



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

2.4.4

Sample Prepare by students for each indicated assessment tools

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1. Teacher made Written Test essentially based on subject content.

Konkan Muslim Education Society's

College of Education

(Affiliated to the University of Mumbai)

B.ED.

ESSAY - BOOK

For Year 20 - 20



Name of the Student _____

Class and Roll No. _____

Address _____

Phone No. _____

Mob. _____

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Bhiwandi - 421 302



Teacher Made Written Test

Knowledge & Curriculum

Professor's Name: Dr. Nafiya Khan Mam & Shabeena Momin Mam.

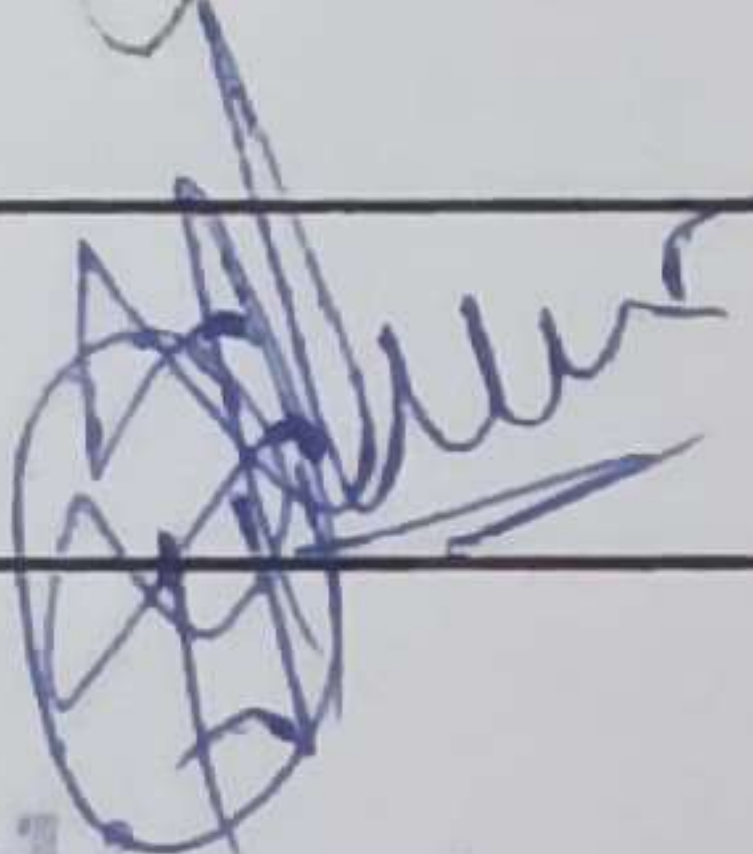
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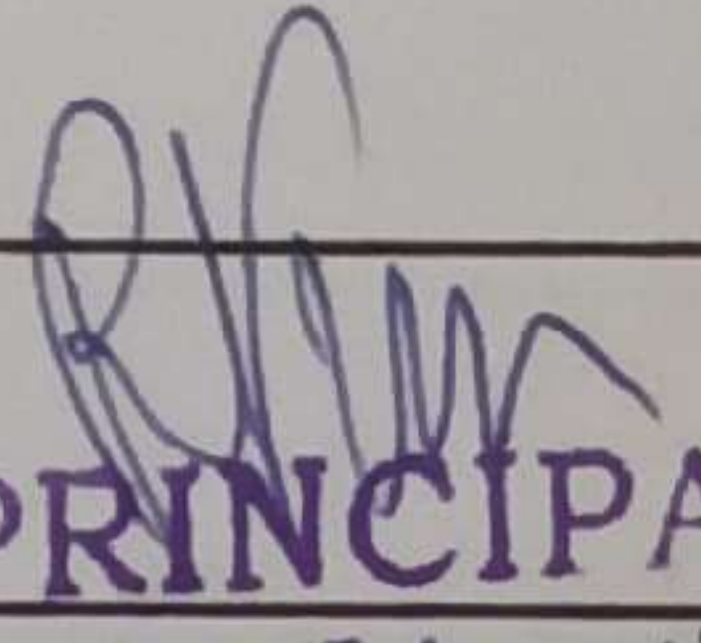
Q1] Long Answer:

Explain Meaning and Characteristics of Education.

Q2] Short Answer:

1. Sources of Knowledge
2. Meaning and definition of education


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Q1) Long Answer

Es

1. Explain Meaning and Characteristics of Education.

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Ans: Introduction :

By

Education is a systematic process in which child and Adult acquire knowledge, skill, experience and sound attitude. It is goal oriented. It refers to make a person or individual perfect. It is the key to solve the problems of life.

C.

Meaning :

1-

The word 'Education' is derived from the Latin word 'Educare' which means 'to bring out' or 'to nourish'. It is also derived from the other word that is 'educere' which means 'to lead out' or 'to draw out'. And from 'educatus' which means to 'educate'. True Education is always a harmonious development of an individual.

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Asst

Definition:

By Mahatma Gandhi: "By education I mean all-round drawing out of the best in an individual man - body, mind and spirit".

By Aristotle: "Education is the creation of the sound mind in the sound body".

By Zakir Hussain: "Education is a process of an individual development, where full possible development take place".

Characteristic:

1. Education is a long-term process:

Education has no end. It is continues throughout the life. There is no age to acquire education. Education improve one's standard of living.

2. Change in Behaviour:

Through education change take place because with the

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he or she learns to behave in society. Eg: Educated person have different personality than an illiterate person.

4-21
ach
lots

Characteristics:

Change in Behaviour

Mental Faculties

Systematic Process

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tol
of
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integrated development

Need of today

6-

Improve Capabilities

Preservation of culture

Long term process

7-

3- Systematic Process:

Education is systematic process through which a child or Adult acquire knowledge, experience, skill, etc.

4. Integrated Development:

Education not only is inside the school but also outside the school. It built lots of confidence in us.

5. Need of Today:

Without education a person can't be told as literate. There is a much need of today generation to be educated for their betterment of the life.

6. Improve Capabilities:

Education always give you new experience through which you can gain many knowledge and improve your capabilities.

7. Preservation of Culture:

Education teach us about that how ~~we~~ should preserve our culture and ~~hardly~~ respect for it.

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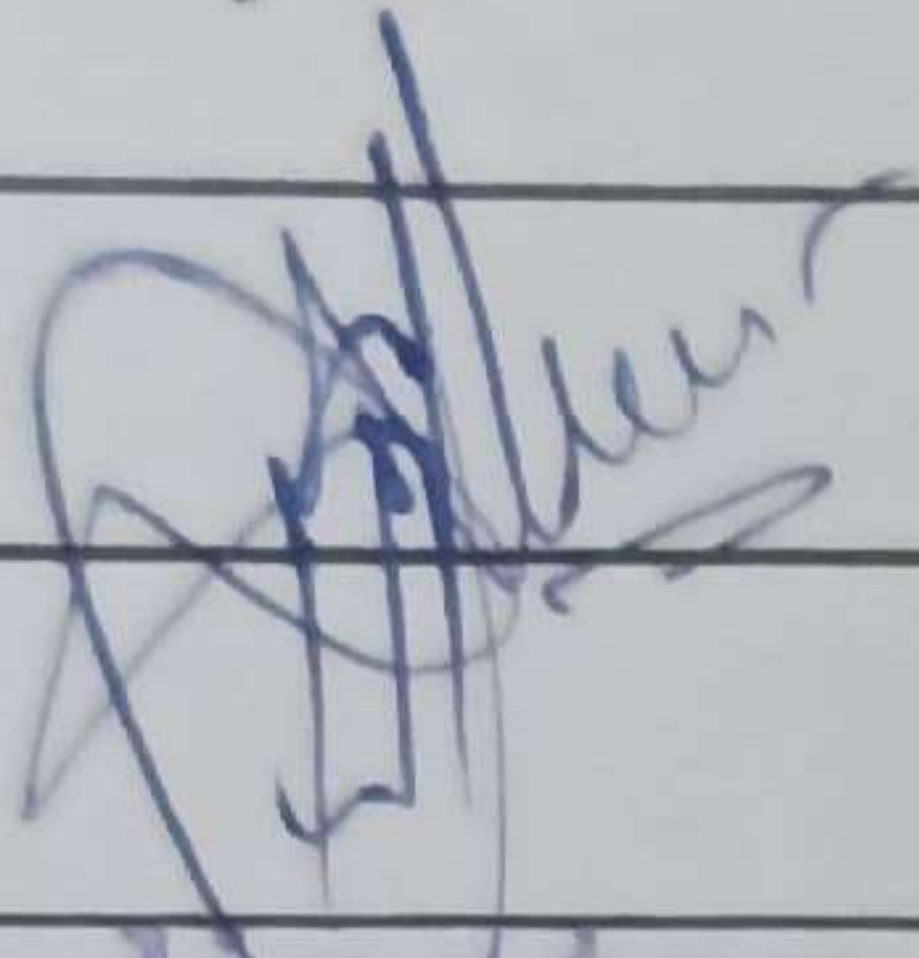
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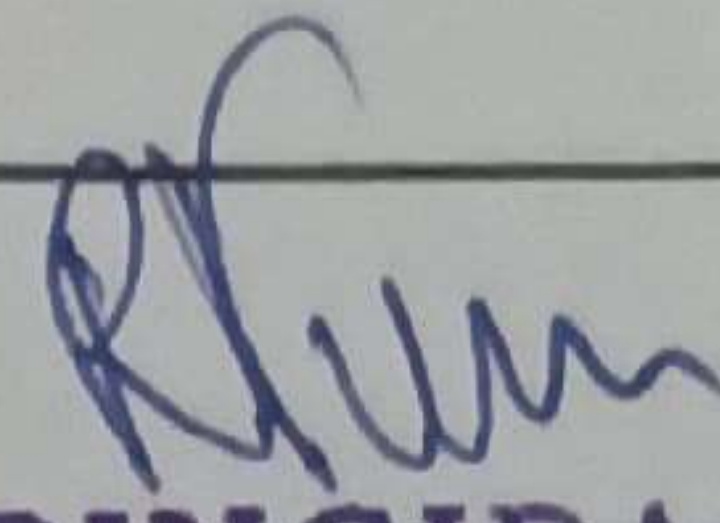
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Conclusion:

Education has no end we can pursue it whenever we need it. Without education a person is incomplete. Development of the personality is due to education.



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Q2] Short Answer.

1- Sources of knowledge

→ Introduction:

The sum of human understanding, both material and mental ability, it could be our experience and skill. It refers to the experience, skills, education, etc.

Example: When Meena says, 'she can ride a bicycle' it means 'she have experiences of riding bicycles' and 'know all the parts of the bicycle'.

Meaning:

Knowledge is understanding and awareness of something. We can get knowledge through all the aspects of life. In every corner of the world we be able to acquire knowledge. Knowledge has no ends.

Definition:

• Plato defines knowledge as 'justified true belief'.

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• "The perception of agreement or disagreement with an idea" - John Locke.

Sources of Knowledge.

Sources

Rationalism

Empiricism

Empiricism:

It holds that our knowledge is primarily the result of experience. Whenever we go and have experience we get knowledge through that. Empiricism is totally based on experience of the individual. Empiricist is the theory which shows the sense of experiences and skill.

Example: ~~She~~ have experience to cook biryani she will be expert in that.

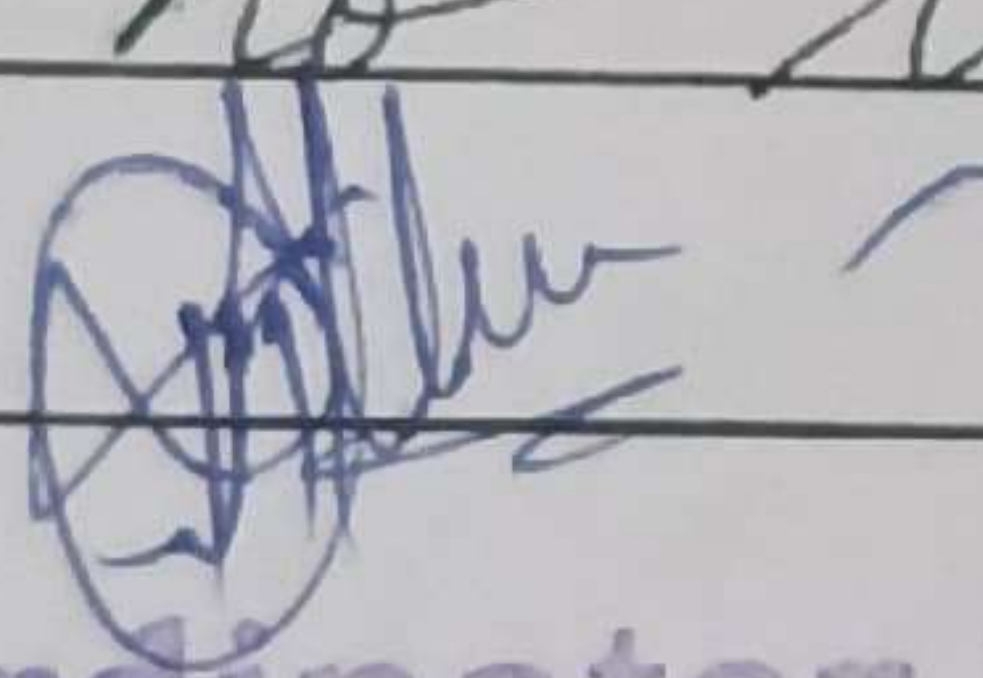
Rationalism:

It holds that our knowledge is primarily the result of reason. Knowledge we get through any kind of reason and through which we have certain to achieve it.

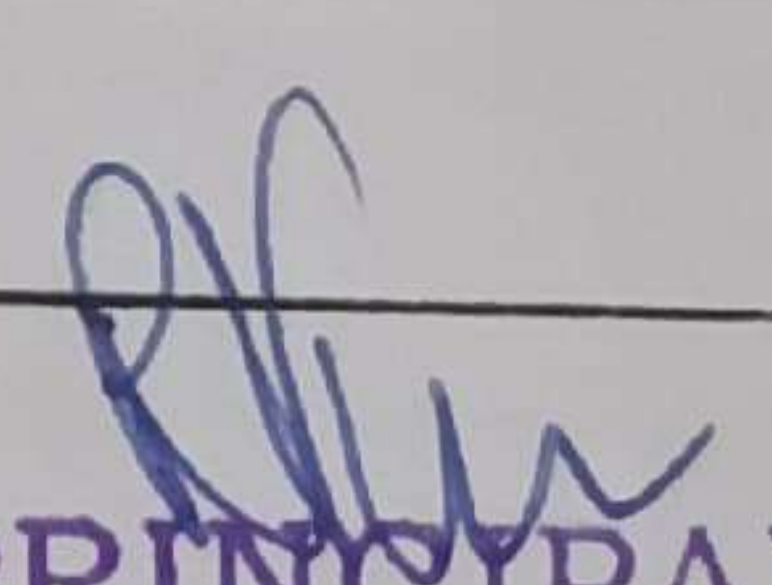
Example: Teena decided to take admission in B.Ed, the reason here was she wanted to become a teacher.

Conclusion:

Knowledge is very crucial in one's life. Without knowledge we can't do any professional work efficiently. Knowledge has no limit it is limitless.



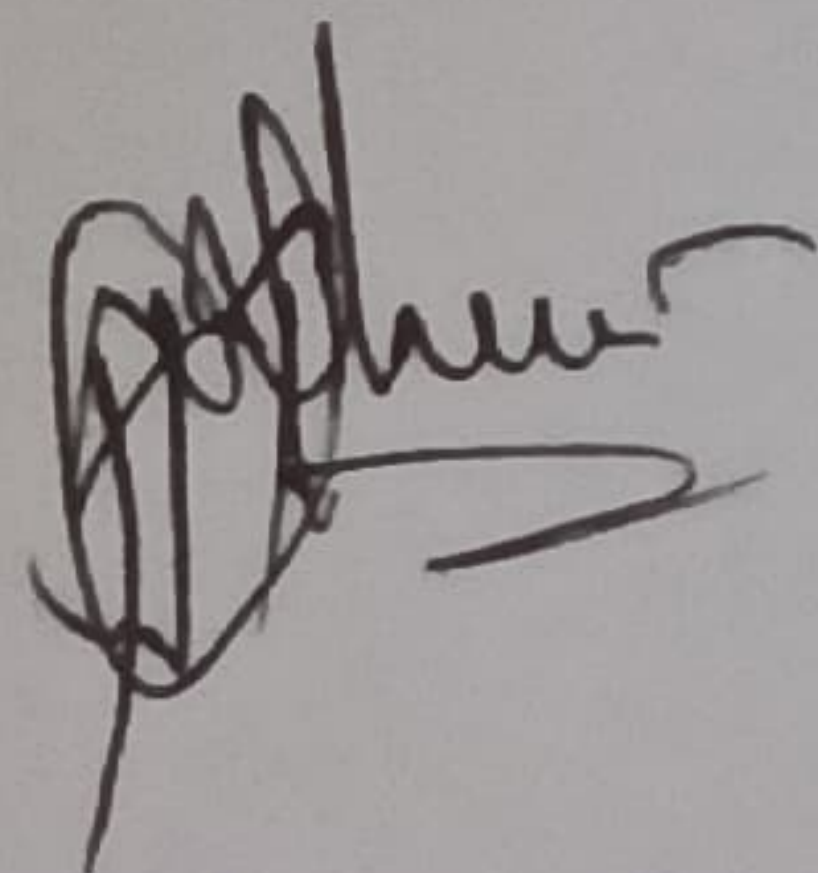
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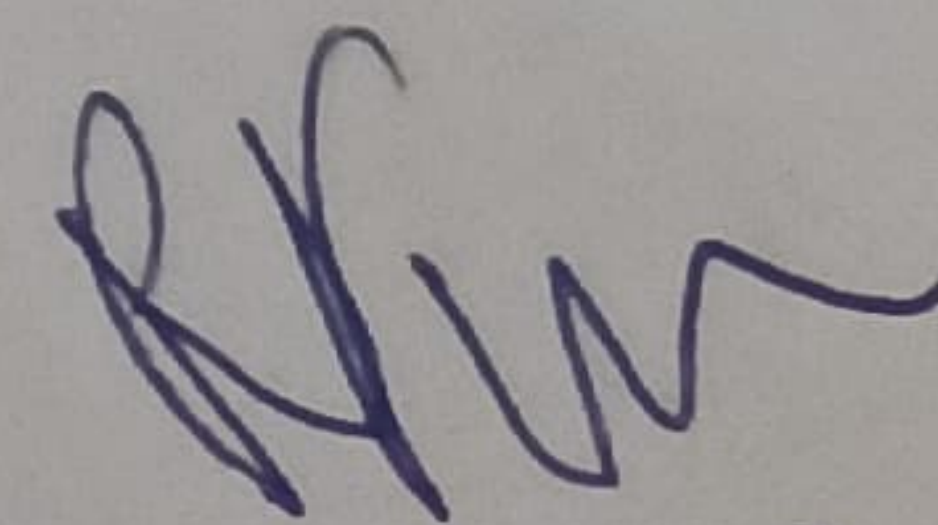
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BLUE PRINT

| Objective | Remembering | | | Understanding | | | Applying | | | Total |
|--------------------|-------------|---|---|---------------|---|---|----------|------|-----------|-------|
| | O | S | E | O | S | E | O | S | E | |
| Factual Content | 4 (1) | | | | | | | | | 4 |
| Conceptual Content | | | | | | | 1(3) | 1(2) | 1(2) | 7 |
| Procedural Content | | | | | | | 1(3) | | 1(2) 1(4) | 9 |
| | 4 | | | 6 | | | 10 | | | 20 |



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FAKIH ENGLISH SCHOOL

Unit Test 2023-24

Sub: Geometry

std: X

Marks: 20

Q.1.A) Select the correct alternative and fill in the blanks.

[2M]

1) The point of concurrence of medians of a triangle divides the medians in the ratio

- a) $1:2$ b) $1:1$ c) $3:1$ d) $2:1$

2) $\text{Cosec}^2 45^\circ = ?$

- a) $\frac{1}{\sqrt{2}}$ b) $\sqrt{2}$ c) 2 d) $\frac{1}{2}$

Q.1.B) Solve.

[2M]

1) Find the value of $\sin 45^\circ + \tan 45^\circ$

2) What is the slope of Y – axis?

Q.2) Complete the activity. (Any 1)

[2M]

1) If slope of a line joining points P (K, 0) and Q (-3, -2) is $\frac{2}{7}$ then find K.

- Let P (K, 0) = (x₁, y₁)
& Q (-3, -2) = (x₂, y₂)

Slope of line PQ = (formula)

$$= \frac{-2 - 0}{-3 - K}$$

Slope of line PQ =

But Slope of line PQ = $\frac{2}{7}$

$$\therefore \frac{\text{---}}{\text{---}} = \frac{2}{7}$$

$$\therefore K = \text{---}$$

[Handwritten signature]

If $\cos \theta = \frac{7}{25}$ complete the following activity to find the values of the following ratios.

$$\tan \theta = \boxed{\quad}$$

$$; \sec \theta = \boxed{\quad}$$

$$\sin \theta = \boxed{\quad}$$

$$; \cot \theta = \boxed{\quad}$$

Q.3) Solve. (Any 2)

[4M]

- 1) Prove that $\sec^2 \theta + \operatorname{cosec}^2 \theta = \sec^2 \theta \times \operatorname{cosec}^2 \theta$
- 2) Find the value of X if the distance between the points (2, -2) & B(X, 2) is 5.
- 3) Find the ratio in which point P(6, 7) divides the segment joining A(8, 9) & B(1, 2).

Q.4) Solve. (Any 2)

[6m]

- 1) A tree was broken due to storm. Its broken upper part was so inclined that its top touched the ground making an angle of 30° with the ground. The distance from the foot of the tree and the point where the top touched the ground was 10 metre. What was the height of the tree.
- 2) $3 \operatorname{cosec} \theta - 4 \cot \theta = 0$ then find the value of $\sin \theta$, $\cos \theta$ & $\tan \theta$.
- 3) Show that $\square PQRS$ formed by P(2, 1), Q(-1, 3), R(-5, -3) & S(-2, -5) is a rectangle.

Q.5) Solve. (Any 1)

[4M]

- 1) If $A = (\sqrt{2}, \sqrt{2})$, $B = (-\sqrt{2}, -\sqrt{2})$, $C = (-\sqrt{6}, \sqrt{6})$ check whether points A, B, C form a triangle or not; If yes state the type of the triangle.
- 2) Prove that
 - a) $\sin^4 \theta - \cos^4 \theta = 1 - 2 \cos^2 \theta$
 - b) If $\tan \theta + \frac{1}{\tan \theta} = 2$ then show that $\tan^2 \theta + \frac{1}{\tan^2 \theta} = 2$



**KONKAN MUSLIM EDUCATION SOCIETY'S
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158, Old Thana Road, Rais High School Campus, Bhiwandi-Dist, Thane- 421 302

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

Date: -3rd February, 2024

NOTICE FOR STAFF

(Under IQAC)

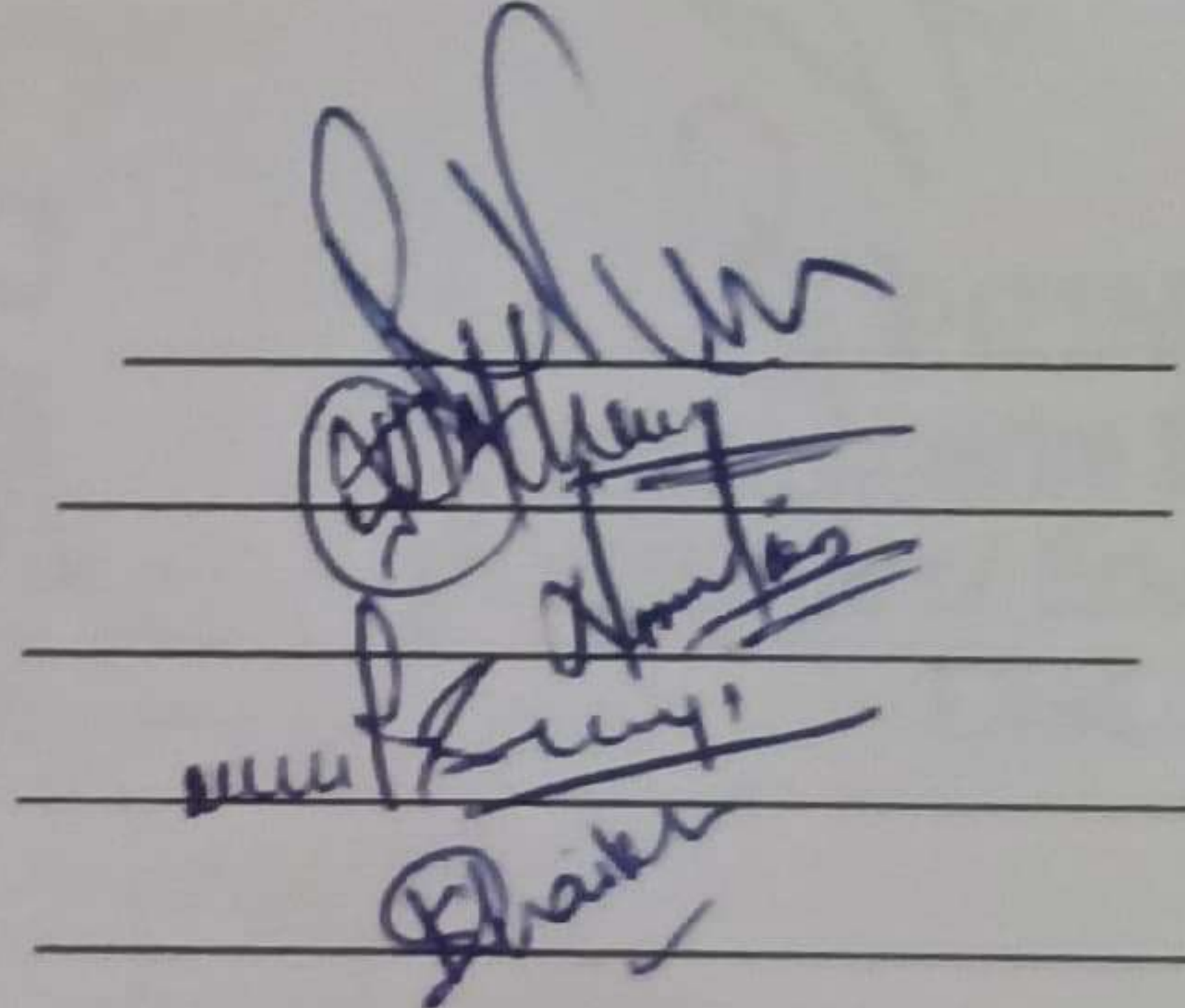
There will be a meeting regarding WORKSHOP ON BLUE PRINT, ANNUAL PLANNING AND UNIT PLANNING organizes by K.M.E.S College of Education, Bhiwandi under Internal Quality Assurance Cell on 3rd February, 2024 at 04.00 p.m. All the IQAC members are requested to attend the same.

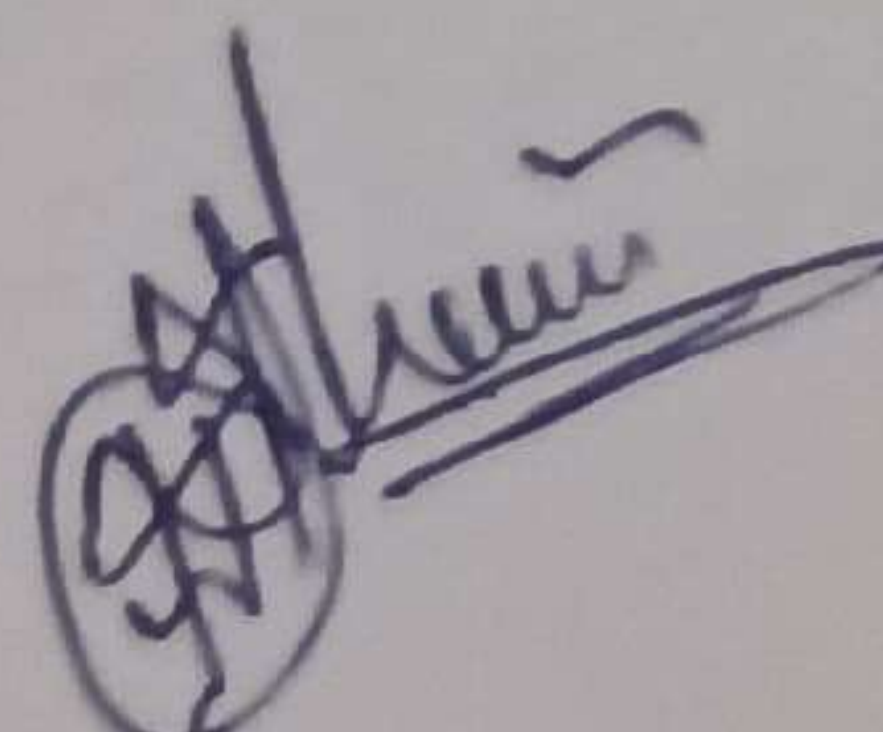
AGENDA

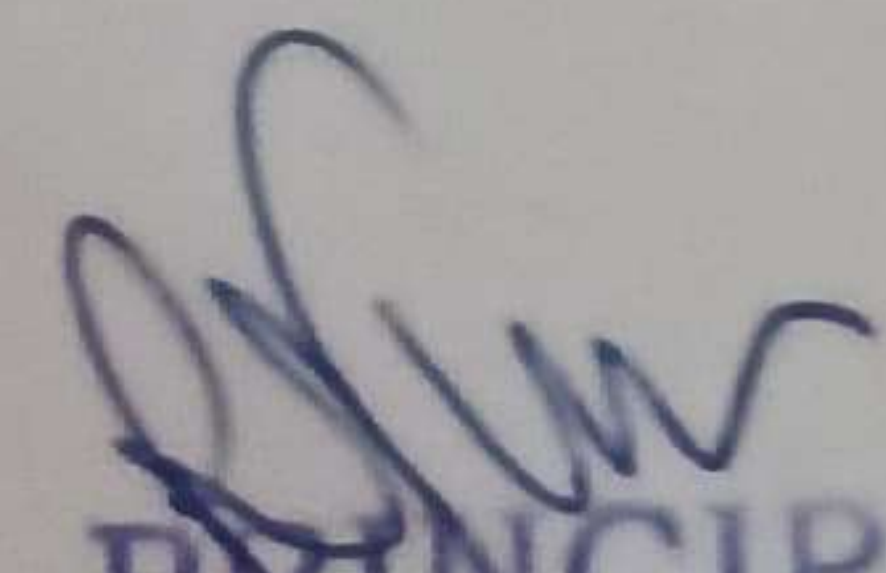
- 1) Discussion on requirements and arrangements.
- 2) Discussion on instructions for students.
- 3) Finalization of dates and time.
- 4) Duty Allotment.

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



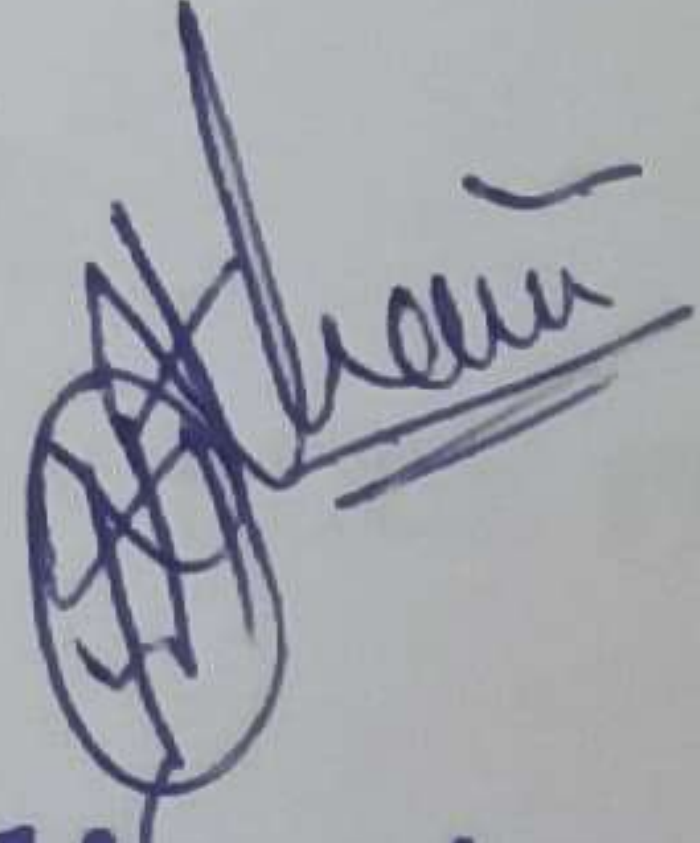

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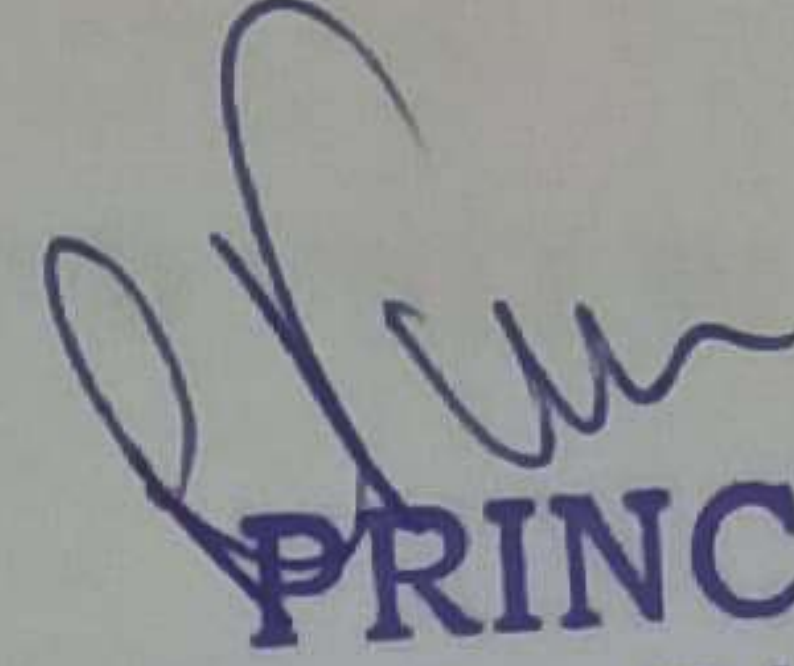
MINUTES OF THE MEETING

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
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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

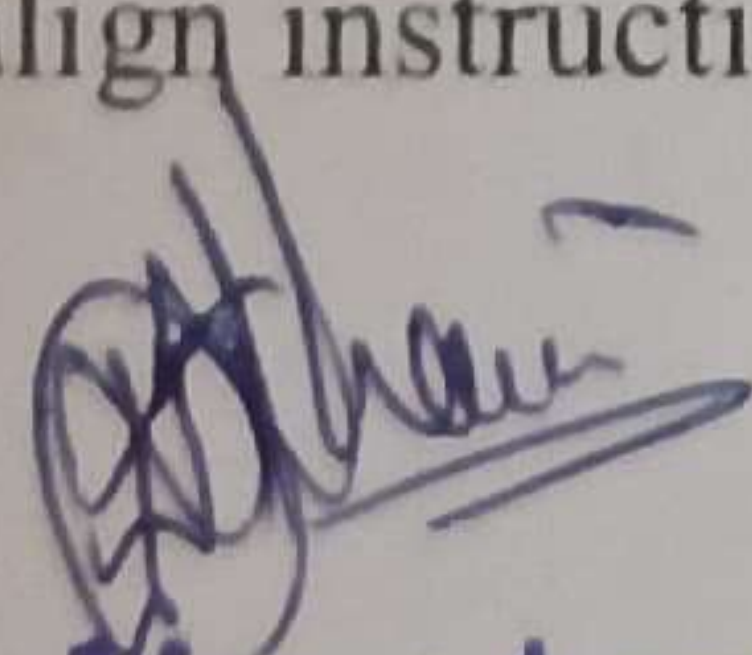
Objectives:


- 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.

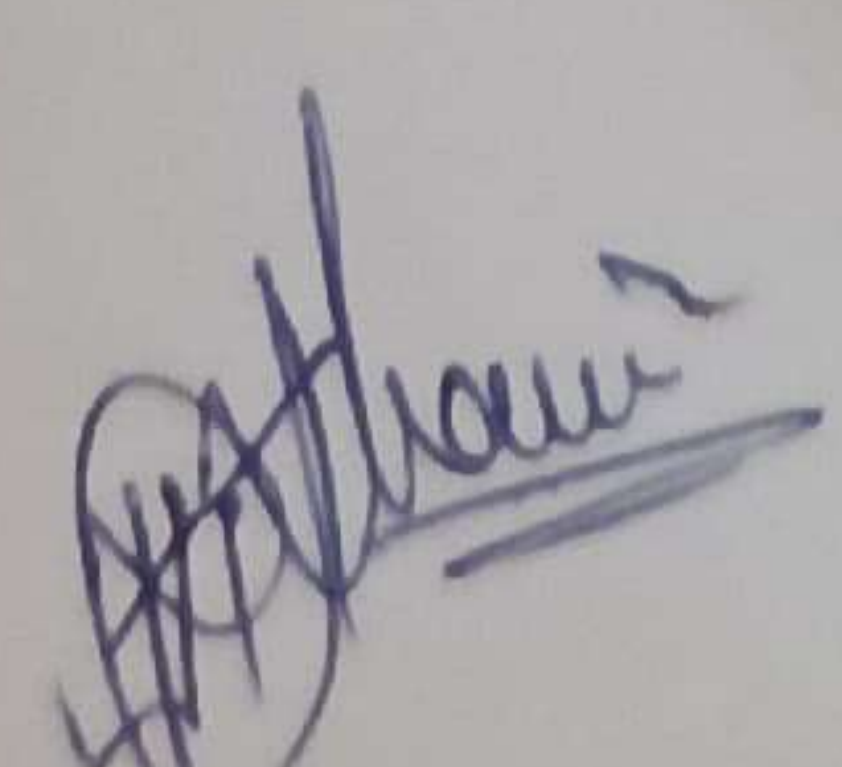
The "Workshop on Blue Print, Annual Plan and Unit Plan" was conducted on 5th February, 2024 at 12.30 p.m. by KMES College of Education. The purpose of the seminar was to enhance the understanding of B.Ed. trainees on the importance of Blue Print, Annual Plan and Unit Plan in the teaching-learning process. 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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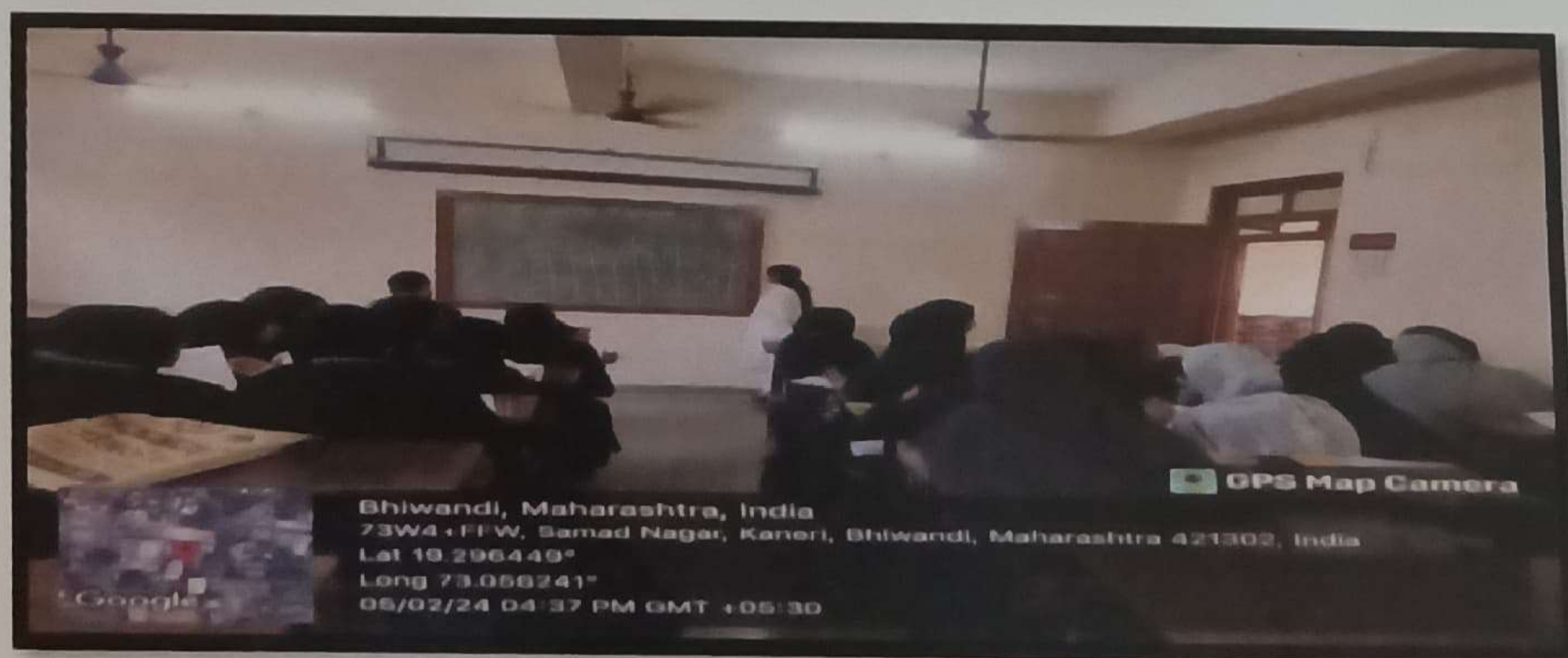
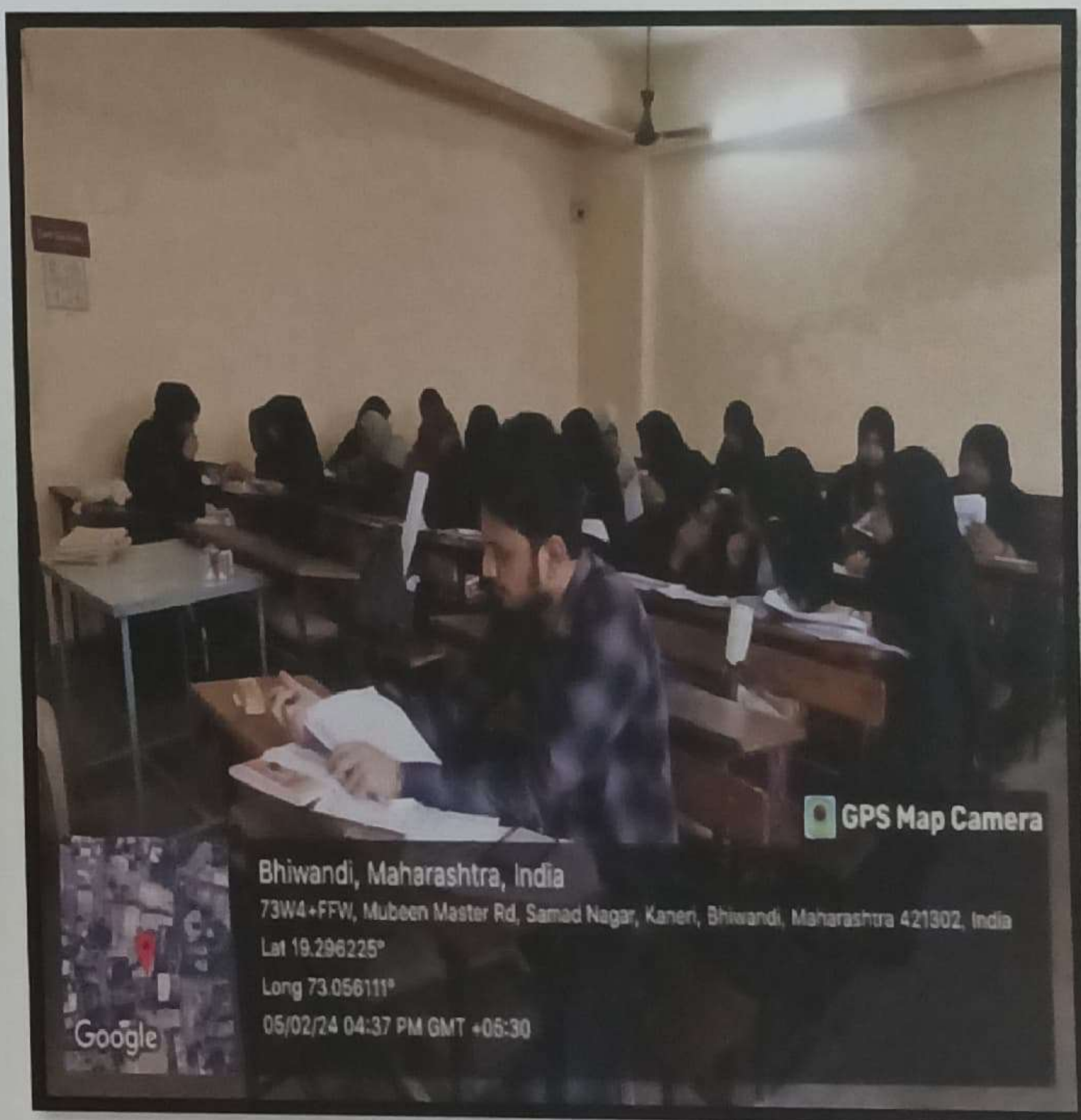
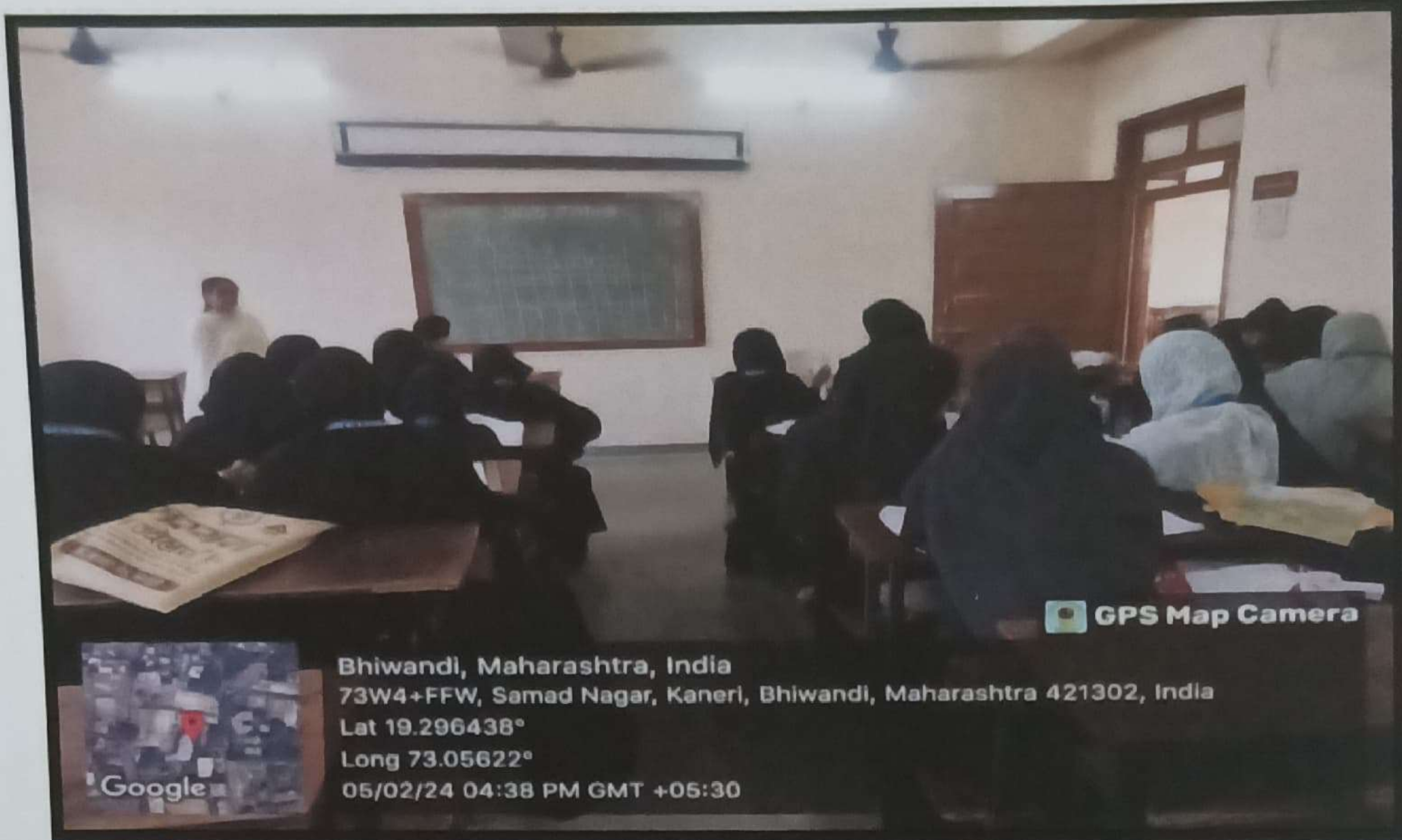
25) Ansari Amina Ashfaque

27) Momin Rifah

26) Sayyed Sidra Aqueel

28) Ansari Ishrat Jahan

Evidence:



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2. Observation made for individual and group activities a) Individual Presentation: Group Presentation

a) Individual Presentation



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OBSERVATION OF PEER

Name: Ansari Laveen Kiyas Ahm Std.: VII Div.: A
 Subject: Economic Lesson No.: 08

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 | | ✓ | | |

Any Suggestion / Feedback / Remarks : Overall explanation was good

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(Signature)

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K.M.E.S COLLEGE OF Education

Name: Khan Saniya
Parveen Abulkha

Rollno: - 14 Class: - S.Y.B.Ed

Sub: - E.P.C

2023-24

Sundaram

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| Sr. No | Activity | Sign |
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|--------|----------|------|

| | | |
|----|--|--|
| 1- | Unit one: Text and Reading Activity 1 (a) Activity 1 (b) Activity 2 (a) Activity 2 (b) Reflection: | |
|----|--|--|

| | | |
|----|--|--|
| 2- | Unit two Text & Reflection Activity 1 (a) Activity 1 (b) Activity 1 (c) Activity 2 (a) Activity 2 (B) Reflection | |
|----|--|--|

| | | |
|----|---|--|
| 3- | Unit 3: Reflection Reading & writing:- Activity 1 (A) Activity 1 (B) Activity 1 (C) Activity 2 (a) Activity 2 (b) Activity 3 Reflection | |
|----|---|--|

| | | |
|----|--|--|
| 4- | Activity 1 Activity 2 Activity 3 Activity 4 | |
|----|--|--|

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Module-I

Unit-I

Text and Reading

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EPC-1

Unit-1

Text and
Reading

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Activity-I (a)

Discuss with the student what they have read in recent times, classify these as literary and non-literary.

Reflect and share how these have mentioned you

• Introduce the terms Narrative, Expository, Technical and persuasive text through suitable example
Display different samples as the above and Identify their special features.

• Identify samples as the above text type from school textbooks compare and find which textbook are more likely to use narrative text, which textbook are more of expository text.

* Literary text :-

Literary text are the text which consist of stories, dramas, poems, which are in the textbook, newspaper etc. The given example is the poem from the textbook of English subject from the [Std - VIII], named as walk in the sunshine. These text is trying to describe the happiness and joys of life by comparing it to the walk in sunshine. Here sunshine is refer to the happiness in one's life.

* Non-literary text :=

Non-literary text are text which contains or consist of describe facts, events, formal documents, letters etc. here the given example is the newspaper article cutting from the "paper mumbai mirror" printed on the date 15th Nov, 2016 here the text describe the working condition of Bank on the daily 24x7 basis.

* Reflection :=

* Literary text :=

everyone needs happiness and joys in the life to be successful and happy in their own's life. Here the writer explains the various ways to be happy and joyful by comparing the walking in the sunshine and enjoy the amusement.

* Non-literary text :=

Here the given text describe working hours in Bank which in turn can help people to exchange their old not with their new one.

* Narrative text :=

Narrative is a telling of story, the ~~succession~~

of events in given chronological order. In this narrative text, given example is from newspaper "mumbai mirror" some action it describes the funny bone as the humans and makes him happy.

* Expository:

The expository text consist of facts and information here the given example is selected from the newspaper 'DNA' dated on 20th Nov, 2016 on the sports column. The given text describe the record of goals made by Ronaldo in his football career.

* Technical text:-

Text works in a stepwise manner. here, I have selected an example at maths problems which is being solved in a systematical manner.

* Persuasive Text:=

persuasive text is a text in which author tries in to convince reader to take a certain opinion or perform certain action into their life.

I had selected a topic for debate on information technology - gain or loss to society?

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from studying of different types of text in the above mentioned. I had identified that mostly narrative text are present in languages textbooks like English, Urdu etc. and science and mathematics feedback mostly uses expository texts.

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Activity-I (b)

- Expose student to the different text by showing samples. Identify the factors at these text.
- Discuss how they are relevant in education.
- Some of these text are useful when we actually teach in a classroom these students create expository text in their own subject.
- Expose students to local/regional text so that they can connect with the text and its significance to their lives eg ethnographic writings on people of their town or village, a narrative about an incident that has occurred locally.

1- Empirical text:-

These are the texts which are result of research and are submitted in form of thesis, article etc. They help to know current research findings.

Example: Snell's law

Science text book at std IX

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2) Conceptual text :-

These are related to concepts. It may be in maps or graphs

Example: newspaper article on daily crimes in the Mumbai Mirror.

(Mumbai Mirror dated on 15th Nov)

3) Empirical text :-

These texts are including letters, documents, treaties, diaries, newspaper archives, which are helpful in education

Example: Letter and newspaper report from history textbook of Std VII.

4) Policy Documents :-

Example: policy of Demonstration at Indian currency (newspaper article dated on 24th Nov, 2016)

5) Expository Text :-

In education, these can be used to present facts and information

Example: newspaper article from Times of India dated on 21st November on topic promoting health apps in rural areas.



THE NEW
**SUNDAY
EXPRESS**

200 schoolkids to participate in science festival

Over the next two days, 200 children from Class 8 across 40 schools in the city will take part in several experiments, lectures and practical classes to learn more about the air and its multiple facets including pollution, aerodynamics and other qualities as part of the Parkma Festival of Science which started in the city on Saturday. The children will participate in workshops which will teach them about weather patterns, impact of air on insect and bird flight. They will also get to learn about the measurements of air quality.

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* Relevant in education :=

1) Empirical :-

Snell's law
Through this students can learn about the various relation of light and angle of incidence, refraction of light etc.

2) Conceptual :-

Crime graphs in Mumbai area
It helps student to gain knowledge about danger areas and safe areas in locality.

3) Empirical text :-

Letter and reports news from history
It helps the student to gain knowledge about the old newspaper printing and their writing style.

4) Policy document :-

The policy document in demonstration can help student to make difference between black money and white money and exchanging as notes can affect the economy of the India's

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Expository text :-

Student can learn about the development level of the rural areas live government is promoting mobile based application in rural area of India.

* Ethnographic text :-

I had visited a hill station called "Manali". It was our college industrial visit to the Manali, we all student get assemble at the Kalyan station at 7:00 am and reached Chandigarh station next day 4:00 am and from there we took a taxi to the hill station because of no service available at hill station we reached Manali in the afternoon 4:00 pm we visited a temple at Buddha call Hindimba Temple.

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Activity-II (a)

- Exercise in reading comprehensive and then analyse the various component skill.
- Ask a school student to read and analyse his/her comprehensive skills. create a rubric to analyse. Compose findings in small group.
- Is reading comprehensive only restricted to language subject? If the reading comprehensive is not satisfactory, how can the learning of mathematics, science, social science be affected? carry out a discussion after reflecting on questions as these.

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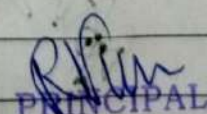
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Standard:

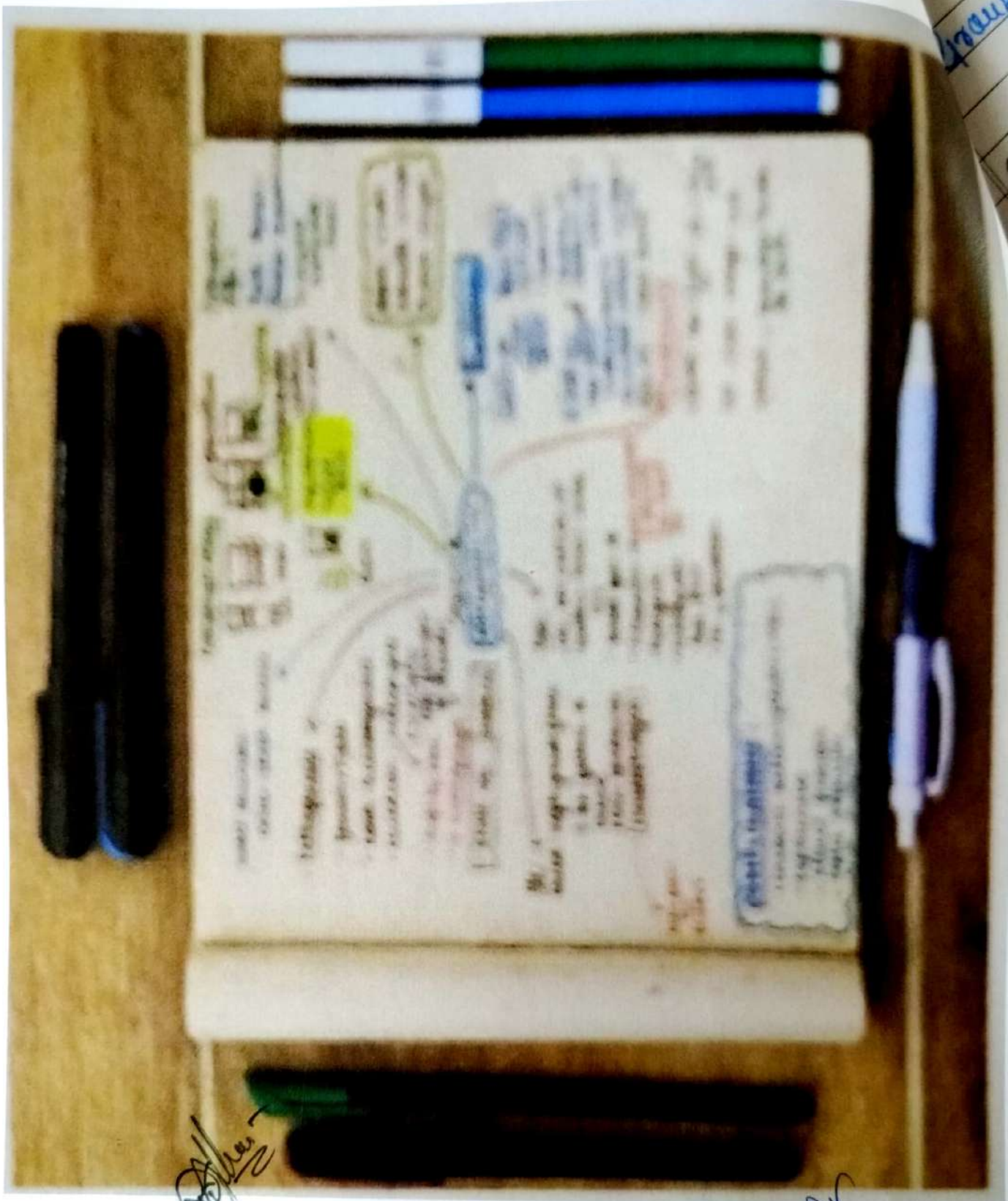
| Sr.No | Reading Ability option | yes/No |
|-------|-------------------------|--------|
| 1] | Reading ability | yes |
| 2] | Proper pronunciation | yes |
| 3] | Proper Voice Modulation | No |
| 4] | Proper Information | No |
| 5] | Confidence | yes |
| 6] | Gestures | yes |



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Group discussion in the given text :-

Our group had taken the newspaper article from 'DNA times' dated on 21st Nov 2016 our article was on 'gadget addiction' making children emotionally detached. It is the main and major issue for the generation of children. They are becoming addicted and more attached to the gadgets and technical inventions they are getting detached from the family, friend, outer world, activities, outdoor game etc, thus making them mentally and physically dull.

* Reflection on the text and group Discussion :-

My reflection on this text is that we should take proper steps towards the technical advancement to our children we should provide limited time for them to use gadgets, mobile, internet etc. We all should make a healthy relationship between the technical and natural world. Both are for our children and ourselves betterment in health and hygiene maintenance.

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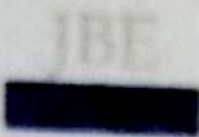
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ARTICLE REVIEW

EDUCATION FOR PARENTS OF CHILDREN WITH GADGET ADDICTION

Yuliana Padi, Nurhikmah, and Anggi Nurhikmah

Abstract
The purpose of this study is to determine the level of understanding of parents of children with gadget addiction. The study was conducted in a private hospital in Bantul, Yogyakarta. The study was conducted using a descriptive qualitative method. The data were collected through interviews with parents of children with gadget addiction. The results of the study show that the level of understanding of parents of children with gadget addiction is still low. The results of the study can be used as a reference for the development of educational materials for parents of children with gadget addiction.

ABSTRAK

Kata Kunci
Gadget Addiction, Orang Tua, Pendidikan Orang Tua, Anak-anak, Kecanduan Gadget

Keywords

Gadget Addiction, Parents, Parent Education, Children, Gadget Addiction

Abstrak

The purpose of this study is to determine the level of understanding of parents of children with gadget addiction. The study was conducted in a private hospital in Bantul, Yogyakarta. The study was conducted using a descriptive qualitative method. The data were collected through interviews with parents of children with gadget addiction. The results of the study show that the level of understanding of parents of children with gadget addiction is still low. The results of the study can be used as a reference for the development of educational materials for parents of children with gadget addiction.

ABSTRACT

The purpose of this study is to determine the level of understanding of parents of children with gadget addiction. The study was conducted in a private hospital in Bantul, Yogyakarta. The study was conducted using a descriptive qualitative method. The data were collected through interviews with parents of children with gadget addiction. The results of the study show that the level of understanding of parents of children with gadget addiction is still low. The results of the study can be used as a reference for the development of educational materials for parents of children with gadget addiction.

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat pemahaman orang tua tentang kecanduan gadget pada anak-anak. Penelitian ini dilakukan di rumah sakit swasta di Bantul, Yogyakarta. Penelitian ini menggunakan metode kualitatif deskriptif. Data dikumpulkan melalui wawancara dengan orang tua dari anak-anak yang kecanduan gadget. Hasil penelitian menunjukkan bahwa tingkat pemahaman orang tua tentang kecanduan gadget pada anak-anak masih rendah. Hasil penelitian ini dapat digunakan sebagai acuan untuk pengembangan materi edukasi bagi orang tua dari anak-anak yang kecanduan gadget.

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Activity-II CB

Administer the reading comprehension text to these student and at any class from VI to X by choosing a passage from a text book. Identify the obstacles faced in comprehending the text. Use Davins nine component to evaluate the reader. prepare a report of your observation by elaborating how these can be eliminated. show your report with two peers. Now add a conclusion paragraph to your report based on your findings and those of your peers.

Comprehension-1

- 1) where we live?
→ we lived in a world of machines.
- 2) what are electronic devices used in the paragraph?
→ computer fax machines are the electronic devices used in paragraph.
- 3) what the author feeling to answer?
→ The author telling to answer the telephonic call.
- 4) which box is mentioned in the paragraph?

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Yin. Zihan

Jan 22, 2013

English

Birds Migration

Birds are flying creatures that like to stay in warm places. The movement of birds flying from one place to another is called migration. The dexterity of the bird's body make flight easier. In order to accomplish the long journey, the heart give birds a lot of energy. Even though birds have a strong body, there are still a lot of places that birds could get injured. When birds become tired, they take a break at their stopover sites. When birds flies from North to South, they will need water, food, and shelter. Every fall the birds fly from North to South, for the warmer climate and to find food. Humans help birds when injured and create stopover sites to help birds during migration.

Birds migrate because they need to get a warmer place, and in order to complete the journey, their body helps them a lot. Birds have a streamlined body and a lightweight skeleton. The streamlined body of the bird helps to minimize the air resistance. And the lightweight skeleton with hollow bones inside conserves the birds' energy. In addition to the lightweight skeleton, birds have well-developed pectoral muscles. The combination of the pectoral muscles and the special avian structure called the forelimb creates the flapping of the wings. The long feathers are like

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A cold metal box is mentioned in the paragraph.

What kind of person author is searching for?
The author is searching for a person who knows what the author needs.

What is author trying to explain in the paragraph?
→ The author is trying to explain his loneliness and sadness towards society.

Comprehension-2

Q In which season birds will flow from/to south for warming?

→ In winter season birds will flow from/to south for warming.

Q Who was looking for something to eat?

→ The bird was looking for something to eat.

Q What was broken from the bird that he cannot flow away?

→ The bird wing was broken.

Q To whom bird is asking the permission to stay?

→ Bird was asking permission to the Beautiful Birch tree to stay.

Q Who cried in front of the bird?

→ The oak tree cried in front of the bird.

GST Collections Grow 13% in Dec to ₹1.3 L Cr

Day 71 revenue 2020-21... showing strong bounce from pre-Covid levels

With a 13% increase in collections, the government is optimistic about the recovery of the economy. The government has taken several measures to support the growth of the economy, including the introduction of the Goods and Services Tax (GST) and the implementation of the Insolvency and Bankruptcy Code (IBC).



The government has also taken steps to improve the efficiency of the tax system, including the introduction of the Goods and Services Tax (GST) and the implementation of the Insolvency and Bankruptcy Code (IBC).

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Not was the
Wage was a
You are be
the friend

What was the passage about?
The passage was about the kid asking permission from the valmiki trees for staying till spring time until his friends come back.

Comprehension-3

- 1) What is the given passage is about?
→ The given passage is about the use of kites in war.
- 2) In which century, kites are used for lifting military observers?
→ In 19th century, kites are used for lifting military observers.
- 3) When was world war II happened?
→ From the 1939 to 1945, world war II took place.
- 4) How was doing his almost to invent aeroplanes?
→ Hargrave was doing his utmost to invent the aeroplanes.
- 5) Which military kites are famous for these?
→ French military kites are famous for these.

THE GLOBE AND MAIL

deadly trail

JOURNAL OF
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MAGCLEAN'S

HOW
TO HEAL
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Reflection: =

Firstly, I have given just comprehension to the student of Std IX, Anshu Sourab fusal for reading of the passage. I asked her some question about the passage. Some of her answer are right and some are wrong then I helped her in connecting the answer.

Secondly, second comprehension was given to std VII student named Anshu Muniza Zahedi from English medium, she justly read out the whole paragraph. All of her answer were correct I appreciated her with good comments.

Third comprehension was given to std VIII student named Anshu Hamza Iqbal from English medium. He find difficulty in analyzing and summarizing the passage. I helped him to summarize and then ask him question. All the answer were correct.

* Conclusion: =

Through this, I had experienced teaching student from 3 different standards. I had learned that all the comprehension texts are necessary for student development. They all are satisfied by the knowledge gained.

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Reflection

From module-7 unit 1 named Texts and reading topic, I had come to know about various types of texts, their types, their specific role in the knowledge giving etc. We have performed various activities in this module unit 1 for better understanding of the texts.

For the first activity we all had gone through classification, reflection and their importance in the field of education. How different types of text can make a difference in understanding the topic like expository text and technical text are to be stepwise process. In persuasive text we come to know about the real life problems and solving it by everyone's opinion. We have also performed activity in group to know each and everyone's opinion about the texts and its content type.

For the second activity, we had examine student skills of comprehension from different standard. We analyse their reading abilities and make connection in them.

I had gained my knowledge about the different text and their educational importance thoroughly.

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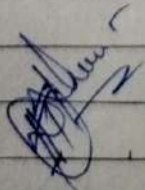
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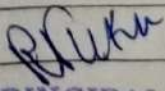
Unit-2

Text and

Reflection


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15:24 THE COMPANION

No! Patriotism has been lost...so they are now openly using dirty language, abusing women and manufacturing WhatsApp photoshopped pornstars.

No! Patriotism has been lost...so the so called flag bearers of nationalism are importing fake twitter accounts to prove their own manufactured lies. like is not upholding the intense meaning of it!

No! Patriotism has been lost...so the "male jop" (charging an amount) of nationalism is compelled to produce and air the fake and doctored videos to prove others' anti-nationalism.

No! Patriotism has been lost...so they are feeling proud, attacking people, journalists, professors (guruz) in court premises. Intoxicated nationalism has made them forget that judicial court is one of the most sacred places a nation has.



As the end contrary to what Blum said, "this is not the patriotism which made them lose their all five senses but, people are hiding their own all five senses which they have lost, under the curtain of nationalism. So my journey which started with

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Activity-1

Title: Yes!!! Patriotism has been
Lost

Author: Musaddiq mubeen

* First paragraph:-

In the article i.e "yes!!! Patriotism has been lost". The author discussed about the news which contain hated content about patriotism by reading the news, he then flashback into his memories about William Blum, who is an American historian about patriotism

* characters:-

William Blum
Sanjay Bhatt
Samuel Johnson's

* place: INDIA

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* Conclusion :=

In this article the author says that when he heard some thought on television his mind flashed to William Blum, an American Historian. In this he discussed about Sanjive Bhatt thinking about waving the Indian flag in the public doesn't make us patriot. Instead of this uploading its underlying values is important.

In this writer writes the various aspects of the people, who make people patriot and at the end writer's journey which is started from the William Blum end up with the Samuel Johnsons saying "patriotism is the last refuge of a scoundrel"

* Read with purpose :=

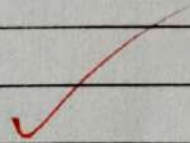
Text - to - text - connection :=

We have studied about the patriotism and its importance in the patriotism and its importance in the school subject like social science etc.

* Summary :=

From the above text, we can conclude that

to become a patriot towards the nation, one should not just wave flag and showing respect to national flag patriotism is not a concept in that people made them lose their all five sense but people are hiding their own all five senses.



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Activity-2

* What is text about?

The given text is about the UDAN project of Indian Government.

* Importance :=

UDAN (UDEN DESH AAM NAGRIK) is a Government plan which is under process for making the airways cheaper and affordable for common people in India.

* Text structure :=

The given text is written in sequence.

* Language of the text :=

Author := Aditya Anand

Target := Here the target is Indian people

Voice Tone := The given text have a polite tone towards the people of India.

Exercise ~~Answer~~ the Text :=

The text is narrative in nature.

Content of the text :-

The given text is written information for the sharing of information about the UDAN project at Juhu Airport for the people of India which will be written for just sharing the information.

* Social-cultural diversity of the text :-

The given text makes the people of India aware about the current situation of UDAN project of the government which possesses developmental factor.

Impact :-

positive impact by showing the status and information of UDAN project.



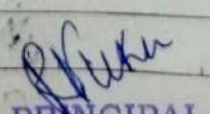
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SIZING UP THE SOLAR SYSTEM

Students learn about the notion of scale

By Heidi Wulke, Meredith Paul Rogers, and Elizabeth Koppard Jahn

When you ask "What is a model?" and your student responds "A way to describe someone," you can't help but laugh. However, this was not quite the response I was hoping for. As I probed a little further, I realized that most of my elementary students have little knowledge about what models are, and even fewer know how they are used in science. What could I do?

The American Association for the Advancement of Science (AAAS 1993) states that by the end of fifth grade, students should understand that models such as those we often see depicting the solar system, is a smaller version of the real product, making it concrete. Physically work with and determine learn from a model, for students and even adults, understanding the size and distance of the solar system is hard to grasp (Harrison and Park Rogers 2008). Thus, learning about the solar system in the classroom becomes a challenging task and helping students understand the various "scale" models is a challenge to be met. We describe one approach teachers can use to check students' misconceptions about the distance between planets in our solar system. Using this information, they can then address the importance of scale in scientific models.

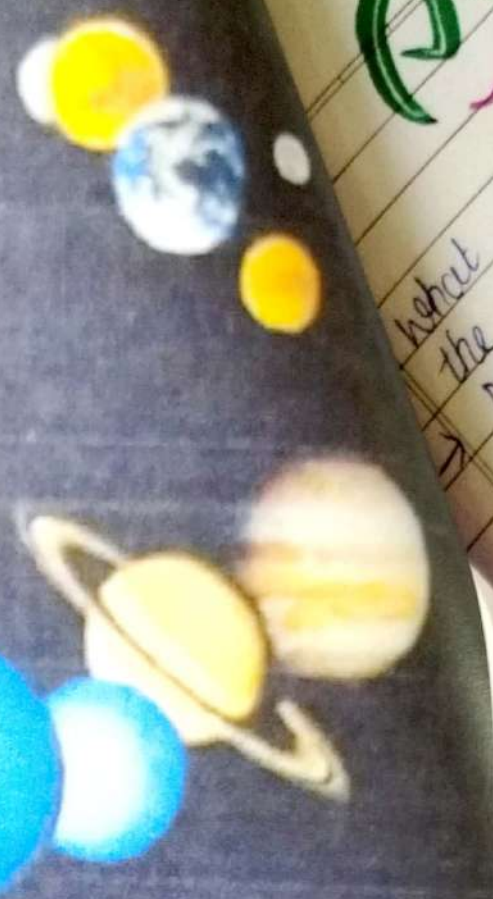
Problems With Current Models

Narrow solar system models are created online and in kits to help students understand the position of the planets and their size in the solar system. However, rarely do these models depict the distance between planets and the Sun accurately, often leading to misconceptions (Larson 2007). Jovanovic, Strahl, and Grossnickel (2001) explained that presenting students with inappropriate models can only cause them to formulate their own visual

representations for computing and extrapolating ideas from the system. Therefore, having students construct their own scaled scientific models has the potential of providing students with the experience necessary to meet the goals of conceptual understanding described by AAAS (Jovanovic, Strahl, and Grossnickel 2001).

Addressing the Problem

The following activity is designed for upper elementary students and could take two to three days to complete. The purpose of the lesson is to help students understand that models are scaled representations, often revised as more evidence is gained, and are used to explain scientific phenomenon that cannot be directly observed (Harrison and Park Rogers 2007). The lesson begins with a preassessment of students' understanding of models in the form of an entrance slip. An entrance slip helps students assess their prior knowledge concerning the daily lesson topic and allows teachers to understand what the students already know about the topic. A common misconception found through this preassessment is the placement of planets in relation to each other and the Sun. The activity that follows the preassessment addresses this problem.



Activity-3

What are the eight planets which revolve around the sun?

→ Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune are eight planets that revolve around the sun.

Q] What is the centre of the solar system?

→ Sun is the centre of the solar system.

Q] What is the period of revolution?

→ A time taken by a planet to complete one round around the sun is called as the period of revolution.

Q] What does the figure/diagram show?

→ The diagram shows the solar system.

Q] What is the temperature at the surface of the sun?

→ The temperature at the surface of the sun is about 6000°C .

THE TEXTILE INDUSTRY IN INDIA LOOKING FOR REFORMS

The Indian textile industry is considered amongst one of the leading textile industries in the world. It is divided into three segments, namely cotton, synthetic and other textiles such as jute, wool and silk. Apart from providing the basic necessities in the life of Indian people, it plays a significant role in the country's economic growth.

Either directly or indirectly it has been estimated that one of every six households in the country depends on the Indian textile industry for its livelihood. The strong roots of production of cotton yarn and simple skilled and unskilled workers and good export potential are the major characteristics of the Indian textile industry. This is a traditional, rich and well-established industry enjoying considerable demand in the domestic as well as global markets.



Role of the textile industry in Indian economy

India's textile industry contributes about 14 percent to the country's GDP, 4 per cent to the country's gross domestic product (GDP) and 27 per cent to its export earnings. Further, it is a source of direct employment for over 25 million people, which makes it the second largest provider of employment after agriculture.

India has the advantage of abundant resources of raw materials. The Indian textile industry has the strength of a strong export base. It is one of the largest contributors of cotton yarn to the world and there are good resources of fibres. The country has a wide range of cotton fibre and has a rapidly developing synthetic fibre industry.

The increase in the production of cotton yarn has helped the Indian economy.

Cotton production in India.

The production of cotton yarn increased from 1.45 million bales in 1991-92 to 22.57 million bales in 2012-13. The growth rate accelerated by about 10 per cent per annum. Over the years, exports has achieved significant quantities, increase in cotton production. In 1950s, India

used to export massive quantities of cotton in the range of 25 to 30 million bales per annum.

However, after government launched special schemes such as intensive cotton production programmes through cooperative farm plan, cotton production recorded the country growth through increase in area and raising of yield which is around 20%.

Since then, the country has become self-sufficient in cotton production, starting a few years in the late 60s and early 2000s when large quantities of cotton had to be imported to meet crop production

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Activity-4

Part A := In the past cotton textile industry was cottage industry. Cottage textile industry is a traditional industry. Recently modern machinery is used in cotton textile industry. The first textile mill was set up by Karambaji Nanabhai Dabkar in 1854 in Mumbai. Humid climate, availability of cheap labour, transport facilities, investment by capitalists, availability of large market were the factors which contributed to the prosperity of the cotton textile industry in Mumbai. At present the most of cotton textile mills of Mumbai have been closed down.

Part-B :=

In the [redacted] cotton textile industry was cottage textile industry is a traditional industry. Recently modern machinery is used in cotton textile industry in Maharashtra. The first textile mill was set up by Karambaji Nanabhai [redacted] in [redacted] in Delhi. Humid climate, availability of cheap labour, transport facilities, investment by socialist, availability of large market were the factors which contributed to the prosperity of the cotton textile industry in Mumbai. At present most of the cotton textile mills of Mumbai have been open up.

KEYWORDS =

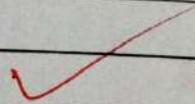
i) Past - present

ii) 1854 - 1856

iii) Mumbai - Delhi

iv) Capitalists - socialists

v) closed down - open up



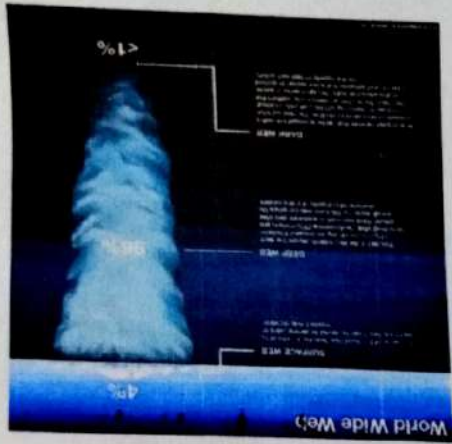
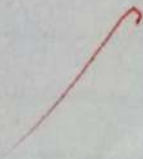
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Activity-5

* Pre-reading :=

Technology plays a vital and crucial role in human development day by day. Technology is developing and moving the human life more and more easier and comfortable on the mouse click of the computer. Beside the whole world and its information anyone can search anything on the internet.

* Actual-Reading := By Reading the given text

I had come to know and the world wide web (www) It is a very unique service used to transport number of data and documents like image, picture, text or audio etc through emails and internet. It plays an important role of exploring the whole world information on the mouse click. Anyone can share and find any information of any size through www in very little amount of time.

* Post-reading :=

By reading the given text and reviewing it I come to know about the world wide web as a unique service by the internet for transferring the information to the whole world.

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Prediction :=

World wide web is the oldest technique which is normally used by the computer user to get information. Nowadays, Information Technology had made progress in all the aspect of sharing and sending data all over the world. Search engines and offline searching is developed by the developers for whom that donot have internet access that means without internet we can share and search any type of data or information through search engines etc for example google, mozilla, firefox etc.

* Conclusion :=

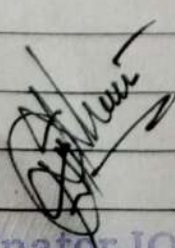
By doing activity on this module I (understanding text and reading) unit 2 (Text and Reflection) had gained more knowledge about reading the text in different ways. In this unit we had done total 5⁰⁰ activities of reviewing and reflecting of the text its structure etc.

Here, we have done activities based on text which are very much of type. we judge about the text type here. Its genre, view of the author and effect on the audience/reader's mind. It was a quite different way to understand about various texts and phrases but by doing this activity, it had improve my reading and writing skill a lot.

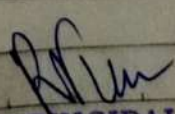
Module-II

Unit-3

Expressive Reflection


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Activity-I (a)

⇒ Reflective Journal

Describe :=

By studying and going through the text, I had come to know about the various substances and according to their properties their classification into elements and further into metal and non-metal in the text. It also discuss about the smallest part of the element which is called as atom. The structure of different element are varied from atomic structure. There are total 118 element discussed till date in which 92 are natural and rest are made in laboratory.

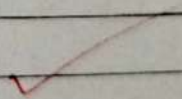
* Analyse := By analyzing the text, it is very effective in making aware about the natural element and its properties. It also gives knowledge about the various element in nature and laboratory made element. It also discussed about the various element in nature and laboratory smallest part called atom and its significance.

* Evaluate := The text is very important and plays an vital role in developing the scientific knowledge of the reader by stating the most basic knowledge about the element and their

characteristic about them. It helps to clear the concept of atom and its properties. It will be more useful for the future by knowing about various elements and their usage in Day to Day life.

* Overall Reflection :=

This text tells us about the natural substances present in the nature which are further divided into elements. They are very useful in day-to-day life. For example, iron is used in making benches and furniture etc. Then further element properties are discussed and divided into two major groups according to their behaviour and usage: metals and non-metals. These are two major classifications done in elements for their proper usage and proper handling.



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Human Organs: Liver

The liver is the largest solid organ within the human body, weighing about 1.5 to 1.6 kg. It is considered an accessory organ of the digestive system but has many varied functions. These include the production of bile, detoxification of blood, storage and metabolism of nutrients, protein production, and balancing hormones. It is located on the right side of the abdominal cavity, inferior to the diaphragm.

General Facts

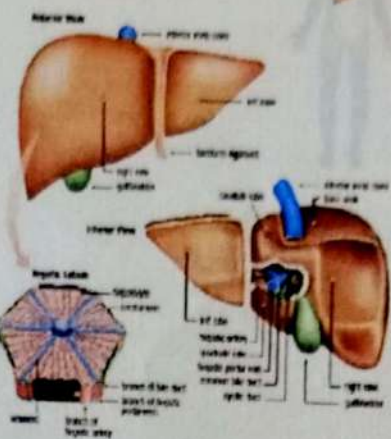
The liver weighs about 1.5 to 1.6 kg and is the largest solid organ in the human body. It is considered an accessory organ of the digestive system but has many varied functions. These include the production of bile, detoxification of blood, storage and metabolism of nutrients, protein production, and balancing hormones. It is located on the right side of the abdominal cavity, inferior to the diaphragm.

Location

The liver is located in the upper right quadrant of the abdominal cavity, inferior to the diaphragm. It is the largest solid organ in the human body.

The liver is composed of two main lobes, the right and left lobes. The right lobe is larger than the left lobe. The liver is divided into four quadrants by the gallbladder and the falciform ligament.

The liver is highly vascularized and receives blood from the hepatic portal vein and the hepatic artery. The liver is also highly regenerative and can regenerate itself after partial removal.



Liver Diseases
 Chronic liver disease and cirrhosis are the most common causes of death in the US, according to the CDC. The most common cause of liver disease is the liver, which is a highly regenerative organ.

CAROLINA
 www.carolina.com

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Activity-1 (b)

⇒ flow-chart

Human-being Body
formation

↑
System level
formation

→ Nervous System

↑
organ level
formation

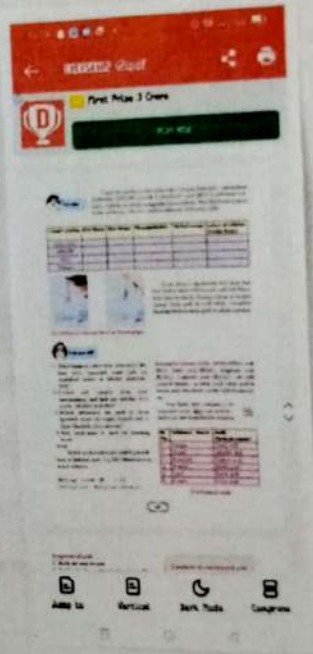
→ kidney, Heart

↑
Tissue level
formation

→ Connective tissue

↑
Cell level
formation

→ unicellular animal



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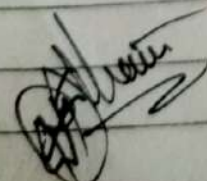
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Activity - I (c)

* Compare & Contrast :-

* Compare: The given text is an experiment process which is done to find whether the given solution is Acidic or Basic in nature by taking or doing litmus paper test. Here one solution is taken which is lemon juice and other is quick lime. Both solution is tested by dipping litmus paper in it. The red red litmus remains red in lemon juice and it turns blue in quick lime. This shows that solutions are different from each other.

* Contrast :- In some part of the text, it gives information about the various natures of solution or soluble thing. It shows the experiment and differentiating between the solution into acids and bases according to their litmus paper test.


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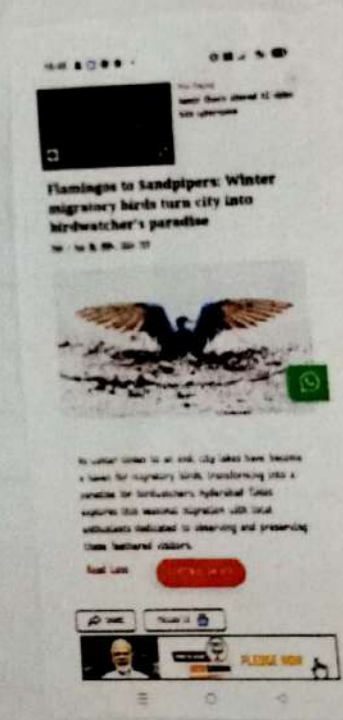
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Activity - II case

* Standard notes :=

- The fresh water is used mainly for agriculture, industries, domestic properties etc.
- Water scarcity in most cases is caused by over exploitation, excessive use and unequal access to water among different regions.
- The desert areas of world are mainly suffering from water scarcity.

* Cornell Notes :=

Key words

water scarcity

over exploitation

Drought prone areas

Main Ideas

Day by Day decrease in level of fresh water
destroying or developing the resource accessively
areas where drought is very common which means no or low supply of water

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Activity-I (b)

critically reviewing the text:-

Background information of the text is to make people or readers aware about the condition of old women and their difficulties.

* Information about the work:-

- i) Title - old women
- ii) publication - eg english textbook [Std XII]
- iii) Statement of topic and purpose:-

The purpose of writing this text is to make people or readers aware about the problems and feelings of the old women towards the behaviour of the world.

* Thesis statement indicating writer's main reaction to the work:-

The text gives us information about daily difficulties various faced by old women waiting in queue etc

ii) Summary:-

In this text, there are feelings of an old woman is discussed towards the world and its qualities towards

i] The work's organisation :-

There is organization of text in a manner that express all the mix feelings of old women and its critical condition during winter. The text explains various feelings of old women in each paragraph.

ii] The work's style :-

The text gives expressive information as it express the feelings of the old women in detail.

iii] Effectiveness :-

The text has positive impact on the reader's. It makes the reader aware about the feelings of an old women.

iv] The topics treatments :-

The title of the text is related to the topic of text. The title perfectly suits the author saying about the women in the text. The text must contain the problems more clearly rather than ~~complexly~~.

I Walk In The Sunshine

I Walk In The Sunshine

I Walk In The Sunshine

You live in the night

You're not where I'm going

My future is bright

I'll live in the sunshine

I've chosen the light

Adeline Foster



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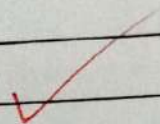
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Q) Appeal to the particular audience :=

The given text had a great influence towards making reader aware about the women problems and daily difficulties



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Activity-II

Revisiting the text - impact of the text on the reader
recreating from the text new perspective.

* Activity-1 := write a review or summary of the text with comments and opinions

The text gives us information about the various functions of skin. It is listed in the particular manner. Skin protects bones, organ system etc. The main function to synthesize Vitamin 'D'

Comment/opinion :=

The text should be more focus on basic functions of skin and its regular use. The text must contain more features or uses of skin.

* Activity 2 := write from reader's perspective developing a new angle to the text.

The text must contain the readings more clearly and the function of skin should be listed in more particular manner. The text must contain introduction and importance about the skin.

Instead of listing the functions in a systematical manner it can be done in a paragraph way for better understanding of the students.

Functions of Skin

Epidermis

Melanin is one of the several pigments found in the epidermis, which acts as the skin's outermost layer of defence and a waterproof shield.

Dermis

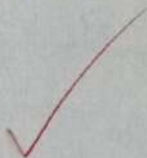
The dermis is the layer that is found below the epidermis. In addition to being composed of hair follicles and sweat glands, it is composed of dense connective tissue.

Hypodermis

After this layer comes the dermis, which is succeeded by deeper subcutaneous tissue that is composed of fatty tissue and connective tissue.



bybva



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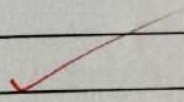
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Activity 3 := Extract useful text, provides and write about impact / effect it has on you as a reader.

In this text function of skin are listed which make us aware about the various function of skins like synthesizing vitamin 'D'. Synthesizing means absorbing. Skin helps in preserve muscle of the body etc. The sensory organ of the body is skin. The text gives many knowledge about skin.



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राशि अक्ष 28
से 51 हजार



राज्य में राज्य
की बड़ी खबर



राज्य की बड़ी खबरें और देश-विदेश की खबरें।
राज्य की बड़ी खबरें और देश-विदेश की खबरें।
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राज्य की बड़ी खबरें और देश-विदेश की खबरें।

राष्ट्र को अभिनंदन चाहिए

राज्य की बड़ी खबरें और देश-विदेश की खबरें।
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Reflection

From this module - I unit 3 of Reading and reflecting texts named "expressive reflection", I had gained many knowledge about various aspects of text reading and reflecting.

This unit contain total III activities. The first activity is divided into 3 part (a), (b) and (c). In the first part we gained knowledge about reflective journal preparation of describing and analyzing the skill of the text. The second part discussed about comparing and contrasting of the text.

The third activity deals with reviewing the text and making the perspective of the reader and making lexime or proverbs.

I had gained knowledge about the various skills of text reviewing and reflecting.

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Unit-4

Reading

Beyond

Text

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Activity-I (a)

| Sticky Notes | Book Title | Type of Connection | Explain your Connection |
|--------------------------------------|--|---|--|
| newspaper article from sports column | Sense of team bonding makes PBL exciting | <input type="checkbox"/> Text to Text <input checked="" type="checkbox"/> Text to Self <input type="checkbox"/> Text to World | The given gives or describe about the team bonding which is the basic skill which was taught to us when we were participating in NCA Trophy (under 13) in our school days. |

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Activity - I (b)

Sticky
Notes

Book
Title

Type of
connection

Explain your
connection

Text
from VII
standard
science
Textbook

[Soil]
from
Science
and
Technology
[std - VII]

Text to text

Text to self

Text to

The given text explains about the soil and its formation. Soil formation and its formation and its importance. planning for purpose plantation was being taught in the college day celebration called "Annapurna" Divas.

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Chapter 9 Soil Formation

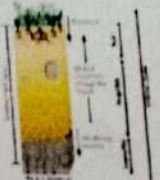
Author: **Dr. M. S. Kulkarni**

Published by: **Dr. M. S. Kulkarni**

Introduction

In the past, the scientific processes of soil formation were considered to be slow and unimportant. But scientific studies in the past few decades have shown that soil formation is a dynamic process. The soil is a natural resource that is essential for the survival of all life forms. The soil is a complex system that is formed by the interaction of various factors such as climate, parent material, organisms, and time. The soil is a natural resource that is essential for the survival of all life forms. The soil is a complex system that is formed by the interaction of various factors such as climate, parent material, organisms, and time.

The soil is a natural resource that is essential for the survival of all life forms. The soil is a complex system that is formed by the interaction of various factors such as climate, parent material, organisms, and time. The soil is a natural resource that is essential for the survival of all life forms. The soil is a complex system that is formed by the interaction of various factors such as climate, parent material, organisms, and time.



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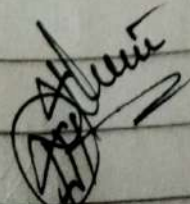
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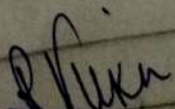
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Activity-I (c)

| Sticky Notes | Book Title | Type of Connection | Explanation your connection |
|-----------------------------|-------------------------------|---|---|
| Article from Daily magazine | Palikrama Humanity foundation | <input type="checkbox"/> Text to Text <input checked="" type="checkbox"/> Text to self <input type="checkbox"/> Text Toward | The given text tells about the humanity foundation and its role helping towards education of the poor people and especially girls. It relates us to the community work project in which our group had helped poor and needy people. |


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Activity-1cd)

| Sticky Notes | Book Title | Type of connection | Explain your connection |
|--|---|---|---|
| Chapter 10 Mean English Textbook Std. VI | "What's in a name?" from English Textbook | <input type="checkbox"/> Text to Text <input type="checkbox"/> Text to self <input checked="" type="checkbox"/> Text to world | The given text describes about the dead sea and uniqueness in its name. It is the world's saltiest water sea which is present in the borders of 3 countries which are Jordan, Israel and Palestine. |

Pimpri Chinchwad Education Society's Postgraduate College
 Pimpri Chinchwad, Pune - 411 004
A Study on Life Skill of Senior Secondary Students
 Mrs. Yash Rani, M.A. - History
 Pimpri Chinchwad Education Society's Postgraduate College, Pimpri Chinchwad, Pune - 411 004

ABSTRACT

Title: A Study on Life Skill of Senior Secondary Students
Author: Mrs. Yash Rani, M.A. - History
Keywords: Life Skill, Senior Secondary Students, Pimpri Chinchwad Education Society's Postgraduate College, Pune.

1. INTRODUCTION
 Life skills are personal abilities that enable individuals to handle knowledge, attitudes and values regarding their concerns and enhanced well-being. Life skills are essential for the proper growth of individuals who have the ability to take decisions based on the right premises of values which leads them to the right way of life. Life skills help individuals to make healthy choices and decisions in their daily lives. Life skills are the...



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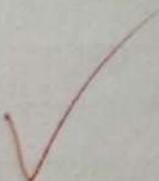
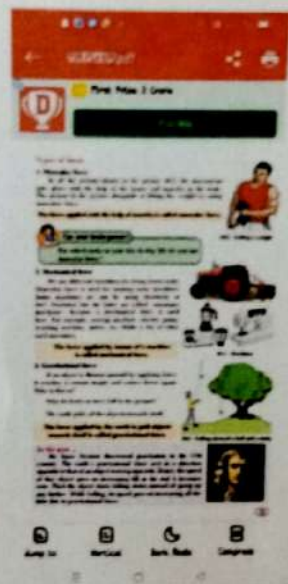
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Activity-1(e)

| Book Title | Types of Connection | Explain your connection |
|---|---|---|
| newspaper "Life skills not Taught in classroom" Times of India | <input checked="" type="checkbox"/> Text To Text <input type="checkbox"/> Text To self <input type="checkbox"/> Text To world | The given text is an survey report of school on the topic life skill teaching it relates to various survey report present in all curriculum of contemporary India and Education subject |

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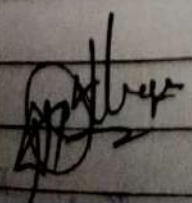
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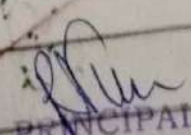
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Activity-1 (cf)

| Sticky notes | Book Title | Type of Connection | Explain your connection. |
|----------------------------------|---|---|--|
| Text from science textbook, p-71 | "Mechanical force" from the chapter force | <input checked="" type="checkbox"/> Text to Text <input type="checkbox"/> Text to Self <input type="checkbox"/> Text to World | The given text describes about the mechanical force and its application in daily use. It relates to the broader and vast concepts thought in higher classes and specialized courses. |


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UDAN SCHEME

- The Central Government launched the "Udan" Scheme.
- The primary purpose of the scheme is to enhance connectivity in the rural and among the lower and middle-class people of the country.
- Udan means, Ude Desh ka Aam Naagrik.
- Civil Aviation Minister Ashok Gajapati started the scheme on the 21st day of October 2016.
- With the help of this scheme, the government is aiming at reducing the flight fares.



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Activity - IV

Educational perspective:

Summary :=

The given text is about the promotion policy of Indian government for the promotion of Handloom and Textiles Department in Andhra Pradesh.

Reflection :=

By reading the given text and their views for promoting handloom and Textile industries in Andhra Pradesh, is a great thought and must be given importance. It will create jobs and labour for the low or poor of the society and will help them gaining employment. It will directly improve the production of textile and their export can take place. The article should be more clear about the working of this policy and their consequences on the people of Andhra Pradesh.



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Activity - I

Multicultural Perspectives:-

Group Discussion:-

Here we chose 4 different cultural which are listed below:-

- (i) Muslims
- (ii) Christian
- (iii) Buddhist
- (iv) Jains

By selecting these cultures, we all group members discussed about their cultural thinking, their dressing about style, their eating food and rituals etc. We all had a few new-new knowledge about the various cultures such as about the Christians and their sound prayers and their beautiful wedding ritual about Muslims, we discussed about their safe and sound rituals and progress about their unity and belief in their Almighty about Buddhist, we discussed about their unique culture like with martial art etc. About Jains, we discussed about their ritual of being unmarried all death and travelling places by places beyond for their good.

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Inclusive education: a critical perspective

King Faisal

The National Institute of Educational Research and Training (NIERT) has published a report titled 'Inclusive Education: A Critical Perspective'. The report is a result of a study conducted by a team of experts in the field of inclusive education. The report highlights the challenges and opportunities of inclusive education and provides a framework for its implementation. The report is a valuable resource for educators, policymakers, and researchers in the field of inclusive education.

Introduction
The concept of inclusive education has gained significant attention in recent years. It refers to the process of ensuring that all learners, regardless of their abilities, backgrounds, or circumstances, have access to quality education. This report explores the critical aspects of inclusive education, including the challenges it faces and the strategies that can be used to overcome them. The report is organized into several sections, each focusing on a different aspect of inclusive education. The first section discusses the importance of inclusive education and the role of the state in ensuring its implementation. The second section examines the challenges of inclusive education, such as the lack of resources, the need for teacher training, and the need for a supportive policy environment. The third section discusses the strategies that can be used to overcome these challenges, such as the use of differentiated instruction, the use of assistive technology, and the use of community-based approaches. The fourth section discusses the role of the state in ensuring the implementation of inclusive education, and the fifth section discusses the role of the private sector in providing inclusive education.

Conclusion
Inclusive education is a complex and challenging task, but it is one that is essential for the realization of the right to education for all. This report provides a critical perspective on inclusive education and offers a framework for its implementation. It is hoped that this report will be a valuable resource for those who are working to ensure that all learners have access to quality education.

The report is a valuable resource for educators, policymakers, and researchers in the field of inclusive education. It provides a critical perspective on inclusive education and offers a framework for its implementation. The report is organized into several sections, each focusing on a different aspect of inclusive education. The first section discusses the importance of inclusive education and the role of the state in ensuring its implementation. The second section examines the challenges of inclusive education, such as the lack of resources, the need for teacher training, and the need for a supportive policy environment. The third section discusses the strategies that can be used to overcome these challenges, such as the use of differentiated instruction, the use of assistive technology, and the use of community-based approaches. The fourth section discusses the role of the state in ensuring the implementation of inclusive education, and the fifth section discusses the role of the private sector in providing inclusive education.

References
The report is based on a review of the literature on inclusive education. The following are some of the key references cited in the report:
- United Nations (2015). Sustainable Development Goals. New York: United Nations.
- World Bank (2016). Inclusive Education: A Path to Quality. Washington, DC: World Bank.
- King Faisal (2017). Inclusive Education: A Critical Perspective. New York: King Faisal Institute.

Appendix
The report includes an appendix with additional information on inclusive education, including a list of key terms and a list of related resources.

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Activity - III

Summary of the text =

The given text is the scheme for the inclusion of disabled children at secondary stage in school of government school and local bodies. It discussed about the article of Act for present disabilities shall be given admission in normal and regular school etc.

Reflection :-

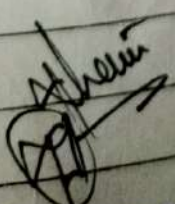
From the given text it is clearly stated that person with any disability is equally liable to study and get education in the same school unlike others here the learner does not feel any type of discussing feeling about their disabilities after reading this text, the knowledge and my concept is crystal clear about the inclusive education in India.

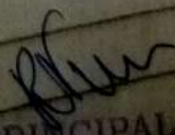
Conclusion:-

By doing activities in this module II (Reflective Reading and unit 4 (Reading beyond text)) had made us aware about various text and their selection in many perspectives.

In this unit, we had total 4 activities which are based on text from which we had to relate it to our life, our culture and our nation.

It had many activities like multicultural perspective in which we had studied about different culture and their uniqueness. Inclusive perspective activity had made me understand about inclusion in all in all for example unity is strength is our country's motto. In educational perspective we had learnt about various improvement of the country.


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3. Performance Test



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OBSERVATION OF PEER

Name : Ansari Laseen Riyaz Khan Std.: VII Div.: A

Subject : Economic Lesson No. : 08

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 | | ✓ | | |

Any Suggestion / Feedback / Remarks : Overall

explanation was good

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SHADOWING OF SCHOOL TEACHER

Name : Ansai Saba Naz Manis Std.: XIIth Div.: B

Subject : CC Lesson No. : 01

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 | ✓ | | | |

Any Suggestion / Feedback / Remarks : Ansai Saba Naz Manis

EPS project

Using good strategy to teach student.

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Observer's Name & Sign

Saba
19-07-24
Ansai

4. Rating Scales



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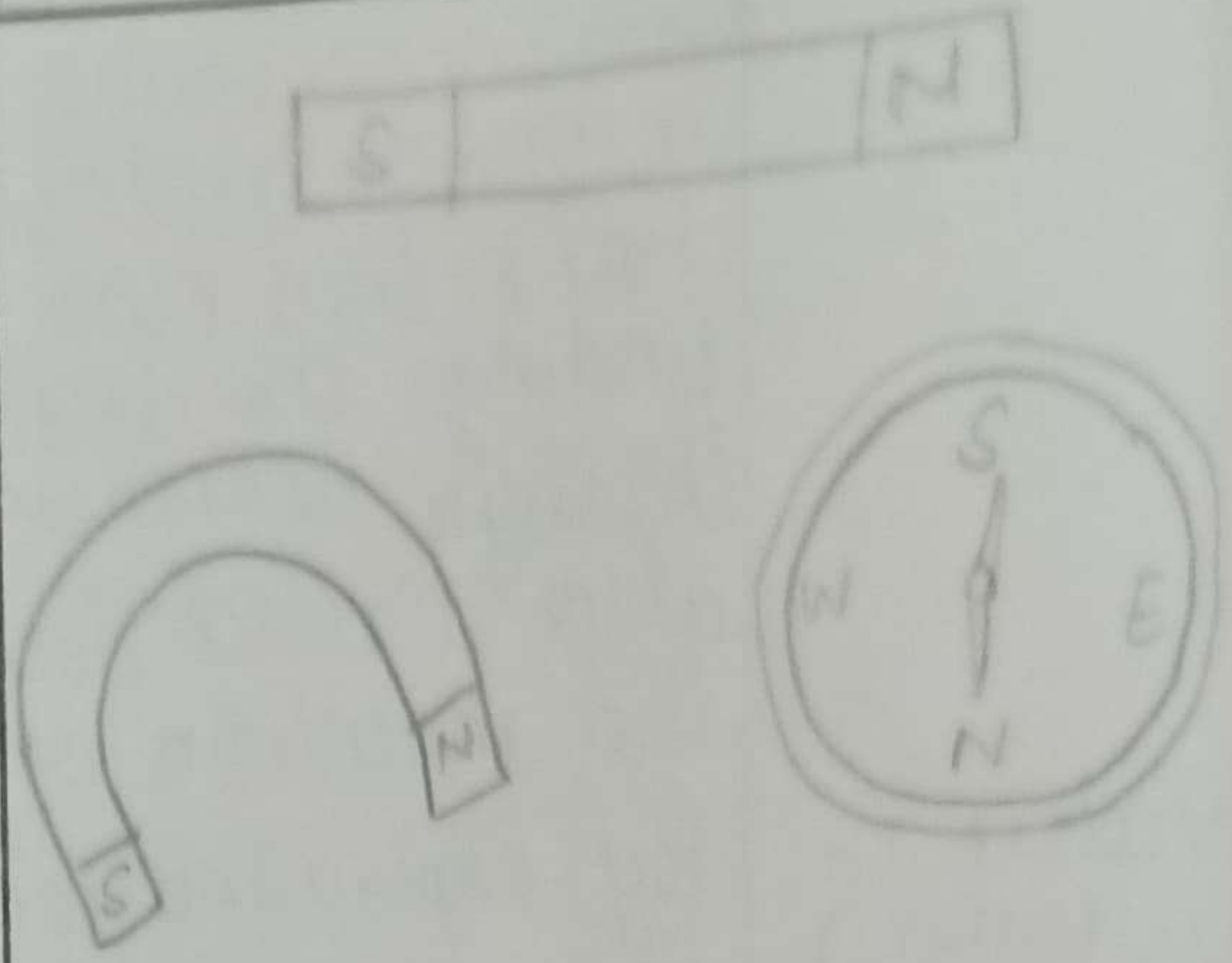


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CHALK BOARD SUMMARY

Date: 21.02.2024 Std.: VII Div.: D
 Subject: Science Topic: fun with magnet

- ① Magnet: =
- ② magnetic and non-magnetic material: =
- ③ shapes of magnet: =
- ④ lodestones.



over

RATING SCALE

| Sr. No. | Teaching Point | Excellent | Good | Average | Poor |
|---------|-------------------------|-----------|----------|---------|--------------------------|
| 1 | Set Induction | | ✓ | | |
| 2 | Explanation | | ✓ | | reading from textbook |
| 3 | Expression | | ✓ | | |
| 4 | Body Language | | ✓ | | |
| 5 | Behaviour | | ✓ | | |
| 6 | Language Fluency | | | ✓ | |
| 7 | Content Knowledge | | ✓ | | |
| 8 | Example Used | | Not 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 | | Not done | | |
| 17 | Objective Achieved | | ✓ | | |
| 18 | Time Management | | ✓ | | |
| 19 | Homework given | | ✓ | | must work on Explanation |
| 20 | Overall Performance | | ✓ | | |

Any Suggestion / Feedback / Remarks: - Avoid reading lesson from text book.
 * Content Knowledge. Charts should be stick upwards so that it will be visible to everyone.
 It was a good lesson! Can do much better.

Observer's Name & Sign
 Mrs. Mariya Shaikh

Co-ordinator IQAC
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