



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

Old Thana Road, Rais High School compound, Bhiwandi 421302

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**2.7.1**

**DOCUMENTARY EVIDENCE**

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Co-ordinator IQAC



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### ORGANISING LEARNING

Konkan Muslim Education Society College of Education is committed to creating a welcoming learning environment that meets the needs of all students. The college follows the University of Mumbai's curriculum and uses a variety of teaching methods, such as whole-class instruction, small group work, and peer-to-peer learning. These methods encourage active student participation through activities like reading, writing, speaking, discussions, presentations, role-playing, and performances. The college emphasizes inquiry, scientific inquiry, and language skills to help students become effective communicators. Peer-to-peer learning is a key component of the college's approach, as it allows students to develop their skills and knowledge through collaboration. Teachers act as guides and facilitators, creating engaging activities, encouraging student participation, and monitoring progress. Students are actively involved in the learning process, both as participants and as observers, which helps them develop critical thinking and evaluation skills. To support students from both Urdu and English language backgrounds, lectures are conducted in both languages, and materials are provided in both languages as well.



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**ORIENTATION PROGRAMME TO AQUAINT THE STUDENTS OF THE LEARNING  
OUTCOMES OF THE TWO YEARS B ED PROGRAMME**



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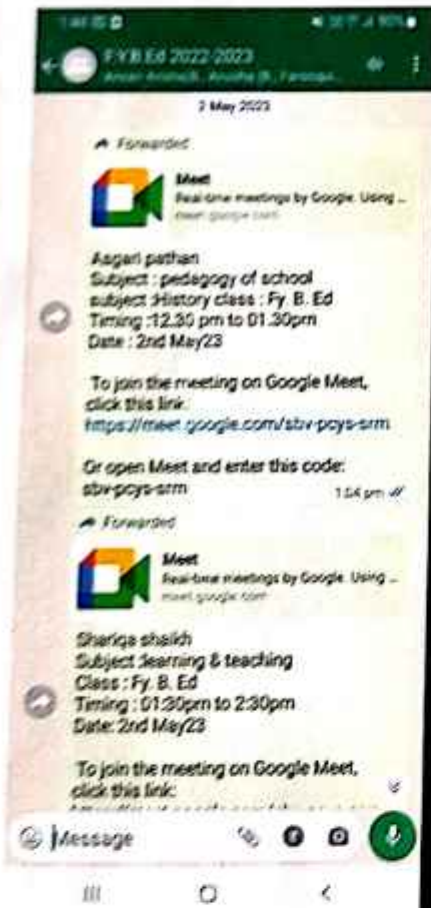
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**TEACHING LEARNING PROCESS  
(ONLINE MODE and OFFLINE MODE)**



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**LECTURE**

**OFFLINE MODE**



**CO - TEACHING**

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## USING TECHNOLOGY



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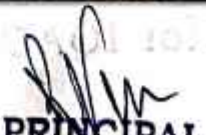
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### LIBRARY FACILITIES



  
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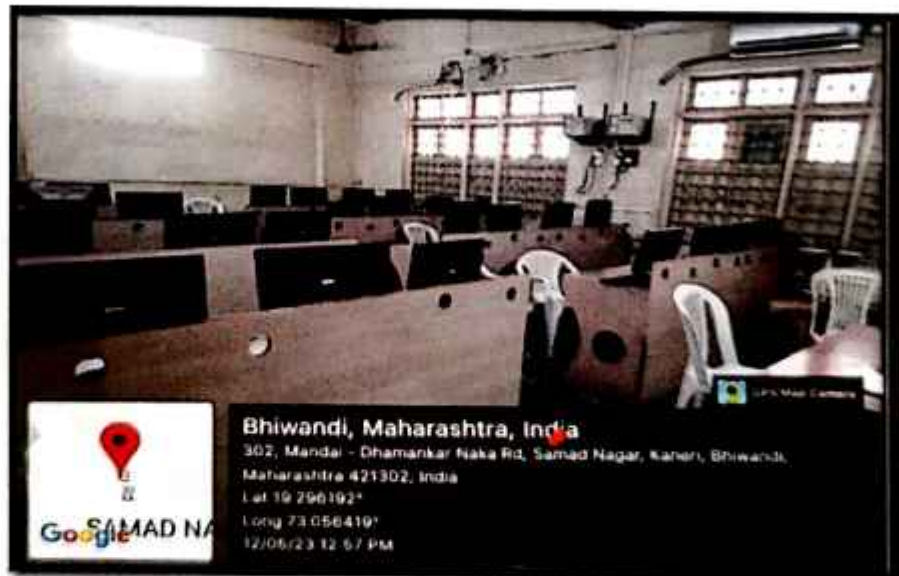
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## COMPUTER LAB FACILITIES



Bhiwandi, Maharashtra, India  
73W4+FFW, Mubeen Master Rd, Samad Nagar, Kaneri, Bhiwandi, Maharashtra 421302, India  
Lat 19.296241°  
Long 73.056151°  
15/02/24 03:56 PM GMT +05:30



Bhiwandi, Maharashtra, India  
302, Mandal - Dhamankar Naka Rd, Samad Nagar, Kaneri, Bhiwandi,  
Maharashtra 421302, India  
Lat 19.296192°  
Long 73.056419°  
12/08/23 12:57 PM

  
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### GUEST LECTURES



  
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### DEVELOPING TEACHING COMPETENCIES

KMES College of education programs help future teachers develop their skills. Students learn through activities like teaching small groups, trying out different teaching methods, and practicing teaching in real classrooms. They create lesson plans, teaching materials, and use local resources to develop a variety of teaching skills. They receive guidance, support, and feedback on their performance. Students also learn about Bloom's taxonomy, which is a framework for understanding different levels of learning. Faculty and senior students model effective teaching practices, and students practice teaching and receive feedback from both teachers and peers. Peer learning is also encouraged throughout the year through various activities.

### MICROTEACHING SESSIONS



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**TEAM TEACHING WITH PEERS**



**DRAMATIZATION**



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## ACTIVITY BASED LEARNING



## TEACHING AIDS EXHIBITION



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## GROUP WORK



## GROUP DISCUSSIONS



  
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## SEMINAR PRESENTATION



## BRAINSTORMING



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**FIELD VISIT**



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**PROGRAMME LEARNING OUTCOMES**

To help future teachers develop high-quality teaching skills, student teachers are given many opportunities to participate in activities that help them grow as individuals.

**LIBRARY BOOKS EXHIBITION**



  
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## COMMUNITY VISITS TO

### SLUMS



### SPECIAL SCHOOLS



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### OLD AGE HOMES



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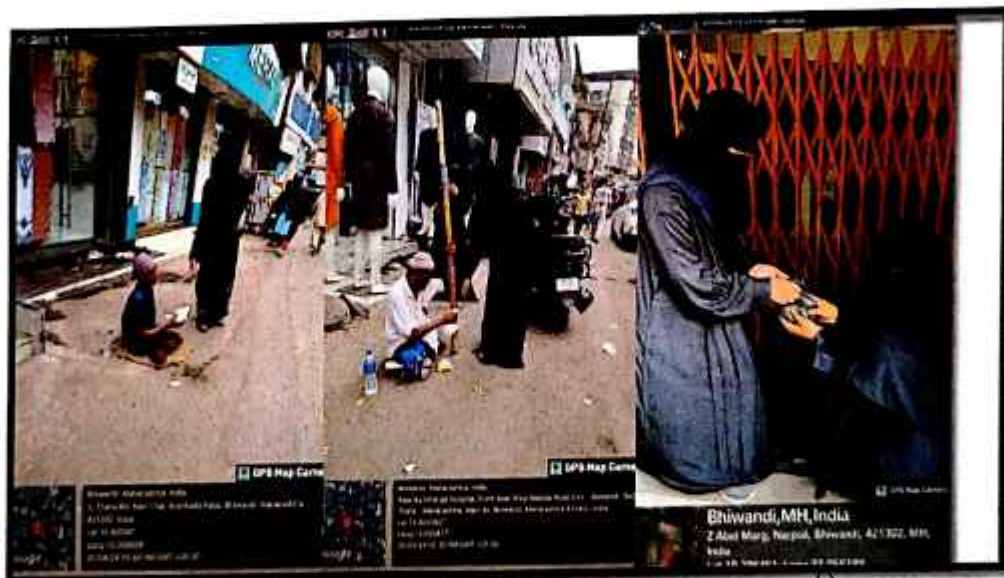
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## HOSPITALS



## FOOD DONATION



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Supanif

08/11/2023



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## SEMINARS AND WORKSHOPS TO ENHANCE THEIR TEACHING COMPETENCIES



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\* Micro Teaching Skill :

Names Khan Saniya parveen. Alubkhan  
class VIII Date: Subject Maths

Topics Volume and Surface area

\* Micro Teaching Skill of Black Board writings

Teaching point	Teacher's Activity	Learner's Activity
Volume & Surface area	Good afternoon students. Before we start solving problems based on volume and surface area of some geometrical figures I want you to write all the required formula.	Good afternoon teacher

Std VIII

Sub: Maths

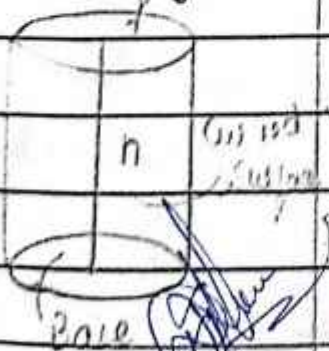
Date: \_\_\_\_\_

Volume and Surface  
Area

Geometrical figure

Volume

Surface area



Area of base x height  
 $= \pi r^2 \times h$   
 $= \pi r^2 h$

Area of curved  
 Surface + area of 2  
 flat circular surface  
 $= 2\pi r h + 2\pi r^2$

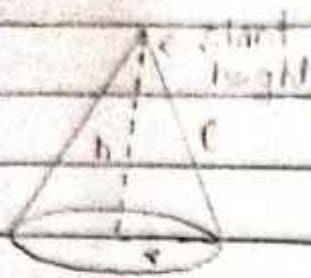
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**b. Cone:**



$$\frac{1}{3} \times \text{area of base} \times \text{height}$$

$$= \frac{1}{3} \times \pi r^2 h$$

curved surface area of the cone + area of the base  
 $= \pi r l + \pi r^2 = \pi r (l + r)$

**c. Sphere :=**



$$= \frac{4}{3} \pi r^3$$

$$= 4 \pi r^2$$

**\* Observation schedule Table \***

Sr. No	Components	Teach					Research							
		1	2	3	4	5	1	2	3	4	5			
1-	Neatness and legibility of handwriting.			✓										
2-	Words and sentences parallel to the base of the block board.			✓										
3-	NA words or letter written over.			✓										
4-	Diagram accuracy			✓										
5-	Accurate labelling of diagram.			✓										
6-	Appropriate colour chalks used.			✓										
7-	Important points underlined					✓								
8-	points logically presented					✓								
9-	Proper organization of space					✓								
10	speed of writing adequate					✓								

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Teach  
 Research



\* Micro-teaching Skill \*

Name: Khan Saniya parveen Rollno: 14  
 Date: \_\_\_\_\_ Std: VIII Subject: Science  
 Topic: Magnetism.

\* Micro Teaching Skill of story Telling \*

Explanation:

Teaching	Teacher's Activity	Learner's Activity
----------	--------------------	--------------------

Magnetism :-

• Good afternoon, students  
 • Today, I will tell you a story, about 4000 years ago, there was a place called Magnesia in Greece. There lived a shepherd. his name was magnesos. what happened, he was grazing his sheep along the pastures of magnesia in North east Greece. you all know shepherd carry a stick to mind the sheep. his stick had a metal tip. his sheep had

Good afternoon  
 at Leacher,  
 student listens carefully,

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what happened. he was stuck  
 he stuck and was get  
 stuck on a big black rock.  
 he pulled himself off the  
 stone. so you know what it was  
 he dug up the earth and discovered  
 lodestone (Lode-attract)  
 student do you know  
 what it was? It was  
 a magnet. magnet got  
 its name after magnesia  
 so today we will start our  
 next topic "Magnetism"

**\* Observation Schedule Table \***

Sl. No	Components.	Teach					Releach						
		0	1	2	3	4	5	0	1	2	3	4	5
1-	selection of the story				✓								
2-	creative picture in mind				✓								
3-	verbal expression				✓								
4-	gestures.				✓								
5-	voice modulation				✓								
6-	continuity in attention of pupil				✓								
7-	moral of the story				✓								

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✓

## 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 good lesson.

*Fahsen*  
.....*Jahseen...Darsi*  
Observer's Name & Sign

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### **BILINGUAL NOTES**

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# Guidance and counselling

## Concept of Guidance:

\* Meaning:

Guidance is the assistance made available by qualified and trained persons to an individual of any age to help him to manage his life activities, develop his own points of view, make his own decisions and carry on his own burdens.

## Definition:

1. Ruth Strang:

According to Ruth Strang - guidance is the process of helping every individual through his own efforts, to discover and develop his personal happiness and social usefulness.

2. Crow and Crow:

According to Crow and Crow guidance is assistance made available by personally qualified and adequately trained men or women to an individual of any age to help him manage his own life activities.

## Characteristics:

### 1. Guidance is a process:

It helps an individual to help himself to recognize and use his inner resources, to set goals, to make plans, to work out his own problems of development.

### 2. Guidance is a continuous process:

It is needed from early childhood through adolescence, adulthood and even in old age. It is meant to be a continuous process aimed at helping individual to make sound decision and adjustment means to the various situations that arise from time to time.

### 3. Choice and problems points are its distinctive concerns:

Guidance operates in the zone in which individual's unique world of perceptions interacts with the external order of events in his life context.

### 4. Guidance is assistance to the individual to the individual in the process of self-direction.

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Self guidance and self improvement

through an increased understanding of his problems and his resources as well limitations to solve the problem.

5- Guidance is a generalized and specialized Service :

It is a generalized service because everyone - teachers, principals, parents, seni<sup>o</sup> students, wardenc, physical education instruction, librarians, doctors etc. plays a part in the program.

It is a specialized service because specially qualified personnel as a consellers, psychologist, and psychiatrists, join hand to help the individual in solving his problem.

6- Guidance is a service meant for all :

which is required for every student and not for abnormal students.

It is a positive program for the needs of the students.

# CHILDHOOD AND GROWING UP

Role of school in growth and development of a child.

- 1) Help in setting goals:- help student to set their goals about future. for this purpose guidance should be given.
- 2) Suitable environment for proper growth:- Teacher should provide suitable environment for the child for his proper development. The schools should provide different curricular and co-curricular activities so that these suit the students with their specific needs and traits.
- 3) Arranging guidance services:- If a teacher finds any abnormality in the pattern of development of the child the case should immediately be referred to the guidance of counselor. School should provide guidance services.
- 4) Arranging learning environment to maximize development:- The teachers should provide learning materials and activities that will facilitate the development of different aspects of the child.

*[Handwritten signature]*



- 5) Knowledge of psyche of each stage:-  
If a teacher has the adequate knowledge of the state of development of a particular child he can easily control the behaviour of the child.
- 6) The school should realize the importance of individual differences while providing instructional materials and other activities.
- 7) Proper knowledge of developmental potential of each stage:- The teacher with the knowledge of child development becomes more practical and understanding. He knows what to expect from a child at a particular stage. Knowledge of development aids the teacher to find out learning readiness.
- 8) Creating democratic climate in school:-  
In a democratic climate of the school children display mutual understanding, tolerance, and a sense of responsibility and disciplined conduct.
- 9) Providing suitable social environment:-  
A school provides suitable social environment for the development of children that are socially efficient.

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- 10) Teachers should encourage their students and children to mix up with other cultural students and children in order to learn the social ethics and values of their culture, that will have a better ground for children to have social awareness, adjustment and will develop positive attitude towards other cultures and communities.
- 11) Training of emotions and emotional needs.
- 12) Religious and moral education.
- 13) Vocational education.

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# Educational Management

## \* Meaning of Educational Management

Educational Management is, the process of planning, Organizing, directing and Controlling the activities of an institution by utilizing human and material resources to effectively and efficiently accomplish functions of teaching, extension work and research.

Educational Management is of development observed in several discipline or field like business, industry, political science, economics, administration and law.

Educational Management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expect goals and objectives.

## \* Definitions

"Theory and practice of the organization and administration of existing educational establishments and systems."

G. Terry page and J.B.

Thomas

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"Educational Management is the theory and practice of organization and administration of existing educational establishments"

## Educational management focuses on:-

- The study of theories of management science which define and describe the roles and responsibilities of the educational manager and the development of managerial skills.
- The study of educational planning at macro levels, its goals, principles, approaches, processes and on institutional planning and educational administration at the micro level.
- Decision making, problem solving, communication, information management and effective team building.
- Planning of curricular and co-curricular activities, curriculum and academic calendar.

## Objectives

- To develop an understanding of the concept of educational management.
- To understand the various aspects of an educational management.

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# KNOWLEDGE AND CURRICULUM

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★ Meaning & Characteristics of Education:

Meaning:

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured & educated. For a civilized & socialized society, education is the only means. Its goal is to make an individual perfect.

Definition:

Dr. Zakir Husain - "Education is the process of the individual mind getting to its full possible development."

Aristotle - "Education is the creation of a sound mind in a sound body."

Plato - "Education is the capacity to see the right moment."

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# Characteristics of Education:

1) Education is a life-long process.

Education never stops till one's grave. Every day, from every one, we are learning.

2) Education brings about integrated development -

Education is not only going to school and classroom but also the act of combining character building & living with all sect of people.

3) Education is a tri-polar process -

These three things are dependent on each other to complete a cycle of Education.

4) Education is the need of today -

Without education, nobody improves one's thought. Education teaches us to be flexible, open-minded & above all rational.

5) Education "preserves" the culture & transmits from one generation to another.

# Gender, school and society

Page No:	
Date:	

## Gender Stereotyping:

Stereotypes occur when individuals are classified by others as having something in common because they are members of a particular group or category of people.

### Definition:

Gender stereotyping is defined as overgeneralization of characteristics, differences and attributes of a certain group based on their gender.

### Characteristics of Gender stereotyping

Gender stereotypes create a widely accepted judgment or bias about certain characteristics or traits that apply to each gender.

1. A man or a woman act differently from how their gender.
2. Women are called "bitches" and "whores" or assumed to be gay.
3. It is a **Co-ordinating** offensive stereotype in LGTB. **Co-ordinator IQAC**
4. when gender equality occurs on the background of gender

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## Most Common Gender stereotypes :

### 1) Personality Traits :

women are supposed to be shy, passive and submissive women are organized and clean.

### 2) Domestic Behaviors :

women are supposed to cook and do house work. women are organized better at raising children. stay-at-home mothers are better than working mothers.

### 3) Occupations :

women are supposed to have "clean" jobs such as teachers, nurses, secretaries and librarians. women are not good at math.

Men supposed to have "dirty jobs" like mechanics, construction workers, plumbers and engineering.

Men are all good at ~~math~~ <sup>PRINCIPALS</sup> etc.

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# Creating an Inclusive School

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Q) Difference between diversity, disability and inclusion.

Diversity	Disability	Inclusion
<p>1) Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.</p>	<p>A disability is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory or some combination of these.</p>	<p>Inclusion is an organizational efforts and practices in which different groups or individuals having different backgrounds are culturally and socially accepted and welcomed and equally treated.</p>

Diversity allows for the exploration of these differences in a safe, positive, and nurturing environment.

Disability makes person unsafe, dependent on others and is not helpful for development.

Feeling level of supportive energy and commitment from others so that you can do your best at work.

Everyone is different and individual

Treated according to

Everyone is treated equally

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Diversity is a sense of looking toward to

Disability is a sense of exclusion

Inclusion is a sense of

Diversity	Disability	Inclusion.
Feels proud of own diversity	Feeling that we are different from others not same as others normal.	Feeling respected valued for who you are.
This may motivate him as he is from some religion, place, and language	It substantially affects a person's life and activities and may be present from birth or occur during a person's lifetime.	Inclusion is a process where one is felted to be a part of society and this affects positively

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Module: 1: Fundamentals of Assessment.

Unit 1: Concept of Assessment

[a] Meaning, Nature, function of Assessment.

تعین کاری کے معنی:

تعین کاری (Assessment) لاطین لفظ Assidere سے لیا گیا ہے جس کے معنی سے بشخصاً (70 sit) آموزش کی تعین کاری سے مراد طالب علم کے ساتھ بشخصاً۔

تعین کاری میں چار چیزیں اہمیت رکھتی ہیں (۱) طالب علم کو جاننا۔ (۲) طالب علم کو سمجھنا (۳) تدریس دینا (۴) تعین کاری۔

تعین کاری سے مراد جو تعلیم پسندوں کو تعلیمی تیاری، تدریس، ترقی، تعلیمی حصول، یا طلباء کی تعلیمی ضروریات کا اندازہ کرنے، پیمائش اور دستاویز کرنے کے لیے استعمال کرتے ہیں۔

تعین کاری ایک باضابطہ عمل ہے جو آموزش تدریس عمل، طالب علم کی آموزش ترقی، رویوں، مہارت، ترقیاتی پروگراموں کو بہا ایا اور اس کی تجرباتی معلومات کو استعمال کرنے کا عمل ہے۔ تعین کاری طالب علم اور اساتذہ دونوں کو ہوتی ہے جس میں دونوں (اساتذہ اور طالب علم) اپنی خوبیوں اور خامیوں کو جان کر اس میں ترمیم و تبدیلی اور بہتری لاسکتے ہیں یہ ایک درستگی کا عمل بھی ہے۔

تعین کاری کی تعریف:

Education by Allen 2004)

(1) کسی چیز کے بارے میں عمل اور فنید لینے کا عمل یہ جو اندازہ کیا جاتا ہے۔  
(Merriam Webster)

(3) تعین کاری ایک باضابطہ عمل ہے جو باضابطہ ذخیروں، دور پڑانا اور تعلیمی پروگراموں کے بارے میں معلومات طلب علم کی آموزشی بہتری اور ترقی کے مقصد کے لیے لیا جاتا ہے۔

(Assessment Essentials: Planning, Implementing and Improving Assessment in Higher Education by Palomba and Banta 1999).

تعین کاری کی ماہیت :

تعین کاری آموزشی عمل میں سرایت ہوتا ہے۔ یہ نصاب اور ہدایات کے باہمی ربط کے ساتھ سمجھایا جاتا ہے۔ اساتذہ اور طالب علم کے طور پر نصابی نتائج کو حاصل کرنے کے لیے ایک سہ ماہی کام کرتے ہیں۔ تعین کاری اس میں طلباء کے آگے کے مراحل نتائج اور ترقی کو جاننے ہدایت اور معلوماتی ہدایات مہیا کرنے میں متواتر کردار ادا کرتا ہے۔

← جماعت کی تعین کاری میں اساتذہ اور شاگرد طالب علموں کی جاری و ساری آموزشی کی نگرانی شامل ہے۔

← یہ طالب علموں کو متعلم کی ترقی کی پیمائش مہیا کرتا ہے۔ خود کی ترقی کی پیمائش مہیا کرتا ہے۔

← یہ آج کل میں طالب علم کو باریک بینی سے مشاہدہ کرنے کی صورت

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U-3-EFA

U-1, a, b, c farzana Ansari

Remaining Human Right Model

Unit 1(a): Difference Between Diversity; disability and Inclusion

شروع، معذوری اور شمولیت کے دو بیان فرق :-  
Susthija Tam (Creating & Inclusion)

شمولیت	معذوری	شروع
<p>شمولیت ایک تنظیم کو ششوں اور عمل کا نتیجہ ہے جس میں مختلف گروہوں یا انفرادی فرد ایسا اپنا مختلف فیسر نظر کرتا ہے۔ سماج ان کا خیر مقدم کرتا ہے۔ یہ تعلق، سماجی طور پر آئے ہیں منظر کے ساتھ قبول کی جاتے ہیں اور سب کا اوجھڑا یا جاتا ہے۔</p>	<p>معذوری ایک ایسی خرابی ہے جو اور کسی لشکر، ارتقاء، نقل و حرکت، فزنی و ماحولی، جسمانی یا حس یا ان میں سے کچھ کا مجموعہ ہوتی ہے۔ ان سارے عوامل میں سے کسی ایک میں بھی بگاڑ یا خرابی معذورت کیلاتی ہے۔</p>	<p>سے مراد لوگوں کے گروہ اور ادی فرد میں نسل، صنف، مذہب، سماجی، اقتصادی، جسمانی، ذہنی، قومیت، تعلق اور جغرافیائی علاقہ دیر فرق کرنا۔</p>
<p>دوسروں سے معاون توانائی اور فزیم کی سطح کو محسوس کرتا ہے تاکہ آپ کام پر اپنی بوجی کو رشتہ کر سکیں۔</p>	<p>معذوری افراد کو خیر محفوظ بناتی ہے۔ دوسروں پر منحصر ہوتے ہیں۔ اور ہر فرقے کے لیے مددگار نہیں ہے۔</p>	<p>پہلے محفوظ، مثبت اور ہر روشوں میں ان اصلاحات کی آگے بڑھنا ہے۔</p>
<p>ہر ایک کو مساوی وجہ دیا جاتا ہے۔</p>	<p>معذوری معذورت کے مطابق علاج اور امداد فراہم کرتا ہے۔</p>	<p>آدورے انفرادی فرد سے لیتا ہے۔</p>
<p>شمولیت، تعلق رکھنے کا احساس ہے۔</p>	<p>معذورت، معذوری کو خارج کرنا کا احساس ہے۔</p>	<p>ان کی اپنی شروع بن سکتی ہے جی ہے جو اس کی زبان، جگہ، ذہن، ہر خیر محسوس ہے۔</p>
<p>آپ کون ہیں؟ قابل قدر احساس کیا ہے جانا جاتا ہے۔ قابل قدر احساس کیا ہے جانا جاتا ہے کہ آپ کو کون ہے۔</p>	<p>ہم عام بچوں کی طرح نہیں ہیں۔ ہم دوسروں کی طرح نارمل نہیں ہیں۔ اس بات کا احساس دلاتا ہے۔</p>	<p>خیر ہر خیر محسوس کرتا ہے۔</p>
<p>شمولیت ایک ایسا عمل ہے جیسا کہ سماجی طور پر حصہ لینے کے لیے گرا یا گیا اور سماج مثبت طور پر اس افراد پر اثر انداز ہو گیا ہے۔</p>	<p>ہر کسی شخص کے زندگی بھر کے دور ان یا پیدائش سے ہی ہو گیا ہے۔ یہ ایک شخص کی زندگی کی سہ گرمیوں کو کافی اثر انداز کرتا ہے۔</p>	<p>کی ہر کچھ مذہب، رنگ اور تعلق رکھتے ہیں ان کی ترقی کر سکتا ہے۔</p>

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Kohlberg's theory of moral development

Moral development Moral  
more سے بنا ہے۔ Mores کا مطلب ہوتا ہے behaviors (برتاؤ)  
Mores (میز) face (رد) Custom (رسمی) وندہ  
Moral develop بہ ایک آپس میں ہونے والا عمل ہے۔ یہ عمل دوسرے  
پر ہونے لگتا ہے۔ اس میں عیب ہونے لگتا ہے۔ کیا معنی ہے اور کیا غلط ہے  
معاہدے کیا ہوا ہے۔ یہ اساتذہ اور والدین کے لیے challenge ہوتا ہے۔

Kohlberg's introduction :-

ماہر نفسیات لارنس کولبرگ (Lawrence Kohlberg)  
Psychology امریکی سے تھا۔ یہ ایک امریکی  
بر نفسیات تھے۔ انھوں نے ابتدائی بچپن سے ہونے والے اخلاقی  
نظریہ پیش کیا۔ یہ نظریہ مختلف تہذیبوں سے تعلق رکھنے والے بچوں کے  
زوالے اور تجربات کے نتائج پر مبنی ہے۔ یعنی انھوں نے تہذیب سے تعلق رکھنے والے  
بچوں کے اخلاقی طرز عمل کا مطالعہ کیا اور اس نظر پر ہی سب سے زیادہ کولبرگ  
نظر سے اخلاقی فرق رکھتے تھے کہ یہ اخلاقی سونچ بوجھ اور طریقہ  
مکواہ لیزنگوں اور والدین سے سیکھے اور انھیں قبول کرتے تھے۔

ان کا یقین تھا کہ جب ہم بچوں سے اخلاقیات کے موضوع پر گفتگو کرتے ہیں  
یہ بہت جلد سے کہ وہ مختلف طریقوں سے فیصلہ کرتا ہے۔ فیصلہ کرنے کا یہ سبب  
روقی طور پر نشوونما نہیں پاتا اور یہ بھی جو سبب اساتذہ سے ہوتا ہے

ماہر نفسیات کولبرگ کہتے ہیں کہ کسی شخص کی اخلاقی نشوونما میں انٹرویو  
ذاتی (Intellectual) عمل سے غور و فکر نہ ہو ورنہ اس کا کردار بھلا ہے  
کی بچوں کی فیصلہ کرنے کا طریقہ کا کچھ ان کا (2) ذہنی نشوونما کے ساتھ ساتھ  
کی نشوونما اور جذباتی نشوونما ہوتا ہے۔

افراد میں اخلاقی نشوونما کے عمل کا معائنہ کرتے ہوئے کولبرگ نے اس  
پر وضاحت کی ہے کہ "اخلاقی نشوونما" انصاف کرنے کا فہم یا شعور کی نشوونما ہے۔

Best work

4 → 10

11 → 13

(Arb)

Development Moral 3 مراحل پر ہوتا ہے اور پہلے میں 2

<p>Pre-Conventional Level (4-10 years)</p> <p>ابتدائی اخلاقی شعور کا مرحلہ (4 سے 10 سال)</p> <p>The stage of obedience for avoiding Punishment</p> <p>The stage of conforming to obtain rewards and favours in return.</p> <p>سزا سے بچنے کے لئے اطاعت گزاروں کا مرحلہ</p>	<p>Level - I</p> <p>پہلی سطح</p>
<p>Stage - I</p> <p>مرحلہ اول</p>	<p>Stage - II</p> <p>مرحلہ دوم</p>
<p>The stage of conforming to obtain rewards and favours in return.</p> <p>بد کے میں انجام اور کرم فرمائی کے حصول کی تصدیق کا مرحلہ</p>	<p>Level - II</p> <p>دوسری سطح</p>
<p>Conventional Level (10 to 13 years)</p> <p>رسمی یا تقلیدی اخلاقیات کا مرحلہ (10 سے 13 سال)</p>	<p>Level - III</p> <p>تیسری سطح</p>
<p>The stage of maintaining mutual relations and approval of others.</p> <p>باہمی تعلقات اور منظوریں کو قائم رکھنے کا مرحلہ</p>	<p>Stage - IV</p> <p>مرحلہ چہارم</p>
<p>The stage of obedience for avoiding censure by higher authority or social.</p> <p>اعلیٰ حکام یا سماجی نظام کی سزا اور الزام سے بچنے کے لئے اطاعت گزاروں کا مرحلہ</p>	<p>Level - III</p> <p>تیسری سطح</p>
<p>Post Conventional Stage (13 to Adulth)</p> <p>بعد از اخلاقیات کا مرحلہ (13 سے بچپن بلوغت تک)</p>	<p>Stage - V</p> <p>مرحلہ پنجم</p>
<p>قبول کرنے پر تسلیم شدہ قوانین اور معاشرتی رسم و رواج کی فلاح و بہبود کی تصدیق کا مرحلہ</p>	<p>principle.</p>

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سطح: \* ابتدائی اخلاق شعور کا مرحلہ (4 سے 10 سال)

Level I: Premoral stage (4 to 10 years)

یہ Level 4 سے 10 سال تک کے بچوں پر مشتمل ہوتا ہے اس دور میں بچہ غلط اچھے بڑے میں بیز کرنا شروع کر دیتا ہے مگر معیار اخلاق کو سمجھنے کا اس ذہن ذرا الٹ ہوتا ہے یعنی وہ دوسروں کے طرز عمل کے ذریعے اخلاق مولوں کو سمجھ لیتا ہے اخلاق شعور کا اس سطح پر مزید حد ذیل دو مراحل لکڑی ہے

سطح اول: \* سزا سے بچنے کے لئے اطاعت گزاروں کا مرحلہ

ابتداء میں بچے کی اخلاقیات کو سزا کے خوف کے ذریعے قابو میں رکھا جاتا ہے سزا بچنے کے لئے وہ والدین اور بزرگوں کا حکم مانتا ہے اس دور میں بچے کی ذاتی پسند ناپسند کو سمجھ نہیں پاتے اور اخلاقیات کا معیار زیادہ تنفازی ہوتا ہے بچے کے اچھے اور غلط طرز عمل کو سمجھ نہیں پاتے ہیں زیادہ تر وہ والدین کی اطاعت سزا کے ذریعے لے رہے ہیں اس لئے اس مرحلے کو "سزا اور اطاعت گزاروں کا مرحلہ" کہا جاتا ہے جس میں یہ اخلاقیات سے نااہل اور ناواقف ہوتا ہے

مثال: \* اگر بچہ چھوٹی جگہ میں ہے اساتذہ اسے بھومورک دیتا ہے تو بچہ ڈر سے سزا سے بچنے کے لئے بھومورک کو چھوڑا کرتا ہے

سطح دوم: \* الغم اور کرم فرمائی کے حصول کی تہدیق کا مرحلہ

اس مرحلے میں بچے کی اخلاقی شعور یا اخلاقی فیصلوں کا اظہار اس کی ذاتی دلچسپی اور ہرگز ہلکے نہ کہا کر سکتے ہیں یہ ہوتا ہے ان کے مطابق بچے عمل ویسی ہوتا ہے ان کی ضرورت کی تسکین کرے اس مرحلے میں بچے میں ایسی moral value عورتی ہے کہ reciprocal ہوتی ہے (جیسے کسی کو دینا دیا) مثال: \* اس عمر میں بچہ کسی شخص میں یہ سمجھتا ہے کہ میرا دوسرا میری مدد کرے گا تو میں بھی اس کی مدد کروں گا اور اسے بچوں کو یہ سمجھتا ہے کہ کوئی اسے مارے گا تو میں بھی اسے ماروں گا

سطح: \* رسمی یا تقلیدی اخلاقیات کا مرحلہ (10 سے 13 سال)

10 سے 13 سال کے بچوں میں یہ سطح پائی جاتی ہے اس عمر کے بچے میں جو عمارتیں ماحول میں نمایاں اور بنیادیں ہیں وہ بہت سب کو اپنا سمجھتے ہیں اور ان کے اخلاقی فیصلے ان کے اپنے ذہنی پیمانوں یا پسند ناپسند پر منحصر نہیں ہوتے بلکہ معاشرتی نظام پر منحصر ہوتے ہیں



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CLASS

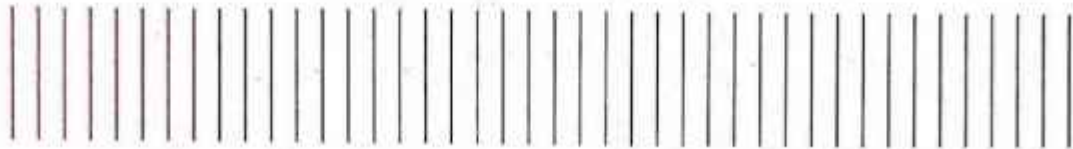
TEST



Konkan Muslim Education Society's

# College of Education

Affiliated to the University of Mumbai



Add.: Rais High Campus, Thana Road, Bhiwandi (Dist. Thane) ☎ : 8806500040

## ESSAY BOOK 20 - 20

Name of the Student : \_\_\_\_\_

Class & Roll No. : \_\_\_\_\_ Year \_\_\_\_\_

Address : \_\_\_\_\_  
\_\_\_\_\_

Language of Answer : \_\_\_\_\_

Method 1 : \_\_\_\_\_ Method 2 : \_\_\_\_\_

Phone No. : \_\_\_\_\_ Mob.: \_\_\_\_\_



**INDEX****SEM - I**

Sr. No.	Date	Subject	Sign
1			
2			
3			

**SEM - II**

Sr. No.	Date	Subject	Sign
1			
2			
3			

**SEM - III**

Sr. No.	Date	Subject	Sign
1			
2			
3			

**SEM - IV**

Sr. No.	Date	Subject	Sign
1			
2			
3			

# Teacher Made Written Test

## Knowledge & Curriculum

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

Date: 19-01-2024

Q1] Long Answer:

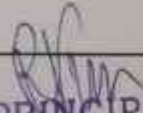
Explain Meaning and Characteristic of Education.

Q2] Short Answer:

1. Sources of Knowledge

2. Meaning and definition of education

  
Co-ordinator IQAC  
Konkan Muslim Education Society  
College of Education  
Dist. Thane

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

Q2) Long Answer

Ex

1. Explain Meaning and Characteristics of Education.

By  
a  
inc

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 refer 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.

2-C

Definition:

By Mahatma Gandhi: "By education I mean allround 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 the 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~~ Change in Behaviour:

Through education change take place because with the

he or she learns to behave in society. Eg: Educated persons have different personality than uneducated persons.

Characteristics

sch  
lets

Change in  
Behaviours

Mental  
Faculties

Systematic  
Process

5-1

Integrated  
development

Need of  
today

tol  
of  
th

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:

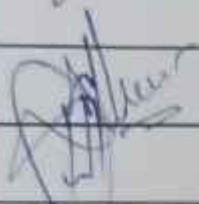
Education always give you new experience through which you can gain many knowledge and improve your capabilities.

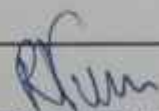
#### 7. Preservation of Culture:

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

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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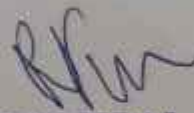
  
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Dist. Thane

# 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



**Co-ordinator IQAC**  
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Dist. Thane



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Dist. Thane

# FAKIH ENGLISH SCHOOL

## Unit Test 2023-24

Sub: Geometry

Marks: 20

Std: X

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

- 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) = (x<sub>1</sub>, y<sub>1</sub>)

& Q (-3, -2) = (x<sub>2</sub>, y<sub>2</sub>)

Slope of line PQ =  ..... (formula)

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

Slope of line PQ =

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

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

$\therefore$  K =



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  $30^\circ$  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  $\tan^2 \theta + \frac{1}{\tan^2 \theta} = 2$



**REFLECTIVE  
JOURNAL  
(2023-24)**





K.M.E.S COLLEGE  
OF EDUCATION

UZMA MOHD AUN

ROLL No- 44

CLASS- S-4 B.Ed

ACADEMIC YEAR

2023-24

GUIDED BY- MOMIN

SHABEENA

## CERTIFICATE

This is to certify that Uzma Md. Aunz  
of S.Y.B.ED ( Sem-IV), ROLL NO; 44 has undertaken and  
complete the "INTERNSHIP WORK" with group. During the  
ACADEMIC YEAR 2023-24; Under the guidance of PROF. MOMIN  
SHABEENA.

This is all about " INTERNSHIP WORK" and activities done by the  
group members.it is true and original to best of our knowledge and  
belief.

*R. Vilku*

PRINCIPAL

Dr. R.K. Vilku.

*Momin Shabeena*

GUIDED BY

Asst. Prof. Momin Shabeena

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





# ACKNOWLEDGEMENT

The successful accomplishment of this internship record is the outcome of contribution of number of people whom I grateful to thank.

First of all, I am grateful to the almighty good for being able to complete this internship programme with success. Then I would like to thank my **Principal Dr. (Mrs) Ravinder Kaur** for providing me all the necessary facilities.

I would like to thanks my Prof. **Momin Shabeena** for her valuable guidance suggestion and continuous encouragement extended to me.

I would like to deliver my thanks to my parents and friends, who helped me in the completion the "internship record" within the stipulated time period.

GROUP

MEMBER



ANSARI AMINA

SHAIKH FIZA  
SALEEM

HETAL PRAKASH  
KHATRI

UZMA MOHD AUN

KHAN SANIYA  
PARVEEN ABULKHAIR

SHAIKH RAHAT BANO

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- 5 - ADDRESS OF SCHOOL
- 7 - PRAYER OF SCHOOL
- 8 - Develop LEARNING RESOURCES
- 9 (1 to 10 LESSON)
  - a - Five Lemon
  - b - Five Lemon co-TEACHING WITH PEERS
- 9 CURRICULAR ACTIVITY
  - DIFFERENT SHAPES OF MATHEMATICS
  - MATH QUIZ
- 10 - AWARENESS ACTIVITY (SAVE TREE)



11 - DAILY REPORT

12 - COMMUNITY WORK

- CLEANLINESS AND HYGIENE  
(SWACHH BHARAT ABHIYAN)
- TREE PLANTATION

13 - ACTION RESEARCH

14 - REFLECTION



1



NAME OF THE  
SCHOOL

KOKIKON MUSLIM  
EDUCATION SOCIETY'S  
ENG. MED HIGH  
SCHOOL AND Jr.  
COLLEGE

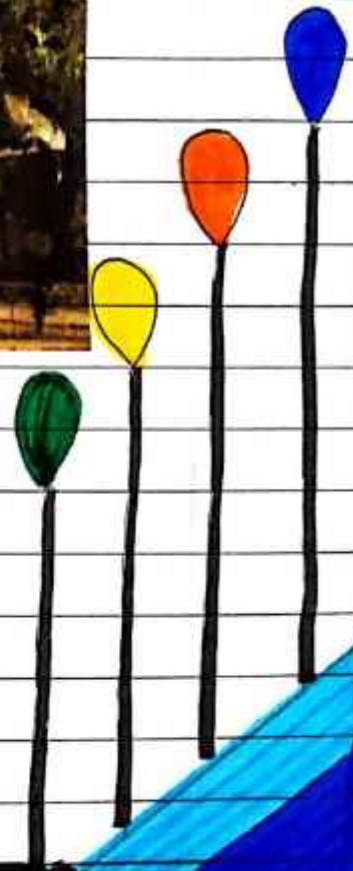
# MOTO

Our moto is to serve others willingly, graciously and selflessly. We do not expect anything in return for our services because there is a greater pleasure in giving rather than in receiving. By serving others we serve almighty **ALLAH**.



# ESTABLISHMENT

(1977)





ADDRESS OF  
THE SCHOOL

THANE ROAD

BHIWANDI

(Dist - THANE)



SHIFT OF SCHOOL

7:30am - 12:30

# PRAYER OF SCHOOL





1 SURAH FATIHA

DARUD SHAREEF

RABBNA

RABBI ZIDNI

ILMA

PREAMBLE

NATIONAL ANTHEM

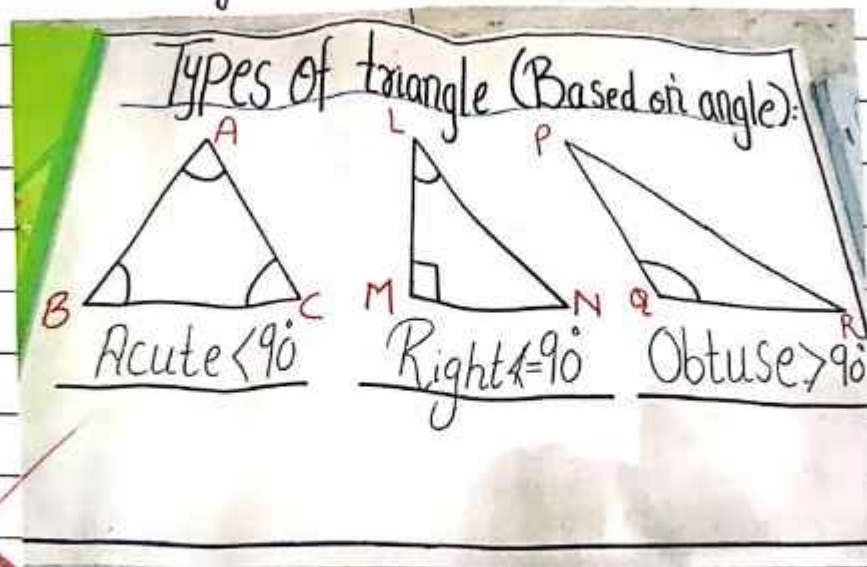
HADEES

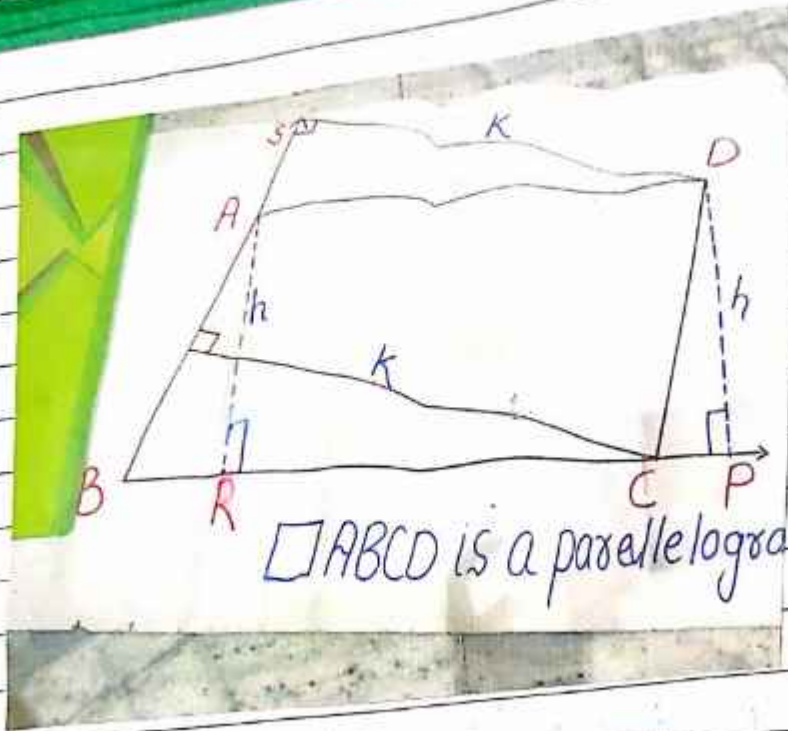
DEVELOP  
LEARNING  
AND RESOURCES

# LESSON NO. 1

## TRIANGLE AND THEIR PROPERTIES

I took the help of Noorul-Ain Ma'am for the preparation of this lesson. She guide me well and, then she checked my lesson plan. The lesson was conducted on 29 Feb, 2024 (Wednesday) in VI (D). For creating interest in this chapter. I used pictures, chart of different types of triangle and asks the question with the student on topic of triangle and their properties and shapes. I bought different types of triangles which had 2 types (a) Types of triangle based on side and (b) Types of triangle based on angle.







## LESSON No. 2

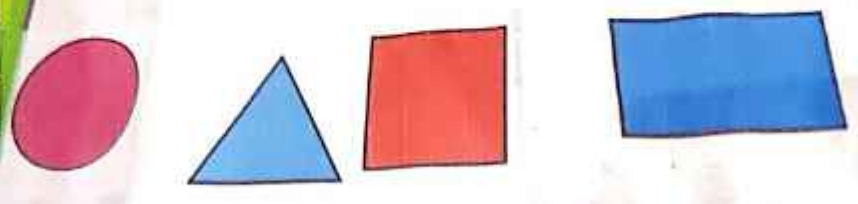
### AREA

I took the help of Noorul-Ain Mavam for the preparation of this lesson, she guide me well and then she checked my lesson plan. The lesson was conduct on 22/2/24 (Thursday) VIII (B).

For creating in this chapter, I used picture or chart and shapes and asks the question to the student- on topic of Area. I taught area of parallelogram with the formula with example like, If base of parallelogram is base and height 5cm then find its area.

AREA

# Different types of shapes



## LESSON No. 3

### PERIMETER AND AREA

I took the help of Noorul-Ain ma'am for the preparation of this lesson. She guided me well and then she checked my lesson plan. The lesson was conducted on 23 Feb, 2024, (Friday) in VI (A). For creating interest in this chapter I used charts, showing the blackboard, window and different types of shapes like rectangle, triangle and square shape etc. and ask the question to the student on topic of area and perimeter. I taught perimeter of rectangle with formula and the perimeter of square with formula.



## LESSON No. 4

### PROFIT AND LOSS

I took the help of Noonul - Ain ma'am for the preparation of the lesson. She guide me well and she checked my lesson plan. The lesson was conduct on 24/2/24 (Saturday) .VI (D) - For creating interest in this chapter. This lesson was "Nai Taleem", I ask some questions to the student. There was a lesson was based on some activity. I explained it with examples and i was good experience. I develops the quality to be punctual as I had to reach in time.

DATE: 02/02/24



## LESSON No. 5

### PROBLEMS ON MEASUREMENT

I took the help of Noorul-Ain ma'am for the preparation of the lesson. She guided me well and she checked my lesson plan. The lesson was conducted on 28/2/24 (Wednesday). This lesson was a co-teaching with Ketel Prakash ma'am. For creating interest in this chapter, then I ask the some questions. There was a lesson which are based on some activity. I explained it with examples and I was good experience. I develop the quality to be punctual as I had to reach in time.

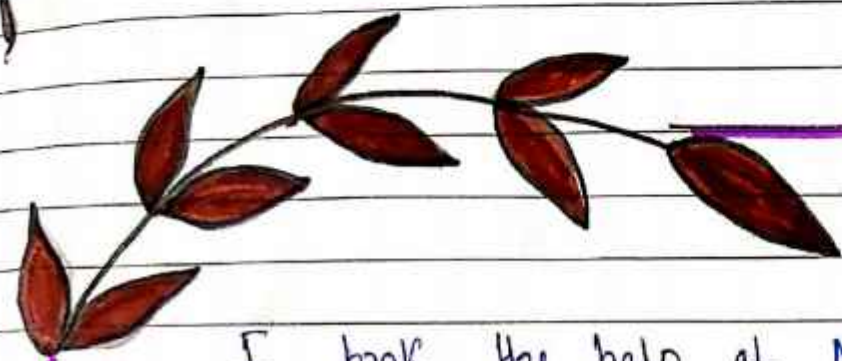


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73V4+QH5, Samad Nagar, Kaneri, Bhiwandi, Maharashtra 421302, India  
Lat 19.294197°  
Long 73.056208°  
27/02/24 08:32 AM GMT +05:30



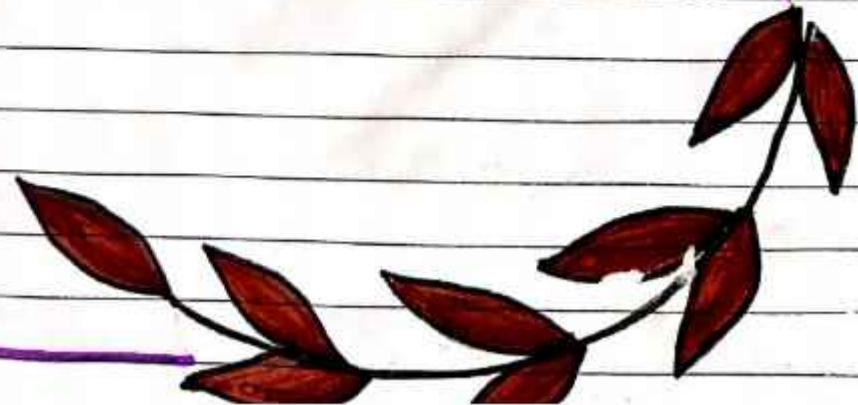
## LESSON No. 8

# STATISTICS

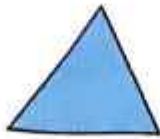


I took the help of Noorul-Ain ma'am for the preparation of this lesson. She guided me well and then she checked my lesson plan. The lesson was conducted on 27/2/2024 (Tuesday) ~~III~~ (B).

For creating interest in this chapter, I used 5 pairs and asked the question with student then student decide. I taught statistics with the formula of statistics. This lesson was co-teaching with Amina ma'am.

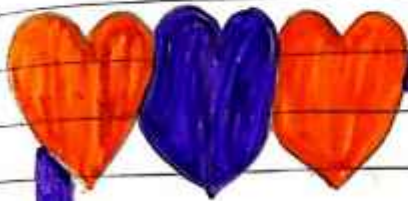


# Different types of shapes

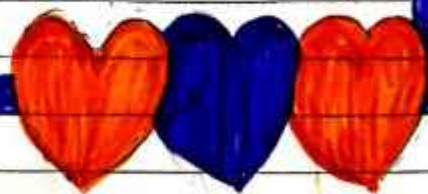


## LESSON NO. 2

### PERIMETER AND AREA



I took the help of Noorul-Ain ma'am for the preparation of this lesson. She guide me and then she checked my lesson plan. This lesson was conducted on 27/2/24 (Tuesday). This lesson was the "Nai Taleem" and this lesson conducted by co-teaching with the help of Amina ma'am. For creating interest in this chapter I used chart, showing the blackboard, window and different types of shapes like rectangle triangle and square shape etc. and ask the question to the student on topic of area and perimeter. I taught perimeter of rectangle with formula and the perimeter of square with formula.





Shriwadi, Maharashtra, India  
7344002, Karam Rd, Samad Nagar, Karam, Shriwadi - Maharashtra 421102, India  
Lat: 19.254195°  
Long: 73.556793°  
01/03/24 08:45 AM GMT +05:30

## LESSON No. 8

### BANKS AND SIMPLE INTEREST

I took the help of Noorul - A'in ma'am for the preparation of this lesson. She guide me well and then she checked my lesson plan. The lesson was conducted on 29/2/24 (Thursday) VI (D).

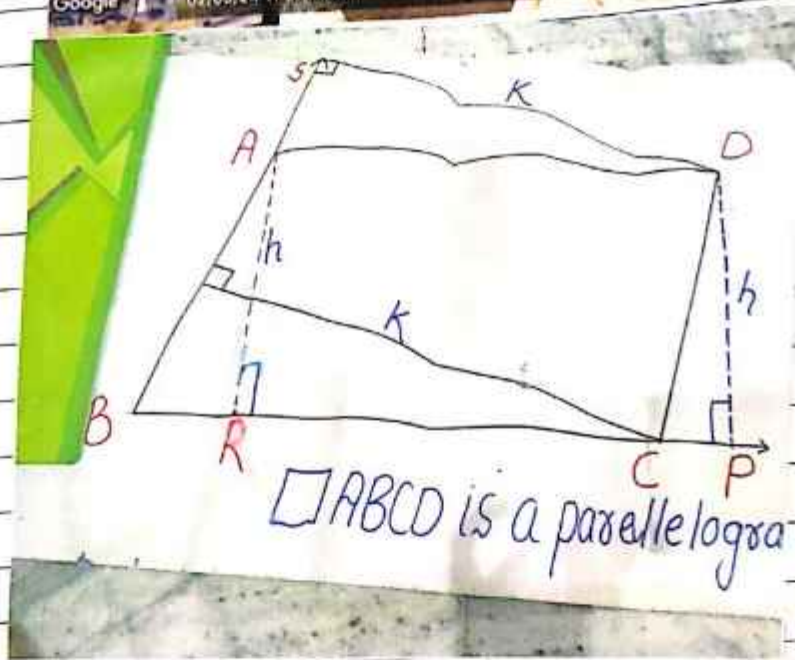
This lesson <sup>(Naitakam)</sup> was co-teaching with Hetal ma'am. For creating interest in this chapter I used picture of bank, ATM card bank passbook etc. And ask the question with the student on topic of Bank and simple interest. I taught the bank and different types of bank account and how to calculate simple interest with two examples simple interest example - on principle of ₹ 100 the interest is ₹ 7.



## LESSON No. 9

### LINEAR EQUATION IN TWO VARIABLES

I took the help of Noorul-Ain ma'am for the preparation of the lesson. She guided me well and checked my lesson plan. The lesson was conducted on 27 Feb. 2024. This lesson was a co-teaching with Ansari Amina Ma'am. For creating interest in this chapter, I ask some questions to the student. I develop the quality to be punctual as I had to reach in time.





## LESSON No-170

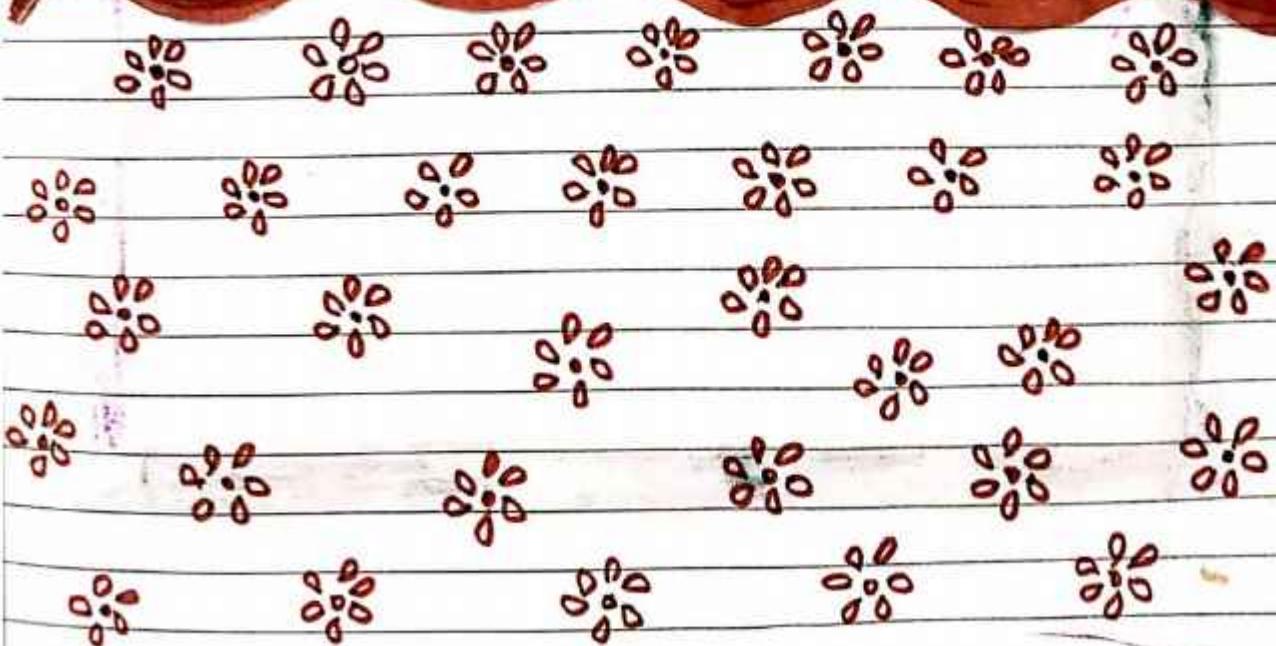
### AREA

I took the help of - Noorul - Ain ma'am for the preparation of this lesson, she guide me well and then she checked my lesson plan. The lesson was conduct on 2/3/24 (Saturday) VIII (E). This lesson was the co-teaching with Hebal ma'am. This is lesson was "Nai Taleem". For creating in this chapter, I used picture and chart, different shapes and show the cut of the parallelogram. For creating in this chapter If the student will come the stage and solve the problem in this blackboard.

# CURRICULAR ACTIVITY

# DIFFERENT SHAPES IN MATHEMATICS

## MATHEMATICS QUIZ





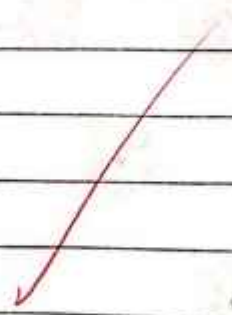
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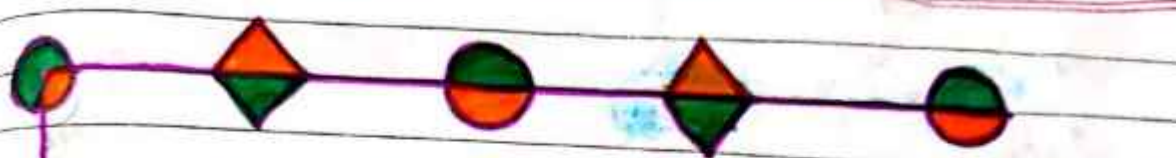


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Bhiwandi, Maharashtra 421302, India  
Lat 19.295142°  
Long 73.066631°  
02/03/24 09:45 AM GMT +05:30



Bhiwandi, Maharashtra, India  
7384+4R2, Samad Nagar, Kaner, Bhiwandi, Maharashtra 421302, India  
Lat 19.295124°  
Long 73.066631°  
02/03/24 09:46 AM GMT +05:30





# ACTIVITY-1

## (DIFFERENT SHAPES IN MATHEMATICS)

Learning shapes not only helps children identify and organize visual information. It helps them learn skills in other curriculum areas including reading, math and science. Geometric shapes are often used to represent mathematical objects because they provide a visual representation that can help to make abstract concepts easier to understand.

### WINNERS -

ANSARI AZHAN ASHFAQUE .

KHAN MOHAMMAD RAYYAN

SENDU ALI





Bhiwandi, Maharashtra, India  
Raj high school campus ground, Samad Nagar, Kaner, Bhiwandi,  
Maharashtra 421302, India  
Lat: 19.294248°  
Long: 73.056462°  
02/03/24 09:42 AM GMT +05:30



Bhiwandi, Maharashtra, India  
Raj high school campus ground, Samad Nagar, Kaner, Bhiwandi,  
Maharashtra 421302, India  
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Long: 73.056438°  
02/03/24 09:42 AM GMT +05:30



Bhiwandi, Maharashtra, India  
Raj high school campus ground, Samad Nagar, Kaner, Bhiwandi,  
Maharashtra 421302, India  
Lat: 19.295227°  
Long: 73.056449°  
02/03/24 09:42 AM GMT +05:30

# ACTIVITY-2

## (MATH QUIZ)

A quiz in mathematics is a short examination designed to gauge a student's grasp of the subject over a relatively brief period. Using quizzes like this is a great way to gauge a student body's mathematics knowledge, ability and potential. The competition aimed to get students thinking about how the principles they were learning in the classroom might apply to real world scenarios. Student may learn to evaluate themselves via quizzes.

**WINNER -**

**SHAIKH JAVERIA MUSLIM**

**ZAINAB RAMEEZ MOALLIM**

**MOMIN SAKINA ABBAS**

DAILY

REPORT

MOMIN SAKINA ABRAR



# DAY-1

DATE - 21/2/24

DAY - WEDNESDAY

Today was the first days of my school internship in R. M. G. S Engg. Med. High School.

Today my proxy in VI (D) in which I had conduct the puzzles and ask the some questions about your aim.

In the III<sup>rd</sup> period, take a lesson of 'Triangle and their properties' in the VI (D). and the observe by SAYEED MOMIN SIR.

# DAY-4

DATE - 24/2/2024

DAY - SATURDAY

I had an lesson of co-teaching to my co-teaching was Ansari Aamina while teaching with her.

I gain a different type of experience at how can we teach with someone. It have to collaboration with my peers and we were teaching the lesson no. 7 of the Profit and Loss in VI (D) 2nd period. There was a "Nai taleem" lesson no. 7 in which profit and loss. I has teach the lesson which was based on some activity. I explained it with examples and I was good experience. I developed the quality to be punctual as I had to reach on time.

This lesson was observer by Momin Sayeed sir.

# DAY-2

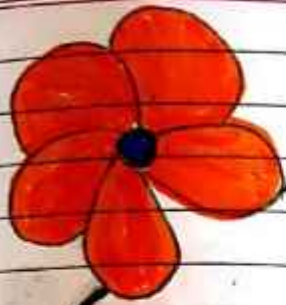
DATE - 22/2/24

DAY - THURSDAY

Today was the second day of my school internship as R.M.E.S Bng Med. High School.

In the IV period was proxy in VI (E) in which I had a conduct of awareness activity.

In the 3<sup>rd</sup> period of , take a lesson of 'area' in class VIII (E). And the observe by Mr. Ashok Sir.



# DAY-3

DATE - 23/2/24

DAY - FRIDAY

Today was the third day of my school internship as K.M.E.S Eng Med High School.

In 4<sup>th</sup> period, take a lesson of 'perimeter and area' in class VI (A) and the observer by Mrs. Busma Sayyed ma'am.




# DAY-5

DATE - 27/2/2024

DAY - TUESDAY

I had on lesson of co-teaching to my co-teaching was my peer Ansazi Amunia while teaching with her. I gain a different-type of experience at how can we teach with someone I have collaboration with my peers and we were teaching the lesson no. 5 of the statistics in VII (B). This lesson was observed by Mrs. Pratikha ma'am.

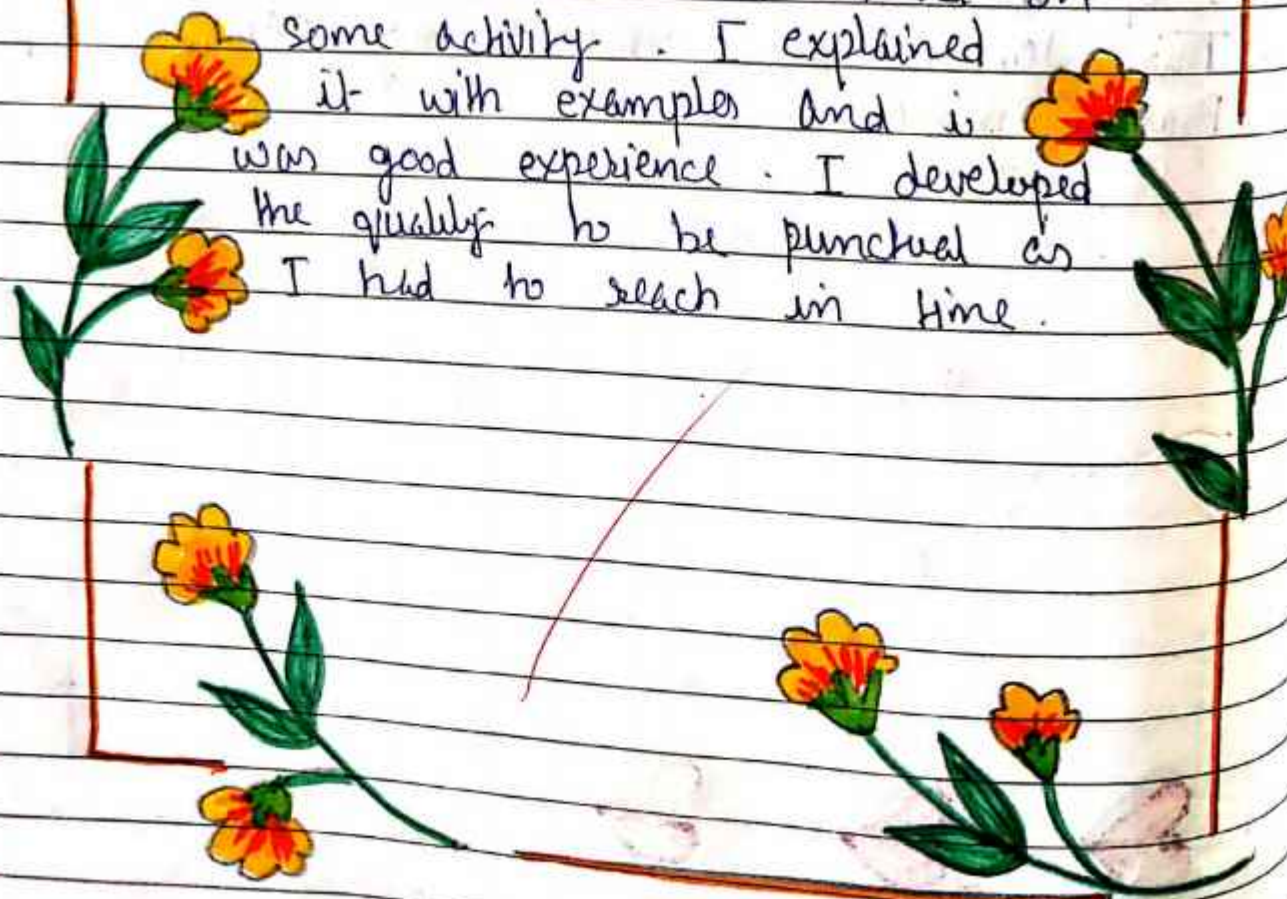


# DAY-6

DATE - 27/2/2024

DAY - TUESDAY

There was a "Nai Taleem" lesson no. 6 in which "Perimeter and Area" in class V (C). I had to teach the lesson which was based on some activity. I explained it with examples and it was good experience. I developed the quality to be punctual as I had to teach in time.



# DAY-7

DATE - 28/2/2024

DAY - WEDNESDAY

I had on lesson of co-teaching to my co-teaching was my peer "Hetal Prakash" while teaching with her. I gained a different-type of experience at how can we teach someone. I have collaboration with my peers and we were teaching the lesson no. 8 of the lit "Bank and simple interest" in class VI (D).

This lesson was observe by "Durakshan Momin Ma'am"

# DAY-8

DATE - 29/2/2024

DAY - THURSDAY

I had on lesson of co-teaching to my co-teaching was Hetal Prakash while teaching with her. I gain a different type of experience at how can we teach with someone. I have to collaboration with my peers and we were teaching the lesson no. 8 of the "Problems on measurement" in V (A) . IV period. I has teach the lesson which was based on activity.

I explained it with examples and I was good experience. I developed the quality to be punctual as I had to reach on time

This lesson was observed by "Mr. Ali Thodgse" sir.



# DAY-9

DATE - 09/3/24

DAY - FRIDAY

I had on lesson of co-teaching to my co-teaching was my peer Anusari Amira while teaching with her I gain a different types of experience at how can we teach with someone.

I have collaboration with my peers and we were teaching the lesson no. 9 of the linear equation in two variable in class IX.

This lesson was observe by "Mr. Ali Thodgre".

# DAY-10

DATE - 2/3/24

DAY - SATURDAY

On the last-day of the internship  
"Prize distribution" in class VII (D)  
and 7<sup>th</sup> (B).

In the IV period of prize distributed  
in this class.

There was a "Nai Taleem" lesson in  
which "Area" topic lesson no. 10  
in 7<sup>th</sup> period class VIII A. I had  
to teach the lesson which was based  
on some activity. I explained it  
with examples and I was good  
experience. I developed the quality  
to be punctual as I had to reach  
in time.

This lesson was observe by  
Sadiya Patel Ma'am.





REPORT  
ON  
ACTION  
RESEARCH

# Action Research Report

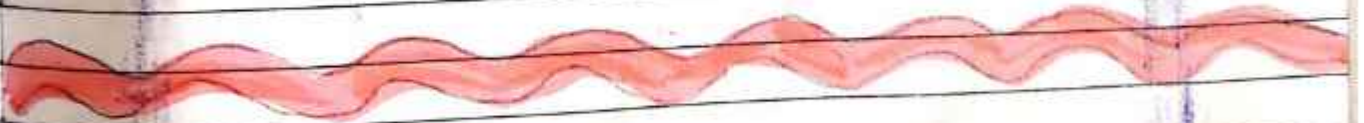


On 20 March, 2024 (Wednesday) we visited the R.M.E.S Eng. Med High School for a action research. On the that day I got VI (D).

I took only the pre-test that day, on the topic Nutrition and diet in science. In 3rd period, I taught science through PPT method. in which my topic was Nutrition and diet, the student had to tell which question was correct and which was incorrect. Student create the interest and joyful. After some time / next period I was conduct the post test in the 4th lecture in which there was a improve-ment in the student in the post test as compared to pre-test. Then in the compared to pre-test we also do the student joyful by students.



REPORT  
ON COMMU-  
NTY WORK



# CLEANLINESS AND HYGIENE

(Swachh Bharat Abhiyan)

In 2nd March, 2024 during my internship me and my friends has done "Swachh Bharat Abhiyan" in the K.M.E.S Campus. It was small efforts towards the cleanliness Swachh Bharat Abhiyan has been transformation for student in our school. It has not only made our campus clear and more hygiene but also instilled a sense of responsibility and pride among students. Moving forward, we are committed to continuing our efforts towards maintaining cleanliness and promoting hygiene in due effort toward maintaining cleanliness and promoting hygiene in our school and beyond.

We would like to thank our teachers, staff and fellow student for their support and participation in Swachh Bharat Abhiyan.



# TREE PLANTATION

On 21 March, 2024, a tree plantation activity was conducted by me and my friends at K.M.E.S School as part of our environmental conservation initiative.

The primary goal of the activity was to raise awareness about the importance of tree in our ecosystem, promote environmental sustainability, and encourage students to actively participate in green initiatives. The activity not only contributed to increasing green cover but also fostered a sense of environmental stewardship among participants.

Students were educated about the role of trees in combating climate change, improving air quality and supporting diversity.

We would like to thank our teachers, staff and students for their support and participants in tree plantation.

# AWARENESS ACTIVITY







# REPORT ON AWARENESS ACTIVITY

## (SAVE TREE)

Saving a tree means saving a life! Trees contribute so much to our planet that they are a vital part of our ecosystem. Trees make our environment and atmosphere habitable for us by keeping the temperature balanced. Trees provides so much to humans in the form of fruits, medicines and shelter that thinking life without them impossible.

**TREES ARE LIKE BREATHING LUNGS FOR THE EARTH. THEY KEEP THE EARTH'S TEMPERATURE BALANCE BY RELEASING OXYGEN INTO THE ATMOSPHERE.**

**PLANTING MORE TREES ADDS MORE TO THE BEAUTIFICATION OF THE EARTH.**



# REFLECTION

Overall, my internship programme was very positive. The things I would change are small and easy changes to make, and the thing I have learned on invaluable.

I learned a lot about my strength and weakness during an internship. I got the good feedback from the teacher. My confidence level is increase by this internship programme. I was exploring new ideas of activity.

I would like to my Prof. Momin Shabeena Ma'am for her counseling support. Internship is actually a fun. I get to know when I when thought it. Internship lesson teaching, activities with student was really worth. Many thing like student-behaviour and their classroom management. I thought to know through their internship programme.

Sen



Ref No: KMES/B.ED/4812/2024

KONKAN MUSLIM EDUCATION SOCIETY

# College of Education

Affiliated to the University of Mumbai  
Date: - 9<sup>th</sup> Feb, 2024  
Code No.: 01065

To,  
The Headmaster / Headmistress,

*K. M. E. S. English Med. High School & Junior  
College*  
Respected Sir/ Madam,

For training our students we need good prestigious schools in Bhiwandi. As Schools are our laboratories where the B.Ed. students have to perform their Practice Lessons & Internship. As a part of SEM-IV B.Ed. Curriculum Internship will be for Four Weeks. It will be a great honor for our college if you permit us for practice teaching & internship.

I hope you will extend whole hearted Co-operation during our practice teaching session.

No. of Students.

Thanks & regards.



*[Signature]*  
Principal  
Dr. (Mrs.) R.K. VILKU  
**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

Date: 9<sup>th</sup> Feb. 2024

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 07 No. of pupil teachers in our institution.

*[Signature]*  
Principal  
(Seal & Stamp)

**PRINCIPAL**  
K.M.E. Society's English Medium  
High School & Jr. College, Bhiwandi

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.



KONKAN MUSLIM EDUCATION SOCIETY'S  
COLLEGE OF EDUCATION  
158, Old Thane Road, Rats High School Campus, Bhiwandi, Dist-Thane - 41302.

Email - [kmesbedbwd01065@gmail.com](mailto:kmesbedbwd01065@gmail.com) Cont. 8806500040


## S.Y.B.Ed. Sem-III


Lesson & Internship  
Programme

18<sup>th</sup> Dec to 23<sup>rd</sup> Dec

&

2<sup>nd</sup> Jan to 15<sup>th</sup> Jan

  
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





KONKAN MUSLIM EDUCATION SOCIETY'S  
B.Ed College  
Old Thana Road, Rals High School Compound, Bhiwandi 421 302

KMES/B.Ed/1570/2023

Date: 02.09.2023

### Notice

All the students of S.Y.B.Ed (Sem-III) are hereby informed that the Lesson & Internship Programme is as follows.

Contact your Lesson Incharge for your teaching schools.

- 1) 11<sup>th</sup> September to 16<sup>th</sup> September
- 2) 25<sup>th</sup> September to 30<sup>th</sup> September
- 3) 1<sup>st</sup> November to 9<sup>th</sup> November
- 4) 23<sup>rd</sup> November to 30<sup>th</sup> November
- 5) 1<sup>st</sup> December to 24<sup>th</sup> December
- 6) 2<sup>nd</sup> January to 30<sup>th</sup> January

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

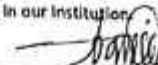
**PRINCIPAL**

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

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

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 01 No. of pupil teachers in our institution.


  
**NISAR SAYED**  
(School Master)  
Usama Urdu High School  
& Jr. College Bhusawal

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 01 No. of pupil teachers in our institution.

  
क. स. शिवराव शिवाजी  
क. ओ. शिवाजी शिवाजी गट  
उदु र्. क्र. 92/5, कल्याण.

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.


To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.


I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 01 No. of pupil teachers in our institution.

  
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
Col

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

  
HEADmistress  
SALAFUDDIN BHUTAI MEMORIAL  
(Seal & Stamp) H.O.C.  
BHANT NAGAR, BHIWANDI, (THANE)

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

Date: 13<sup>th</sup> Dec. 2023

To, *Handwritten name*  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our Institution. Kindly send 01 No. of pupil teachers in our Institution.

*Handwritten signature*

Principal  
(Seal & Stamp)  
SARASWATI VIDYA MANDIR  
TRIMURTI SCHOOL

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

Date: 13<sup>th</sup> Dec. 2023

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our Institution. Kindly send 01 No. of pupil teachers in our Institution.

*Handwritten signature*

Head Mistress  
Principal  
Asha Girls High School  
(Seal & Stamp)  
Bhiwandi, Dist. Thane

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

Date: 13<sup>th</sup> Dec. 2023

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our Institution. Kindly send 2 No. of pupil teachers in our Institution.

*Handwritten signature*

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

*Handwritten signature*  
Principal  
(Seal & Stamp)  
Head Mistress  
Maryam Girls (English) High School  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Thane

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.



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

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 20<sup>23</sup>- 2024

Name of the School Fakih English School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
18/12/23 Monday	1	8:00 AM to 8:30 AM	68	Kuwari Sara	01	Maths	X	9/10
19/12/23 Tuesday	2	9:00 AM to 9:30 AM	68	Kuwari Sara	02	Maths	VIII-B	9/10
20/12/23 Wednesday	3	9:00 AM to 9:30 AM	68	Kuwari Sara	03	Maths	VI-A	10/10
21/12/23 Thursday	4	11:00 AM to 11:30 AM	68	Kuwari Sara	04	Maths	V-A	10/10
22/12/23 Friday	5	12:00 PM to 12:30 PM	68	Kuwari Sara	05	Maths	VII-A	9/10
23/12/23 Saturday	6	8:00 AM to 8:30 AM	68	Kuwari Sara	06	Maths	IX	8/10
31/12/24 Wednesday	7	8:30 AM to 10:00 AM	68	Kuwari Sara	07	Maths	VIII-B	9/10
4/1/24 Thursday	8	8:30 AM to 9:00 AM	65	Kuwari Sara	08	Maths	V-A	9/10

Signature of the Incharge Teacher

Principal's Sign.



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

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 20 - 20

Name of the School Mariyam Usha English High School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
8-12-23	1	2:00 PM	82	Sayed Quratulain Raes	1	Science	V	8/10
18-12-23	2	1:30 PM	82	Saye Khan Sauma	1	Science	V	8/10
26-12-23	3	4:30 PM	93	Shaikh Shama Parveen	1	Science	V	8/10
19-12-23	4	3:45 PM	82	Sayed Quratulain Raes	2	Science	V	10/10
19-12-23	5	1:30 PM	82	Khan Sauma Firaz Alam	2	Science	V	9/10
27-12-23	6	2:30 PM	82	Shaikh Shama Parveen	2	Science	VI	8/10
20-12-23	7	2:30 PM	82	Sayed Quratulain Raes	3	Science	VI	10/10
20-12-23	8	2:30 PM	82	Khan Sauma Firaz Alam	3	Science	VI	10/10

Signature of the Incharge Teacher

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

Wem 11] S.Y B.ED

KONKAN MUSLIM EDUCATION SOCIETY'S

12, 13, 8, 9, 10, 11

# College of Education

Old Thane Road, Rals High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 2023 - 2024

Name of the School K.M.E.S ENGLISH MED. HIGH SCHOOL Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
22/12/23 Friday	51	9:30 to 10:00	01	Ansari Amina Bano	04	Eco.	9th G	09
22/12/23 Friday	42	9:00 to 9:30	28	Shaikh Aiza Saleem	04	Hist.	5A	09
22/12/23 Friday	3	8:30 to 9:00	16	Hetal Prakash Khatri	04	Eco.	9th E	09
22/12/23 Friday	54	9:30 to 10:00	44	Uzma Mohd. Aun	04	Science	7th D	08
22/12/23	5		24	<del>Raheen Bano Monaf</del>	<del>04</del>	<del>English</del>		
22/12/23 Friday	16	7:30 to 8:00	32	Shaikh Nehan Sadique	04	Eng.	9th E	8
22/12/23 Friday	57	9:30 to 10:00	14	Khan Saniya parveen	04	Maths	6th C	08
22/12/23 Friday	8							

Signature of the Incharge Teacher

Principal's Sign.



KONKAN MUSLIM EDUCATION SOCIETY'S

# College of Education

Old Thane Road, Rals High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 2023 - 2024

Name of the School AL-Hamd High School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
23/12/23	1	9:00-9:30	29	Shaikh Halima Naseem	01	math	V	08
18/12/22	2	8:30-9:00	59	Khan Alia Gulam Rasool	01	sci	1Xth	09
18/12/23	3	10:45-11:45	79	Mujahid Ayesha Ibrahim	01	math	VIII	08
23/12/23	4	8:30-9:00	29	Shaikh Halima Naseem	02	math	VI	09
23/12/23	5	10:45-11:15	59	Khan Alia Gulam Rasool	02	Sci	Xth	08
23/12/23	6	8:30-9:00	79	Mujahid Ayesha Ibrahim	02	math	VII	09
21/12/23	7	11:45-12:15	29	Shaikh Halima Naseem	03	math	XII	08
21/12/23	8	8:30-9:00	59	Khan Alia Gulam Rasool	03	Sci	PRINCIPAL'S SIGN	08

Signature of the Incharge Teacher

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

Konkan Muslim Education Society's

S.Y. B. Ed. 2023-2024

Society's College of Education B.Ed

852-MS-III

Roll No.

NAME

DAILY ATTENDANCE

1 2 3 4 5 6 7 8 9 10 11 12 13

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FOR THE MONTH OF December

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No. of Days

ABSENT PRESENT LEAVE HOLIDAY

REMARKS

88 Bibi Muskan Md. Mubarak Shaikh

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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

Principal  
CARASWATI ENGLISH HIGH SCHOOL  
Narpoli, Bhiwandi.

S.Y. B. Ed. 2023-2024  
 Konkan Muslim Education Society's College of Education B.Ed  
 Term - III

Sl. No.	NAME	DAILY ATTENDANCE												FOR THE MONTH OF Jan 2024												No. of Days				REMARKS							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		29	30	31	PRESENT	ABSENT	LEAVE	VAC
38	Singh deepak Ranvirshi												PRESENT																				06	00			
81	Patel Sanjay Jalbahadur												PRESENT																				06	00			
80	Patel Ashok Jalbahadur												PRESENT																				06	00			

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

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

*[Signature]*  
 Principal  
 Sharada High School  
 Bhanderi Compound, Narpoli,  
 Bhiwandi - 421 302 (Thane)  
 India - 16-19-070



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

S.Y.B.Ed. Sem-III 2023-24

Lesson Observation Duty Chart

	Monday 18/12/2023	Tuesday 19/12/2023	Wednesday 20/12/2023	Thursday 21/12/2023	Friday 22/12/2023	Saturday 23/12/2023
K.M.E.S. English Medium High School. (Morning)	Shabeena Mam	Noorulain Mam	Sana Mam	Nafiya Mam		Nafiya Mam
Aqsa Girl's High School. (Afternoon)	Sumaiya Mam	Nafiya Mam	Sumaiya Mam	Sana Mam		Sumaiya Mam
Momin Girl's Urdu High School. (Morning)	Sana Mam	Shabeena Mam	Shabeena Mam	Noorulain Mam		Noorulain Mam

*Rh*

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

*[Signature]*

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

*[Signature]*

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



# Lesson and Internship Programme

S.Y.B.Ed. Sem-IV

21/02/2024

To

09/03/2024

  
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



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

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

K.M.E.S/B.Ed./190<sup>4</sup>/2024

1<sup>st</sup>, Feb 2024

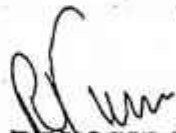
**Notice**

All the students of **S.Y.B.Ed. (Sem-IV)** are hereby informed that Practice Lessons & Internship Programme is Scheduled for **5 weeks (21<sup>st</sup> Feb 2024 to 18 March 2024)**

**(Attendance is Mandatory)**

  
**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

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





KONKAN MUSLIM EDUCATION SOCIETY'S

# College of Education

Affiliated to the University of Mumbai  
Code No.: 01065

Date: - 9<sup>th</sup> Feb, 2024

Ref No: KMES/B.ED./ 1812 /2024

To,  
The Headmaster / Headmistress.

*Fakih English High School.*

Respected Sir/ Madam,

For training our students we need good prestigious schools in Bhiwandi. As Schools are our laboratories where the B.Ed. students have to perform their Practice Lessons & Internship. As a part of SEM-IV B.Ed. Curriculum Internship will be for Four Weeks. It will be a great honor for our college if you permit us for practice teaching & Internship.

I hope you will extend whole hearted Co-operation during our practice teaching session.

No. of Students.

Thanks & regards.



*[Signature]*

Dr. (Mrs.) R.K.VILKU  
PRINCIPAL

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

Date: 9<sup>th</sup> Feb. 2024

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

*[Signature]*  
PRINCIPAL  
Konkan Muslim Education Society's  
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Dist. Thane

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**FAKIH ENGLISH PRIMARY SCHOOL**  
Regd.No.SF/2013/C85/13 (II) No.19/T.05/01/2013  
100B, New Gauripada,  
Babu Chuniwala Compound,  
Bhiwandi-421302. (Dist.Thane)

*[Signature]*  
Principal  
(Seal & Stamp)

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 03 No. of pupil teachers in our institution.



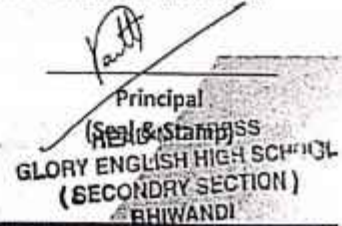
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Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

Date: 9<sup>th</sup> Feb. 2024

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Dist. Thane  
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Head Mistress  
Khawaja Garib Nawaz Urdu High School  
Bhiwandi-421302 Dist. Thane  
Principal  
(Seal & Stamp)

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

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Bhiwandi, 421302.

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*Signature*  
मुंबई महानगरपालिका  
पोलाना अहिले कोसि हलका वुई इई सुल  
महा कॉलोनी, नदी मार्ग,  
बिबंठी ४२२ ३०२ जिल्हा ठाणे

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

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Old Thana Road, Bhiwandi, Dist. Thane-421302.

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Principal  
(Seal & Stamp)

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

Sem-IV  
**KONKAN MUSLIM EDUCATION SOCIETY'S**  
**College of Education**

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

**Practice Lesson Time - Table 2023- 20 24**

Name of the School Maluma Eng High School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
21-02-24	1	12:30-01:	74	Momin Fauziya Aslam	01	Maths	V	09/10
21-02-24	2	3:30-4:2	96	Siddiqui Mariya A-Rahim	01	Maths	VI	08/10
22-02-24	3	1:30-02:	74	Momin Fauziya Aslam	02	Maths	VI	08/10
22-02-24	4	1:30-02	96	Siddiqui Mariya A-Rahim	02	Maths	VI	09/10
23-02-24	5	10:30-11:	74	Momin Fauziya Aslam	03	Maths	VII	10/10
23-02-24	6	1:30-2:30	96	Siddiqui Mariya A-Rahim	03	Maths	IX	07/10
24-02-24	7	2:30-3:	74	Momin Fauziya Aslam	04	Maths	VII	08/10
24-02-24	8	2:30-2:30	96	Siddiqui Mariya A-Rahim	04	Maths	VIII	09/10

Signature of the Incharge Teacher \_\_\_\_\_

Principal's Sign. \_\_\_\_\_



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**College of Education**

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**Practice Lesson Time - Table 20 - 20**

Name of the School K.M.E.S English Medium High School Name of the Lecturer : \_\_\_\_\_


Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
Saturday 02/03/24	1	8:00 to 8:30	01	Ansari Amina Rees	10	Maths	VE	08
Saturday 02/03/24	2	—	14	Khan Saniya parveen	10	Science	—	—
Saturday 02/03/24	3	11:00 to 11:30	16	Khatxi Hetal prakash	10	Maths	VIII E	06
Saturday 02/03/24	4	8:00 to 8:30	28	Shaiikh Fiza Saleem	10	English	VI/D	08
Saturday 02/03/24	5	9:00 to 9:30	35	Shaiikh Rahat Bano	10	English	VII B	04
Saturday 02/03/24	6	11:00 to 11:30	44	Uzma Mohd Aun	10	Maths	VIII E	06
Saturday 02/03/24	7	10:00 to 10:30	28	Shaiikh Fiza Saleem	7	English	VE	08
Saturday 02/03/24	8	11:30 to 12:00	35	Shaiikh Rahat Bano	7	English	VI D	05

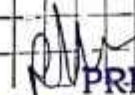
Signature of the Incharge Teacher \_\_\_\_\_

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SC. 10 IV FOR THE MONTH OF February

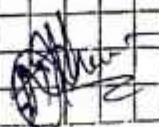
Sl No	NAME	DAILY ATTENDANCE												FOR THE MONTH OF February																					
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15	Khan Sideda Saghib	IN TIME																																	
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		SIGN																																	
19	Momin Saja Shabbir	IN TIME																																	
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		SIGN																																	
26	Shaikh Ankaif Fahim	IN TIME																																	
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		OUT TIME																																	
		SIGN																																	
31	Shaikh Nashrah Abdulrazzaque	IN TIME																																	
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		OUT TIME																																	
		SIGN																																	
41	Singh Dipali Arvind	IN TIME																																	
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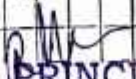
  
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NO

NO	NAME	IN TIME	DAYS																			
			1	2	3	4	5	6	7	8	9	10	11	12	13							
40	Siddiquee Hifza Ashfaque	IN TIME																				
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30	Shaikh Sadaf	IN TIME																				
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70	Momin Zunara	IN TIME																				
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		CUT TIME				12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30	12:30
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# B. Ed. LESSON PLANNER

*Simple*

Name of the Pupil Teacher: Momin Arshi Fayyaz Ahmed Roll No.: 72  
 Name of Practice Teaching School: Pedar International School  
 Lesson No.: 02 Subject: English  
 Date: 21-12-23 Std: VIII Div:      Topic: Poem 15, The Unicorn  
 Previous Knowledge: Students are aware of different mythological characters and animals.

Instructional Objectives	Specifications
Remembering - The pupil recalls his knowledge about different mythological characters and animals.	The pupil is recalling his knowledge about different mythological characters and animals.
Understanding - The pupil understands the poem 'The Unicorn', its theme.	The pupil is understanding the poem 'The Unicorn' and its theme.
Applying - The pupil reflects on the missed opportunities in his own life.	The pupil is reflecting on the missed opportunities in his own life.
Evaluating - The pupil evaluates his understanding of the poem.	The pupil is evaluating his understanding of the poem.

Teaching Aids: PPT of poem and pictures of different animals  
 Core Element: Importance of seizing opportunity, Egalitarianism  
 Core Values: Ethical decision making, appreciation for diversity  
 Values: Environmental stewardship, Resilience  
 Methods/Skills: Explanation, Questioning, Brainstorming

## SET INDUCTION

Teacher's Activity	Pupil's Activity
Teacher greets the students and asks them few questions - 1) Have you heard any mythological stories? 2) Can you name some mythological characters/animals?	Students greet back and answers - → Yes → Dragon, Unicorn, Phoenix, etc.

Statement of Aim: Today we are going to study one such poem of the mythological character unicorn who missed boarding the Noah's Ark in the poem 'The Unicorn'

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## B. Ed. LESSON PLANNER

Teaching Points	Teaching Activity	Pupil Activity
Loud Reading.	Teacher reads the poem loudly with proper voice modulation.	Students listen carefully.
Silent Reading	Teacher asks the students to read the poem silently.	Students read the poem silently.
Sim of the Question.	1) Based on the title, alone what do you think the poem might be about? 2) What do you think the role of the unicorn will be in the poem?	Students listen carefully and answer the questions.
Explanation - Introduction	This poem is the mythological story where a unicorn misses to board the Noah's Ark.	
As long time - - - - - - - lowest of all was the Unicorn	Teacher explains the appearance of the earth ages ago and how different types of animals lived on the earth but the prettiest of them was the Unicorn.	
But the Lord - - - - - - - - don't you forget my Unicorn.	Teacher further explains that God saw some sins on the beautiful Earth which infuriated Him and decided to flood the earth. But he asked Noah to build an ark and take all the animals with him so that they can be saved and asked him not to forget the loveliest animal - the Unicorn.	Students listen carefully to the explanation.
Now Noah was there - - - - - - - - cause I just don't see Unicorn.	As Noah finished making the ark, he called out all the animals and got them with him but couldn't find the Unicorn nowhere.	
O Noah - cant wait for the Unicorn	It was raining heavily and all the animals boarded the ark but the Unicorn was busy playing silly games. As it was raining cats and dogs, Noah asked to close the door of the ark leaving Unicorn behind in the flood.	

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# B. Ed. LESSON PLANNER

Activity  
listen  
read the  
entire  
listen  
and  
u

Teaching Points	Teaching Activity	Pupil Activity
<p>Plan the ark... never gonna no unicorn.</p> <p>Core elements and values - The unicorn being busy in playing games or people being unable to seize the opportunity or correct the while they give opportunity to still work Noah not discrimina- ting among the animals and saves the students circulate capitalism.</p>	<p>As the ark started moving, all the animals were saved and brought to the new world but since the unicorn was busy playing silly games and missed the ark, it can't be brought to the new world because of which we cannot see the unicorn today.</p> <p>Encourage students to make correct decision on time and do not discriminate among people.</p>	<p>Students listen carefully.</p> <p>Students listen carefully and understand.</p>

steps  
to  
tion.

Recapitulation: Can you summarize the main events of the poem in your own words?

Application: How do you think the story of the unicorn missing Noah's Ark reflect on the theme of missed opportunities in our own lives?

Evaluation: 1) Which animals were sheltering in the ark?  
2) Why did the unicorns cannot board into Noah's Ark?

3) Find a word from the poem that means the same as 'foolish'.

Assignment: Write a creative short autobiography from the perspective of the unicorn who missed Noah's Ark.

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# CHALK BOARD SUMMARY

Date: \_\_\_\_\_ Std.: VIII Div.: \_\_\_\_\_  
 Subject: English Topic: Poem 15. The Unicorns.

Important phrases with meanings:  
 Irona make it rain - The Great Flood as depicted in the Bible.  
 Two by two - pairs of each kind  
 Drifted with tide - carried away by the movement of wind and water.

Assignment  
 Write a creative short autobiography from the perspective of the Unicorns who missed Noah's Ark.

## RATING SCALE

No.	Teaching Point	Excellent	Good	Average	Poor
	Set Induction.				
	Explanation				
	Expression				
	Body Language				
	Behaviour				
	Language Fluency				
	Content Knowledge				
	Example Used				
	Teaching Aids				
	Creativity & Innovation				
	Interest Created				
	Student's Participation				
	Chalk Board Work				
	Questions Asked				
	Class Control				
	Core Element Inculcated				
	Objective Achieved				
	Time Management				
	Homework given				
	Overall Performance				

Suggestion / Feedback / Remarks : \_\_\_\_\_

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## CHALK BOARD SUMMARY

Date: \_\_\_\_\_ Std.: VIII Div.: \_\_\_\_\_  
 Subject: English Topic: Poem 15. The Unicorns

Important phrases with meanings:

- 1) gonna make it rain - The Great Flood as depicted in the Bible.
- 2) two by two - pairs of each kind
- 3) drifted with tide - carried away by the movement of wind and water.

Assignment

Write a creative short autobiography from the perspective of the Unicorn who missed Noah's Ark.

### 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 : \_\_\_\_\_

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them if there is any misconception and appreciate them for their work.

### Conclusion: Recapitulation

Discussion method is used here for recapitulation.

Discussion.

### Resources / Materials:

Book, Pen, Colourful sticky notes, Chart paper.

### Assessment and Reflection:

#### Evaluation / Assessment

#### Strategies

##### Analysis:

##### Oral Questions:

- 1) What is an Essay?
- 2) What are the types of essays?
- 3) What are the key-points of an Essay?

Questioning

##### Reflection:

The students does introspection while finding 3 interesting things about himself and try to adopt good ones. Thus becoming a good citizen of the country.

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Dist. Thane

Simple

Name: Momun Ahsli-Rayyaz Ahmed Roll-No: 72

Date: 08-01-24 Std: IX

Topic: Paragraph Writing

Lesson-No: 10

School: Pooler International School.

### Cognitive Competencies:

The pupil improves the problem solving skill as they reconstruct the paragraph.

The pupil strengthens the cognitive abilities by making sentences with corresponding details.

The pupil applies their cognitive skills to independently develop a well structured paragraph.

### Psychomotor Competencies:

The pupil enhances their fine motor skills through the act of writing and physically manipulating sentence components to reconstruct paragraph.

The pupil refines their handwriting and legibility as they practice composing paragraphs in written form.

### Affective Competencies:

The pupil enhance their appreciation for teamwork and co-operation as they work with their bench partner.

The pupil enhance their self confidence as they engage in the process of paragraph writing and receive constructive feedback.

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## Content Analysis: (Teaching points)

- 1) Paragraph - Meaning
- 2) Structure of Paragraph.

### Main Content

### Teaching approaches

Teacher shows match up sentences with corresponding supporting details to form a coherent paragraph.

Brainstorming

Teacher writes a disorganized paragraph with missing key components and asks students to reconstruct it.

Critical Thinking

Teacher then explains the meaning of paragraphs.

Explanation

Teacher explains about structure of paragraphs with the help of a flow-chart.

Explanation

Teacher gives the topic "Artificial Intelligence" and ask the student to develop a paragraph along with the bench partner.

Brainstorming

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Teacher provides guidance to students' work.

### Conclusion : Recapitulation

Questioning is used here for recapitulation.

Questioning

1) What is a paragraph?

2) What are the key components of a paragraph?

### Assessment :

Develop a paragraph on the following topic -

'The Effects of Bullying and how to stop it.'

### Reflection :

Reflecting on the past experiences students will reflect on the cause and effects of bullying and how to stop it. Also, they develop their organisational skills as they organise their ideas and thoughts while writing paragraph.

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Name :- Shaikh Ankaaf Fahim	Practising school :-
Subject :- English (Grammar)	Aqsa Jiv's High school
Lesson No :- 03	Std :- 8th
Topic :- Tenses.	Date :- 10-01-23.
	Time :- 35 min.

**Lesson Outcome :-**

**1- Cognitive competencies :-**

- > The pupil develops a scientific attitude towards English language.
- > The pupil gets to know that tenses are the foundation of learning English grammar.
- > The pupil is able to understand the importance of tenses in English.
- > The pupil develops the four skills (LSRW) of students.

**2- Psychomotor competencies :-**

- > The pupil develops a sense of refinement, delicacy, literary taste and imagination.
- > The pupil demonstrates command of the conventions of standard English grammar and usage when writing and speaking.
- > The pupil is able to write a sentence using the past, present or future tenses.

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Affective competences :-

- > The pupil appreciates the aesthetic beauty of senses to be used as per the situation.
- > The pupil is able to create different meanings from the same verbs and help to anchor the listener to understand the meaning behind your story.
- > To enable the pupil to stress on hierarchical relationships between the people involved in the events and the actions that are being described by the speaker.

Previous knowledge :-

The pupil have the previous knowledge about senses.

Teaching Approaches:

questioning, discussion.

Oral Induction :-

Teachers ask the questions

1) By pointing towards the wall, which object do you see on wall?

Students answer: clock.

2) What clock shows?

Time

3) Which terminology in english shows the time?

Sense.

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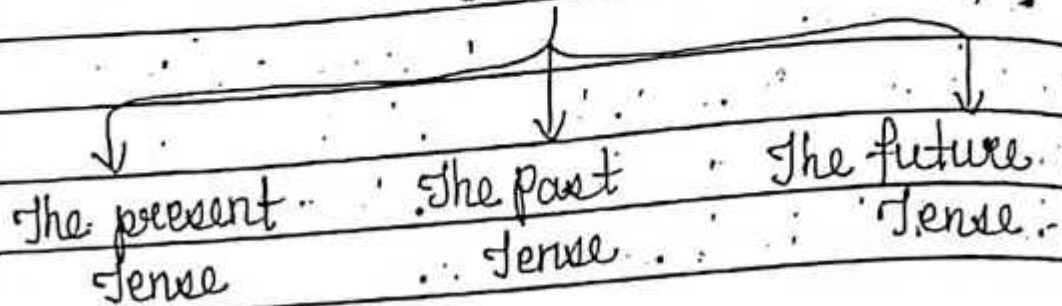
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## Content Analysis :- (Teaching points)

### 1) Definition of tense :-

Tense is the form of the verb which indicates the time of an action.

### 2) Types of Tenses :-



• Present tense :- expresses actions in the present tense.

• Past tense :- expresses actions in the past time.

• Future tense :- expresses actions which are likely to occur in future.

Here are some examples :-

a) I am happy (present tense)

b) We are happy (Present tense)

c) We were happy (past tense)

d) We will be happy (Future tense)

\* Further each tenses is divided into four types :-

## Present Tense.

Present Indefinite Tense      Present Continuous Tense      Present Perfect Tense      Present Perfect Continuous Tense

## Past Tense

Past Indefinite Tense      Past Continuous Tense      Past Perfect Tense      Past Perfect Continuous Tense

## Future Tense.

Future Indefinite Tense      Future Continuous Tense      Future Perfect Tense      Future Perfect Continuous Tense

• Today we will see only Present tense and its type.

Main content

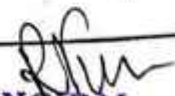
Teaching Approaches:

\* Present tense and its subtypes

Teacher teaches with the help of the chart in which some examples are given.

Demonstration, Discussion with examples.

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Present Indefinite Tense.	Present continuous Tense.
→ an action or event that takes place or just happened on the given context at the present moment.	→ ongoing actions, events or conditions that are still not finished.
→ Rule :- Subject + verb + object. ∴ S + V + O.	→ Rule :- Subject + helping verb (is/am/are) + main verb (ing) + object.
→ Example :- • Shally loves chocolate, cake. • I go to school every day.	→ Examples :- • She is playing basketball. • Birds are flying in the sky. • I'm learning English.

Present Perfect Tense	Present perfect continuous tense.
→ is used to describe a situation or event that has already occurred but has immediate ramifications.	→ The present perfect continuous tense shows a situation that have started in the past and continues in the present.
→ can be used to describe experiences and situations that occurred in the past but still have an influence on the present.	

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⇒ Rule :-

• Subject + helping verb (have/has) + verb (ed) + object.

⇒ Rule :-

• Subject + helping verb (have/has) + been + verb (ing) + object (optional) + since / for + time duration + object.

⇒ Examples :-

- she has not finished her work yet
- I have seen that movie twice
- we have visited mall several times.

⇒ Examples :-

- I have been learning English for many years
- He has been working here since 2010.
- We have been saving money.

Main content :-

Teaching approaches.

\* Quiz (Identify the tense and put in the correct column) activity. Teacher will conduct the activity for this activity teacher will need two participants from each row and give a card templates that will contain 10-12 sentences and tell the participants to figure out tense and put in the correct column

Team game

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Conclusion: Recapitulation	Questions
Questioning is used here for the recapitulation.	
Q1) Define Tense.	Students understand
Q2) How many types and subtype of tenses are there?	- nding and answer
Q3) Give example of present Indefinite tense.	- eeing the questions

Resources / Materials:  
chart, chalk, duster.

Assessment and Reflection Strategies  
Evaluation / Assessment  
Analysis

By taking written test

Q) Identify the tenses.	construction of sentences according to the time event and action.
1) He bought a new laptop last week.	
2) She lives in Spain	
3) He will be here soon.	

Q) Match the sentences with correct tense.

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Conclusion: - Recapitulation	Questions
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	- ions

Resources / Materials:  
chart, chalk, duster.

Assessment and Reflection Strategies  
Evaluation / Assessment Analysis

By taking written test construction of sentences according to the time, event and action.

Q) Identify the tenses.

- 1) He bought a new laptop last week.
- 2) She lives in Spain
- 3) He will be here soon.

Q) Match the Sentences with correct tense.

1) She is playing basketball  
2) I have seen that movie  
- twice

a) Future continuous tense  
b) Present perfect tense

3) I have been teaching english  
for many years.

c) Present perfect tense  
- now tense

Q) Fill in the blank with appropriate forms of verb  
given in brackets according to the tense form ment-  
ioned with each sentence.


1) Water \_\_\_\_\_ (freeze) at 0°C (simple present)

2) The little boy \_\_\_\_\_ (throw) a pebble into  
the pond (present perfect).

3) They \_\_\_\_\_ (leave) for Mumbai tomorrow  
(Present continuous tense)

Critical Reflection :-

Through this tenses pupil develops the proper  
formation of sentences with time and events.

  
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Name : Mariyam Razique Siddiqui	Practicing School:
Subject: English	Standard: VI
Lesson no: 02	
Topic:3.1 It Can Be Done	Date: 09/01/24 Time:

<p><b>Lesson Outcome:</b></p> <ol style="list-style-type: none"> <li><b>Cognitive competencies</b> <ul style="list-style-type: none"> <li>➤ The pupil will understand the consequences of a negative mindset.</li> <li>➤ The pupil will recognize the impact of innovation on society.</li> <li>➤ The pupil will identify examples of technological advancements mentioned in the poem.</li> <li>➤ The pupil will comprehend the theme of progress versus stagnation.</li> </ul> </li> <li><b>Psychomotor Competencies</b> <ul style="list-style-type: none"> <li>➤ The pupil will recite the poem with proper expression and emphasis.</li> <li>➤ The pupil will underline or highlight key phrases that signify innovation in the poem.</li> <li>➤ The pupil will write down examples of modern inventions that contrast with the "Age of Stone."</li> </ul> </li> <li><b>Affective Competencies</b> <ul style="list-style-type: none"> <li>➤ The pupil will appreciate the value of a positive and open-minded attitude towards new ideas.</li> <li>➤ The pupil will reflect on the importance of embracing change and progress.</li> <li>➤ The pupil will develop a critical stance towards the phrase "It can't be done" in real-life situations.</li> <li>➤ The pupil will show interest in learning about the history of inventions and their impact on the world.</li> </ul> </li> </ol>
--

<p><b>Lesson Structure:</b></p> <p><b>Previous Knowledge:</b> The pupil understands the concept of past and present, recognizing that some things exist now that didn't exist before.</p> <p><b>Set Induction:</b> The teacher will organize a "Yes, We Can!" brainstorming session. Pupils will be asked How would you play catch without a ball in the classroom?</p> <ul style="list-style-type: none"> <li>• The Students suggests making a paper ball.</li> <li>• Teacher conducts an activity and ask students to make a paper ball</li> </ul> <p>This activity will help students understand the value of innovation and creativity in their daily lives.</p>	<p><b>Teaching Approaches:</b></p> <p>Interactive Questioning</p> <p>Student Activity</p>
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The teacher will then show the class pictures of different technological inventions, such as an old rotary phone, a modern smartphone, a horse-drawn carriage, and a car. The teacher will ask the pupils which items they recognize and what they are used for. This will spark curiosity and engagement.

Demonstration



**Content Analysis: (Teaching Points)**

1. Importance of embracing challenges.
2. Consequences of resisting innovation.
3. Negative effects of pessimism.
4. Using search engines effectively.
5. Role of creativity in progress.
6. Examples of historic innovations.
7. Encouragement to think positively.
8. Value of persistence in efforts.

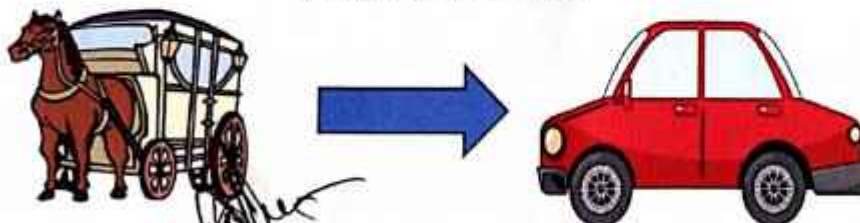
**Main Content :**

1. The teacher asks the students to share a time when they thought something was too difficult to do, but they eventually succeeded.
  - The Teacher justifies "Just like you overcame challenges, many inventors faced the same doubts. What if they had given up? We wouldn't have the things we love today."
2. The teacher compares the world before and after significant inventions, showing images of old technologies (e.g., horse-drawn carriages vs. cars).
  - The Teacher Explains If people said, 'It can't be done,' we would still be using the old ways, like the Age of Stone mentioned in the poem."

**Teaching Approaches**



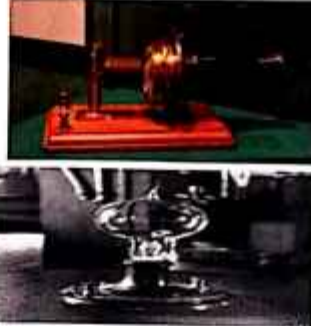
Demonstration  
Visual Aids  
Discussion

Visual Aids  
Discussion



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<p>3. The teacher creates a timeline on the board showing the progression of inventions and their impact on society (e.g., from the telegraph to the telephone). "Each invention brought people closer together and made life easier. Imagine how hard life would be without these inventions."</p>		<p>Critical Discussion, Problem solving</p>
<p>4. The teacher explains a pessimistic attitude and clarifies "Would you have been able to play if some of you had claimed that they couldn't arrange a ball and that 'it can't be done'?"</p> <ul style="list-style-type: none"> <li>The teacher further says "If we always think negatively, we stop ourselves from achieving great things, just like the man in the poem."</li> </ul>		<p>Interactive Questioning</p>
<p>5. The teacher asks students to brainstorm creative ideas for solving a simple problem (e.g. gaining ).</p> <ul style="list-style-type: none"> <li>Teacher explains "Creativity is how new inventions are made. When we think outside the box, we can come up with amazing solutions."</li> </ul>		<p>Brain Storming</p>
<p>6. The teacher shows pictures of early inventions (like the first telephone or light bulb) and explains how they changed over time.</p> <ul style="list-style-type: none"> <li>"These inventors believed in themselves and their ideas, even when others doubted them. Their innovations made life better for everyone."</li> </ul>		<p>Visual Aids</p>
<p>7. The teacher writes the phrase "It can be done" on the board and encourages students to repeat it out loud.</p> <ul style="list-style-type: none"> <li>"Saying 'It can be done' helps us stay motivated and try new things. Positive thinking leads to positive outcomes."</li> </ul>		<p>Listing Key term</p>

<p><b>Conclusion: (Recapitulation)</b></p>	<p>Question</p>
<p>Imagine a world without cars, phones, or even electricity—sounds boring, right? Thanks to people who believed "It can be done," we have all these amazing things today!</p> <p>Question is used here for recapitulation</p> <p>What is the main message of the poem "It Can Be Done"?</p> <p>Evaluation/Assessment:</p> <ul style="list-style-type: none"> <li>❖ True or False:</li> <li>1. Creativity is necessary for making new inventions. (True)</li> <li>2. We should always be afraid to try new things. (False)</li> </ul>	<p>(students answering as per their understanding)</p> <p>Critical analysis</p>

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❖ Identify the rhyme scheme of the poem:

AA,BB,CC,DD


Resources/ Materials

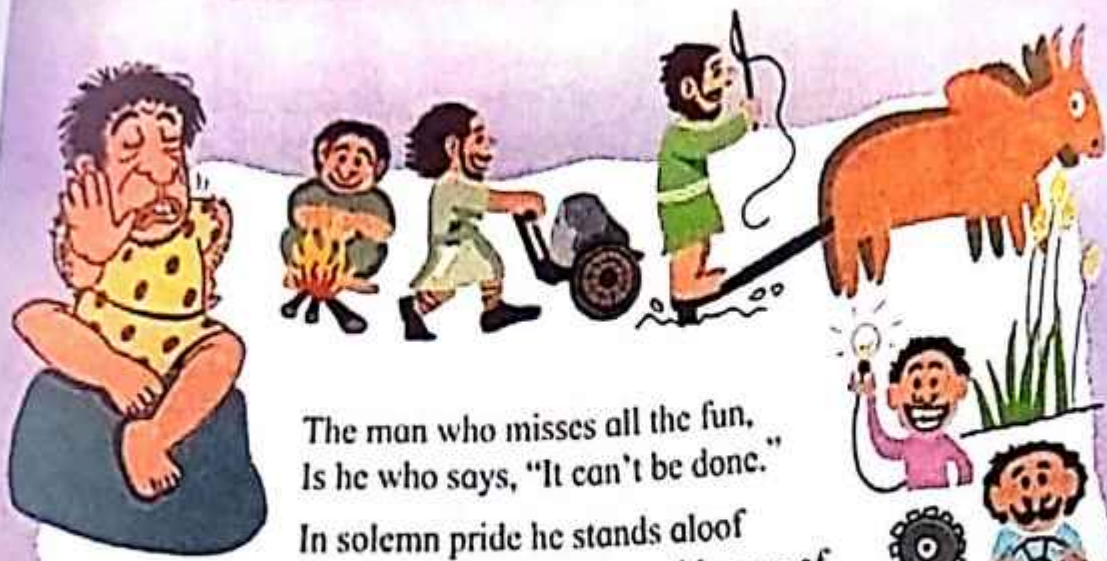
Chalkboard, Picture cards of car, horse-cart, bulb, story board of phone, plain paper

Critical Reflection:

The Teacher encourages the pupil to understand the importance of positive thinking, persistence, and embracing challenges. The teacher further says, The world moves forward because of those who say, 'It can be done!'

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The man who misses all the fun,  
Is he who says, "It can't be done."  
In solemn pride he stands aloof  
And greets each venture with reproof.  
Had he the power he'd efface  
The history of the human race;  
We'd have no radio or motor cars,  
No streets lit by electric stars;  
No telegraph nor telephone,  
We'd linger in the Age of Stone.

The world would sleep if things were run  
By men who say "It can't be done."

-Anonymous

- **In solemn pride:** Here, it means 'looking very serious, grand and important'.
- **aloof:** separately, without getting involved in anything
- **venture:** adventure, a dangerous or risky task
- **reproof:** criticism, negative comments

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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:30/03/2024

**REPORT ON PRACTICE LESSONS AND INTERNSHIP  
PROGRAMME(2023-2024)**

**Details:**

Title: PRACTICE LESSONS AND INTERNSHIP PROGRAMME

Academic Year: (2023-2024)

Venue: Bhiwandi


**Objectives:**

- To provide students with hands-on experience in real classroom settings, allowing them to develop practical teaching skills and strategies.
- To encourage students to observe experienced educators in action and reflect on their teaching practices, pedagogical approaches, and classroom management techniques.
- To enable students to plan, prepare, and deliver effective lessons that align with curriculum standards and meet the diverse needs of learners.

**Description :**

The practice lesson aimed to simulate real-world scenarios, while the internship provided hands-on experience in a bed-related environment. During the pursuit of my Bachelor's in Education degree, I had the opportunity to engage in a practice lesson and internship program, which provided valuable hands-on experience in the field of education. This report outlines the activities, reflections, and insights gained during this period.

  
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**Preparation:** Before the practice lesson, thorough planning was conducted, including the development of lesson plans, teaching aids, and assessment strategies. The lesson plan was structured to accommodate diverse learning styles and promote active participation among students.

**Implementation:** During the practice lesson, student utilized various teaching techniques such as lectures, group discussions, and multimedia presentations to engage students. Interactive activities and real-life examples were incorporated to enhance comprehension and stimulate critical thinking.

**Reflection:** The practice lesson provided valuable insights into effective teaching strategies and classroom management techniques. It highlighted the importance of adaptability and flexibility in responding to students' needs and maintaining a conducive learning environment.

**Key Learnings:** The internship experience enriched my understanding of pedagogical theories and their application in real-world settings. It provided insights into the challenges and rewards of teaching and reinforced the importance of fostering a supportive and inclusive learning environment.

KMES College of Education had organized Internship Programme with Practice Lessons in different schools of Bhiwandi.


**List of Schools:**

- 1) S.H.A Rais High School & Jr. College.
- 2) KMES High School & Jr. College.
- 3) Momin Girls High School.
- 4) Salahuddin Ayyubi Memorial Urdu Medium High School & Jr. College.
- 5) Salahuddin Ayyubi Memorial English Medium High School & Jr. College.
- 6) Weaver's English Medium High School.
- 7) New Era English High School.
- 8) Huda High School & Jr. College.
- 9) Aqsa Urdu Medium High School.
- 10) Aqsa English Medium High School.
- 11) Scholars English High School.

As per the B.Ed. curriculum, B.Ed. trainees have to complete 20 weeks Internship Programme in two years B.Ed. course-

- F.Y.B.Ed.(Sem - II) - 5 weeks
- S.Y.B.Ed. (Sem III) - 11 weeks
- S.Y.B.Ed. (Sem IV) - 4 weeks

  
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**B.Ed.trainees have to complete following task during their Internship Programme -**

- Practice Lesson.
- Mentoring by Senior most teachers.
- Peer Observation.
- Co-curricular activities.
- Unit Test.
- Collection of school records.
- Interview of subject teachers and Head Masters/ Head Mistress/ Principal.
- Observing of the subject teacher.
- Co- Teaching Lessons.
- Theme Based Lessons.
- Preparation of teaching aids.

During the internship, students were assigned various roles and responsibilities, including assisting classroom teachers, designing instructional materials, and conducting assessments. Additionally, they had the opportunity to observe different teaching styles and interact with students from diverse backgrounds.

**Outcome:**

Overall, the practice lesson and internship experience were instrumental in enhancing students' professional development as an educator. It provided opportunities to apply theoretical knowledge in practical settings, develop essential teaching skills, and reflect on their strengths and areas for improvement. Moving forward, they are committed to continuous growth and learning as they embark on a fulfilling career in education.

**Evidence:**



*[Signature]*  
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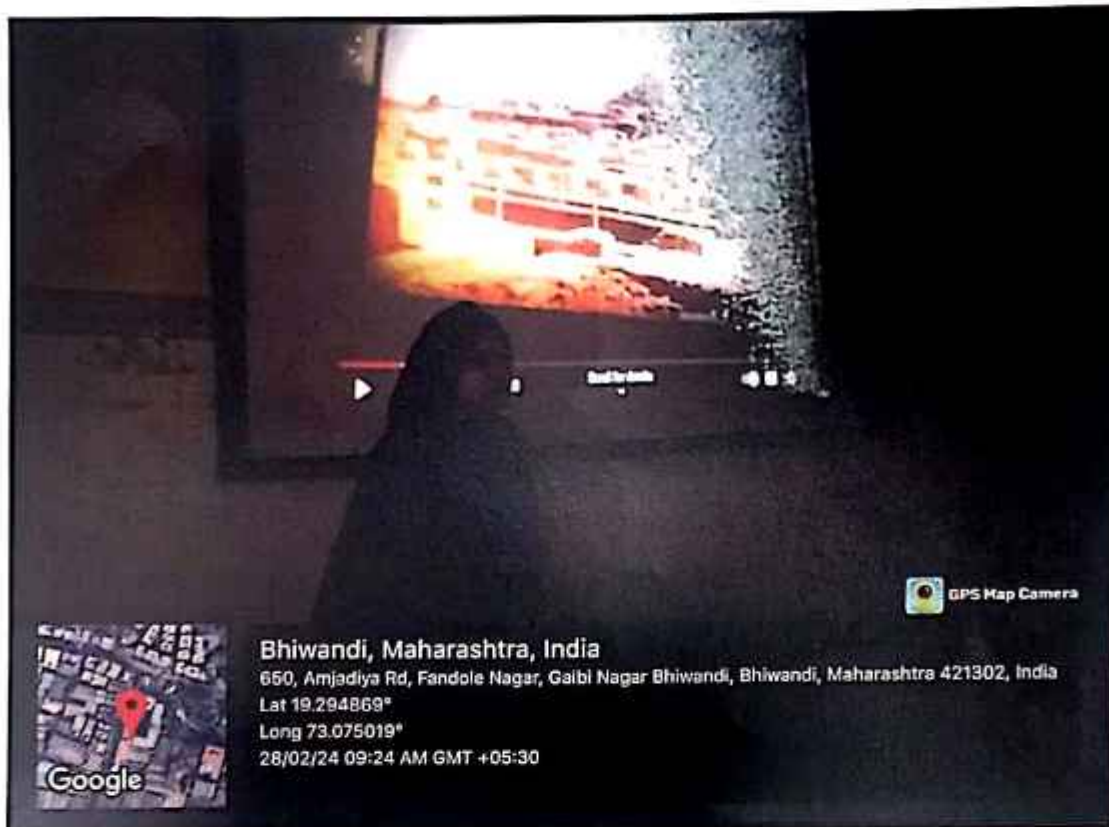


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*[Signature]*  
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 484, Parshuram Tawre Stadium Area, Bhiwandi,  
 Maharashtra 421302, India  
 Lat 19.29561°  
 Long 73.052149°  
 06/01/24 10:42 AM GMT +05:30



Bhiwandi, Maharashtra, India  
 650, Amjadiya Rd, Fandole Nagar, Gaibi Nagar Bhiwandi, Bhiwandi, Maharashtra 421302, India  
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 Long 73.075019°  
 28/02/24 09:24 AM GMT +05:30

  
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Email - [kmesbedbwd01065@gmail.com](mailto:kmesbedbwd01065@gmail.com) Cont. 8806500040


## S.Y.B.Ed. Sem-III


Lesson & Internship  
Programme

18<sup>th</sup> Dec to 23<sup>rd</sup> Dec

&

2<sup>nd</sup> Jan to 15<sup>th</sup> Jan

  
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B.Ed College  
Old Thana Road, Rals High School Compound, Bhiwandi 421 302

KMES/B.Ed/1570/2023


Date: 02.09.2023

### Notice

All the students of S.Y.B.Ed (Sem-III) are hereby informed that the Lesson & Internship Programme is as follows.


Contact your Lesson Incharge for your teaching schools.

- 1) 11<sup>th</sup> September to 16<sup>th</sup> September
- 2) 25<sup>th</sup> September to 30<sup>th</sup> September
- 3) 1<sup>st</sup> November to 9<sup>th</sup> November
- 4) 23<sup>rd</sup> November to 30<sup>th</sup> November
- 5) 1<sup>st</sup> December to 24<sup>th</sup> December
- 6) 2<sup>nd</sup> January to 30<sup>th</sup> January

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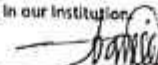
  
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Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 01 No. of pupil teachers in our institution.


  
**NISAR SAYED**  
(School Master)  
Usama Urdu High School  
& Jr. College Bhusawal

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 01 No. of pupil teachers in our institution.

  
क. स. शिवराव शिवाजी  
क. ओ. शिवाजी शिवाजी गट  
जुं. श. क्र. 92/5, कल्याण.

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.


To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.


I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 01 No. of pupil teachers in our institution.

  
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
Col

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

  
HEADmistress  
SALAFUDDIN BHUTHE MEMORIAL  
(Seal & Stamp) H.O.C.  
BHANT NAGAR, BHIWANDI, (THANE)

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

Date: 13<sup>th</sup> Dec, 2023

To, *Handwritten name*  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our Institution. Kindly send 01 No. of pupil teachers in our Institution.

*Handwritten signature*

Principal  
(Seal & Stamp)  
SARASWATI VIDYA MANDIR  
TRIMURTI SCHOOL

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

Date: 13<sup>th</sup> Dec, 2023

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our Institution. Kindly send 01 No. of pupil teachers in our Institution.

*Handwritten signature*

Head Mistress  
Principal  
Asha Girls High School  
(Seal & Stamp)  
Bhiwandi, Dist. Thane

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

Date: 13<sup>th</sup> Dec, 2023

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our Institution. Kindly send 2 No. of pupil teachers in our Institution.

*Handwritten signature*

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

*Handwritten signature*  
Principal  
(Seal & Stamp)  
Head Mistress  
Maryam Girls (English) High School  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Thane

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.





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

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 20<sup>23</sup>- 2024

Name of the School Fakih English School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
18/12/23 Monday	1	8:00 AM to 8:30 AM	68	Kuwari Sara	01	Maths	X	9/10
19/12/23 Tuesday	2	9:00 AM to 9:30 AM	68	Kuwari Sara	02	Maths	VIII-B	9/10
20/12/23 Wednesday	3	9:00 AM to 9:30 AM	68	Kuwari Sara	03	Maths	VI-A	10/10
21/12/23 Thursday	4	11:00 AM to 11:30 AM	68	Kuwari Sara	04	Maths	V-A	10/10
22/12/23 Friday	5	12:00 PM to 12:30 PM	68	Kuwari Sara	05	Maths	VII-A	9/10
23/12/23 Saturday	6	8:00 AM to 8:30 AM	68	Kuwari Sara	06	Maths	IX	8/10
31/12/24 Wednesday	7	8:30 AM to 10:00 AM	68	Kuwari Sara	07	Maths	VIII-B	9/10
7/1/24 Thursday	8	8:30 AM to 9:00 AM	65	Kuwari Sara	08	Maths	IX	9/10

Signature of the Incharge Teacher

Principal's Sign.



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

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 20 - 20

Name of the School Mariyam Usha English High School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
8-12-23	1	2:00 PM	82	Sayed Quratulain Razi	1	Science	V	8/10
18-12-23	2	1:30 PM	82	Saye Khan Safina	1	Science	V	8/10
26-12-23	3	4:30 PM	93	Shaikh Shama Parveen	1	Science	V	8/10
19-12-23	4	3:45 PM	82	Sayed Quratulain Razi	2	Science	V	10/10
19-12-23	5	1:30 PM	82	Khan Safina Firz Alam	2	Science	V	9/10
27-12-23	6	2:30 PM	82	Shaikh Shama Parveen	2	Science	VI	8/10
20-12-23	7	2:30 PM	82	Sayed Quratulain Razi	3	Science	VI	10/10
20-12-23	8	2:30 PM	82	Khan Safina Firz Alam	3	Science	VI	10/10

Signature of the Incharge Teacher

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



Wem 11] S.Y B.ED

KONKAN MUSLIM EDUCATION SOCIETY'S

12, 13, 8, 9, 10, 11

# College of Education

Old Thane Road, Rals High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 2023 - 2024

Name of the School K.M.E.S ENGLISH MED. HIGH SCHOOL Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
22/12/23 Friday	51	9:30 to 10:00	01	Ansari Amina Bano	04	Eco.	9th G	09
22/12/23 Friday	42	9:00 to 9:30	28	Shaikh Aiza Saleem	04	Hist.	5A	09
22/12/23 Friday	3	8:30 to 9:00	16	Hetal Prakash Khatri	04	Eco.	9th E	09
22/12/23 Friday	54	9:30 to 10:00	44	Uzma Mohd. Aun	04	Science	7th D	08
22/12/23	5		24	<del>Raheen Bano Monaf</del>	<del>04</del>	<del>English</del>		
22/12/23 Friday	16	7:30 to 8:00	32	Shaikh Nehan Sadique	04	Eng.	9th E	8
22/12/23 Friday	57	9:30 to 10:00	14	Khan Saniya parveen	04	Maths	6th C	08
22/12/23 Friday	8							

Signature of the Incharge Teacher

Principal's Sign.



KONKAN MUSLIM EDUCATION SOCIETY'S

# College of Education

Old Thane Road, Rals High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 2023 - 2024

Name of the School AL-Hamd High School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
23/12/23	1	9:00-9:25	29	Shaikh Halima Naseem	01	math	V	08
18/12/22	2	8:30-9:00	59	Khan Alia Gulam Rasool	01	sci	IXth	09
18/12/23	3	10:45-11:45	79	Mujahid Ayesha Ibrahim	01	math	VIII	08
23/12/23	4	8:30-9:00	29	Shaikh Halima Naseem	02	math	VI	09
23/12/23	5	10:45-11:15	59	Khan Alia Gulam Rasool	02	Sci	Xth	08
23/12/23	6	8:30-9:00	79	Mujahid Ayesha Ibrahim	02	math	VII	09
21/12/23	7	11:45-12:15	29	Shaikh Halima Naseem	03	math	XII	08
21/12/23	8	8:30-9:00	59	Khan Alia Gulam Rasool	03	Sci	IXth	08

Signature of the Incharge Teacher

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

# Konkan Muslim Education Society's College of Education B.Ed

S.Y.B. Ed. 2023-2024

# Society's College of Education B.Ed

852-MS-III

Roll No.

NAME

### DAILY ATTENDANCE

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### FOR THE MONTH OF December

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### No. of Days

ABSENT PRESENT LEAVE HOLIDAY

REMARKS

88 Bibi Muskan Md.  
Mubarak Shaikh

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

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

*[Signature]*  
Principal  
CARASWATI ENGLISH HIGH SCHOOL  
Narpoli, Bhiwandi.



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

S.Y.B.Ed. Sem-III 2023-24

Lesson Observation Duty Chart

	Monday 18/12/2023	Tuesday 19/12/2023	Wednesday 20/12/2023	Thursday 21/12/2023	Friday 22/12/2023	Saturday 23/12/2023
K.M.E.S. English Medium High School. (Morning)	Shabeena Mam	Noorulain Mam	Sana Mam	Nafiya Mam		Nafiya Mam
Aqsa Girl's High School. (Afternoon)	Sumaiya Mam	Nafiya Mam	Sumaiya Mam	Sana Mam		Sumaiya Mam
Momin Girl's Urdu High School. (Morning)	Sana Mam	Shabeena Mam	Shabeena Mam	Noorulain Mam		Noorulain Mam

*Rh*

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

*[Signature]*

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

*[Signature]*

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

# Lesson and Internship Programme

S.Y.B.Ed. Sem-IV

21/02/2024

To

09/03/2024

  
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



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

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

K.M.E.S/B.Ed./190<sup>4</sup>/2024

1<sup>st</sup>, Feb 2024

**Notice**

All the students of **S.Y.B.Ed. (Sem-IV)** are hereby informed that Practice Lessons & Internship Programme is Scheduled for **5 weeks (21<sup>st</sup> Feb 2024 to 18 March 2024)**

**(Attendance is Mandatory)**

**PRINCIPAL**

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

  
**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





KONKAN MUSLIM EDUCATION SOCIETY'S

# College of Education

Affiliated to the University of Mumbai  
Code No.: 01065

Date: - 9<sup>th</sup> Feb, 2024

Ref No: KMES/B.ED./ 1812 /2024

To,  
The Headmaster / Headmistress.

*Fakih English High School.*

Respected Sir/ Madam,

For training our students we need good prestigious schools in Bhiwandi. As Schools are our laboratories where the B.Ed. students have to perform their Practice Lessons & Internship. As a part of SEM-IV B.Ed. Curriculum Internship will be for Four Weeks. It will be a great honor for our college if you permit us for practice teaching & Internship.

I hope you will extend whole hearted Co-operation during our practice teaching session.

No. of Students.

Thanks & regards.



*[Signature]*

Dr. (Mrs.) R.K.VILKU  
PRINCIPAL

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

Date: 9<sup>th</sup> Feb. 2024

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

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

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our Institution. Kindly send 02 No. of pupil teachers in our institution.

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

**FAKIH ENGLISH PRIMARY SCHOOL**  
Regd.No.SF/2013/C85/13 (II) No.19/T.05/01/2013  
100B, New Gauripada,  
Babu Chuniwala Compound,  
Bhiwandi-421302. (Dist.Thane)

*[Signature]*  
Principal  
(Seal & Stamp)

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rais High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 03 No. of pupil teachers in our institution.



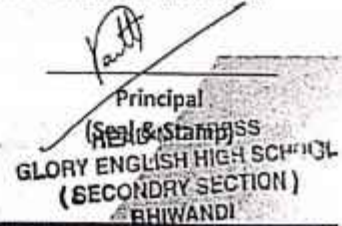
Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

Date: 9<sup>th</sup> Feb. 2024

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 02 No. of pupil teachers in our institution.



Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.

Dist. Thane  
Date: 9<sup>th</sup> Feb. 2024

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi. 421302.

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

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 02 No. of pupil teachers in our institution.

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

Handwritten signature of the Headmistress and a circular stamp. The stamp contains the text: Headmistress Khawaja Garib Nawaz Urdu High School Bhiwandi-421302 Dist. Thane Principal (Seal & Stamp)

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.



Sem - V<sup>th</sup>

KONKAN MUSLIM EDUCATION SOCIETY'S  
College of Education

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 20<sup>23-20</sup> - 20

Name of the School Samadiya high school Name of the Lecturer: Farooqui In

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	M:
21/02/24	1	7:30	55	Farooqui Insha Javed	01	Maths	VI-B	
21/02/24	2	11:00	55	Farooqui Insha Javed	02	Maths	VII-A	
23/02/24	3	8:00	55	Farooqui Insha Javed	03	Maths	V-A	
23/02/24	4	7:30	55	Farooqui Insha Javed	04	Maths	VIII-A	
25/02/24	5	9:00	55	Farooqui Insha Javed	05	Maths	VI-B	
28/02/24	6	7:30	55	Farooqui Insha Javed	06	Maths	VII-A	
28/02/24	7	7:30	55	Farooqui Insha Javed	07	Maths	VI-A	
28/02/24	8	7:30	55	Farooqui Insha Javed	08	Maths	VI-A	

Signature of the Incharge Teacher

Principal



KONKAN MUSLIM EDUCATION SOCIETY'S  
College of Education

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

Practice Lesson Time - Table 20<sup>23-2024</sup>

Maulana abul kalam

Name of the School azad usdu high school Name of the Lecturer: \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.
wednesday 21-02-24	1	7:30 to 8:00	45	Ansari Ayesha namrah Rizwan ahmed	01	Maths	7 <sup>th</sup>
wednesday 21-02-24	2	8:15 to 9:45	51	Ansari Uzma Rafat Mahmood	01	Maths	5 <sup>th</sup>
Thursday 22-02-24	3	9:00 to 9:30	97	Siddique saleha shifa md ibrahim	01	Maths	5 <sup>th</sup>
Thursday 22-02-24	4	9:30 to 10:00	45	Ansari Ayesha namrah Rizwan ahmed	02	Maths	8 <sup>th</sup>
Thursday 22-02-24	5	10:00 to 10:30	51	Ansari Uzma Rafat Mahmood	02	Maths	6 <sup>th</sup>
Thursday 22-02-24	6	10:30 to 11:00	97	siddique saleha shifa md ibrahim	02	Maths	7 <sup>th</sup>
Thursday 22-02-24	7	11:00 to 11:30	45	Ansari Ayesha namrah rizwan ahmed	03	Maths	8 <sup>th</sup>
Friday 23-02-24	8	11:30 to 12:00	51	Ansari Uzma Rafat Mahmood	03	Maths	7 <sup>th</sup>

Signature of the Incharge Teacher

Principal

Sem-IV  
KONKAN MUSLIM EDUCATION SOCIETY'S  
**College of Education**

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

**Practice Lesson Time - Table 2023- 20 24**

Name of the School Maluma Eng High School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
21-02-24	1	12:30-01:	74	Momin Fauziya Aslam	01	Maths	V	09/10
21-02-24	2	3:30-4:2	96	Siddiqui Mariya A.Rahim	01	Maths	VI	08/10
22-02-24	3	1:30-02:	74	Momin Fauziya Aslam	02	Maths	VI	08/10
22-02-24	4	1:30-02	96	Siddiqui Mariya A.Rahim	02	Maths	VI	09/10
23-02-24	5	10:30-11:	74	Momin Fauziya Aslam	03	Maths	VII	10/10
23-02-24	6	1:30-2:30	96	Siddiqui Mariya A.Rahim	03	Maths	IX	07/10
24-02-24	7	2:30-3:	74	Momin Fauziya Aslam	04	Maths	VII	08/10
24-02-24	8	2:30-2:30	96	Siddiqui Mariya A.Rahim	04	Maths	VIII	09/10

Signature of the Incharge Teacher \_\_\_\_\_

Principal's Sign. \_\_\_\_\_



Sem-IV  
KONKAN MUSLIM EDUCATION SOCIETY'S  
**College of Education**

Old Thane Road, Rais High School Compound, Bhiwandi - 421 302.

**Practice Lesson Time - Table 20 - 20**

Name of the School K.M.E.S English Medium High School Name of the Lecturer : \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of the Pupil	Lesson No.	Sub.	Class & Div.	Marks
Saturday 02/03/24	1	8:00 to 8:30	01	Ansari Amina Rees	10	Maths	VE	08
Saturday 02/03/24	2	—	14	Khan Saniya parveen	10	Science	—	—
Saturday 02/03/24	3	11:00 to 11:30	16	Khatxi Hetal prakash	10	Maths	VIII E	06
Saturday 02/03/24	4	8:00 to 8:30	28	Shaiikh Fiza Saleem	10	English	VI/D	08
Saturday 02/03/24	5	9:00 to 9:30	35	Shaiikh Rahat Bano	10	English	VII B	04
Saturday 02/03/24	6	11:00 to 11:30	44	Uzma Mohd Aun	10	Maths	VIII E	06
Saturday 02/03/24	7	10:00 to 10:30	28	Shaiikh Fiza Saleem	7	English	VE	08
Saturday 02/03/24	8	11:30 to 12:00	35	Shaiikh Rahat Bano	7	English	VI D	05

Signature of the Incharge Teacher \_\_\_\_\_

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

ROLL NO	NAME	MONTH OF												
		1	2	3	4	5	6	7	8	9	10	11	12	
271	Saidh Halima Naseem Ahmad	IN TIME												
		SIGN												
		OUT TIME												
		SIGN												
38	Shamim Shamsir Parveen Nazim	IN TIME												
		SIGN												
		OUT TIME												
		SIGN												
59	Khan Aaliya Gulam Rasool	IN TIME												
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		OUT TIME												
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79	Mujahid Avesha Ibrahim	IN TIME												
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Co-ordinator  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

Head Mistress  
Al-Hamd Ed. Fat. School  
Roshan P...

roll no. NAME

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FOR THE MONTH OF February

PRESENT ABSENT LEAVE

45 Ansari Aayesha  
namrah Rizwan  
ahmed

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OUT TIME  
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PRESENT ABSENT LEAVE

51 Ansari Uzma  
Rafat Mehmood.

IN TIME  
SIGN  
OUT TIME  
SIGN

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PRESENT ABSENT LEAVE

97 Siddique saleha  
shifa md.  
Ibrahim.

IN TIME  
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PRESENT ABSENT LEAVE

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PRESENT ABSENT LEAVE

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

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

*[Signature]*  
मुख्याध्यापक  
मौलाना अबुल कलाम आजाद उर्दू हा. स्कूल  
म्हाडा कॉलोनी, नदी नाका,  
मिजडा ४२९ ३०२ जि.लहा. रणे



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

Affiliated to the University of Mumbai  
Code No.: 01065

Date: - 9<sup>th</sup> Feb, 2024

Ref No: KMES/B.ED./ 1812 /2024

To,

The Headmaster / Headmistress.

*Fakih English High School.*

Respected Sir/ Madam,

For training our students we need good prestigious schools in Bhiwandi. As Schools are our laboratories where the B.Ed. students have to perform their Practice Lessons & Internship. As a part of SEM-IV B.Ed. Curriculum Internship will be for Four Weeks. It will be a great honor for our college if you permit us for practice teaching & internship.

I hope you will extend whole hearted Co-operation during our practice teaching session.

No. of Students.

Thanks & regards.



*[Signature]*  
Principal

Dr. (Mrs.) R.K.VILKU  
**PRINCIPAL**

Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist Thane

Date: 9<sup>th</sup> Feb. 2024

To,

The Principal,

K.M.E.S. College of Education,

Bhiwandi, 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 02 No. of pupil teachers in our institution.

**FAKIH ENGLISH PRIMARY SCHOOL**  
Regd No. SF/2013/C65/13 (II) No. 19/T.05/01/2013  
1008, New Gauripada,  
Babu Chuniwala Compound,  
Bhiwandi-421302. (Dist. Thane)

*[Signature]*  
Principal  
(Seal & Stamp)

Mob.: 8806500040

Email: kmesbedbwd01065@gmail.com

Address : Rals High School Campus,  
Old Thana Road, Bhiwandi, Dist. Thane-421302.





KONKAN MUSLIM EDUCATION SOCIETY'S

## College of Education

Affiliated to the University of Mumbai  
Code No.: 01065

Ref No: KMES/B.ED./ 1812 /2024

Date: - 9<sup>th</sup> Feb, 2024

To,  
The Headmaster / Headmistress.

*Fakih English High School.*

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No. of Students.

Thanks & regards.



*[Signature]*  
Principal

Dr. (Mrs.) R.K.VILKU  
PRINCIPAL

Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist Thane

Date: 9<sup>th</sup> Feb. 2024

To,  
The Principal,  
K.M.E.S. College of Education,  
Bhiwandi, 421302.

I am very much pleased to extend co-operation to yourself for Practicing Lessons & Internship in our institution. Kindly send 07 No. of pupil teachers in our institution.

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1008, New Gaurpada,  
Babu Chuniwala Compound,  
Bhiwandi-421302. (Dist.Thane)

*[Signature]*  
Principal  
(Seal & Stamp)





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

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


**PRACTICE LESSONS AND INTERNSHIP  
PROGRAMME(2023-2024)**



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Bhiwandi, Maharashtra, India  
 661, Parshuram Tawre Stadium Area, Bhiwandi, Maharashtra 421302, India  
 Lat 19.295852°  
 Long 73.052349°  
 10/01/24 10:31 AM GMT +05:30


GPS Map Camera



Bhiwandi, Maharashtra, India  
 73W2+5HJ, Dargah Rd, Kahloor Pura, Bhiwandi, Maharashtra 421302, India  
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NAME

MOMIN NABA NAVEED

ROLL No.

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*V. Chowd*

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6-1-24

# Childhood & Growing Up

Guided by:

ShaiKh Noorulain Momin  
Sumaiya



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1- Introduction of Case study.

2- Types of Case study.

3- Adolescence

4- Case study of a child.

5- Interview.

6- Reflection.

7- Emotional Intelligence

8- Reflection.

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# Introduction

Case study is a research methodology, typically seen in social and life sciences. A case study is an intensive, holistic description and analysis of a social unit such as an individual, a group, an institution or a community. It is necessary to perform a case study in order to find out problems existing among the students in an educational institution. A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study, as well as its related contextual conditions.

The resulting body of discipline of case study research has long had a prominent place in many disciplines, and professions, ranging from psychology, anthropology, sociology and political science to education, clinical science, social work and administrative science.

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# Case Study

In doing case study research, the "case" being studied, may be an individual, organization, event or action existing in a specific time and place. For instance, clinical science has produced both well known case studies of individual and also case studies of clinical parties. However, when case study is used in an abstract sense, as in a claim, a position, or an argument such a case can be the subject of many research methods, not just case study research. Another suggestion is that case study should be defined as a research strategy, an empirical inquiry that investigates a phenomenon with in its real-life context case study research can mean single and multiple case studies, can include quantitative evidence and benefits from the prior development of theoretical proposition.

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Illustrative  
base  
Studies

Cumulative  
base  
Studies

R. N. K.

Exploratory  
Case  
Studies.

Critical  
Instances  
Case  
Studies.

  
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# Adolescence

Adolescence is derived from the Latin word 'adolescere', "to mature", is a transitional stage physical and psychological development that generally occurs during the period from the puberty to adulthood. For example, puberty now typically begins during preadolescence, particularly in females. Age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon precise definition of adolescence.

The WHO defines adolescence as the period of life between 10 and 19 years of age. The contrast, in the United States adolescence is generally considered to begin somewhere between ages 12 and 14 and end at 19 and 20.



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# Characteristic


- Adolescence is a Transitional Period.
- Adolescence is a period of change.
- Adolescence is a Problematic Age.
- Adolescence is a time of search for identity.
- Peer Relationships.
- Adolescence is the threshold of Adulthood.
- Independence and Testing Boundaries.
- Self centered Attitudes.

# Case Study of a Child.

This study refers to a child named Momin Ali Naveed. He is studying in 7<sup>th</sup> standard in the Scholars English High School. During the case study, I had observed that the boy tends to be slow to warm up in social structure. He faces difficulties in meeting people, initiating and maintains conversation.

From his school teacher, I found out that he was unable to give any answer of any question properly. He always tried to stay alone and did not show any interest to make friendship with other students. Even he did not go to participate in any competition. Therefore to know the reasons behind his problem, I have taken up this study so that I can help him to deal with his problems and can show better performance in his academic career.





Though he is attentive in the class, he was unable to perform any academic tasks given or the questions asked in the class. Because of his shy nature he always wanted to stay alone. Shyness and introversion both are different psychological traits of human beings.

After a few observations I was confident about his nature who is unable to share his problems neither with his classmate nor with his teacher. This is the rationale behind identifying this boy to study up and to help him to deal with his problems has been suffering from so long.

I visited his home and talked with his parents.  
were very responsive & cooperatively answered my questions.

# Physical Status

# Mental Status

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Growing Up.

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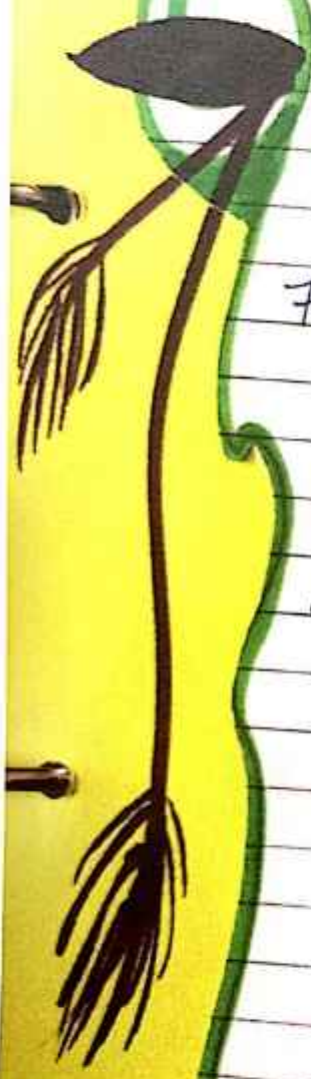
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# Family

The boy belongs to a middle class family. His father name is Naveed and mother name is Nilofer. He stay with his parents and he has two brother and one sister. His father is a businessmen and mother is a teacher.

His parents are aware about his introvert nature but they are not so much concerned about his problems. At his home also he talks very less and always like to stay alone and he is very much addicted to mobile phone. So, he has very less interaction with his family members.



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# Interview



1. What is your age?  
⇒ I am **13** years old.

2. Who lives with you?  
⇒ My parents, two brother and a sister.

3. Which standard do you study?  
⇒ I study in **VII<sup>th</sup>** standard.

4. What do you like except study?  
⇒ I like to play mobile / computer games.

5. What is your favourite subject?  
⇒ English.

6. What you want to be in future?  
⇒ I want to be a doctor.

7. Do you feel scared, of something?  
⇒ Yes, I am scared to stay alone.

8. Do you like to work in a group?  
⇒ Yes, but sometimes.

9. What kind of game do you like?  
⇒ Cricket & Kabaddi.

# Suggestion

- Parents should motivate him to talk or communicate with others.
- It is the duty of teacher to make him feel secure during classes & teacher should encourage him to make friends.
- Parents should be aware of the behaviour of other students towards him.
- Special attention should be given to his mental development by his parents and teachers.
- Special attention should be given by his parents towards his extra curricular activities.
- Teachers should always motivate him for the confidence building.

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# Reflection

This study is basically about a child of 13 year age who is studying class VII<sup>th</sup>. Through through this study, I have tried to find out the problems that the boy is dealing with. This case study about adolescence children. I have come across about his shy and introvert nature.

From his family member I have come to know that the boy is very introvert from his childhood. I have also taken a personal interview of a child and he communicate with me very gently.

Through this study I also get a complete information about an adolescence children and how they physically, mentally, emotionally and socially develop.

P. P. P.

# Motivatjon

Take the initiative of setbacks.



# Self Awareness



# Self Management



# Relationship Management



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Motivation is the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative & seek

Emotional Self Awareness is the ability to recognise what you are feeling, understanding habitual emotion responses, triggers & recognising how your emotions affect your behaviour.

Emotional self management is the ability to stay focused and think clearly even when experiencing powerful emotions.

Relationship Management is the ability to manage, influence and inspire emotions in others.



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# Emotional Intelligence

Emotional Intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work and achieve your career and personal goals.

Daniel Goleman's emotional intelligence theory outlines five components: EQ: self-awareness, self-management, motivation, empathy, and social skills.

## Empathy

## The *Practical* EQ Emotional Intelligence Self-Assessment

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to your life. It does not pretend to be a validated psychometric test and the answers you give might vary depending on your mood when you take it.

It is based on the five-competency model of emotional intelligence by Daniel Goleman in the book *Emotional Intelligence*.

How to complete the questionnaire

Complete each competency page (example below) and use the last page to chart your scores


1. I can explain my actions:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>3</b>
2. Other people don't see me as I see myself:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>2</b>
3. I understand the feedback that others give me:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>3</b>
4. I can describe accurately what I am feeling:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>3</b>
5. Things that happen in my life make sense to me:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
Total for Self-Awareness:					<b>15</b>


Self-Awareness

1. I can explain my actions:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
2. Other people don't see me as I see myself:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>1</b>
3. I understood the feedback that others gave me:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
4. I can describe accurately what I am feeling:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
5. Things that happen in my life make sense to me:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
Total for Self-Awareness:					<b>17</b>

Emotional Self-Awareness is the ability to recognise what you are feeling, understanding your habitual emotional responses to events and recognising how your emotions affect your behaviour and performance.

When you are self-aware, you see yourself as others see you and have a good sense of your own abilities and current limitations.

  
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# Self-Management

1. I can stay calm, even in difficult circumstances:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>3</b>
2. I am prone to outbursts of rage:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>4</b>
3. I feel miserable:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>3</b>
4. I get irritated by things, other people or myself:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>4</b>
5. I get carried away and do things I regret:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>4</b>
Total for Self-Awareness:					<b>18</b>

Emotional Self-Management is the ability to stay focused and think clearly even when experiencing powerful emotions.

Being able to manage your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret.

### Motivation

1. I am clear about my goals for the future:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	4
2. My career is moving in the right direction:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	3
3. I find it hard to maintain my enthusiasm when I encounter setbacks:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4	3	2	1	0	0
4. I feel excited when I think of my goals:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	4
5. I act consistently to move towards my goals:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	4
Total for Self-Awareness:					15

Motivation is the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

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# Empathy

1. My colleagues are uncommunicative:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>3</b>
2. I get on well with each of my work colleagues:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
3. I find it easy to "read" other people's emotions:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>3</b>
4. It's unpredictable how my colleagues will feel in any given situation:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>1</b>
5. People choose to work with me in preference to equally-talented colleagues:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
0	1	2	3	4	<b>1</b>
<b>Total for Self-Awareness:</b>					<b>12</b>

Empathy is the ability to sense, understand and respond to what other people are feeling.

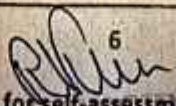
Self-awareness is an essential underpinning of empathy. If you are not aware of your own emotions, you will not be able to read the emotions of others.

# Relationship Management

1. I encounter difficult people:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>2</b>
2. I am comfortable talking to anyone:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
3. I achieve win/win outcomes:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
0	1	2	3	4	<b>4</b>
4. I feel uncomfortable when other people get emotional:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>4</b>
5. I get impatient with incompetent people:					
Almost Never	Rarely	Sometimes	Usually	Almost Always	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1	0	<b>4</b>
Total for Relationship Management:					<b>18</b>

Relationship Management is the ability to manage, influence and inspire emotions in others.

Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

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# Total Scores

	Self-Awareness	Self-Management	Motivation	Empathy	Relationship Management
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					
Totals:	17	18	15	12	18

## Key

For each area, write the total in the bottom line and shade in the box against the appropriate number to give a graphical representation of your overall score.

14-20	This area is a strength for you
7-13	Some attention given to the aspects of this area you feel are weakest will pay dividends
0-6	This is an area you need to give priority to developing

You can find practical suggestions on how to develop each competency area in the How to Develop Your Emotional Intelligence guide at [www.practicaled.com/products/](http://www.practicaled.com/products/)

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# Reflection

From this Psychological test [ Emotional Intelligence test ] I get to know about myself and at what level I am knowing myself and what is lacking in me.

I got information about Daniel Goleman's emotional intelligence theory outlines five components of EQ: self awareness, self management, motivation, Empathy and Relationship management.

From the above five elements I understand how to manage my emotions in positive ways to relieve stress, communicate effectively, empathize with others overcome challenges and defuse conflict and how to manage Relationship with other.

This assignment is very interesting and I feel very good to know about myself.

# Creating An Inclusive School.



SCG



Assistive  
Devices.

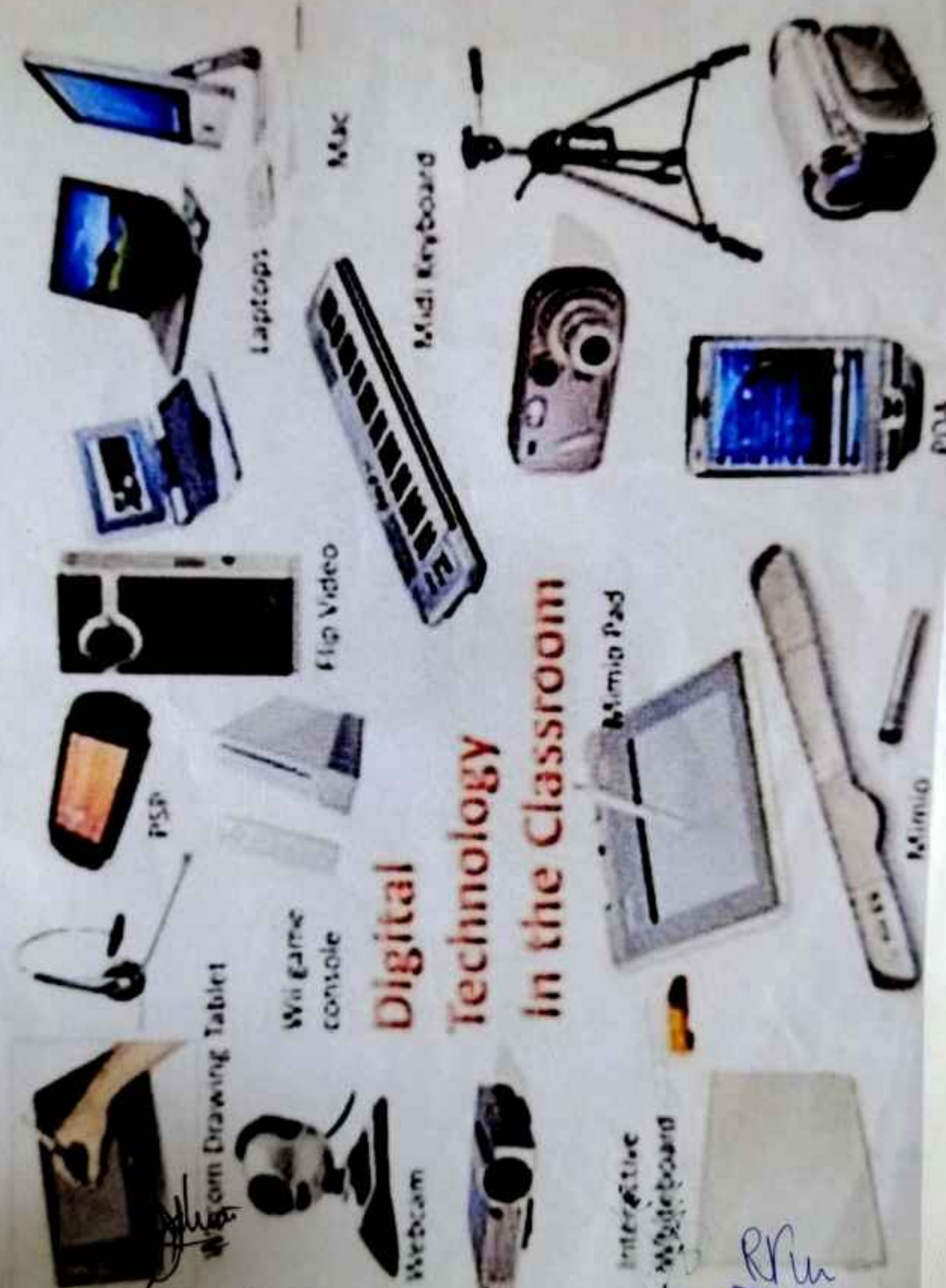


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# Digital Technology In the Classroom

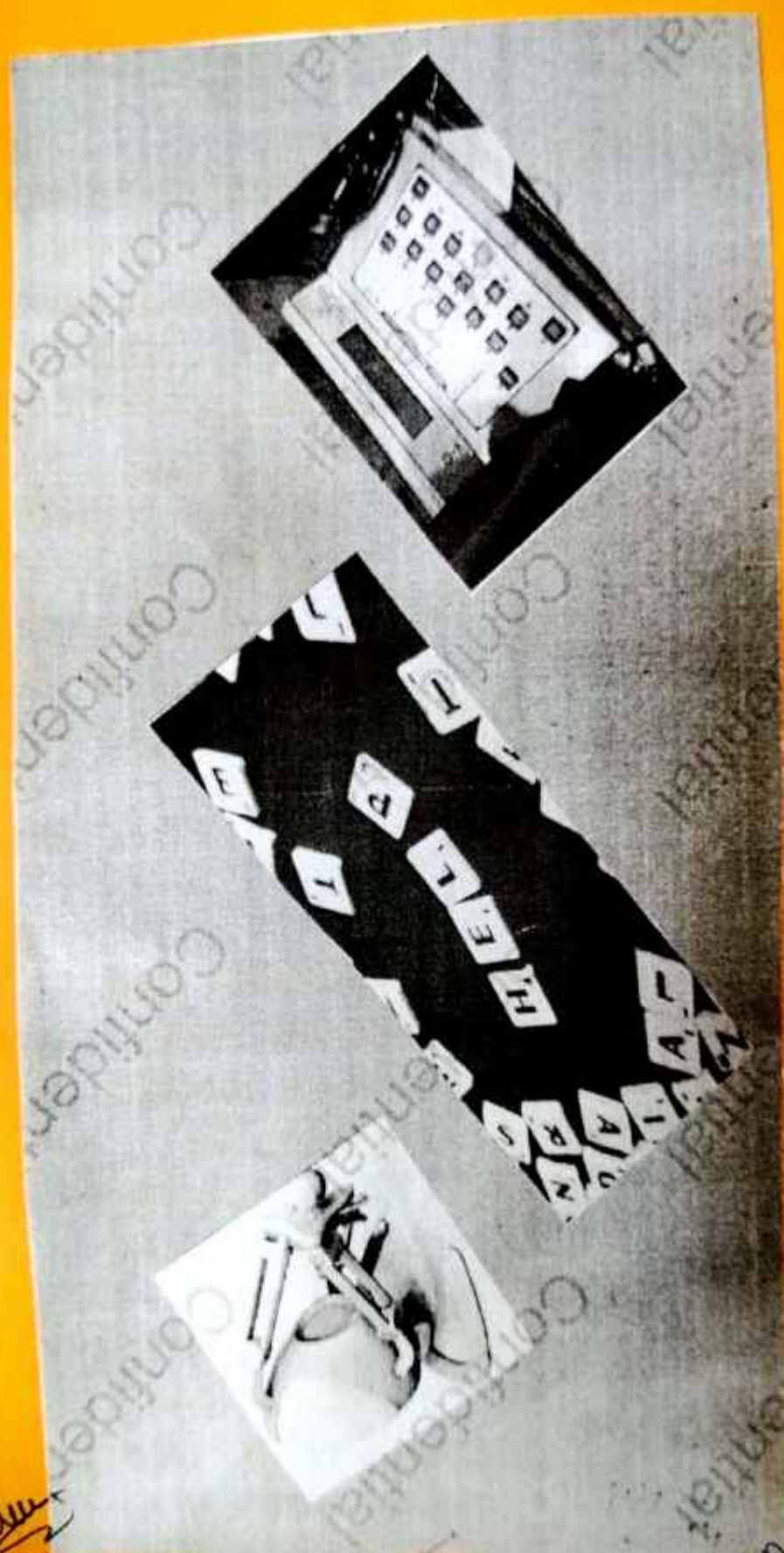
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ICT

## Assistive Device.

Assistive technology is an umbrella term that includes assistive, adaptive and rehabilitative devices for people with disabilities elderly population while also including the process used in selecting, locating and using them.

Assistive devices and technologies are those whose primary purpose is to maintain or improve an individual's functioning and independence to facilitate participation and to enhance overall well beings



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ICT stands for Information and Communication Technology. It is defined as a

"diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information"

Information and communication have the potential for making significant improvements in the levels of persons with disabilities allowing them to enhance their social, cultural, political and economic integration in communities by enlarging the scope of activities available to them.

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What  
is  
ICT?

ICT for  
Persons with  
Disabilities.



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2	derivative devices.	
3	Different ICT Tools.	
4	Reflection.	



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Principal

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# ICT Technology



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Roll No :- 26.

Class :- S.Y.B.Ed.

Academic year :-  
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Touch screen  
Text Input.



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by Hong Kong  
Society for the  
Blind.

Developed a mobile  
app to provide simple  
mode of operations  
for the visually imp-  
aired persons. It can  
capture an image of  
chinese or English  
texts using the built  
in camera and then  
recognize and read  
out the text messag-  
e via the built in  
voiceover function.



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Transverse -  
Text - 4u.



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This project developed a mobile app based on the Braille input software "Easy-Braille", to provide four Chinese input methods for the visually impaired persons.



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Text-to-speech  
software

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College of Education

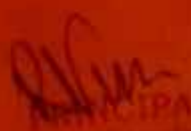
It is needless to say, the assistive technology of text-to-speech software, is very people with various disabilities.

All-powered text-to-speech tools that come with multitudes of flexible customization of tone, speed and audio conversion into multiple languages. The most human like audio conversion of your favorite text is just one click away.

It requires minimal effort from users just to listen to their favorite book, magazine, blog or audio folder into an online store - everything is made possible within reach of the click.

The development teams of website voice created this text-to-speech software, making all types of online content accessible for people with disabilities, speech-to-text tools are great co-hand tools for normal people, let alone disabled people.

  
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AI-Powered Smart Care.



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Information

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Millions of people depend on visual impairment tools, for instance, white canes to live an independent life. Assistive technology smart canes into more intelligent and more life-changing tools.

The built-in speech assistant can start taking commands for several different functions.

For instance, the high-tech handles and unrolling smart sensors that identify road blocks, obstructions and hindrances on streets, roads and parks and alert the user.

Not only that, but the users can also connect their smart canes with their smart devices to find the different locations and receive information on public transportation.

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Smart classes  
as an alternative  
technology

Smart classes as an  
Alternative Technology.



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The amalgamation of AI and ML invented smart glasses that have the capability of navigation by just head movements. These intelligent glasses are designed for electric wheelchair users to control and use a wheelchair.

The process is typically, which involves connecting your smart devices with glasses to receive alarms, messages, calls and notifications.

The smart sensor of the glasses automatically pick up the head gestures and control the wheelchair accordingly.

The users can take photos, share, adjust seat positions and send emergency messages with the built-in camera.

  
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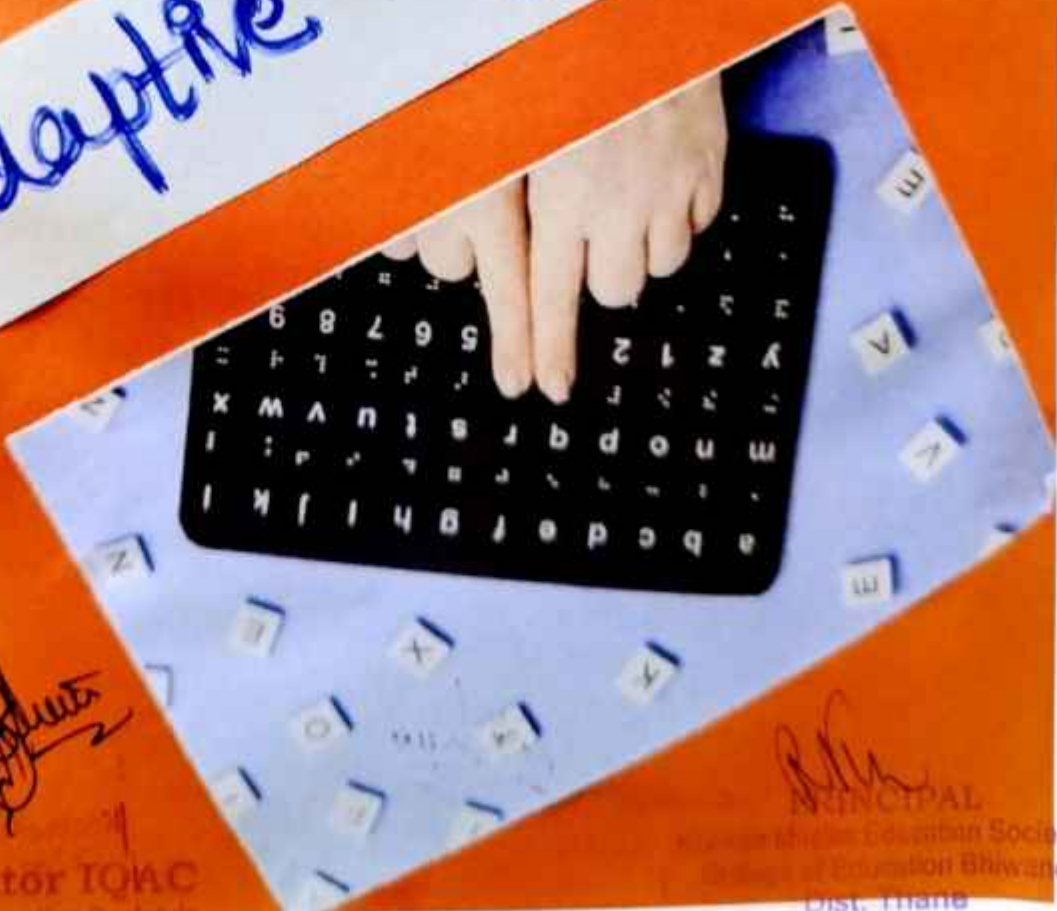
  
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# Adaptive Keyboard



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Keyboards for people with visual impairments look like Braille keyboards they are well versed with comfort, speed, and they are able preventing issues like strain.

The assistive technology is employing its efforts to build smart keyboards with sensor finger sensors.

Although there are several customized keyboards designed for the special needs of people with different type of impairment. Some keyboards have higher keys compared to normal keys to make people find the keys easily. The raised keys help you avoid keystrokes and typos.



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Hearing Aids.



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Open



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Closing  
Thoughts.



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A hearing aid is a small electronic device that you wear in or behind your ear. It makes some sounds louder so that a person with hearing loss disabilities can listen communicate and participate more fully in daily activities.

A hearing aid can help people hear more in both quiet and noisy situations.



assistive technology tools are among the most celebrated but essential ingredients for disabled people with special needs. When it comes to making the virtual world accessible to these people, the equal accessibility of online learning becomes the greatest needs

Assistive technology has been playing the role of a silent hero, overcoming the limitations of disabled people. There are perfectly imperfect people who are able to live efficiently.

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# Reflections

Through this project I learned what is the ICT device for children with special needs. The purpose of this project is to highlight some ICT device and their information.

I think disability is not inability. A disability is only, actually disability only prevents someone from doing what they want or need to do, technologies and communication devices help reduce physical barriers.

Information and technology provide a model to allow people with disabilities to better integrate socially and economically into their communities by supporting personal access to information and knowledge, learning and teaching and access to education administrative procedures.

This assignment is really helpful and knowledgeable to me.

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# English

PROJECT

2023-24



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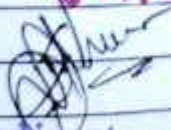
Academic year - 2023-24

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DR. MRS. R. K.  
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Sundaram

Topic-

Do a review &  
Present a Paper on  
Any One of R.K  
Narayan's Book

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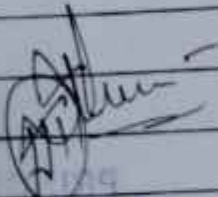
BOOK Review

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# Introduction.


## What Is a Book Review?

You may prosper, "what is Book Review?" Book Reviews are commonly used to assigned students to allow them to show a clear understanding of Novel. And to check if the students have actually read the Book. The Essay format is highly important for your consideration, take a look at the Book review format below.

BOOK reviews are assigned to allow students to present their own opinion regarding the author's Idea, writing technique & quality.

  
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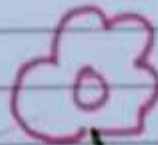
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# Definition ....


**Rewrite** ~ To examine or consider something again in order to decide if changes are necessary

**Rewrite** ~ To look at or think about something again to make sure that you understand it.



  
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R.K. Narayan



February 2000

# The Guide



The  
Guide  
By  
R.K.  
Narayan

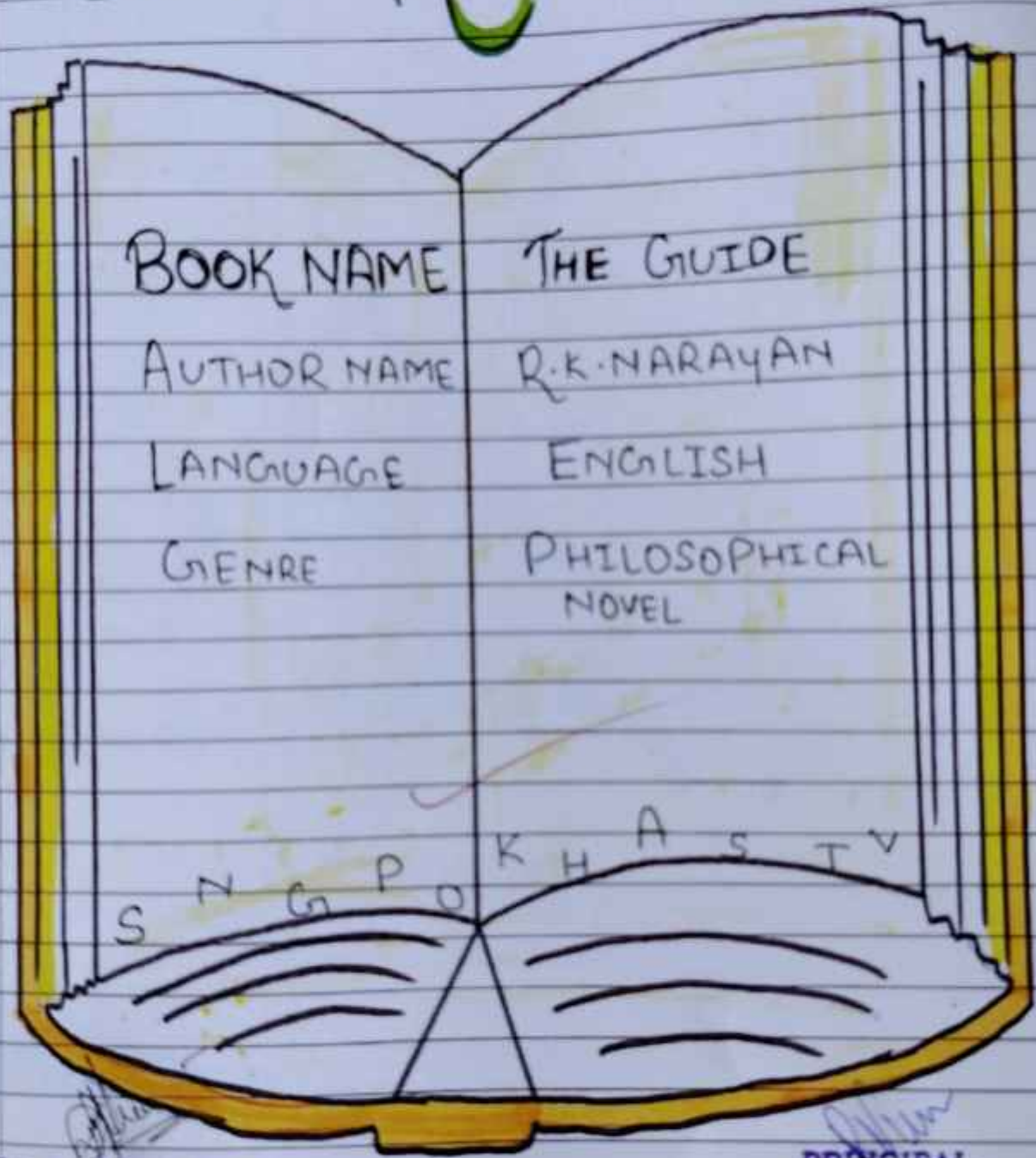
  
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# INTRODUCTION



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# ABOUT THE AUTHOR

◊ RASIPURAM KRISHNSWAMI

IYER NARAYANSWAMI generally known as R.K. NARAYAN.

◊ Narayan was an INDIAN NOVELIST understood for his words set in the Pictitious South Indian village of Malg. He was a prominent writer for the First Indian Literature in English.

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# ABOUT THE BOOK

In 'The Guidebook Key'.  
Raju is crouching by a riverside statue when he is erroneous for a religious man the invalidity. Raju was just discharged from Jail for forging the signature of a woman with whom he has a confusing relationship. The woman is wedded to another man but she has an affection for dance and her spouse needs her to give up such priorities.

# CHARACTERS

Raju

The Sait

Raju's Father

Rosie

Raju Mothers

Raju's Lawyer

Velan's Brother

Mani

Raju's Uncle

Velan's Sister

Macro

Malone

Chaffur

Joseph

Velan

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# STORY

"The Guide" by R.K. Narayan is a Multifaceted Novel that follows the life Journey. Raju set in the fictional town of Malgudi. The story begins with Raju as a charismatic tour guide, known for his to engage tourists with captivating stories about the town's history and its signs.

Raju's life takes a dramatic turn when he meet Rosie, a beautiful and talented dancer trapped in a troubled marriage with Macro. Raju becomes her confident, manager and eventually her lover, helping her achieve success in her career. However, this is unconventional relationship leads to scandal



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and Raju's imprisonment on charges of forgery.

While in prison, Raju undergoes a transformation. He studies religious texts and becomes a spiritual guide upon his release. He moves to a remote village and gains a reputation as a holy man, offering guidance to the villagers. Raju's spiritual journey is a mix of genuine faith, manipulation.

As his influence as a spiritual guide grows, Raju becomes entangled in a web of lies and misunderstandings. The novel culminates in a dramatic set revelation that challenges Raju's identity and authenticity of his spiritual role.

# STORY START

## With

# Raju's Life Story

The Novel focusses on the life the life and growth of Raju. Born in Malgudi. Raju was the son of sweet-shop owner. Raju learns how to run his father's shop and continues their family business after his father passes away. And Raju's life take a dramatic change.

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# Raju Obsession For Rosie

Tempted by the material pleasure like money and comfort. Raju soon finds himself drawn to another source of pleasure - Rosie. Rosie is the wife of Macro, an archaeologist obsessed with ancient art forms. Macro and Rosie visit Malgudi and meet Raju as a guide.

Rosie and Macro Marriage is an unhappy marriage. Raju realized that Rosie must've married Macro only for his money. Taking advantage of this weak marriage, Raju used his tempting words on Rosie and start a love affair with her.

# Rosie Becomes Famous -

Raju appreciates her dance. Rosie becomes a famous dancer in cosmopolitan circles because of her talented marketing skills as her manager. They both start living together. Raju's mother does not approve this & this she ultimately leaves the house & start living with her brother.


However, greed takes over Raju, which leads to his fall. Macro sends jewellery for Rosie, tempted by which Raju forges her signature - thinking that no one would be able to catch him. But Macro recognizes this forgery and Raju is Jailed for two years.



# Raju is Free

After he's freed from prison, Raju is free reluctant to go back to malgudi because he'll be disgraced there as a former prisoner. After that Raju became an spiritual guru.

Velan is fully convinced of Raju being a guru, even when Raju reveals his entire life story. Velan's sister, who has refused to marry as per the family wishes, is brought to Raju. Raju successfully convinces her to marry as per the elders wishes. Hence further the idea of him being an enlightend personality.

  
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# Raju's Death ....


Although, Raju remains hungry, he finds himself a new sense of fulfilment. His body grows weaker day by day.

Raju death is bittersweet and the ending of novels is not a definite one but is rather open to interpretation. Raju asks the villagers to take him to the river, where he used to visit daily as a part of his ritual, and there he utters his final words,

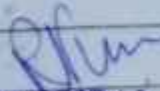
"Velan, it's Raining in the hills. I can feel it coming up under my feet, up my legs".

# Message

'The Guide' Explores themes of identity, self-discovery, the consequences of one's actions and the complex interplay between spirituality and worldly desires. It is a tale of transformation, redemption, and the intricate facets of human nature, told against the backdrop of a changing Indian society.

  
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# Reflection....

R.K. Narayan's 'The Guide' is a fine example of realistic potrays of Indian scenario as this techniq we was used by in tragedy King Lear Shakespeare skillfully exposed the chaos, illness and turmoil of Lear's dominion. with the same skill R.K. Narayan potrays the journey of different phases of Raju's life like station food vendor, a tourists guide, a sentimental adulterer, a manager of Rosie, a jailbird, martyed Swarni while portraying transformation of Raju from Railway to spiritual awaker Narayan put forward different religious, cultural, social, economic aspects of Indian Society.

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Topic~

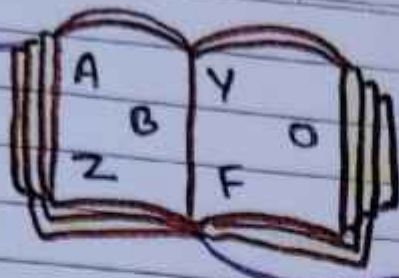
Activity: Take few  
Passages from Science, Social  
Science & Maths textbooks  
of any one class (VI-X)  
& Analyze.

Dr. K. S.  
29/11/23

  
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# INTRODUCTION

## WHAT IS TEXTBOOK?

A textbook is a book that contains comprehensive information about course or a subject that a student needs, to get through the academic year. This has a set of chapters, questions-answers & exercise included in the curriculum to improve the learning standards of students.

Textbook is not only helpful for the students but also helpful for teachers with their teaching course.

Further, Textbook help teacher to maintain uniformity in teaching standards for different classes.

# Definition

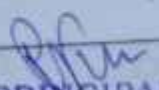
1) "Textbook is a standard work for any branch of study" - Andres Lang

2) "Textbook is the half apparatus of teaching." - Kating.



  
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## 4. Nutrition in Living Organisms



### Let's recall.

1. What is malnutrition?
2. Which are the ways to prevent malnutrition?

### Nutrition

Some life-processes go on continuously in living organisms. Substances which are **digested** and **assimilated** for obtaining energy and for the growth and health of our body are called **foodstuffs**.

We get several types of nutrients from foodstuffs. Nutrients can be classified into two types, namely **macro-nutrients** and **micro-nutrients**.

Nutrients like carbohydrates, proteins and fats are required in large quantity. These are **macro-nutrients**. Minerals and vitamins are required in very small quantity. They are called **micro-nutrients**.

### Autotrophic plants



### Can you tell?

How do plants produce their own food?

Plants also need food for their growth. They can produce their own food. With the help of sunlight and **chlorophyll**, plants make their food in their leaves, using water and nutrients from the soil and carbon dioxide from the air. This process is called as **photosynthesis**.

The process of taking in and using food which takes place in living organisms is called **nutrition**.

### Need for nutrition

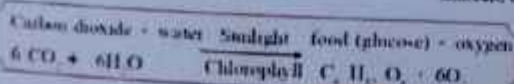
1. To supply the energy required for doing work.
2. Growth and development of the body.
3. To replace the damaged cells and repair tissues.
4. To fight diseases.

### Autotrophic nutrition

Some organisms can produce their own food and thus nourish themselves. This is called **autotrophic nutrition**.

### Heterotrophic nutrition

Some organisms depend on other organisms, plants or animals, for their food. This is called **heterotrophic nutrition**.



4.1 Photosynthesis

Science  
Textbook  
(Class - VII)

1) How the Different Register of Language have been introduced?

-> English - Formal language have been introduced in this passage.



2) Does the language clearly convey the meaning of the topic being discussed?

→ Language is a tool that use to convey the meaning. The topic is 'Nutrition' and it is clearly conveying the passage.

3) Is the language are learner friendly?

→ Yes, The language used in this passage is learner friendly. The familiar words are used.

4) It is the language too technical?

→ Some words are technical in this for example - Chlorophyll. But the language used is not technical.

5) Does it help in language learning?

Language is crucial to the teaching & learning of science. It is used in negotiating defined outcomes in science learning. Words, senses & sentences structured use in communicating science concepts affect the way learner response during a teaching learning encounter. Through non-verbal modes of communication (Signs, body movements, gestures, shapes, structure & color patterns) can aid teaching, vocal or verbal communication appear to be more effective humans.

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## 6 Empowerment of Women and other Weaker Sections

Women had participated extensively in the freedom struggle. Women have also made important contributions in all fields in the post-independence period too. That is what we will study in this chapter as also the laws enacted for women and other weaker sections.

### Know this

Number of women per one thousand men

No.	Year of Census	Number of women
1.	1951	926
2.	1961	931
3.	1971	930
4.	1981	934
5.	1991	938
6.	2001	941

Find out the reasons why the number of women per one thousand men in the population has been decreasing.

When we study the condition of women in India we realise that the roots of several of the problems they face lie in the mentality of men. Even in the twenty-first century, we have not been able to rid ourselves of this male-centred mentality.

Swami Vivekananda made use of woman power in the Bhosdan Movement which he had started playing his faith in Mahatma Gandhi's philosophy. Women volunteers carried the message of Bhosdan to all parts of India. Women played a significant role in the Telangana Peasants' Armed Struggle which challenged the rule of the zamindars and the feudal system. As their region became free from bonded labour, women also found freedom from this system.

### Manifestation of woman power:

Women, who have to live the brunt of scarcity of supplies and rising prices, gave a show of their strength as an organised entity in 1972. Under the leadership of the socialist leader



Mrinal Gore

Mrinal Gore, women in Mumbai participated in a demonstration which came to be known as the *Janme mosechi* (the rolling pin demonstration). Commodities like oil, ghee, rice, maida, would become scarce just as Diwali was near at hand. Kerosene had become very expensive. Women came together brandishing their rolling pins and took part in the demonstration. This movement met with success and the public got a glimpse of the united power of women.

**The Chipko movement:** Another show of constructive woman power was seen during the Chipko movement in 1973. Trees from the forests in the foothills of the Himalayas were to be cut down for commercial purposes. Chandraprasad Bhat and Sunderlal Bahuguna had started a movement to prevent this.

Women followed the strategy of holding hands and encircling each tree. As their method consisted of protecting the



Sunderlal Bahuguna

# History Textbook (Class IX)

How the Different Register of Language have been introduced?

Formal - English language have been introduced in this passage.

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2) Does the language clearly convey the meaning of the topic being discussed?

→ Yes, All kind of information about people used in this passage are revealed through the ways they express themselves linguistically. All kind of meaning are revealed through language.

3) It is the language learner friendly?

→ Yes, the language are learner friendly.

4) Is the technical language is used?

→ No, The language is too simple.

5) Does it help in language learning?

→ No, Reading History textbook is really a challenge for student.

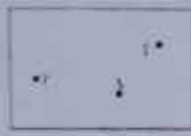
Let's discuss



- Complete the trapezium. Then, have a class discussion with the help of the following questions:
- (1) What kind of surface do you need for making a trapezium?
  - (2) How do you start making a trapezium?
  - (3) What did you do in order to complete the trapezium?
  - (4) Name the different shapes you see in the trapezium.
  - (5) Would it be possible to make a trapezium on a surface or on an alphabet's back?
  - (6) When making a trapezium on paper, what do you use to make the dots?

Let's learn

**Points**  
A point is shown by a tiny dot. We can use a pin or a sharp pencil to make the dot. The dots in the trapezium are the vertices or points.  
A point can be given a name. Capital letters of the alphabet are used to name a point. The points P, Q and T are shown in the figure alongside.



Line Segments and Lines



Take two points A and B on a sheet of paper and join them using a ruler. We get the straight line AB. Can we extend this line further on the side of point B? On the side of point A? How far can we extend it?  
We can extend the line in both directions till the edges of the paper. If the paper is very big, the line can be very long, too.  
How long would the line be on a playing field?

Mathematics  
(Part-2)  
Class - IX

1) How the Different registers of language have been introduced?

-> The language Register in Maths textbooks is usually a Frozen (English) language because No one can change Mathematical or logical theories they prefer to use. Formal language is also the register in maths textbook.

2) Does the language clearly convey the meaning of the topic being discussed?

→ Yes, topic is about Basic concept & it is clearly conveying the topic.

3) Is the language are learner friendly?

→ So easy language is used for better understanding of student.

4) Is the language too technical?

→ No technical language is used in this passage.

5) Does it help in language learning?

→ Every textbook help in language learning

# Reflection

Under the framework of linguistic analysis, I learn that language is the most important & the best human ability to communicate what we feel, want & many other type of expression. The English language is one of the most important language around the world.

In textbooks the language should be always learner friendly so that student convey the meaning easily. And if technical words are used so it should always provide meaning for it. Through textbook student learn language, concept by analysing textbook I think that as a pupil teacher the language is seriously meaning to know & learn because in order to teach the language to future possible.

Student, we need to really know what we are talking, and we need to be able to handle every aspects of the language we are improving.

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Gender  
School  
& Society

# INDEX

Sr.No.	Topic	Sign
1.	Introduction.	
2.	Problem & Issues of Women Education	
3.	History of Women in India	
4.	Women depiction in Advertisement	
5.	Women depiction in Social.	
6.	Women depiction in Films.	
7.	Media [ Print Media ]	
8.	Reflection:	
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11.	Debate.	
12.	Poster Competition	
13.	Slogan Competition.	
14.	Interview	
15.	Reflection.	

# Introduction

Now a days, a fast growing and everlasting forms of communication could be done only with the help of media. A majority of people in India consciously or unconsciously tend to believe that movies or for that matter media. In general are often said to be the reflection of the society.

As far as showing women in advertisement is concerned, things seem to have only worsened over time. In most of the development of advertisement of recent times too, a women is either washing clothes and utensils, cooking, sewing food to family members or trying to make her husband feel better who's at that time reading a newspaper or suffering from cold.

A women does all the work on household chores even when she has a headache or backache. These advertisement's arguably encourage sexism. By and large the media scene in India is that media does not address serious issues about exploitable and in-equal treatment to women is different on women.

Sr.No.	TOPIC	Sig
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- 1- Introduction.
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- 5- Women depiction in Social.
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- 10- street play.
- 11- Debate.
- 12- Poster Competition
- 13- Slogan Competition.
- 14- Interview
- 15- Reflection.

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# Problem and Issue of Women Education in India

- Development of immorality.
- Suitable Curriculum for the education of girls.
- Lack of social consciousness among women.
- Scarcity of lady teacher.
- Lack of proper physical facilities.
- Unwillingness of lady teacher to serve in rural area.
- Financial difficulties.
- Problem of co-education.
- Barrier to girls due to poverty, child marriage and gender based violence.

  
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# History of Women in India

The status of women in India has been subject to many changes over the span of recorded Indian history. Their position in society deteriorated early in India's ancient period, especially in the Indo-Aryan speaking regions, their subordination continued to be reified well into India's early modern period.

## Medieval Indian Women

Medieval India was not women's age. It is supposed to be 'dark age' for them. Medieval India saw many foreign countries conquests, which resulted in the decline in women's status. They are not allowed to move freely and this lead to the further deterioration of their status. Now they began to consider a girl as misery and a burden, which has to be shielded from the eyes of intruders and need extra care. Whereas boy child will not need such extra care and instead will be helpful as an earning hand. Thus a vicious circle started in which women was at the receiving end. All this gave rise to some new evil such as ~~child~~ child marriage, Sati, etc.

Sati



Jayher

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The ritual of dying at the funeral pyre of the husband is known as 'Sati'. According to some of the Hindu scriptures women dying at the funeral pyre of her husband and go straight to heaven so it's good to practice. Sati was considered to be the better option than living as a widow.

In this custom wives immolated themselves while their husband were still alive. When people of Rajput clan became sure that they were going to die at the hands of their enemy then all the women arrange a large pyre and set themselves afire while their husband were fight the last decisive battle known as 'Shaka'.



girl  
Education



Child  
Marriage



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The girls of medieval India and especially Hindu society were not given formal education. They were given education related to household chores. But a famous India philosopher 'Vatsyayana' wrote that women were supposed to be perfect in sixty four arts which includes cooking, spinning, grinding, knowledge, etc.

Girls were married off at the age of 8-10. They are not allowed access to education and were treated as the material. The child marriage along with it brought some more problem such as increased in birth rate, poor health of women due to repeated child bearing and high mortality.


  
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# Women Depiction in Advertisement

Advertisement is one of the prominent role of the Television most of the television channels run out of advertisement only. It plays huge target of attracting and struggling. Involve is the crucial sexual harassment also which shows between advertising, consume product industries. Why women are used in advertisements. Women's goal is to attract on man. so her boy is excited as an ads where male gaze would be there and the product would be sold out easier in India 75% of women in television are commoditized in ads where she plays a glamorous, skimpily dressed, sexual object, etc. whereas men are shown for ads cars, business jobs, laptops, Companies (Acer, HCL, Sony) and job websites like Monster.com, Time job, like serial ads depict women in a glamorous manner. Being fair is now a day's claim by various unfair women where fair and lovely, fair focuses on women. should be fair then only they could get a handsome boy.



  
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# Reliance Fresh #Jeele Zara.

In this ad a woman being the caregiver of her family dedicates her life to them, often leaving her with no time to pursue her interest.

The ad by Reliance Fresh shows a woman excited to go a *lyola* on a vacation with her girl gang. The husband is baffled by his wife's decision, and is shown *cribbing* throughout the film. But she patiently listens to his arguments and counters it with a smile saying "Ab main pachaas ki hun." "Ab main *lyola* nahi jaungi toh kab jaungi"?

This ad embarks that women, it is time to live your life for yourself.

  
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# Slice

The Slice advertisement uses the sexual connotation associated with certain sweet food items such as chocolates and applies it to mangoes. This sexuality is also evident through the semi-bau Katsina Kaif in the ad. This advertisement can badly affect the environment specially to the youngsters.

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# Women Depiction in Serials. ♥

Television has made a huge impact in the last decade. Serials have been moved a great deal on portraying strong characters of women in 1980s.

Udhaan, Rajini Kalyani which impressed all kinds of women. Today there is an overdose of serial and focuses women on ruthless, brutlers, ignoring characters.

Popular serial called by star network, to Zee Tv Bahuramain, Hargar Kuch Kabla Hai, Sony Tvs Thodi Khushi Thodi Gam and Khwahish, etc. These homemade shows focus women as an family

oriented relationship. The concept clearly says that women could be only as a homemaker maintains the household, being a good wife and good mother to her kids. But she is exploited in the

means of serials like characters which are unrealistic, ignoring characters where she is not represented in a right position

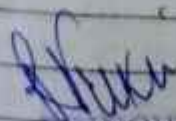
at all, Women are shown billion who go for power of hunger in the role of stereotyping which comprises full of vices.

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# Balika Vadhu

Balika Vadhu is an Indian television serial, it deals with child marriage that had been a prevalent practice in several parts of India continuing even today in many a rural places. The serial focuses on the character Anandi, who was married off in her childhood and traces her journey through all kinds of situation down through adolescence to adulthood. Within the main plot concerning the story of Anandi in the house of her in laws and how she epitomizes all the virtues that defines as 'ideal bahu' in Indian society.

The division of projection make it clear once again that more often media attempts to fall back to propagating inorganized stereotypical notions and securing their own position.



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# Pinjra Khubsurati Ka

Mayura a young woman, leads an unhappy life because the people around her recognize her for her beauty and not for her skill and accomplishment. Mayura a young woman, leads unhappy life because she was suffering from the bad environment in which we can see that its the scenario of the today's society when women are identify as a good personality and beautiful by their looks only.

LADKI JAB ROTI HAI NA BAHUT  
SAARE REASONS HOTE HAIN.. PAR  
JAB LADKA ROTA HAI.. REASON  
LADKI HI HOTI HAI



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# Women Depiction in Films.

It could be said without women there is no cinema at all. From the early beginning of cinema she is own as one centre part of attraction. Most of women shown in Indian films are depicted as gently, heartless, ruthless, subservient. Often women are need a village girl or city dweller. Women in cinema started with a object of love and ends in marriage. All films which as shown oriented with her and she is used as a colourful splash to the storyline. From 1980s this trend is ongoing and showing women as glamorous for MadhuBalla to Kani Mukarjee, Simran to Shreya, Aruna to Dimple Kapadia, Aishwarya to Katrina Kaif where they are all used as sexual objects in Indian Cinema who are expressing their lips and wiggle their hips to the audience.

Moreover our aged heroes act with 18 year old heroines which is biggest trend going where our old heroes may dance with them, sing with them what a crucial one it is how women are considered an old man who is father status to the women.

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# Pati Parmeshwar

Early in the 1970s, films portrayed women as a submissive docile and ignorant. This is well shown in the movie "Pati Parmeshwar", where as normal Indian culture tends to the female lead is domesticated and portrayed as the Ideal wife. The movie is about devoted Hindu wife, Rekha (Sudha Chandran) and her husband. Through the movie, the husband spend most of time with a mistress and despite knowing this truth Rekha determined to make the marriage work and doesnot leave him. Even when her husband fall sick, she goes to the extreme of taking her husband to his mistress in hope that this will help him recover sooner. After few months, the husband recover and repents his action. He ask for forgiveness and she accept him.

Thus from the movie we get to know that women is submissive and the point is that wives should be subjected under the husband and no matter what the husbands action should ideally forgined them.

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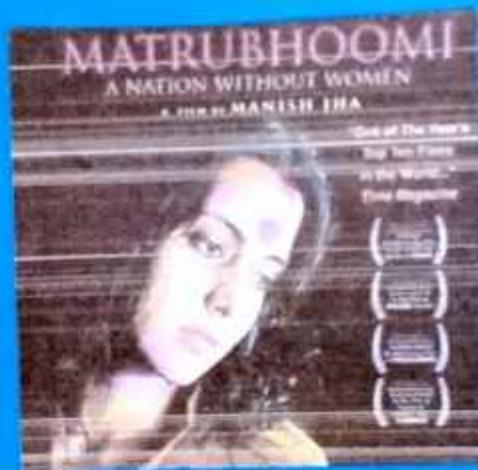
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# MATRUBHOOMI

A Nation Without Women, is one of the most disturbing Hindi films. It presents several taboo issues and graphic image such as: A graphic image of child being drowned in milk, gang rape, serial rapes, polygamous marriage, human slaughter, etc. Here, in the movie only one female was remain in the village and she was the only woman who left a side and every body have evil eye on her. They sexually abuse her and used her as a prostitute. This movie shows social change in the society.

  
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Media is the communication outlets or tools used to store and deliver information or data. The term refers to components of the mass media communication industry, such as print media, publishing, the news media, photography, etc.

## Classification of Mass Media

### Print Media :

#### i) Newspaper :

Newspapers are print media and for the news gathering organization that produce them. They are meant to inform the general public about recent events, especially public affairs.

Nevertheless, Newspaper plays an important role. In 1980s, women issues find comparatively little space in newspapers. The general apathy among newspapers and periodicals towards women's issues has given way to some awareness and better coverage. Earlier, women and their issues or problem news figured on the front page of a newspaper and women were predominantly depicted as victims of atrocities. On the other hand, a few newspapers that carry a women's page, are popular continuous the transition of defining the women world per Terms of beauty, tips, recipes, fashion, etc.

## ii] Magazines :

A magazine is a publication usually a periodical publication which is printed or electronically published magazines are generally published on a regular schedule and contain a variety of content.

There is a tendency to portray women as sex or fashion object and homemakers. In media these stereotypes mostly do not acknowledge women in work or that they can be more than homemakers. Therefore people may also acquire value, norms and customs through media one of the most perplexing and complex issue currently facing advertisement.

## iii] Pamphlets :

Over the year, including now a days, wherever we see we can find pamphlets and posters of women promoting some of the other products. I want to ask one question that why mostly we find women selling products not men? Women have been portrayed as men would like to use them: beautiful, as a love, mother, efficient house keeper but nothing else.

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Support  
Media

Print  
Media

Broadcast  
Media

Digital  
Media

Rhuv

# Reflection

Through this project I understand that India mass media have come so far get have a long way to go to escape from the clutches of men-oriented movies and to make story oriented movies lets clap for the positive changes in the post royal women characters and lets work on making it even better.

It is time that films, social media, serials, ads and print media seeks a redefinition of women as objects of male gaze women's experience and dilemmas as points of narration and the need of the hour. Going beyond the stereotypes will do a great help to the cause of women in India society. Untill the media and the advertising industry develop a newfound respect for women, the struggle to be taken seriously and viewed as equals will continue.

• Newspaper

• Advertisements

• Consumer Magazines

• Business Magazines



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## SCIENCE EXHIBITION



Young Scientists in the making

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# Exhibition

An exhibition, in the most general sense, is a organized presentation and display of a selection of items. In practice, exhibitions usually occur within a cultural, or exhibition, educational setting such as museum, art gallery, park, library, exhibition hall, or World's Fair. Exhibitions can include many things such as art in both major museums and smaller galleries, interpretive exhibitions, natural history museums and history museums, and also varieties such as more commercially focused exhibitions and trade and fairs.

In British English the word 'exhibition' is used for a collection of items placed on display and the event as a whole, which in American English is usually an 'exhibit'. In both varieties of English each object being shown within an "exhibition" are considered temporary and usually scheduled to open and close on specific dates.

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# Street Plays

## Meaning:

It focuses on the social and political issue of people with aim to create awareness among all the people. It focuses more on bringing change in the society. Street play as a tool of bring change has many advantages. It convey the message keeping the entertainment factor alive which attracts a lot of audience.

It is essentially a mindful practice to help build children's self confidence and public speaking abilities. If we encourage our children to participate in street plays, you will observe that over time they appear better educated, aware, and empowered.

School will set the venue or location for the Annual function and the date.

## Step-4: Conduct Annual function:

While conducting the annual function the welcome song the street play will held.

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# Aqsa Girls High School

## NOTICE

2 Jan 2024

Exhibition, Street play, Debate, Poster Competition, Slogan Competitive and Interview.

It is to inform you that the students of from class 6<sup>th</sup> to 10<sup>th</sup> be ready for the above competition which will held on \_\_\_\_\_

For Further information please contact undersigned:

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# Script play on Domestic Violence

Script outline for role play [Afrilyn & Andrea]

Andrea looking tired and sleepy.

Afrilyn: Andrea? Are you okay?

Andrea: I couldn't sleep well at all last night

Afrilyn: Why?

Andrea: I heard noises from my neighbor's house.

Afrilyn: What kind of noises did you hear from them?

Andrea: sounds of fighting, screaming and woman crying

Afrilyn: Really?

Andrea: I could hear the husband's wife's voice very clearly. I could hear the daughter's crying sound too. The husband yell at his wife and say she is useless or something.

Afrilyn: I think this family is facing domestic violence, the wife and the daughter are facing

# Aqsa Girls High School is conducting street play on "Domestic Violence"

Step 1: Send Notice:

- Class teacher will send notice to the class to aware the student about the street play on their Annual function.

Step 2: Selection of Participants:

Then teacher will select the students for their role in their street play and make their list.

Step 3: Set the Date and Venue.

School will set the venue or location for the Annual function and the date.

Step 4: Conduct Annual function:

While conducting the annual function after the Welcome song the street play performance will held.

# Street Play

physical and emotional abuse by the husband.

Andrea: What is domestic abuse and what do you mean by physical and emotional abuse?

Ashlyn: No, there are actually many types of domestic abuse. Physical abuse is the type that involve a lot of violence acts. Meanwhile emotional abuse is way to control another person by using emotions, critic, embarrass or anything that hurt the victim feeling.

Andrea, when was the last times you talk to the wife?

Andrea: Hmmm the last time I talk to the wife was two days ago may be. I do notice there is a bruise on her right hand and a bandage on her forehead. She didn't really want to talk about it, so I just left her alone. Well, the problem now is how do we help them?

Ashlyn: Firsstly, for today I would go home with you and have a deep conversation with her. She would not feel all alone and she might speak up later.

# Street Play

Andrea: We can go to nearby police station and lodge a police report.

Afnilyn: What time does her husband always go home from work?

Andrea: He always come home around 8pm.

Afnilyn: Do you have her phone number?

Andrea: Her name is Milly. Yeah I do have her phone number.

Afnilyn: We can start our plan today but lets go to cafe first. We both are hungry.

Andrea: OK then. Lets go.

  
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# Debate

A debate has a chairman who conducts the debate and a timekeeper who records the time of each speaker. There are two teams: an Affirmative - the team that agrees with the topic and a Negative - the team that disagrees with the topic. Each side consists of three members: first, second and third speakers.

Aqsa Girls' High School is conducting a Debate Competition.

Step 1: Plan the theme of the debate:

Firstly the school will decide when the debate should happen and what would be the theme of it.

Step 2: Send Notice:

Then the class teacher send notice to their respective classes.

Step 3: Make list of Participants:

Then the teacher of their respective class will make the list of the participants.

# Debate

Step 4: Set Date and Venue:


Set Date and Venue for the Debate competition and prepare the students for the Debate.


Step 5: Conduct Debate:

Conduct your debate on the location and finalize the score of the students.

Step 6: Distribution of Certificate & Awards:

After the finalization of score and then the participants should be provided with certificates and winners should get their awards by Judges.

  
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# Debate

## Is Educating A Girl Child Waste of Money.

Yes	No
<p>Educating a girl is not at all waste of money if a woman educated the whole family gets educated. A better family moulds into a better society as well as a good citizen for the survival of society &amp; family.</p>	<p>Its a waste of money to educate a girl child because they are not going to need that kind of education in their future. They should stay at home to take care of their family members.</p>
<p>Educating girls is important because only if the girls is educated the nature is also free from all other problems. People think educating a boy is better than educating a girl because a boy can earn more.</p>	<p>Educating a girl child is a burden for the parents and parents cannot afford their education. They feel educating a girl cannot be a source of earning at their place because she will get married &amp; go to their in-laws.</p>
<p>Its the era which we are dealing with technology! So by making a mindset that women are just housewife is wrong concept.</p>	<p>Women should stay home to cook, clean &amp; care for their family, rather than follow the path of new science and technology.</p>

# Debate

Investment on women is investment for nation's development first girls will educate one house and after marriage the next house.

Rather than, investing money on the girls. Invest money on boys is the concept as he will be a source of earning for family.

Girls have to be educated because they have to make their family and also give an educated world a name and fame.

As the women gets educated they want to live a fashionable life so to fulfill their wish they try to hinder outside, which is a wrong concept according to our society.

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# Poster Competition

Poster Making Competition  
held by Dasa Girls High  
School on 2<sup>nd</sup> Jan 2024  
in the Auditorium.

Step 1: Send Notice.


Step 2: Set the Date and Venue.


Step 3: Make the list of the participants.

Step 4: Conduct competition.

Step 5: Finalize the Winner.

Step 6: Award distribution.

  
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# SLOGAN COMPETITION

## Slogan Competition Conducted by "Aqsa Girls' High School"

Step 1: Send Notice to the class

Step 2: Make list of the participants

Step 3: Decide Date and Venue

Step 4: Conduct slogan competition

Step 5: Finalize the Winner

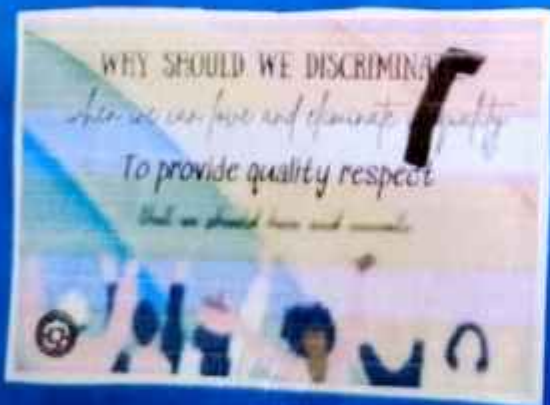
Step 6: Certificate & Award distribution



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Gender Equality Is A  
Human Right Not A  
Female Fight.

All the humans much remained  
determined and keep on fighting now so  
that through not tomorrow but in the  
coming years things will get better and  
women will feel equally safe, and  
supported.

# Interviews.

The interview is a commonly used data collection method. We have faced interviews all the time.

An interview is a structured conversation where one participant asks questions and the other provides answers. Interviews usually take place face-to-face in person, but the parties may instead be separated geographically as in videoconferencing or telephone interviews.

## Definition :

Lipson and Harna define "An interview as a face-to-face interpersonal event in which at least one person has planned to achieve a specific goal".

## Objective :

- Getting information
- Giving information
- Persuading
- Problem solving
- Counseling
- Job seeking or hiring
- Receiving complaints.

  
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# Interviews.

1: What do you understand by gender issues?  
→ Gender issues refer to all the concerns and issues which relate to lives and situations in society of women or men.

2: Does gender equality also a human right?  
→ Absolutely, as per the fundamental principle of UN charter gender identity and equality is the core of human right.

3: How will you enable gender equality?  
→ Gender equality involves fostering, awareness, education and policy changes.

4: How will you spread awareness on gender equality?

→ I spread awareness on gender equality by using social media and making awareness in my circle of friends and sources.

5: What is the impact of gender equality?

→ Gender equality has a profound impact as it increases the family income, eradicates poverty and provides education.

6: Family laws are applicable to?

→ Family laws are applicable to marriage, divorce, adoption & inheritance.

# REFLECTION

The entire gender project that I have made including street play, slogan debate, poster, interview, exhibition provided many new thoughts and ideologies regarding women's welfare. After performing all the activities, I concluded that women are struggling in society by facing so many problems such as sexual abuse, discrimination, violence, dowry, poor nutrition and low education facilities.

Although women play vital role in the development of society but irony is that they have never been appreciated in a patriarchal society.



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# Knowledge & Curriculum

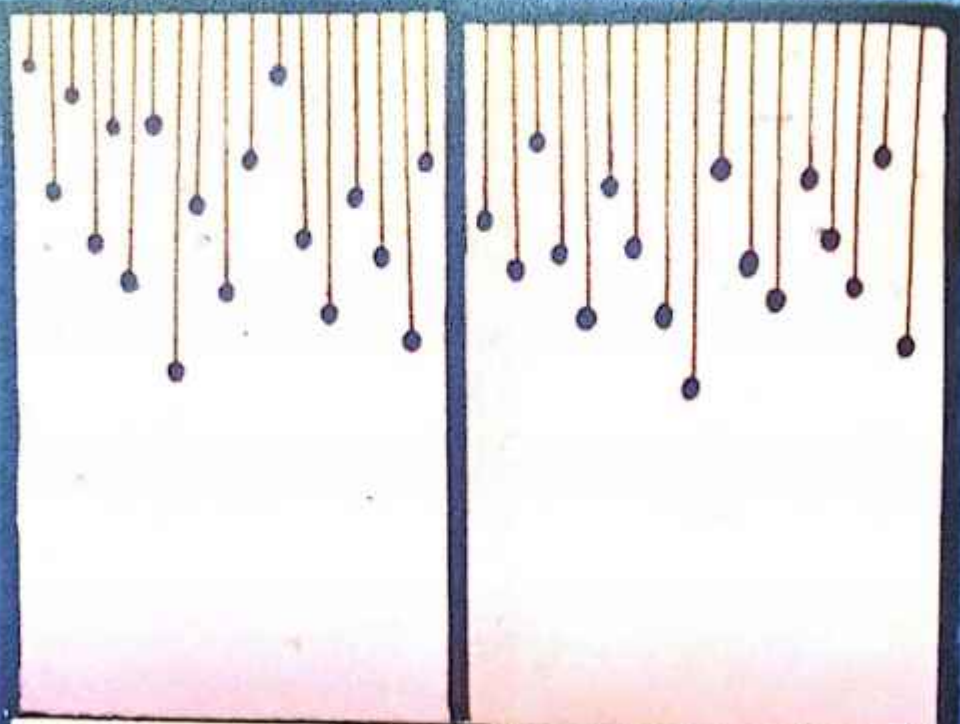
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Khan Dr. Nafiya f  
Momin Shabeema.

Co-ordinator IQAC  
Kanton Muslim Education Society

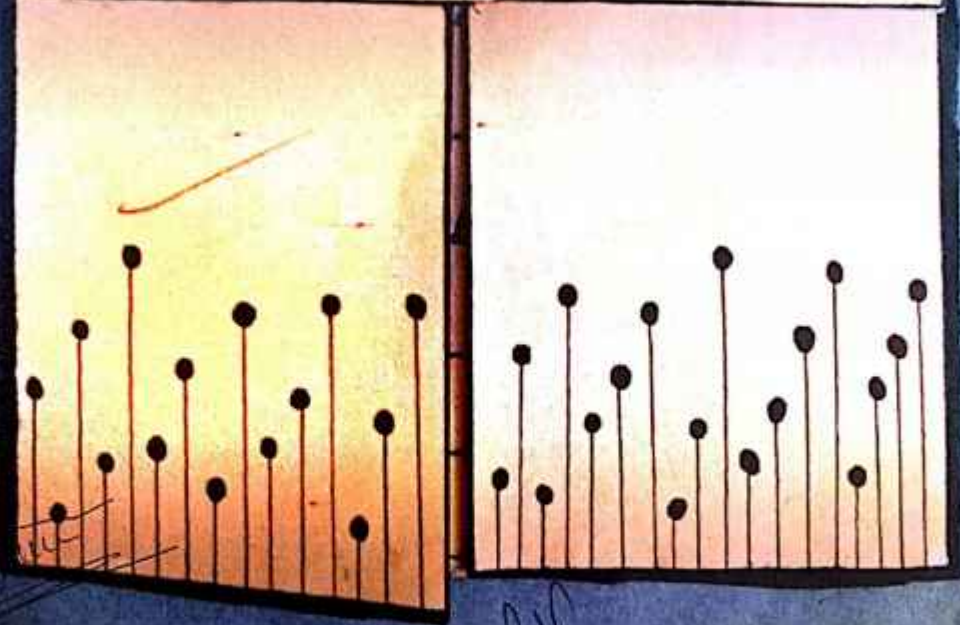
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6.	Banking Education.	
7.	Problem Solving Education.	
8.	Some Ideas.	
9.	Good Affects of Dialogue.	
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# Biography

Paulo Freire was a Brazilian educator and philosopher who was a leading advocate of critical pedagogy. He was born on 19 September 1921 to a middle class family in Recife, Brazil. Freire became familiar with poverty and hunger during the 'Great Depression' of the 1930s and 1933 his father died. Freire stated that poverty and hunger severely affected his ability to learn.

Paulo Freire enrolled in law school at the University of Recife in 1943. He also studied Philosophy and Psychology of language. In 1944, he met Elza Maria Costa de Oliveira, a fellow teacher. In 1967, Freire published his first book, 'Education as the practice of freedom'. He followed it up with his most famous work, 'Pedagogy of the Oppressed', which was first published in 1968. After a positive international reception of his work, Freire was offered a visiting professorship at Harvard University in 1969. The next year, 'Pedagogy of the Oppressed' was published in Spanish & English, vastly expanding its reach. Freire died of heart failure on 2<sup>nd</sup> May 1997, in São Paulo.



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# Introduction

The roots of the word dialogue come from the Greek word 'dia' and 'logos'. 'Dia' means 'through' and 'logos' means 'word' or meaning. Dialogue is basically a conversation between two or more people. In fiction, it is verbal conversation between two or more characters. Sometimes it is a self-talking dialogue, they are known as 'Monolog'.

Dialogue can be written or spoken. It is found in some poetry and makes up the majority of play. Dialogue is also a way to "show" rather than "tell" because you are letting the reader hear the exact words the characters say, rather than giving them a summary.

## Definition :

"An exchange of ideas or opinions on a particular issue, especially a political or religious issue, with a view to reaching an amicable agreement or settlement."

Need

Significance

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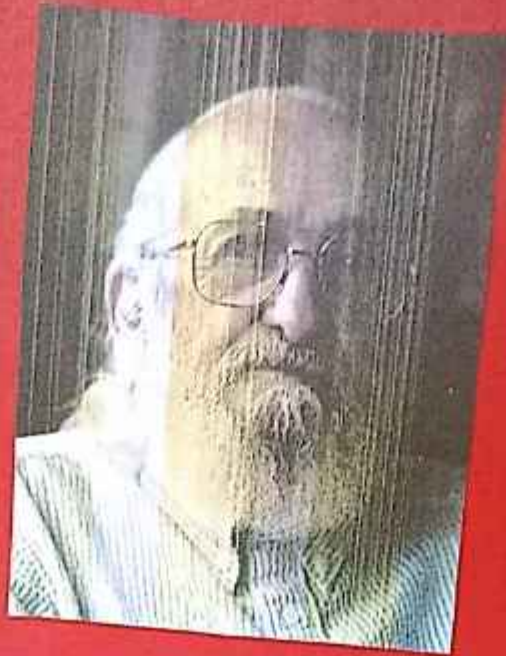
- ◆ to actively engage.
- ◆ Encourage engagement.
- ◆ Shift from monologue to dialogue.
- ◆ Encourage decision making.
- ◆ more meaningful learning.

- ◆ Learners are invited to actively engage.
- ◆ More meaningful learning.
- ◆ Shifts the focus of education from what the teachers says to what the learner does.
- ◆ Mutual respect and open communication.

  
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Dialogue Method

by Paulo Freire

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Paulo Freire [1970] states that human nature is dialogic, and believes that communication has a leading role in our life. We are continuously in dialogue with others, and it is in that process that we create and recreate ourselves.

Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue teacher can elicit students' everyday common sense presentation, engage with their ideas and help them overcome misunderstandings. Dialogue based educational approach, which was put forward by Paulo Freire [1921-1997], one of the most significant thinkers of radical education approach, was designed in such a way to enable teacher and students to carry out research together. Freire proposes this educational approach as an alternative to the traditional educational model which he calls as 'banking education'.

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# Banking Education

The term banking model of education was first used by Paulo Freire in his book. Freire describes this form of education as "Fundamentally character" with teacher as the subject. Paulo Freire called the traditional system of education as "banking education" because knowledge is deposited into the empty accounts of students in a similar manner one operates a bank account. The traditional as conceived by Freire, is an act of depositing in which the students are the depositories & the teacher is the depositor. In this system of education, the teacher lectures & the students receive, memorize & repeat. The scope of action allowed to students extends only as far as receiving, filling & storing the deposits.

Banking education follows the transmission model of education. This model views education as a specific body of knowledge that is transmitted from the teacher to the students. This model is most often used in university settings and lecture halls when there is a class of over 100 students. The easiest method of education is through lecture where the teacher stands at the front of the class & dictates.



# Problem Posing Education

Problem posing Education, coined by the Brazilian educator Paulo Freire in his book 'Pedagogy of the oppressed' [1970], is a method of teaching that emphasizes critical thinking for the purpose of liberation. Freire used problem posing as an alternative to the 'Banking Model of Education' because this type of educational work corresponds to the core of the conscious and puts communication into practice. Therefore problem posing education is a Libertarian educational work.

The philosophy of problem posing education is the foundation of modern critical pedagogy. Problem posing education solves the students-teacher contradiction by recognizing that knowledge is not deposited from one [The teacher] to another [The student] but is interred formulated through dialogue between them.

Freire argument concludes that authentic education is not carried on by 'A' for 'B' or by 'A' about 'B' but rather by 'A' with 'B'. Knowledge emerges only through invention and reinvention through the restless, impatient, continuing hopeful inquiry human being pursue ~~in~~ the world, with the world & with each other.



According to Freire without dialogue there is no communication & without communication there can be no true education. True dialogue cannot exist unless the partners engage in love, humility, faith, trust, hope and critical thinking.

**Humility** : People who lack humility cannot come to the people, cannot be their partners in naming the world. Dialogue cannot exist without humility.

**Hope** : Dialogue cannot be carried on in a climate of hopelessness. If the dialogue expect nothing to come their efforts, their encounters will be empty.

**Faith** : Faith in people is an a priority requirement for dialogue, the dialogical person believe in other people even before meeting the face to face.

**Love** : If I do not love the world. If I do not love life. If I do not love people. I cannot inter dialogue.

**Critical Thinking** : Only dialogue is capable of generating critical thinking.

Good Effect of Dialogue

Bad Effect of Dialogue

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- The dialogue method arouses interest in the learners for learning as they can share their thoughts and ideas.

- It also encourages self-reflection and self-introspection among students.

- Students are allowed to encourage their perspectives openly in this method.

- Encourages maximum participation of the learners which fosters an inclusive learning environment in class.

- It increases and improves the engagement in the teaching-learning process.


- Students can get disrupted without learning properly.

- Due to the increase in interaction, the teacher may get distracted and their attention may stray off from the topic.

- Since dialogue encourages talking, students can get loud and create a noisy atmosphere in the classroom.

  
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# Conversation between teacher and student about exam preparation.

Student: Good Morning, sir.

Teacher: Good Morning.

Student: Sir, my examination is around the corner. Can you give me some instruction as to how I should prepare?

Teacher: Certainly! But at first, get rid of your mobile. That is a major distraction.

Student: Ok, sir.

Teacher: Read your textbooks thoroughly, for you must have all the information while you study. Instead of learning, try to understand it. And also you must solve old question papers because those will help you get acquainted with the format of the question.

Student: Thank you, sir.

Teacher: Your welcome, and All the best.

Co-ordinator IQAC

# Reflection


Through this assignment, I learned about dialogue method, which is introduced by Paulo Freire. I got the chance to learn this technique, that I can use in my future. I came to know about many things, which inspires me to teach in actively and totally agree with the view of Paulo Freire. Dialogue Method is a child centered approach that is very beneficial for the students.

I learned and understand how dialogue method can implement in class.





  
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# ∵ Introduction ∵

The educational system of every society is not unconcerned with implicit and explicit to transfer norms and distinctive approaches to the learners. The students spend a long time in school which constitutes the most influential periods of the personal development. They are introduced to explicit and designed educational programs and obtain experiences which shape their culture and values. The effectiveness of these experiences is much more than direct methods and informed educational endeavors. The hidden curriculum consists of teaching items which are not officially intended and developed by school and educational system.

The Hidden Curriculum refers to the unwritten rules, values and normative pattern of behaviour which students are expected to conform to learn in school. Hidden Curriculum in educational, refers to the way in which cultural values and attitudes such as obedience to authority, punctuality and delayed gratification are transmitted through the structure of teaching and the organization of school. This is different from the manifest or formal curriculum that is subject based.

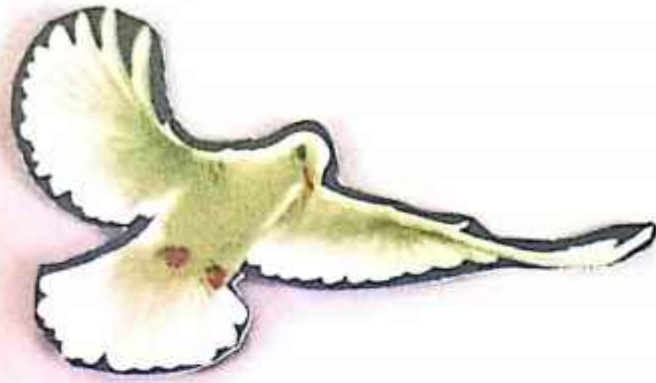
Philip Jackson's classic work on "Life in the classroom" points to three aspects of the hidden curriculum: crowds, praise, and power. Sociological research has been considered with undesirable aspects of the Hidden Curriculum, whereby schools are said to sustain inequality through sexism, racism and class bias.

10

School as the educational institution, which contain age group from pre-school to pre-university, which has a dominant role in socializing children and teenager. The best and the most important period of growth and evolution are in Scholastic age.

So appropriate with each of Educational periods and considering substantial, mental and emotional properties, special educational programs should be prepared for them.

Critically examined the role of Hidden Curriculum in school [Aqsa girls High school] with referance to school rituals, celebration and rules and disciplines.

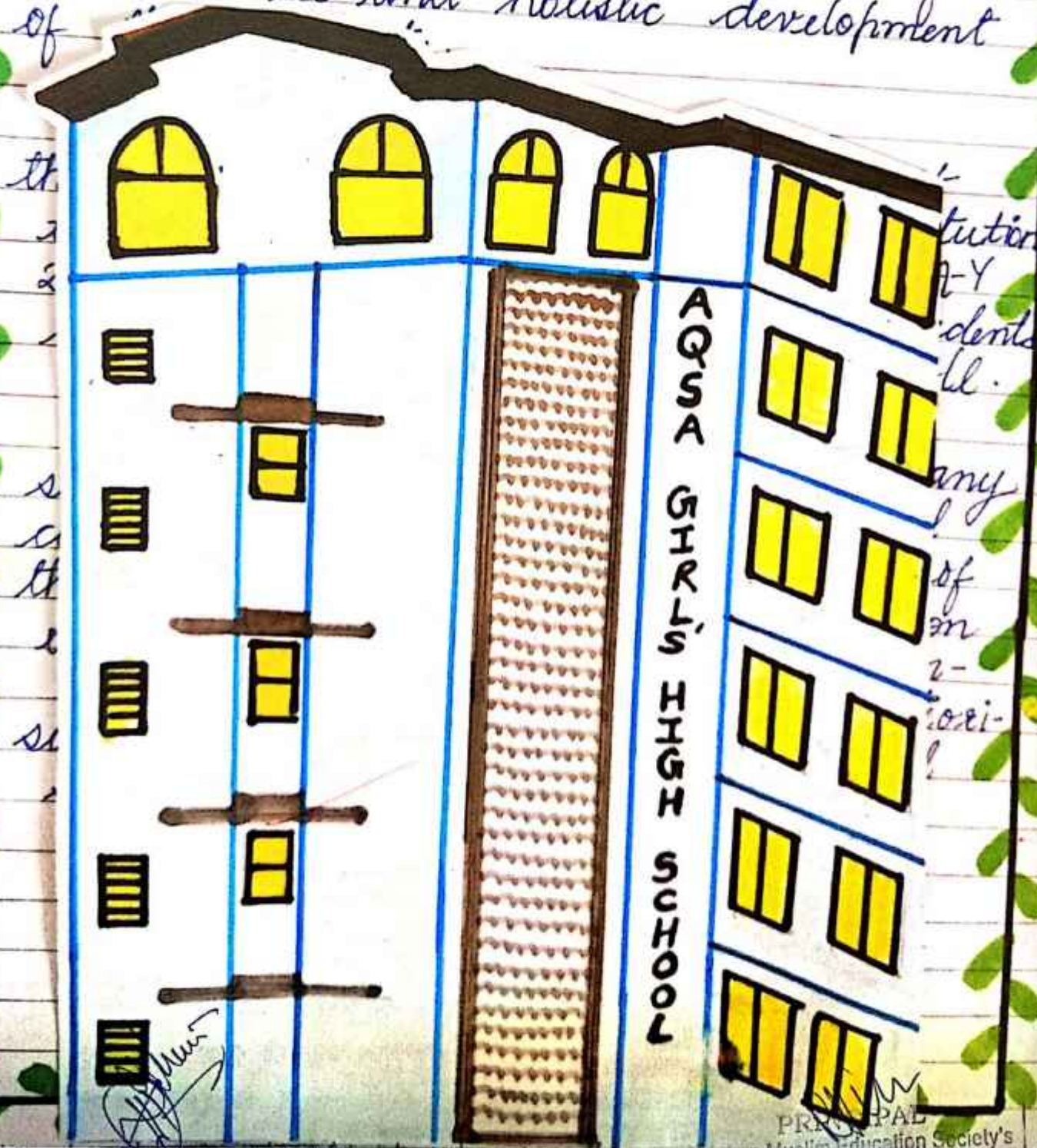


AQSA EDUCATIONAL SOCIETY'S  
**AQSA GIRLS' PRE-PRIMARY,  
PRIMARY & HIGH SCHOOL**  
(ENGLISH MEDIUM)

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Established in 1987, "Aqsa  
 Girls High School" has a long tradi-  
 tion of excellence in the education of  
 girls. This school avail as an inform-  
 ative centre and holistic development  
 of "



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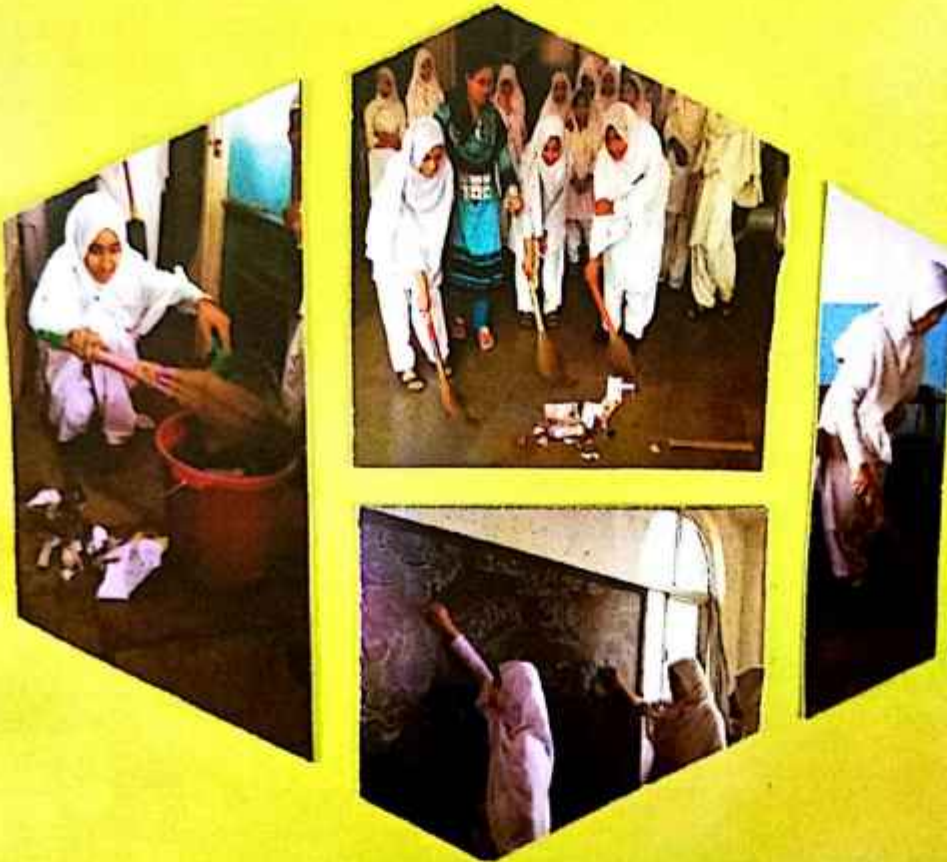
A School's culture sends signals not only to students but also to staff. Teacher and school leaders also must work to build positive norms related to their own work. Building a strong culture is not an overnight task. Relational trust is not something that can be achieved simply through some workshop, retreat or form of sensitivity training although all of these can be helpful. Rather relational trust is forgotten daily in social exchange. "Creating and maintaining a strong culture for student and teacher alike also depends on their understanding of the definition of the situation." For relational trust both staff and students must be able to make sense of their work together in terms of what they understand as the primary purpose of the school.

One of the most important daily rituals in a classroom setting is greeting each child at the door with a welcoming personalized hello. Through a



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**AQSA GIRLS' ENGLISH PRIMARY SCHOOL**

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simple morning rituals you can communicate the following message to students i.e We value and include all people with respect. We consider it good manners to greet each person by name. Good manners help others feel comfortable.

Assembly is an integral part of the Calender activities at the school! Each morning, entire school gathers in the auditorium to recite the prayer, sing the National Anthem and also recite pledge of our country. This is all that influence the hidden curriculum.

In school, teacher addresses the support staff or non-teaching staff politely and kindly, the students indirectly learn the value of respecting other.



**Marathi Day**



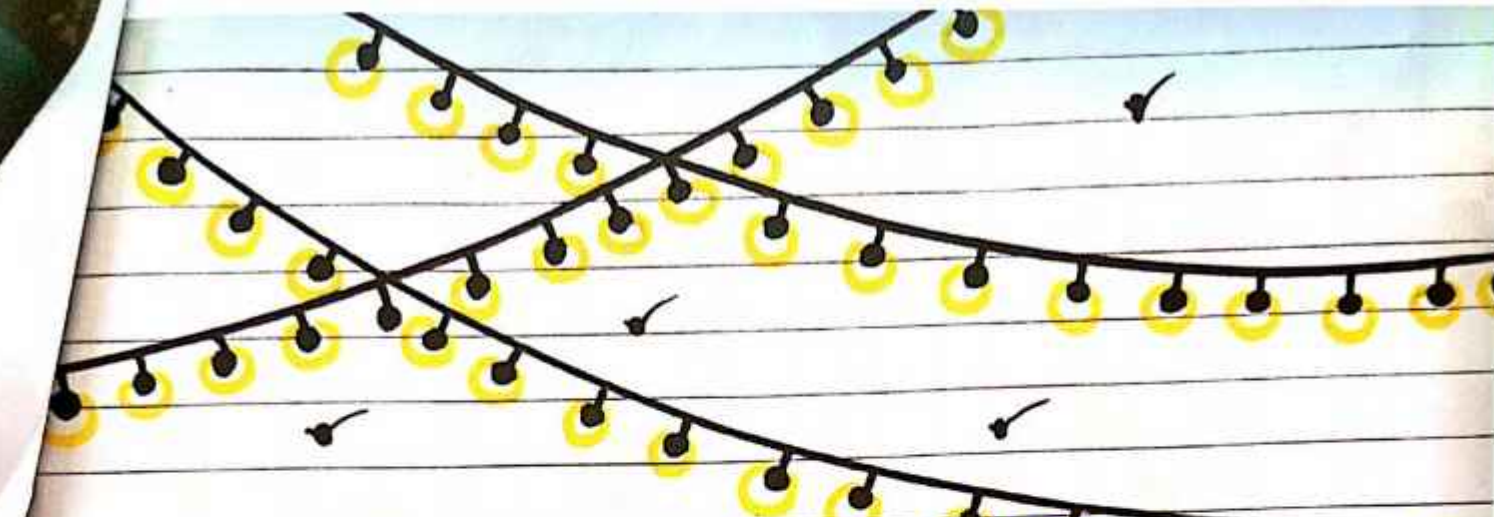
**SPORTS**



**National Science Day**

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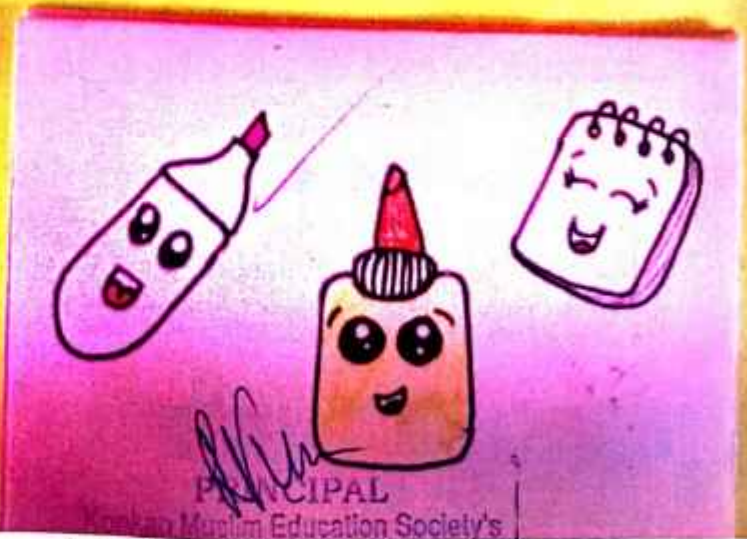
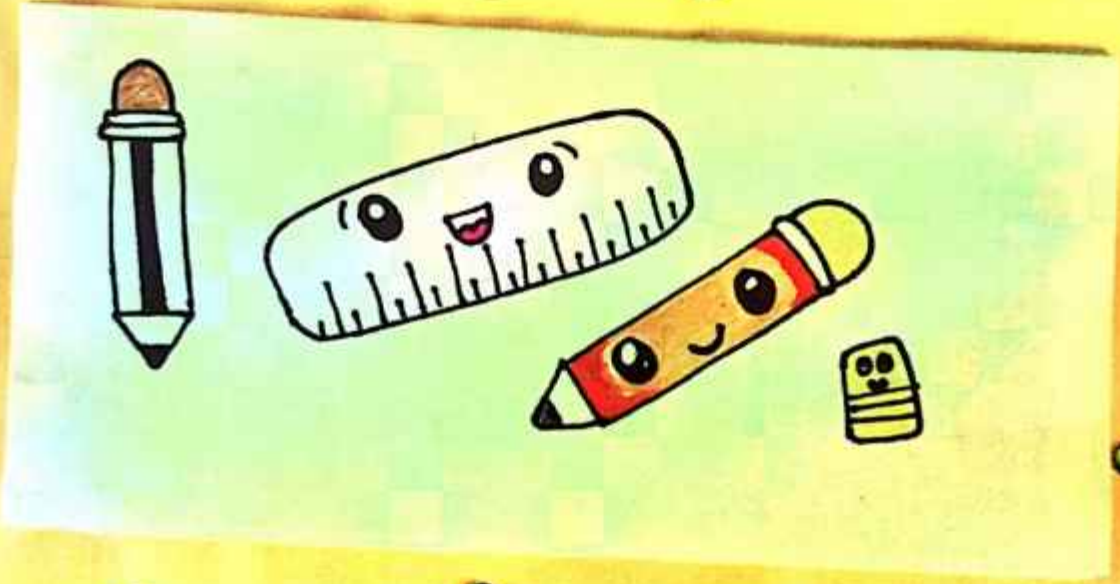


Celebrating events and festivals in school have become an integral part of learning and building a strong cultural belief in children. As a girl's High School encourage students to embrace their traditions and culture just like the way they do with their own. As a part of school efforts to inculcate in students for appreciate and respect to India's heritage and diversity, and also to reinforce in them national pride and respect for all, the school celebrates a number of functions including Independence day, Republic Day, Teacher's Day, Diwali and Eid. School also celebrate Tree-planting Day, Swachta Bharat Abhiyan, Yoga Day which is also concerned with the environmental or social problems.

There are various co-curriculum activities like English calligraphy, Mehendi celebration which also inculcate hidden talents of students. Through this students showcased their inner capabilities and abilities.

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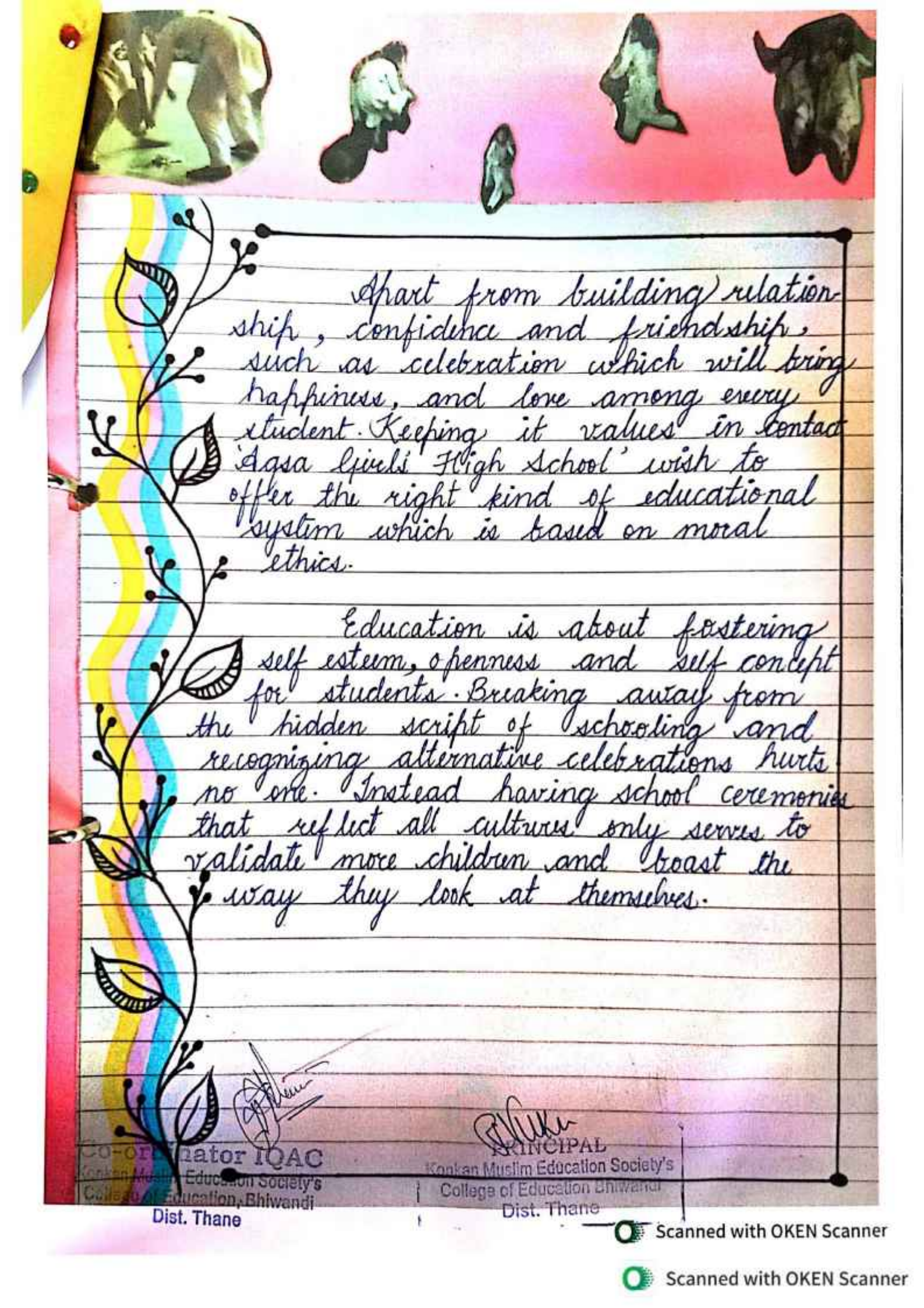


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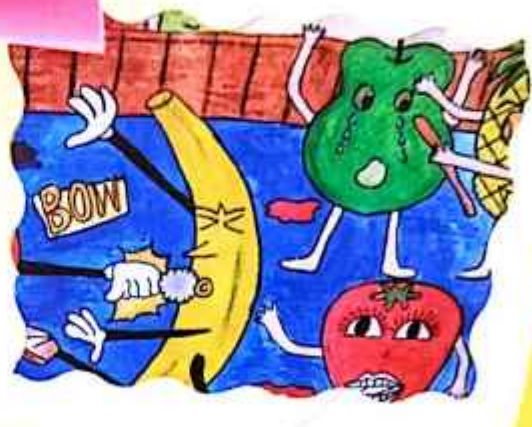


Apart from building relationship, confidence and friendship, such as celebration which will bring happiness, and love among every student. Keeping it values in contact 'Aqsa Livi's High School' wish to offer the right kind of educational system which is based on moral ethics.

Education is about fostering self esteem, openness and self concept for students. Breaking away from the hidden script of schooling and recognizing alternative celebrations hurts no one. Instead having school ceremonies that reflect all cultures only serves to validate more children and boast the way they look at themselves.

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Guests enjoying the event blissfully



From (left to right) Dr. Mrs. Kimaya Dhule, Miss Memon Tabassum, Miss Shifa Shamim speaking during the Independence Day celebration



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# Hidden Curriculum

## with Reference to Rules.

The school rules have been established in partnership with the community over a longer period of time. They reflect the school community expectation in terms of acceptable standards of behaviour, dress, personal presentation in the widest sense. Students are expected to follow the school rules all the time when on the school ground, representing the school, attending school activities or while they are clearly associated with the school.

### General Conduct :

Students are representatives of school from leaving home until they return and thus they are expected to set themselves a high standard of behaviour that inside and outside the school. This way, students learn that how it should. There are several rules and regulations in the school for student which they wanted to strictly followed by the students.





In Good Company ..... Computer Quiz Contest



Rack your brains ..... Information Technology is the need of the hour



  
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## The School Uniform And Grooming :

This should be worn tidily and correctly both at school and between home and school. Jewellery should not be worn. Students hair must be cleaned and tidied all the times. Make-up must not be worn. This doesn't matter to children as well as to school authorities. The reason behind this is hidden curriculum that is operation. Unknowingly students follows the rules which developed cleaned, punctually, self-worthy into the personality of them.

## Bullying:

Any form, verbal or physical or any means of bullying or any victimisation is strictly forbidden. The interpersonal relationships that are evident in the school impact the hidden curriculum with the rules which students developed in a manner of



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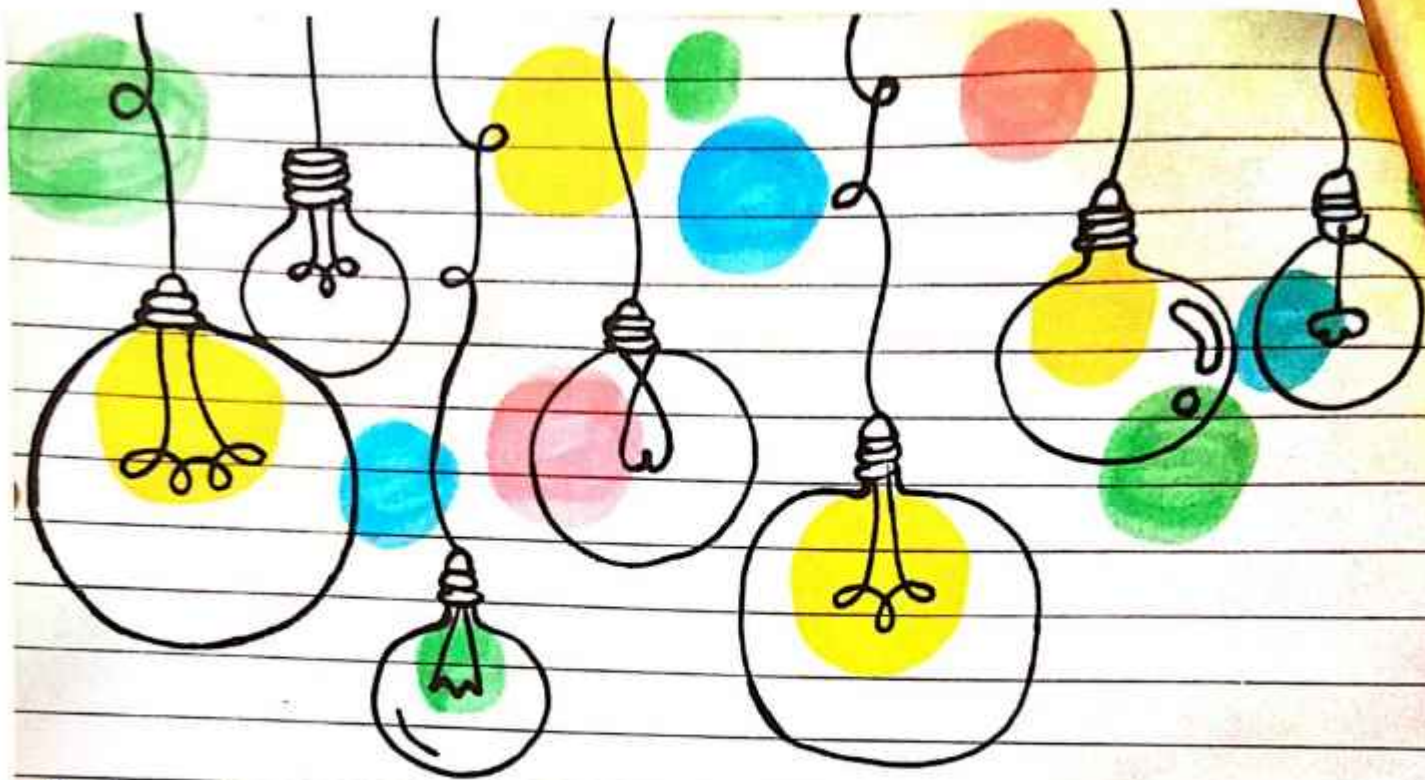


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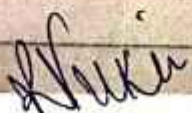


behaviour, they know has to treat with other students neglecting their status and socio-economic backgrounds.

### Great Passes :

In school students are required to attend all classes & remain in the school ground. No student should leave the school ground during lunch time without prior permission. This will also serve as the hidden curriculum which influences punctuality in students. School provides safe and clean environment to the student. Without the information of all these things to the students, this all are included in hidden curriculum.

  
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# Reflection

The Hidden Curriculum is as important to consider within any institutions in which developing professional are taught.

I have done the task to critically examined role of Hidden Curriculum so, I examined "Sqaqa Jivli High school" and I have observed that school conduct various activities where students are trained and helped in developing their personality. The school celebrate important days to access students with cultural values & respect for one nation.

I have learnt from this task that how school trained their students and developed cultured values in them and also brings out their inner abilities. Because a child spend longer period of time in school, so school plays an vital role to trained children for their future.

Teaching

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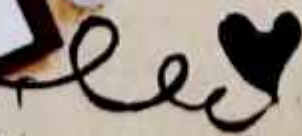
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Keep

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Learning

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Name :- Shaikh  
Ankal Fahim.

Roll No :- 26

Class :- J.Y.B.Ed

Subject :- Learning And  
Teaching.

Guided by :- Prof. Noorulain  
mam.



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# Acknowledgement

I would like to express my special thanks of gratitude to my teacher - Mr. Noorulain mam, who gave me the golden opportunity to do this wonderful project on Learning and teaching who also helped me in completing my project. I came to know about so many new things. I am really thankful to them.

Secondly I would also like to thank my parents and friends who helped me a lot in finalising this project within the limited time frame.

Shaikh Ankal Fahim  
F.Y.B.4P.

# KMES College of Education

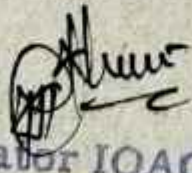
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## Certificate

This is to certify that Miss Shaikh Anka Fahim Roll No-26 Class-FYB.Ed has undertaken and completed the assignment on the topic Thinking style and Transfer of Learning during the academic year 2022-2023 under the guidance of Professor Noorulain Mam.

Principle,  
Dr (Mrs) R.K.  
Vilku.

Professor Incharge,  
Noorulain



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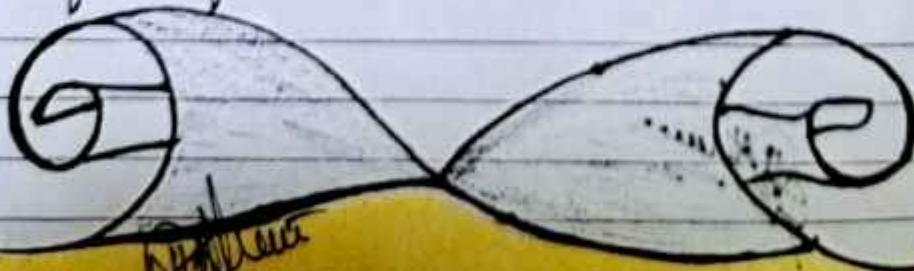
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# Experimental Psychology

## Introduction

We studied introspection method and observation method used in psychology of learning. But these methods lack scientific objectivity and validity. Experimental method is the most scientific and objective method of studying behaviour. It is the method which is responsible for assigning the status of science to psychology.

Experimental psychology refers to work done by those who apply experimental methods to psychological study and underlying processes. Experimental psychologists employ human participants and animals as subjects to study a great many topics, including sensation and perceptions, memory, cognition, learning, motivation, emotion, developmental processes, social psychology, and the neural substrates of all of these.



# Defination

"Learning is acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates in an individual's attitude to overcome obstacles or to adjust to a new situation. It represents progressive changes in behaviour, it enables him to satisfy to attain goals".

"Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience".

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J.W. best describes  
"Experimental research" as the descrip-  
-tion of what will be or what  
will occur under carefully  
controlled conditions."

"Learning is the modi-  
-fication of behaviour thro-  
-ugh experiences?"

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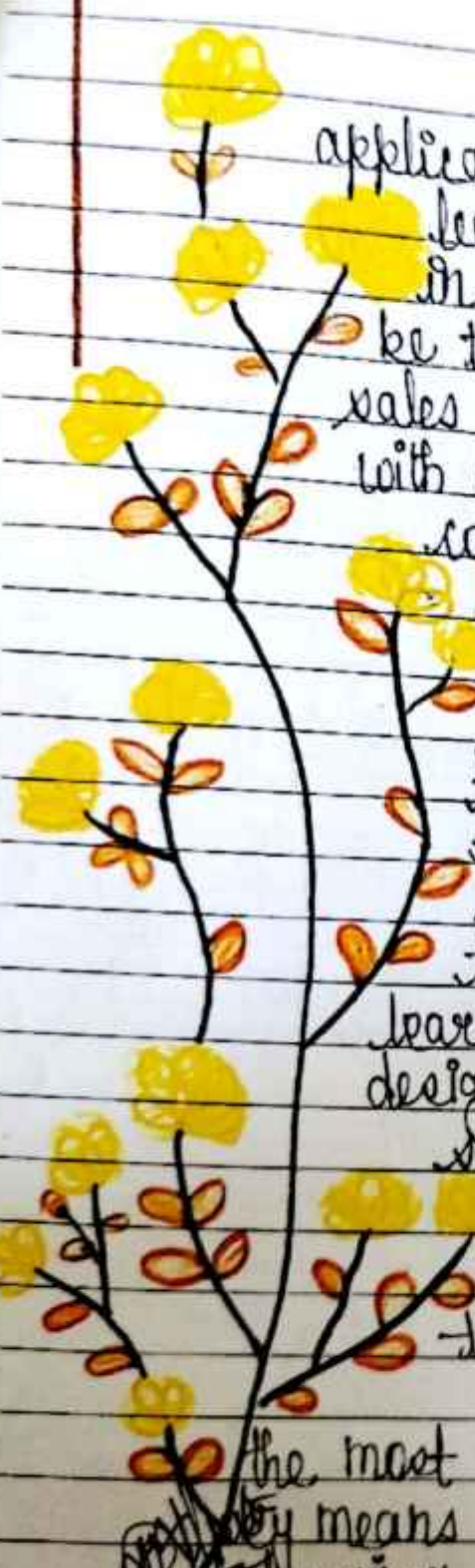
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Learning is the central idea in educational process. Learning is a primary concern of educational psychology and the decision maker is teacher. Education are interested in knowing how learning takes place and how to identify factors that make learning more efficient and effective. Teachers can use this information to provide better learning opportunities in their classrooms and thus improve the levels of academic achievements in their classes.

Children learn from more than the skills we consciously teach them; for example, self-concept and the social aspects of personality are learned. How children feel about themselves depends on their experiences. Habits, attitudes, values, motives and to some extent emotions are learned. Helping teachers understand the learning process is a major contribution of educational psychology.

In fact, every moment we learn something or the other because of the varied experiences we have in our life. Our learning influences most of what we do or do not. In fact, what we learn and how we learn influences our actions and inactions. Learning, therefore, is a key to the structure of our personality and behaviour. Both direct and indirect (vicarious) experiences, mould and shapes the behaviour of the individual from initial stages of growth and development. All the conclusions resulting from direct and indirect experiences bring about a definite change in the behaviour of the individual. These changes in behaviour about by experience are commonly known as "Learning".

# Transfer of Learning



Learning for transfer is the application of skills and knowledge learned in one context being applied in another context. An example would be the knowledge and skills learned in sales training being applied on the job with a customer. Because the learning context is often different from the context of application, the goal of training is not accomplished unless transfer occurs. Successful transfer of learning requires that training content be relevant to the task, that the learner must learn the training content, and that the learner must be motivated. Instructional designers need to determine whether the skills being taught require near transfer or far transfer so that they can design instruction accordingly.

Transfer of Learning is one of the most general phenomena of learning and by means of its influence, almost all learned behaviour is interrelated in complex ways.

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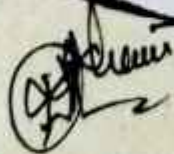


According to Crow and Crow  
(1973)-

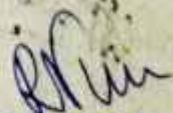
"The carry-over of habits of thinking, feeling or working, of knowledge or of skills, from one learning area to another usually is referred to as the transfer of training."

According to Perkins-

"Transfer of learning is the application of skill, knowledge and attitudes that were learned in one situation to another learning situation"



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# of Transfer of Learning

1) Positive Transfer - Transfer of learning is said to be positive when the learning carried out in one situation proves helpful to the learner in another situation.

Examples -  
• The knowledge and skills related to school mathematics help in the learning of statistical computation.  
• Learning to play badminton may help an individual to play ping pong (table tennis) and lawn tennis.

2) Negative Transfer - Transfer of learning is said to be negative when learning in one situation hinders, interferes or weakens the learning in another situation.

Examples -  
• Having learned to pronounce "but" correctly, the child find it difficult to pronounce "put" correctly.  
• One who is driving an auto-start motor Honda scooter may find difficult to driving a Scooty or Vespa a scooter.



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3) Near Transfer - Near-transfer refers to transfers between very similar contexts.

Example - • When students answer similar questions in tests those they have practised in class.

4) Far Transfer - Far-transfer refers to transfer between contexts that, on appearance seem remote and alien to one another. Far transfer is used to refer to the transfer of learning from school context to a non-school context.

Example - • Skills learned in mathematics such as taking care and checking all alternatives, when used in making investment decisions.

5) Low Road Transfer - Low-road transfer refers to developing some knowledge/skill to a high level of automaticity.

Example - Shoe tying, keyboarding, or steering a car.



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# Forms of Transfer

**Vertical Transfer:-**  
When one lesson facilitates in understanding for another lesson or a subject is called vertical transfer.

**Example-** Habits and values of the family influence the child to adopt them in his daily life.

**Lateral Transfer**  
When knowledge of one subject helps in understanding the other subject.

**Example-** Knowledge of the history of the Vedic period helps in understanding the literature of that period, it is called horizontal transfer.

**Bilateral Transfer:-**

When the training given to one part of the body is transferred to another part is called bilateral transfer.

**Example-** Writing with the right hand may be transferred to the left one.

**Unilateral Transfer**

When the learning of one area is required, but not the other area with the latter not sending its responses back, it is unilateral transfer.

# Inking Style

Aim :- To study the process of learning by trial and error method. To discover the amount of transfer in a novel situation from one hand to another (bio lateral transfer)

Material :- Mirror, drawing for skill copy of a star pattern with double line dressing.

Experimental :- Shaikh Noorulain Ma'am.

Subject :- Shaikh Ankal Fahim Ahmed.

Procedure :- 1) Place the star pattern in such a way that the star can be seen only through the mirror directed. Top star pattern is not allowed, cover the pattern is not a sheet of dressing paper. Subject should begin dressing the figure from the arrow mark. Place the figure of close mark direct as seen the mirror we careful to see that your tracing in between two line crossing of the lines into be counted as an error.

2- In the first trial ask subject to trace the pattern with its left hand.

3- Ask him to trace the pattern with his or her right hand for eight trial in the tenting trial. Ask him to trace the pattern again note the time and error in each trial.

Introspections - It is find out numbers of error and trial and calculate the error and draw the star through see in the mirror.

## Education Implication :-

1- We have seen that transfer takes place because of similarity of content, techniques and methods or because of generalisation. If a student fail to detect the similarity in two situation transfer will not take place. Remember that transfer of learning does not take place automatically we have to teach with transfer in mind.

2- Teachers manytime teach specific facts, without getting meaningful generalization. In the teaching to geometry students are generally taught bisecting a single angle in a particular position. Many of them fail to bisect the angle of triangle simply because they are aquainted with the bisection of an angle. In one particular position teachers should provide varied experiences problems in algebra should not be works out only with unknowns  $x$  and  $y$  but without unknown also such as  $m, n, h, a, p, r$  and so on.

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3. Make the learning experience as much as possible similar to life like situations. If democratic way of life is accepted by the society it should be practised in the school through various activities such as election of the student council.

4. Some time opportunities for transfer are lost because teachers do not alert should students to look after relationship and to see how materials vehicle is learned, can be used in future. In studies of the transfer values of foreign languages it has been found, that the greatest effect on english vocabulary occurs when relationship between english vocabulary and their taken french and Spanish words are shown as a plan passed of the teaching process.

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5- Bad habits of work may transfer from situations to another and may have a detrimental effect in lessening student develop faculty habits of study in the early of schooling, which they carry over at a later stage even when they join a college teachers school should their for pay attention to the development of proper method of study and habits of work.

6- It is now well established, that greater transfer subject matter, can be achieved by changing the method of teaching. If the subject matter is taught in isolation from the problems of daily life. The utility of the knowledge gain is extremely limited in one study 16% increase in transfer was obtained by simply telling the students that the materials they were learning would be used in other situations.

7- Learning teaching would be useful in other transfer is not accomplished and equal faculty for unequal.

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## Four Types Of Thinking Style

Not only do we have preferred learning styles, we also have favourite thinking styles. Anthony Green, professor of curriculum and instruction at the University of Connecticut, has divided these into four groups.<sup>14</sup>

- \* Concrete sequential.
- \* Concrete random.
- \* Abstract random.
- \* Abstract sequential.

We're indebted to SuperCamp consultant John LeTollier for adapting the Gregorc model and providing the checklist on the next three pages.<sup>15</sup>

We stress, however, that no thinking style is superior, they are simply different. Each style can be effective in its own way. The important thing is that you become more aware of which learning style and thinking style works best for you. Once you know your own style, you can then analyse the others. This will help you understand other people better. It will make you more flexible. And perhaps we can all pick up bits from each other on how to be more effective.

Once you've made a graph for yourself on page 358, consider these explanations to improve your own ability to learn, think, study, work and enjoy life:

**Concrete sequential thinkers are based in reality, according to SuperCamp co-founder and president Saeed DePorter. They process information in an ordered, sequential, linear way.** To them, "reality consists of what they can detect through their physical sense of sight, touch, sound, taste and smell. They notice and recall details easily and remember facts specific information, formulas and rules with ease. 'Hands on' is a good way for these people to learn." If you're concrete sequential—a CS—build on your organisational strengths. Provide yourself with details. Break your projects down into specific steps. Set up quiet work environments.

**Concrete random thinkers are experimenters,** says DePorter. "Like concrete sequentials, they're based in reality, but are willing to take more of a trial-and-error approach. Because of this, they often make the intuitive leaps necessary for true creative thought. They have a strong need to find alternatives and do things in their own way." If you're a CR, use your divergent thinking ability. Believe that it's good to see things from more than one viewpoint. Put yourself in a position to solve problems. But give yourself deadlines. Accept your need for change. Try and work with people who value divergent thinking.

**Abstract random thinkers organise information through reflection, and thrive in unstructured, people-oriented environments.** Says DePorter, "The 'real' world for abstract random learners is the world of feelings and emotions. The AR's mind absorbs ideas, information and impressions and organises them through reflection. They remember best if information is personalised. They feel constrained when they're subjected to a very structured environment." If you're an AR, use your natural ability to work with others. Recognise how strongly emotions influence your concentration. Build on your strength of learning by association. Look at the big picture first. Be careful to allow enough time to finish the job. Reward yourself. Do things through plenty of visual clues, such as coloured stickers pasted up where you'll see them.

**Abstract sequential thinkers love the world of theory and abstract thought.** They like to think in concept and analyse information. They make great philosophers and research scientists. DePorter again: "It's easy for them to zoom in on what's important, such as key points and significant details. Their thinking processes are logical, rational and intellectual. A favourite activity for abstract sequentials is reading, and when a project needs to be researched they are very thorough at it. Generally they prefer to work alone rather than in groups." If you're an AS, give yourself exercises in logic. Feed your intellect. Steer yourself toward high structured situations.

### Reference

Dryden G., Vos J. (1993) *The learning revolution: A lifelong learning programme for the world's finest*  
Auckland: Profile books.

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3. Anthony Gregorc  
up into four separate

# Test Your Own Thinking Style:

Follow the instructions to find out your thinking style!

The Learning Revolution

## To test your own thinking style

Read each set of words and mark  
The two that best describe you

1.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	imaginative investigative realistic analytical	9.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	reader people person problem solver planner
2.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	organised adaptable critical inquisitive	10.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	memorise associate think-through originate
3.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	debating getting to the point creating relating	11.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	changer judger spontaneous wants direction
4.	<input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input checked="" type="checkbox"/> d.	personal practical academic adventurous	12.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input type="checkbox"/> c. <input type="checkbox"/> d.	communicating discovering cautious reasoning
5.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	precise flexible systematic inventive	13.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d.	challenging practising caring examining
6.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	sharing orderly sensible independent	14.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	completing work seeing possibilities gaining ideas interpreting
7.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	competitive perfectionist cooperative logical	15.	<input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	doing feeling thinking experimenting
8.	<input checked="" type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input checked="" type="checkbox"/> d.	intellectual sensitive hardworking risk-taking			

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Do it in style

After you have completed this page, please return it to the previous page.

After completing the test on the previous page:

In the columns below, circle the letters of the words you chose for each number. Add your totals for columns I, II, III and IV. Multiply the total of each column by 4. The box with the highest number describes how you most often process information.

	I	II	III	IV
1.	C	D	A	B
2.	A	C	B	D
3.	B	A	C	D
4.	B	C	A	D
5.	A	C	B	D
6.	B	C	A	D
7.	B	D	C	A
8.	C	A	B	D
9.	D	A	B	C
10.	A	C	B	D
11.	D	B	C	A
12.	C	D	A	B
13.	B	D	C	A
14.	A	C	D	B
15.	A	C	B	D
TOTAL:	5	4	10	11

I	5	x 4 =	20	Concrete Sequential (CS)
II	4	x 4 =	16	Abstract Sequential (AS)
III	10	x 4 =	40	Abstract Random (AR)
IV	11	x 4 =	44	Concrete Random (CR)

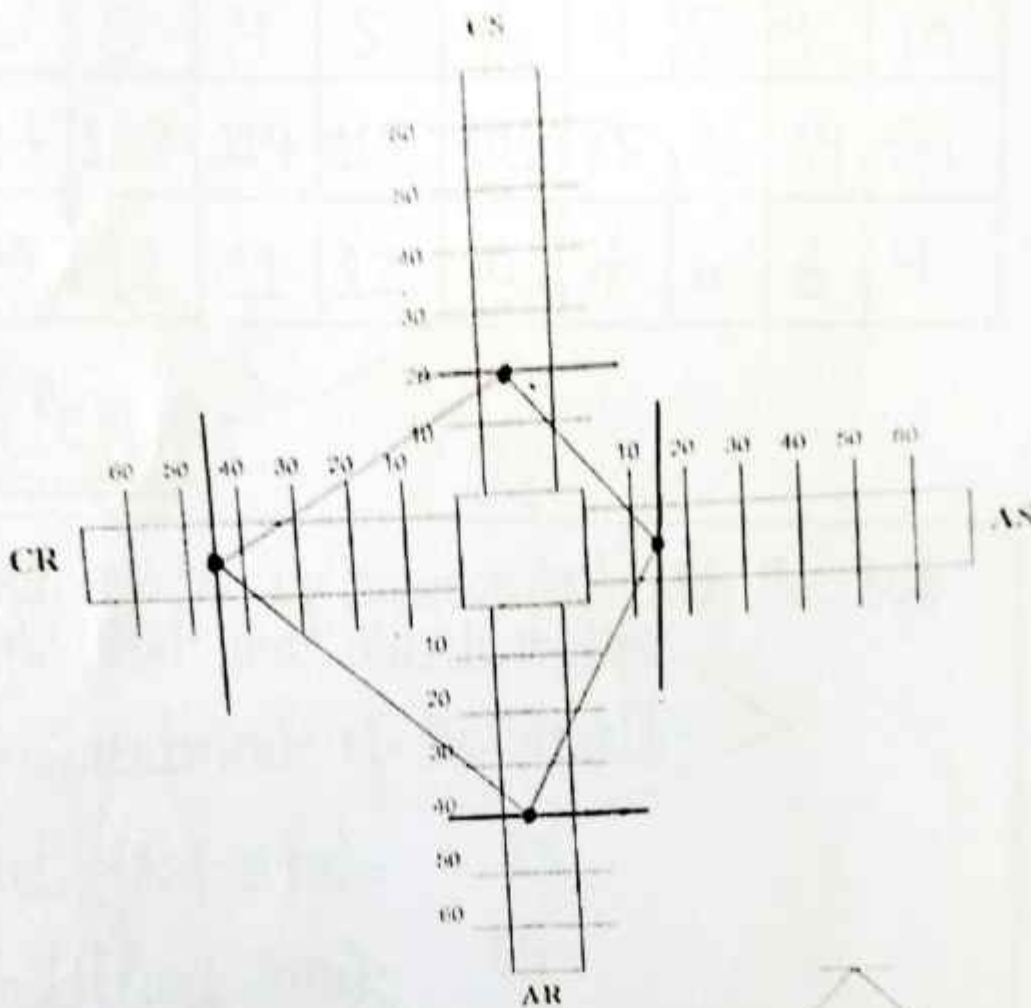
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The Learning Revolution

After you have completed your personal thinking-style test on the previous page chart your results below



To graph your preferred "thinking style" first place a dot on the number that corresponds to your score in each of the classifications on the previous page, and link dots as shown in the miniature diagram.



Our thanks to John L. Follies and Dell Publishing, 600 Fifth Avenue, New York 10011 for permission to reprint this test from *Quantum Learning*, by Heidi DeFisher. The test is based on research by Professor Anthony Gregor.

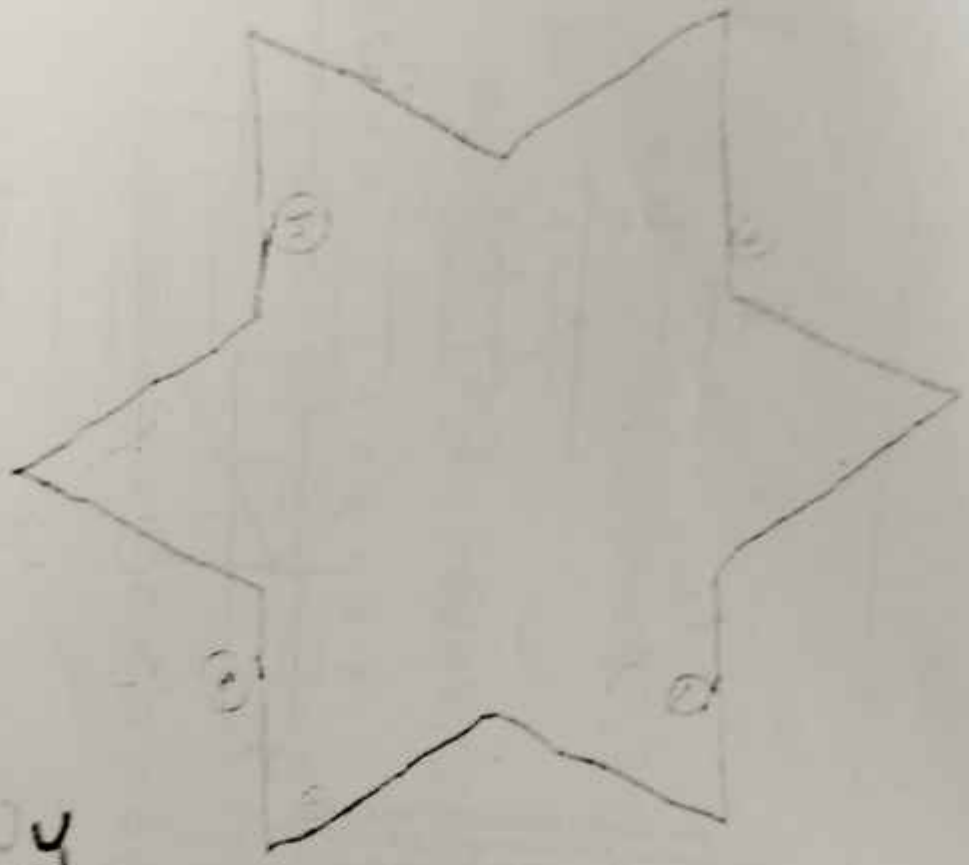
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## Observation Table:-

trial	1	2	3	4	5	6	7	8	9	10
time(sec)	83	147	168	114	115	101	85	81	69	54
error	6	10	12	11	11	10	7	6	6	4

## Calculation:-

Calculation of % of improvement with the left hand in first and the last time.

∴ Treatment of the result-

• Left hand (first time) = 83

• Left hand (last time) = 54

• Left hand error (first time) = 6

• Left hand (last time) = 4

$$= \left\{ \frac{\text{First time} \times \text{Last time}}{\text{First time (in sec)}} \right\} \times 100$$

$$= \frac{83 \times 54}{83} \times 100$$

$$= 54 \times 100$$
$$= 5400 \text{ Sel.}$$

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Percentage of improvement of error  
first hand error to last hand error.

$$= \frac{\text{First error} - \text{last error}}{\text{First error}} \times 100$$

$$= \frac{6 - 4}{6} \times 100$$

$$= \frac{2}{6} \times 100$$

$$= 0.3 \times 100$$

$$= \boxed{30\%}$$



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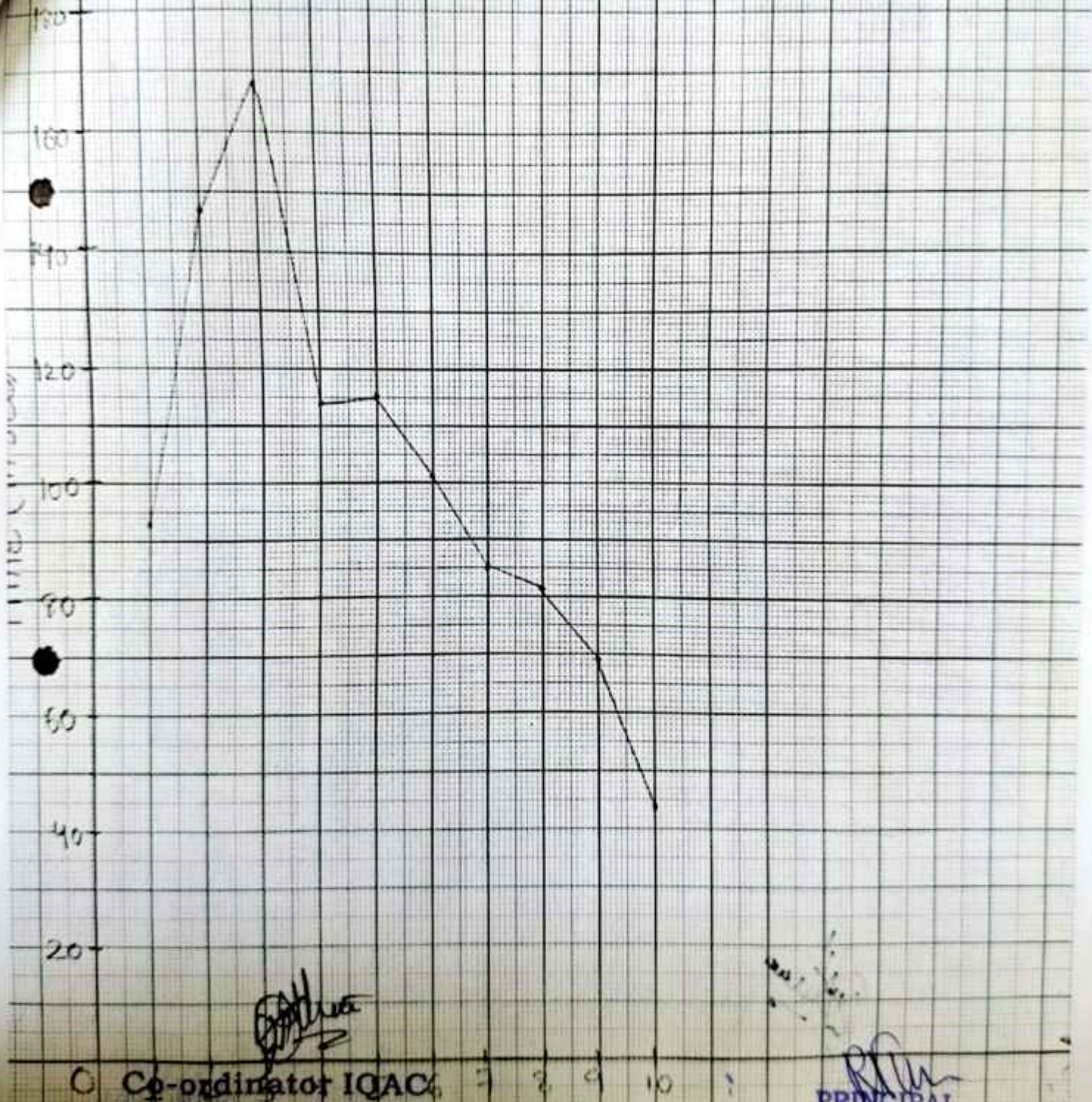
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Scale

X-axis = 1cm = 1 hr

Y-axis = 1cm = 20 sec



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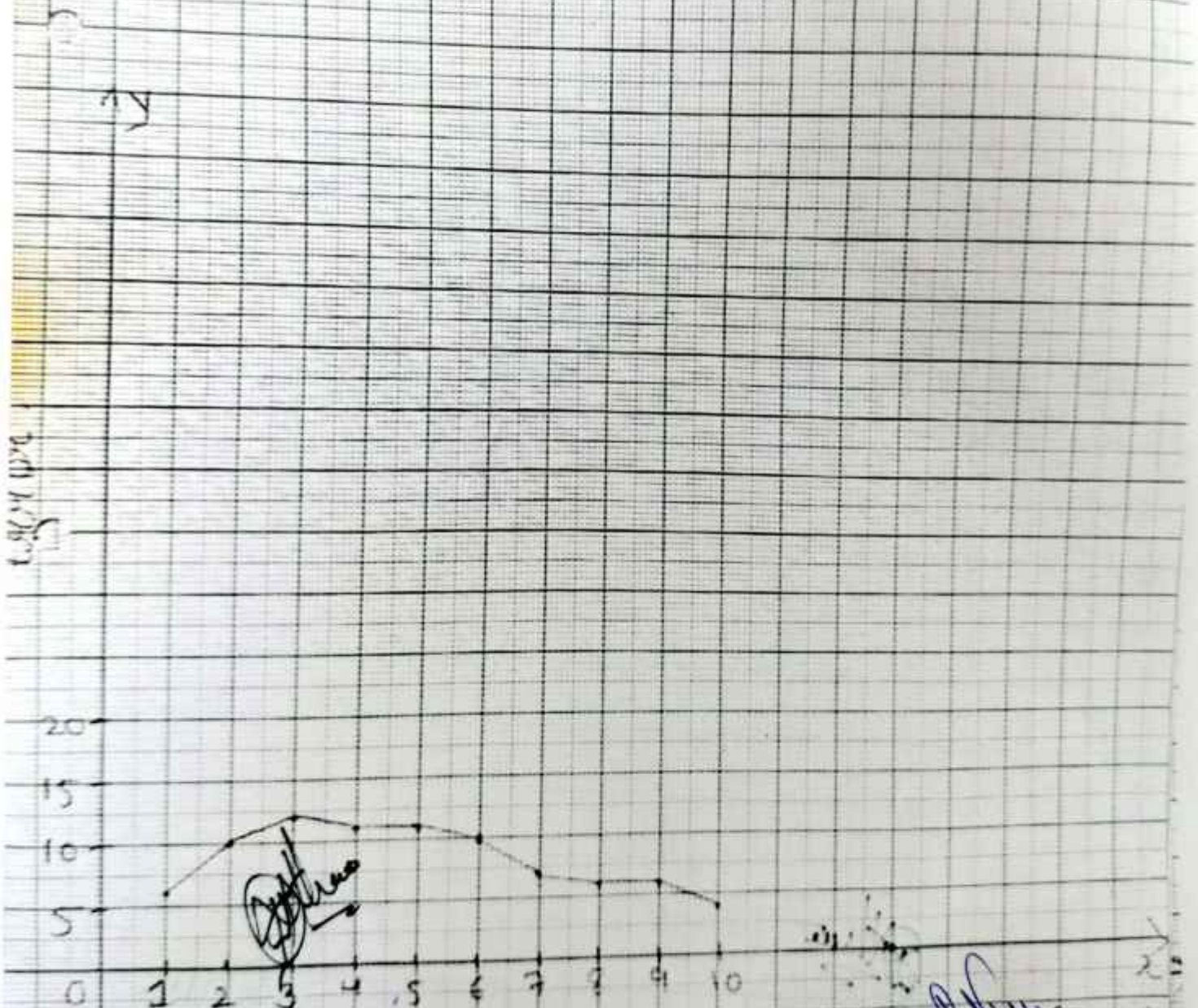
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Scale

7-0732a. Term 2

Y-axis = Term 2



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# Introduction

Thinking, also known as "cognition", refers to the ability to process information, hold attention, store and retrieve memories and select appropriate responses and actions. The ability to understand other people and express oneself to others can also be categorized under thinking.

Thinking is essential for interacting with a product, as the user needs to process the information from the product interface and decide what to do. Many different aspects of thinking may be involved.

## Thinking Styles

Thinking styles exist at the interface between cognition and personality traits. Thinking styles are preferred ways of applying one's intellectual abilities and knowledge to a problem. Two people may have equal levels of intelligence but differ on how they focus their ability on a task. Research indicates that some thinking styles promote creativity whereas others diminish it.



Not only do we have preferred learning styles. We also have favourite thinking styles. Anthony Gregore, professor of curriculum and instruction at the University of Connecticut, has divided these into four separate groups :-

## Concrete Sequential

Concrete Sequential thinkers are based in reality, according to Superlamp co-founder and president Bobbi DePorter. They process information in an ordered, sequential, linear way. To them, "reality consists of what they can detect through their physical sense of sight, touch, sound, taste and smell. They note and recall details easily and remember facts, specific information, formulas, and rules with ease. "Hands on" is a good way for these people to learn."

## Concrete random

## Abstract random

Concrete random thinkers are experimenters. They create sequentials, they're based in reality, but are willing to take more of a trial-and-error approach. Because of this, they often make the intuitive leaps necessary for true creative thought. They have a strong need to find alternatives and do things in their own way.

Abstract random thinkers organise information through reflection, and thrive in unstructured, people-oriented environments. Says DePorter: "The real world for abstract random learners is the world of feelings and emotions. The AR's mind absorbs ideas, information and impressions and organises them through reflection."

## Abstract Sequential

Abstract Sequential thinkers like to think in theory and abstract thought. They like to think about concepts and analyse information. They make good philosophers and research scientists. DePorter says it's easy for them to zoom in on what's important, such as key points and significant details. Their thinking provides a logical, methodical and intellectual, if favourite activity for abstract sequentials is reading and when a project needs to be researched, they are very thorough. At its extreme, they prefer to work alone rather than in groups.

# Reflection

Thinking style allow us to constantly learn and grow from our experiences. It enables us to improve for the next rounds.

Transfer of learning is about the mind detecting or activating the connection between the eye centre of the mixers. Transfer of learning refers to the application of skill, knowledge or attitudes that are learned in one situation and applying in another situation.

As a pupil teacher I have learnt to apply the knowledge of transfer of learning in my teaching method.

The most important is that I have to express less emotion from others and react less emotionally to sequential elements.

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# CRITICAL UNDERSTANDING OF

# ICT



INFORMATION



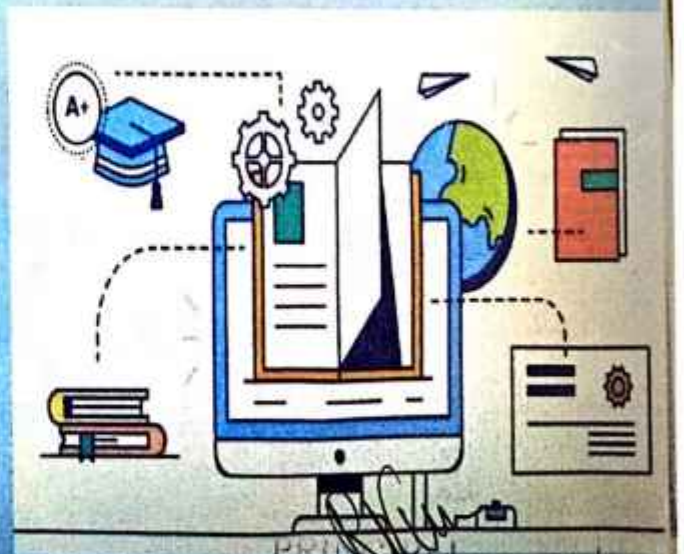
COMMUNICATION



TECHNOLOGY



*See*





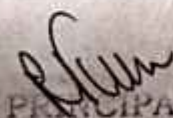
***Khan Samar***

***Roll No. 48***

***Critical Understanding  
of ICT***



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# **Unit 1: Understanding of ICT in Education**



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By:  
**Khan Samar**


**F.Y.B.Ed**  
{Academic Year: 2023 -24}

Roll No. **48** Group —

*Asst.* } **Under the guidance of**  
**Prof. Khan Sana &**  
**Prof. Momin Monisa**

*Group* } **K. M. E. Society's**  
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## Introduction

Hacking is the practice of using technical knowledge and skills to gain unauthorized access to computer systems, networks, or data. While some hackers use their abilities for legitimate purposes, such as identifying security vulnerabilities to improve system defences (known as 'white hat' hacking), others engage in malicious activities for personal gain or to cause harm (known as 'black hat' hacking). One of the most common and damaging forms of hacking is the cyber-attack.

## What is a cyber-attack?

A **cyber-attack** is an intentional effort to steal, expose, alter, disable, or destroy data, applications, or other assets through unauthorised access to a network, computer system or digital device.

Cyber-attacks can disrupt, damage and even destroy businesses. The average cost of a data breach is USD 4.35 million. This price tag includes the costs of discovering and responding to the violation, downtime and lost revenue, and the long-term reputational damage to a business and its brand.

## Why do cyber-attacks happen?

The motivations behind cyber-attacks can vary, but there are three main categories:


Criminally motivated attackers seek financial gain through monetary theft, data theft, or business disruption.

Personally motivated attackers, such as disgruntled current or former employees, primarily seek retribution for some perceived slight. They may take money, steal sensitive data, or disrupt a company's systems.

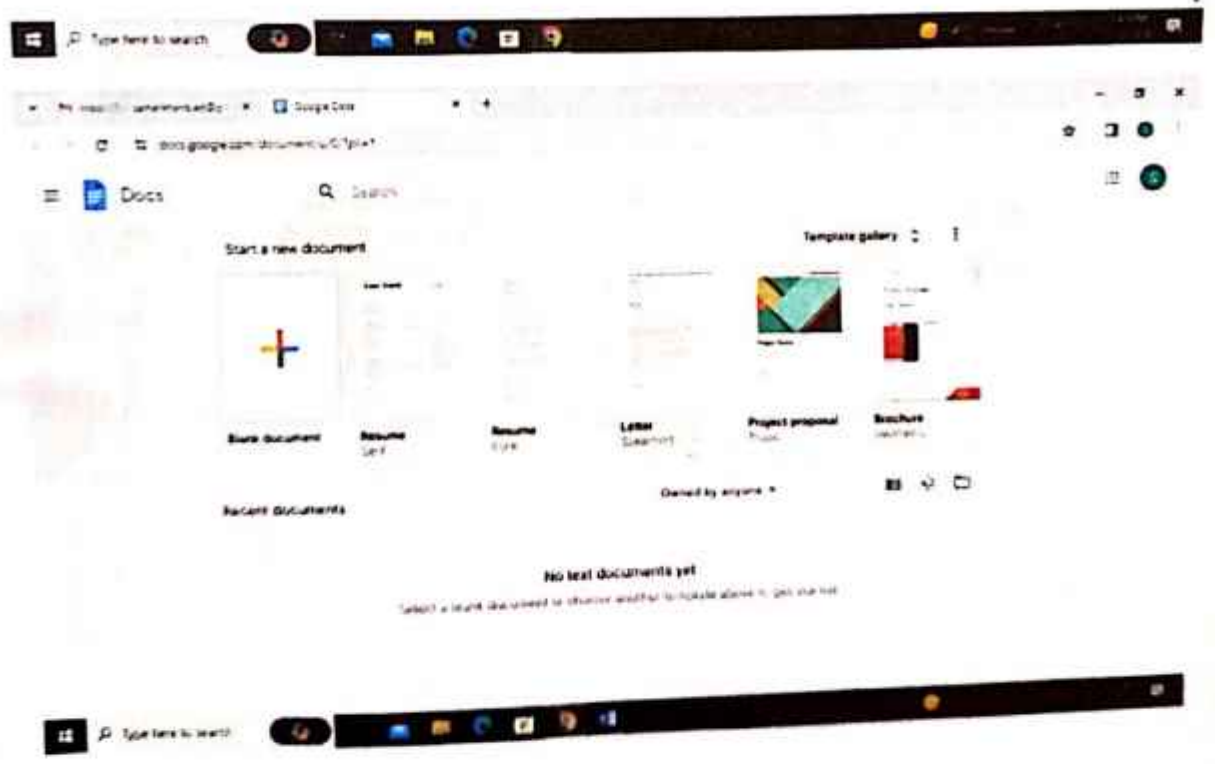
Politically motivated attacks are often associated with cyberwarfare, or cyberterrorism.

Some hackers hack for sport, savouring the intellectual challenge.

  
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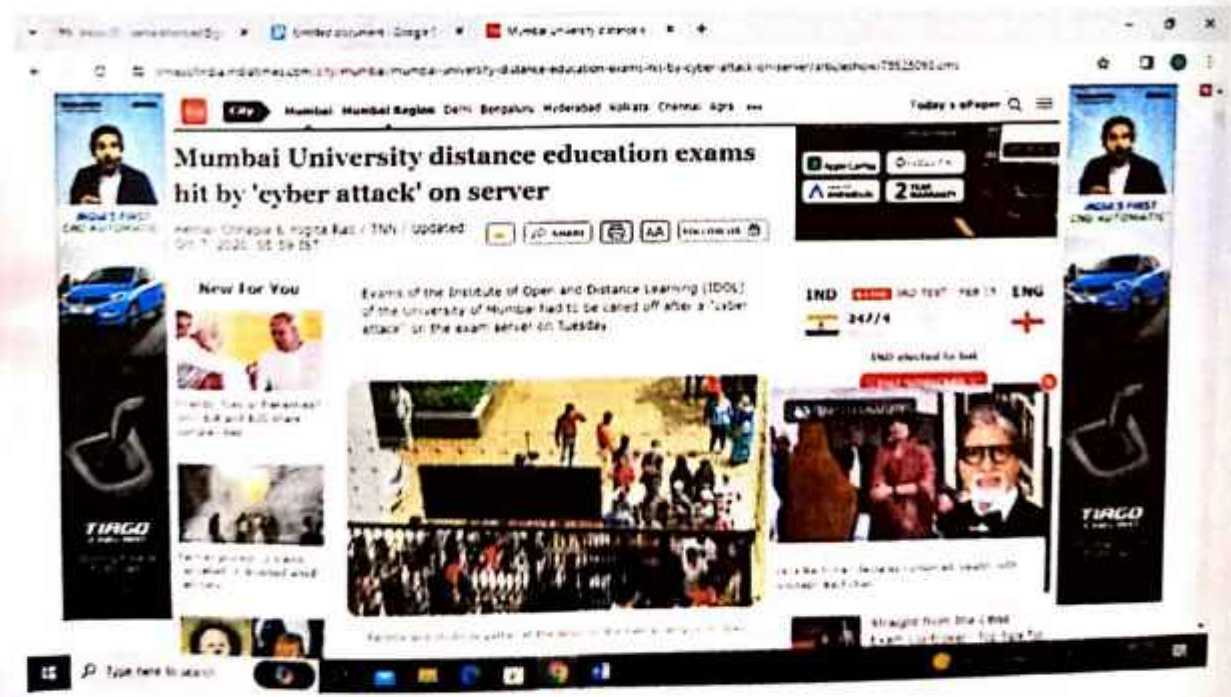
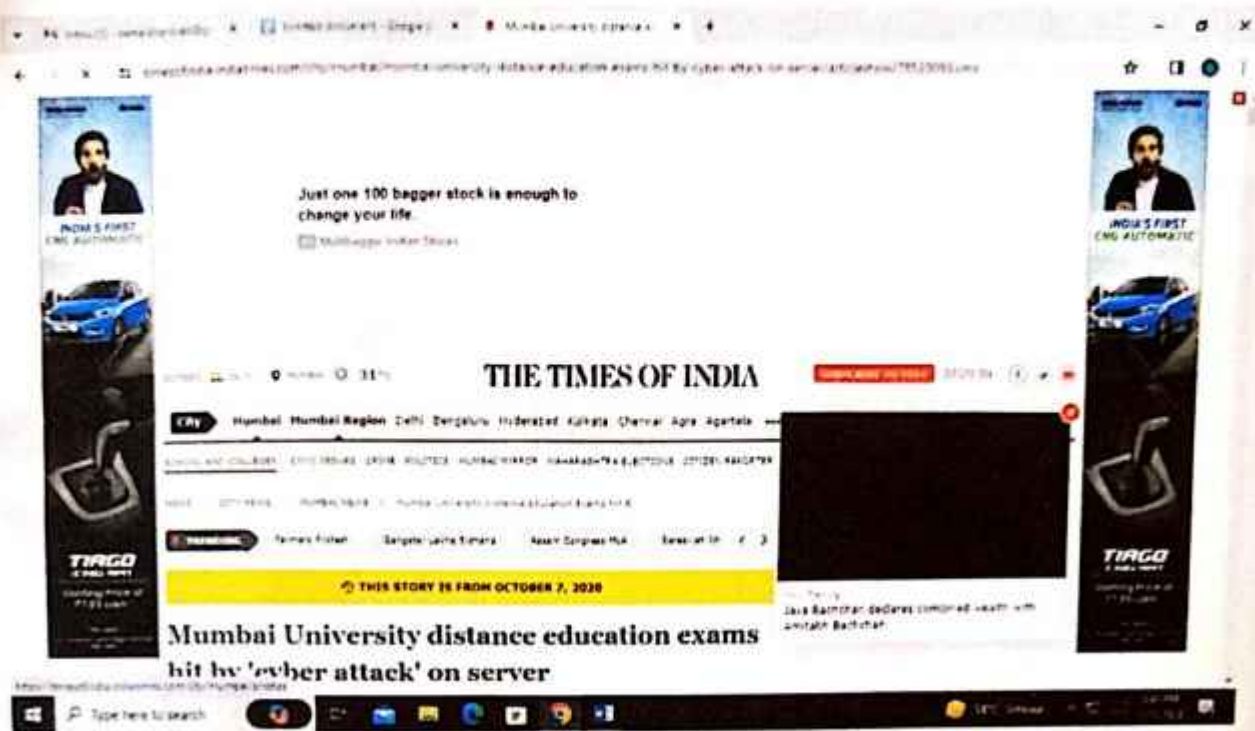
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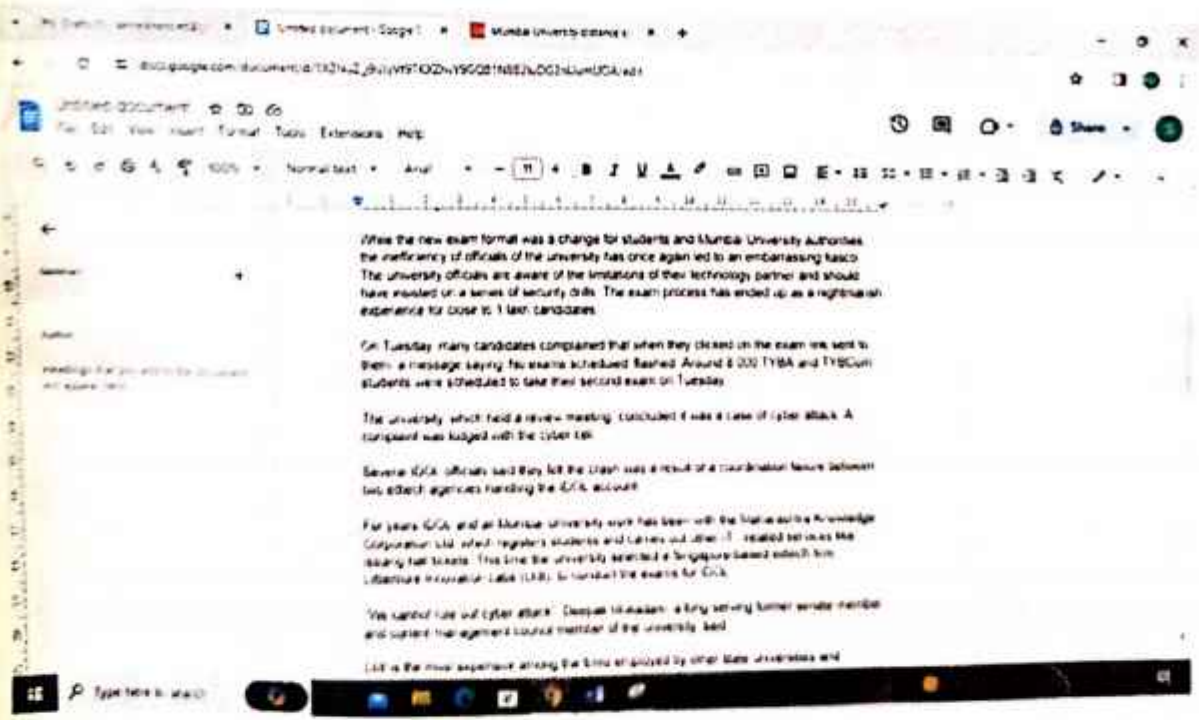
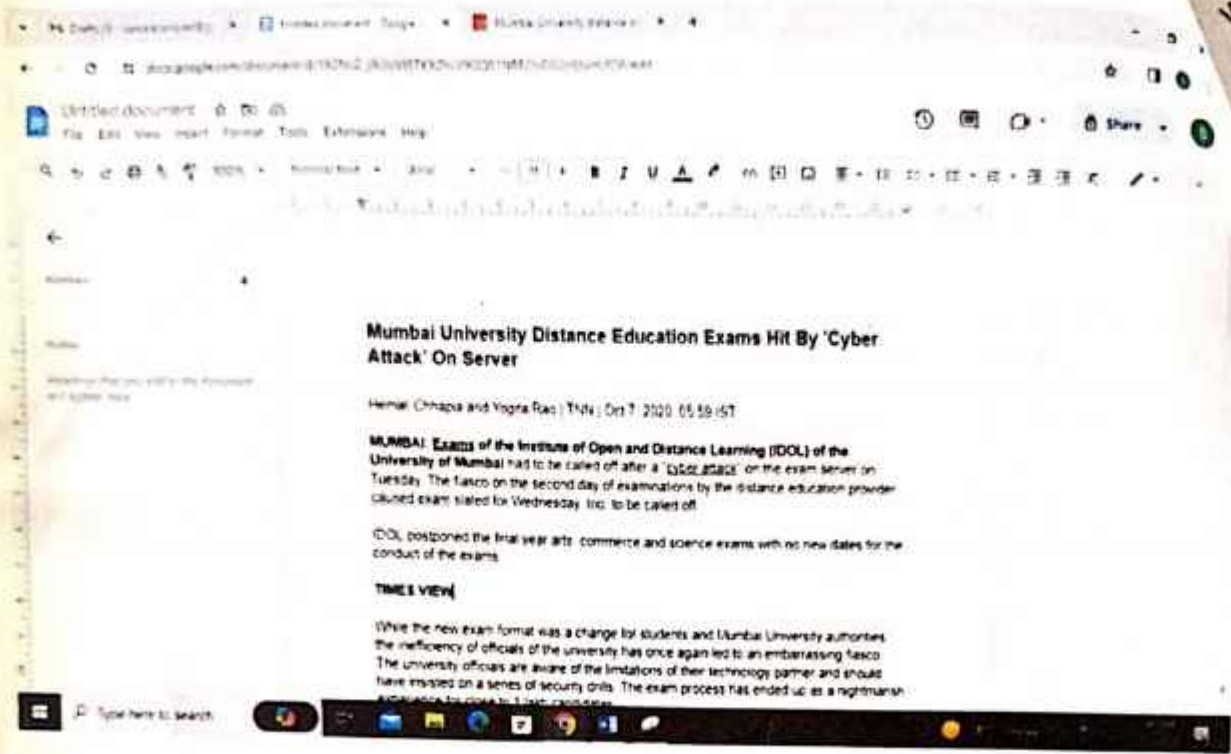
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We engaged in



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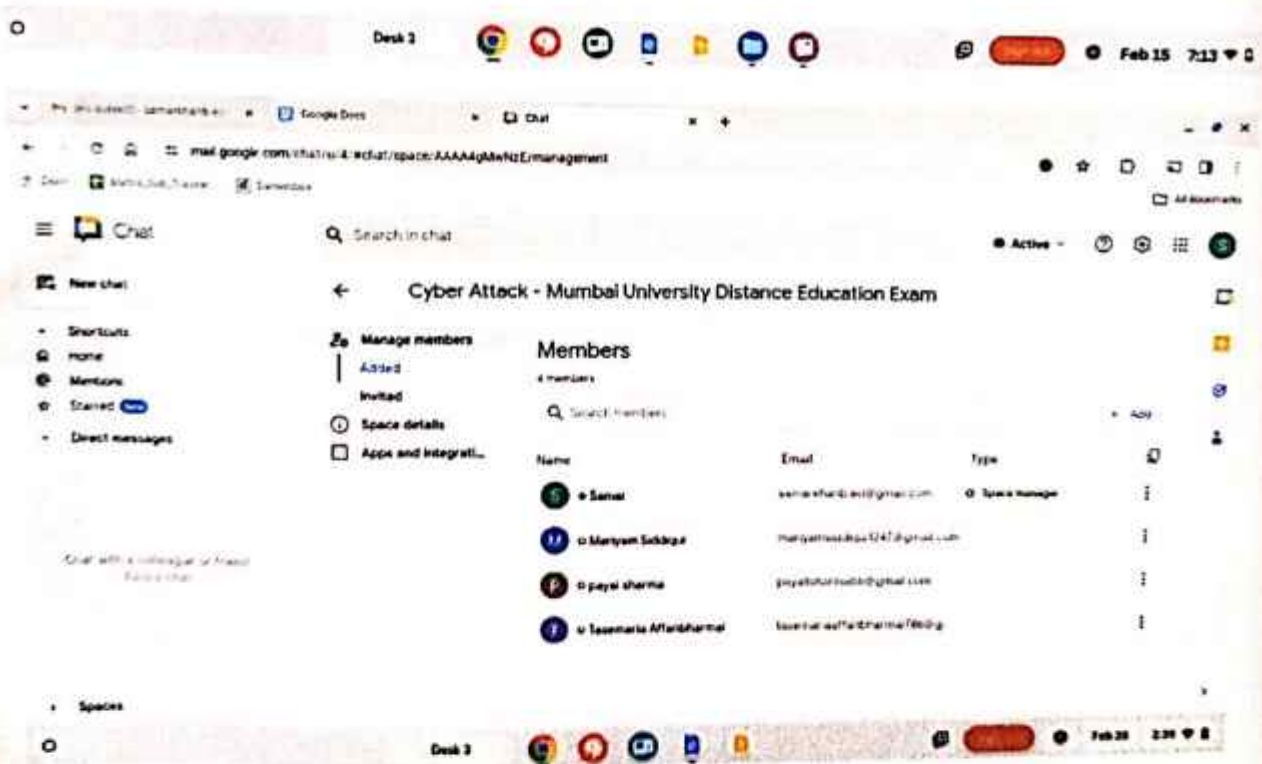
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We engaged in a group discussion using Google Chat:



Google Workspace



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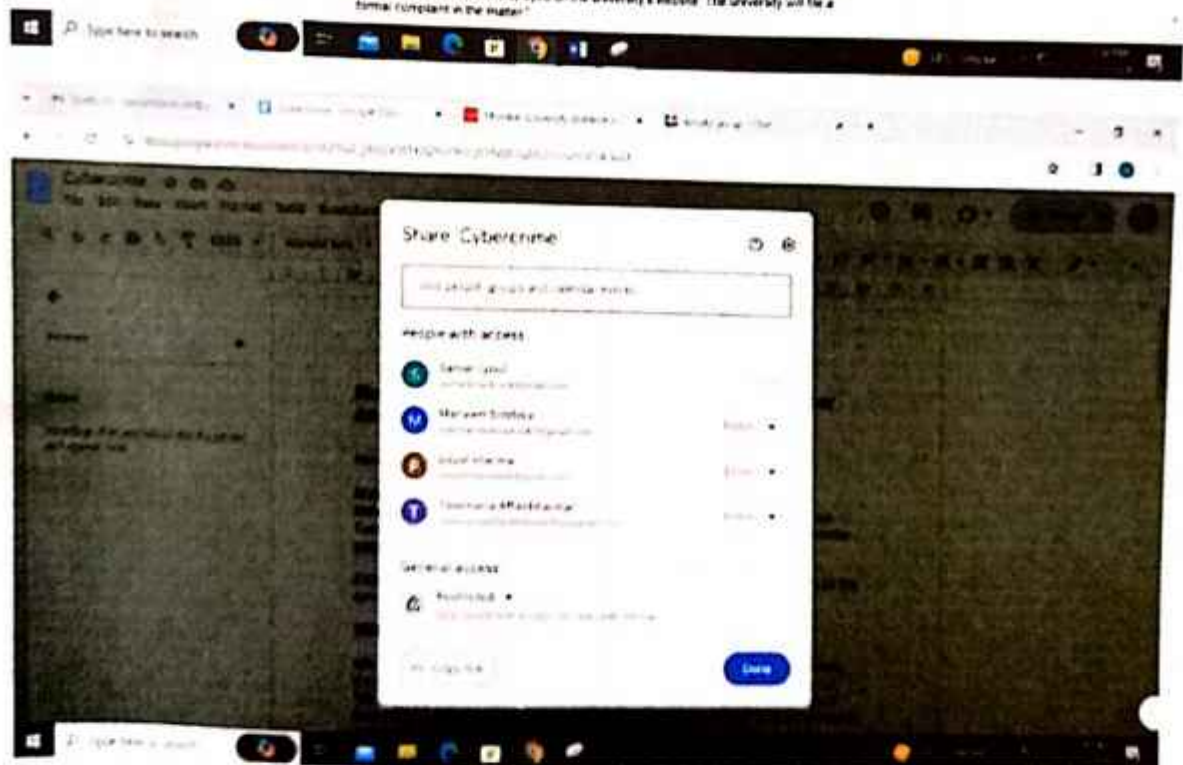
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...proposed the exam scheduled on October 7. The new dates for these exam will be decided soon and will be displayed on the university's website. The university will file a formal complaint in the matter."



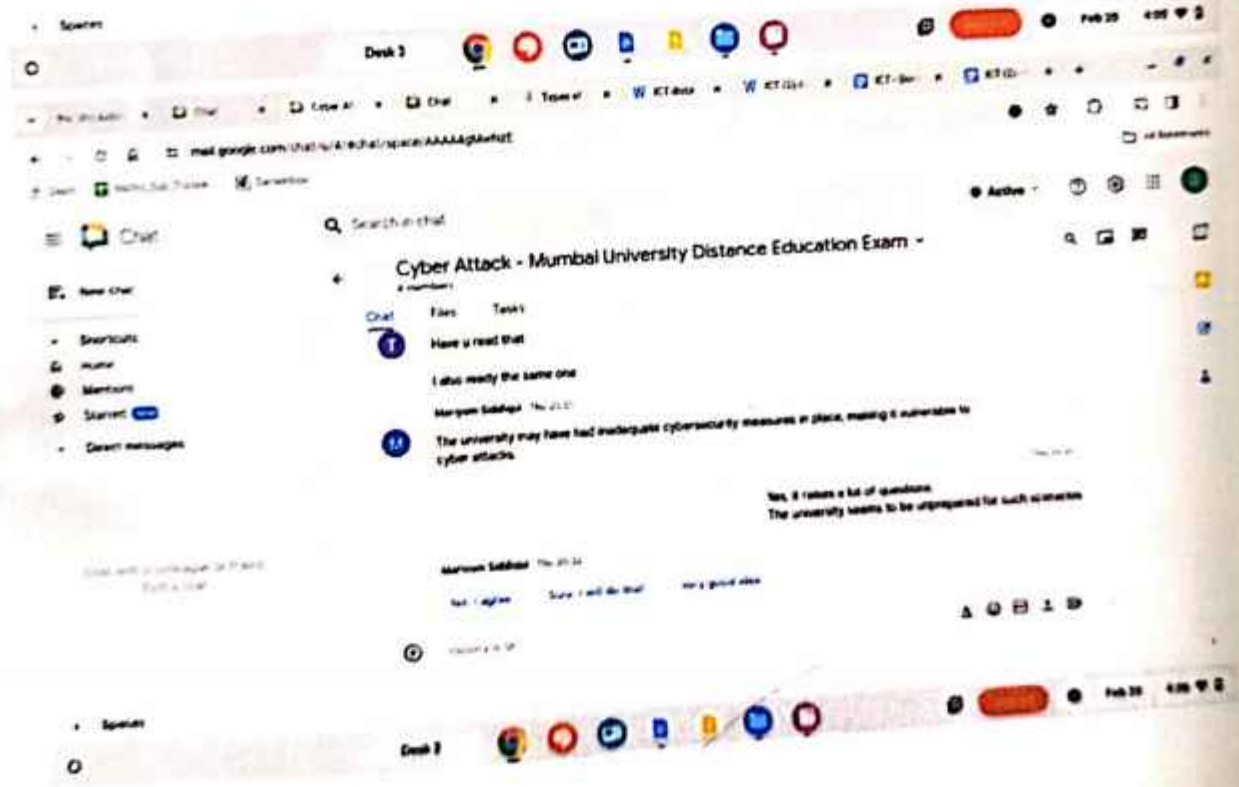
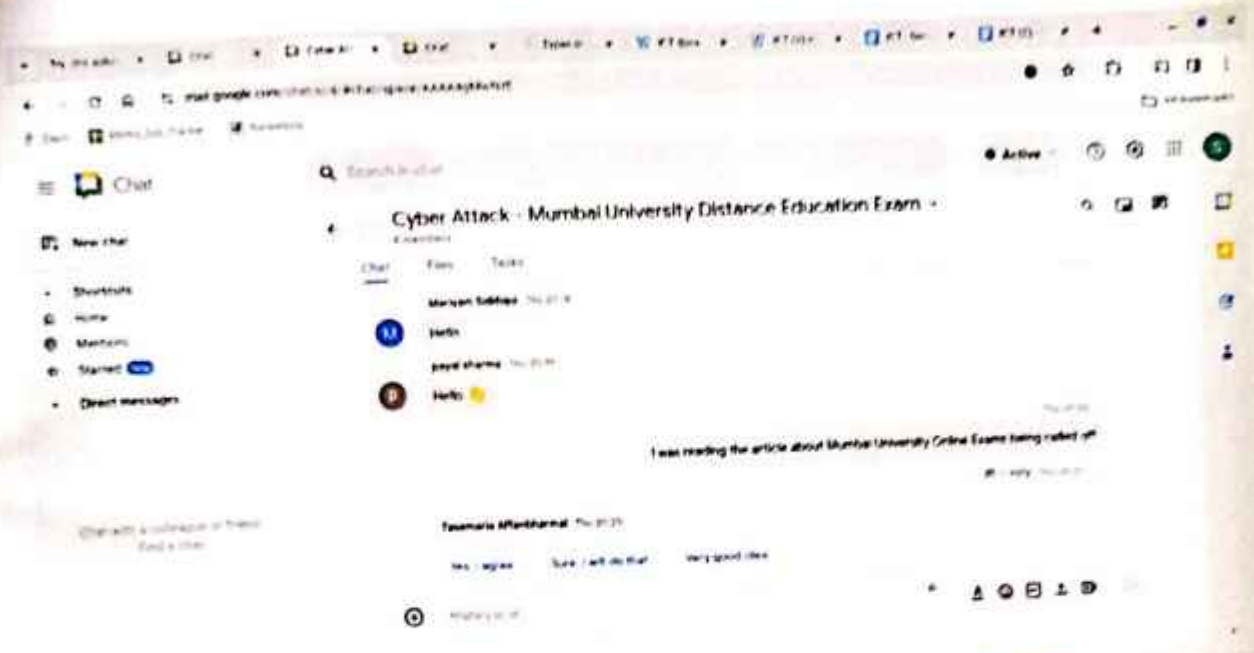
The document had been rightly named 'Cyber Attack' before the discussion began.

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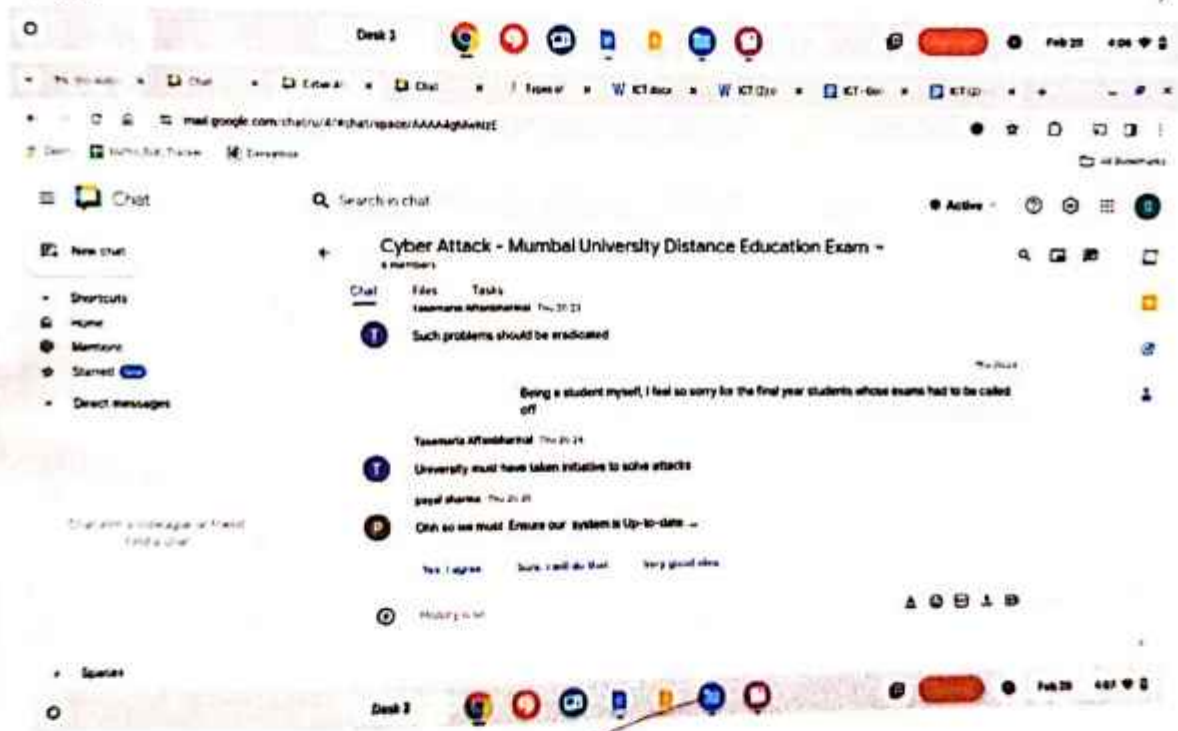
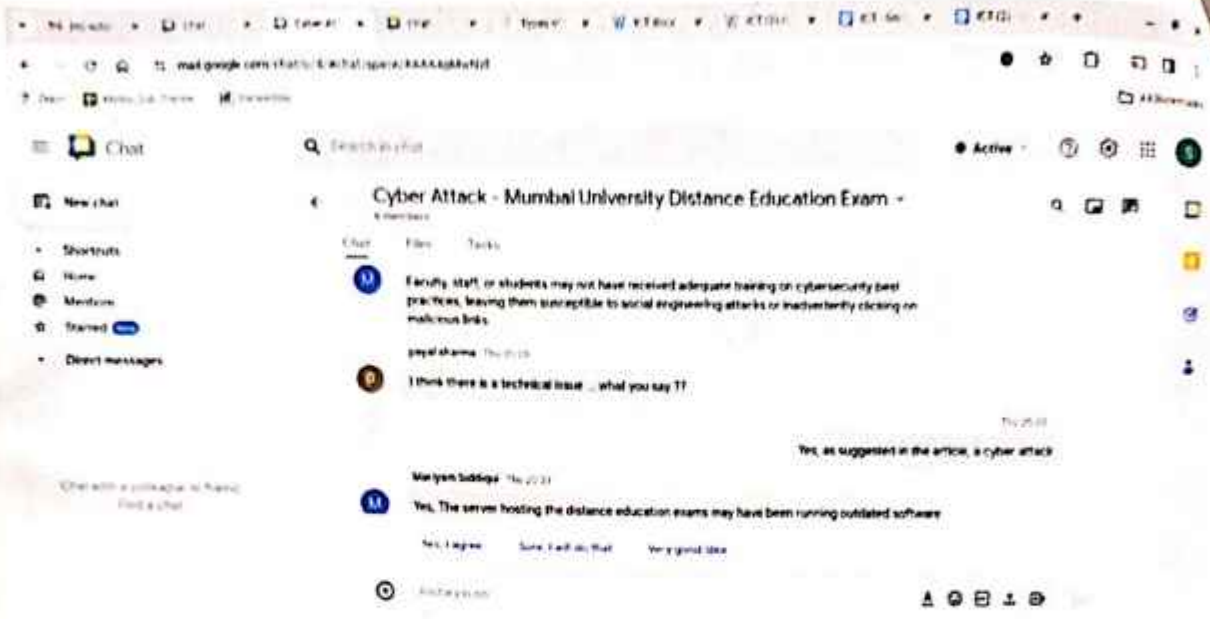
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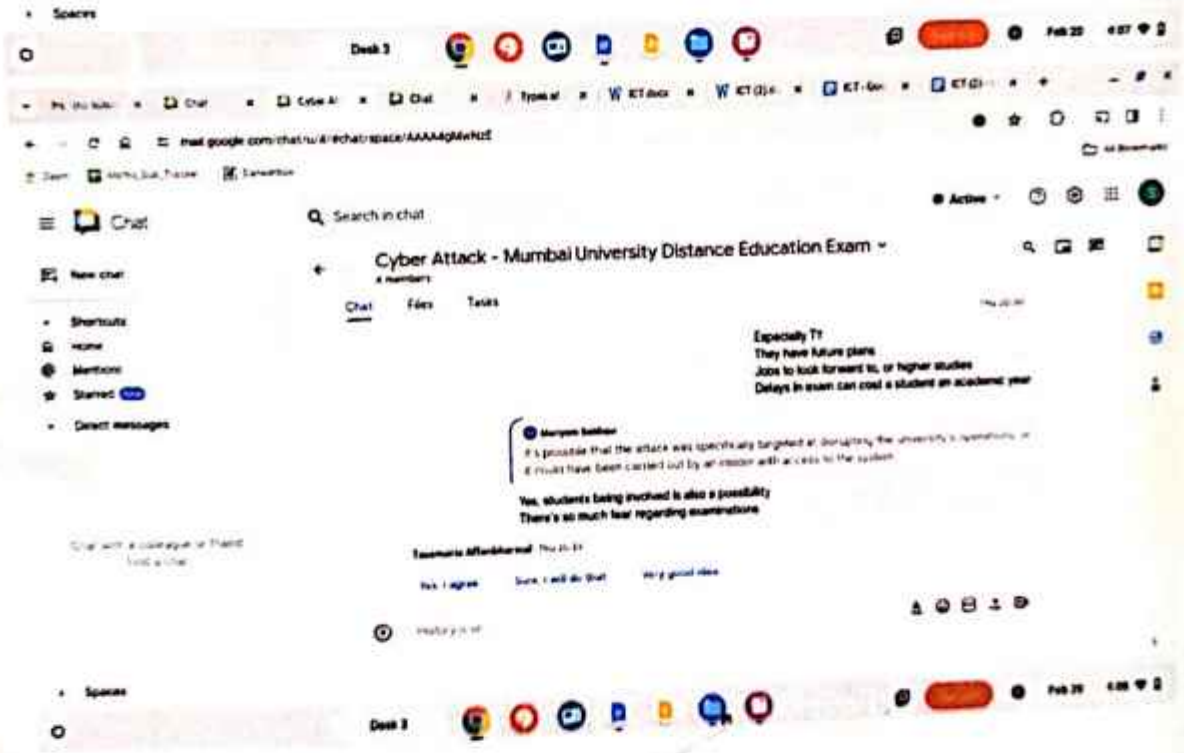
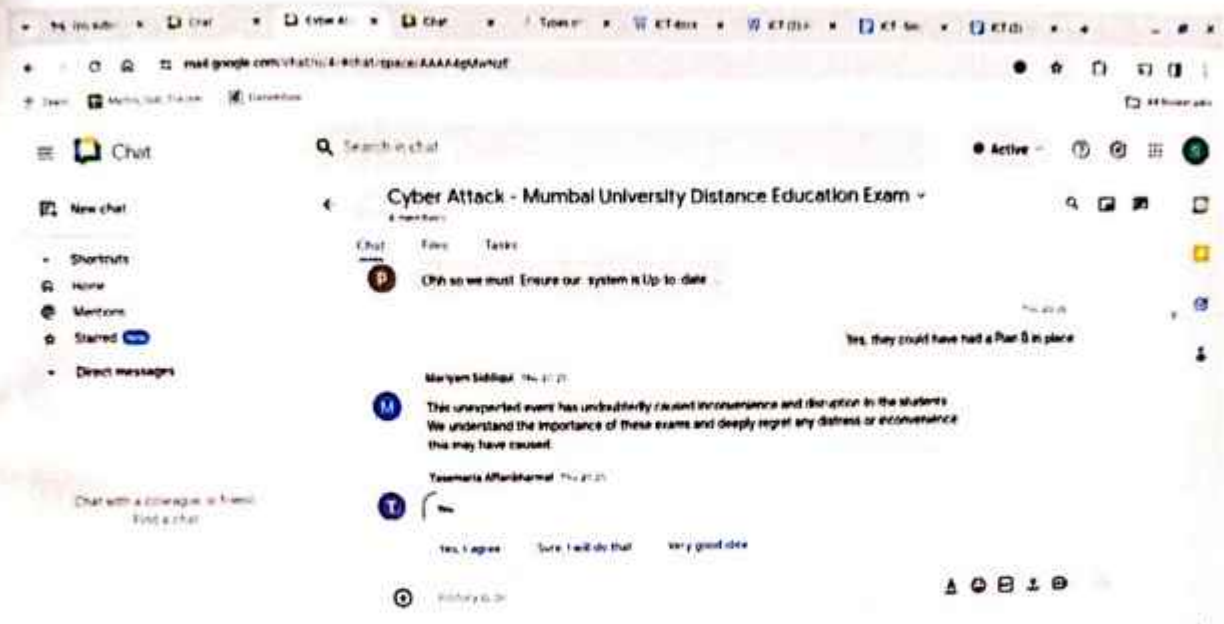
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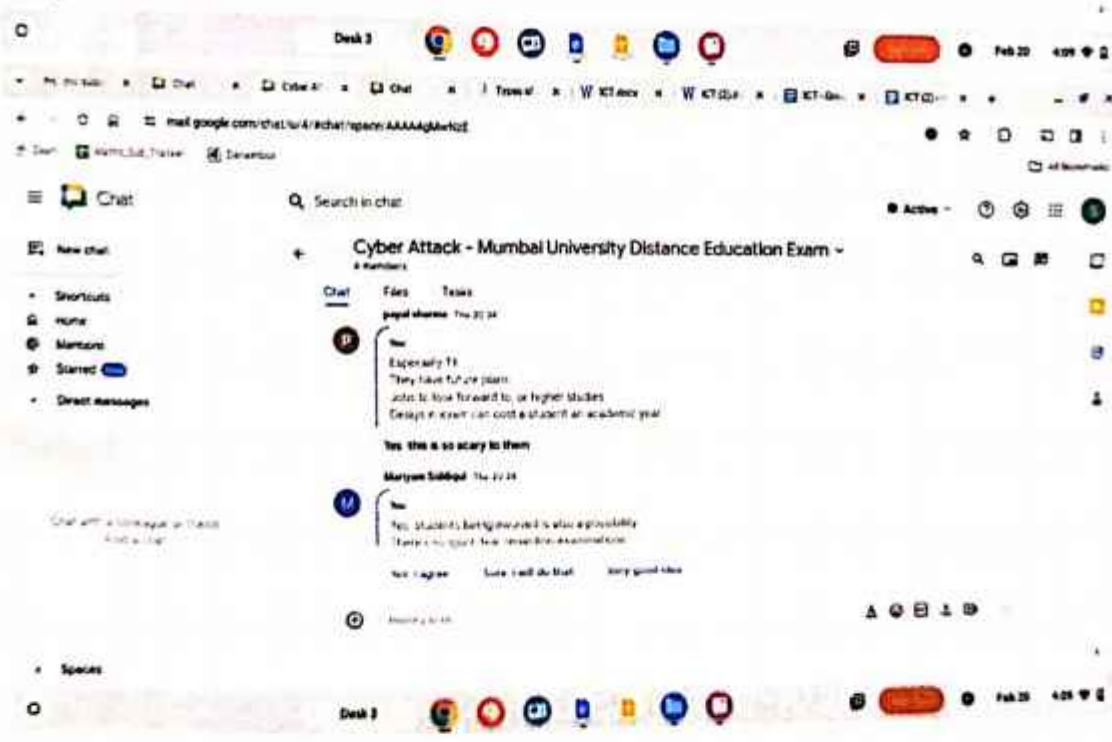
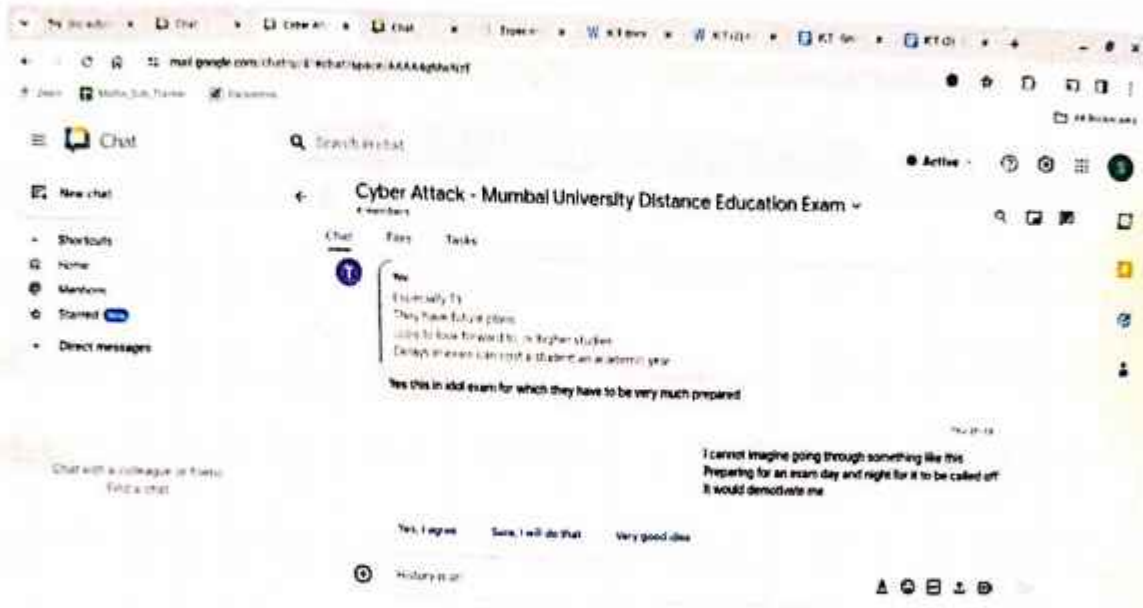
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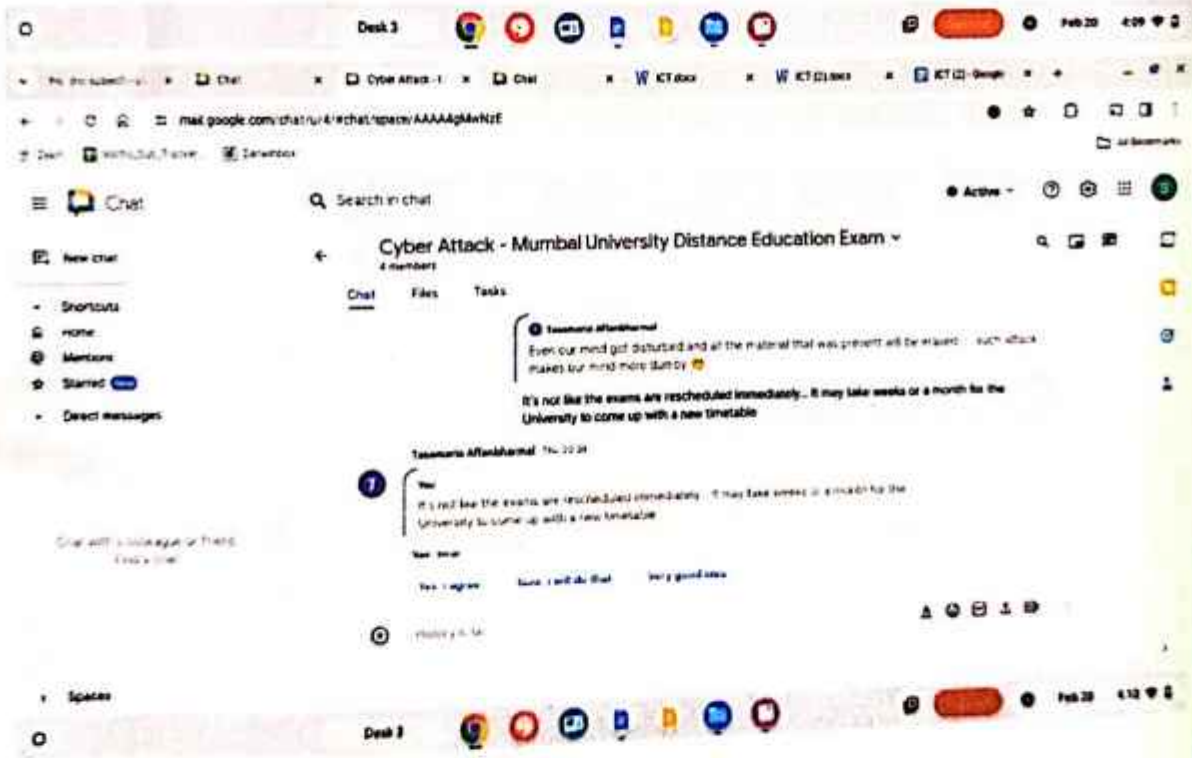
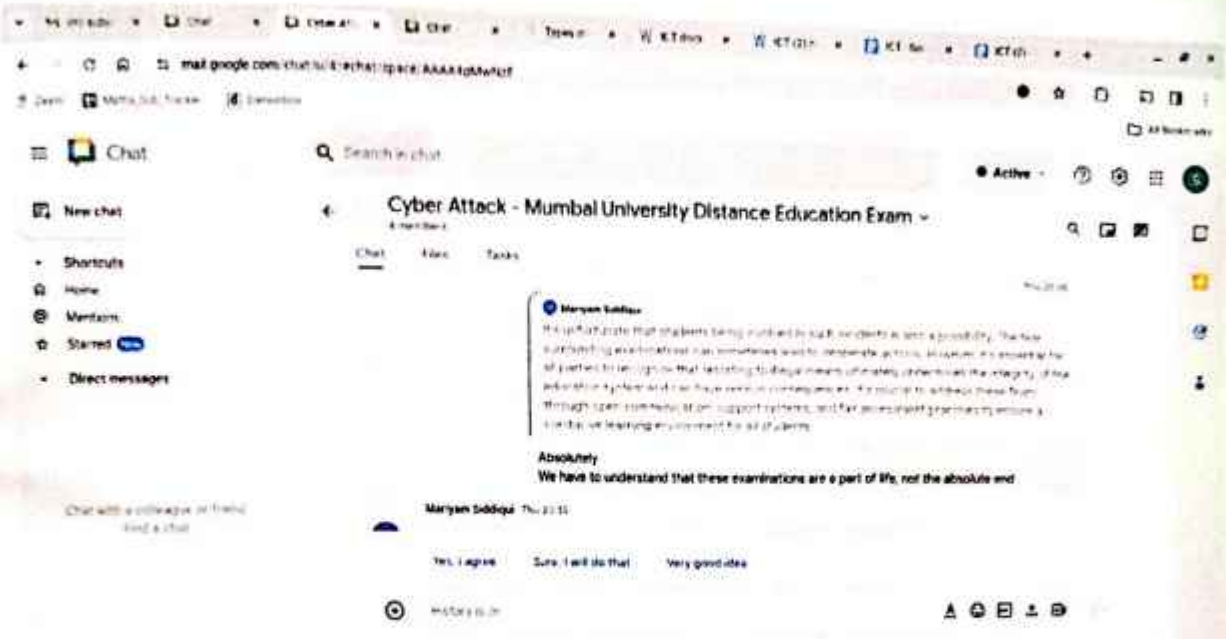
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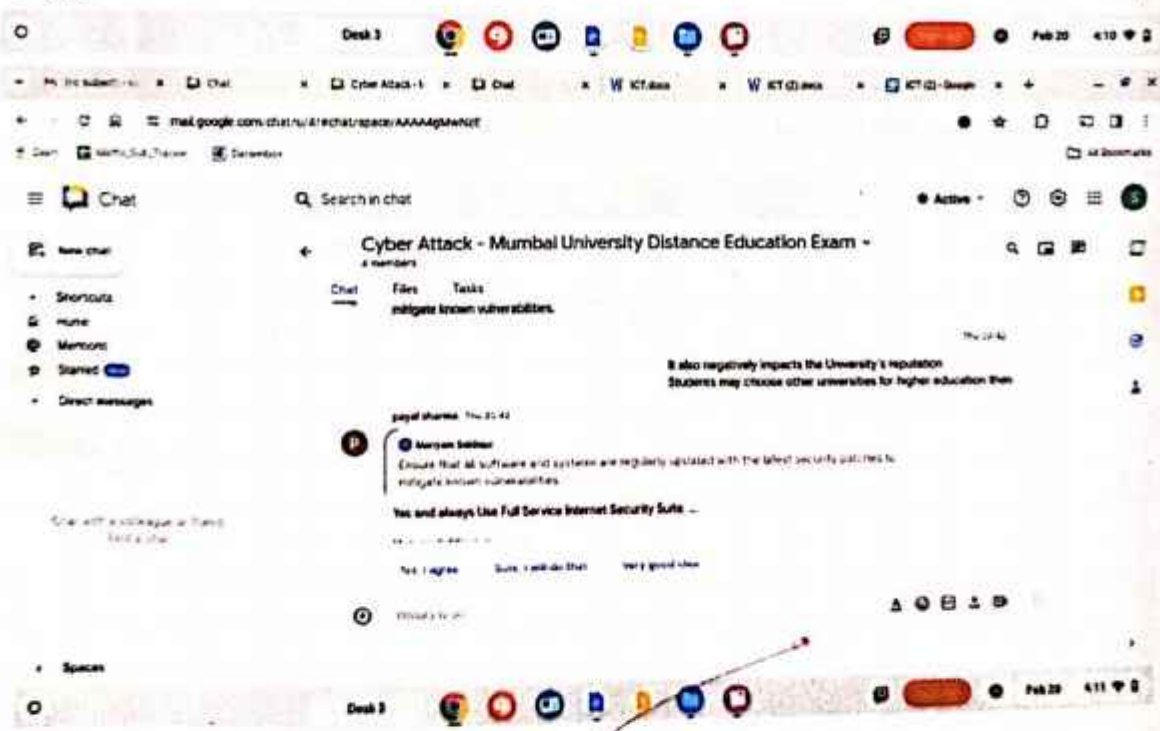
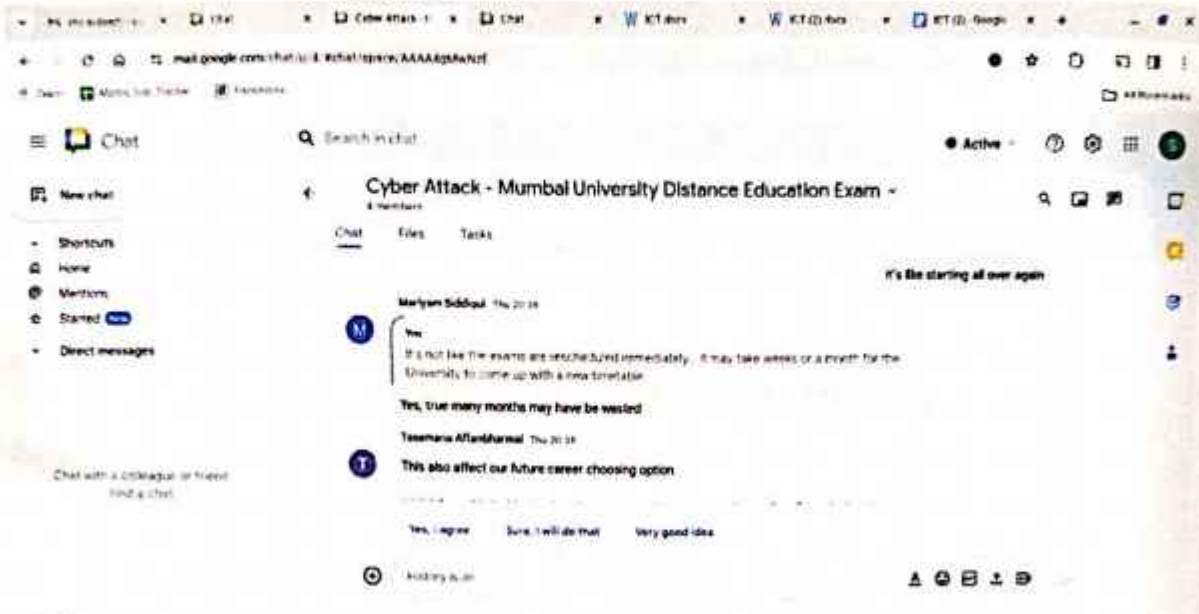


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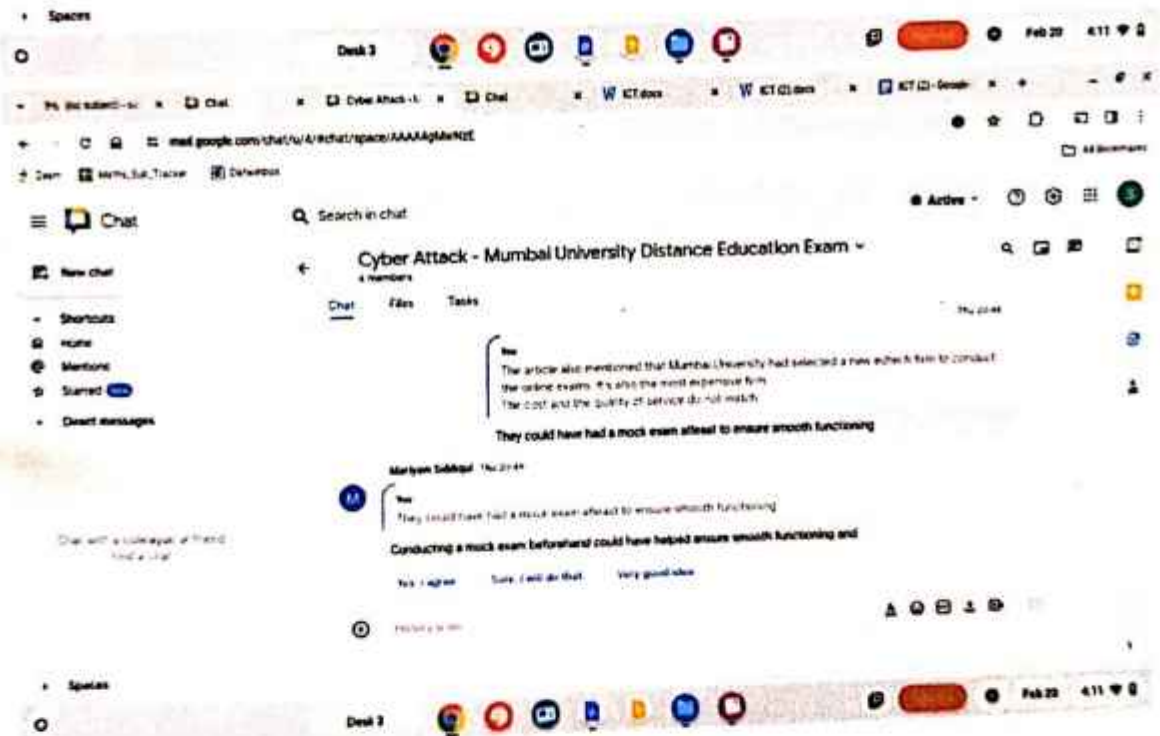
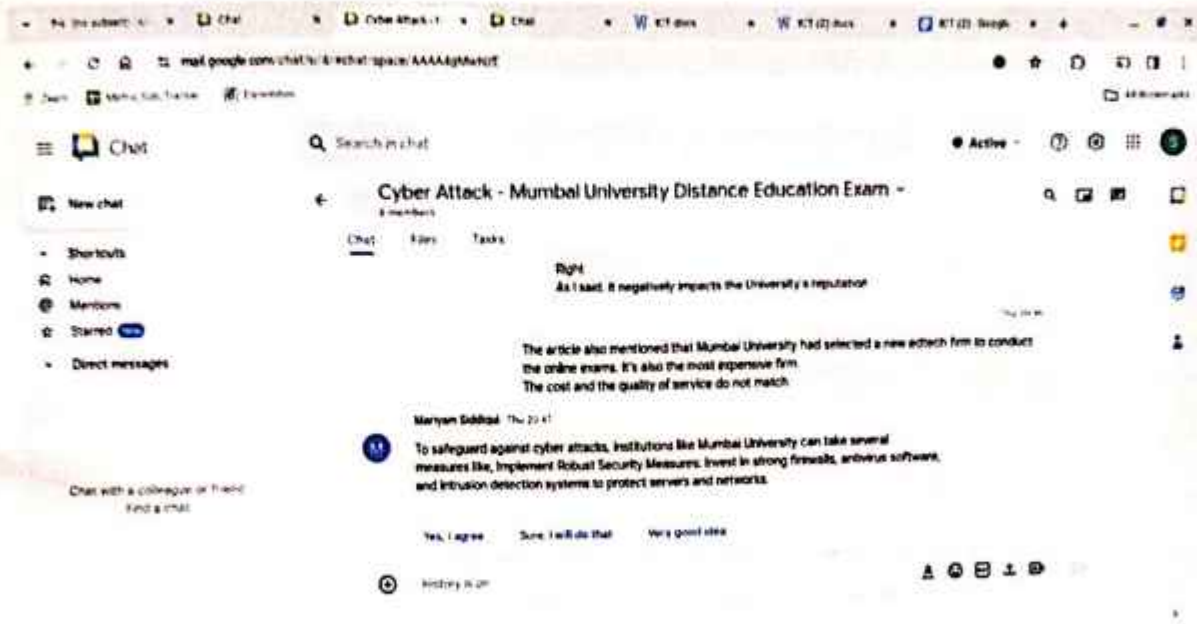
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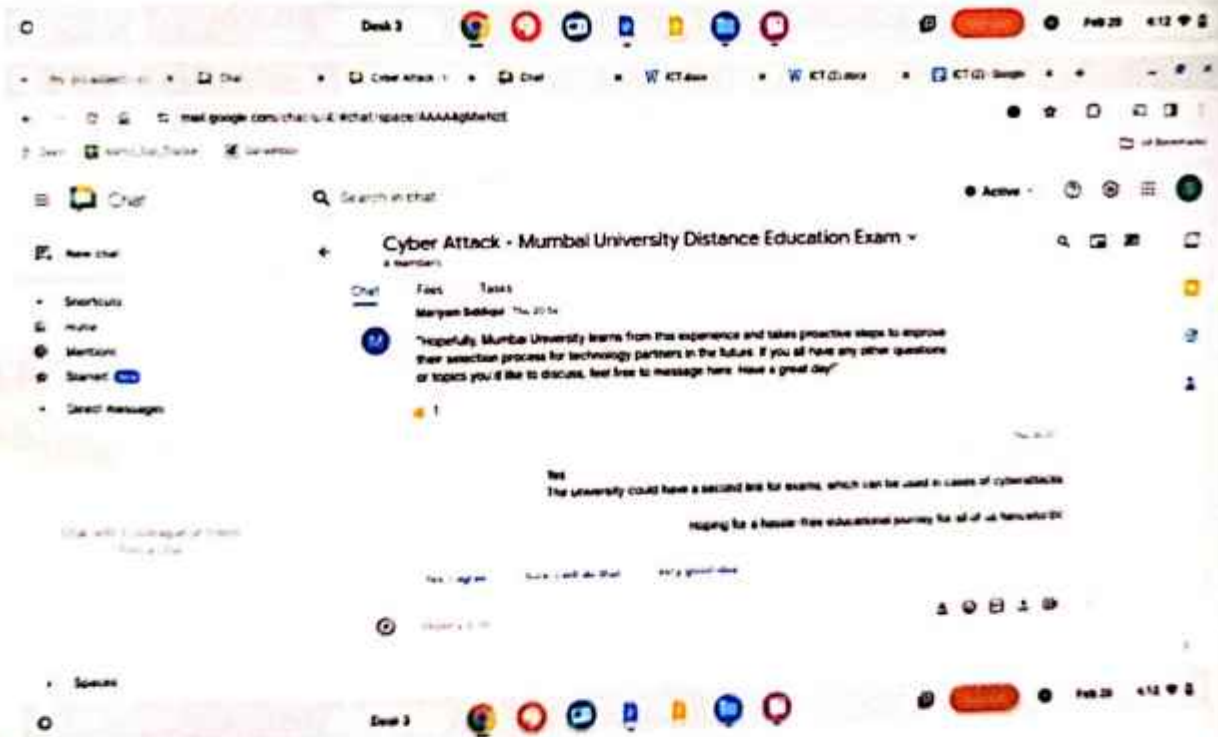
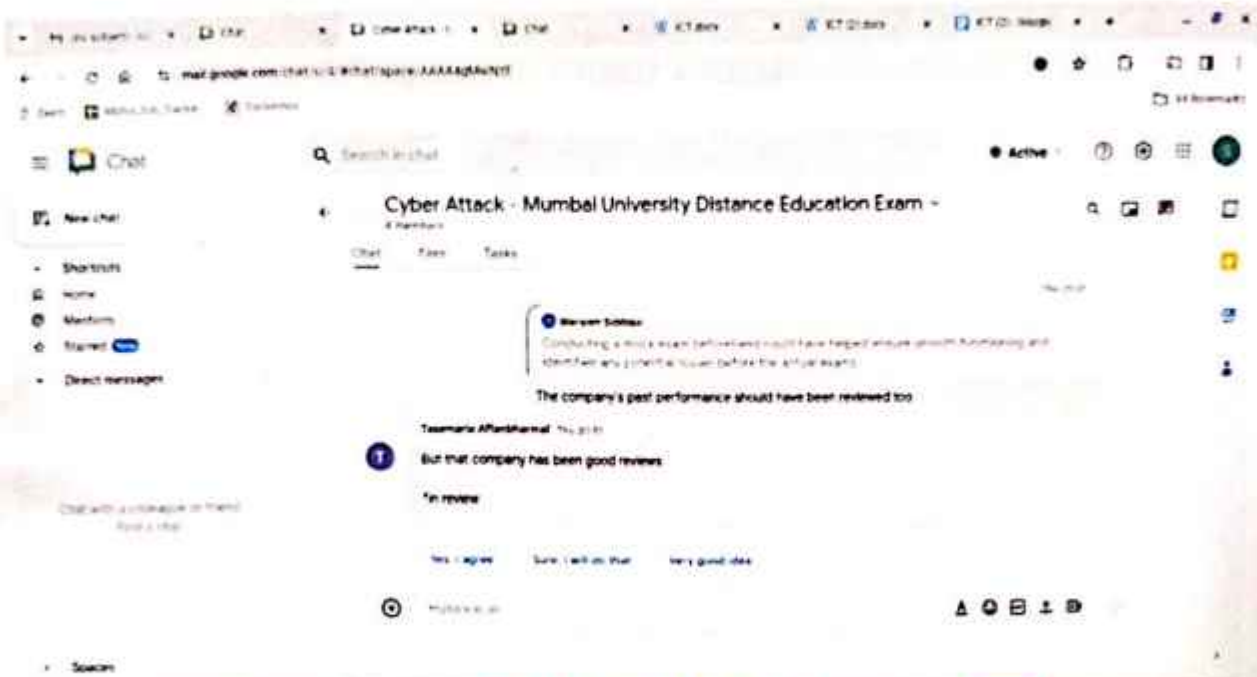
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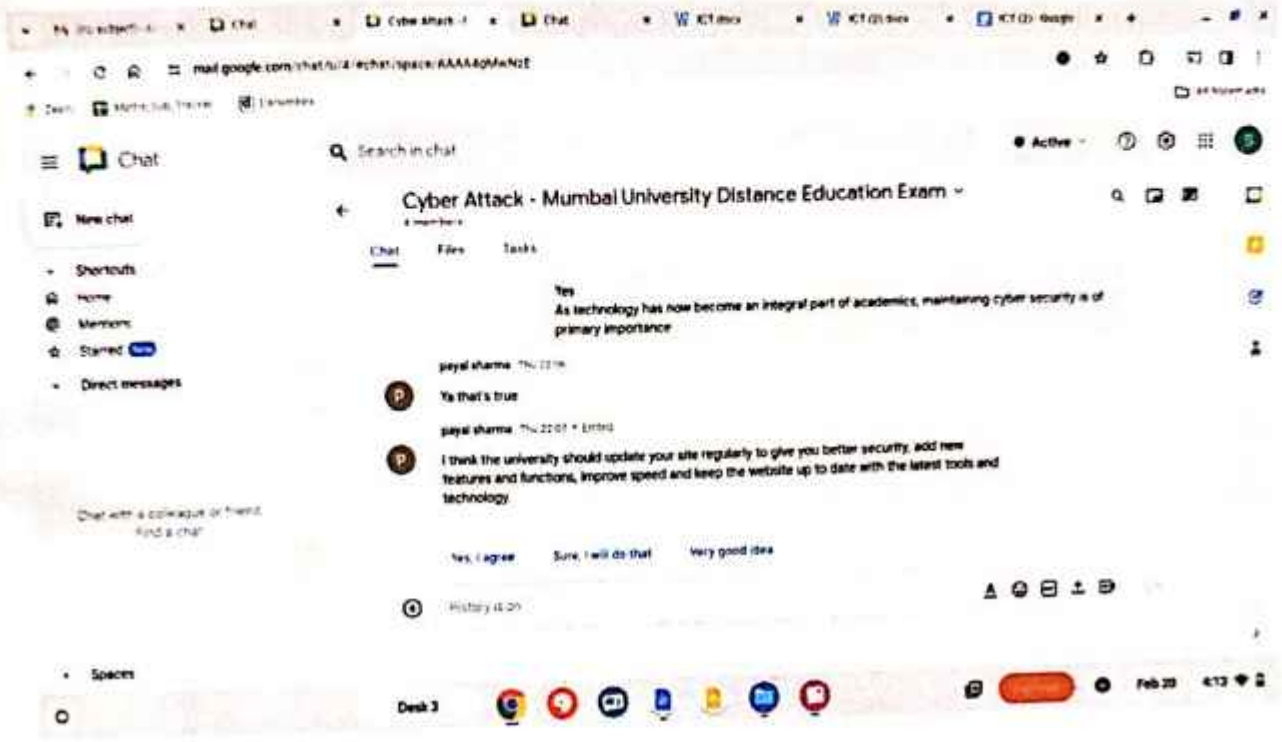
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Yes  
As technology has now become an integral part of academics, maintaining cyber security is of primary importance

payal sharma Thu, 22 Feb

Ya that's true

payal sharma Thu, 22 Feb • Edited

I think the university should update your site regularly to give you better security, add new features and functions, improve speed and keep the website up to date with the latest tools and technology

Yes, I agree    Sure, I will do that    Very good idea

History (4/2)

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*write on your own*

## REFLECTION

Exploring the cyber-attack on Mumbai University for an ICT assignment was an eye-opener to how technology impacts real life. The news article showed me the serious security issues online exams face.

Having an in-depth discussion with my group on Google Chat was crucial. We talked about different aspects and this exchange of thoughts shows how working together and discussing ideas can bring a new perspective, making it a valuable part of the learning process.

Cyber-attacks on educational websites have real consequences for students. Cancelling exams because of security concerns not only puts student data at risk but also impacts students' academic progress. It made me realize how important it is to have strong security measures in place.

This assignment also made me appreciate the vast information available on the Internet. Being able to access news quickly showed me how the Internet keeps us informed about various topics, especially things affecting education. It highlighted the importance of staying updated on what's happening in our world.

Beyond news, search engines instantly offer a wealth of knowledge, making learning accessible to everyone. It's like having a library at our fingertips.

The shift from letters to instant messaging and even video calls has made connecting with people easier, overcoming distances. It extends beyond personal relationships, facilitating education and reshaping how businesses operate globally.

Lastly, the user-friendly screens or layouts allow people to smoothly communicate with technology, making it simpler for everyone to use ICT tools, regardless of their level of experience.

In conclusion, this journey with ICT has taught me more than just theories. It showed me the real impact on security, the importance of collaboration, and how technology simplifies our lives, making everything from communication to learning more accessible and straightforward.

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**Unit 2:**  
**Designing**  
**Technology Integrated**  
**Learning Experiences:**  
**ADDIE MODEL**



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# INTRODUCTION



Figures of speech, like playful acrobats, twist and turn words into delightful spectacles of expression.

Language that uses figures of speech is known collectively as **figurative language**. The opposite of figurative language is literal language.

Literal language	Figurative language
Road signs Office memos Research papers.	Greeting-card rhymes Advertising slogans Newspaper headlines Captions of cartoons Mottoes of institutions

Figures of speech are linguistic devices that go beyond the ordinary, literal meaning of words to convey ideas, and emotions. A few allow writers to experiment with structure and sound to create specific effects.

Used by writers and speakers alike, they elevate expression and contribute to the artistry of communication.

Common expressions such as *falling in love*, and *climbing the ladder of success* are metaphors—the most pervasive figure of all. Likewise, we rely on similes when making explicit comparisons (*light as a feather*) and hyperbole to emphasize a point (*I'm so hungry I could eat a horse!*).

## DEFINITION

The Cambridge Dictionary defines a figure of speech as "an expression that uses words to mean something different from their ordinary meaning."

According to the Collins Dictionary, a figure of speech is "an expression or word that is used with a metaphorical rather than a literal meaning."

## TYPES

Simile, Metaphor, Alliteration, Personification, Onomatopoeia, Hyperbole, Oxymoron, Tautology, and Euphemism

# COMPUTER ASSISTED INSTRUCTION



Computer-Aided Instruction (CAI) is a diverse and rapidly expanding spectrum of computer technologies that assist the teaching and learning process. Examples of CAI applications include computer visualization of complex objects, and computer facilitated communication between students and teachers.

It is often used in both traditional classroom settings and in distance learning environments.

**Flexibility:** With CAI, students can access educational materials at any time and from any location with an internet connection. This flexibility allows for learning to occur outside of traditional classroom hours and enables students to proceed at their own pace.

**Cost-Effectiveness:** While initial development costs can be significant, CAI programs can be cost-effective in the long run, particularly in large-scale educational settings. Once developed, digital educational materials can be easily distributed and reused without the need for additional printing or distribution costs.

**Multimedia Integration:** Educational content in CAI often incorporates multimedia elements such as text, images, audio, video, and animations. These multimedia components help make the learning experience more engaging and effective.

**Immediate Feedback:** CAI provides immediate feedback to students on their performance. This feedback can help students identify areas of strength and weakness, correct mistakes, and reinforce learning.

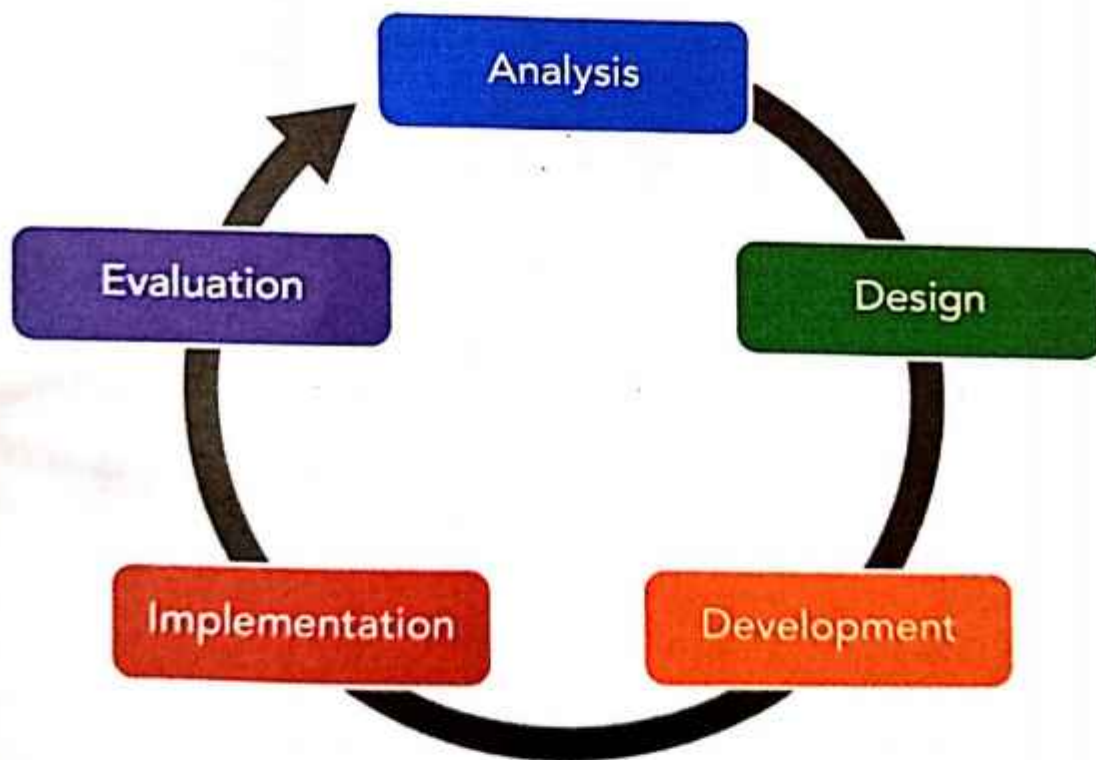
These features collectively contribute to the effectiveness of computer-assisted instruction in facilitating learning and meeting the diverse needs of students.

This type of instruction has been shown to improve academic performance and increase retention rates, and supplements to traditional, teacher directed instruction.

In addition, CAI can be used to support students with special needs, such as those with learning disabilities or English language learners.

## ADDIE MODEL

ADDIE is the classic model of instructional design that is used for developing educational programs and instructional materials. ADDIE stands for Analysis, Design, Development, Implementation and Evaluation, the five steps in the design process, detailed below:



### ANALYSIS

The analysis phase involves identifying the performance gap and desired outcomes. This phase includes identifying participant characteristics (for example, current knowledge and skills, level of experience, language proficiency and motivation).

learning resources and budget and time constraints, defining the learning environment and establishing instructional goals and objectives.

**DESIGN: Identify the learning objectives**

The design phase involves subject matter design broadly, including defining specific learning objectives and instructional strategies, structuring content and assessments. The design should reflect a logical flow. Assessments should provide feedback on the learner's progress in achieving the learning objectives.

**DEVELOPMENT: Develop a performance solution**

As the title indicates, the development phase involves creating/curating and assembling the content specified in the design phase. This phase also involves stakeholder review and validation and any required revisions. This phase may involve integration of technology and related testing.

**IMPLEMENTATION: Deliver the performance solution**

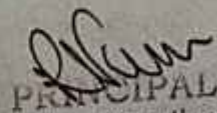
Implementation involves development of the course curriculum, learning outcomes and the learning space. The process should also include confirming the availability of required materials and associated applications or websites and preparing learners to use any required tools or technology. The final step, of course, is participant engagement.

**EVALUATION:**

Although evaluation is listed last, in practice it is included in every aspect of the process. That is, the overall design process is meant to be iterative, with elements fine-tuned along the way. Interim evaluations, referred to as formative evaluations, are those that are conducted prior to implementation to confirm that the learning resources meet the specifications established in the design phase. A summative evaluation would be conducted after implementation to determine training effectiveness on three bases: participant satisfaction, participant learning and participant performance.



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# ACTION STEPS

## STEP 1: ANALYSIS

### Goals:

- Ensure students can identify and understand figures of speech.
- Develop students' ability to analyse how figures of speech enhance meaning.
- Foster an appreciation for the artistic use of language in media
- Encourage students to effectively use figures of speech in their own writing and speech.


### Content Analysis:

- Introduction
- Simile
- Metaphor
- Simile vs. Metaphor
- Exercise
- Tongue Twisters
- Alliteration
- Personification
- Ciné-personify
- Onomatopoeia
- How to Spell Onomatopoeia
- Hyperbole
- Hyperbole in Ads
- Oxymoron
- Tautology
- Exercise
- Euphemism
- Exercise

Explanation of each figure of speech, curated examples from literature and media are provided, along with word exercises to reinforce understanding.

### Task Analysis:

Computer skills, pictures, sound effect, clipart, video, audio, GIFs, and animation.

  
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## Analysis of the Learners:

Within the class, a spectrum of learners exists, ranging from those who grasp concepts more slowly to those of average pace.

Additionally, there are learners with diverse prior knowledge and learning preferences, encompassing visual, auditory, and tactile learners.

## STEP 2: DESIGN

The PowerPoint slides has been designed with visually appealing layouts, incorporating relevant pictures, audio clips, GIFs, and videos that effectively illustrate each figure of speech. Interactive elements such as activities have been incorporated to engage the students and reinforce learning. The content is organized logically to facilitate understanding and retention.

## Designing Learning Outcomes:

By the program's end, students should be able to:

- Develop a deeper understanding of language through the study of figures of speech.
- Expand their vocabulary and improve their communication skills by employing figures of speech purposefully.

## Choosing the Course Format:

The teacher will conduct whole-class instruction, incorporating a blend of computer-based activities and face-to-face interactive sessions.

## Instructional Strategy:

### I. Pre-Instructional Activities:

Utilize a PowerPoint presentation to introduce the topic, followed by interactive activity slides and discussions aimed at engaging learners actively.

### II. Learner Participation:

Facilitate a group discussion focused on observations derived from the pre-instructional activities.

### III. Follow-Through Activity:

Guide students in comprehending various figures of speech through targeted exercises and examples, ensuring a solid grasp of the concepts presented.

## Designing Evaluation Strategies:



Incorporated both formative assessments (ongoing assessments used to monitor student progress) and summative assessments (evaluations conducted at the end of a unit or course) to gauge overall student achievement.



Formative assessments: Spot Similes and Metaphors, Identify the Tautology and Oxymoron in the phrases provided

Summative assessment: Provide examples for each Figure of Speech

## STEP 3: DEVELOPMENT



### Story Board:




ANIMATION/ VIDEO/VISUAL	CONTENT (Text on screen)	AUDIO/SOUND EFFECT
SLIDE 1	SLIDE TITLE: <b>Presentation Title &amp; Personal Information</b>	
Slide with 'Split' animation Visual Aids: 	Figures of Speech  Khan Samar F.Y.B.Ed, Roll No. 48 K. M. E. Society's College of Education	'Push' sound effect
SLIDE 2	SLIDE TITLE: <b>Introduction</b>	
Slide with 'Split' animation Visual Aid: 	The Cambridge Dictionary defines a figure of speech as 'an expression that uses words to mean something different from their ordinary meaning.' Used by writers and speakers alike, they elevate expression and contribute to the artistry of communication.	'Push' sound effect

<b>SLIDE 3</b>	<b>SLIDE TITLE: Simile</b>	
<p>Slide with 'Split' animation</p> <p>Visual Aids:</p> 	<p>A stated-explicit comparison (formed with "like" or "as") between two things is made to highlight the similarities between them.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• as big as a mountain</li> <li>• like music to my ears</li> </ul>	'Push' sound effect
<b>SLIDE 4</b>	<b>SLIDE TITLE: Metaphor</b>	
<p>Slide with 'Split' animation</p> <p>Visual Aids:</p> 	<p>A metaphor makes an implicit comparison, usually by stating one thing is another.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• You are an open book.</li> <li>• He is an onion, revealing deeper layers with each interaction.</li> <li>• The exam was a piece of cake.</li> </ul>	'Push' sound effect
<b>SLIDE 5</b>	<b>SLIDE TITLE: Decoding Simile and Metaphor</b>	
<p>Slide with 'Split' animation</p>	<p>A Simple Video Guide</p> <p><a href="https://youtu.be/soP7d3e212k?si=W1VUu0U-h6O3oH0">https://youtu.be/soP7d3e212k?si=W1VUu0U-h6O3oH0</a></p>	'Push' sound effect

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<p><b>SLIDE 6</b></p>	<p><b>SLIDE TITLE: Cloudy Comparisons</b></p>	
<p>Slide with 'Split' animation</p> <p>Visual Aids- Shapes</p>	<p><b>Spot Similes and Metaphors</b></p> <ol style="list-style-type: none"> <li>1. The city streets were as noisy as beehive.</li> <li>2. His heart was a cold, dark cave after the betrayal.</li> <li>3. The room was as dark as night.</li> <li>4. Her words cut through the silence like a dagger.</li> <li>5. Her smile was like sunshine.</li> <li>6. His anger was a volcano about to erupt.</li> <li>7. Despite being scared, she acted brave as a lion during the storm.</li> <li>8. The world is a stage, and we are all actors.</li> <li>9. Time is money.</li> </ol>	<p>'Push' sound effect</p>
<p><b>SLIDE 7</b></p>	<p><b>SLIDE TITLE: Tongue Twisters: the Alliterative Art</b></p>	
<p>Slide with 'Split' animation</p> <p>Visual Aids:</p>  <p>The girl says to the dog:</p> <p>A big black bug bit a big black dog on his big black nose.</p>	<p>You probably didn't realize you've been constantly using alliteration. Interestingly, the term 'Tongue Twister' itself is an alliterative marvel.</p>	<p>'Push' sound effect</p>
<p><b>SLIDE 8</b></p>	<p><b>SLIDE TITLE: Alliteration</b></p>	
<p>Slide with 'Split' animation</p> <p>Visual Aid:</p> 	<p>A series of words that begins with the same consonant sound</p> <p>Note that words don't have to start with the same letters to have alliteration, it is all about the sound of the word.</p> <p>Example:  <b>Curious kittens quickly climbed the couch.</b></p>	<p>'Push' sound effect</p>

<p><b>SLIDE 9</b></p>	<p><b>SLIDE TITLE: Alliteration in Branding and Music</b></p>	
<p>Slide with 'Split' animation</p> <p>Visual Aids – Brand Names</p> 	<p>The Power of Alliteration: Crafting Memorable Brand Names</p> <p><b>Krispy Kreme</b> <b>Dunkin' Donuts</b> <b>PayPal</b> <b>Coca Cola</b></p> <p>Alliteration's Musical Magic</p> <p>Often found in song lyrics, Alliteration lends to the flow of the song.</p> <p><b>Bad Blood (By Taylor Swift)</b></p>	<p>'Push' sound effect</p> <p>Audio – Bad Blood by Taylor Swift</p>
<p><b>SLIDE 10</b></p>	<p><b>SLIDE TITLE: Personification</b></p>	
<p>Slide with 'Split' animation</p> <p>Visual Aid:</p> 	<p>The attribution of human qualities or abilities to inanimate objects.</p> <p>Example:</p> <p><b>'The sun is smiling upon him.'</b></p>	<p>'Push' sound effect</p>
<p><b>SLIDE 11</b></p>	<p><b>SLIDE TITLE: Ciné-personify</b></p>	
<p>Slide with 'Split' animation</p> <p>Visual Aids: GIFs</p> 	<p>From talking toys to expressive cars, personification brings the inanimate alive on the big screen.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <b>Disney PIXAR Toy Story</b></li> <li>• <b>Disney PIXAR Cars</b></li> </ul>	<p>'Push' sound effect</p>




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SLIDE 12	SLIDE TITLE: <b>Onomatopocia</b>	
Slide with 'Split' animation  Visual Aids:  	Onomatopocia refers to words that imitate or resemble the sounds of the natural world. Examples: <ul style="list-style-type: none"> <li>• The bees, <b>buzzing</b>, flew off in different directions.</li> <li>• The falling books fell on the floor with a <b>thud</b>.</li> </ul>	'Push' sound effect
SLIDE 13	SLIDE TITLE: <b>Remember How to Spell Onomatopocia</b>	
Slide with 'Split' animation	ONO) Like 'O No' MAT) Like a door 'mat' O) Your mouth makes 'O' for sound effect POE) Like Edgar Allan 'Poe' IA) Like 'I Agree'	'Push' sound effect
SLIDE 14	SLIDE TITLE: <b>Hyperbole</b>	
Slide with 'Split' animation  Visual Aids:  	A hyperbole is a deliberate exaggeration that adds emphasis, urgency, or excitement to a statement. Examples: <ul style="list-style-type: none"> <li>• She cried a river of tears.</li> <li>• She was so tired, she could sleep for a year.</li> <li>• This bag weighs a ton.</li> </ul>	'Push' sound effect

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<p><b>SLIDE 15</b></p>	<p><b>SLIDE TITLE: Hyperbole in Ads: One Exaggeration at a Time</b></p>	
<p>Slide with 'Split' animation</p> 	<ul style="list-style-type: none"> <li>• <b>Tabasco Sauce: Hotter than the Sun</b></li> <li>• <b>Calvin Klein Fragrance: Longer-lasting than Eternity</b></li> <li>• <b>Red Bull: Gives you Wings</b></li> </ul>	<p>'Push' sound effect</p>
<p><b>SLIDE 16</b></p>	<p><b>SLIDE TITLE: Oxymoron</b></p>	
<p>Slide with 'Split' animation</p> <p>Visual Aids:</p> 	<p>An oxymoron is a phrase that uses two contradictory words to create a new meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <b>Working Vacation</b></li> <li>• <b>Open Secret</b></li> </ul>	<p>'Push' sound effect</p>
<p><b>SLIDE 17</b></p>	<p><b>SLIDE TITLE: Tautology</b></p>	
<p>Slide with 'Split' animation</p> <p>Visual Aids:</p> 	<p>A tautology is a statement or phrase that expresses the same idea using different words.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <b>Free Gift</b></li> <li>• <b>She gazed at him with her eyes.</b></li> <li>• <b>Past History</b></li> </ul>	<p>'Push' sound effect</p>



<p><b>SLIDE 18</b></p>	<p><b>SLIDE TITLE: Exercise Alert!</b></p>	
<p>Slide with 'Split' animation</p> 	<p>Identify the tautology and oxymoron in the phrases provided</p>	<p>'Push' sound effect</p>
<p><b>SLIDE 19</b></p> <p>Slide with 'Split' animation</p> <p>Visual Aids:</p> 	<p><b>SLIDE TITLE: Euphemism</b></p> <p>A euphemism is a mild or indirect phrase that's a softer substitute for a blunt or direct expression, often to avoid difficult topics - like money, or death.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Died: passed away, no longer with us</li> <li>• To be (in) between jobs: to be looking for work, to be unemployed</li> </ul>	
<p><b>SLIDE 20</b></p> <p>Slide with 'Split' animation</p> <p>Visual Aids - Shapes</p>	<p><b>SLIDE TITLE: Unleash your Creativity</b></p> <p><b>Provide Examples:</b></p> <p>Simile Metaphor Alliteration Personification Oxymoron Hyperbole Onomatopoeia Euphemism Tautology</p>	
<p><b>SLIDE 21</b></p> <p>Slide with 'Split' animation</p>	<p><b>SLIDE TITLE: Thank You</b></p> <p>'Push' sound effect</p>	

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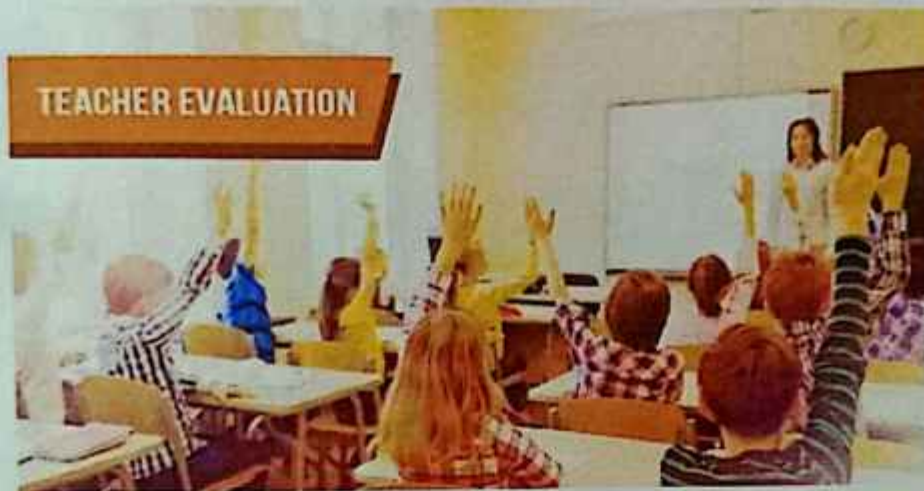
## STEP 4: IMPLEMENTATION

During the implementation of the PowerPoint presentation, utilize a projector for visual aid while facilitating face-to-face interactions. Describe in detail the content on each slide, and provide additional examples.

To encourage active participation and engagement, ask questions and facilitate discussions, prompting students to contribute their own examples.

Monitor students' progress and provide assistance as needed.

## STEP 5: EVALUATION



This includes assessing students' comprehension of figures of speech through activities embedded in the PowerPoint.

- **Formative Evaluation:** Exercises in the PowerPoint will be implemented to ensure clarity.
- **Summative Evaluation:** For the final evaluation, students will be asked to think of examples of different figures of speech. This is an effective way to truly understand whether they have grasped figures of speech.

By reviewing the learning objectives, we can determine if they were achieved and identify areas for improvement in future lessons.



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## REFLECTION



Using the ADDIE model to create a PowerPoint presentation on figures of speech has been a learning experience. This assignment has allowed me to deeply understand the topic while using Information and Communication Technology (ICT) to improve my teaching methods.

One of the most significant lessons I've learned is the importance of creativity in education. Including multimedia elements such as videos, audio, and gifs into my ADDIE helps teach in a way that works for all kinds of learners and keeps their attention focused on the topic. This experience proves that education doesn't have to be limited to textbooks and lectures, but can be brought to life through various educational resources, making it more enjoyable for students.

Also, working on this assignment has highlighted how ICT has brought about a drastic change in education. Today's abundance of information online makes it easier than ever to create a fun learning environment. The freedom and flexibility enabled by ICT allows individuals to come together despite distances.

This assignment has made me realise the importance of adaptability in the digital age. As technology continues to evolve, so must we as teachers. Using ICT in the classroom not only improves traditional teaching methods but also opens up new ways of learning.

I would especially like to highlight the enjoyment and satisfaction I experienced throughout the process of creating this PowerPoint presentation. Experimenting with different layouts, choosing visually attractive images, and selecting just the right video and audio clip to complement the text was a rewarding experience. I felt a sense of excitement in seeing the presentation come together, piece by piece.

Moving forward, I am excited to continue exploring ICT and using it to create meaningful educational content.

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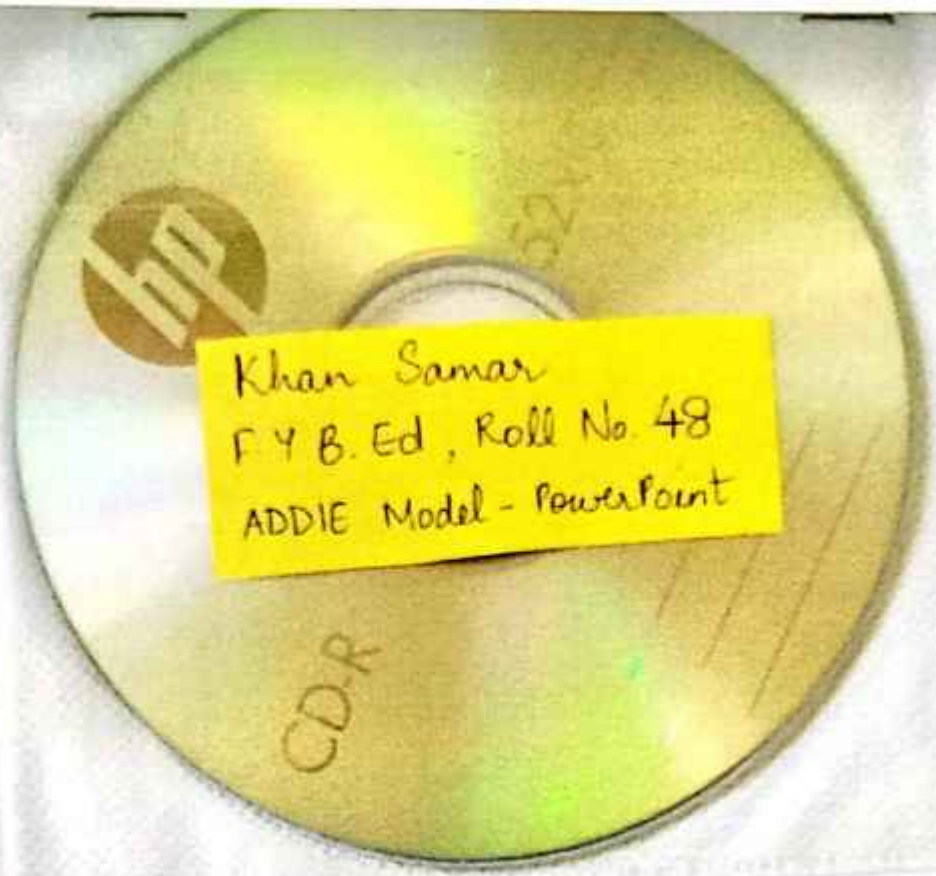
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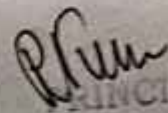
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# HARD COPY: PowerPoint Presentation



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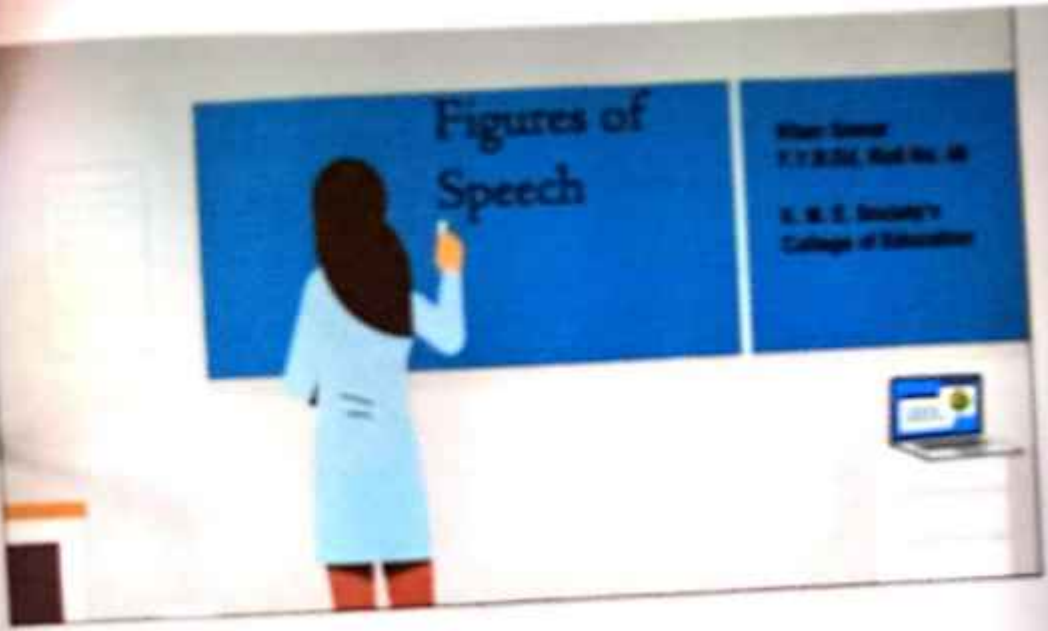
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The Cambridge Dictionary defines a figure of speech as *an expression that uses words in their figurative rather than their literal meaning.*  
 Used by writers and speakers alike, they elevate expression and contribute to the artistry of communication.



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# Figures of Speech

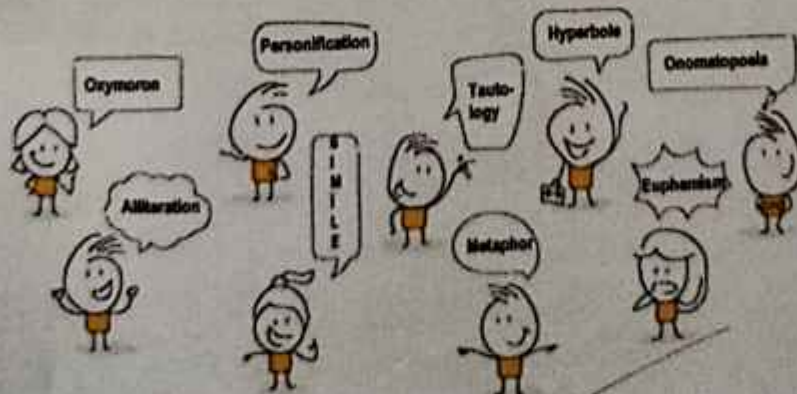
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F.Y.B.Ed, Roll No. 48

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The Cambridge Dictionary defines a figure of speech as 'an expression that uses words to mean something different from their ordinary meaning.'

Used by writers and speakers alike, they elevate expression and contribute to the artistry of communication.



  
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## Simile

A stated-explicit comparison (formed with "like" or "as") between two things is made to highlight the similarities between them.



as big as a mountain



like music to my ears

## Metaphor

A metaphor makes an implicit comparison, usually by stating one thing is another.



You are an open book.



He is an onion, revealing deeper layers with each interaction.



The exam was a piece of cake.

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Decoding Simile and Metaphor:  
A Simple Video Guide

# Simile vs. Metaphor



<https://youtu.be/soP7d3e212k?si=WlVuUu0U-h6O3oH0>

## Cloudy Comparisons: Spot Similes and Metaphors

The city streets were as noisy as beehive.

His heart was a cold, dark cave after the betrayal.

The room was as dark as night

Her smile was like sunshine.

Her words cut through the silence like a dagger.

The world is a stage, and we are all actors.

His anger was a volcano about to erupt

Despite being scared, she acted brave as a lion during the storm.

Time is money.

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## Tongue Twisters: the Alliterative Art



A big black bug bit a big black dog on  
his big black nose.



You probably didn't realize you've been constantly using alliteration.  
Interestingly, the term 'Tongue Twister' itself is an alliterative marvel.

## alliteration

a series of words that begin with  
the same consonant sound

Note that words don't have to start with the same letters to have  
alliteration, it is all about the sound of the word.

Curious kittens quickly climbed the couch.



## The Power of Alliteration: Crafting Memorable Brand Names



## Alliteration's Musical Magic



Often found in song lyrics, Alliteration lends to the flow of the song.

*Bad Blood (By Taylor Swift)*



## Personification

The attribution of human qualities or abilities to inanimate objects.

'The sun is smiling upon him.'

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## Cine-personality

From talking toys to expressive cars, personification brings the inanimate alive on the big screen.



Disney PIXAR  
Toy Story



Disney PIXAR  
Cars

## Onomatopoeia

Onomatopoeia refers to words that imitate or resemble the sounds of the natural world.




The bees, **buzzing**, flew off in different directions.



The falling books fell on the floor with a **thud**.

  
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REMEMBER HOW TO SPELL...

# ONOMATOPOEIA

LIKE ONO

LIKE A DOOR MAT

LIKE EDGAR ALLAN POE

YOUR "O" FOR SOUND EFFECT

LIKE "I AGREE"

## Hyperbole

A hyperbole is a deliberate exaggeration that adds emphasis, urgency, or excitement to a statement.



She cried a river of tears.



She was so tired, she could sleep for a year.



This bag weighs a ton.

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## Hyperbole in Ads: One Exaggeration at a Time



>



Tabasco Sauce: Hotter than the Sun



Red Bull: Gives you Wings



Calvin Klein Fragrance:  
Longer-lasting than Eternity

## Oxymoron

An oxymoron is a phrase that uses two contradictory words to create a new meaning.



Working Vacation



Open Secret

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## Tautology

A tautology is a statement or phrase that expresses the same idea using different words



Free Gift



She gazed at him with her eyes.



Past History

### FACTS ARE!

Identify the tautology and oxymoron in the phrases provided

Unbiased opinion



Honest truth



New invention



Repeat again



Deafening silence



Close proximity



Duplicate copy



Pretty ugly



True facts



Exact estimate



Deliberate mistake



Sweet sorrow



## Euphemism

A euphemism is a mild or indirect phrase that's a softer substitute for a blunt or direct expression, often to avoid difficult topics - like money, or death.



Died: passed away, no longer with us



To be (in) between jobs: to be looking for work, to be unemployed

## Unleash your Creativity:

Provide Examples

Simile	Metaphor	Alliteration	Personification	Oxymoron
Hyperbole	Onomatopoeia	Euphemism	Tautology	

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# Thank you



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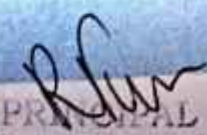
# Unit 4: - 3

➤ **ePortfolio**

➤ **Online Survey**



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## Introduction

An ePortfolio is a digital collection of evidence showcasing a student's learning journey over time. The e-portfolio can advance learning by providing students and or faculty with a way to organize, archive and display pieces of work.

An e-portfolio may encompass input text, images, multimedia, videos, audio recordings, and hyperlinks, which are curated to demonstrate an individual's skills, and knowledge.



## Why are ePortfolios Important?

ePortfolios are cited as an aspect of 'significant technological change'.

Academic portfolios benefit students by:

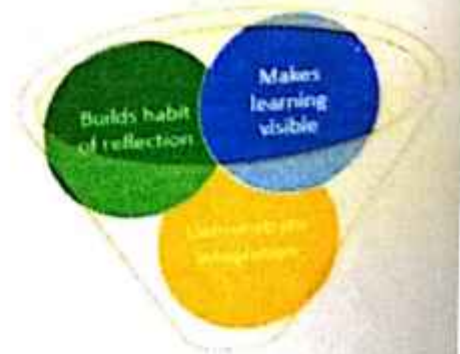
- Building an ePortfolio encourages reflective practice, as individuals reflect on their learning, and growth throughout their journey.
- ePortfolios utilize digital tools to tell a cohesive story, demonstrating how skills and learning come together.


- Development of self-publishing skills

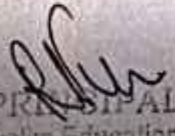
Academic portfolios benefit instructors by:

Providing a structure which facilitates more frequent (and thus more productive) feedback on student work.

Allowing them to view evidence of student learning and growth over time (providing greater context and a broader view of student achievement).



  
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## Types of ePortfolios



- **Showcase or Presentation Portfolio:**

The content that's added to showcase portfolios is written after the learning takes place, often with reflection from the student.

The showcase portfolio is often used to share a student's evidence of learning. Students are generally given the choice to decide what is published.

A showcase portfolio highlights stellar work in a specific area and is typically presented to potential employers to secure employment. When used for job applications, it is sometimes referred to as a career portfolio.

- **Process or Learning Portfolio: A Work in Progress**

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's also called a development portfolio, a reflection portfolio, or a formative portfolio.

A developmental e-portfolio can show the advancement of skill over a period of time. The main purpose is to provide an avenue for communication between student and instructor.

A process portfolio can include a variety of learning attempts or unpolished documentation along with reflections on struggles and challenges.

- **Assessment Portfolio: Used For Accountability**

The assessment portfolio is used to document what a student has learned, or assess students' mastery of certain topics

They may be very useful within the school environment to provide evidence of learning to teachers and administrators.

Assessment portfolios are commonly part of certification programs.

- **A Hybrid Approach**


Most e-portfolios are a blend of the three main types—development, assessment, and showcase—to create a hybrid portfolio.

Canadian EdTech leader George Couros explains how two types of portfolios can come together with some examples,

**Learning [process] portfolio:** If a student were to take a video of them reading in four consecutive months, you would see all readings over time to see development and growth.

**Showcase portfolio:** If a student were to take a video of them reading in four consecutive months, they would pick the best one from the four samples.

  
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## ePortfolio Privacy Considerations

When introducing ePortfolios to students, it is important to discuss the implications of privacy and confidentiality.

It's crucial to have a conversation with students regarding the possible risks of posting personal, private, and specific information on the internet, such as their address, date of birth, contact number, internet usernames, and student data.

It is also important to choose the proper sharing settings of the ePortfolio platform and ensure it is only shared with people who are authorized to access it.



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While creating an eportfolio, individuals can develop a range of valuable skills, including:

**Organization:** Learning to organize materials in a logical and coherent manner helps develop skills in structuring information effectively.

**Presentation:** Designing the layout and format of an eportfolio requires an understanding of visual aesthetics, and design principles. This process sharpens skills in graphic design and visual communication.



**Writing:** Describing and contextualizing the works included in the portfolio requires concise and compelling written communication. Writing descriptions helps develop skills in articulating ideas clearly and persuasively.

**Digital Literacy:** Many portfolios are created and shared digitally, requiring proficiency in digital tools and platforms for content creation.

**Project Management:** Creating a portfolio requires setting goals, and establishing timelines. This experience helps develop skills in project planning, and time management.

ePortfolios offer several advantages over traditional paper-based portfolios:

**Accessibility:** ePortfolios can be accessed online from anywhere with an internet connection, making them more convenient for both creators and viewers.

**Interactivity:** They allow for multimedia integration, including videos, audio recordings, and interactive elements, enhancing engagement and presentation capabilities.

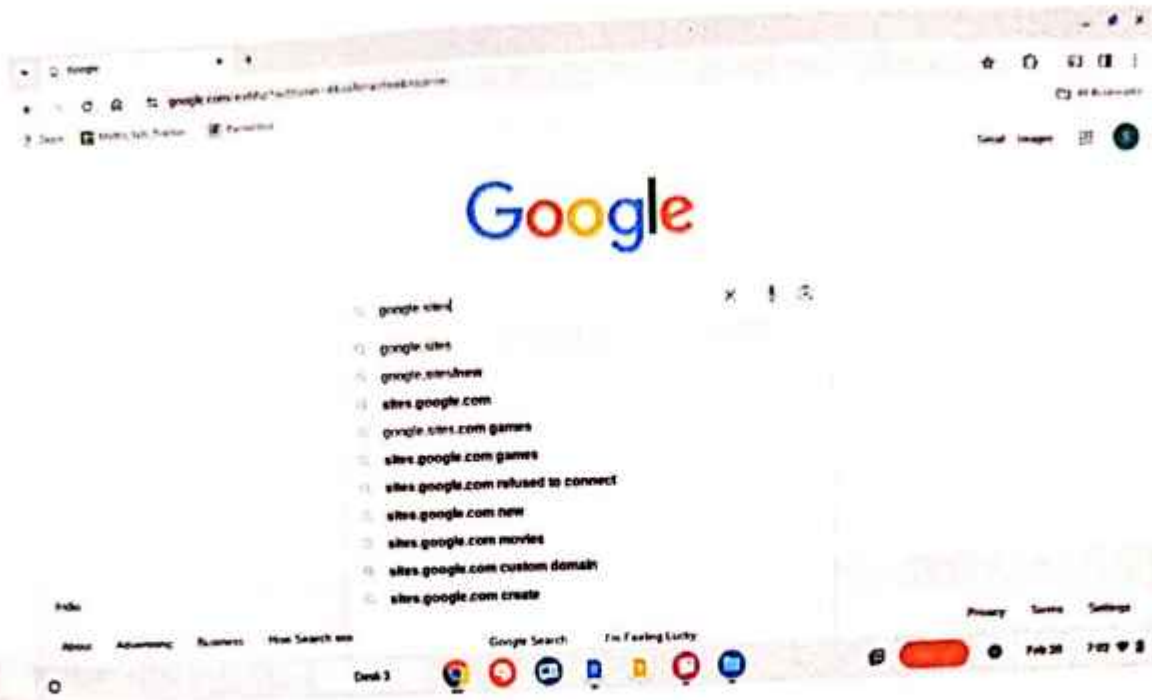
**Versatility:** ePortfolios can be easily updated and customized.

**Enhanced Collaboration:** They facilitate collaboration and feedback through online sharing and commenting features, fostering interaction among peers, mentors, and evaluators.

**Increased Visibility:** Online portfolios can reach a broader audience, including potential employers, or collaborators, potentially increasing opportunities for networking and recognition.

**Longevity:** Unlike paper-based portfolios, which may degrade over time, ePortfolios can be securely stored and accessed indefinitely, ensuring long-term preservation of work.

# ePortfolio: Screenshots



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# Parent Involvement vs. Parent Interference



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### Google Sites: SCREENSHOTS



#### Parent Involvement vs. Parent Interference

Parent involvement in classrooms signifies a collaborative partnership between parents and educators, aimed at supporting the holistic development of students. It embodies a supportive role, where parents offer assistance, encouragement, and resources to facilitate their child's learning journey. Research suggests that students whose parents are involved tend to perform better academically, have higher attendance rates, and exhibit better behavior in school. Students may feel more motivated to succeed when they know their parents are invested in their education.

Crucially, parents who are involved understand and respect the boundaries set by teachers, recognizing the importance of allowing educators to manage the classroom effectively.

On the contrary, parent interference manifests as disruptive behaviour that undermines the authority of teachers and disrupts the learning process. Interfering parents may engage in micromanagement, conflict with educators, and challenge decisions, leading to tension within the school community.

Clarifying and recognizing the difference between parent involvement and interference is essential.



#### Dealing with the Strain: Challenges Posed by Interfering Parents

Interfering parents can significantly impact a teacher's professional life, often presenting challenges that can affect their ability to effectively educate their students. These challenges may include:

- **Undermining Authority:** Interfering parents may challenge the teacher's authority by questioning their decisions or instructions, which can undermine the teacher's confidence and disrupt the learning environment.
- **Disruption of Instruction:** Constant interruptions from parents can disrupt the flow of instruction and hinder the learning experience for all students.
- **Micromanagement of Lesson Plans:** Interfering parents may scrutinize and micromanage teachers' lesson plans, insisting on specific content or activities that they believe are essential for their child's academic success. This can limit teachers' flexibility and creativity in designing engaging and meaningful learning experiences for their students.
- **Undermining Academic Standards:** Giving in to parental pressure to inflate grades undermines the credibility and validity of the education system. It sends the message that academic success can be obtained through influence or manipulation rather than merit and hard work, ultimately devaluing the achievements of all students.
- **Disruption of Classroom Dynamics:** When parents overstep boundaries or interfere too much in the classroom, it can disrupt the dynamics between students and teachers, potentially undermining the authority of the teacher.

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- ❖ **Disruption of Classroom Dynamics:** When parents overstep boundaries or interfere too much in the classroom, it can disrupt the dynamics between students and teachers, potentially undermining the authority of the teacher.
- ❖ **Impact on Teaching Practice:** Constant pressure from interfering parents may cause teachers to second-guess their teaching methods or avoid trying new instructional approaches for fear of further scrutiny or criticism. This can stifle creativity and innovation in the classroom, ultimately compromising the quality of education provided to students.
- ❖ **Professional Boundaries:** Granting special privileges based on parental requests can blur the boundaries between the personal and professional roles of teachers. It may compromise the teacher's ability to maintain a professional distance and impartiality in their interactions with students and parents.
- ❖ **Disruption of Professional Relationships:** Interfering parents may strain the relationship between teachers and their colleagues or school administrators if the issues escalate and involve multiple parties. This can create a divisive atmosphere within the school community.
- ❖ **Increased Stress and Anxiety:** Dealing with interfering parents can lead to heightened levels of stress and anxiety for teachers. Constant conflicts and confrontations can take a toll on their emotional well-being and job satisfaction.
- ❖ **Time and Energy Drain:** Addressing the concerns and demands of interfering parents can consume a considerable amount of a teacher's time and energy. This may involve numerous meetings, emails, phone calls, and documentation to address parental concerns, detracting from time that could be spent on lesson planning, grading, professional development, or personal time to recharge.
- ❖ **Emotional Toll:** Constant conflicts and confrontations with interfering parents can take a significant emotional toll on teachers. Dealing with hostility, criticism, or unrealistic demands can lead to feelings of stress, frustration, and even anxiety or depression. Over time, this emotional strain can contribute to burnout and reduced job satisfaction.

  
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- ❖ **Job Satisfaction:** Interfering parents can diminish a teacher's sense of fulfilment and satisfaction in their work. When teachers feel constantly scrutinised or micromanaged by parents, they may begin to question their own abilities and lose motivation to excel in their role.
- ❖ **Personal Well-being:** The stress and emotional strain resulting from dealing with interfering parents can spill over into a teacher's personal life, affecting their relationships, health, and overall well-being. Balancing the demands of teaching with constant parental interference can lead to feelings of overwhelm and exhaustion outside of the classroom.
- ❖ **Work-Life Balance:** Teachers, like everyone else, need time to rest and recharge outside of work hours. Constant communication from parents can infringe upon their personal time with family, friends, or other personal pursuits, leading to burnout and decreased job satisfaction. Constant contact from parents can lead to over-involvement in personal matters or inappropriate discussions outside the scope of the teacher's role.

## Parent Interference: A Barrier to Child Development



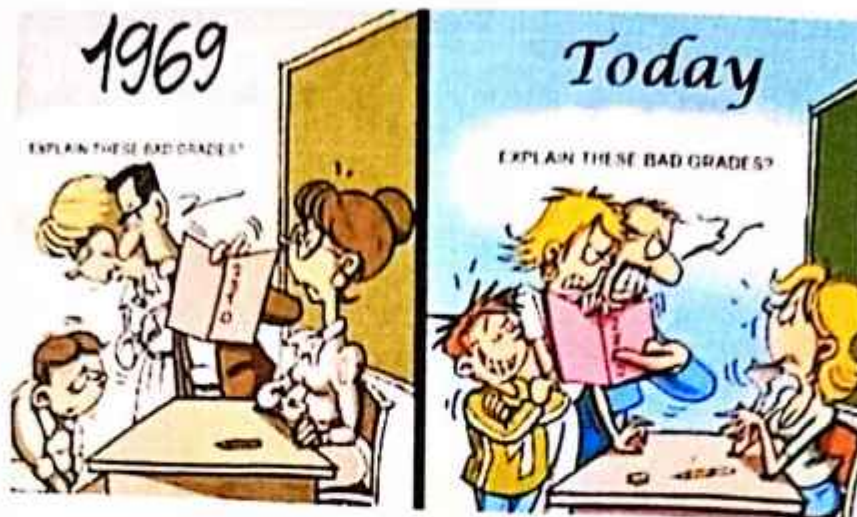
Educators believe that such parents negatively impact their child's personality and growth due to constant interference.

- ❖ **Dependency:** Some parents may exhibit overprotective behaviour, shielding their child from challenges, failures, or responsibilities. This can hinder the child's ability to develop resilience, problem-solving skills, and independence, ultimately stunting their personal growth and development.
- ❖ **Modelling Negative Behaviour:** Children often model their behaviour after their parents. If parents demonstrate unhealthy communication styles, or interpersonal dynamics, their child may internalise these patterns and exhibit similar behaviours in their own interactions with others.
- ❖ **Overbearing Behaviour:** In some cases, parents may become overly involved to the point of micromanaging their child's academic life, which can lead to increased stress and anxiety for the student.

Psychotherapist Farishta Dastur Mukerji said the baton of the classroom had shifted from the teacher to the parent.

"If there is over-monitoring or over-interference from the parent, the child's confidence will take a hit in the long run. A huge part of the classroom is to build on their ability to speak up for themselves or socialisation skills, which can be compromised with over-monitoring," said Mukerji.

## Disrespect of the Teaching Profession: A Cause of Parent Interference



The sentiment that the teaching profession is not always respected by entitled, interfering parents unfortunately reflects a common challenge faced by educators. Here are some reasons why this may be the case:

- ❖ **Negative Portrayals:** Many people believe that Teaching is not always the first career option considered by individuals. This can lead to a lack of respect for teachers' professional knowledge and judgement. When teachers are depicted as incompetent or ineffective, it can reinforce parents' beliefs that they know what's best for their child's education.
- ❖ **Lack of Understanding:** Some parents may not fully understand the challenges and complexities of the teaching profession, including factors such as curriculum requirements, student diversity, and classroom management. This lack of understanding can lead to unrealistic expectations and frustration when outcomes don't meet their expectations.

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## The Crucial Role of School Administration in Managing Interfering Parents

When teachers are penalised by school administration for setting boundaries, it can erode morale within the school community. They may feel unsupported or undervalued by school administration, leading to decreased commitment to their roles. Teachers may become hesitant to communicate concerns or establish clear expectations, leading to misunderstandings, conflicts, and breakdowns in communication between teachers and parents.



School administration can play a vital role in supporting teachers to effectively manage interactions with interfering parents.

- ❖ Clear communication protocols should be established.
- ❖ Respectful communication between parents and teachers should be encouraged during designated times.
- ❖ Clear policies and procedures need to be in place.
- ❖ Training and professional development opportunities should be offered.

\*Training is essential for teachers in dealing with interfering parents as it equips them with:

**Enhanced Communication Skills:** Training can help teachers develop effective communication skills for navigating difficult conversations with parents. This includes strategies for active listening, assertive communication, and de-escalating conflicts.

**Understanding Parent Perspectives:** Training can provide teachers with insights into the perspectives and motivations of interfering parents. By understanding the underlying reasons for parental behaviour, teachers can respond with empathy and develop more effective strategies for addressing concerns.

**Policy Knowledge:** Training can ensure that teachers are familiar with policy guidelines related to parent-teacher interactions, confidentiality, and student privacy rights.

**Self-Care and Stress Management:** Dealing with interfering parents can be emotionally taxing for teachers. Training can include strategies for self-care and stress management to help teachers maintain their well-being and resilience in the face of challenging situations.

- ❖ Guidance and resources should be provided to empower teachers.
- ❖ Administrators should act as intermediaries in conflicts, advocating for teachers' professional autonomy.

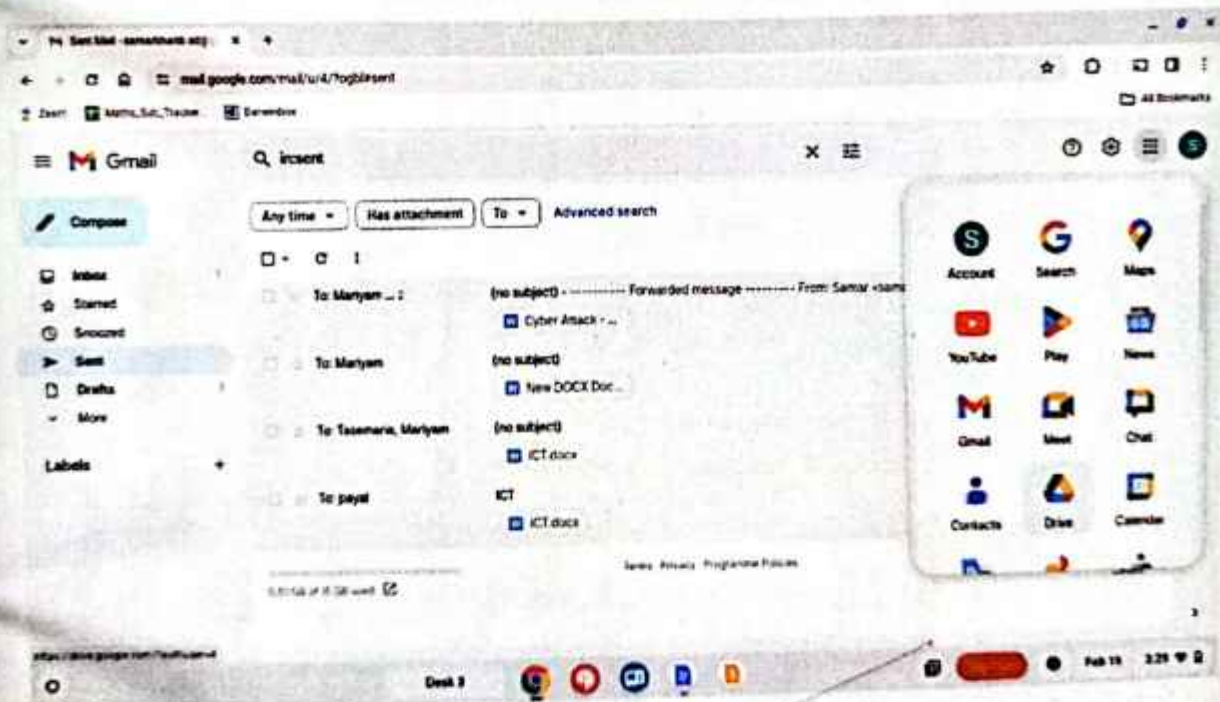
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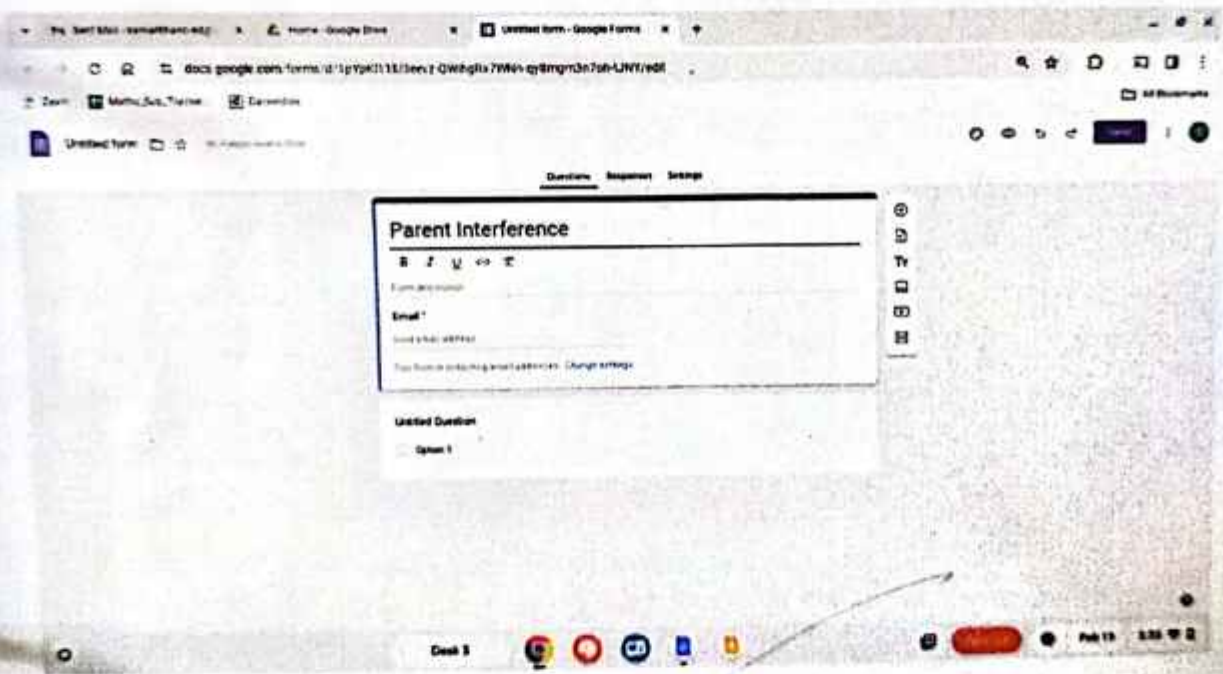
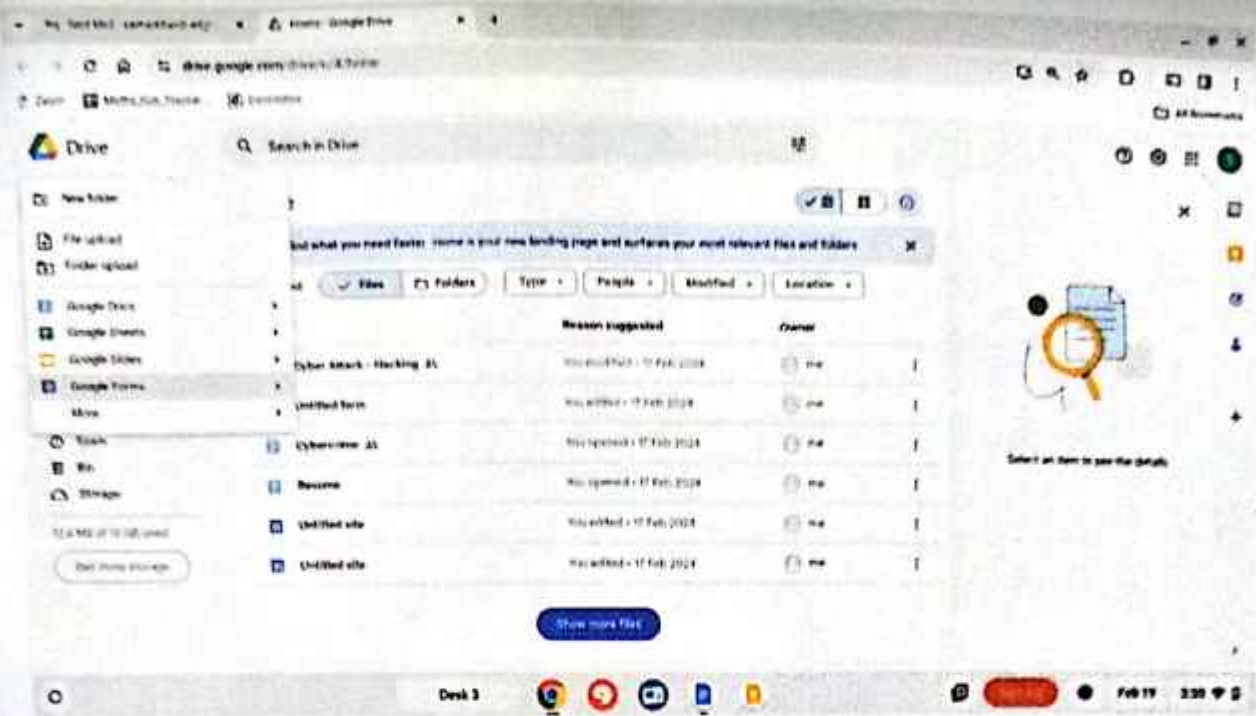
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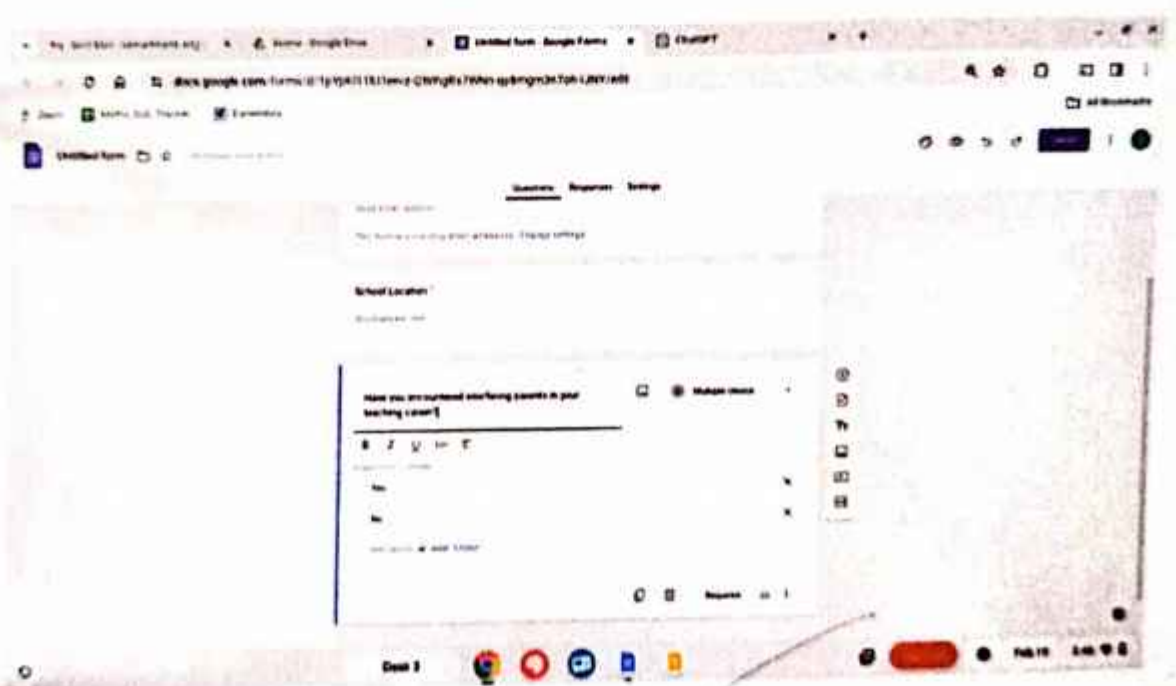
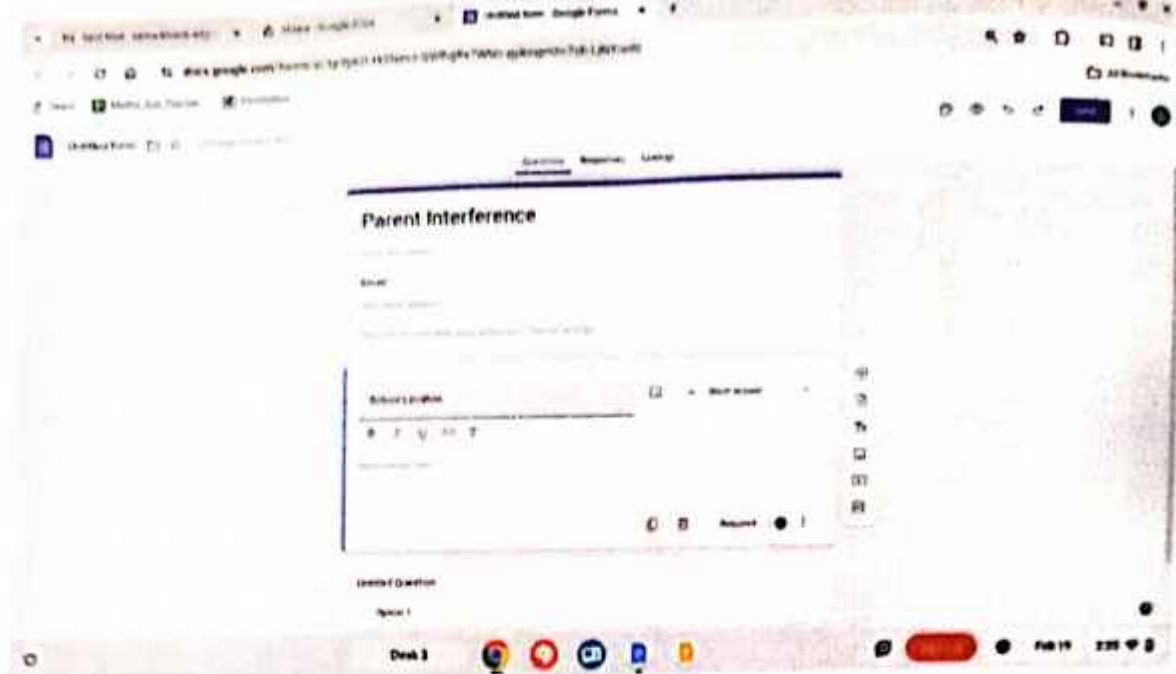
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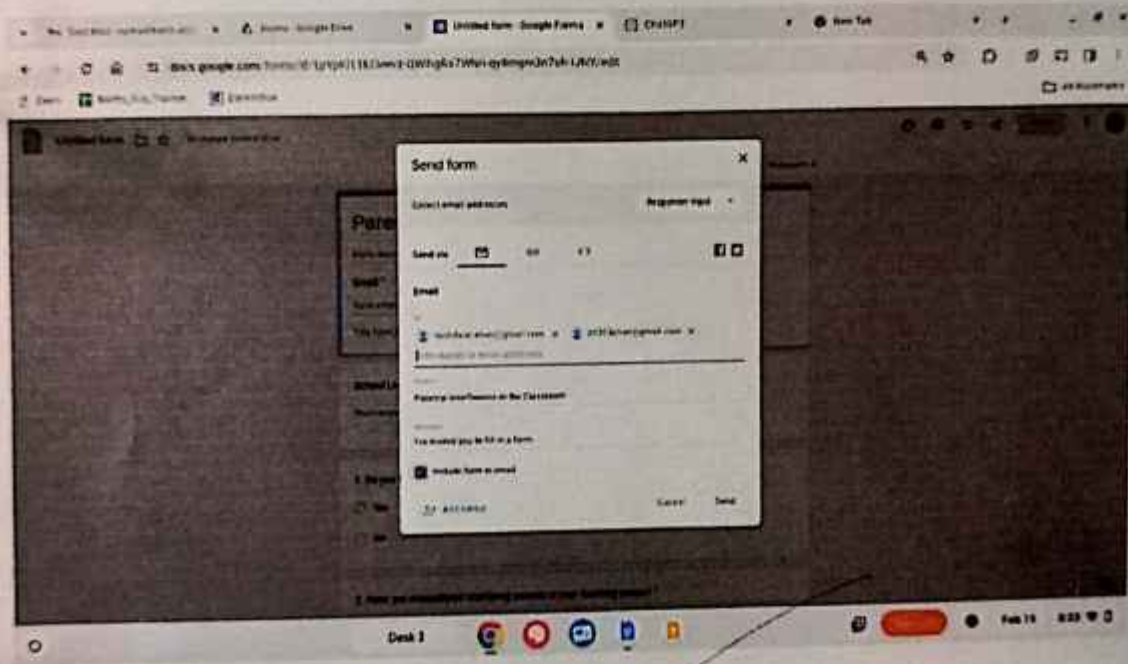
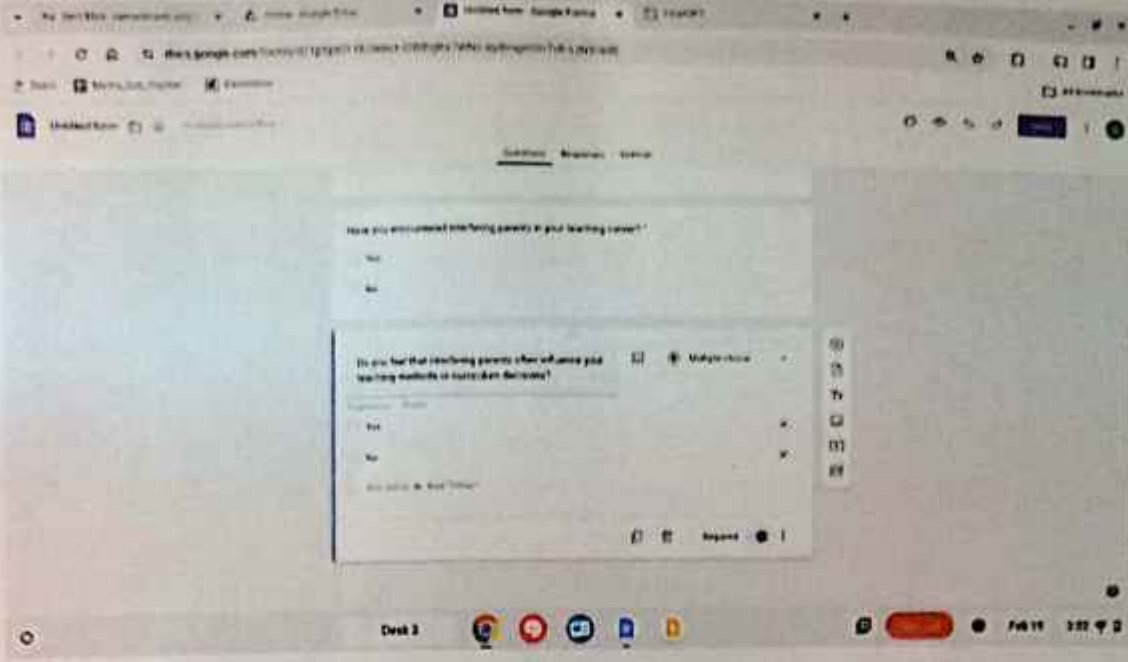


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# Parent Interference in Classrooms

\* Indicates required question

1. Email \*

\_\_\_\_\_

2. School Location \*

\_\_\_\_\_

3. 1. Do you think there is a difference between parent involvement and parent interference? \*

Mark only one oval.

Yes

No

4. 2. Have you encountered interfering parents in your teaching career? \*

Mark only one oval.

Yes

No

5. 3. Do you feel that interfering parents often influence your teaching methods or curriculum decisions? \*

Mark only one oval.

Yes

No

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10. 8. Do you believe interfering parents impact the overall learning environment \*  
for students?

Mark only one oval.

Yes

No

11. 9. Do parents interfere more in certain classes or subjects? \*

Mark only one oval.

Yes

No

12. 10. Do you receive a significant number of messages or calls from such \*  
parents outside of school hours?

Mark only one oval.

Yes

No

13. 11. Do you think an interfering parent affects your classroom relationship \*  
with their child?

Mark only one oval.

Yes

No

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14. 12. Have interfering parents had a negative impact on your job satisfaction as a teacher? \*

Mark only one oval.

- Yes
- No

15. 13. Have you noticed any positive outcomes resulting from interactions with interfering parents? \*

Mark only one oval.

- Yes
- No

16. 14. Do you feel adequately supported by your school administration when dealing with interfering parents? \*

Mark only one oval.

- Yes
- No

17. 15. Have you ever faced consequences from school administration for how you handled interfering parents? \*

Mark only one oval.

- Yes
- No

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18. 16. Have you thought about taking on roles within the school that involve minimal interaction with parents? \*

Mark only one oval.

- Yes  
 No

19. 18. Have you ever had to involve the School Counselor or the Principal to resolve conflicts with interfering parents? \*

Mark only one oval.

- Yes  
 No

20. 17. Do you believe teachers should receive training on how to handle such parents? \*


Mark only one oval.


- Yes  
 No

21. 19. Have challenging interactions with interfering parents ever impacted you emotionally? \*

Mark only one oval.

- Yes  
 No  
 To an extent that I had to seek support

  
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22. 20. Do you think that interfering parents recognize and value the teaching profession? \*

Mark only one oval.

- Yes
- No
- Maybe

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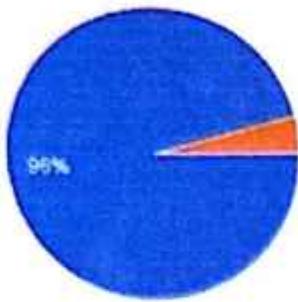


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1. Do you think there is a difference between parent involvement and parent interference?

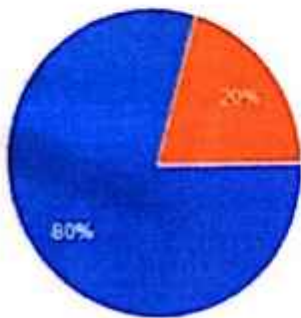
25 responses



● Yes  
● No

2. Have you encountered interfering parents in your teaching career?

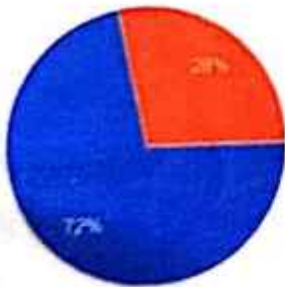
25 responses



● Yes  
● No

3. Do you feel that interfering parents often influence your teaching methods or curriculum decisions?

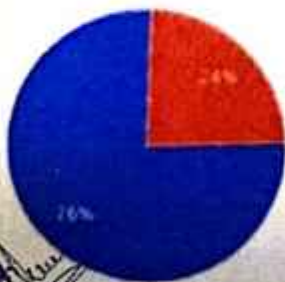
25 responses



● Yes  
● No

4. Do interfering parents frequently challenge your authority as a teacher?

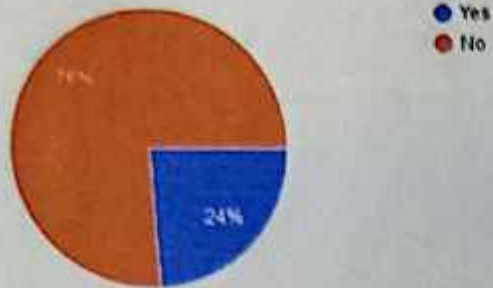
25 responses



● Yes  
● No

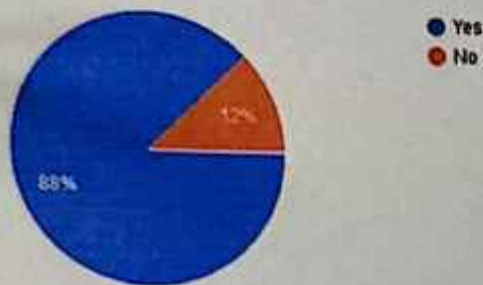
5. Have you ever felt pressured to change a student's grade / marks due to parent interference?

25 responses



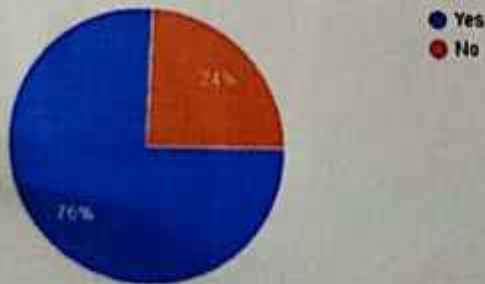
6. Do parents who interfere often ask for special attention of privileges for their child?

25 responses



7. Do you believe interfering parents potentially harm their child's personality and growth?

25 responses



8. Do you believe interfering parents impact the overall learning environment for students?

25 responses

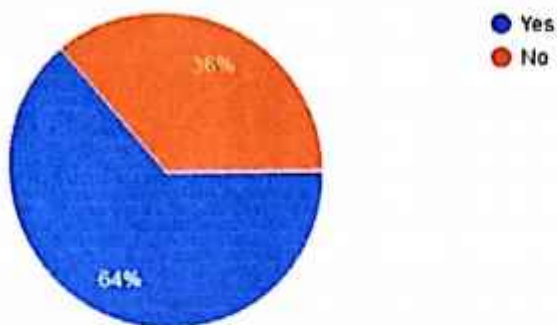


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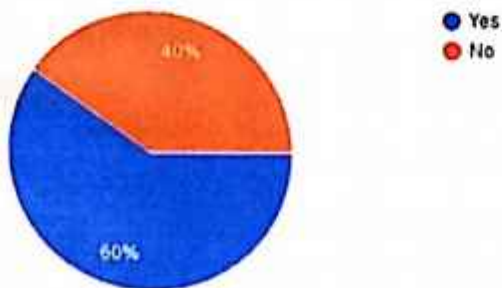
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25 responses



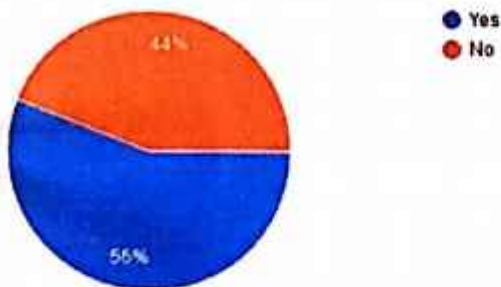
10. Do you receive a significant number of messages or calls from such parents outside of school hours?

25 responses



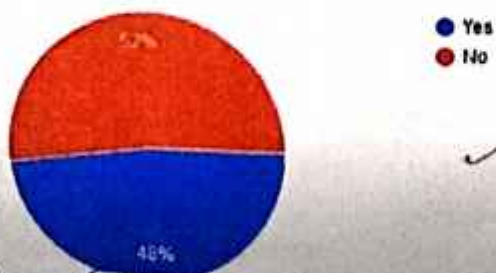
11. Do you think an interfering parent affects your classroom relationship with their child?

25 responses



12. Have interfering parents had a negative impact on your job satisfaction as a teacher?

25 responses



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12. Do you think the school administration is taking the right steps to improve the quality of education?  
 20 responses



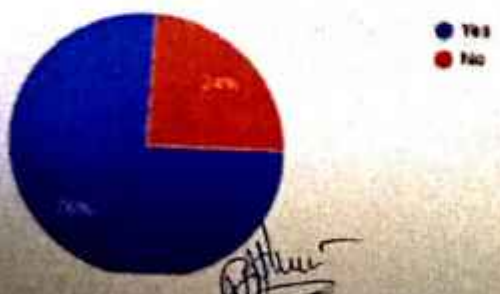
13. Do you think the school administration is taking the right steps to improve the quality of education?  
 20 responses



14. Have you ever faced consequences from school administration for not handling interfering parents?  
 20 responses



15. Have you thought about taking on roles within the school that involve minimal interaction with parents?  
 25 responses

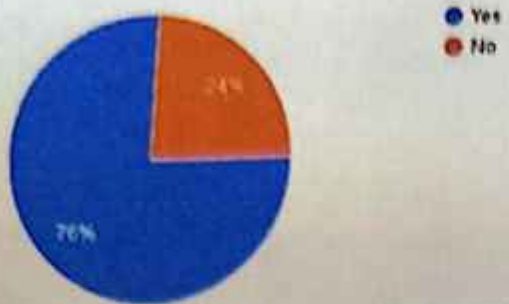


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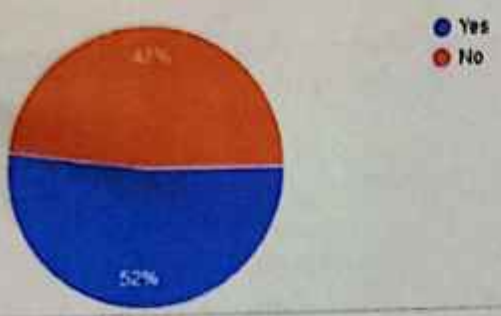
17. Do you believe teachers should receive training on how to handle such parents?

25 responses



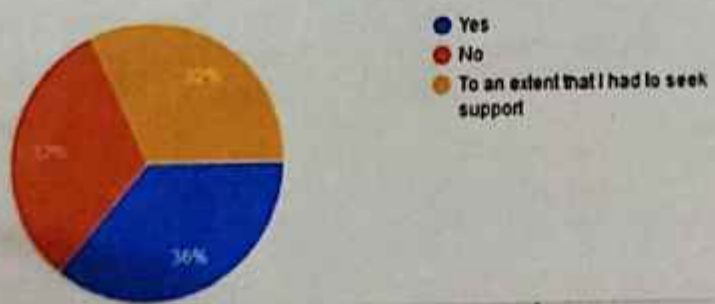
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25 responses



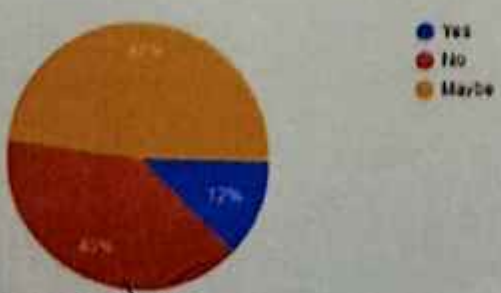
19. Have challenging interactions with interfering parents ever impacted you emotionally?

25 responses



20. Do you think that interfering parents recognize and value the teaching profession?

25 responses



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# REPORT

## Exploring the Impact of Parent Interference on Teachers: An Online Survey and ePortfolio

### Introduction:

In the modern educational landscape, the relationship between teachers and parents plays a crucial role in a student's academic journey. However, there has been growing concern about the extent to which parent interference affects teachers' ability to perform their duties effectively. To delve deeper into this issue, an online survey was conducted, followed by the creation of an eportfolio.

### Methodology:

The online survey was designed to collect data from teachers across private schools and disciplines. It consisted of a series of questions aimed at understanding the frequency and nature of parent interference experienced by teachers, as well as the perceived impact on their professional practice and well-being. The survey was distributed through various online platforms and social networks to reach a diverse range of participants (25).


### Key findings:


The survey yielded a substantial number of responses from teachers, providing valuable insights into the prevalence and consequences of parent interference in the educational setting.

- 96% of respondents believe there is a distinction between parent involvement and interference. Majority see interference as a separate and problematic issue.
- 80% of teachers have encountered interfering parents in their careers, ranging from minor concerns about grading and curriculum to more significant issues such as challenging disciplinary decisions. This suggests a prevalent issue across educational institutions.
- 88% of respondents have had interfering parents requesting special attention or privileges for their child. Such requests can disrupt fairness and equity in education.
- 64% of teachers believe interfering parents are more common in certain classes or subjects. Understanding these patterns can aid in targeted interventions.
- 60% of teachers receive a significant number of messages or calls from interfering parents outside of school hours. This encroachment on personal time can contribute to teacher burnout. Many teachers expressed feelings of frustration, stress, and decreased job satisfaction as a result.
- 44% of teachers still do not feel adequately supported, highlighting that there is room for improvement, indicating a need for further resources or enhancements to existing support systems to better assist teachers in managing these encounters.

### Conclusion:

By gathering data, and sharing resources, this project contributes to a deeper understanding of the challenges faced by teachers and offers strategies for addressing them effectively. Moving forward, further research and dialogue are needed to foster productive partnerships between teachers and parents and promote positive outcomes for students. Moreover, providing training and support for teachers in handling such situations is crucial for maintaining a positive teaching environment.

  
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**ICT Activity - 4**

**Method: English**

**Topic: Poem - From A Railway Carriage,  
Standard VII Balbharati Textbook**

**Group Members:**

**Mali Lata - Student**

**Shaikh Haiqua - Student**

**Siddiqui Mariyam - Student**

**Khan Samar (Roll No. 48) - Teacher**



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# INTRODUCTION



Learning Management Systems, referred to in short as LMS, is a platform that assists the delivery of content online for learning or training purposes.

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 interactive features, such as video conferencing and discussion forums.

## How was the LMS born?

LMS have redefined the way instruction is delivered. The first step towards LMS began in 1924 with something referred to as the teaching machine. Sidney Pressey invented the teaching machine which replicated the typewriter with the ability to facilitate a multiple-choice assessment. Interestingly, the first ever software-based LMS came with the HP competitor Macintosh, which was launched by SoftArc in 1990. In 2002, Martin Dougiamas launched the first open-source internal network for facilitating learning on a global digital platform, which birthed Moodle.

## What are learning management systems used for?

LMSs are beneficial to a range of organizations, including educational institutions and companies.

## Onboarding and training

Employee training and onboarding are two common uses of LMSs in a business environment. For onboarding, the LMS helps train new employees, providing opportunities to access training programs across various devices.


## Blended learning

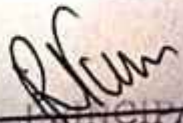
Educational institutions have been the frontrunner for adopting LMSs.

An LMS can provide students with blended learning experiences that combine traditional classroom teaching with online learning tools. This method is believed to be more effective than simple face-to-face education because it teaching with digital learning content.

## How do learning management systems work?

Any user with a login and password can access the system and its online learning resources. The user must either install the software on their computer or access it via their company's server.

  
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What are the benefits of an LMS?

- One of the reasons is the faster distribution of content. Learners can access and download information from any location, at any time, as long as the internet and computer technologies are available.



- An LMS can save an organization time and money. Instead of making learners take time out of their day to travel and sit through classes or training at another location, LMSs let them complete the coursework in a place that's convenient for them.

- This also means there are no fees associated with amenities and facilities as the content is being delivered virtually.

- Offers better academic outcomes

- Multimedia content

- Integrated assessments

- Facilitates communication and collaboration among learners and instructors through features like messaging systems, and virtual classrooms.

## ZOOM


Zoom is a video conferencing platform that can be used through a computer desktop/laptop or mobile app, and allows users to connect online for video conference meetings, webinars and live chat.

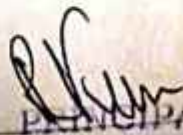
During the Covid19 crisis, Zoom has seen a surge in popularity, with millions of people using it to stay in touch with others.

The app is available to download for free, and Zoom users can choose to sign up to the free service, or for a number of paid plans. The free services allow users to create unlimited meetings with up to 100 participants, although the time limit for group meetings is 40 minutes. Schools using the app can apply for the limit to be lifted for free.

How does it work?

Zoom allows users to create and join virtual meeting rooms where they can communicate with each other using video, and audio. Additional features can give participants the ability to share their screen, share files, and use text chat within the meeting group or privately with others in the meeting.

  
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### Why is it popular?

Zoom's appeal is that, even using the free version of the service, it gives people the capacity to bring together a large number of participants in one meeting. Only the host is required to set up an account with Zoom, and the meeting link can be easily distributed to people.

### Privacy and Security

To mitigate against risks like 'Zoom Bombing' incidents, a host can use privacy and moderation controls for their meeting:

#### Meeting privacy

Zoom meetings now have password access enabled by default. This means that people who want to join the meeting need to enter the Meeting ID and password in order to gain access. However, the meeting url can be used by participants to join the meeting without a password.

### Waiting Room

The Waiting Room function is a virtual holding area that prevents participants from joining a meeting until you accept them. This setting is enabled by default for Zoom meetings.

### Screen Share controls

To prevent participants taking random control of the screen, hosts can restrict permissions using the control panel. This can be adjusted both before the meeting, and during it.

### Here's how Zoom adapts for certain LMS functions:

**Live Sessions:** Zoom excels at live video sessions, making it suitable for virtual classrooms, lectures, or interactive discussions. Instructors can conduct real-time teaching sessions, share screen, and utilize features.

**Recorded Sessions:** Zoom allows you to record sessions, which can be useful for students who miss live sessions or for future reference. These recordings can be shared later via other channels.

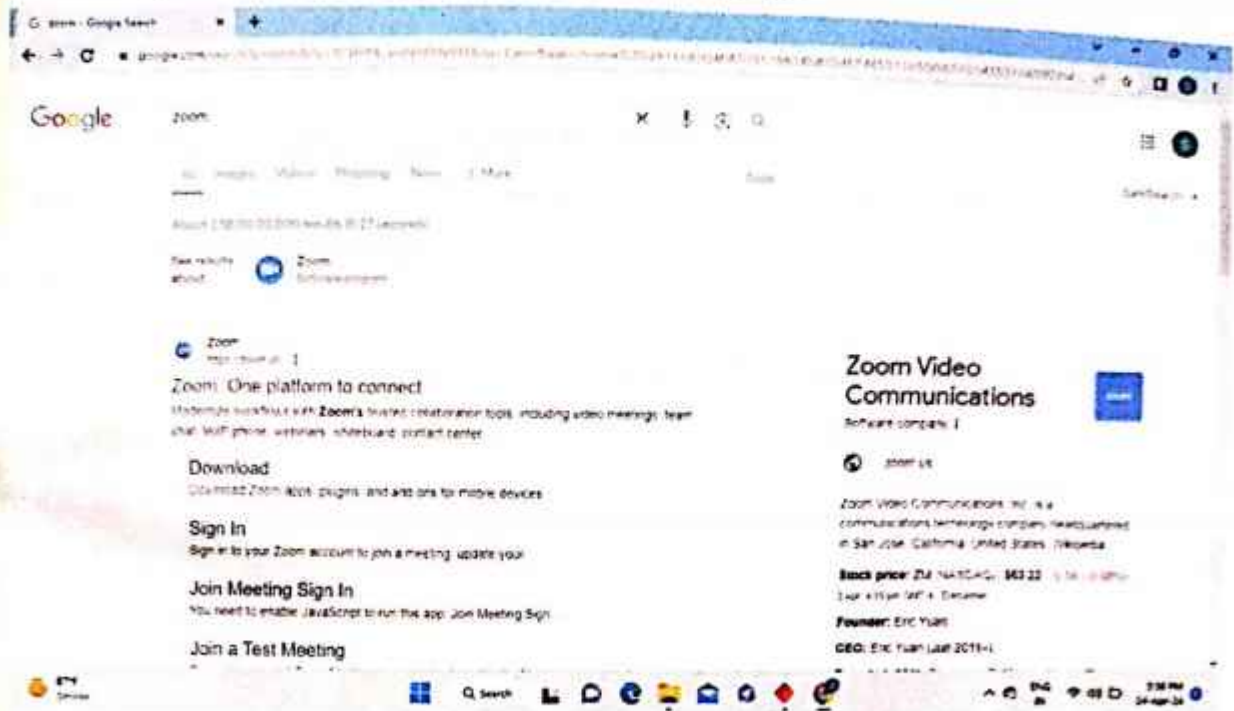
**Content Sharing:** Instructors can share documents, presentations, and other materials during Zoom sessions.



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# Zoom: Sign-in and Meeting Scheduling Screenshots

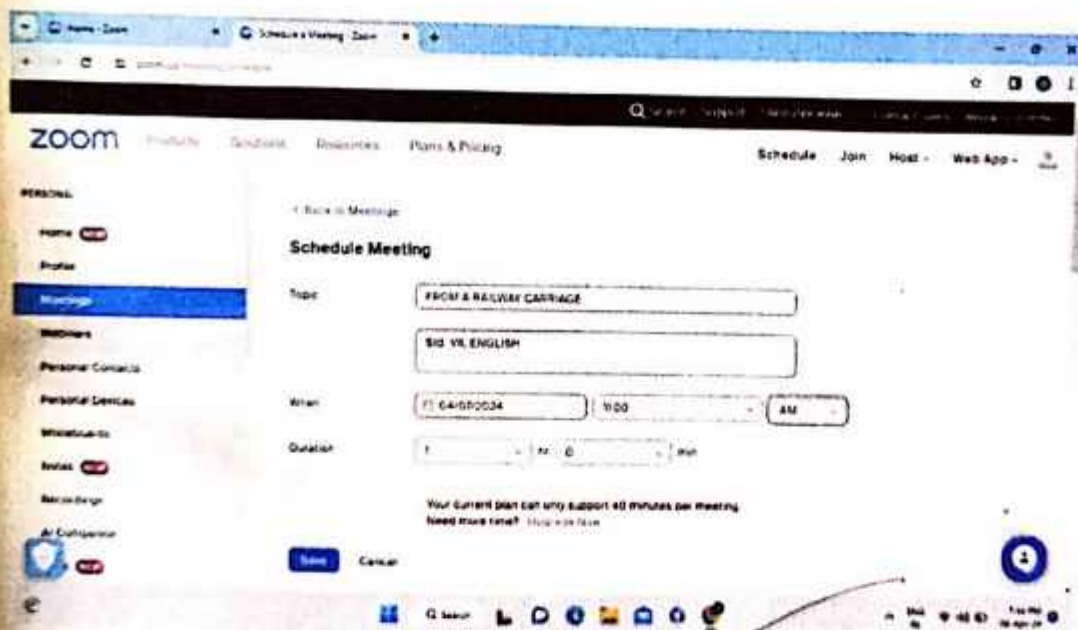
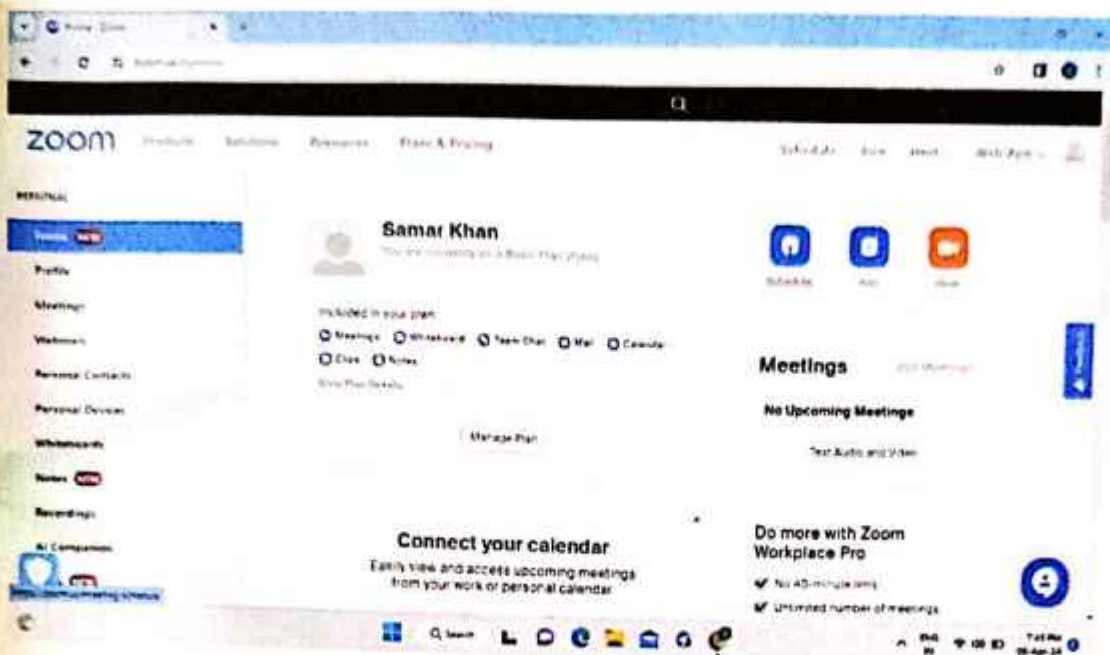


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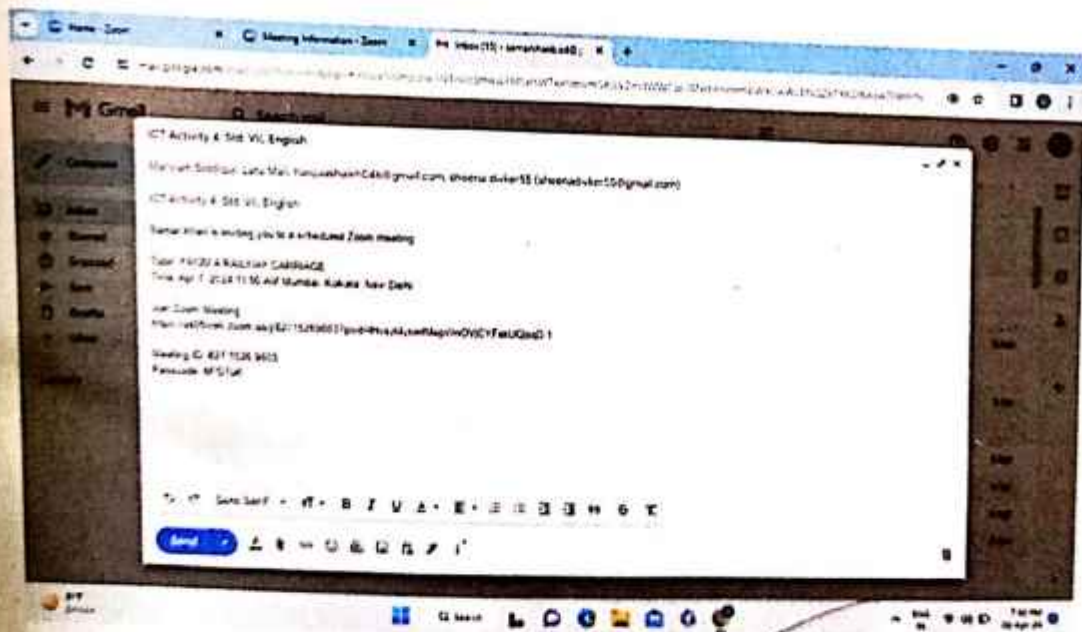
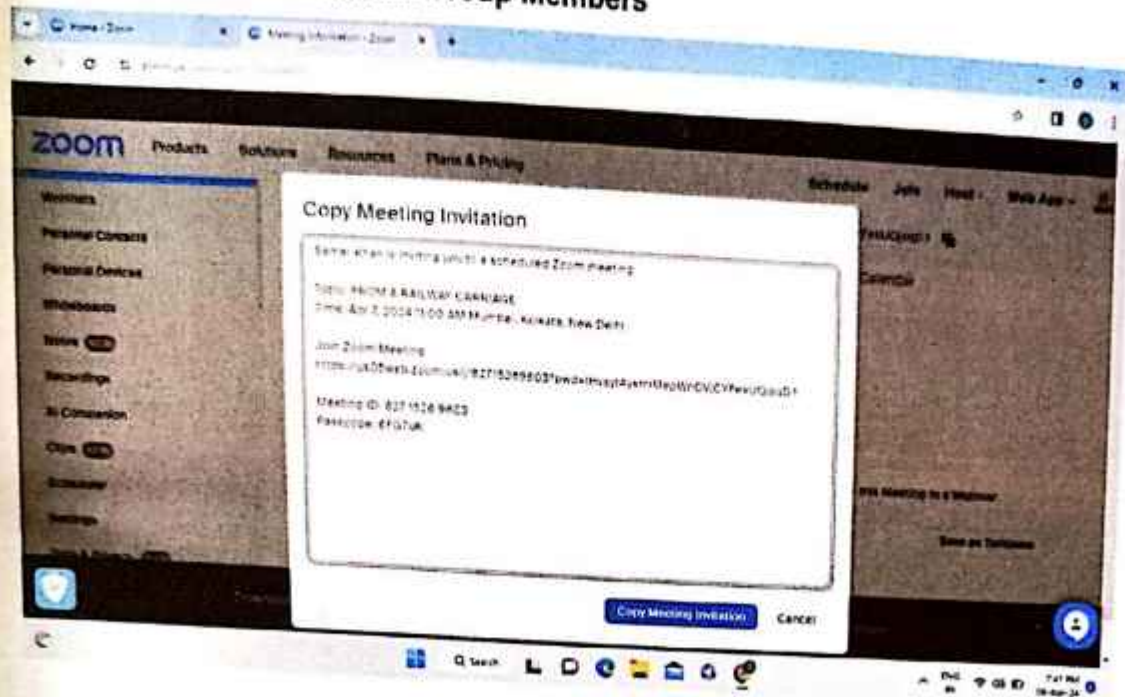
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## Shared Zoom Class Link with Group Members



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### YouTube Video: Viewed during Zoom class through screen share



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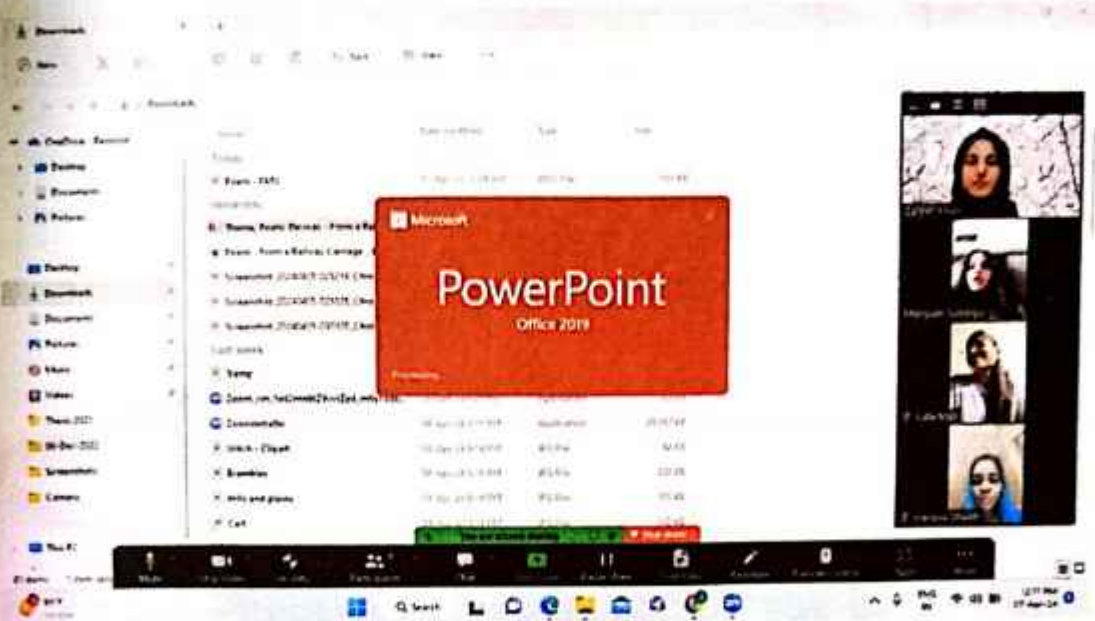
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## PowerPoint Presentation: Presented during Zoom class through screen share



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## Theme

**Experience of a Train Journey**  
'From a Railway Carriage' captures the experience of a train journey through the countryside, highlighting the fleeting nature of life. It explores the themes of movement and impermanence.

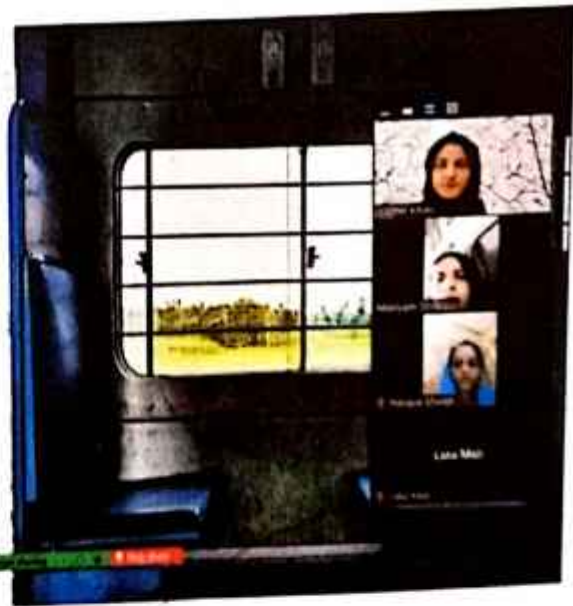
\*Impermanence – being temporary; not staying the same forever



## Rhyme Scheme: AABCCDD

The rhyme scheme refers to the pattern of rhymes at the end of each line in a poem and helps to create a rhythmic flow.

This means that the first two lines of each stanza rhyme with each other, the next two lines rhyme with each other, and so on.



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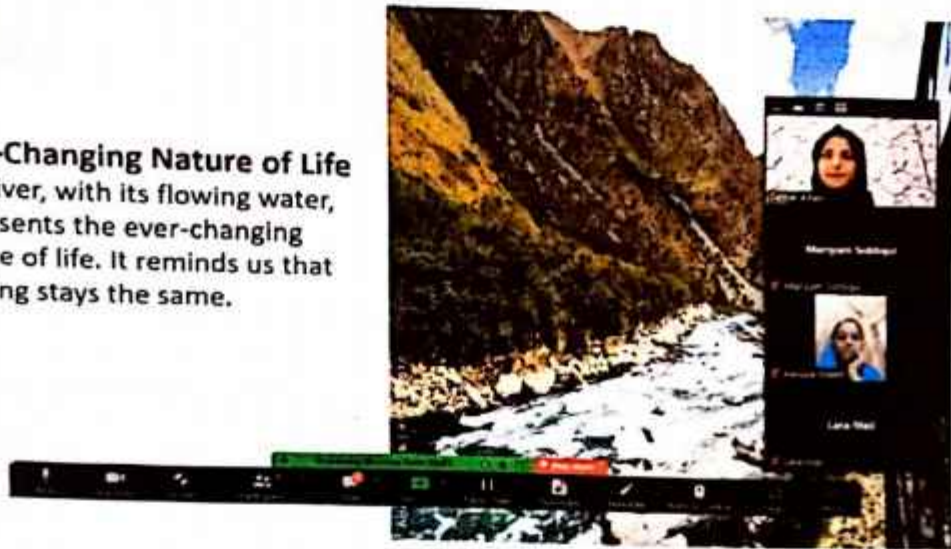
### Simile: Speed of the Train

The poet uses a simile to compare the speed of the train to the movement of troops - group of soldiers - in battle (*charging a like troops in a battle*).



### Ever-Changing Nature of Life

The river, with its flowing water, represents the ever-changing nature of life. It reminds us that nothing stays the same.



The sun sets on  
this journey...  
Thank you

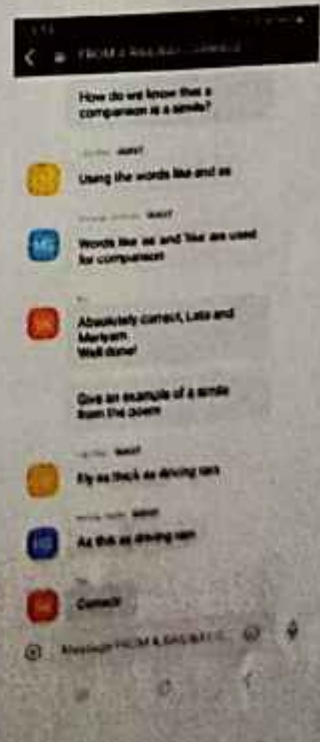
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# Screenshots: Chat interactions

Shared the YouTube video and PPT in chat for everyone's future reference.



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## Meeting Recording Secured

### Imagery

Through vivid descriptions the poet transports the reader to the scenes passing by the train window.

The poem describes the houses that the train passes

The mention of rivers and continuity, as the train moves forward.

\*vivid - producing clear images in mind



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~~Attendance Tracking: Zoom provides basic attendance tracking features, participant lists and session logs.~~



## REFLECTION

For this assignment, I played the role of a teacher and conducted a Zoom class (Poem: *From a Railway Carriage*) with my group members as students.

Using Zoom allowed me to include a variety of multimedia elements, such as YouTube videos, images, and PowerPoint presentations, into my lesson.

I shared a YouTube video where the lines of the poem were animated, and read aloud. This helped everyone understand the poem better and learn how to pronounce words correctly. The video provided a fun way to experience poetry.

I prepared a PowerPoint presentation that explained important ideas like themes and rhyme scheme in a structured format, and then I screen shared it during the online class.

Using resources like PowerPoint presentations and YouTube videos help keep students interested during lessons. These visual aids provide something new and exciting to look at, making it easier for students to stay focused and remember what they're learning.


The chat feature on Zoom was useful too. It let us ask questions and share responses during class, encouraging group learning.

I also shared images through chat, like those of a witch, or what a runaway cart would look like, which helped make the meaning of the word clear and easier to understand. When students see images alongside explanations, it's less challenging for them to learn and use these words in their daily lives.

Another important feature on Zoom is that we can record the class. So, if anyone missed the class or needed to go over something again, they could watch the recording later. This is not possible in traditional classroom teaching.

I've found that the simplicity of the platform eases the teaching experience. While setting up a projector in a classroom can be time-consuming, conducting classes on Zoom requires only a laptop or mobile device and a stable Internet connection. One can quickly log into Zoom and start the class.

Online classes allow students from different geographical locations to join, making it possible for more people to learn together. Conducting classes through platforms like Zoom is particularly useful for people with busy schedules, such as parents or working professionals. By removing the need for travel to attend classes, these individuals can gain an education from the comfort of their homes.

  
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Despite these benefits, network issues were a challenge during the class. Delays can be distracting for students, and it's important to understand that not everyone can afford a smartphone or laptop with internet access all the time. This can unfortunately leave out students from low-income families.

Overall, conducting a class on Zoom was a positive experience and showed how technology can make learning enjoyable.



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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:	
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2-	Unit two Text & Reflection Activity 1 (a) Activity 1 (b) Activity 1 (c) Activity 2 (a) Activity 2 (b) Reflection	
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3-	Unit 3: Reflection Reading & writing:- Activity 1 (A) Activity 1 (B) Activity 1 (C) Activity 2 (a) Activity 2 (b) Activity 3 Reflection	
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4-	Activity 1 Activity 2 Activity 3 Activity 4	
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# Module-I

## Unit-I

### Text and Reading

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... it 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 15<sup>th</sup> 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 sunshined 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 ~~definition~~

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 humane 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 mannee.

### \* 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 of 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 X)

## 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 15<sup>th</sup> 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 24<sup>th</sup> 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 1<sup>st</sup> November on topic promoting health apps in rural areas.

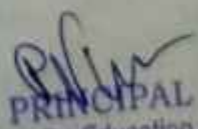
THE NEW  
**SUNDAY EXPRESS**

**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 Pasikma 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.

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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 Railway 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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name of the student:  
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]	Gesture	yes

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## Group discussion in the given text :-

Our group had taken the newspaper article from 'DNA times' dated on 21<sup>st</sup> 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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# 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 Downing's 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 telephone 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 furculum 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 need.

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

### Comprehension-2

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

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

Who was looking for something to eat?  
→ The bird was looking for something to eat.

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

→ The bird wing was broken.

To whom bird is asking the permission to stay?  
→ Bird was asking permission to the Beautiful Birch tree to stay.

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

Dec 27 revenue with major tax slabs rose 13% showing strong bounce from pre-Covid levels

...with a 13% increase in collections...  
 ...from the previous year...  
 ...showing a strong bounce from pre-Covid levels...  
 ...the government...  
 ...the industry...  
 ...the government...  
 ...the industry...



### Tax Revenue

...the government...  
 ...the industry...  
 ...the government...  
 ...the industry...

...the government...  
 ...the industry...  
 ...the government...  
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...the government...  
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What was the passage about?  
The passage was about the kid asking permission from the  
villagers to stay 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 19<sup>th</sup> 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 utmost to invent aeroplanes?  
→ Hargrave was doing his utmost to invent the aeroplanes.
- 5) Which military kites are famous for spies?  
→ French military kites are famous for spies.



THE GLOBE AND MAIL

deadly trail



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Allegations  
firstly  
Student  
standing  
about  
and  
the

## Reflection: =

Firstly, I have given just comprehension to the student of Std IX, Anasir Zaurab Faisal for reading of the passage. I asked her some questions about the passage. Some of her answers are right and some are wrong then I helped her in connecting the answers.

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

Third comprehension was given to Std VIII student named Anasir Hamza Toqbal from English medium. He was difficult in analyzing and summarizing the passage. I helped him to summarize and then ask him questions. All the answers 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 topics 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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# Unit-2

Text and

Reflection

12:28 ●●●●●  
The  
COMMUNITY

No Nationalism has been lost... as they are now being using dirty language, abusing women and manufacturing fake news and distorted numbers.

No Nationalism has been lost... as the so called the leaders of Nationalism are inserting fake twitter accounts to prove their own manufactured lies. It is not upholding the intense meaning of it.

No Nationalism has been lost... as the "fake news" spreading on about of nationalism is committed to produce and air the lies and distorted videos to prove against anti-nationalism.

No Nationalism has been lost... as they are feeling proud, attacking police, journalists, professors, sports, or court practices. Distorted nationalism has made them forget that judicial court is one of the most sacred

values & nation has



At the end, history is what you said, "This is the the perception which made them see their all the news has, people are taking their out all the better which they have lost, under the curtain of nationalism, for 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

## \* 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's 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 :=

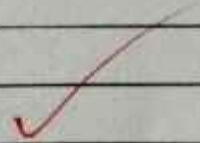
### Text - to - text - connection :=

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 NAGRRIK) 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 := These 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 Wadde, Meredith Paul Rogers, and Elizabeth Karpman-John

**W**hen you ask "What is a model?" and your student responds "A very attractive woman," 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 most never 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 easier to physically work with and therefore learn from (Harrison and Park Rogers 2003). Thus, having the size and distance of the solar system is hard to grasp (Harrison and Park Rogers 2003). Thus, having about the solar system in the classroom becomes a challenging task and helping students understand the scientific "scale" is a challenge worth to be said. We describe one approach teachers can use to elicit 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

Numerous 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 distances between planets and the Sun accurately, often leading to misconceptions (Larson 2005). Jameson, Isard, and Green (2001) explained that presenting students with inappropriate models can help them to formulate their own visual

representations for comparing 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 (Jameson, Isard, and Green 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 phenomena that cannot be directly observed (Harrison and Park Rogers 2003). The lesson begins with a preassessment of students' understanding of models in the form of an exit slip. An exit 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.

Q1] What is the centre of the solar system?

→ Sun is the centre of the solar system.

Q2] 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.

Q3] What does the figure/diagram show?

→ The diagram shows the solar system.

Q4] What is the temperature at the surface of the Sun?

→ The temperature at the surface of the Sun is about  $6000^{\circ}\text{C}$ .

# 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.

**E**ither 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, 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 per cent to the country's GDP, 4 per cent to the country's gross domestic product (GDP) and 17 per cent to its export earnings. Further, it is a source of direct employment for over 20 million people, which makes it the second largest provider of employment after agriculture.

India has the advantage of steady demand from one of her neighbours. The Indian textile industry has the strength of a strong export base. It is one of the largest exporters



of cotton yarn to the world and there are good reserves of 50 per cent. 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 11.57 million bales in 2012-13. The growth rate increased by about 10 per cent per annum. Over the years, the country has achieved significant quantitative increase in cotton production. In 1950s, the

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

However, after government launched several schemes such as reviving cotton production programmes through various financial plans, cotton production increased the country's growth through increase in area and raising of yield with the use of modern technology.

Since then, the country has become self-sufficient in cotton production, covering a low yield in the late 80s and early 2000s when large quantities of cotton had to be imported to meet crop production

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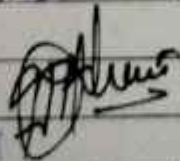
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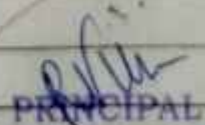
# Activity-4

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 Karsaji Nanabhai Dabhe 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 Karsaji Nanabhai [redacted] in [redacted] in Delhi. Humid climate, availability of cheap labour, transport facilities, investment by industrialist, 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.



  
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## 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 on 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 about 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 a very little amount of time.

## \* Post-reading :=

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

## 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 5 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 alot.

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# Module-I

## Unit-3

### Expressive Reflection

# Activity-I ca)

## ⇒ 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. These 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. These elements are very useful in day-to-day life. For example, iron is used in making benches and furniture etc. Then further elements properties are discussed and divided into two major groups according to their behaviour and usage: metals and non-metals. These two major classifications done in elements for their proper usage and proper handling.

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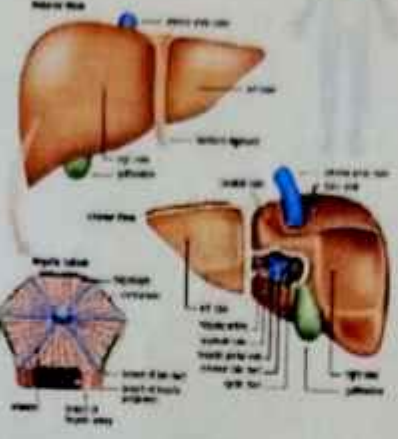
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# Human Organs: Liver

The liver is the largest, solid organ within the human body, weighing about 1.5 kg (3.3 lb). It is a reddish-brown, pear-shaped organ located in the upper right quadrant of the abdomen, just below the diaphragm. The liver is divided into two main lobes, the right and left lobes, by the falciform ligament. The right lobe is larger than the left lobe. The liver is covered by a thin, fibrous capsule. The liver is responsible for a wide range of functions, including the production of bile, storage of glycogen and vitamins, and regulation of blood sugar levels. It also plays a role in the detoxification of drugs and alcohol.

**Location**  
The liver is located in the upper right quadrant of the abdomen, just below the diaphragm. It is a reddish-brown, pear-shaped organ. The liver is divided into two main lobes, the right and left lobes, by the falciform ligament. The right lobe is larger than the left lobe. The liver is covered by a thin, fibrous capsule.



**Structure**  
The liver is a large, reddish-brown organ with a lobulated surface. It is divided into two main lobes, the right and left lobes, by the falciform ligament. The liver is covered by a thin, fibrous capsule. The liver is composed of a network of blood vessels, including the hepatic portal vein, which carries blood from the digestive tract to the liver, and the hepatic artery, which carries oxygenated blood to the liver. The liver is also shown to be covered by a fibrous capsule.



**Liver Diseases**  
The liver is a vital organ, and it can become diseased. Some of the most common liver diseases include hepatitis, cirrhosis, and liver cancer. These diseases can be caused by a variety of factors, including alcohol consumption, viral infections, and certain medications. The liver is also shown to be covered by a fibrous capsule.

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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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# Activity - I (c)

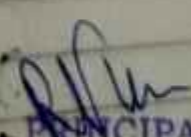
## \* Compare & Contrast :-

\* 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 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 nature 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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# Activity - II

## \* Standard notes :=

- This 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 behaviours 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 suit 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*

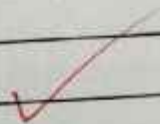


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of Appeal to the particular audience :=

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



Hydrunder



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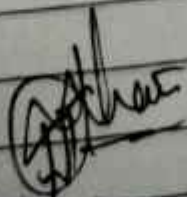
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Activity 3 := Extract usefull text, provides and  
insite about impact, / effect it has on you as a  
leader.

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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# दैनिक भास्कर

राशि अंक 28  
से 51 हजार



एक ही वकालत की बरकी काफ़ी



भारतीय न्याय की बरकी में विदेशी कानून के अन्तर्गत ही न्याय प्रदान किया जा रहा है। न्यायिक प्रणाली में सुधार की आवश्यकता है। न्यायिक प्रणाली में सुधार की आवश्यकता है। न्यायिक प्रणाली में सुधार की आवश्यकता है।

राष्ट्र को अभिनन्दन चाहिए

राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए। राष्ट्र को अभिनन्दन चाहिए।

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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.

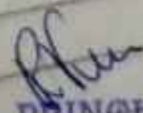
This unit contain total III activities. The first activity is divided into 3 part (a), (b) and (c). In the first part we gained knowledge about reflective journal preparation of describing and analyzing the skill of the text. The second part discussed about comparing and contrasting of the text.

The third activity deals with reviewing the text and making the perspectives of the reader and making lexime or proverbs. I had gained knowledge about the various skill of text reviewing and reflecting.



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Unit-4

Reading

Beyond

Text

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# Activity - I ca)

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 and its formation and its importance. planning for purpose plantation was being taught in the college day celebration called "Annapurna" Day.

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**Chapter 8 Soil Formation**

Soil Science and Soil Conservation

**Introduction**

The soil is the natural body of particles, including organic matter, which is formed by the weathering of rocks and minerals. It is a natural resource of the earth. Soil is the medium for the growth of plants and animals. It is the source of food and fiber. It is the source of water. It is the source of energy. It is the source of life. It is the source of everything that we need to live.

The soil is the natural body of particles, including organic matter, which is formed by the weathering of rocks and minerals. It is a natural resource of the earth. Soil is the medium for the growth of plants and animals. It is the source of food and fiber. It is the source of water. It is the source of energy. It is the source of life. It is the source of everything that we need to live.



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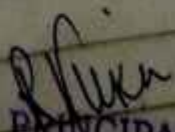
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# Activity-I (c)

Sticky Notes	Book Title	Type of Connection	Explanation of 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 to world	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 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. The world's saltiest water sea which is present in the borders of 3 countries which are Jordan, Israel and Palestine.

*[Signature]*

*[Signature]*

**A Study on Life Skills of Senior Secondary Students**  
**Dr. Sunil K. Ghosh**  
 Department of Education, University of Calicut, Kerala

**ABSTRACT**

The study aims to explore the life skills of senior secondary students in Kerala. The study was conducted in a sample of 100 students from various schools in Kerala. The study found that the students have a good understanding of life skills, but there is a need for more training and support. The study also found that the students have a good understanding of life skills, but there is a need for more training and support. The study also found that the students have a good understanding of life skills, but there is a need for more training and support.

**KEY WORDS**  
 Life Skills, Senior Secondary, Kerala

**1. INTRODUCTION**

Life skills are the abilities and attitudes that enable people to deal effectively with the demands and challenges of everyday life. They are essential for personal, social, and economic well-being. The World Health Organization (WHO) defines life skills as the capacity to make choices and decisions, solve problems, and manage stress. Life skills are taught in schools and are an important part of a child's education. The study aims to explore the life skills of senior secondary students in Kerala.



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# Activity-1(e)

Activity Notes	Book Title	Types of Connection	Explain your connection
Newspaper article from Times of India	"Life skills not Taught in classrooms"	<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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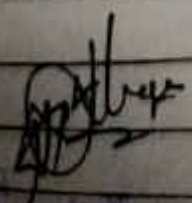
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# Activity-1 (cf)

icky text	Book Title	Type of connection	Explain your connection
Text from science textbook 7-VI	"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 - II

## Multicultural Perspectives:-

### Group Discussion:-

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

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

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 their unity and belief in their Almighty about Buddhist, we discussed about their unique culture like with martial art etc. About Jain, we discussed about their ritual of being unmarried till death and travelling places by places barefoot for their good.



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### Inclusive education: a critical perspective

Abstract

The author examines the concept of Inclusive Education in the context of the Indian educational system. The author discusses the concept of Inclusive Education and its implications for the Indian educational system. The author also discusses the challenges of Inclusive Education in India and the need for policy reforms to address these challenges.

#### Introduction

The concept of Inclusive Education has gained significant attention in the Indian educational system in recent years. The concept of Inclusive Education refers to the process of ensuring that all children, regardless of their physical, intellectual, or social abilities, have access to quality education. The author discusses the concept of Inclusive Education and its implications for the Indian educational system. The author also discusses the challenges of Inclusive Education in India and the need for policy reforms to address these challenges.

#### Conclusion

Inclusive Education is a key to achieving the goal of quality education for all. The author discusses the concept of Inclusive Education and its implications for the Indian educational system. The author also discusses the challenges of Inclusive Education in India and the need for policy reforms to address these challenges.

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# Activity - III

Summary of the texts =

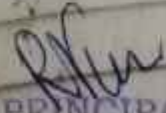
The given text is the scheme for the inclusion of disabled children at secondary stage in school of government school and local bodies. It discussed about the article of Act for present disabilities shall be given admission in normal and regular school etc.

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.



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# 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 everyone. 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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# Community Work

NAME: MOMIN ARSHI

FAYYAZ AHMED

ROLL.NO: 72

CLASS: S.Y.B.ED

YEAR: 2023-24

GUIDED BY: Prof. Shabeena  
Momin ma'am



USE  
ME

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# Certificate

This is to certify that **Ms. Momin Arshi**  
**Fayyaz Ahmed**, Roll No: **72** has successfully  
completed the **Community Work** Project as a  
part of **S.Y.B.Ed** curriculum under the  
guidance of **Prof. Momin Shabeena** ma'am

Principal

Dr. (Mrs.) R.K.Vilku



Teacher-in-charge

Prof.Momin Shabeena



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## Acknowledgement

I extend my deepest gratitude to all those who have contributed to the success of our community work project. Firstly, I would like to express my sincere appreciation to our teacher-in-charge **Prof. Shabeena Momin ma'am**, for her invaluable guidance, mentorship, and unwavering support throughout the duration of the project. Her expertise and encouragement were instrumental in shaping our project and ensuring its successful implementation.

I am also grateful to the principal of **K.M.E.S. College of Education – Dr. (Mrs.) R.K. Vilku** for providing us with the opportunity to undertake this meaningful project and for the continued support and resources.

Furthermore, I extend my heartfelt thanks to the members of the local community who graciously welcomed us and actively participated in our initiatives. Their enthusiasm, generosity, and willingness to collaborate were integral to the accomplishment of our project goals.

  
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Additionally, I would like to acknowledge the dedication and hard work of each member of my project team. Their commitment, teamwork, and perseverance were indispensable in overcoming challenges and achieving success.

Lastly, I express my gratitude to our families, friends, and loved ones for their unwavering support, encouragement, and understanding throughout this endeavor.

Without the support and collaboration of these individuals, our project would not have been possible. I am deeply grateful for their contributions and partnership in making a positive impact on our community.

**Arshi Momin**


  
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1	Introduction
2	Background Information
3	Project Planning
4	Implementation
5	Achievements
6	Reflection
7	Conclusion

  
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## Introduction

In an era marked by burgeoning environmental concerns and a growing call for community engagement, initiatives that promote sustainability and civic responsibility stand as beacons of hope. It is within this framework that our community work project, undertaken as part of our Bachelor of Education (B.Ed) curriculum, finds its purpose and significance.

The essence of education extends far beyond the confines of classroom walls. It encompasses the holistic development of individuals who are not only knowledgeable but also socially aware and environmentally conscious. With this ethos in mind, our project aimed to merge educational objectives with tangible actions that contribute positively to the community and the environment.

The primary objectives of our project were twofold: to actively participate in environmental conservation efforts and to foster a sense of responsibility and stewardship among ourselves and the broader community. To achieve these goals, our group embarked on a journey that involved planting saplings and cleaning a designated area within our locality.

  
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Nurturing the environment through tree planting serves as a potent symbol of our commitment to sustainability. Trees, the silent guardians of our ecosystem, not only beautify our surroundings but also play a crucial role in mitigating climate change, purifying the air we breathe, and providing habitats for countless species of flora and fauna. Similarly, our endeavor to clean the designated area reflects our collective responsibility to preserve and protect the spaces we inhabit.

As future educators, we recognize the profound impact of experiential learning on our professional growth and development. Engaging in hands-on community work not only reinforces theoretical knowledge but also instills in us invaluable life skills such as teamwork, problem-solving, and empathy. Moreover, it offers a unique opportunity to bridge the gap between theory and practice, thereby enriching our understanding of the complexities inherent in real-world contexts.

This report serves as a testament to our collective efforts and the transformative power of community engagement. It encapsulates our journey from inception to execution, highlighting the challenges we encountered, the lessons we learned, and the achievements we celebrated along the way.

  
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Through this narrative, we hope to inspire others to embark on similar endeavors and contribute meaningfully to the betterment of society and the environment.



A handwritten signature in black ink, appearing to be 'S. S. S.', is written over the printed name of the Co-ordinator IQAC.

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A handwritten signature in black ink, appearing to be 'R. S.', is written over the printed name of the Principal.

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## Background Information


### **Importance of Community Service in Education:**

Community service projects play a pivotal role in education, transcending traditional classroom learning by offering students practical opportunities to apply theoretical knowledge in real-world settings. Engaging in community service fosters a sense of civic responsibility, empathy, and social awareness among students, shaping them into well-rounded individuals who are not only academically proficient but also actively involved in the betterment of their communities.

### **Relevance of Environmental Conservation:**

Environmental conservation stands at the forefront of global discourse, as humanity grapples with the escalating challenges posed by climate change, biodiversity loss, and pollution. Recognizing the interconnectedness of human well-being and environmental health, initiatives aimed at preserving and restoring natural ecosystems have garnered widespread attention and support. By actively participating in environmental conservation efforts, individuals contribute to the collective endeavor of safeguarding the planet for present and future generations.

  
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## Impact of Planting Trees and Cleaning Areas:

Planting trees and cleaning up areas are two fundamental activities with profound implications for environmental sustainability and community well-being. Trees serve as nature's guardians, performing a myriad of vital functions such as carbon sequestration, air purification, and soil stabilization. Moreover, they enhance biodiversity, provide habitat for wildlife, and beautify urban landscapes. Similarly, cleaning up areas not only improves aesthetic appeal but also prevents pollution, reduces health hazards, and fosters a sense of pride and ownership among community members.



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## Project Planning

### Identification of Objectives:

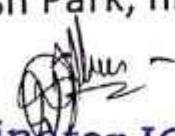
At the outset of our project, our group convened to delineate clear and attainable objectives. These objectives were multifaceted, encompassing educational aims derived from our B.Ed curriculum and broader aspirations related to environmental stewardship and community engagement.


### Selection of Project Activities:

Following rigorous deliberation, we opted to undertake two primary activities: planting saplings and conducting a clean-up campaign in a designated area within our locality. These activities were chosen for their potential to effectively contribute to our overarching goals while offering valuable learning experiences.

### Location Scouting and Assessment:

A meticulous process of location scouting and assessment ensued, guided by considerations of accessibility, environmental significance, and community relevance. After careful evaluation, we identified a suitable site that met our criteria – Adarsh Park, nr Shivaji Chowk..

  
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## **Resource Allocation:**

Efficient resource allocation was paramount to the success of our project. We procured essential supplies, including saplings, brooms, dustbins and trash bags. Roles and responsibilities within the group were clearly delineated to optimize coordination and task execution.



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## Implementation

### Cleaning the Designated Area:

Our team embarked on the task of cleaning the designated area- Adarsh Park, nr Shivaji Chowk. Armed with broom, dustbin, trash bags, and determination, we set out to rid the environment of unsightly litter and debris.

The process of cleaning unfolded methodically, as we scoured the area meticulously, combing through bushes, scouring riverbanks, and collecting litter from every nook and cranny. We encountered a variety of waste, ranging from plastic bottles to discarded wrappers, each representing a poignant reminder of the ongoing battle against environmental degradation.

With unwavering resolve, we worked tirelessly to restore the area to its former glory, filling bag after bag with collected debris. The satisfaction derived from our efforts was palpable, as the once cluttered landscape gradually transformed into a pristine environment teeming with potential.

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**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
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### **Planting Saplings:**

The planting of saplings commenced with meticulous planning and organization. Our group, equipped with necessary tools and materials, congregated at Shivaji Chowk on 8<sup>th</sup> March 2024. We began by preparing the soil, ensuring proper drainage and aeration to facilitate optimal growth conditions for the saplings.

Each member of the group was assigned specific tasks, ranging from digging holes to carefully planting saplings at appropriate intervals. We adhered to recommended planting techniques, ensuring that saplings were positioned at the correct depth and adequately supported with soil to promote root development.

As we worked tirelessly under the sun's sweltering rays, a sense of camaraderie and purpose permeated the air. Encouraged by our collective efforts, we planted a diverse array of indigenous tree species, ranging from sturdy oaks to graceful maple trees. Through our actions, we endeavored to not only beautify the landscape but also contribute to the preservation of local biodiversity.

  
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## Achievements


### **Environmental Impact:**

One of the most significant achievements of our community work project lies in the tangible environmental impact we have made. Through the collective efforts of our group, we successfully planted a diverse array of saplings, contributing to the expansion of green spaces within our locality. These newly planted trees serve as vital carbon sinks, helping to mitigate climate change, improve air quality, and enhance local biodiversity. Additionally, our clean-up efforts have resulted in the removal of significant quantities of litter and debris, restoring the natural beauty of the environment and safeguarding it from further degradation.

### **Community Engagement and Empowerment:**

Our project has fostered a sense of community engagement and empowerment, catalyzing positive change and inspiring others to take action. By actively involving community members in our initiatives, we have cultivated a shared sense of ownership and responsibility for environmental stewardship. The participation of local residents in planting saplings and cleaning up the area underscores the power of collective action and highlights the transformative potential of grassroots initiatives. Through our outreach efforts and

  
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collaborative partnerships, we have empowered individuals to become agents of change within their communities, sparking a ripple effect of environmental awareness and activism.

### **Educational Value:**

From an educational standpoint, our project has provided invaluable learning experiences and opportunities for personal and professional development. Through hands-on involvement in community work, we have gained practical insights into environmental issues, honed essential life skills, and deepened our understanding of the interconnectedness of human society and the natural world. The project has served as a catalyst for experiential learning, bridging the gap between theory and practice and enriching our educational journey with real-world relevance. Moreover, it has instilled in us a profound sense of social responsibility and civic duty, equipping us with the knowledge, skills, and motivation to effect positive change in our communities and beyond.

### **Long-Term Sustainability:**

Our achievements extend beyond the immediate outcomes of our project, laying the foundation for long-term sustainability and impact. By planting trees and cleaning up the environment, we have created lasting legacies that will


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endure for generations to come. The trees we have planted will continue to grow and thrive, providing myriad benefits to the environment and future generations. Likewise, our clean-up efforts have helped to instill a culture of environmental stewardship and responsible citizenship within the community, setting a precedent for ongoing efforts to preserve and protect our natural resources.

### **Recognition and Appreciation:**

Our achievements have not gone unnoticed, garnering recognition and appreciation from various stakeholders and members of the community. We have received words of praise and gratitude for our efforts, affirming the positive impact of our project on the local environment and community. The outpouring of support and encouragement has served as a source of motivation and validation, affirming the significance of our endeavors and inspiring us to continue our efforts in the pursuit of a more sustainable and equitable future.

  
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✓



## Reflection

Participating in our community work project has been a transformative journey, deepening our appreciation for the environment and heightening our awareness of pressing environmental challenges. Through hands-on involvement in tree planting and clean-up efforts, we've witnessed first-hand the beauty and fragility of the natural world, recognizing the interconnectedness of all living beings and the importance of preserving and protecting ecosystems. Collaboration within our group has fostered camaraderie and mutual support, teaching us the power of teamwork and effective communication in overcoming obstacles. We've honed problem-solving skills, learning to adapt to changing circumstances with resilience and resourcefulness. Engaging with the local community has underscored the importance of grassroots activism, empowering individuals to become agents of change in their communities. Personally, this project has been a journey of growth and self-discovery, bolstering our confidence, resilience, and leadership abilities. It has prompted deep introspection, challenging us to re-evaluate our values and priorities. Inspired by our experiences, we're committed to continuing our service and advocacy efforts, confident in our ability to contribute to a more just, equitable, and sustainable world.

  
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## **Conclusion**

In culmination, our community work project embodies the essence of collective action and shared responsibility towards environmental stewardship and community engagement. From the meticulous planning and organization to the hands-on execution of tree planting and clean-up activities, our journey has been characterized by resilience, collaboration, and personal growth. Through our concerted efforts, we have not only left a visible imprint on the landscape but have also sown the seeds of environmental consciousness and civic participation within our community. As we reflect on the challenges overcome and the achievements attained, we are reminded of the transformative power of grassroots initiatives in effecting meaningful change. Beyond the tangible outcomes of our project lies a deeper legacy of empowerment, as we have inspired individuals to recognize their agency in shaping the world around them. Moving forward, we are emboldened by our experiences to continue our advocacy for social and environmental justice, knowing that our actions have the potential to ignite a ripple effect of positive change in our communities and beyond. As stewards of the environment and champions of equity, we embrace the responsibility to cultivate a future where sustainability, justice, and compassion prevail, fueled by the enduring spirit

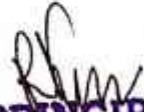
  
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of collaboration and commitment that defines our collective endeavor.



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**Evidence:**



CELEBRATION OF AZADI KA AMRIT MAHOTSAV.



A handwritten signature in blue ink, appearing to be 'S. K. Kulkarni'.

**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
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A handwritten signature in blue ink, appearing to be 'S. K. Kulkarni'.

**PRINCIPAL**  
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Evidence:

RALLY



JAI GANAR TIRANGA - AZADI KA AMRIT MAHOTSAV



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FLAGS DISTRIBUTION



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Dist. Thane

Evidence:



CELEBRATION OF TEACHER'S DAY



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College of Education, Bhiwandi  
Dist. Thane

**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
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**Evidence:**



CELEBRATION OF HINDI DIWAS



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Dist. Thane

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Evidence:

# TEACHING RESOURCE EXHIBITION



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**PRINCIPAL**  
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Dist. Thane

25) Ansari Sarah Anees

Evidence:

TREE PLANTATION DRIVE



*Sarah Anees*  
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
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Dist. Thane

*R. Khan*  
**PRINCIPAL**  
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**Evidence:**

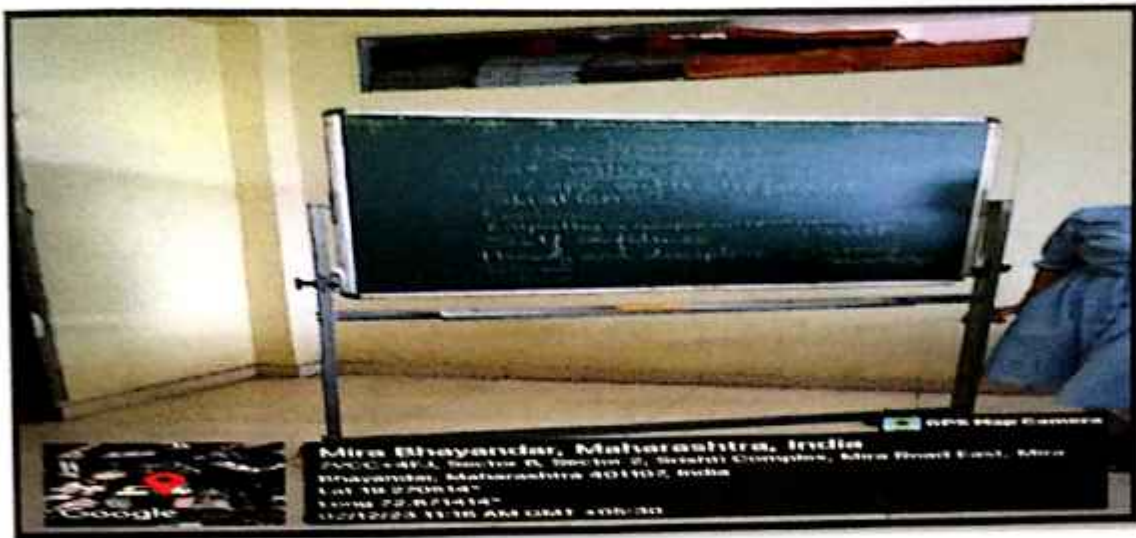


**ORIENTATION PROGRAMME**

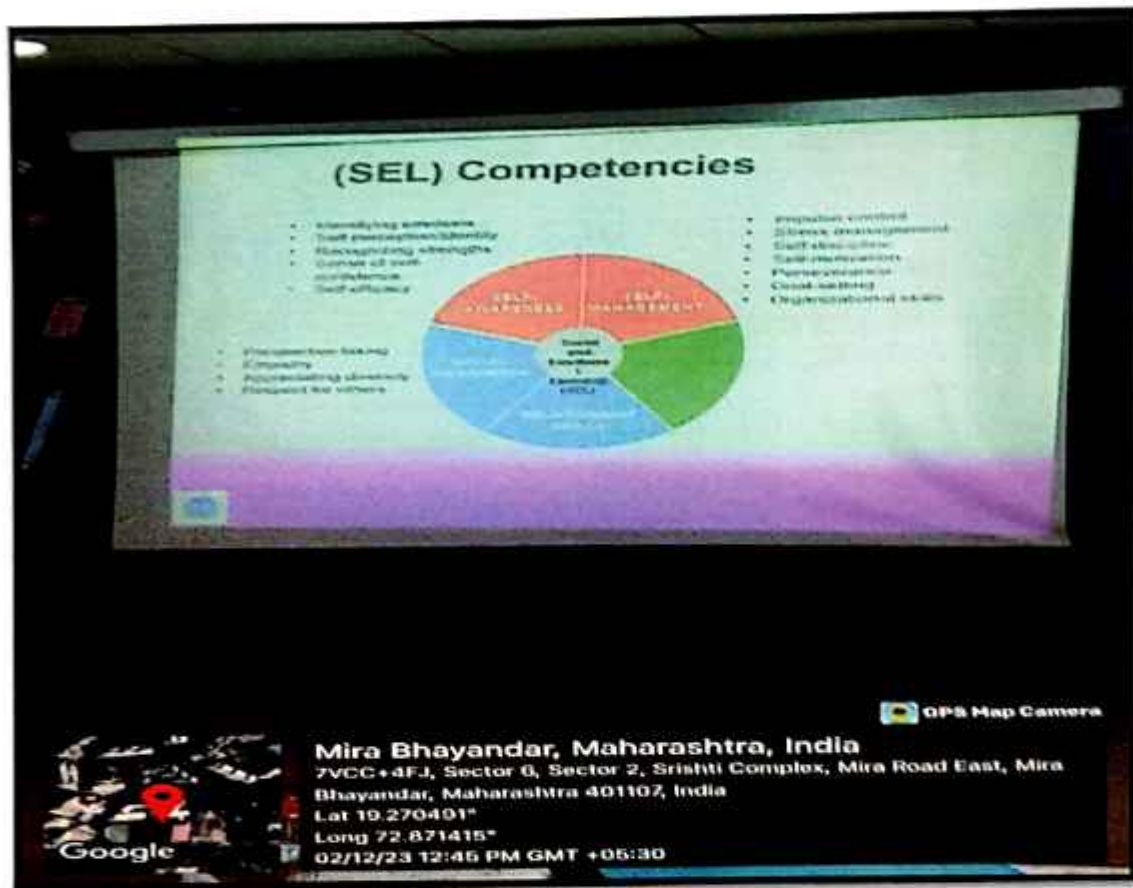



  
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## PRESENTATION



  
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# ROYAL COLLEGE OF EDUCATION & RESEARCH FOR WOMEN

Royal College Campus, Srishti Housing Complex, Mira Road (E), Thane, 401107

## IQAC Cell Organizes

### INTERCOLLEGIATE WORKSHOP

On

# INSTRUCTIONAL STRATEGIES

## EMPOWERING TEACHERS FOR GLOBAL TOMORROW

### LEARNING OUTCOMES:

Participants will be able to:

- Cater the individual differences in class in a better way.
- Frame customised educational programs
- Design learning materials based on need identification
- Gain hands-on experience in instructional strategies

**Principal:**

**Dr. Judy Grace Andrews**

**Coordinators:**

Asst. Prof. Ms. Mandrita Mitra

Asst. Prof. Ms. Shalsta Shaikh



**Ms. Ulla Sirviö-Hyttinen**

CEO, The Dissertation researcher  
Liikuttavaa Ltd/movEDUCA  
Finland

On Saturday, 2nd December, 2023

Multipurpose Hall- 4th floor  
Royal College building

Time : 9.30 a.m.

**Coordinator IQAC**

**PRINCIPAL**

For registration click on this icon

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College of Education, Bhiwandi  
Dist. Thane

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- 15) Ansari Sakina
- 16) Farooqui Uzma Mohd. Aashique
- 17) Uzma Mohd. Aun
- 18) Ansari Monish
- 19) Shette Nikit
- 20) Shukla Ankita

**Evidence:**



STUDENTS VISITED

G.M. COLLEGE



*[Handwritten Signature]*

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

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**K. M. E. Society's**  
**G. M. Momin Women's College, Bhiwandi**

(Affiliated to the University of Mumbai, Re Accredited by NAAC with 'B++' Grade, Recipient of Best College Award, ISO 21001:2018 Certified from Bureau of Indian Standards (BIS), Funded under Star College Scheme of DBT, Ministry of Science & Technology, Supported under Rusa 2.0, Recipient of FIST 'O' Level Grant From DST, Govt. of India, Winner of BEQET Award of NCQM)

ARTS • SCIENCE • COMMERCE • SELF FINANCING COURSES

GMMWC/Library/ Inv/ 902 / 23

Date: 08/12/2023

To,

The Principal  
K. M. E. S. College of Education  
Bhiwandi.

Subject: Invitation for Book Exhibition

Respected Sir/Madam,

G. M. Momin Women's College Library Committee is organizing a two day Library Book Exhibition on 12<sup>th</sup> and 13<sup>th</sup> December 2023 between 9.00 am to 3.00 pm in college library.

We take immense pleasure to invite you, your staff and students for the exhibition.

Kindly grace the occasion.

Regards,

Shad Patel  
Librarian

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

Dr. Tabassum Sheikh  
Principal

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

K.M.E. SOCIETY'S  
**G.M.MOMIN WOMEN'S COLLEGE**

**Library Committee**

Cordially invites you for

**LIBRARY  
BOOK EXHIBITION**

12th and 13th December 2023  
09:00 am. To 4.00 pm.

Venue: Library Reading Hall

  
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Dist. Thane



  
**PRINCIPAL**

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

**Committee Members**

**Principal**

**Librarian**  
**Ms.Shad Patel**

**Mr. Amir Hamza**  
**Ms.Nazneen Momin**  
**Mr.Tausif Dhole**

**Mr.Meraj Bubere**  
**Dr.Anik Shrivastava**  
**Mr.Affan Peelay**

**Dr.Tabassum Sheikh**

**Ms.Fatima Shaikh**



**Evidence:**



GUESTS



STUDENTS PARTICIPATION AT ANNUAL SPORTS MEET



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College of Education, Bhiwandi  
Dist. Thane

**PRINCIPAL**  
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College of Education Bhiwandi  
Dist. Thane



ACTIVELY PARTICIPATING



IN ALL SPORTS ACTIVITIES



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

*[Signature]*  
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# Konkan Muslim Education Society's COLLEGE OF EDUCATION (B. Ed. & D. El. Ed)

(Affiliated to the University of Mumbai)  
Accredited by NAAC with B+ Grade

## ANNUAL SPORTS MEET 2024

On Thursday 25th January 2024 at 12.00 noon Venue: Rais High School Ground, Thana Road, Bhiwandi.

Anchor : Asst. Prof. Heena Khan

### Programme Start

1. Quirat S. Y. D. El. Ed. Students
2. Welcoming & Felicitation of Guest
3. Declaration of Sports Meet Open
4. Torch Bearing Ceremony House Captains
5. Balloon Release Ceremony
6. Releasing of Pigeons
7. Tug of War
8. Musical Chair
9. Views by Guest
10. Vote of Thanks Asst. Prof. Khalida Shaikh





**Konkan Muslim Education Society's**  
**COLLEGE OF EDUCATION (B.Ed. & D.Ed)**

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Accredited by NAAC with B+ Grade

*Practice like you've never won,  
Perform like you've never lost...*

*K.M.E.S College of Education cordially invites you on the*

# **ANNUAL SPORTS MEET**

**On Thursday 25th Jan. 2024 At 12.00 Noon**

**VENUE : RAIS HIGH SCHOOL CAMPUS,  
BHIWANDI.**

**Presided By**

**Mr. Talha Fakih**

*(President, K.M.E. Society)*

**With Best Compliments From**

**Mr. Zia Abdus Shakoor Momin**

*(Vice President, K.M.E. Society)*

**Mr. Fahad Bubere**

*(Hon. Treasurer, K.M.E. Society)*

**Mr. Sohail Fakih**

*(Hon. Gen. Secretary, K.M.E. Society)*

**Mr. Navid Kharbe**

*(Joint Secretary, K.M.E. Society)*

**Awaiting to Welcome You**

**Mr. Danish Madoo**

*(Chairman, Sports Committee-KME Society)*

**Adv. Yaseen Sayyed**

*(Vice Chairman, Sports Committee-KME Society)*

**Mr. Zaki Kazi**

*(Chairman, KMES College of Education)*

**Dr. (Mrs). Ravinder Kaur Vilku**

*(Principal, KMES College of Education)*

**Teaching & Non Teaching Staff**





CELEBRATION 6F



REPUBLIC DAY



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STUDENTS SHOWCASING CULINARY SKILLS



GUESTS BEING SERVED



  
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Dist. Thane



Co-ordinator IQAC  
Konkan-Muslim Education Society's  
College of Education, Bhiwandi  
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# M. E. SOCIETY'S COLLEGE OF EDUCATION (B. Ed. & D. El. Ed.)

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## FOOD FESTIVAL 2023-24



### FOOD MENU

**1) Italian Seekh**

**2) Chicken lajawab**

**3) Lemon Chilly Gravy**

**4) Mutton Korma**

**5) Roti**

**6) Chi. Tandoori Biryani**

**7) Kulfi Falooda**

**8) Juice**



DURING THE COMPETITIONS



WINNERS



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

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





सत्यमेव जयते

**RAIS SHAIKH**

MEMBER OF LEGISLATIVE ASSEMBLY, Bhiwandi (East)  
Government of Maharashtra

جشن تعلیم  
*Jashn-e-Taleem*

Certificate of Participation

awarded to

Mr./Ms. MOMIN NABA NAVEED

of KMES COLLEGE OF EDUCATION

for participating in Jashn-e-Taleem 2024

in CALLIGRAPHY COMPETITION

on Sunday 11<sup>th</sup> February 2024.

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

Rais Shaikh, President



सत्यमेव जयते

**RAIS SHAIKH**

MEMBER OF LEGISLATIVE ASSEMBLY, Bhiwandi (East)  
Government of Maharashtra

جشن تعلیم  
*Jashn-e-Taleem*

Certificate of Participation

awarded to

Mr./Ms. KHAN SIDRA BISMILLAH

of KMES COLLEGE OF EDUCATION

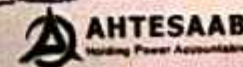
for participating in Jashn-e-Taleem 2024

in CALLIGRAPHY COMPETITION

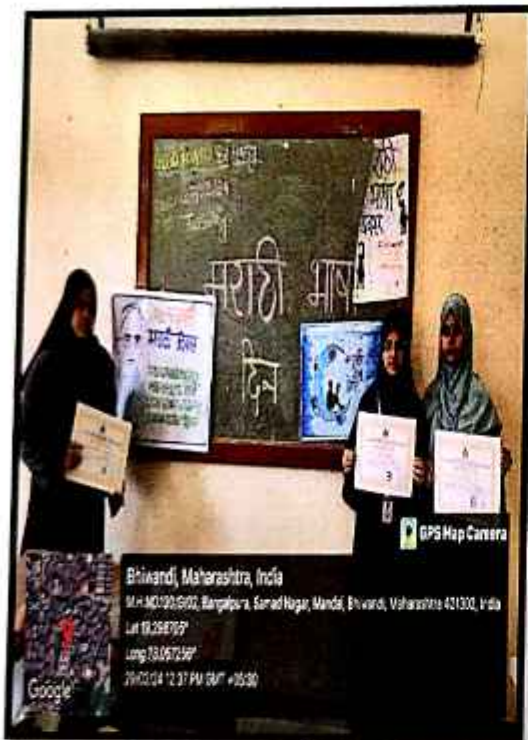
on Sunday 11<sup>th</sup> February 2024.

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

Rais Shaikh, President



**Evidence:**



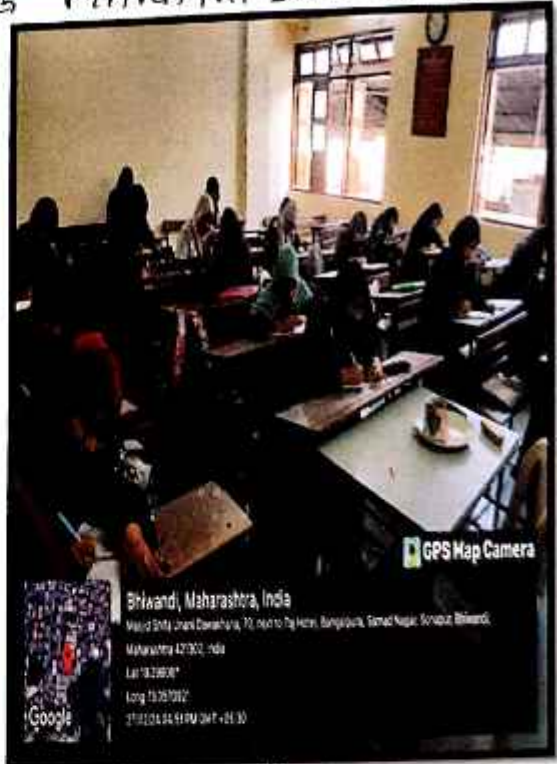
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**Co-ordinator IQAC**  
 Konkan Muslim Education Society's  
 College of Education, Bhiwandi  
 Dist. Thane

*[Signature]*  
**PRINCIPAL**  
 Konkan Muslim Education Society's  
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 Dist. Thane

**Evidence:**



STUDENTS CELEBRATING MARATHI BHASHA GAURAV DIN



*[Signature]*  
**Co-ordinator IQAC**  
 Konkan Muslim Education Society's  
 College of Education, Bhiwandi  
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*[Signature]*  
**PRINCIPAL**  
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Evidence:

# STUDENTS CELEBRATING WOMEN'S DAY



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Dist. Thane

**PRINCIPAL**  
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College of Education Bhiwandi  
Dist. Thane



# KONKAN MUSLIM EDUCATION SOCIETY'S COLLEGE OF EDUCATION

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is celebrating  
**International  
Women's  
Day**



March  
2024

Let us remember the brave women leaders who fought  
for women's rights and equality.

Happy International Women's Day!

Co-ordinator IQAC

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

Principal,

Dr. Mrs. Ravinder Kaur Vilku

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



## Outcome:

The Women's Day celebration at was a resounding success, drawing widespread participation and fostering dialogue and action on gender equality issues. As we reflect on the event's outcomes, we are reminded of the collective responsibility to create a more inclusive and equitable society for all.

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

Sr.No	Name of the Students
1	Farooqui Insha Javed
2	Shaikh Nashra Abdul Razzaque
3	Momin Fatima

## Evidence:



**MES'S Pillai College of Education and Research, Chembur**      **X**      **R.R. Educational Trust's B.Ed College, Mulund**

Jointly organizes an online National level  
Poster making, Essay writing,  
Poetry competition.

On the account of  
"International Women's Day"

**Theme:**  
Women Empowerment  
Women - "A change Maker"

Google link attached below:  
[https://docs.google.com/forms/d/1\\_TM11u9c3d80TyYbo0k51e2mLurlsw1TeLinfJ5oJX3U/edit?pli=1](https://docs.google.com/forms/d/1_TM11u9c3d80TyYbo0k51e2mLurlsw1TeLinfJ5oJX3U/edit?pli=1)

Submission dates:  
From 1st March- 8th March, 2024

Convenor  
Dr. Reni Francis,  
Principal, Pillai College of Education and Research

IQAC Co-ordinator  
Dr. Jaya Cherian


Applicable for  
B. Ed,  
Degree College,  
Graduate and  
Post-graduate  
students

Convenor  
Dr. Falguni Anish Shah,  
Principal, RRET'S B.Ed College

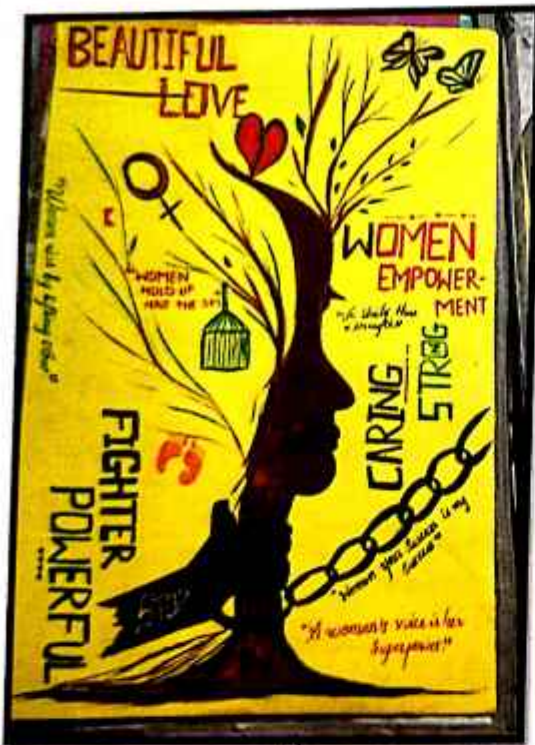
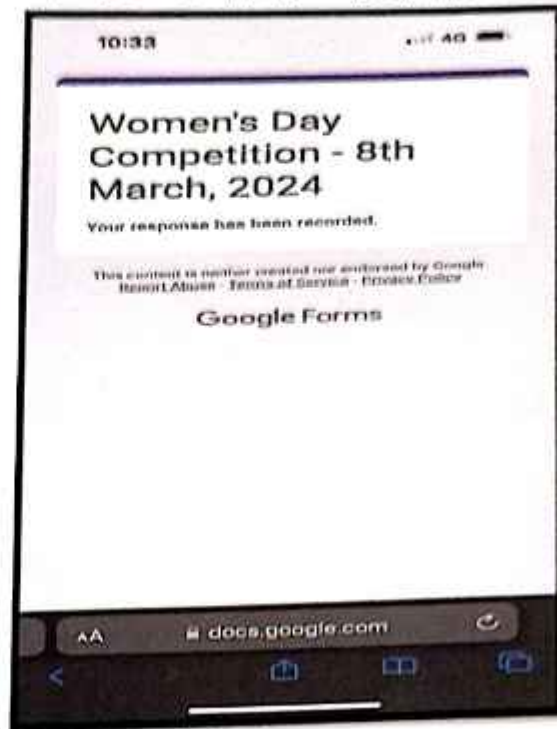
IQAC Co-ordinator  
Mrs. Chitra Khedekar

For more information contact 9833128572 / 9892172500

  
**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

STUDENT'S REGISTRATION DETAILS



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*[Handwritten signature]*

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Celebrating International Women's Day 2024

## Online National Level Competitions

**Poster Making - Essay Writing - Poetry Competition**

**Theme:**

**Women Empowerment. - Women: A 'change maker'**



We are SORRY !!! Due to a Technical Snag we are unable to recover the past entries. However we have revived the snag hence request you to resend your valuable entry. Last date to submit is extended to 15th March, 2024.

<https://forms.gle/gdjAx4jxCNQUHjHu8>

Exhibit your creative work by participating in various events

- 1 Poster:** One page Poster on theme of Women Empowerment or Women - A change maker, A1 size poster prepared through drawing/ painting, no stickers are allowed, the poster can have a caption for added effect. Share it as PDF / JPG/ PNG VERSION only. Write your name and college as the file name. NO DIGITAL POSTER.
- 2 Essay Writing :** Essay of 1000 words on the theme of Women Empowerment or Women - A change maker, - Language of the essay can be either English/ Hindi. Share it as PDF / JPG/ PNG VERSION only. Write your name and college as the file name.
- 3 Poetry Competition:** Poetry should be of one page (A4 size) on the theme Women Empowerment or Women - A change maker, Language of the essay can be either English/ Hindi. Share it as PDF / JPG/ PNG VERSION only. Write your name and college as the file name.

- **WHO CAN PARTICIPATE:** Registration is open for students studying in Arts, Science, Commerce Junior and Degree college, Law and Management college, B.Ed., D.Ed., B.P.Ed. colleges.
- **NO REGISTRATION FEES**
- **LAST DAY FOR ENTRY:** 15th March, 2024.
- **PRIZES:** For each event Cash prizes will be given.
- **ENTRY TO BE SENT:** Your Entry should be sent to <https://forms.gle/gdjAx4jxCNQUHjHu8>

**Co-ordinator IOAC** **PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
FOR FURTHER ENQUIRY WA: 9833128572 / 9892172500  
Dist. Thane

Konkan Muslim Education Society  
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Evidence:



STREET PLAY (Thana Raod, Bhiwandi)



  
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**List of Participants:**

- 1) Ansari Monish
- 7) Momin Naba
- 11) Ansari Atiya
- 14) Ansari Ameena

- 2) Ansari Azharuddin
- 8) Sayyed Taufique
- 12) Ansari Aafreen
- 15) Sayyed Hayatuddin

- 5) Khan Muskan
- 10) Ansari Zarren
- 13) Choudhary Sabiha
- 16) Khan Muskan

**Evidence:**



**PERFORMANCES**



**ANCHORS**

**Co-ordinator IQAC**  
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## GAMES FOR OUT GOING STUDENTS



GPS Map Camera

Bhiwandi, Maharashtra, India

73W4+FFW, Samad Nagar, Kaneri, Bhiwandi, Maharashtra 421302, India



Bhiwandi, Maharashtra, India

73W4+FFW, Samad Nagar, Kaneri, Bhiwandi, Maharashtra 421302, India

at 19.29615°

73.055972°

1/05/24 01:56 PM GMT +05:30


Bhiwandi, Maharashtra, India

73W4+FFW, Samad Nagar, Kaneri, Bhiwandi, Maharashtra 421302, India

at 19.296148°

73.055983°

1/05/24 01:54 PM GMT +05:30

  
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# FELICITATION



*[Handwritten Signature]*

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*[Handwritten Signature]*

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# PRIZE DISTRIBUTION CEREMONY



Bhiwandi, Maharashtra, India  
 73W4+FFW, Samad Nagar, Kineri, Bhiwandi, Maharashtra 421302, India  
 Lat: 19.296108°  
 Long: 73.055918°  
 18/05/24 02:25 PM GMT +05:30

*[Signature]*  
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*[Signature]*  
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**VIEWS BY OUT GOING STUDENTS AND DIGNATORIES**



*[Signature]*  
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