی حکم (مختار) نامہ کی طرف سے طلبہ کے لیے عائد کیا گیا ہے

NCPCR: The National Commission for protection of child Right.

یہ ایکٹ NCPCR کی طرف سے نافذ کیا گیا ہے۔ آنے والے کچھ مہینوں

اور سالوں میں اس ایکٹ میں ایک ہیٹ خاص تبدیلی واقع ہو سکتی ہے۔  
ایک خاص قسم کے امدادی فون نمبر بھی دستیاب ہے جس میں بات کرنے کی  
سائل مفت سہولت واقع ہوئی ہے۔ تاکہ تعلیم کے متعلق مقصد کو پورا اور  
کامل کیا جاسکے۔

NCPCR نے رسمی طور پر یہ اعلان کر دیا کہ یہ ایکٹ مستقبل کے مقاصد کو مد نظر  
رکھتا ہے۔ اور کھیل کود، سرگرمی سے اس مقصد کو نافذ کیا جاسکتا ہے۔

NCPCR (طلباء کے تعلیم اور حفاظتی قومی مختار نامہ) نے شہری گروہ،

طلباء، ایسا تڈو، انتظامیہ، مصنف، سرکاری فرد، مجلس قانون ساز، عدلیہ  
اور وہ شخص جن کے پاس رقم جمع کی جاتی ہے۔ ان تمام افراد کو ایک ساتھ مل جل  
کر کام کرنے کی پدائیت دی ہے تاکہ ملک کا پوری اسکول میں داخلہ لے اور تقریباً  
8 سالہ عمر کے بچے کو انصاف کے ساتھ تعلیم کا حق حاصل ہو سکے۔

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## Right to Education

تعلیم کا حق :

ایکٹ 6-8 کے اجزاء میں ترمیم کے مطابق 2002 میں آنے والے آرٹیکل 21-A کے تحت بھارت میں اس بات کو لاگو کیا گیا جن کی عمر 6 سے 14 سال کے درمیان ہے انہیں مفت تعلیم دی جائے۔ انہیں قانونی طور پر مانڈ کیا گیا ہے۔

اس ایکٹ کے مطابق قانونی طور پر طلباء کو مفت میں تعلیم فراہم کی جائے گی اور یہ ایکٹ 2009 میں لاگو ہوا۔ قانونی طور پر یہ ایکٹ 21-A میں شمار ہوتا ہے۔

اس کا یہ مطلب اور مقصد ہے کہ بھارت کے تمام بچوں کو انصاف کے ساتھ مطمئن بخش تعلیم کے تمام عناصر سے آگاہ کیا جائے اور اسکول میں ان کی تمام اہم ضروریات کو بحسن مکمل کیا جائے اور بچوں کو اصول و ضوابط اور جماعت سے بھی پیپا کیا جائے۔

آرٹیکل 21-A اور RTE (تعلیم کا حق) 1، اپریل 2010 کو عمل میں آیا۔ RTE ایکٹ یہ لفظ بطور "مفت اور لاگو" یا "مفت تعلیم" شامل ہوا۔

اگر طلباء اس ایکٹ کے مطابق والدین کے ذریعے اسکول میں داخلہ لیتے ہیں تو انہیں کسی بھی قسم کی اضافی رقم کو رکنٹ کو ادا نہیں کرنی ہوتی ہے حتیٰ کہ طلباء اپنی ابتدائی تعلیم کو حاصل کرتے ہیں۔

مفت اور لاگو تعلیم کے حق کے مطابق قانون میں اس بات کو شامل کیا گیا ہے کہ سرکار اور عوامی نقطہ نظر رکھنے والے افراد کو یہ اجازت دی جائے ہے کہ وہ طلبہ داخلہ، حاضری اور ابتدائی تعلیم حاصل کرنے کا یوراموٹع دیں۔



یہ مطالبات ان بچوں پر لاگو ہے جن کی عمر 6 سے 14 سال کی ہے۔

اس قانون کے ذریعے بھارت ترقی کی طرف گامزن ہو سکتا ہے۔ اور ہر قسم کے طلبہ والوں کو جس تعلیم کا حق حاصل ہو سکتا ہے۔ مرکزی اور ریاستی گورنمنٹ (سرکار) اس قانون کے ذریعے طلباء کو بڑھاوا دے سکتے ہیں اور اسکول و جہ سے قانون کی جس بتدریج ترقی ہو رہی ہے۔

A-21 آرٹیکل میں ان تمام باتوں کو درج کر دیا گیا ہے۔ اور یہ RTE (مفت تعلیم) لاگو تعلیم کے مطابق کام کرتا ہے۔

مرکزی اور ریاستی حکومت نے اس قانون کو بنیادی طور پر رد عمل میں رکھنے کے لیے ذمہ دار اٹھائی ہے اور اس حقوق (تعلیم) کو عائد کیا گیا ہے۔ A-21 میں شامل کیا گیا ہے۔ RTE ایکٹ کے تحت مرکزی اور ریاستی حکومت جس اس معاملے میں بے حد مدد کرتے ہیں

\* The RTE Act provides for the (Features of RTE):

پیرنیکے کو یہ حق حاصل ہے کہ وہ اپنے بڑوس کے اسکول میں ابتدائی تعلیم کو مفت میں حاصل کرے۔

اس قانون کے مطابق بچوں کو مفت تعلیم (ابتدائی تعلیم) فراہم کی جانی چاہیے جو کہ قانون حکومت کی طرف سے عائد کیا گیا ہے۔ جس میں داخلہ، حاضری اور ابتدائی تعلیم کو مکمل کرنا پیراس کے پیر فرض ہے جس کی عمر 6 سے 14 سال تک ہے۔ مفت کا یہ مطلب ہے کہ بچہ کسی بھی قسم کی داخلہ اور دیگر ضروریات کی کسی بھی قسم کی رقم (Fee) نہیں جمع کرے گا۔ جب تک یہ ابتدائی تعلیم حاصل کرے گا حکومت کی جانب سے اسے مفت تعلیم حاصل کرنے کا حق ہے۔

یہ ایکٹ غیر داخلہ شدہ طلباء کو مناسب جماعت میں داخلہ لینے کا حق دلاتا ہے۔

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اس ایکٹ کا مناسب فائدہ اٹھانے کے لیے ایک خاص لوگوں کو معین کیا جاتا ہے اسکے لیے حکومت سے خاص شہدیاں کو میپا کیا جاتا ہے اور اس میں والدین اور عوامی اقتدار کو مفت اور لاگو تعلیم سے آگاہ کیا جاتا ہے۔ اور اس میں معاشی سہولیات بھی میپا کی جاتی ہے اور دیگر ذمہ داریاں مرکزی اور ریاستی حکومت کے ذمہ ہوتی ہے۔

یہ قانون جماعت کے تعلق سے طلباء کا تناسب، بلڈنگ (عمارت) کی سافٹ، اسکول کی کارکردگی کے دن، اساتذہ کے کارکردگی کے اوقات پر نظر رکھتا ہے۔

اس کے مطابق یہ پراسکول میں خاص اساتذہ کے تناسب کو میپا کرنا چاہیے۔ پراسکول میں اساتذہ کا تناسب طلباء کو مد نظر رکھ کر کیا جانا چاہیے۔ ریاست، ضلع اور بلاک میں بھی اساتذہ کا تناسب مناسب ہو اور حکومت کو اس طرح اساتذہ کو میپا کرنے کی شہدیاں اور دینی علاقے والے اساتذہ کے درمیان انصاف ہو۔ اور اساتذہ کو ایکشن، مردم شماری اور ریاستی قانون کے علاوہ امدادی قانو کام جو آفت کے دوران واقع ہوتے ہیں۔ ان کے علاوہ دیگر غیر تعلیمی کام نہیں کروانا ہے۔

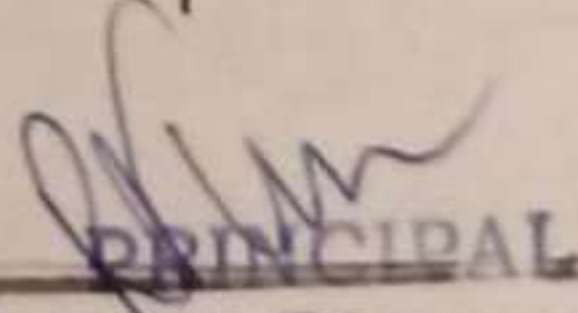
یہ ادارے کو مناسب اور تربیتی مدرس میپا کرتا ہے۔ ایسے اساتذہ کو میپا کرتا ہے۔ جسکی تعلیمی لیاقت بہتر ہوتی ہے۔

اس ایکٹ کے مطابق ان باتوں کی ممانعت ہے۔

- 1) جاتی سزا اور ذہنی لستولیشن
- 2) طلباء کے داخلے کے وقت پر وہ اندازی کا عمل
- 3) فی کس محصول
- 4) نجسی درس (اساتذہ کے ذریعے)
- 5) غیر تسلیم شدہ اسکول قائم کرنا۔



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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.



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College of Education

Creating an  
Inclusive School

Topic:

ICT in inclusive  
School

  
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EDUCATION

NAME: SHAIKH  
SAMIRA

ROLL NO: 14

STD: S.Y.B.Ed

ACADEMIC: 2022-23



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2.	Teacher adopts ICT in inclusive School	
3.	ICT tools for Special Child	
4.	Assistive Technology	
5.	Advantages of ICT technology in inclusive school.	
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# Introduction

(Information Communication Technology)

Information Communication Technology (ICT) refers to the convergence of computing and communication technologies to facilitate and the creation, storage, retrieval, manipulation transmission and reception of digital data. This broad field encompasses a wide range of technology and tools, including computers, smartphones, the internet, wireless networks, satellite systems and more. ICT plays a fundamental role in modern society, powering everything from personal communication and entertainment to business operations and government services.

  
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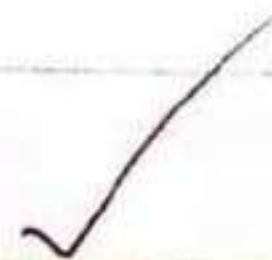
## (ICT in Inclusive School)

Inclusive School leverage Information Communication Technology (ICT) to create environments where all students, regardless of their abilities or disabilities, can fully participate and thrive. ICT tools such as specialized software, adaptive devices, and assistive technology plays a crucial role in providing personalized learning experience tailored to meet the diverse needs of Students.

For Students with disabilities, ICT can break down barriers to learning by providing alternative means of access to educational materials, facilitating communication, and supporting individualized instruction.



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# Teacher adopts ICT in inclusive School

When a teacher adopts ICT in an inclusive school setting, it transforms the learning experience by catering to the diverse needs of students. Firstly, the teacher can use ICT tools to create accessible learning materials, such as using screen reader or text-to-speech software for students with visual impairments or dyslexia. Additionally, interactive whiteboards and multimedia presentations can enhance engagement and understanding for all learners, including those with different learning styles.

ICT also allows teachers to provide personalized learning experience tailored to each student's abilities and preferences.


software can adjust the difficulty level


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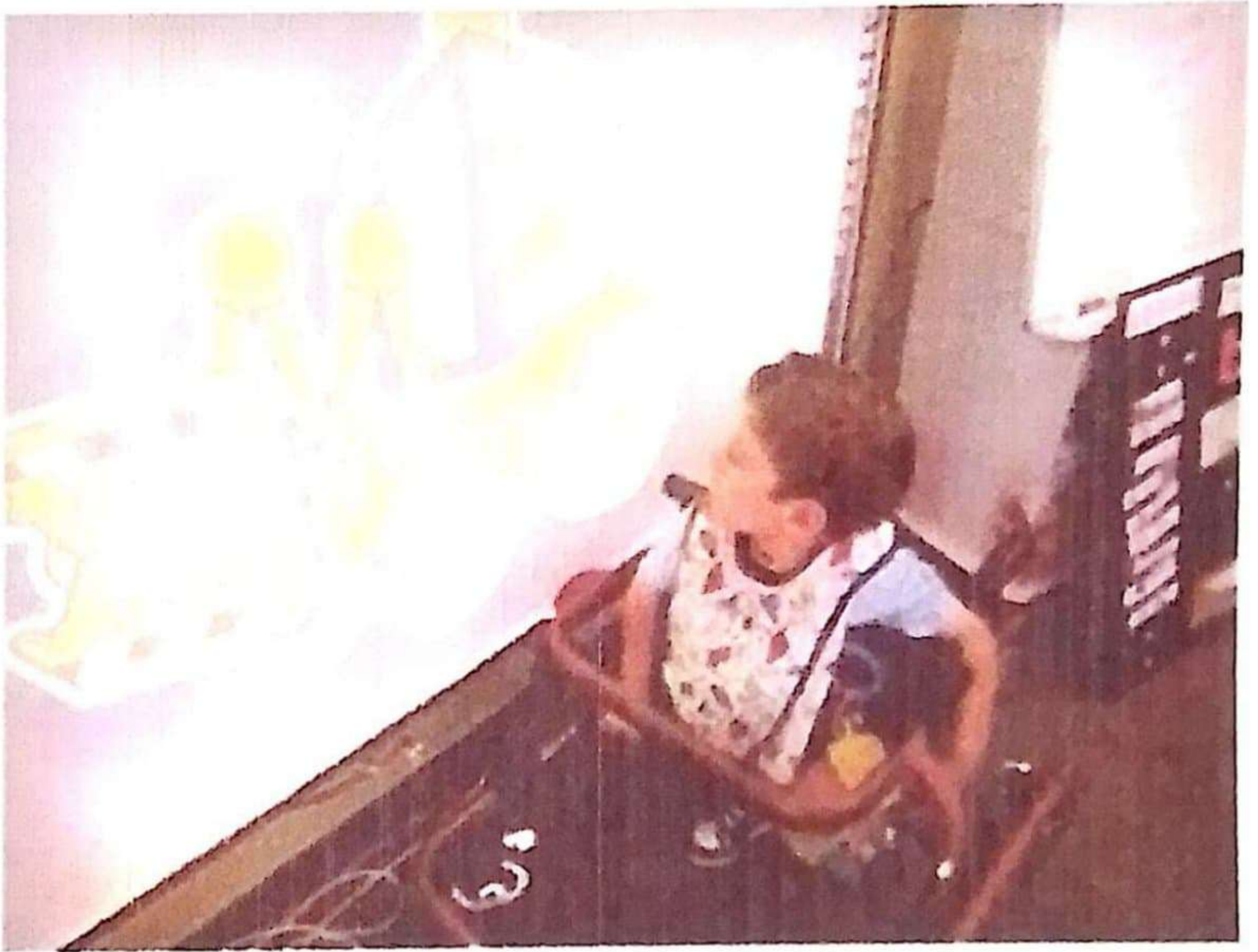
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of assignments based on individual progress, ensuring that students are appropriately challenged while receiving necessary support. Furthermore, collaborative online platforms enable students to work together, fostering a sense of community and promoting peer learning and support.

Moreover, ICT facilitates communication between teachers, students, and parents, ensuring that everyone is involved in the educational process and has access to relevant information and resources. Whether through email, messaging apps, or virtual meetings, ICT enables ongoing collaborating and feedback loops that help students thrive academically and socially in an inclusive environment.

  
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# ICT tools for

# Special Child:

ICT tools for special children encompass a wide range of technologies designed to support their unique needs and enhancing their learning experience. One such tool is assistive technology, which includes devices and software speciality tailored to assist individuals with disabilities. For example, speech recognition software can help students with physical disabilities to communicate, while screen readers and magnification software aid those with visual impairments.

  
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Additionally, interactive educational software and apps can provide engaging and accessible learning experience for special children. These

  
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tools often incorporate features such as customizable settings, multimedia, content, and interactive activities to accommodate diverse learning styles and abilities. Virtual reality (VR) and augmented reality (AR) applications can also offer immersive learning experience that cater to the individual needs of special children, allowing them to explore new concepts in a safe and controlled environment.



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# Assistive Technology:

Any item, system or product used to improve the functional capabilities of people with disabilities. It includes mobility aids such as walker, wheelchairs, canes, hearing aids, accessibility tools, etc.


Assistive Devices :- Every disability requires the use of specific type of assistive device.

Assistive Devices for:

- Visually Impaired Children
- Hearing Impaired Children
- Intellectually Impaired Children
- Speech Impairment Children
- Orthopaedically Children
- Children having learning disabilities.



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① Assistive devices for visually Impaired Children:

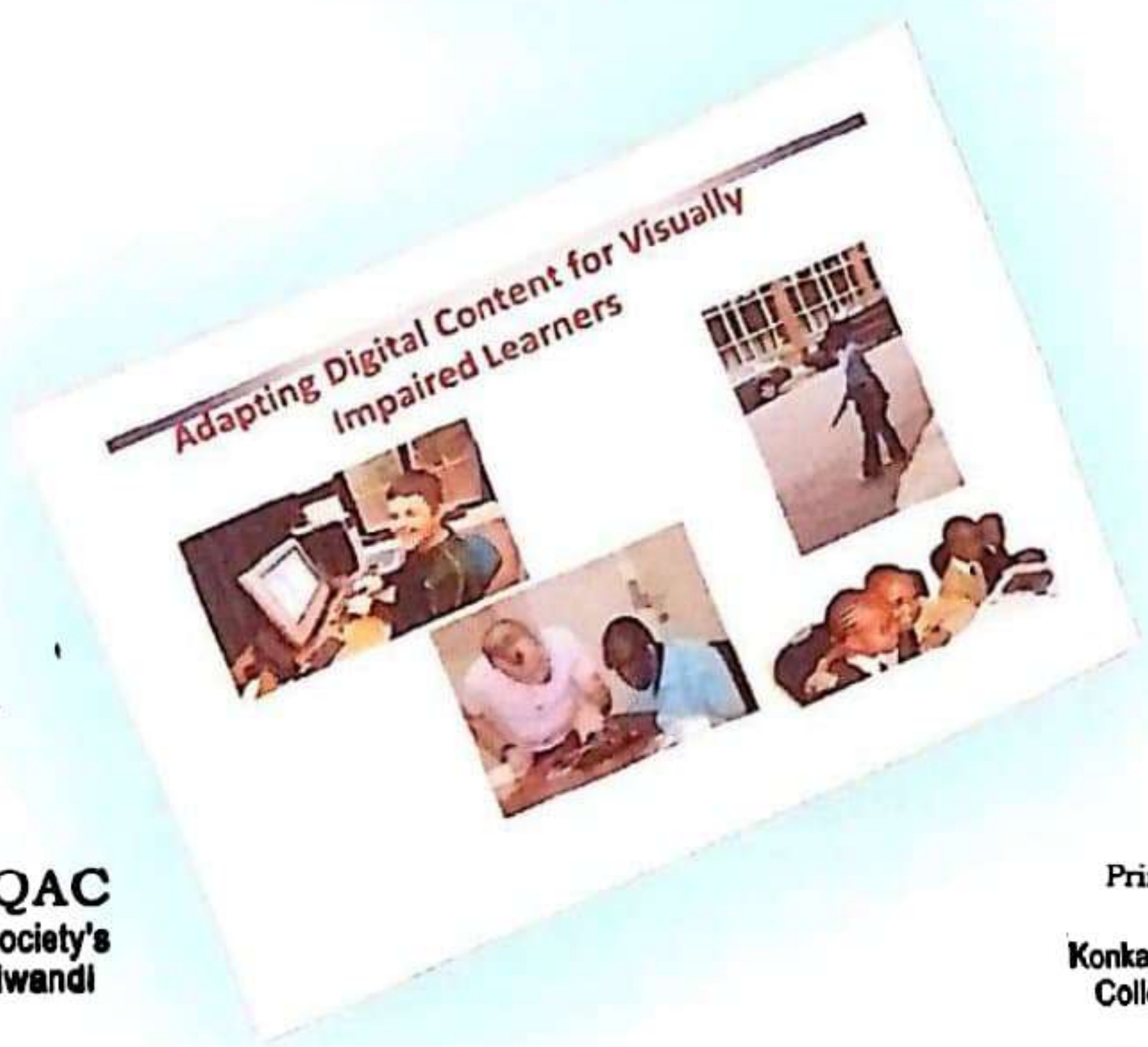
- Large Print materials: The size of print books and others reading material is larger than their usual size so that children can read comfortably.
- Braille: is a system of reading and writing in which words, number and other systems are made from arrangement of six raised dots. It is very important equipment for visually impaired.
- Braille sheets: used when visually impaired child is adequately trained in using the Braille.
- Braille typewriter
- Talking dictionary
- KNFB portable reader for blind people (mobile app or device).

② Hearing impairment:

- Hearing Aid
- Visual
- Advanced Digital Speech Audiometer (Increase the frequency of pitch of voice)
- Wireless FM assistive learning System.

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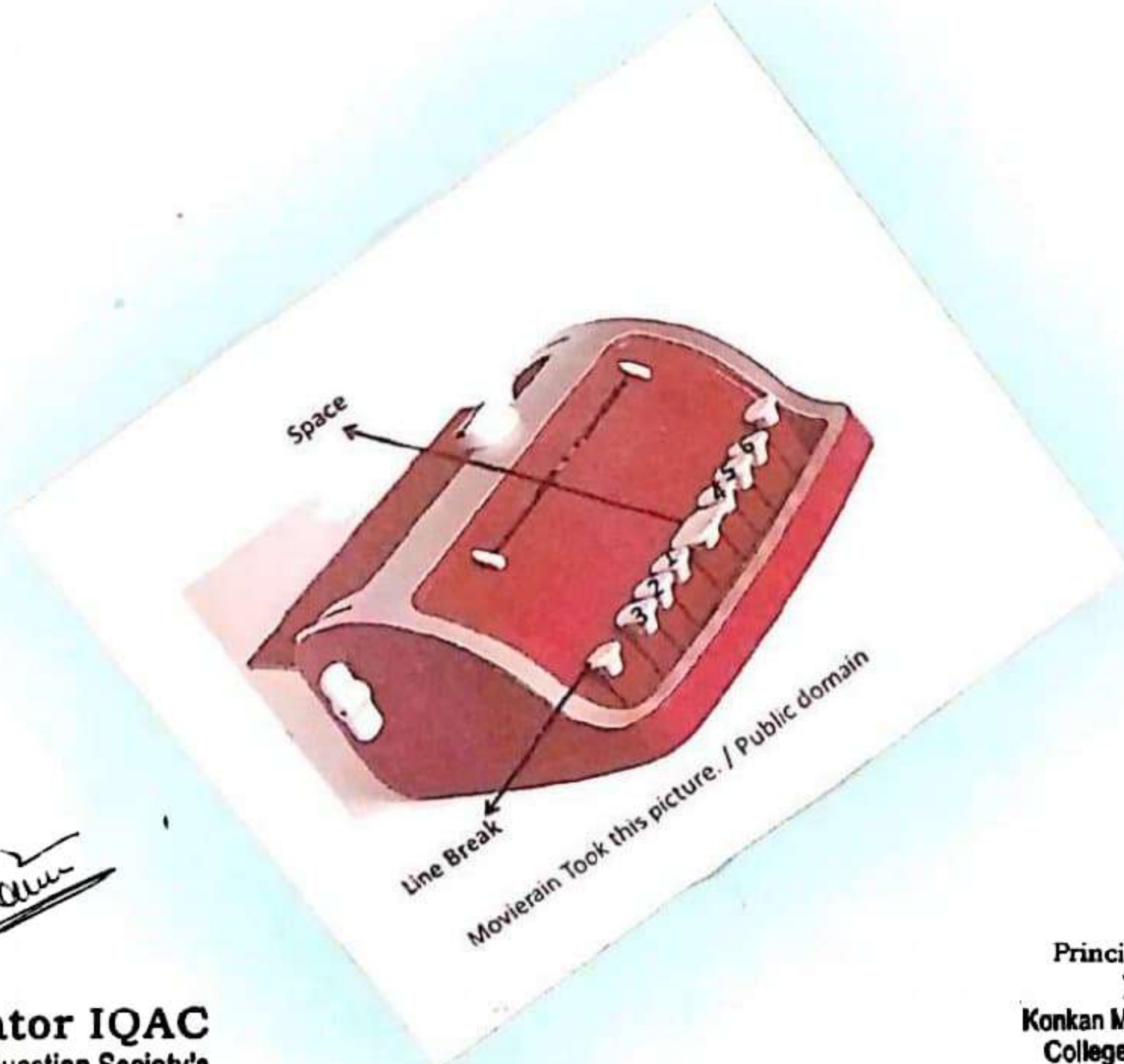


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### ③ Intellectually Impaired Children:

- Pen with special grip
- Alternative computer peripherals (keyboard and mouse)
- Touch control device
- Calender with notification of month, days, dates.
- Communication tools
- Type-writers, special computers

### ④ Speech Impairment Children:

- Auditory Cassettes and tapes
- Microphones, amplifiers
- Picture board, artificial language tapes
- AAC device (Augmentative and alternative Communication device)



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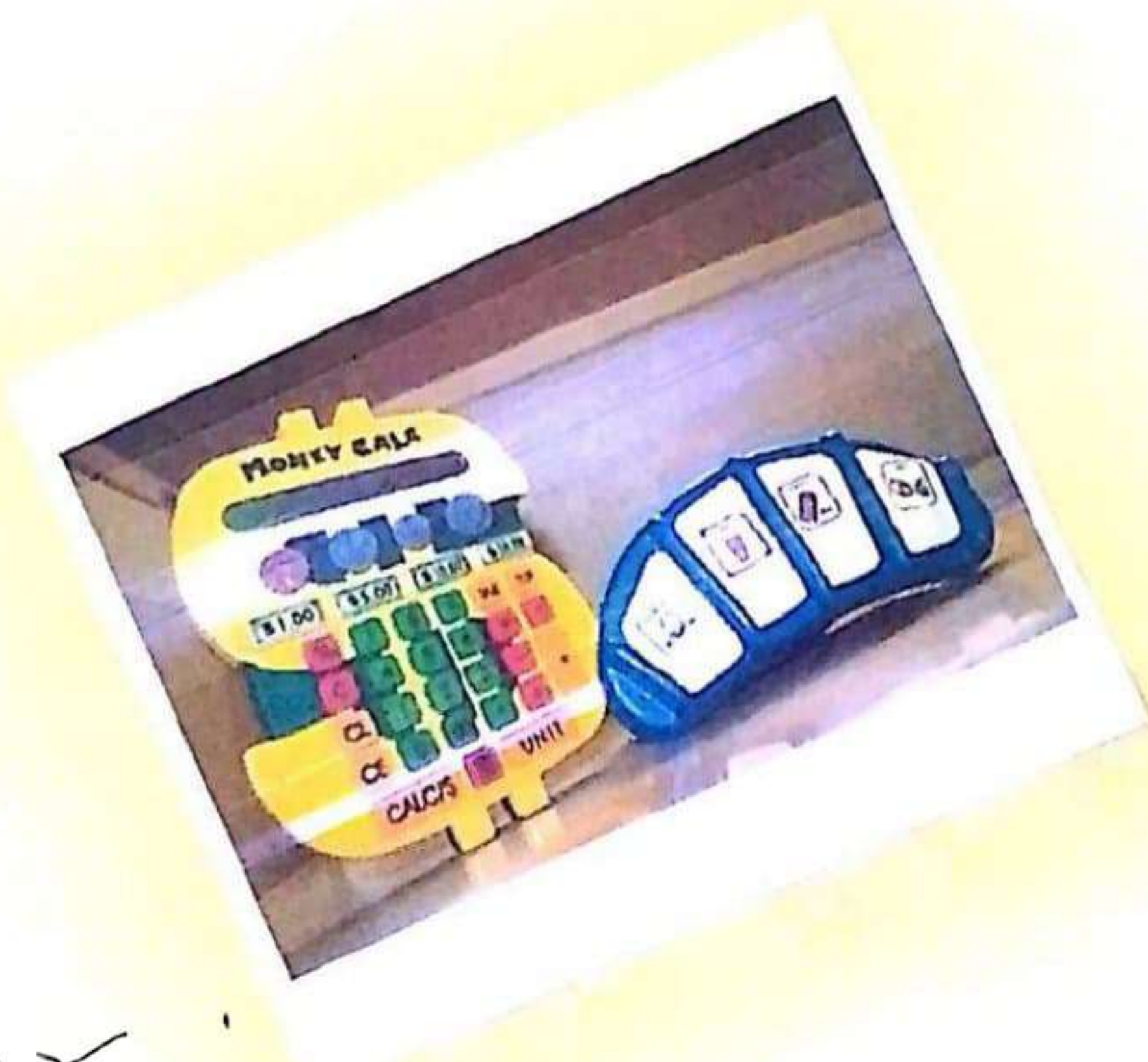


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- ⑤ Orthopaedically Impaired Children:
- Special chair or desks for comfortable setting.
  - Wheelchairs, Cones, Walkers
  - Pen and pencil holder (soft grip)
  - Books on CD, tapes, clips
  - Touched screens, page turners.
  - High tech communication System.

⑥ Devices for Children having learning disabilities:

- Scrapbook of Pictures
- Clay modelling materials
- Puzzles, form board, mathematical quizzes.
- Software programmes for Reading and solving maths problems
- Tape recorder, audio visual tapes
- Talking spell checkers and electronic dictionaries.



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# Advantages of

# ICT Technology

# in Inclusive

# Education:

- Technology provides a detailed verbal explanation.
- It helps in screening, touching, scanning and reading loudly.
- Make ~~easy~~ <sup>easy</sup> to access material so that children can ~~be~~ <sup>use</sup> as per their convenience.
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- Medical and rehabilitation support to diagnose a disability. ✓

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→ Improve learning skills and Interest.

→ Computer provides a good examples of how a new technology can affect classroom participation.



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# Reflection

Using ICT (Information <sup>communication</sup> Technology) tools in inclusive schools can be transformative. They offer personalized learning experience, accessibility features, and diverse communication channels, ensuring that every student can engage and thrive regardless of their abilities. These tools facilitate collaboration, cater to different learning styles, and empower both students and educators to create an inclusive and supportive learning environment. However, it's crucial to ensure equitable access and provide appropriate training and support for all users to maximize the benefits of ICT in inclusive Education.



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9. 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.

  
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**B. Ed. LESSON PLANNER**

Name of the Pupil Teacher: Shruthi Anoop Jabbar Roll No.: 26  
 Name of Practice Teaching School: Aqua girls high school (English medium)  
 Lesson No.: 7 Subject: English  
 Date: 08-1-2024 Std: VIII<sup>th</sup> Div: \_\_\_\_\_ Topic: Revolutionary steps in surgery  
 Previous Knowledge: Students have previous knowledge about surgery.

Instructional Objectives	Specifications
Remembering: The pupil recalls their previous knowledge about surgery.	The pupil is recalling their previous knowledge about surgery.
Understanding: The pupil understands the changes that took place in the field of science and surgery.	The pupil is understanding the changes that took place in science and technology.
Applying: The pupil applies their knowledge in day-to-day life by knowing the advantages of different surgery.	The pupil is applying their knowledge in day-to-day life.
Evaluating: The pupil evaluates his knowledge of lesson by explaining the proper utilization of advanced technology.	The pupil is summarizing the lesson that highlight the proper utilization of the advanced technology.

Teaching Aids: Pictures of ancient and modern technology  
 Core Element: inculcation of scientific temper.  
 Core Values: scientific attitude.  
 Values: scientific attitude.  
 Methods/Skills: Questioning/ explanation.

**SET INDUCTION**

Teacher's Activity	Pupil's Activity
Teacher shows the pictures of ancient and modern technology and asks the children to observe and write the changes in one column and the advantages in another column.	Students observe carefully and actively participated and write the pictures in correct column.
Teacher asks the children to explain the proper utilization of advanced technology.	Students observe and answer for performing any surgery.

I am going to study about Revolutionary steps in surgery

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## B. Ed. LESSON PLANNER

Teaching Points	Teaching Activity	Pupil Activity
<p>Neurosurgery:- Surgery and medicine.</p> <p>Key-element nucleation of scientific temper.</p>	<p>When in 1733, British doctor William performed the first major medical technique of repairing the human heart for the first time on his patient James (British) who was suffering from a very dangerous knife wound. The knife had cut an artery less than an inch from James' heart and punctured his pericardium.</p> <p>Teacher 2 shows the 3D Animation of Neurosurgery. with the help of 3D Animation teacher 1 started the explanation. Neurosurgery is another speciality to have received recognition since the early 90s. It is a surgical specialisation that treats disease and disorders of the brain and spinal cord. Harvey Cushing is considered to be the father of modern Neurological surgery.</p> <p>Teacher inculcate in students the proper utilization of science and technology and advancement in technology.</p>	<p>Students seeing the 3D animation</p> <p>students trying to understand</p> <p>student recognize the importance of science and technology.</p>

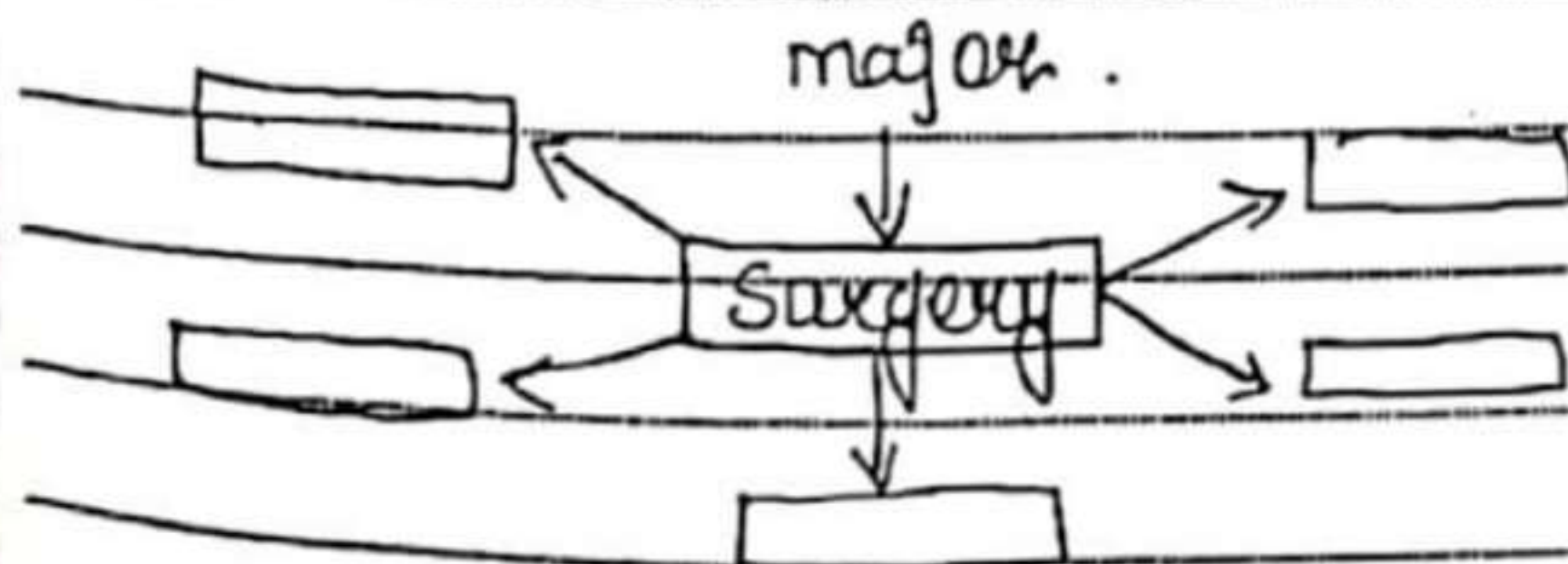
Recapitulation : 1) Who is the first surgeon to perform operations?

2) The father of modern neurosurgery?

Application : write in your own word?

a) Sushruta, Sushruta b) first cardiac surgery.

Evaluation : Fill in the web with words related to 'Surgery'



Assignment : Write about an imaginary telephonic conversation between you and your family doctor secretary asking for an appointment to consult the doctor for a health problem you are suffering from.

# CHALK BOARD SUMMARY

Date: 8-01-24

Std.: VIII<sup>th</sup>

Div.: \_\_\_\_\_

Subject: English

Topic: Revolutionary steps in surgery

Topic: Revolutionary steps in surgery

Father of surgery :-  
Sushruta samhita

different types of complicated surgery.

- cardiac surgery
- Neurosurgery

Difficult words.

- 1) Sedatives - a drug taken for
- 2) anaesthesia - injection of before surgical operation.
- 3) benumbs - make numb so one does not feel any pain.
- 4) valves - any of various mechanical devices that control the flow of liquid.

## RATING SCALE

Sr. No.	Teaching Point	Excellent	Good	Average	Poor
1	Set Induction				
2	Explanation		✓		
3	Expression		✓		
4	Body Language				
5	Behaviour			✓	
6	Language Fluency	✓	✓		
7	Content Knowledge	✓			
8	Example Used	✓			
9	Teaching Aids				
10	Creativity & Innovation		✓		
11	Interest Created		✓		
12	Student's Participation		✓		
13	Chalk Board Work	✓	✓		
14	Questions Asked	✓			
15	Class Control	✓			
16	Core Element Inculcated	✓			
17	Objective Achieved	✓			
18	Time Management	✓	✓		
19	Homework given	✓			
20	Overall Performance		✓		

**Co-ordinator IOAC**  
Konkan Muslim Education Society's  
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Dist. Thane

Feedback / Remarks: Explained clearly - clear students doubt. She was confident.

**PRINCIPAL**  
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