



# KONKAN MUSLIM EDUCATION SOCIETY'S

## College of Education

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

2023-2024

Sr.No.	Name of the Student	Previous Year Marks	Talent Hunt (Marks(10)	Diagnostic Test Marks (30)	Participation in Classroom (10)	Type of Learner
1	Ansari Asbah Anees	53.04.	5	20	5	Slow Learner
2	Ansari Atiya Bano Salim Ahmad	62.08	5	25	6	Moderate Learner
3	Ansari Ayesha Mushtaque	61.88	4	19	4	Moderate Learner
4	Ansari Azharuddin Qamruddin	70.62	5	25	5	Moderate Learner
5	Ansari Fatema Khatoon Ansar	50.85	5	18	4	Slow Learner
6	Ansari Mantasha Khatoon Md. Shafique	65.74	5	24	5	Moderate Learner
7	Ansari Monish Nazeer Ahmad	69.01	5	25	6	Moderate Learner
8	Ansari Naba Md. Azim	65.75	6	24	5	Moderate Learner
9	Ansari Namra Abdul Rashid	80.24	6	26	7	Advance Learner

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

10	Ansari Sana Mohd Wakil	65.6	6	24	6	Moderate Learner
11	Ansari Saniya Abrar Ahmad	64.68	5	23	5	Moderate Learner
12	Ansari Sehrish Shamim	62.22	5	22	6	Moderate Learner
13	Ansari Uzma Naaz Shaukat	59.41	5	24	4	Slow Learner
14	Ansari Zainab Junaid	62.2	5	22	6	Moderate Learner
15	Ansari Zainab Riyaz Ahmed	59	6	21	6	Slow Learner
16	Chaudhary Sabiha Anjum Ibne Saud	64.4	5	24	4	Moderate Learner
17	Divker Sheena Mouman	65.6	6	23	5	Moderate Learner
18	Khan Asra Arshad	73.01	7	24	6	Advance Learner
19	Khan Iffat Jahan Mohd Lukmaan	73.71	7	23	5	Advance Learner
20	Khan Muskan Aslam	60.03	5	22	6	Moderate Learner
21	Mali Lata Chhaganla	55.27	4	20	6	Slow Learner
22	Momin Alvia Altaf	62.35	5	23	6	Moderate Learner
23	Momin Fatima Mohd Saleem	65	7	24	6	Moderate Learner

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

24	Momin Hadika Firdos Imran	65.88	6	22	6	Moderate Learner
25	Momin Naba Naved	60.68	6	25	6	Moderate Learner
26	Momin Nida Naushad	52.55	5	20	7	Slow Learner
27	Momin Vaniya Vaqar Ahmad	63.5	5	23	5	Moderate Learner
28	Quraishi Aaliya Munawwar	57.62	6	23	5	Slow Learner
29	Rais Rida Aafaque	73.75	5	24	7	Advance Learner
30	Sayyad Hayatuddin Nizamuddin	82.5	7	25	6	Advance Learner
31	Sayyad Taufique Ayyub	64	6	22	5	Moderate Learner
32	Shaikh Afreen Abdul Lateef	71.25	5	22	5	Advance Learner
33	Shaikh Ameena Mohd Kaleem	69.23	6	22	5	Advance Learner
34	Shaikh Amina Ashfaque Ahmad	62.41	6	20	6	Moderate Learner
35	Shaikh Haiqua Faizan Ahmad	70.41	6	19	6	Advance Learner
36	Shaikh Musheera Hatim	60.85	4	18	5	Slow Learner
37	Shaikh Nida Parvez Ahmad	67.95	6	22	5	Moderate Learner
38	Shaikh Sana Bano	52.55	5	18	5	Slow Learner

39	Shaikh Shajrah Mohammad Ar	68	5	21	6	Moderate Learner
40	Shaikh Tahseen Mukhtar	64.07	5	20	5	Moderate Learner
41	Siddiqui Mariyam Fatima Razique	80.25	6	23	7	Advance Learner
42	Tase Maria Bilal Ahd	69.03	4	21	6	Moderate Learner
43	Khan Samar Mujahid	63.02	5	20	5	Moderate Learner

**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, Rais High School Campus, Old Thana Road, Bhiwandi 421 302**  
**2023-2024**

Sr.No.	Name of the Student	Previous Year Marks	Talent Hunt (Marks(10)	Diagnostic Test Marks (30)	Participation in Classroom (10)	Type of Learner
1	Ansari Amina Bano Mohammad Rais	53.04.	4	19	5	Slow Learner
2	Ansari Arisha Mohd Zubair	62.08	5	21	6	Moderate Learner
3	Ansari Hafiza Bano Sadre Alam	61.88	4	20	4	Moderate Learner
4	Ansari Naba Mohd Sharif	70.62	5	22	5	Moderate Learner
5	Ansari Sana Parveen Zahid Ali	50.85	4	16	4	Slow Learner
6	Ansari Wajiha Fatma Khalil Ahamad	65.74	5	24	5	Moderate Learner
7	Farooqui Afshan Bano Nizamuddin	69.01	5	23	5	Moderate Learner

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

8	Khan Anusha Shamshad	65.75	5	22	6	Moderate Learner
9	Khan Ayesha Masood	80.24	6	26	7	Advance Learner
10	Khan Fatema Abdul Hameed	65.6	5	22	6	Moderate Learner
11	Khan Rahnuma Begum Ajmer	64.68	5	23	5	Moderate Learner
12	Khan Saima Firoz Alam	62.22	5	20	4	Moderate Learner
13	Khan Sakina Khatoon Mansoor	59.41	5	20	4	Slow Learner
14	Khan Saniya Parveen Abul Khair	62.2	5	20	6	Moderate Learner
15	Khan Sidra Saquib	59	5	20	6	Slow Learner
16	Khatri Hetal Prakash	64.4	5	22	5	Moderate Learner
17	Momin Eifa Javed	65.6	6	21	5	Moderate Learner
18	Momin Fatema Ansar Ahmad	73.01	7	25	7	Advance Learner
19	Momin Iqra Shabbir	73.71	6	26	6	Advance Learner

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

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

20	Momin Shabina Mohd Ilyas	60.03	5	19	4	Moderate Learner
21	Momin Wasfiya Laique Ahmad	55.27	4	17	4	Slow Learner
22	Momin Zoya Ejaz Ahmad	62.35	5	19	5	Moderate Learner
23	Pandey Chanda Kripashankar	65	7	21	6	Moderate Learner
24	Ruheen Bano Munaf	65.88	6	22	6	Moderate Learner
25	Sayyed Sidra Aqueel	60.68	6	21	6	Moderate Learner
26	Shaikh Ankaf Fahim Ahmed	52.55	5	23	6	Slow Learner
27	Shaikh Aqsa Mohammad Rashid	63.5	5	20	5	Moderate Learner
28	Shaikh Fiza Saleem	57.62	6	19	5	Slow Learner
29	Shaikh Halima Naseem Ahmad	73.75	7	24	7	Advance Learner
30	Shaikh Mashmoom Sohail	82.5	7	25	6	Advance Learner
31	Shaikh Nashraf Abdul Razzaque	64	6	22	5	Moderate Learner

32	Shaikh Nehan Sadique	71.25	5	22	5	Advance Learner
33	Shaikh Nida Fatma Abdul Haque	69.23	6	22	5	Advance Learner
34	Shaikh Nida Mohd Ismail	62.41	6	20	6	Moderate Learner
35	Shaikh Rahat Bano Naushad Ahmad	70.41	6	19	6	Advance Learner
36	Shaikh Sadaf Mohd Saquib	60.85	4	18	5	Slow Learner
37	Shaikh Sanobar Noorulain	67.95	6	22	5	Moderate Learner
38	Shaikh Shaista Parveen Azmat Aalma	52.55	5	18	5	Slow Learner
39	Shaikh Zeba Shahid	68	5	21	6	Moderate Learner
40	Siddiquee Hifza Ashfaque	64.07	5	20	5	Moderate Learner
41	Singh Dipali Arvind	80.25	6	23	7	Advance Learner
42	Sukte Lubna Javed	69.03	4	21	6	Moderate Learner
43	Sumariya Bano Mazhar Ali	63.02	5	20	5	Moderate Learner



44	Uzma Mohd Aun	53.85	5	20	4	Slow Learner
45	Ansari Aayesha Namrah Rizwan Ahmad	59.6	5	17	6	Slow Learner
46	Ansari Alfeena Mohd Mustufa	59.5	5	19	5	Slow Learner
47	Ansari Gazal Nafees Ahmed	67	6	21	6	Moderate Learner
48	Ansari Sara Anees Ahmed	73	6	22	6	Advance Learner
49	Ansari Sarfaraz Ahmad Ziyauddin	68.07	5	20	5	Moderate Learner
50	Ansari Tarannum Akhtar Ali	53.84	4	17	4	Slow Learner
51	Ansari Uzma Rafat Mehmood	69.83	6	21	5	Moderate Learner
52	Ansari Zulfa Shakeel Ahmed	64.62	5	20	4	Moderate Learner
53	Bardi Aayesha Ayaz	66.87	5	20	4	Moderate Learner
54	Dubey Reshu Ramjee	61.32	5	19	4	Moderate Learner
55	Farooqui Insha Javed	60.7	5	17	5	Slow Learner

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

56	Farooqui Uzma Bano	64.8	4	18	4	Moderate Learner
57	Hashmi Aasma Bano Maqsood Alam	60.85	4	16	3	Slow Learner
58	Ishrat Jahan Amirullah	51	5	17	4	Slow Learner
59	Khan Aliya Gulam Rasool	64.8	5	20	6	Moderate Learner
60	Khan Atiqua Naseem	71.3	6	22	7	Advance Learner
61	Khan Ayesha Khatoon Qayyum	69.29	6	23	6	Moderate Learner
62	Khan Hafsa Mohd Asif	70.75	6	21	7	Advance Learner
63	Khan Iqra Fatima Sanaullah	64	5	22	6	Moderate Learner
64	Khan Mariya Khatoon Abdul Qayyum	66.56	5	23	5	Moderate Learner
65	Khan Saba Khanam Anwar	66.6	5	22	6	Moderate Learner
66	Khan Shadab Ahmed Abdul Moeed	62	5	20	5	Moderate Learner
67	Khan Vijdan Wahid Ahmed	70.05	5	22	6	Advance Learner


68	Kuwari Sara Abdul Wahid	70.03	5	20	6	Advance Learner
69	Lakhapatri Shraddha Rajendra	72.46	6	22	6	Advance Learner
70	Malik Shaista Aafaque Ahmad	60	6	21	6	Moderate Learner
71	Mirsinge Iffat Sufyan	63.46	6	20	6	Moderate Learner
72	Momin Arshi Fayyaz Ahmed	62.56	6	20	5	Moderate Learner
73	Momin Asna Mohd Aqueel	66.23	6	22	5	Moderate Learner
74	Momin Fauziya Aslam	68.9	6	21	5	Moderate Learner
75	Momin Noman Shabbir Ahmad	70.4	6	23	5	Moderate Learner
76	Momin Rifah Sajid	63.46	6	21	5	Moderate Learner
77	Momin Sajal Mujahid	72	6	21	6	Moderate Learner
78	Momin Zumra Abrar Ahmad	66.63	6	22	6	Moderate Learner
79	Mujahid Ayesha Ibrahim	73.05	6	20	6	Advance Learner


Co-ordinator QAC  
Konkan Muslim Education Society's  
College of Education, Dhiwandi  
Dist. Thane

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

80	Patel Ashok Lalbahadur	68.79	5	22	6	Moderate Learner
81	Patel Sanjiv Lalbahadur	61.3	6	21	6	Moderate Learner
82	Sayed Qurratulain Raees	62.5	6	23	6	Moderate Learner
83	Shah Saleha Shamsuddin	76.7	6	25	7	Advance Learner
84	Shaikh Ayesha Abdullah	63.5	6	22	5	Moderate Learner
85	Shaikh Afrin Husen	55.6	5	20	5	Slow Learner
86	Shaikh Alina Ayaz Ahmad	69.9	5	21	5	Moderate Learner
87	Shaikh Arfa Iqbal	71.3	6	23	6	Moderate Learner
88	Shaikh Bibi Muskan Mohd Mubarak	62	5	20	5	Moderate Learner
89	Shaikh Madiya Mohammad Ali	63.4	6	21	5	Moderate Learner
90	Shaikh Nausheen Irfan	65.5	6	22	6	Moderate Learner
91	Shaikh Nida Shakir	61.6	5	20	5	Moderate Learner

92	Shaikh Shagufia Ubaid	65	5	22	6	Moderate Learner
93	Shaikh Shama Parveen Sajruddin	63.66	6	22	5	Moderate Learner
94	Shete Nikita Rajendra	60.5	6	23	6	Slow Learner
95	Shukla Ankita Trilokinath	64.76	6	21	5	Moderate Learner
96	Siddiqui Mariya Abdul Rahman	63.17	6	20	6	Moderate Learner
97	Siddiqui Saleha Shifa Mohd Ibrahim	61.88	6	23	6	Moderate Learner
98	Singh Deepak Ramvidhi	64.66	5	22	5	Moderate Learner
99	Vinchu Kainat Imran	52.6	5	17	4	Slow Learner

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

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



# KONKAN MUSLIM EDUCATION SOCIETY'S COLLEGE OF EDUCATION

Old Thana Road, Rais High School compound, Bhiwandi 421302

## MENTORING REPORT ON STUDENT PERFORMANCE IMPROVEMENT (2023-2024)

### Introduction:

This report details the significant improvements in student performance resulting from tailored mentoring programs designed to address individual learning challenges. The institution reaffirms its commitment to providing comprehensive support to enhance students' overall growth and success.

### Student Profiles:

#### 1. Ansari Ayesha (F.Y.B.Ed)

Identified Need: Speech Problem

Mentored by: Asst Prof. Shabeena Momin

#### Improvement:

Ansari Ayesha has made significant progress in overcoming her speech challenges. Through consistent speech practice with structured communication exercises, and supportive feedback, she has gained confidence in her verbal expression. As a result, she now participates more actively in classroom discussions and delivers her ideas with clarity and assurance.


#### 2. Shaikh Haiqua

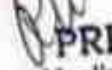
Identified Need: Low Self-esteem and

Mentored by: Dr. Nafiya Khan

#### Improvement:

Shaikh Haiqua has shown commendable improvement in overcoming her low self-esteem. Through consistent efforts, a supportive environment, and encouragement from teachers and

  
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

peers, she has developed greater self-confidence. Her growing belief in her abilities is evident in her active participation in group discussions and her willingness to express her thoughts more openly and effectively.

### 3. Momin Fatima (F.Y.B.Ed)

**Identified Need: Spelling Mistakes**

**Mentored by: Asst Prof. Khalida Shaikh**

#### **Improvement:**

Momin Fatima has been working hard to improve her spelling. By practicing specific techniques and receiving regular feedback, she's made significant progress. Her written assignments are now much better than before.

### 4. Khan Aliya (F.Y.B.Ed)

**Identified Need: Classroom Fear**

**Mentored by: Asst.Prof. Heena Khan**


#### **Improvement:**

Aliya Khan has shown remarkable improvement in managing her classroom anxiety. By using relaxation techniques and gradually increasing her exposure to classroom settings, she has developed greater self-assurance and engages more actively in academic discussions.

#### **Conclusion:**

The institution's mentoring programs remain instrumental in meeting the diverse learning needs of students and promoting their overall development. Through guidance and targeted support, students such as Momin Fatima, Khan Aliya, Shaikh Haiqua, and Ansari Ayesha have achieved remarkable progress in overcoming academic and personal challenges, unlocking their true potential. Continued collaboration among mentors, educators, and students will ensure sustained growth and success in the future.

  
**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

Old Thana Road, Rais High School compound, Bhiwandi 421302

## MENTORING REPORT ON STUDENT PERFORMANCE IMPROVEMENT (2023-2024)

### Introduction:

This report details the significant improvements in student performance resulting from tailored mentoring programs designed to address individual learning challenges. The institution reaffirms its commitment to providing comprehensive support to enhance students' overall growth and success.

### Student Profiles:

#### 1. Ansari Ayesha (F.Y.B.Ed)

Identified Need: Speech Problem

Mentored by: Asst Prof. Shabeena Momin

#### Improvement:

Ansari Ayesha has made significant progress in overcoming her speech challenges. Through consistent speech practice with structured communication exercises, and supportive feedback, she has gained confidence in her verbal expression. As a result, she now participates more actively in classroom discussions and delivers her ideas with clarity and assurance.


#### 2. Shaikh Haiqua

Identified Need: Low Self-esteem and

Mentored by: Dr. Nafiya Khan

#### Improvement:

Shaikh Haiqua has shown commendable improvement in overcoming her low self-esteem. Through consistent efforts, a supportive environment, and encouragement from teachers and

  
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



peers, she has developed greater self-confidence. Her growing belief in her abilities is evident in her active participation in group discussions and her willingness to express her thoughts more openly and effectively.

### 3. Momin Fatima (F.Y.B.Ed)

**Identified Need: Spelling Mistakes**

**Mentored by: Asst Prof. Khalida Shaikh**

#### **Improvement:**

Momin Fatima has been working hard to improve her spelling. By practicing specific techniques and receiving regular feedback, she's made significant progress. Her written assignments are now much better than before.

### 4. Khan Aliya (F.Y.B.Ed)

**Identified Need: Classroom Fear**

**Mentored by: Asst.Prof. Heena Khan**

#### **Improvement:**

Aliya Khan has shown remarkable improvement in managing her classroom anxiety. By using relaxation techniques and gradually increasing her exposure to classroom settings, she has developed greater self-assurance and engages more actively in academic discussions.

#### **Conclusion:**

The institution's mentoring programs remain instrumental in meeting the diverse learning needs of students and promoting their overall development. Through guidance and targeted support, students such as Momin Fatima, Khan Aliya, Shaikh Haiqua, and Ansari Ayesha have achieved remarkable progress in overcoming academic and personal challenges, unlocking their true potential. Continued collaboration among mentors, educators, and students will ensure sustained growth and success in the future.

  
**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 -421 302

**Report on Multilingual Interaction Batch (2023-24)**

Konkan Muslim Education Society College of Education provides platform for multilingual interaction. The student in class are from different background. Levels of understanding of students are different. So Konkan Muslim Education Society College of Education is focused on using different languages for interacting with student.

**Objectives**

- The objective is to go beyond the provisions of Individual language circular.
- The integration of language learning in personal development.

**Nature of activities**

Different types of activities are plan in the institution to promote multilingual interaction and input of the student. Some of them are mentioned below

**Explanation**

Teachers explain the different topics of different subject in multilingual way. We use both English and Hindi language. Student diversity is addressed on the basis of the profile. Use of both languages is done keeping in view the names of learner.

**Doubt clearing sessions**

Our Institution focuses on Doubt clearing sessions. Students facing problem in the content regarding can discuss with the teacher. They are provided with special time by teacher.

**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 -421 302

**Providing study material**

Students have been provided notes both in English Urdu and Hindi by teachers. Material from different books both in English, Urdu are also provided to students by teacher.

**Outcomes**

Problems of student of Urdu medium, have been solved with the help of activities like explanation doubt clearing sessions and providing study materials. The link of study material provided on website which is given to student to help them.

  
**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 -421 302

## Report on Collaborative Task Batch (2023-24)

Konkan Muslim Education Society College of Education is focused on providing opportunities for collaborative tasks. The students in class are from different backgrounds. Levels of understanding of students are different. Konkan Muslim Education Society College of Education is focused on using different approaches of teaching and learning for the students.


### Objective

- To increase the productivity towards the common goal.
- To exchange debating, negotiating ideas
- To develop highly communicative discussion skills.
- To develop the social interaction skill.
- To develop the higher level thinking
- To encourage and improve the multi-dimensional problem solving skills

### Nature of activities

Different types of activities are plan in the institution to promote the collaborative task. Some of them are mentioned below

- 1) Group discussions:** Teachers divide the class into different groups. Student diversity addressed on the basis of the profile. All types of learner are involved in the group discussion. So that views and understanding of learners can be shared among all.
- 2) Peer Tutoring:** Konkan Muslim Education Society College of Education focuses on your tutoring Student facing problem in the content can be discussed with each other. They are provided with extra time
- 3) Seminar:** Student have been motivated for presenting seminar on different topics of subjects. So that different types of experience can be provided to all types of learners

  
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 -421 302

---

**Outcomes**

Problems of different types of students have been solved with the help of activities the group discussion, Peer tutoring and seminars. Different activities and helpful in developing collaborative approach among the student so that all types of learner can be involve in the process of learning.

**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 -421 302

**Report On Learning Enhancement Batch-(2023-24)**

Konkan Muslim Education Society College of education tries on providing enhancement experiences to students. The students in class are from different backgrounds Levels of understanding of students are different. So Konkan Muslim Education Society College of Education is focused on providing various experiences for interaction with the students.

**Objectives**


Objectives of learning Enhancements activities are:

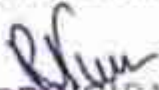
- To make learning joyfully for students and in their own pace
- To realize that students learn by themselves within given situation
- Teachers provide the teaching-learning situation according to the needs of individual
- To make students learn in free environment without any restriction
- To apply the concepts learned in class in real life situations.

**Nature of Activities:**

Different types of activities are planned in the institution to provide learning enhancement experiences some of them are as explained below.

1) **Educational Visits**-Teachers plan educational visits to different places that will provide real life experiences to the students for improvement in their learning abilities. Some of the places are chatrapati shahu maharaj vastu sanghralaya.

  
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

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

2) **Guest Lectures**-To achieve expertise in some topics related to content, talks by experts in that area is the main focus of the institution. The experts from outside also emphasize on catering to needs of all types of learners.

3) **Seminars/workshops** by experts-To address the student diversities, enrichment activities like Seminars and workshops are arranged on different topics by experts.

### Outcomes:

Students of different abilities are provided exposure to real life situations which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting knowledge from experts. They feel to participate actively in the different workshops organized for them.

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 -421 302

---

**Report On Remedial Learning Engagement Batch (2023-24)**

Main focus of KMES College of Education is on Remedial Learning engagement activities. The students in class are from different backgrounds. Levels of understanding of students are different. Learning capacities of all the students are not the same so the college is focused on providing remedial classes for the weak students in class.


**Objectives of Remedial Learning Engagement are:**

- To provide learning support to weak students.
- To provide learning activities and practical experiences to students according to their abilities and needs
- To design individualized educational programmes.
- To help pupils consolidate their basic knowledge in different subjects
- To master the learning methods, strengthen their confidence and enhance the effectiveness of learning

**Nature of activities**

Different types of activities are planned in the Institution to provide remedial teaching to weak students. Different methods used in remedial class are as discussed below.

1) **Discussion**-Teachers explain the different topics of different subjects in a multilingual way they try to discuss the topics in more detail with the weak students. Student Diversity is addressed on the basis of their profile

  
**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 -421 302

2) **Doubt Clearing Sessions** the College focuses on doubt clearing sessions more. Students facing problems in the content regarding fast speed in class can discuss with the teacher. They are provided with special time by the teacher.

3) **Notes Giving**-Students have been provided notes both in English and Hind by the teachers Content from different books is also provided to students by teachers in remedial classes to help the weak students

### Outcomes

Students of lower abilities are provided with remedial classes which help them to understand the concepts in a better way. They feel motivated and enthusiastic after getting special knowledge from teachers. They feel like participating actively in the special classes organized for them

### Documents

Records of different activities are maintained in the college register activity wise. Information about the teacher and students who attended the Sessions and nature of activity with the academic year and course name is clearly mentioned.

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 -421 302

### Report on feedback / tutoring Batch-(2023-24)

Peer feedback is continuous process of Konkan Muslim Education Society College of Education. We tries on providing various experience to students. The student in our institution comes from different background different level of understanding all the students have different abilities and creativities in themselves. To get a student diversity, interaction among students is made possible in different ways.

#### Objectives of Peer activities.

- To provide a safe space and learning environment for students.
- To increase social connectedness and create a sense of belonging within supportive Peer Networks.
- To provide positive role models positive pair influences and opportunities which helps students to develop a positive self-concept self-acceptance and high self-esteem.
- To increase confidence and to develop and enhance communication and social skills.
- To promote direct interaction between students for active learning.
- To reinforce their own learning by instructing others

#### Nature of activities

Different types of activities are plan in the institution to provide peer feedback and Peer tutoring some of them are mentioned below.

#### Micro teaching

Teacher plan micro teaching session in small group to enhance Peer tutoring and Peer feedback. Student teaches each other and present content with the help of different skills

  
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 -421 302

**Practice teaching**

To achieve activities in teaching skills, peer feedback is given due importance. Student gives feedback to each other. They also learn many things from each other while they observe each other.

**Classroom teaching**

To address the student diversities, peer tutoring is organized in the classes. Slow learners can learn from advance learners on different topics related to the subjects.

**Outcome**

Students of different abilities are provided exposure to real life situations which help them to understand the concept in a better way. They feel motivated and enthusiastic after getting knowledge from each other. They feel to participate actively in the different activities related peer tutoring and peer teaching organized for them.

**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 -421 302

## Report Batch 2023-24

Konkan Muslim Education Society College of education organized Talent hunt program for the student on 4<sup>th</sup> dec 2023. Talent Hunt program is a best way to know scout the different talent that exist among the student. Dr. Ravinder Kaur Vilku Principal of Konkan Muslim Education Society College of Education motivated the students to actively participate in the Talent hunt program to that student can be observed carefully for future guidance. Students of batch 2023-24 participated in the event

### **Objective**

The main objective of Talent Hunt program was to interact with the new students and to know about the diversity that exists among the student. After knowing the capacity and capabilities of students they can be provided with the support accordingly.

### **Details of activities**

To evaluate the diversity among students different types of activities like cultural and collage art activities where organized by the department. The details of activities are as given below

### **Cultural activities**


Students were given instructions to perform any one type of activity like singing, mono acting poem recitation. Student took part enthusiastically, many student performed singing for each participant was 2 to 3 minutes

### **Collage art**

To know about the creative skills of student they were asked to prepare a particular collage art different object like pencil chart paper colors. Duration of time for this activity was 45 minutes.

### **Outcomes**

Students performed very well. Performances of students were evaluated on different basis. Records are maintained to observe diversity among student. Teacher were able to know the different type of talent of students.

  
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 -421 302

---

### Feedback

Feedback about the program was taken from the students. Students were very happy as they came to know about each other talent and abilities. Suggestions and feedback will give by Peer also. Student plan out many more such activities for future. Overall the program was interesting student enjoyed a lot.

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, Rals High School Campus, Bhiwandi, Dist-Thane -421 302

---

### BILINGUAL NOTES

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

# 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 development.

The aim of guidance is to develop self-direction for self-direction 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, wardens, physical education instruction, librarians, doctors etc. plays a part in the program.

It is a specialized service because specially qualified personnel as a counsellors, 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.

  
Co-ordinator IQAC

Konkan Muslim Education Society's  
College of Education

  
PRINCIPAL

Konkan M

# 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 different development 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.

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.

**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

# 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

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

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

Organization 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 various management aspects of an educational institution

Co-ordinator IQAC  
Sankar Mukherjee Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

# KNOWLEDGE AND CURRICULUM

Page No.	
Date	

★ 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 - "Co-ordinator of the soul is the principle to the right moment."

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

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

# 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" their 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** **IOAC** in LGB **Konkan Muslim Education Society's College of Education, Bhiwandi, Dist. Thane** offensive stereotype.
4. when gender inequality occurs on the background of gender.

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

Page No. \_\_\_\_\_  
Date \_\_\_\_\_

## 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.

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

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

# Creating an Inclusive School

Page No.	
Len	

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 feeling 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

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

Everyone is different and individual  
**PRINCIPAL**

Konkani Muslim Education Society's  
 College of Education Bhiwandi  
 Thane.

Diversity is a sense of looking at people

Disability is a sense of evaluation

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

*[Handwritten Signature]*

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

*[Handwritten Signature]*  
**PRINCIPAL**

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

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 یہ سمجھنا (to sit) آموزش کی تعین کاری سے مراد طالب علم کے ساتھ سمجھنا۔

تعین کاری میں چار چیزیں اہمیت رکھتی ہیں (i) طالب علم کو جاننا۔ (ii) طالب علم کو سمجھنا (iii) تدریس دینا (iv) تعین کاری۔

تعین کاری سے مراد جو تعلیم پسندوں کو تعلیمی تیاری، تدریس، ترقی، تعلیمی حصول، یا طلبہ 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 ہے۔

تعین کاری کی تعریف:

Education by Allen 2004)

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

(2) تعین کاری ایک باضابطہ عمل ہے جو باضابطہ ذریعہ 'دور پڑانا اور تعلیم' پر دیگر امور کے بارے میں معلومات طلب علم کی آموزشی یعنی 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 پدائیات کے ماہرین دماغ کے ساتھ سمجھایا جاتا ہے۔ اساتذہ اور طالب علم کے طور پر نصابی نتائج کو حاصل کرنے کے لیے ایک مذاقہ کرتے ہیں۔ تعین کاری اس میں طلباء کو آگے بڑھنے اور ترقی کو جاننے کیلئے اور معلوماتی پدائیات مہیا کرنے میں متواتر کردار ادا کرتا ہے۔

← جماعت کی تعین کاری میں اساتذہ اور شاگرد طالب علموں کی حادہ 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 باہر کی پیمائش سے متاثرہ کرنے کی حادہ

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

U-3-EFA

U-1, a, b, c farzana Ansari

Remaining Human Right Model

Unit 1(a): Difference Between Diversity, Disability and Inclusion

تنوع، معذوری اور شمولیت کے درمیان فرق :-

Duration 77am (Crediting & Inclusive)

شمولیت	معذوری	تنوع
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 غیر مقدم کرنا ہے۔ یہ تعلق و مسابقتی طور پر آئے جس منظر کے ساتھ قبول کیے جاتے ہیں اور سب کا اہمیت دیا جاتا ہے۔	معذوری ایک ایسی خرابی ہے جو اور کسی نشرونا، ارتقائی، عمل و فہم یا فہمی دماغی، جسمانی یا حسی یا ان میں سے کچھ کا مجموعہ ہوتی ہیں۔ ان سب کے علاوہ ان میں سے کسی ایک میں بھی بگاڑ یا خرابی معذورت کیلاتی ہے۔	سے مراد لوگوں کے گروہ اور ادی فرد میں نسل، عقائد، مذہب، سماجی، اعتقادی، جسمانی واقفیت، قومیت، تعلق اور غیر انسانی علاقہ دہر فرق کرنا۔
دوسروں سے معاون تو انسانی اور فزیم کی صلاح کو محسوس کرنا ہے تاکہ آپ کام پر اپنی بودی کو ششوں کر سکیں۔	معذوری افراد کو غیر محفوظ بناتی ہے۔ دوسروں پر منحصر ہوتے ہیں۔ اور یہ فرقہ کے لیے مددگار نہیں ہے۔	یہ مختلف، مثبت اور ہر روشیوں میں ان اختلافات کی آگے بڑھنا ہے۔
یہ ایک کو مساوی دوجہ دیا جاتا ہے۔	معذوری معذورت کے مطابق علاج اور امداد فراہم کرتا ہے۔	انفرادی فرد سے
شمولیت، تعلق رکھنے کا احساس ہے۔	معذورت، معذوری کو خارج کرنا کا احساس ہے۔	ان کی اپنی ششوں میں ملتی ہے جس سے ان کو اس کے زبان، ملک و مہرہ ہر فرق محسوس ہے۔
آپ کون ہیں؟ قابل قدر احساس کیا ہے جاتا ہے؟ قابل قدر احساس کیا ہے؟	ہم عام بچوں کی طرح نہیں ہیں۔ ہم دوسروں کی طرح قابل عمل نہیں ہیں۔ اس بات کا احساس دلاتا ہے۔	جس پر فرق محسوس کرتا ہے۔
شمولیت ایک ایسا عمل ہے جہاں ہر شخص کو مسابقتی طور پر حصہ لینے کے لیے گراہیا اور سماج میں شمولیت طور پر اس افراد پر اثر انداز ہو جاتا ہے۔	ہر کسی شخص کے زندگی کے لیے وہ ان یا پیدا ہونے سے ہی ہو جاتا ہے۔ یہ ایک شخص کی زندگی کی سہولتوں کو کافی اثر انداز کرتا ہے۔	ان کی طرح مذہب، رنگ اور تعلق رکھنے ہیں ان کی برائی کر سکتا ہے۔

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

unit (3) a: UNCRPD و EFA (MDG)

کے لیے تعلیم کے لیے معاہدے اور نوجوانوں اور بالغوں کو بنیادی تعلیم فراہم کرنے کے لیے تعلیم پر ایک عالمی تنظیم ہے جو بچوں، نوجوانوں اور بالغوں کو بنیادی تعلیم فراہم کرنے کے لیے 1990 میں عالمی کنفرنس میں شروع ہوئی ہے۔ "سب کے لیے تعلیم" کے تحت دنیا کی مختلف ممالک UNICEF, UNFPA, UNDP, UNESCO اور World Bank کے ذریعے مدد فرماتے ہیں اور ان کے ممبروں کے ممبروں کے ساتھ ساتھ دیگر ممالک کی تعریف کی اور بہتر تعلیم کے ذریعے معاہدے پر عمل پیرا کرنے کا وعدہ کیا۔ UNESCO اور دیگر ممالک نے اس معاہدے کو بحال کر کے کم کرنے کا وعدہ کیا۔ NEPCO نے اس معاہدے کو بحال کیا ہے اور اس طرح تمام ممالک اس کو مستثنیٰ کے لئے، تعلیم کے معنی کے لیے کام کیا گیا ہے۔

10 جولائی 2000ء کے معاہدے میں اس معاہدے کے تحت 2000ء سے 2015ء کے درمیان بین الاقوامی ہر دور کی تعلیم کے لیے سینیگل میں (اپریل 2000ء میں معاہدہ منعقد) عالمی تعلیم کے فورم میں دو بار مذاکرات کیے گئے۔ 1994ء کے معاہدے EFA نے 2000ء کے معاہدے پر اتفاق کیا، جو بچوں کے لئے تعلیم کے سوا ہر ممالک میں مددگار ہے۔

1. ابتدا کی بحیثیت کی دہائی شمال اور تعلیم کو وسیع پیمانے پر بڑھانا اور نیشنل پیمانے پر حاصل کر دینا۔

2. تعلیم کو 2015 تک تمام بچوں کی حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا۔

3. ابتدائی تعلیم کو معاہدے کی بنیاد پر نیشنل پیمانے پر حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا۔

4. تعلیم کے معیار کی بنیاد پر نیشنل پیمانے پر حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا۔

5. تعلیم کے معیار کی بنیاد پر نیشنل پیمانے پر حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا۔

6. تعلیم کے معیار کی بنیاد پر نیشنل پیمانے پر حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا اور 2015 تک تمام بچوں کی حاصل کر دینا۔

Millennium Development

2000ء میں ملینیم ترقیاتی اہداف کے لیے اہم معاہدے کے پیپر کو ارد گرد بنیاد کے  
 Co-ordinator IQAC  
 Konkani Muslim Education Society's  
 College of Education, Bhiwandi  
 Dist. Thane  
 Konkani Muslim Education Society's  
 College of Education Bhiwandi  
 Dist. Thane



1927 US (D)

\* Kohlberg's theory of moral development

Moral development Moral. Moral لا یعنی زبان. More سے بنا. More کا مطلب ہوتا ہے. Mores (عرفت) behavior (برتاؤ) Mores (عرفت) Custom (عرفت) و غیرہ. Moral develop بہ اسی آئینہ میں ہونا والا عمل ہے۔ یہ عمل دھیرے دھیرے ہوتا ہے۔ اس عمر میں عیب ہانے لگتا ہے۔ کیا اس سے اور کیا غلط کیا جائے گا۔ یہ اساتذہ اور والدین کے لئے challenge ہوتا ہے۔

\* Kohlberg's introduction :-

Lawrence Kohlberg (Lawrence Kohlberg) ماہر نفسیات اور نفسی کولبرگ۔ Psychology (نفسیات) سے تعلق رکھتا ہے۔ ان کی تحقیقات سے پتہ چلتا ہے کہ بچوں کے اخلاق اور ان کے اخلاقی رویوں سے تعلق رکھتا ہے۔ ان کی تحقیقات سے پتہ چلتا ہے کہ بچوں کے اخلاق اور ان کے اخلاقی رویوں سے تعلق رکھتا ہے۔ ان کی تحقیقات سے پتہ چلتا ہے کہ بچوں کے اخلاق اور ان کے اخلاقی رویوں سے تعلق رکھتا ہے۔ ان کی تحقیقات سے پتہ چلتا ہے کہ بچوں کے اخلاق اور ان کے اخلاقی رویوں سے تعلق رکھتا ہے۔

ان کا خیال تھا کہ جب ہم بچوں سے اخلاقیات کے موضوع پر گفتگو کرتے ہیں یہ بہت جلد سے کہ وہ مختلف طریقوں سے فہم کر لیتا ہے۔ فہم کرنے کا یہ سبب ہوتی ہے کہ وہ سوچتا ہے اور یہ بھی جو سبب اساتذہ سے ہوتا ہے۔

ماہر نفسیات کولبرگ کہتے ہیں کہ کسی شخص کی اخلاقی نشوونما میں (Intellectual) عمل سے غور و فکر بہت زیادہ اہم کردار ادا کرتے ہیں۔ ان کی فہم کرنے کا طریقہ کار کا ان کا خیال تھا کہ ان کی فہم کرنے کا سبب ہوتی ہے کہ وہ سوچتا ہے اور یہ بھی جو سبب اساتذہ سے ہوتا ہے۔

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

Best marks

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

10-4

13-11

(Arb)

Arb

4-20

\* development moral 3 مرحلوں پر ہوتا ہے اور یہ مرحلوں میں 2  
مرحلہ ہوتا ہے یعنی اکل 6 مرحلوں پر مشتمل ہے

<p>Pre-Conventional Level (4-10 years) ابتدائی اخلاقی شعور و عینا کا مرحلہ (4 سے 10 سال)</p>	<p>Level - I پہلے سطح</p>
<p>The stage of obedience for avoiding Punish<sup>ment</sup></p>	<p>Stage - I</p>
<p>The stage of conforming to obtain rewards and favours in return. سزا سے بچنے کے لیے اطاعت گزاروں کا مرحلہ</p>	<p>مرحلہ اول</p>
<p>The stage of conforming to obtain rewards and favours in return. ①</p>	<p>Stage - II</p>
<p>بدلتے ہیں انعام اور کرم فرمائیے کے لیے یہ طریق کا مرحلہ</p>	<p>مرحلہ دوم</p>
<p>Conventional level (10 to 13 years) رسمی یا تقلیدی اخلاقیات کا مرحلہ (10 سے 13 سال)</p>	<p>Level - II دوسری سطح</p>
<p>The stage of maintaining mutual relations and approval of others</p>	<p>Stage - III</p>
<p>باہمی تعلقات اور منظوری کو قائم رکھنے کا مرحلہ</p>	<p>مرحلہ سوم</p>
<p>The stage of obedience for avoiding censure by higher authority or social.</p>	<p>Stage - IV</p>
<p>اعلیٰ و حکام کا عین کی سزا اور الزام سے بچنے کے لیے اطاعت گزاروں کا مرحلہ</p>	<p>مرحلہ چہارم</p>
<p>Post Conventional Stage. (13 to Adulth)</p>	<p>Level - III 13-15 تیسری سطح</p>
<p>بعد از اخلاقیات کا مرحلہ (13 سے 15 سال بلوغت تک)</p>	<p>مرحلہ پنجم</p>
<p>قبوروں پر طرز پر تسلیم شدہ قوانین اور معاشرتی رسم و رواج کی فلاح و نیکوئی کی تبدیلی کا مرحلہ</p>	<p>Stage - V</p>

مرحلہ ششم سے آواز کے اصول اور اخلاقی اصولوں کی تبدیلی کا  
principle.

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

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 باتوں میں تمیز کرنا شروع کر دیتا ہے مگر معیار اخلاق کو سمجھنے کا اس ذہن ذرا الٹ ہوتا ہے یعنی وہ دوسروں کے طریقہ عمل کے ذریعے اخلاقی باتوں کو سمجھ لیتا ہے (اخلاقی شعور کا اس سطح پر مزید حد ذیل دو مراحل لیزرٹی 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 لیزرگوں کا حکم مانتا ہے اس دور میں بچے کی ذات یہی ہے کہ وہ بھوتی ہے اور اخلاقیات کا معیار زیادہ تفریقی ہوتا ہے جسے سمجھ کر اور غلطی سے بچنے کو سمجھتا ہے۔ زیادہ تر وہ والدین کی اطاعت گزارانہ ذریعے سے لیتے 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 بھوتی ہے اس میں سے اساتذہ اسے یہوم وردن دیتا ہے تو بچہ ڈر سے سزا سے بچنے کے لئے یہوم وردن کو پورا کرتا ہے

سطح دوم: \* الغام اور کرم فرمائی کے حصول کی تہدلیق کا مرحلہ

اس مرحلے میں بچے کی اخلاقی شعور یا اخلاقی فیصلوں کا اظہار اس کی ذاتی دلچسپی اور سزا سے بچنے کی باتوں سے ہوتا ہے ان کے مطابق بچے عمل ویسی ہوتا ہے ان کی ضرورت کی تکمیل کے لئے اس مرحلے میں بچے میں ایسی (moral value) ترقی سے کہ *deceptive* بھوتی سے (بائیس کی لسن "بھوتی") مثال: \* اس عمر میں بچہ کی سمجھ میں یہ ہوتا 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 یا ذاتی سے اس عمر کے بچے میں جو عمارتیں حاصل میں رہا ہے اور انہوں نے اپنے اپنے وقت میں سب کو اپنا حصہ اور بچے کی اخلاقی شعور میں اضافہ کیا ہے اور اپنے اپنے طریقے سے اسے سمجھ لیتے ہیں



Konkan Muslim Education Society's

# College of Education

Affiliated to the University of Mumbai

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

**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

**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			

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

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

# Teacher Made Written Test

## Knowledge & Curriculum

Professor's Name: Dr. Nafiya Khan Mam & Shabana Momir 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  
Konkan Muslim Education Society  
Dist. Thane

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

(a) Long Answer

Es

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 refers to make a person or individual perfect. It is the key to solve the problems of life.

C

Meaning :

1-

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

Co-ordinator IQAC

Teacher Muslim Education Society's  
College of Education, Dhawanji  
Dist. Thane

PRINCIPAL

Teacher Muslim Education Society's  
College of Education Dhawanji  
Dist. Thane

Ant



## Definition:

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

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

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

## Characteristic:

1. Education is a long-term process:

Education has no end it is continues throughout the life. There is no age to acquire education. Education improve our standard of living.

2. Change in Behaviour:

Through education change take place because with the

to make learners to behave in society. Ex: Educated persons have different personality than uneducated persons.

Characteristics

sch  
lets

Change in  
Behaviors

Mental  
Faculties

Systematic  
Process

5-1

tol  
of  
th

Integrated  
development

Need of  
today

6-

Improve  
Capabilities

Preservation of  
culture

Long  
term know

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 called 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 should respect for it.

Conclusion:

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

  
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

# 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**  
 Konkani Muslim Education Society's  
 College of Education, Bhiwandi  
 Dist. Thane



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

FAKIH ENGLISH SCHOOL

Unit Test 2023-24

Sub: Geometry

Marks: 20

Q.1.A) Select the correct alternative and fill in the blanks. [2M]

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

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

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

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

Q.1.B) Solve. [2M]

- 1) Find the value of  $\sin 45^\circ + \tan 45^\circ$   
 2) What is the slope of Y-axis?

Q.2) Complete the activity. (Any 1) [2M]

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

- > Let P (K, 0) = (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  $\cos \theta = \frac{7}{25}$  the complete the following activity to find the values of the following ratios.

$$\tan \theta = \boxed{\phantom{000}}$$

$$; \sec \theta = \boxed{\phantom{000}}$$

$$\sin \theta = \boxed{\phantom{000}}$$

$$; \cot \theta = \boxed{\phantom{000}}$$

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)

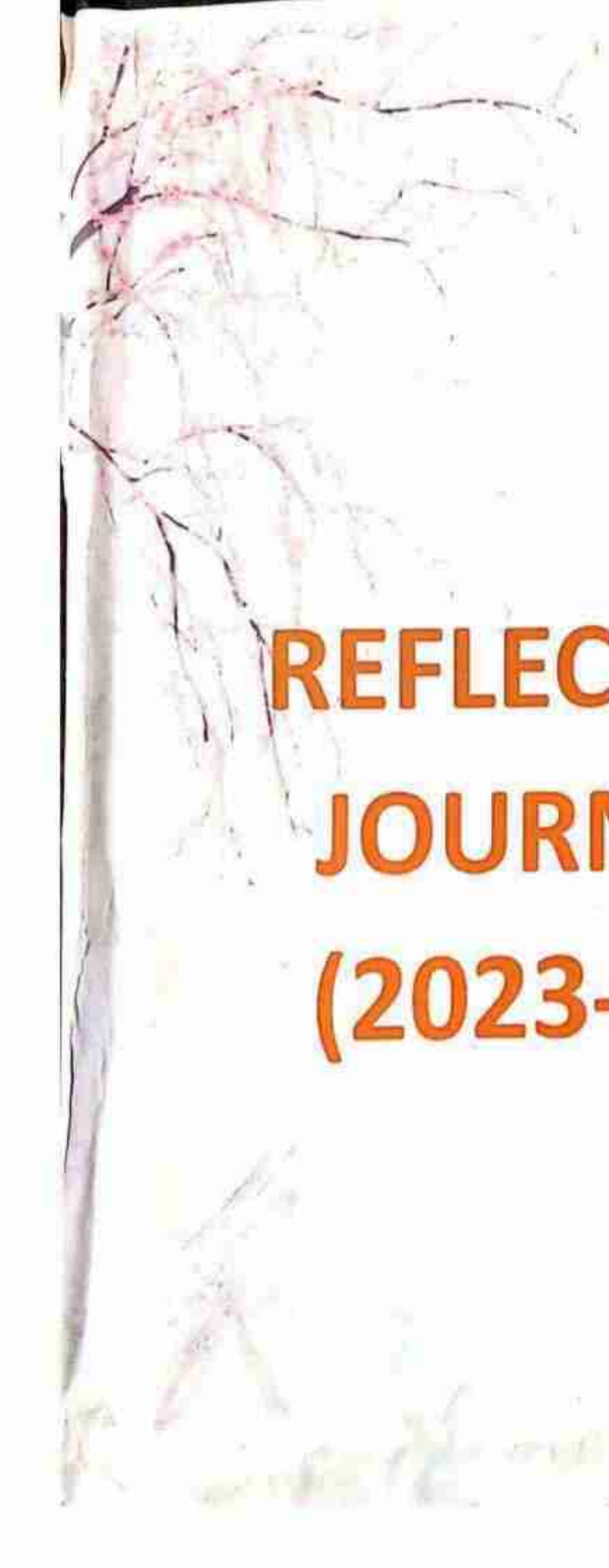
[6m]

- 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 group 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)**



# REFLECTIVE JOURNAL (2023-24)

  
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

Scanned with OKEN Scanner

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. Aun.  
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.K. 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



*[Signature]*

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

Scanned with OKEN Scanner

# GROUP MEMBER



*[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



*[Handwritten signature]*

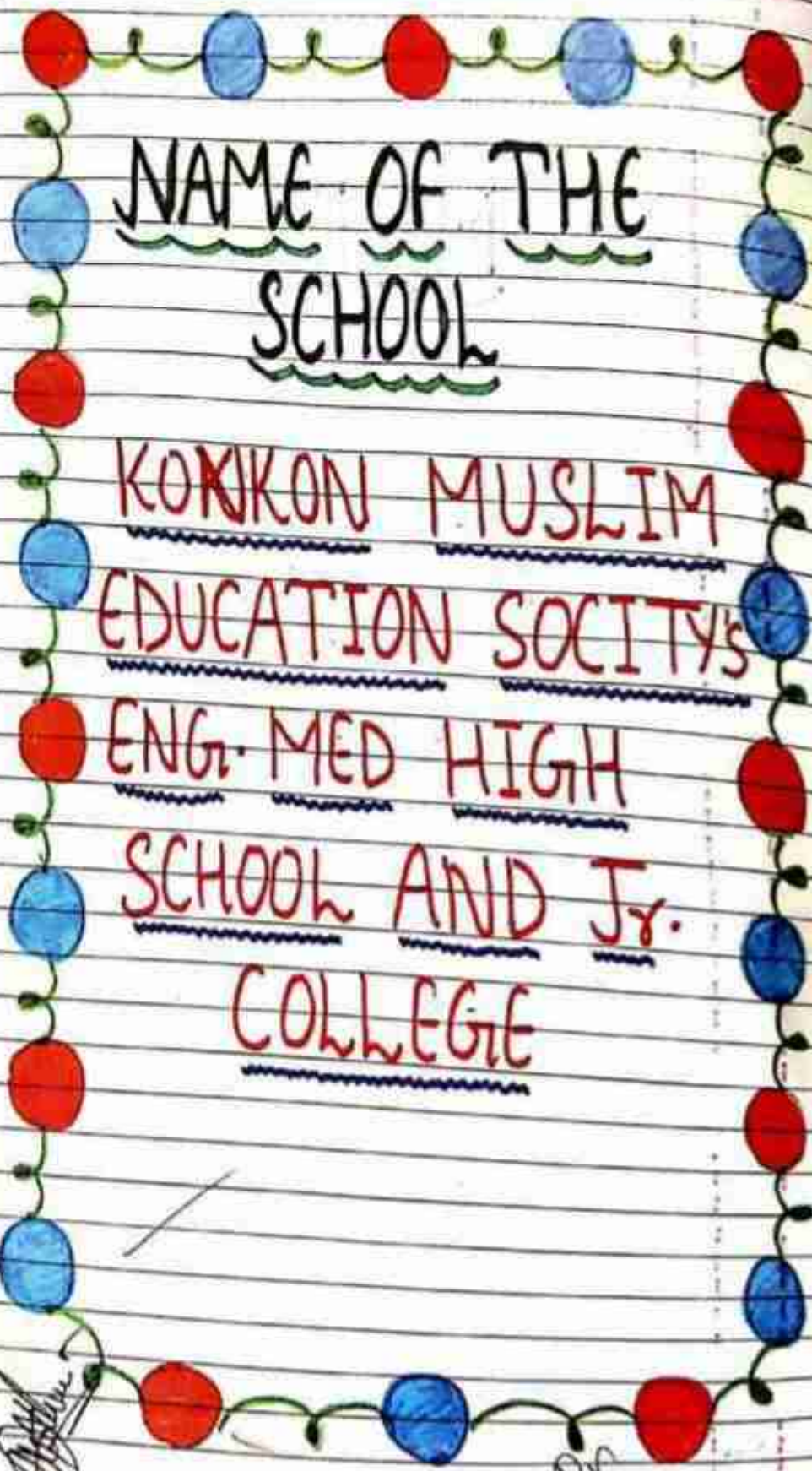
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

*[Handwritten signature]*  
**PRINCIPAL**

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



NAME OF THE  
SCHOOL

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

*[Handwritten signature]*


*[Handwritten signature]*

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

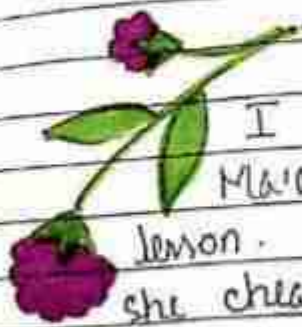
# DEVELOP LEARNING AND RESOURCES

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

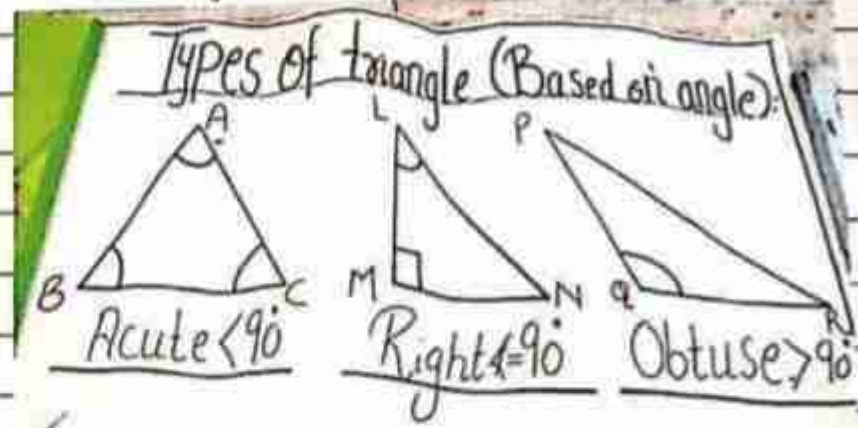
  
PRINCIPAL  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

# LESSON NO. 1

## TRIANGLE AND THEIR PROPERTIES



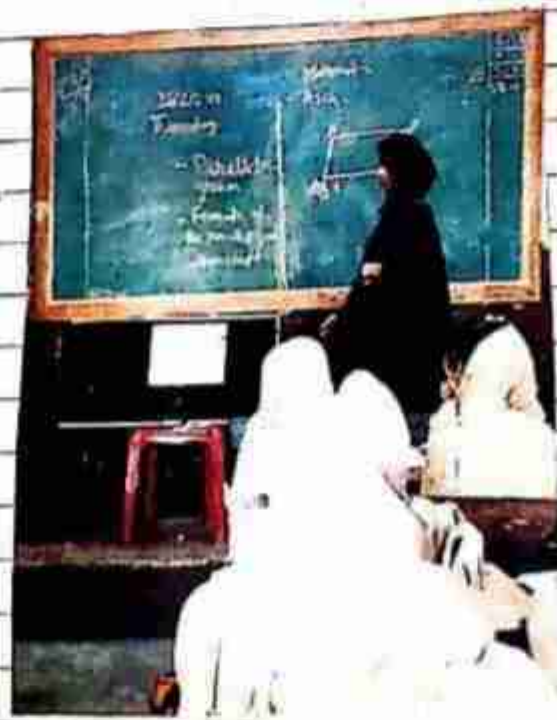
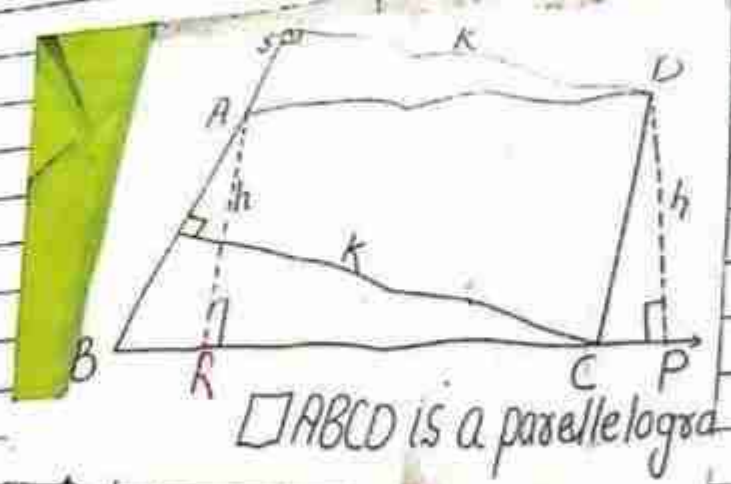
I took the help of Noorul-Ain Ma'am for the preparation of this lesson. She guide me well and, then she checked my lesson plan. The lesson was conducted on 21 Feb, 2024 (Wednesday) in VI (D). For creating interest in this chapter. I used pictures, chart of different types of triangle and asks the question 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.



**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





*[Handwritten signature]*

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

*[Handwritten signature]*  
PRINCIPAL

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


Scanned with OKEN Scanner


Scanned with OKEN Scanner

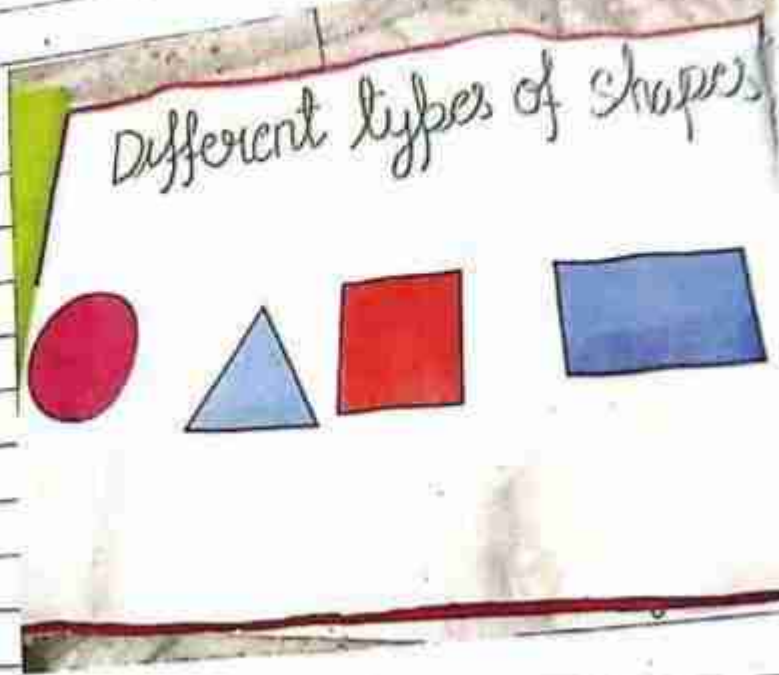
LESSON No. 2

AREA

I took the help of Noorul-Ain Maam for the preparation of this lesson. She guided me well and then she checked my lesson plan. The lesson was conducted on 22/2/24 (Thursday) III (5). For creating in this chapter, I used picture or chart and shapes and asked 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.

  
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



*[Handwritten signature]*

*[Handwritten signature]*  
PRINCIPAL

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

Dist. Thane


Scanned with OKEN Scanner

Scanned with OKEN Scanner

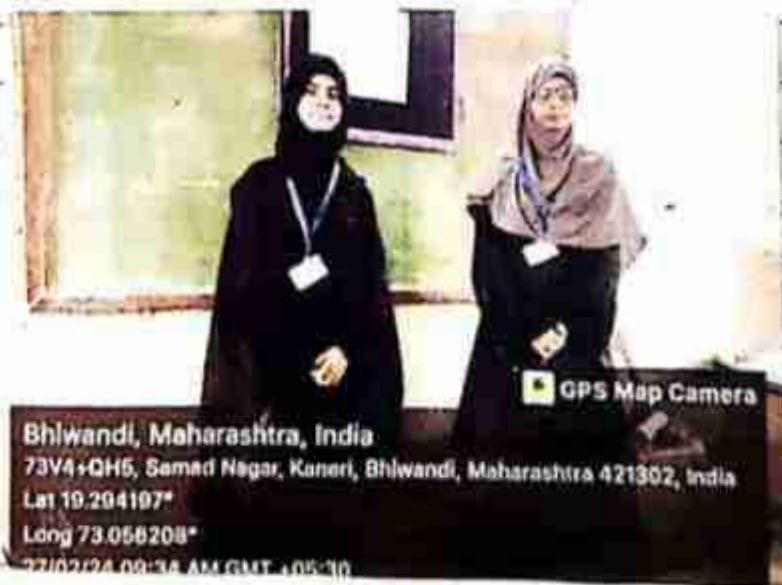
## LESSON NO. 3

# 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 V(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 asked the questions to the student on the topic of area and perimeter. I taught perimeter of rectangle with formula and the perimeter of square with formula.

  
**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



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

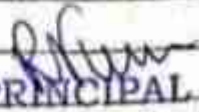
**PRINCIPAL**  
Konkan-Muslim Education Society's  
College of Education Bhivandi  
Dist. Thane

LESSON No. 4

PROFIT AND LOSS

I took the help of Noonul - Ain muslim 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.

  
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  
Scanned with OKEN!



*[Handwritten signature]*

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

*[Handwritten signature]*

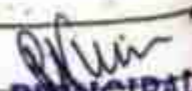
**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

## LESSON No. 5<sup>th</sup>

### 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 Hetal Prakash ma'am. For creating interest in this chapter, I asked some questions. There was a lesson which was based on some activity. I explained it with examples and I had a good experience. I developed the quality to be punctual as I had to reach in time.

  
**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  
Scanned with OKEN





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

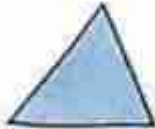
**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education  
Dist. Thane

## 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) VII (B). For creating interest in this chapter, I used 5 pairs and asks 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




**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

## 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.

  
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. Scanned with O



*[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 No. 8

BANKS AND SIMPLE INTEREST

I took the help of Noorul - Ain m<sup>o</sup> m<sup>o</sup> m<sup>o</sup> 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>(classroom)</sup> was co-teaching with Hetal m<sup>o</sup> m<sup>o</sup> m<sup>o</sup>. 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.

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

PRINCIPAL  
Konkan Muslim Education S  
College of Education B  
Scanned with OKEN



*[Handwritten signature]*

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


*[Handwritten signature]*


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

LESSON No. 9

LINEAR EQUATION IN TWO VARIABLES

I took the help of Noorul-Ain maram for the preparation of the lesson. She guide me well and checked my lesson plan. The lesson was conduct on 27 Feb. 2024. This lesson was a co-teaching with Ansari Amina Maram. For creating interest in this chapter, they ask some questions to the students. I develop the quality to be punctual as I had to reach in time.

  
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





DPS Map Camera  
Bhiwandi, Maharashtra, India  
73V41QHS, Samad Nagar, Kareri, Bhiwandi, Maharashtra 421302, India  
Lat 19.254127°  
Long 73.056205°  
Google 02/03/24 11:27 AM GMT +05:30



□ ABCD is a parallelogram

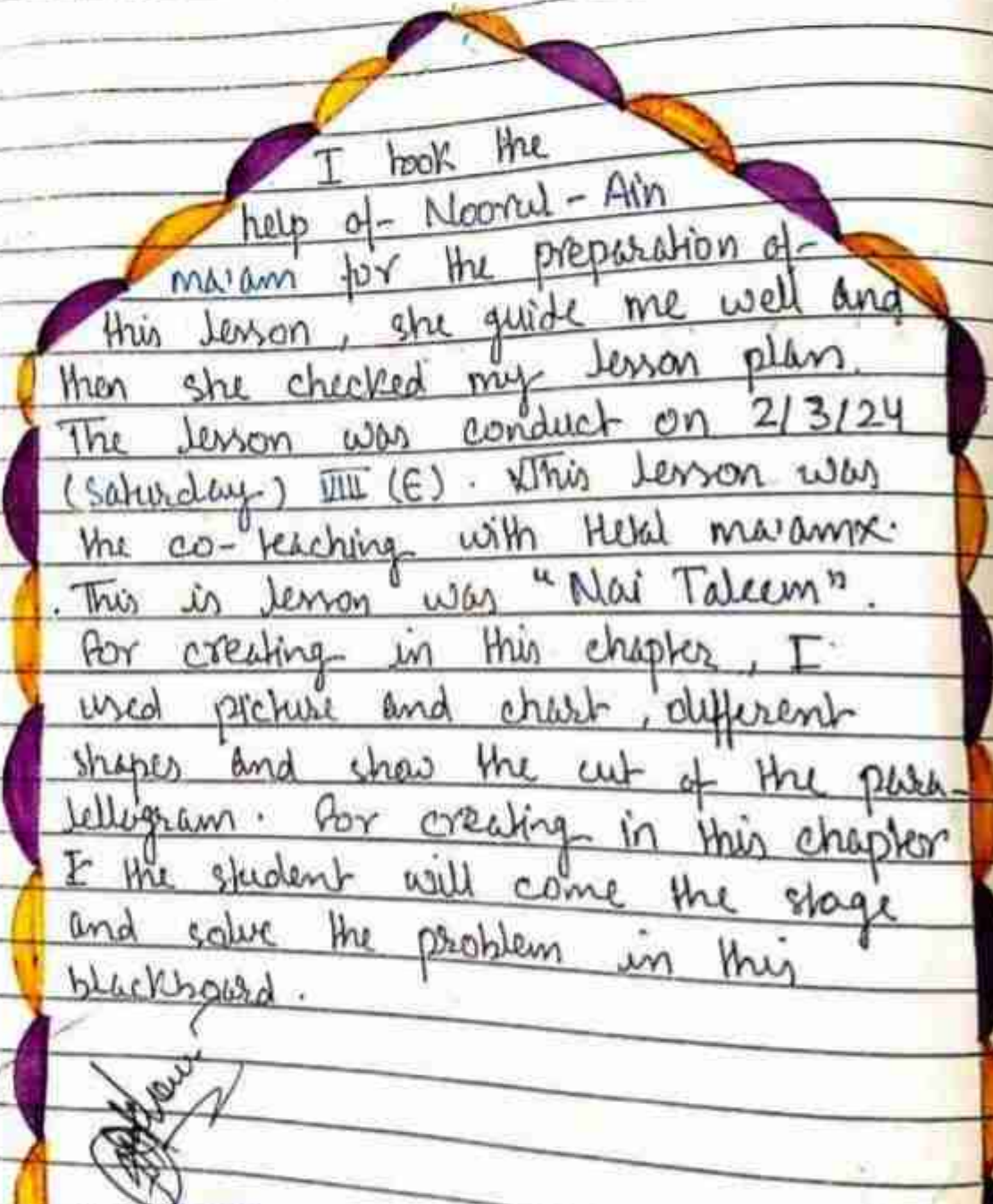
*[Handwritten signature]*

*[Handwritten signature]*  
PRINC

Co-ordinator for IOAC  
Konkan-Muslim  
College of Education, Bhiwandi

LESSON No-370

AREA



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 plans. The lesson was conduct on 2/3/24 (Saturday) VIII (E). This lesson was the co-teaching with Hekal 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.

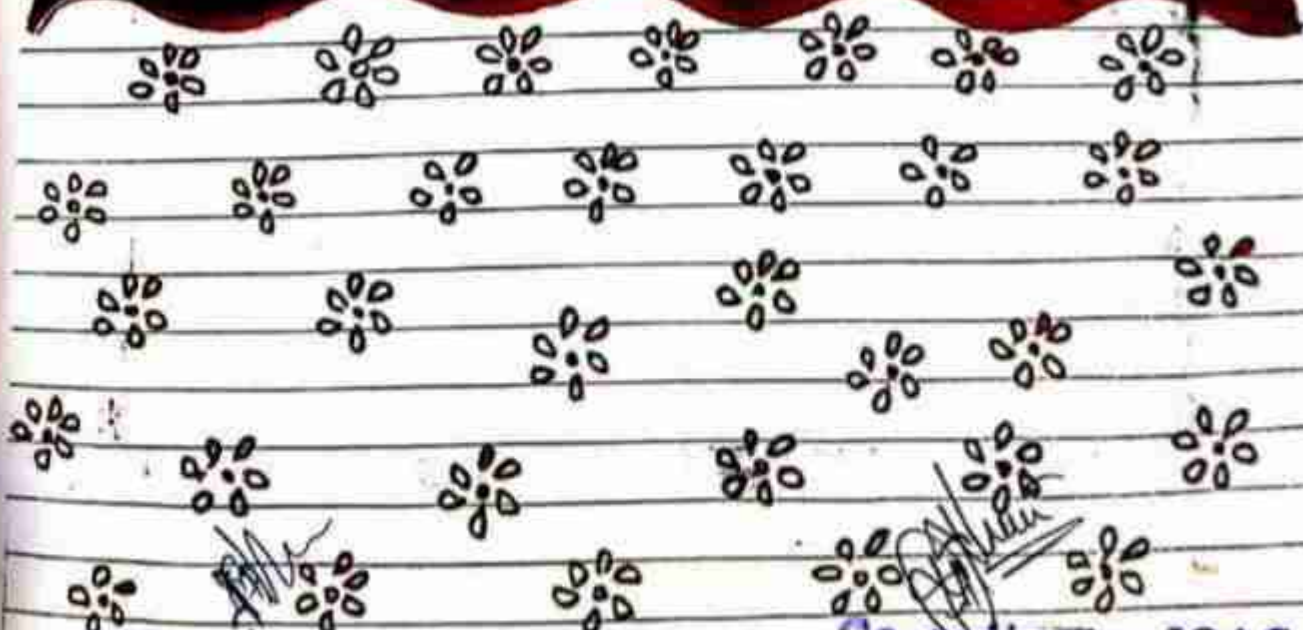
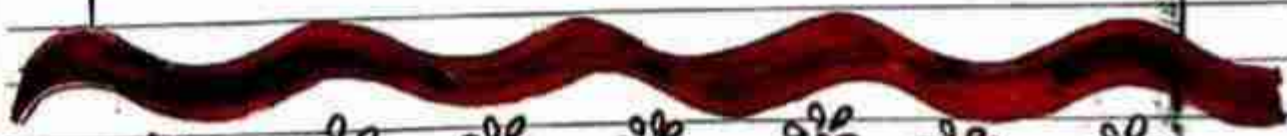
*[Handwritten signature]*

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

*[Handwritten signature]*  
PRINCIPAL  
Konkan Muslim Education Society's  
College of Education, Waverland  
Dist. Thane

# DIFFERENT SHAPES IN MATHEMATICS

## MATHEMATICS QUIZ



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



Shriward, Maharashtra, India  
Shriward, Maharashtra, India  
Shriward, Maharashtra, India  
Shriward, Maharashtra, India



Shriward, Maharashtra, India  
Shriward, Maharashtra, India  
Shriward, Maharashtra, India  
Shriward, Maharashtra, India



Shriward, Maharashtra, India  
Shriward, Maharashtra, India  
Shriward, Maharashtra, India  
Shriward, Maharashtra, India

**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhilimari

# ACTIVITY-1

## (DIFFENT 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

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

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

Scanned with OKEN Scanner



Bhiwandi, Maharashtra, India  
Esa high school campus ground, Sahakar Nagar, Thane, Dist. Thane  
Maharashtra 421302, India  
Lat: 18.25527°  
Long: 73.04431°  
© 2019 Sat Nav 44 047 416.30



Bhiwandi, Maharashtra, India  
Esa high school campus ground, Sahakar Nagar, Thane, Dist. Thane  
Maharashtra 421302, India  
Lat: 18.25527°  
Long: 73.04431°  
© 2019 Sat Nav 44 047 416.30



Bhiwandi, Maharashtra, India  
Esa high school campus ground, Sahakar Nagar, Thane, Dist. Thane  
Maharashtra 421302, India  
Lat: 18.25527°  
Long: 73.04431°  
© 2019 Sat Nav 44 047 416.30

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

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

# 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

  
**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



# DAY-1

DATE - 21/2/24

DAY - WEDNESDAY

Today was the first day of my school internship in R.M.E.S. Eng. Med. High School.

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

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.

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

# DAY-2


DATE - 22/2/24

DAY - THURSDAY

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

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

In the first period of, take a lesson of 'area' in class VIII (E). And the observe by Mr. Ashok Sir.

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

  
PRINCIPAL  
Konkan Muslim Education Society  
College of Education Bhiwandi



# DAY-3

DATE - 23/2/24

DAY - FRIDAY

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

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



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

# DAY-4

DATE - 24/2/2024

DAY - SATURDAY

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

I gain a different type of experience it has 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 (B) 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 observed by Alamin Sayeed sir.

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

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

# DAY-5

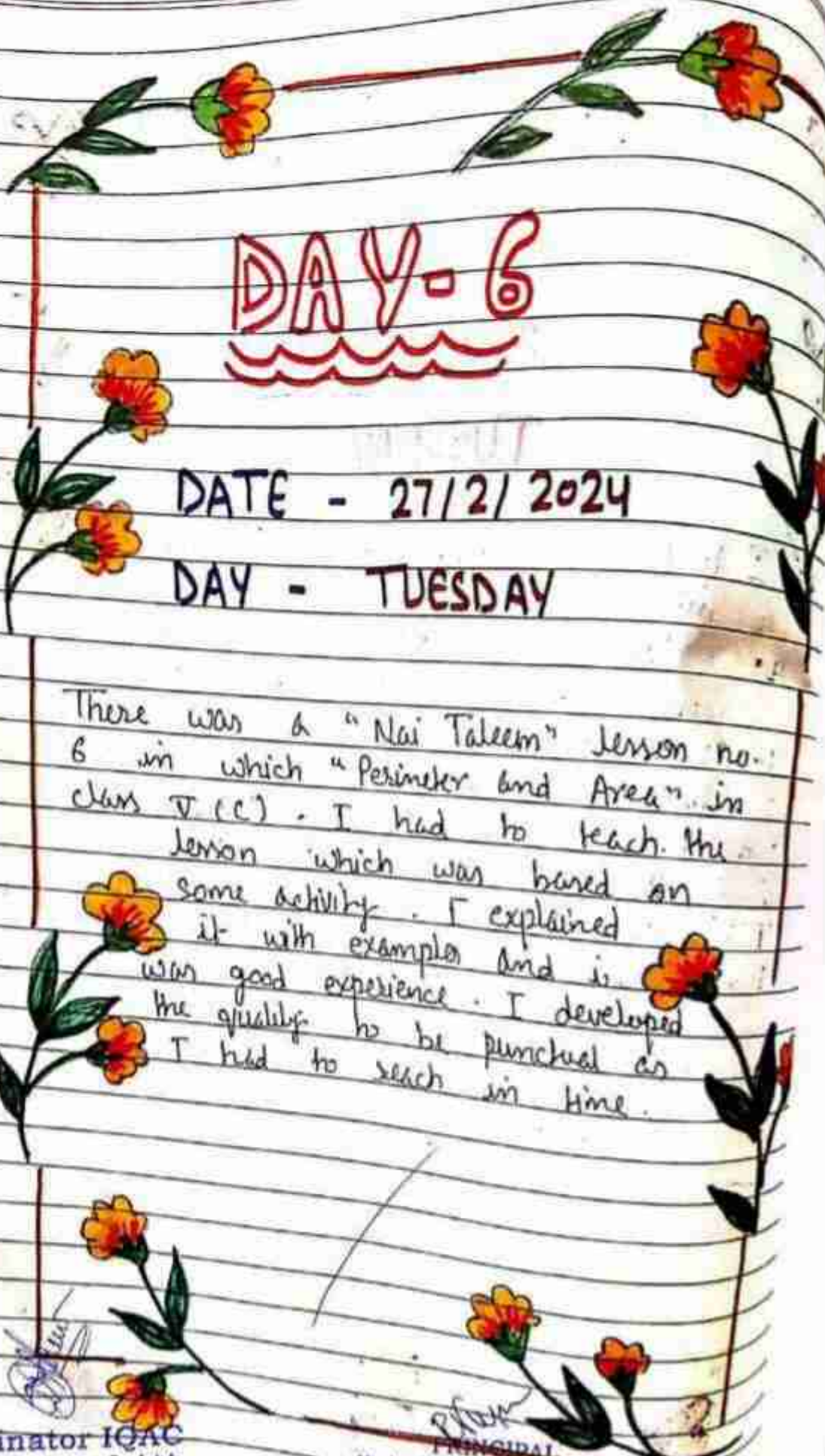
DATE - 27/2/2024

DAY - TUESDAY

I had on lesson of co-teaching to my co-teaching was my peer Anasbi Amira 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. Parvita ma'am.

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



# 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 a good experience. I developed the quality to be punctual as I had to teach on 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 of how can we teach someone. I have collaboration with my peers and we were teaching the lesson no. 8 of the lit "Bunk 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 teach on time

This lesson was observed by "Mr. Ali Thadga" Sir.

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

# DAY-9

DATE - 01/3/24

DAY - FRIDAY

I had on lesson of co-teaching to my co-teaching was my peer Anusari Amina 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".

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

# DAY-10

DATE - 2/3/24

DAY - SATURDAY

On the last day of the internship  
"Prize distribution" in class III (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.



Bhiwandi, Maharashtra, India  
 421307, Sarnal Nagar, Bani, Bhiwandi, Maharashtra  
 421307, India  
 Lat: 19.295247°  
 Long: 73.056947°  
 02/03/24 09:43 AM GMT +05:30



Bhiwandi, Maharashtra, India  
 421307, Sarnal Nagar, Bani, Bhiwandi, Maharashtra 421307, India  
 Lat: 19.295247°  
 Long: 73.056947°  
 02/03/24 09:47 AM GMT +05:30

*[Handwritten signature]*

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


*[Handwritten signature]*

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



REPORT  
ON  
ACTION  
RESEARCH

  
**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

Scanned with OKEN Scanner

# Action Research Report



*[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


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. Then in the joyful by students. we also do the student



REPORT  
ON COMMU-  
NTY WORK



  
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

# 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 due 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 thanks our teachers, staff and fellow student for there support and participation in swachh Bharat Abhiyan.





# AWARENESS ACTIVITY

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

  
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

Scanned with OKEN Scanner



*[Handwritten signature]*


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

*[Handwritten signature]*

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



# 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.




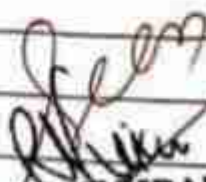
# REFLECTION

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.

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

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



Ref No: KMES/01007/2024

KONKAN MUSLIM EDUCATION SOCIETY

# College of Education

Affiliated to the University of Mumbai  
Date: - 9<sup>th</sup> Feb. 2024  
Contd No: 01051

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  
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.

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

Mob.: 8806500040  
Email: kmesbedwd01065@gmail.com

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

K.M.E.S. COLLEGE  
OF EDUCATION

REFLECTIVE JOURNAL ON

INTERNSHIP ACTIVITIES

NIKITA RAJENDRA SHETE

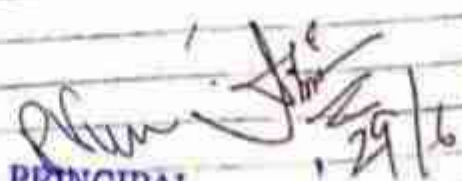
ROLL NO: 94

STD: S.Y.B.ED

GUIDED BY: SHABEENA  
MAAM

ACADEMIC YEAR: 2023-24

  
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

29/6  
Scanned with OKEN Scanner

# Certificate

This is Certify that Nikita Rajendra shete a Student of class S.Y. B.Ed, Roll No 94 has Successfully Completed the Internship programme under the guidance and Supervision of Shabeena Ma'am during the academic year 2023-24


This project is the record of the Work Carried out during the "Internship programme"

It is true and Original to the best of our knowledge and belief

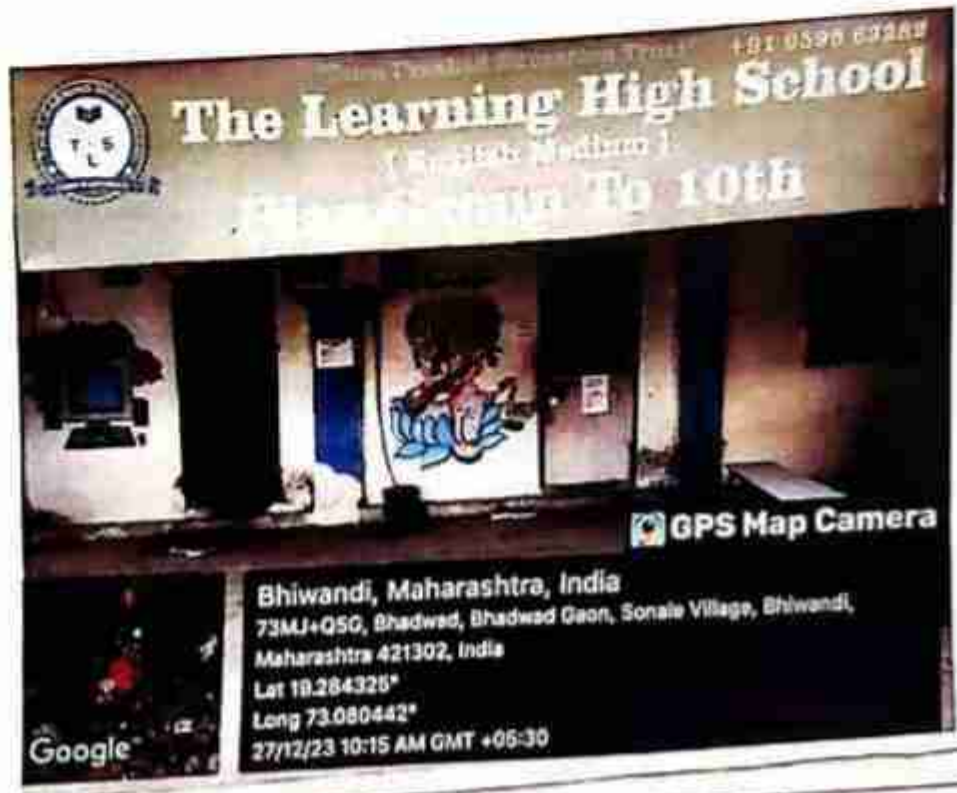
Principal  
Dr (Mrs) Ravindra  
kaur Vilku Ma'am


Incharge  
Momin Shabeena  
Ma'am


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

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

NAME OF THE SCHOOL

THE LEARNING HIGH SCHOOL

YEAR OF SCHOOL

ADDRESS OF SCHOOL

BHADWAD GAON, SONALE VILLAGE

BHIWANDI

SHIFT OF THE SCHOOL

MORNING 7:30 AM TO 12:30

~~AFTERNOON 12:30 PM TO 5:30~~

  
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

Scanned with OKEN Scanner

# DEVELOP LEARNING RESOURCES

LESSON NO :- 1

SUBJECT :- MATHEMATICS

STD :- V

TOPIC :- PERIMETER & AREA



The lesson plan made on Topic Perimeter & Area was guided and checked by Naayulain Maam

The lesson plan was taken by me 21 Feb 2024 in std V pictures of different shapes has used as a Teaching aid. Student attention was great. explanation

was given by using problem Solving method and Questioning Evaluation was done by asking

to solve the problem based on the perimeter of rectangle and square. The lesson was observed by Anjum Singh.




*Anjum Singh*

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

*Anjum Singh*  
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

Scanned with OKEN Scanner

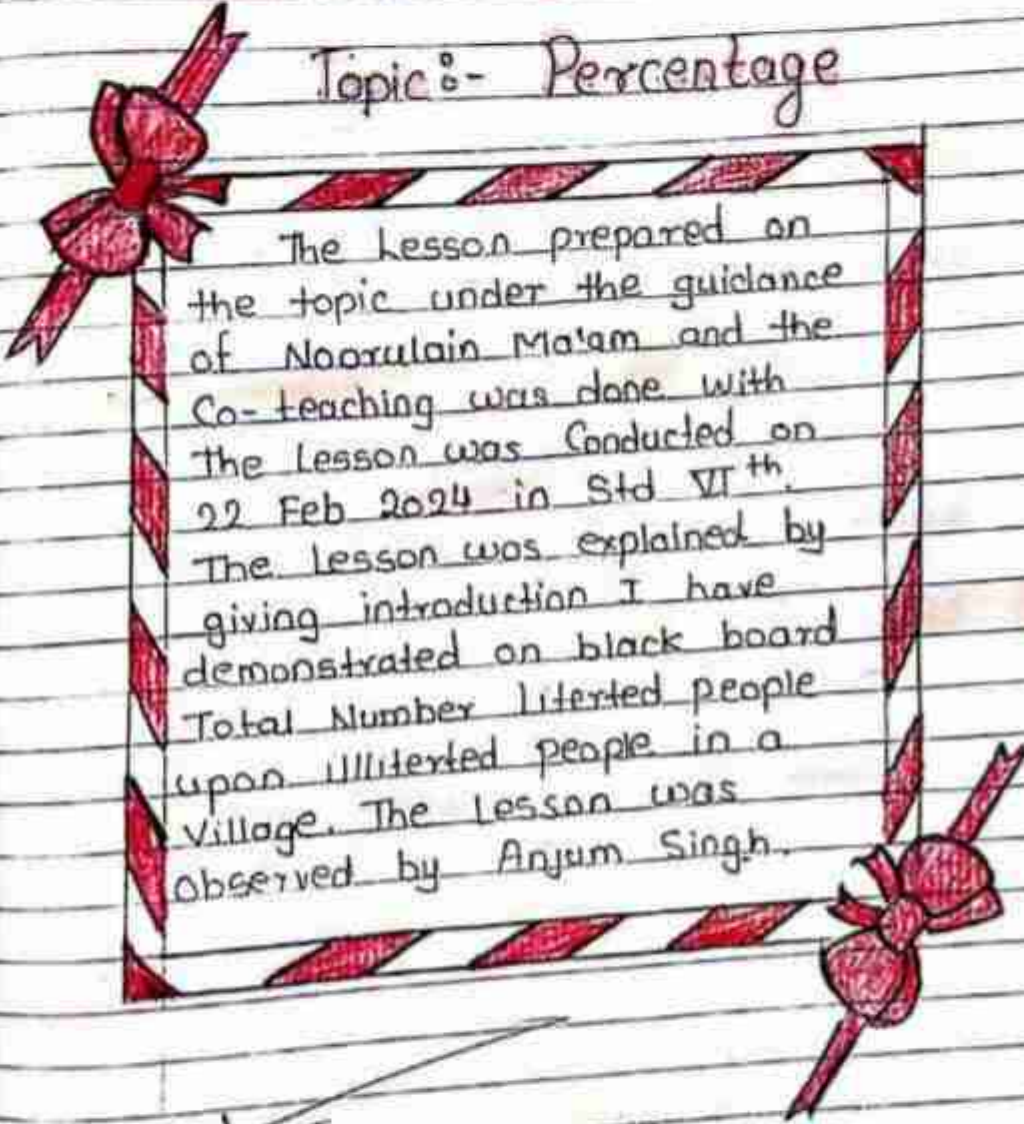
Scanned with OKEN Scanner

# LESSON NO :- 2

Subject :- Mathematics

STD :- VI<sup>th</sup>

Topic :- Percentage



The lesson prepared on the topic under the guidance of Noorulain Matam and the Co-teaching was done with the lesson was conducted on 22 Feb 2024 in Std VI<sup>th</sup>. The lesson was explained by giving introduction I have demonstrated on black board Total Number literated people upon illiterated people in a village. The lesson was observed by Anjum Singh.

  
**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



*[Handwritten signature]*

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

*[Handwritten signature]*  
**PRINCIPAL**

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

Scanned with OKEN Scanner

# LESSON NO :- 3


Subject :- Mathematics

STD :- VIII<sup>th</sup>

Topic :- Congruence of Triangle

The Lesson prepared on the Topic Congruence of Triangle by me and checked by N. Noorulain Ma'am. The Lesson was taken on 23 Feb 2024 in Std VIII<sup>th</sup>. Explanation and demonstration methods are used by me in this Lesson. Student were asked to the name different types of triangles on the basis of Sides and angles charts and paper Cutouts of explain different Congruency Criteria. Evaluation was done by Observing the Figure and the State the test by which Following triangles are Congruent. The Lesson was observed by Anyam Singh.

  
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



*[Handwritten signature]*

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

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



# LESSON NO:- 4

Subject:- Mathematics

STD:- VI<sup>th</sup>

Topic:- Triangles & their  
properties

The lesson plan made on  
the Topic Triangles and their  
properties under the guidance  
of Noorulain Ma'am

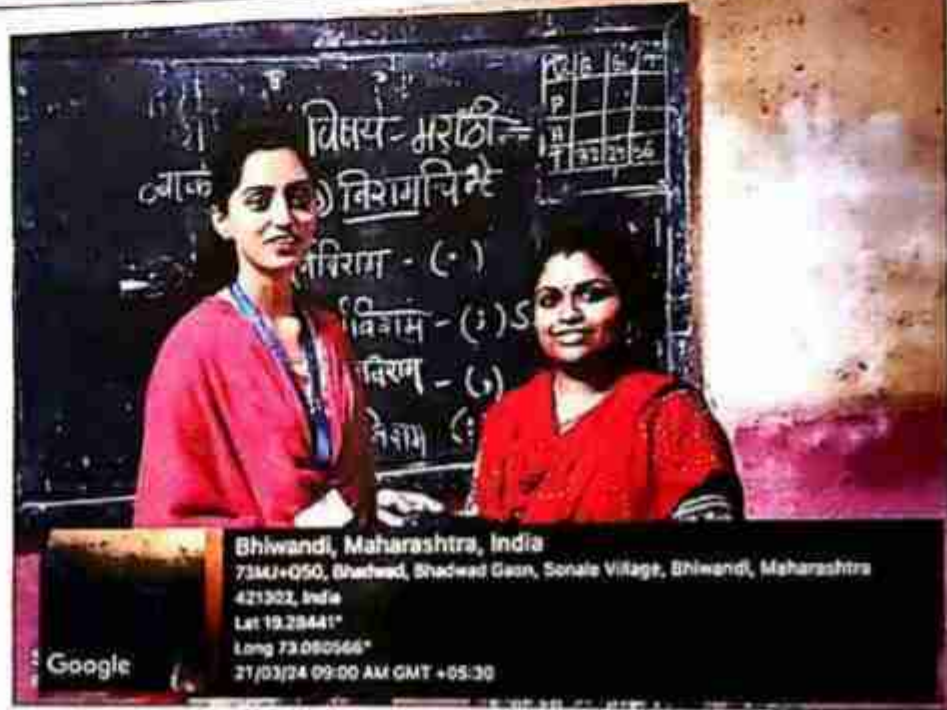
The lesson was taken on  
24 Feb 2024 in Std VI<sup>th</sup>


Explanation was given by Set  
induction, questioning and solving  
examples. Teaching aid used such  
as charts, different types of  
triangle & angle, object etc

Evaluation was done by evaluates  
knowledge of triangle & test  
Congruence of triangle. The lesson  
was observed by Anjum Singh

  
**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



  
**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

# LESSON NO : 5

Subject :- Mathematics

STD :- VIII<sup>th</sup>

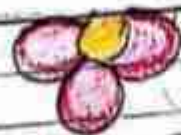
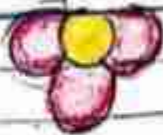
Topic :- Circle



The Lesson prepared on the Topic under the guidance of Noorulain Ma'am. The lesson was conducted on 26 Feb 2024 in Std VIII<sup>th</sup>.



The lesson was explained by giving introduction about Circle. I have demonstrated How to find Circumference and radius. I have explain Circle using Teaching aids like Circulars, bangles, dashes etc. Evaluation was done by questioning and explaining. The lesson was observed by Anjum Singh.



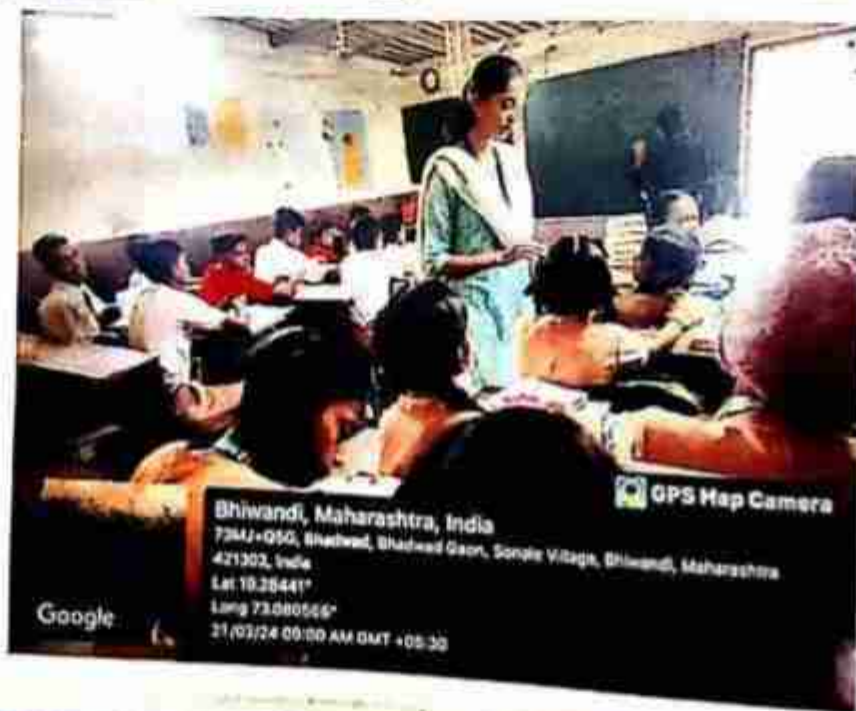
  
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

Co-teaching member

1. Nikita Shete

2. Sabha Khan



*[Handwritten Signature]*

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

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


# CO-TEACHING WITH PEER

## LESSON NO:- 1

Subject:- Mathematics

Std:- IX<sup>th</sup>

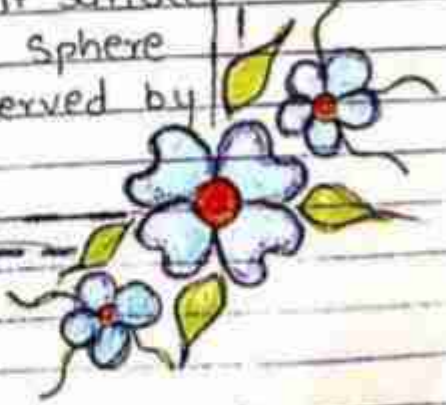
Topic:- Surface Area & Volume



This lesson plan of Co-teaching was prepared under the guidance of Noorulain Ma'am and the Co-teacher Sabha Khan. The lesson was conducted on 27<sup>th</sup> February 2024 in std IX<sup>th</sup>.

The lesson was explained by showing charts of 3D shapes like cube, cuboid and shapes & the formula to find out surface area and volume of sphere. Evaluation was done by solving problems to find out surface area and volume of sphere.

The lesson was observed by Anil Pandey.



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

Scanned with OKEN Scanner

# LESSON NO:- 2


Subject :- Mathematics

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

Topic :- Circle

The Lesson plan of Co-teaching was prepared under the guidance of Noorulain Ma'am. The Co-Teacher Was Sabha Khan. The lesson was Conducted on 28 Feb 2024 in Std VIII<sup>th</sup>.

The lesson was explained by using Circular, bangles, dashes. I have demonstrated How to take diameter of circle. Evaluation Was done by asking to draw Circle. The lesson was observed by Anil Pandey Sir.

  
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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



Google

Bhiwandi, Maharashtra, India  
73M1+Q9G, Bhadwad, Bhadwad Geon, Sonale Village, Bhiwandi, Maharashtra  
421302, India  
Lat 19.28441°  
Long 72.880568°  
23/03/24 09:00 AM GMT +05:30

GPS Map Camera



**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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# LESSON NO: 3

Subject:- Mathematics

Std:- VIII

Topic:- Congruence of Triangle

The Lesson plan of Co-teaching was prepared under the guidance of Noorulain Ma'am. The Co-teacher was Gabha Khan. The Lesson was conducted on 29 Feb 2024 in Std VIII<sup>th</sup>.

Explanation and demonstration methods are used by me in this lesson. Students were asked to name different types of triangles on the basis of sides and angles. Charts and paper cutouts of explain different Congruency Criteria.

Evaluation was done by Observing the Figure and the state the test by which following triangles are congruent. The lesson was observed by Anil Pandey Sir.

**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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



# LESSON NO:- 4

Subject:- Mathematics

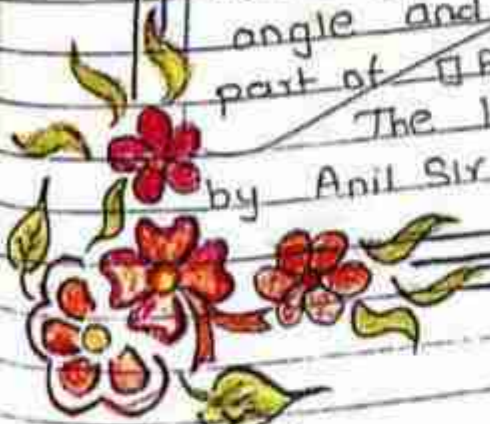
Std:- VIII

Topic:- Area of Parallelogram

The lesson plan of Co-Teaching was prepared under the guidance of Noorulain Ma'am. The co-teacher was Sabha Khan. The lesson was conducted on 1 March 2024.

Explanation and demonstration method are used by me in this lesson. Students were asked to the difference between rectangle and parallelogram. Evaluation was done by asking cut the right angle and joint it with remaining part of  $\square ABCD$ .

The lesson was observed by Anil Sir.



  
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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# LESSON NO:-5

Subject:- Mathematics

Std:- 7<sup>th</sup>


Topic:- Pictographs

The Lesson plan of Co-Teaching was prepared under the guidance of Noorulain Ma'am, The Co-Teacher was Sobha Khan. The Lesson was conducted on 2 March 2024 in Std 7<sup>th</sup>.

Teaching aid was used such as images, coins or symbol. Symbol and images showing frequency of data and images showing numerical data.

Evaluation by done by by solving different simultaneous equations. The lesson was observed by Anil Sir and Anjum Ma'am.

  
**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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten signature]*

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

*[Handwritten signature]*  
**PRINCIPAL**

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Activity - 1

## MENTAL MATHS


This Activity was held on 24/03/2024 in Std VIII. Mental maths is a student ability to make calculations in their mind without the guidance of pencil or paper, calculators or other aids. A random 10 questions based on addition, subtraction, multiplication, division double facts were asked to students by me. Students have to solve the questions mentally and give the answer as soon as possible. Student who will give maximum answers in short time will be winner.


Aims of the Activity:-

Mental Maths can help kids understand maths concept better and get to the answer faster.

WINNERS:-

- 1) Sara Shah
- 2) Anas A Shaikh
- 3) Pratham Gupta.

  
**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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



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

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

## Activity-2

### PRIMENUMBER HUNTER

This Activity was held on 29/03/2024 in VIII Std. initially I recalled the concept of prime numbers and Composite number then the Game begins -----

A chart of prime numbers From 1 to 50 is provided and instructions were given to cross out all Composite numbers and Circle the prime numbers the player with most correct points at the end wins

Aims of the Activity:-

To Understands the concept of prime number and Composite number The whole made their own sheet of number 1 to 50 and perform the activity


Winners:-

1) Mihan Taware

2) Vidhi Patil

3) Aarshi Rathod

  
**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

# Daily Learning Resources

The purpose of Learning Resources is encouraging active Learning the development of different Skills and the adoption of desirable values and attitudes as Teacher play significant role in our life for becoming good effective teacher, teacher has to develop many Skills and behaviours.

In this Internship programme I learned many Skills such as classroom discipline management maintaining attendance rewards etc. I have done many activities with students of all standard to know their intellectual level and to brush up their knowledge proxy and other activities I attend during these internship.

Date:- 21/02/2024

I attend the proxy in IX A. Students were making of graph explain the Co-ordinate System Scale equation on graph plotting of point was understand.

Date:- 22/02/2024

I attend the zero period proxy in IV maintaining discipline in this class was challenging for me. I wrote the two English sentence and explain it and ask the students to write the sentence 10 times.

Date:- 23/02/2024

In V std I took the attendance in VI std I became break incharge I done this duty i.e. handling students in break time I learned to handle the student when they

are free to play and eat.

Date:- 24/02/2024

Due to the programme 'Guidance For the Exam' Assembly was not done on ground Supervisor made me the incharge for sending the student to their respective classroom. I learned the management skill in VIII Std. I had a proxy I conduct the game on some general knowledge.

Date:- 26/02/2024

I had taken the attendance in VIII and taught basic tricks of maths to students. In class V I conduct the classroom reading, student come one by one and read the lesson.

Date:- 27/02/2024

In VII I took the attendance and check the school uniform of students and in VIII reading session was conducted and prime numbers activity is conducted.

Date:- 28/02/2024

I attend the zero period in IX- Std. Took the attendance, proper uniform checking and taught some basic knowledge.

In Std V - I conduct Maths game Mental Maths student took part with great enthusiasm.

  
**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

Scanned with OKEN Scanner



Date :- 29/02/2024

I attend the 'Motivational Programme' held for std IX and Learn many new Strategy for Learning and exam.

Date :- 21/03/2024

In VIII A, I attend the 5<sup>th</sup> and 6<sup>th</sup> period, Anil Sir and Anjum Ma'am both arrange the discussion session and debate on Topic Tuition is useful or not.

Date :- 02/03/2024

I attend proxy in Std VIII & Std IX. Prize Distribution Day was held. Students get motivated, all Teachers were Impressed by Me, principal madam appreciate me and say if you have any need or work so come we are always welcome to K.M.E.S students. Daily I attend the assembly. I learned many things that will help me to improve my knowledge and skill.

  
**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

# Action Research Report

The Incharge of Action Research is Ms Khalida Shaikh, In the Internship programme We have to performed the Action Reserach.

For Action Research, First I decide the Topic and Method of Action Research. My Topic was population in Std IX I choose the Dramatization Method.

On 16<sup>th</sup> March 2024 (Saturday) Sample of chapter I was checked by Khailda Ma'am and Correct me whatever i got Mistake, On 26 March the Blue Print along with the achievement test i.e. Pre and Post test paper was checked by Khalida Ma'am She allowed me to Conduct Reserch and gave Permission Letter.

Sample:- The Sample is of 20 students.

Sampling Method:- Random Sampling Method


Research is Limited for the Student of Standard IX, On 25 March 2024 Achievement test (pre test) was Conducted Total Marks of Pre-test was 20 Marks Time duration is 1 hr.

After taking Pre-test and recognizing the problem or misunderstanding or misconception which the Student held about the population. I Learned the

I taught him how to use Dramatization method. In Learning High School Math. Rupali Joshi helped me because I was very Confused, She told me that first Write the Script and then choose the character and then I Write the Script of Nuclear Family and joint Family. Then there is one for both the Families, the person's character is chosen, 2 times after taking a trial, 3rd time Correct Dramatization method while playing.

Next I will discuss the same topic Student Concept became clear of joint Family and Nuclear Family. Student participation and involvement in the process of Learning get enhanced. After that the Achievement test (Post-test) was conducted on 31st March 2024. I found that student show improvement in answering the question which was based on application. Many of student who had not written pre-test, many student had cleared the misconception of Population.

It was great experience for me I learned many new skill in this Reserach, It will help in Future for the professional Development.

  
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



*[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

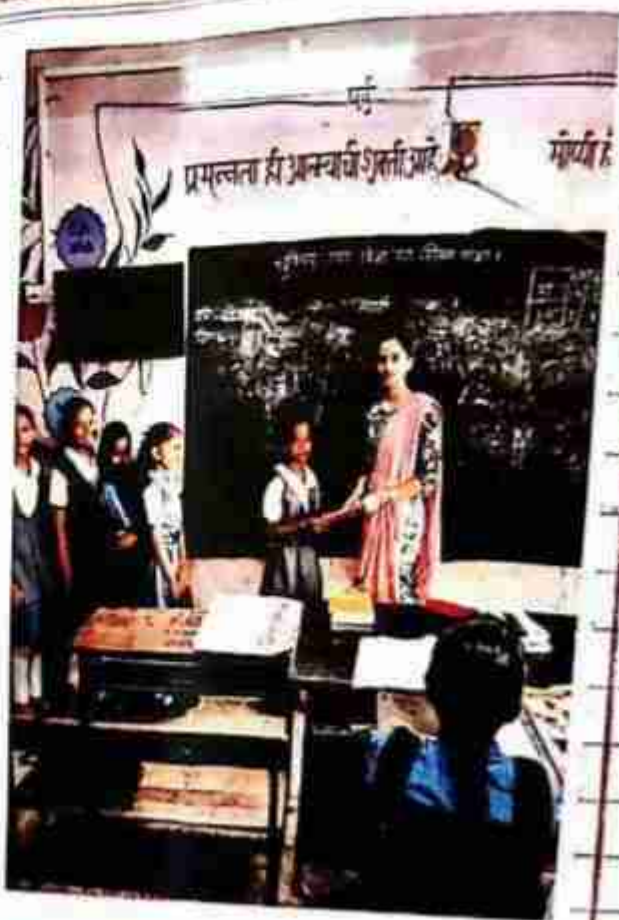
# Community Work Report 1

At this time, did we do Community Work outside the Temple because I always saw people begging <sup>sitting there hungry</sup> him, this work was done by Me and My friend Ankita Shukla Roll No 95 We both met him on Sunday 7 April, we did We giving soft drinks to the poor and biscuits, it is not necessary to Community Work in School or College. That is why we did this Community Work outside the Temple We were glad we helped someone and it was a good experience



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

PRINCIPAL  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Scanned with OKEN Scanner



*[Signature]*  
**Coordinator IQAC**  
 Konkani Muslim Education Society's  
 College of Education, Bhiwandi

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

[शिका ५५४]

We did the Second Community Work in School number 54. This School is Murlidhar Compound Pipeline (Bhiwandi) This is a government School where there are many children whose financial Condition is not good, Still they have the desire to study

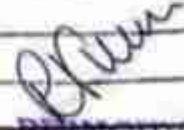
This Community Work was done by Me or My friend together on Wednesday 10<sup>th</sup> April. The Teachers of the School supported us, That day was the Last day of School and the Students last Paper

We reached School at 10 o'clock by then the paper was over, we distributed books, pencils, erasers and Sharpeners to all the children. The Students were very happy because we were giving them gifts.

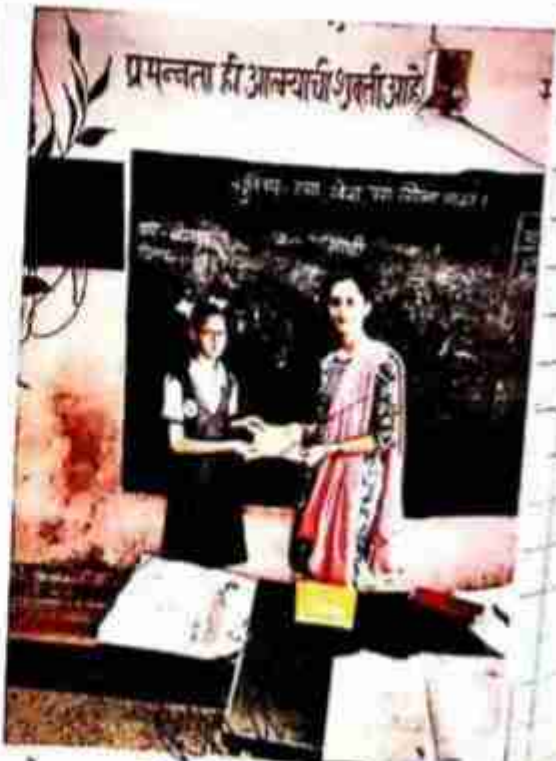
Before that we explained it to the children that we have come from K.M.E.S College and the reason for giving the gift is that? Our teachers have given us this task and we are sharing it with joy, we took photos with all the students and left the place saying goodbye to everyone. I felt great to distribute gifts to children and spend time with them.



**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



Co-ordinator IQAC  
Konkan Muslim Education Society's  
College of Education Dhiwandi

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





*[Handwritten signature]*

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

*[Handwritten signature]*  
**PRINCIPAL**

Konkani Muslim Education Society's  
 College of Education-Bhiwandi  
 Dist. Thane

# AWARENESS Activity

## SAFAI ABHIYAN


Safai Abhiyan Activity  
The Learning High School  
01/03/2024

The Main purpose of this work was to  
Creates Awareness among the student regarding  
cleanness and its benefits.

Under the work student from and had to  
participate. Even we as a teacher were the  
essential part of this drive we have to clean  
the whole school, we picked become and  
started our job to clean the school garden.  
Some of the students did the dusting of  
the rooms.

At the end we all took out of keeping our  
home, locality, city and our country clean,  
it was a unique experience for all of us.

  
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

# Reflection

My Internship Was Unique Situation, as the Context for the Internship is typically supposed to be the Workplace of the Intern. I got an opportunity in March. The guidance for the internship programme was given by my professor Momin Shabeena Ma'am.

Firstly, I met the Principal of The Learning High School to get permission to do my Internship at her school, and she was more than open to me, coming in and collaborating with her teachers to integrate new teaching techniques.

My Internship was started 21st February 2024 (Wednesday) to be continued upto 02 March 2024 (Saturday). During this duration I had done many activities and lesson. Through all programme I inculcate many new skills and experiences.

First I will talk about My Individual Lesson. Before the internship, I have completed many lesson in my method of Mathematics but at this time I have to performed the lesson in Method Language, As Teaching Language is different from the teaching in mathematics.

In this Internship programme I performed to Curricular activity First is Prime Number Hunter, and second is Mental Maths and then I performed One Awareness Activity is Cleanliness to teach the student the habit of

cleanliness to keep their surroundings clean.

One of the major part of the Internship programme was Ms. Khalida Shaikh I learned many things from the Action Research. I learned the way to taught the student through innovative method and conduction of Achievement test and find out improvement & difference in the student's marks. I learned about the Research Methodology, Also I helped Rani Ma'am I conduct Drama method in Standard IX, I learned the different innovative method.

I learned many skill which were the part of the regular school activity like Taking Attendance means way of taking attendance and their reporting, Discipline i.e. How to manage the class, handling the small age group students, classroom management, Punctuality this all skills. I try to inculcate in my personality. Board decoration for the open day which was conducted in school.

In the last day of Internship, we arrange the prize Distribution Ceremony. The winners of all the activities get the prize and awarded. For this we arranged the prize and decorate the board for the small function. Students get motivated by this ceremony they promise us to do better in their performance.

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

  
**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Bhiwandi with OKEN Scanner

# Permissin Letter



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,

The Learning 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.



  
Principal  
Dr. J. 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.

Head Master  
The Learning High School  
Tomghar, Bhandiv  
Tal. Bhiwandi  
(Seal & Stamp)

*allus seen*

*16/02/2024*

Mob.: 8806500040  
Email: kmeshiwa@gmail.com

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

Co-ordinator IQAC  
Konkan Muslim Education Society's

PRINCIPAL  
Konkan Muslim Education Society's



KONKAN MUSLIM EDUCATION SOCIETY'S  
COLLEGE OF EDUCATION  
158, Old Thane Road, Rats High School Campus, Bhiwandi, Dist-Thane - 421302.

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, Bals 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.A.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 Hb. of pupil teachers in our Institution.

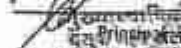
  
NARSAYED  
Usama Ullah High School  
& J. College Bhiwandi

Mob.: 8806500040  
Email: kmesbedwd01065@gmail.com

Address : Raha 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.

  
NARSAYED  
Usama Ullah High School  
& J. College Bhiwandi

Mob.: 8806500040  
Email: kmesbedwd01065@gmail.com

Address : Raha 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  
College of Education, Bhiwandi

Mob.: 8806500040  
Email: kmesbedwd01065@gmail.com

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

  
PRINCIPAL  
SALIMULLAH MEMORIAL  
(Said & Sehad) COL  
BHIWANDI, BHIVANDI, (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 NIDHI  
BHIWANDI

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals 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.

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

Mob.: 8806500040  
Email: kmesbedbwd01065@gmail.com

Address : Rals 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  
Bhiwandi  
Thane

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**

Old Thane Road, Rals 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	V	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	10:00 AM To 10:30 AM	68	Kuwari Sara	03	Maths	VII-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	3:00 PM To 3:30 PM	68	Kuwari Sara	06	Maths	IX	9/10
31/12/23 Wednesday	7	8:30 AM To 9:00 AM	68	Kuwari Sara	07	Maths	VIII-B	9/10
9/1/24 Thursday	8	8:30 AM To 9:00 AM	68	Kuwari Sara	08	Maths	VI	9/10

Signature of the Incharge Teacher

Principal



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

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

Practice Lesson Time - Table 20 - 20

Name of the School Marinam Girls 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 Aunatulain Raes	1	Science	V	9/10
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 Sham - Parveen	1	Science	V	8/10
19-12-23	4	3:45 PM	82	Sayed Aunatulain Raes	2	Science	V	10/10
19-12-23	5	1:30 PM	82	Khan Safina Firoz Alam	2	Science	V	9/10
27-12-23	6	2:20 PM	95	Shaikh Sham - Parveen	2	Science	VI	8/10
20-12-23	7	2:20 PM	82	Sayed Aunatulain Raes	3	Science	VI	10/10
20-12-23	8	2:20 PM	82	Khan Safina Firoz Alam	3	Science	VI	10/10

Signature of the Incharge Teacher

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

sem III J.Y BED

KONKAN MUSLIM EDUCATION SOCIETY'S

12, 13, 2, 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 KMES 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 Aja 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		29	<del>Rakeen Bano Munaf</del>	<del>04</del>	<del>English</del>		
22/12/23 Friday	18	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	02
18/12/23	2	9:30-10:00	59	Khan Alia Gulam Rasool	01	sci	IX <sup>th</sup>	09
18/12/23	3	10:15-11:45	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	X <sup>th</sup>	08
23/12/23	6	8:30-9:00	79	Mujahid Ayesha Ibrahim	02	math	VII	09
21/12/23	7	10:45-11:15	29	Shaikh Halima Naseem	03	math	XII	08
21/12/23	8	10:45-11:15	59	Khan Alia Gulam Rasool	03	sci	XII	08

Signature of the Incharge Teacher

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

S.Y. B. Ed. 2023-2024  
 of Konkani Muslim Education Society's College of Education B.Ed

Roll No:

NAME

DAILY ATTENDANCE

FOR THE MONTH OF December

No. of Days

REMARKS

88 Bibi Muskan Md. Mubarak Shaikh

IN TIME													
SIGN													
OUT TIME													
SIGN													

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

PRESENT	PRESENT	ABSE	HR

IN TIME													
SIGN													
OUT TIME													
SIGN													



IN TIME													
SIGN													
OUT TIME													
SIGN													



IN TIME													
SIGN													
OUT TIME													
SIGN													



IN TIME													
SIGN													
OUT TIME													
SIGN													



IN TIME													
SIGN													
OUT TIME													
SIGN													



IN TIME													
SIGN													
OUT TIME													
SIGN													



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

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

Principal  
 CARASWATI ENGLISH HIGH SCHOOL  
 Marpoli, Bhiwandi.

S.Y. B. Ed. 2023-2024  
 Konkani Muslim Education Society's College of Education B.Ed

Sl. No.	NAME	DAILY ATTENDANCE														FOR THE MONTH OF Jan-2024														TOTAL			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	ATTENDANCE	ABSENCE	LEAVE	TOTAL
29	Singh Deepak Ramvidh																												08	00			
31	Patel Saqir Jalbahadur																												06	00			
30	Patel Ashok Jalbahadur																												06	00			

Principal  
 Konkani Muslim Education Society's  
 Bhiwandi Campus, Thane  
 Bhiwandi - 421 302 (Thane)  
 India - 14-29-070

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

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



**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

*Rk*

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

*AP*

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

*AP*

**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, Dhiwani  
Dist. Thane

  
PRINCIPAL  
Konkan Muslim Education Society's  
College of Education Dhiwani  
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./190/2024

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]*  
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.

*[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 your 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  
1008, New Gauripada,  
Babu Chuntwala 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.



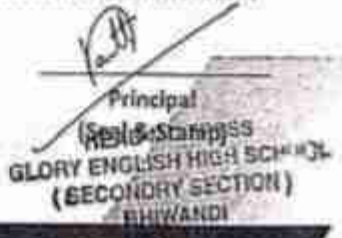
**Mob.: 8806500040**  
**Email: kmesbedbwd01065@gmail.com**

**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.**

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.

**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**

**Head Mistress**  
**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.**

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.

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 03 No. of pupil teachers in our institution.

*Signature*  
Principal  
Rals High School Campus,  
Old Thana Road, Bhiwandi,  
Dist. Thane-421302

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 03 No. of pupil teachers in our institution.

*Signature*  
**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  
(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 2023-2024

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	07/10
21-02-24	2	3:30-4:15	96	Siddiqui Mariya A-Rahim	01	Maths	V	03/10
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	VI	10/10
23-02-24	6	1:30-2:15	96	Siddiqui Mariya A-Rahim	03	Maths	IX	07/10
24-02-24	7	2:30-3:15	74	Momin Fauziya Aslam	04	Maths	VII	08/10
24-02-24	8	2:30-3:15	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	Khatun Hetal prakash	10	Maths	VIII E	06
Saturday 02/03/24	4	8:00 to 8:30	28	Shaukh Fiza Saleem	10	English	VI/D	08
Saturday 02/03/24	5	9:00 to 9:30	35	Shaukh Rahat Bano	10	English	VII B	04
Saturday 02/03/24	6	11:00 to 11:30	44	Uzma Mohd Aun	10	Maths	VII E	06
Saturday 02/03/24	7	10:00 to 10:30	28	Shaukh Fiza Saleem	7	English	VE	08
Saturday 02/03/24	8	11:00 to 11:30	35	Shaukh Rahat Bano	7	English	VI/D	05


Signature of the Incharge Teacher

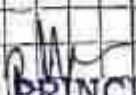
Principal's Sign.  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Old Thane



Sl. No.	Name	In Time	Sign	Out Time	Sign	1	2	3	4	5	6	7	8	9	10	11	12
						40	Siddiquee Hifza Ashfaqe										
30	Shaikh Sadaf																
20	Momin Zumsa																

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

  
**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

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: '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 hearing the

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

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

## 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 Questions.	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.	
A 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 sin 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 lowest 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, can't 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.	

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

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



# B. Ed. LESSON PLANNER

Activity  
 listens  
 read the  
 eulogy.  
 listens  
 and  
 re  
 steps  
 to  
 tions.

Teaching Points	Teaching Activity	Pupil Activity
<p>When the ark...                      - never gonna                      be no unicorn.</p> <p>Core elements                      and values -                      the unicorn being                      busy in playing                      with people being                      unable to seize the                      opportunity or correct                      the while they give                      preference to still work                      do. Noah not discrimina-                      ting among the animals                      always the students                      inevitable egalitarianism.</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>

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.

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

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

# CHALK BOARD SUMMARY

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

Important phrases with meanings:  
 Jona 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 : \_\_\_\_\_

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

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

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

**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

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, Colorful 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 do introspection while finding 3 interesting things about himself and try to adopt good ones, thus becoming a good citizen of the country.

**Co-ordinator IQAC**

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

**PRINCIPAL**

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

Simple

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

Date: 08-01-24 Std: IX<sup>UU</sup> Topic: Paragraph Writing

Lesson-No: 10 School: Padma 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.

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

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

## 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 students to develop a paragraph along with their bench partner.

Brainstorming

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

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

Teacher provide 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.

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

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.

**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



sol.

### 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.

### Set 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  
Sense.

3) Which terminology in english shows the time?

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

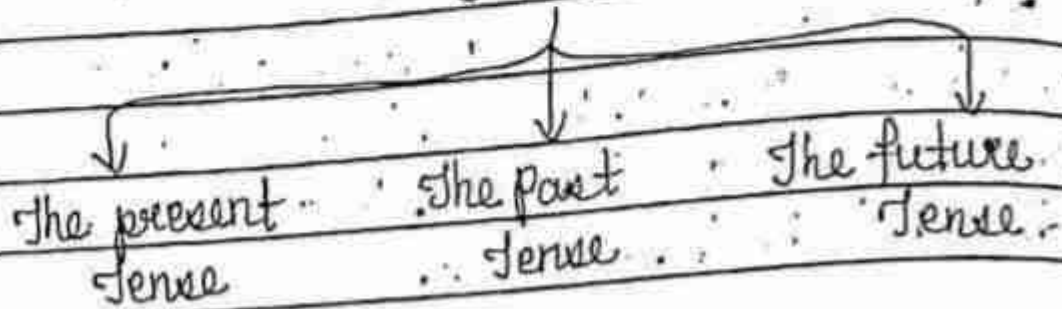
**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

## 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.

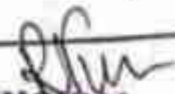
Teaching Approaches.

\* Present tense and its subtypes

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

Demonstration, Discussion with examples.

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

<p>Present Indefinite Tense.</p>	<p>Present continuous Tense.</p>
<p>→ an action or event that takes place or just happened on the given context at the present moment.</p>	<p>→ ongoing actions, events or conditions that are not finished.</p>
<p>→ Rule :- Subject + verb + object. S + V + O.</p>	<p>→ Rule :- Subject + helping verb (is/am/are) + main verb (ing) + object.</p>
<p>→ Example :- • Shally loves chocolate, cake. • I go to school every day.</p>	<p>→ Examples :- • She is playing basketball. • Birds are flying in the sky. • I'm learning English.</p>
<p>Present Perfect Tense</p>	<p>Present perfect continuous tense.</p>
<p>→ is used to describe a situation or event that has already occurred but has immediate ramifications.</p>	<p>→ The pres. perfect continuous tense shows a situation that have started in the past and continues in the present.</p>
<p>→ can be used to describe experiences and situations that occurred in the past but still have an influence on the present.</p>	

⇒ 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 :-

\* Quiz (Identify the tense and put in the correct column) activity. Teachers 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

Teaching approaches.

Team game

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

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

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 an - eving the ques
Q3) Give example of present Indefinite tense.	- ions

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.

1) She is playing basketball

a) future continuous tense

2) I have seen that movie  
- twice

b) present perfect tense

3) I have been learning english  
for many years.

c) present perfect contin-  
-uous tense

Q) Fill in the blank with appropriate forms of verb  
given in brackets according to the tense form men-  
-tioned 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 tense pupil develops the proper  
formation of sentences with time and events.

  
Co-ordinator IOAC

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

  
PRINCIPAL

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



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>
--	---

**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

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.

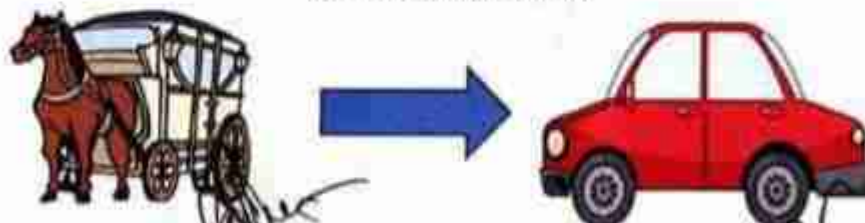
**Main Content :**

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



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

<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>

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

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

❖ 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!'

  
**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



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.

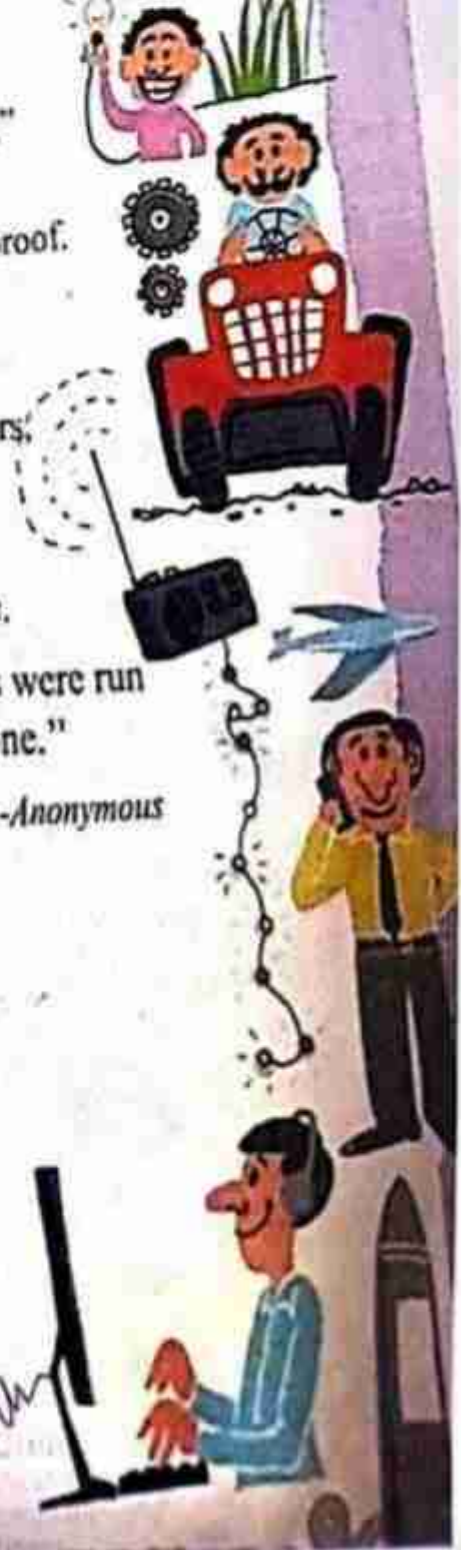
Had he the power he'd efface  
The history of the human race;

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
- **efface:** wipe out, remove



**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 real classroom 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.

  
**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

**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.

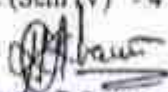
KMES College of Education had organized Internship Programme with Practice Lessons in different schools of Bhiwandi.

**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

  
**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

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:




  
**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





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

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



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

*[Signature]*  
**PRINCIPAL**  
 Konkani 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


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



**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



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

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



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

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



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

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



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

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



Co-Principal

Konkan Muslim Education Society's  
College of Education, Bhiwandi

PRINCIPAL

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



Chistellkamel

# OPEN

with a

# SMILE



NAME

MOMIN NABA NAVEED

ROLL No.

27

STP

FYB.ED

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

# Childhood & Growing Up

Guided by:

ShaiKh Noorulain Momin   
Sumaiya



Coordinator IQAC

Wankan Muslim Education Society's

College of Education, Dhavandi

Dist. Thane



PRINCIPAL

Wankan Muslim Education Society's

College of Education, Dhavandi

Dist. Thane

# INDEX

Sr.No	Topics	Sign.
-------	--------	-------

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.

Coordinator IQAC  
Konkan Muslim Education Society's  
College of Education, Bhlwandi  
Dist. Thane

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

# 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 the '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.

A/C  
Mun  
PRINCIPAL

Konkan Muslim Education Society's  
College of Education, Bilimora

# 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.

*[Handwritten signature]*

PRINCIPAL

Konkan Maharashtra Education Society's

Dist. Thane

سپرس

*[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

Illustrative  
base  
Studies

Cumulative  
base  
Studies

R. Niku



Exploratory  
Case  
Studies.

Critical  
Instances  
Case  
Studies.

# 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.


# 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 introvert both are different psychological traits of human beings.

After a few observation 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

*[Signature]*  
Co-ordinator IOAC  
Kongun Moolim Education Society's  
College of Education, Elit  
Dist. Thane

*[Signature]*  
PRINCIPAL  
Kongun Moolim Education Society's  
College of Education, Elit  
Dist. Thane

Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

Growing Up.

*[Signature]*

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

*[Signature]*

PRINCIPAL  
Konkan Muslim Education Soc  
College of Education Bhiwandi  
Dist. Thane

# 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.

Co-ordinator  
Pakistan Muslim Education Society  
College of Education, Bhawalpur  
Dist. Thana

PRINCIPAL  
College of Education Bhawalpur  
Dist. Thana



# 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.

*R. Khan*

Co-ordinator IQAC  
Konton Muslim Education Society's  
College of Education, Dhulewad  
Dist. Thane

*R. Khan*

College of Education, Dhulewad  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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.

Principal

Motivatjon

Take the initiative of setbacks.



Self Awareness



Self Management



Relationship Management



*[Handwritten signature]*

Co-ordinator IQAC  
Kankan Muslim Education Society's  
College of Education, Bhlwandi  
Dist. Thane

*[Handwritten signature]*  
PRINCIPAL  
Kankan Muslim Education Society's  
College of Education, Bhlwandi  
Dist. Thane

Motivation is the ability to use your deeper 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 & 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 others in others.

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

# 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 of 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	3
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	2
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	3
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	3
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	4
Total for Self-Awareness:					15

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	4
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	1
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	4
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	4
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	4
Total for Self-Awareness:					17

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.

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

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



# 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.

©Coaching Leaders Ltd 2022. This product is free for self-assessment only. To use it with others, you must purchase a license from: [www.coachingleaders.co.uk/emotional-intelligence-test](http://www.coachingleaders.co.uk/emotional-intelligence-test)

Co-ordinator IQAC  
London Muslim Education Society  
College of Education, Bhiwandi  
Dist. Thane

PRINCIPAL  
London Muslim Education Society  
College of Education Bhiwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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.

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

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

# 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: 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.

Co-ordinator IOAC

Islamic Muslim Education  
College of Education, Bilwari  
Dist. Thana

© Coaching Leaders Ltd 2012. This product is free for self-assessment only. To use it with others, you must purchase a license from: [www.coachingleaders.co.uk/emotional-intelligence-test](http://www.coachingleaders.co.uk/emotional-intelligence-test)

College of Education Bilwari  
Dist. Thana

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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.practicalen.com/products/](http://www.practicalen.com/products/)

©Coaching Leaders Ltd 2012. This product is free for self-assessment only. To use it with others, you must purchase a licence from: [www.coachingleaders.co.uk/emotional-intelligence-test](http://www.coachingleaders.co.uk/emotional-intelligence-test)

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

PRINCIPAL  
Konkan Muslim Education Society  
College of Education, Barwadi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Reflection

From this Psychological test [ Emotional Intelligence test ] I got 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 understood 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.



Handwritten notes in orange ink, possibly a signature or decorative flourish.



Assistive  
Devices.

Handwritten signature in black ink.

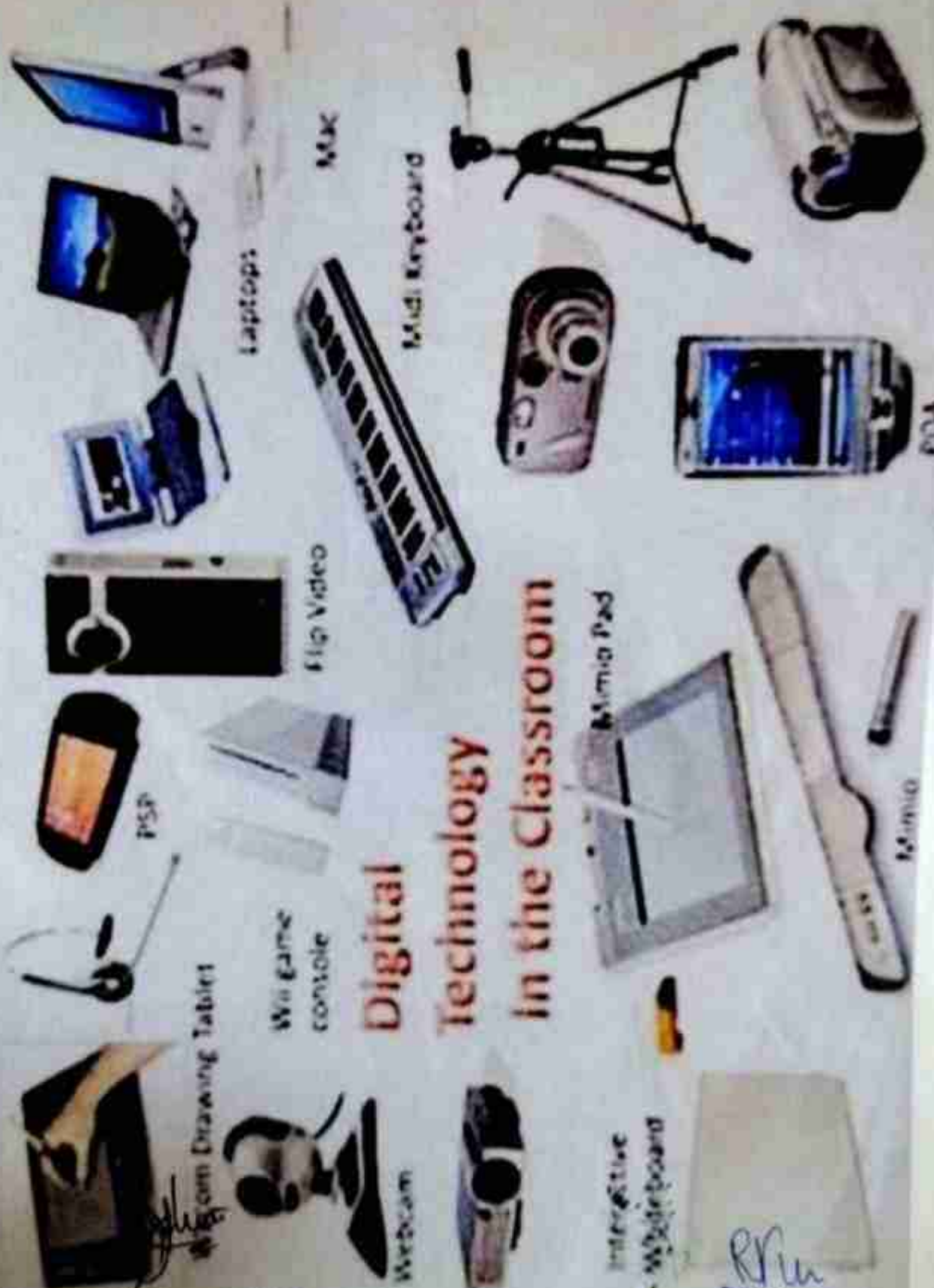


Coordinator IQAC  
Konkan Muslim Education Society's  
College of Education, Bhivandi  
Dist. Thane

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

Scanned with OKEN Scanner

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



# Digital Technology In the Classroom

*R.P.*  
PRINCIPAL  
Kankon Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

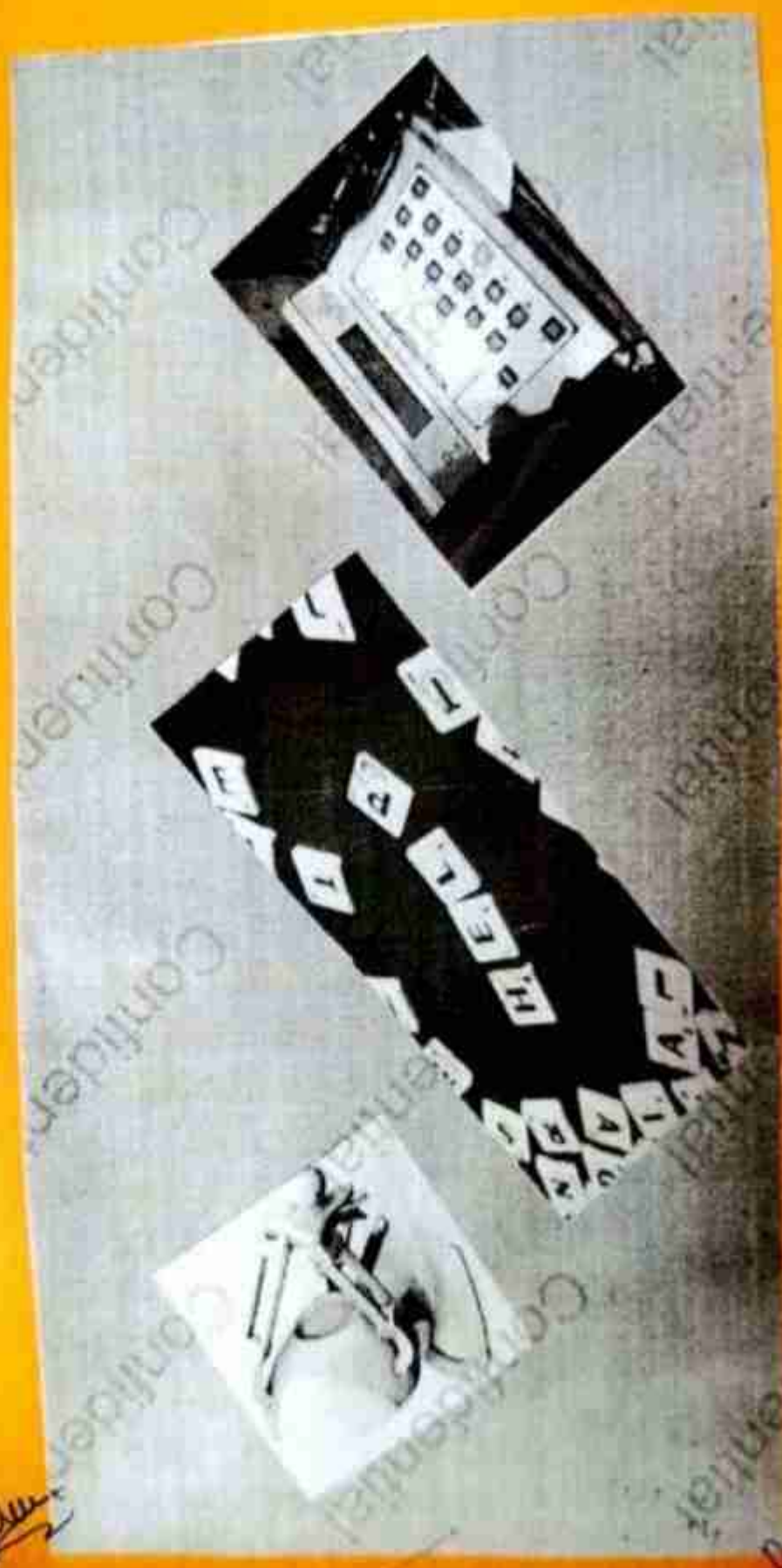


ICT

## 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.



*[Handwritten signature]*

*[Handwritten initials]*

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 lives of persons with disabilities allowing them to overcome their social, cultural, political and economic policy isolation in communities by enlarging the scope of activities available to them.

*[Signature]*

*[Signature]*

PRINCIPAL

What  
is  
ICT?

ICT for  
Persons with  
Disabilities.

  
PRINCIPAL

College of Education, Bhiwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten signature]*

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

*[Handwritten signature]*  
PRINCIPAL

Konkan Muslim Education Society's  
College of Education Bhiwandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Index

S.No	Content	Sign
1	Introduction	
2	derivative Devices.	
3	Different ICT Tools.	
4	Reflection.	

*[Handwritten signature]*

*[Handwritten signature]*

ICT - Technology



*[Handwritten Signature]*

Co-ordinator IQAC  
College of Education, Bhiwandi  
Dist. Thane

*[Handwritten Signature]*

PRINCIPAL  
College of Education, Bhiwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

K.M.E.S College  
of Education  
(B.Ed & D.Ed)

Name :- Shaikh Ankaif  
Fahim

Roll No :- 26

Class :- S.Y.B.Ed

Academic year :-  
2023-2024

~~S~~



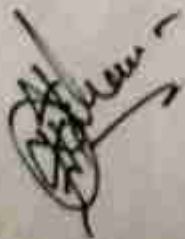
Registrar IQAC  
K.M.E.S. Education Society's  
College of Education, Dhule



PRINCIPAL  
K.M.E.S. Education Society's  
College of Education, Dhule



Touch screen  
Text Input.



Coordinator IQAC  
Tatyasaheb Jadhav Education Society's  
College of Education, Thane  
Dist. Thane



PRINCIPAL  
College of Education, Thane  
Dist. Thane

founded  
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.



*[Signature]*

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

*[Signature]*

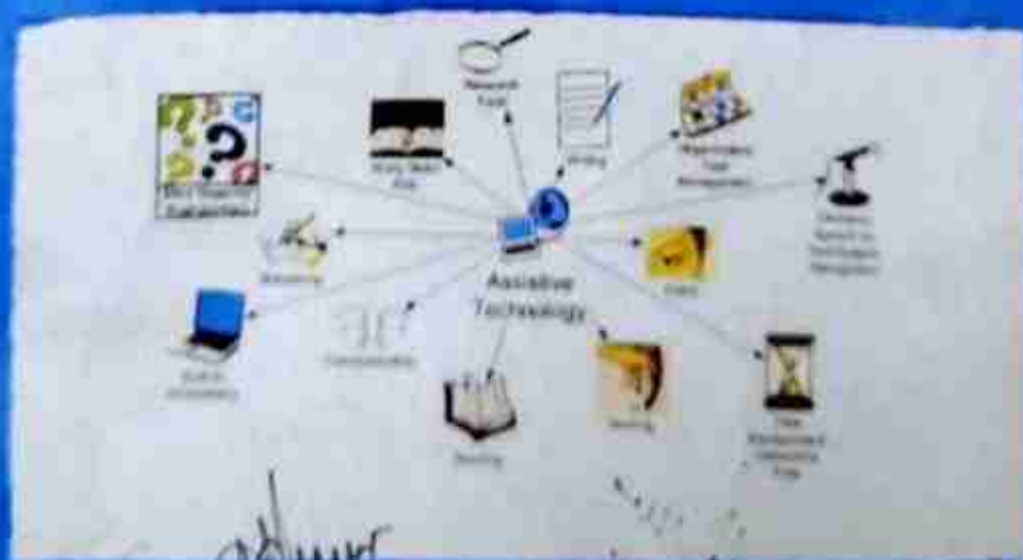
PRINCIPAL  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Scanned with OKEN Scanner

Transverse-  
Text - 4u.

  
Coordinator for IQAC  
Konton Muslim Education Society's  
College of Education, Silvassa  
Dist. Thane

  
PRINCIPAL  
Konton Muslim Education Society's  
College of Education, Silvassa  
Dist. Thane

Founded  
by  
Freedom  
Communications Limited



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.



Co-ordinator, IQAC  
Kankan Muslim Education Society's  
College of Education, Bilwandi  
Dist. Thane

Principal  
Kankan Muslim Education Society's  
College of Education Bilwandi  
Dist. Thane  
Scanned with OKEN Scanner

Text-to-speech  
software

*[Handwritten signature]*

*[Handwritten signature]*  
PRINCIPAL

It is needless to say, the associative  
conversion of text to speech, software to  
help people with various disabilities

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

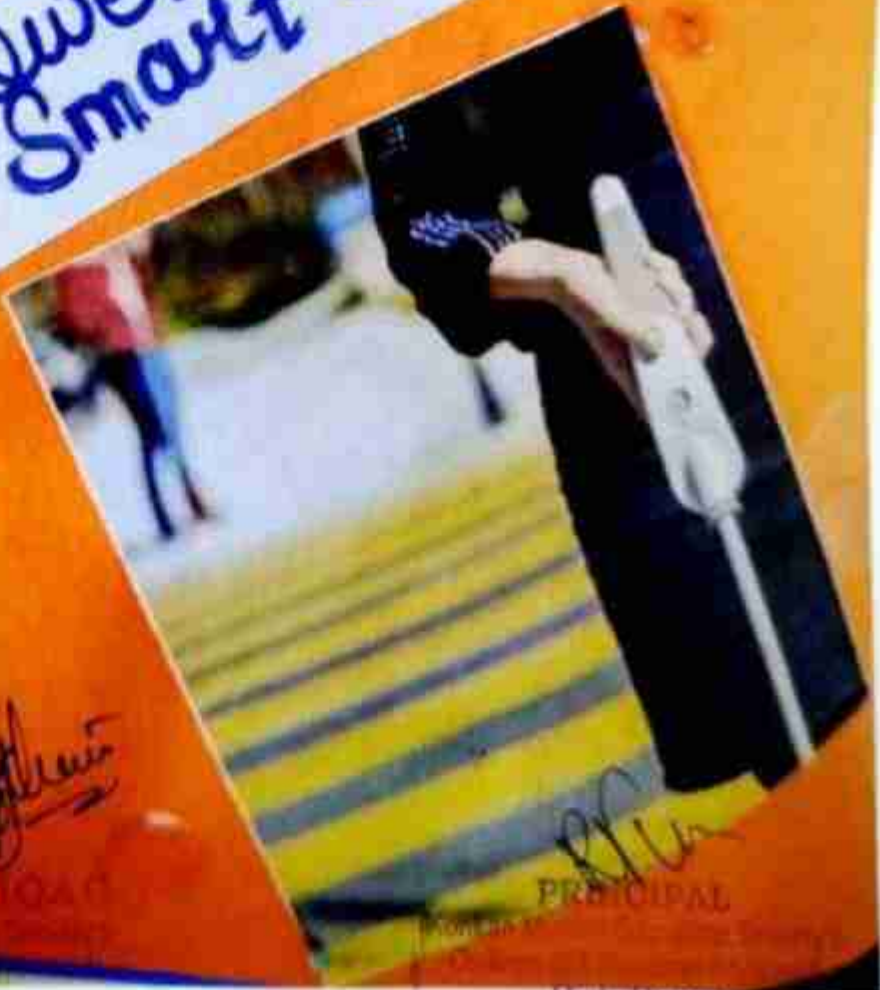
It requires minimal effort from users just  
to listen to their favorite book, manuscript,  
blog or audio files into an audio with  
convenience to make possible within minutes of  
one click.

The development realm of websites has  
- broadened, this text-to-speech software, making  
- all types of online content accessible  
- for people with disabilities, speech-to-text  
- tools also grant a hand help for normal people,  
- but above disabled people.

*[Handwritten Signature]*  
Karnan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

*[Handwritten Signature]*  
College of Education  
Dist. Thane  
Scanned with OKEN Scanner

AI-Powered Smart Care.



*[Handwritten signature]*  
2020

*[Handwritten signature]*  
PRINCIPAL

Dist. Thane

Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner



Information



*Handwritten signature or initials*

*Handwritten signature or initials*

Copyright © 2010 by Oken Scanner  
www.oken-scanner.com  
4200/3/2010, Thana  
Dist. Thana

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 unobtrusive smart sensors that identify road blocks, obstructions and hindrances on streets, roads and paths 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.

*[Signature]*

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

*[Signature]*  
PRINCIPAL

Konkan Muslim Education Society  
College of Education Biliwandi  
Dist. Thane  
Scanned with OKEN Scanner

Smart glasses as an  
Asbestive Technology



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

*[Signature]*  
College of Education  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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.

Co-ordinator WAO  
Karnataka Education Society's  
College of Education, Thane

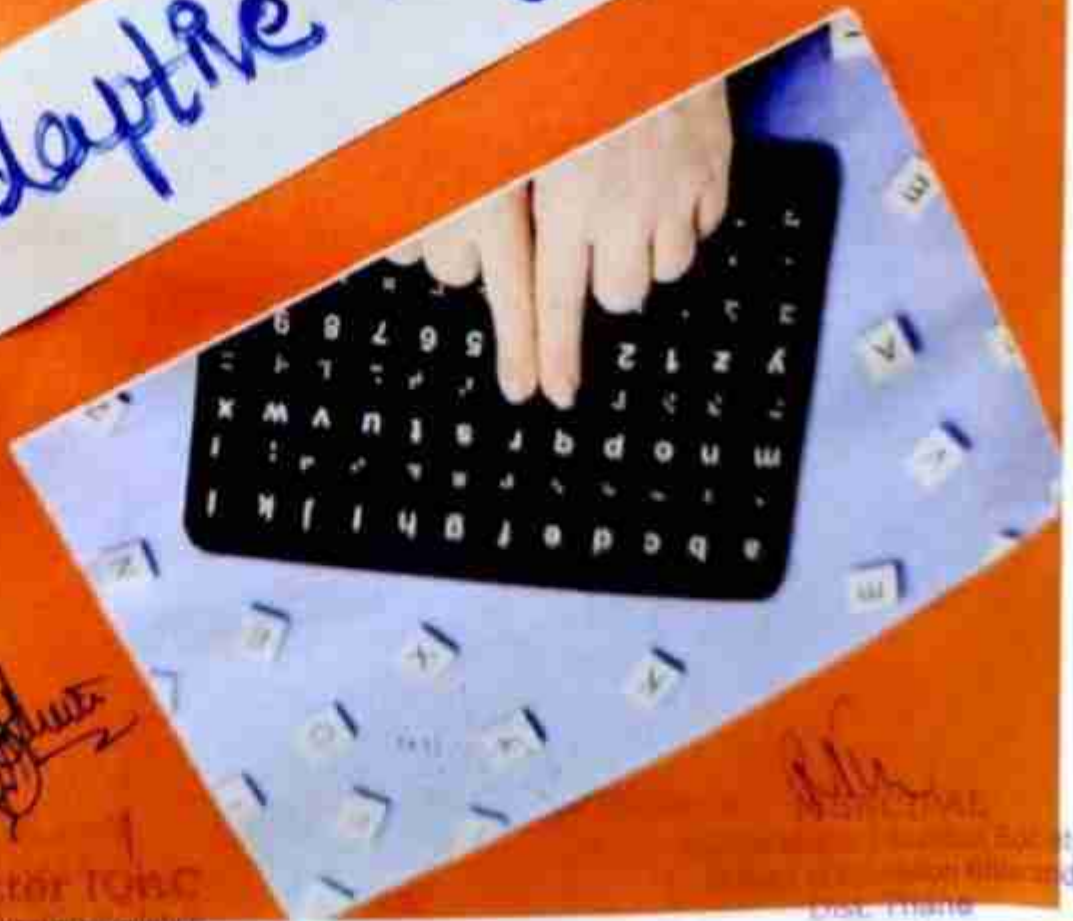
Dist. Thane

PRINCIPAL  
Karnataka Education Society's  
College of Education, Thane  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Adaptive Keyboard



*[Signature]*  
Co-ordinator TQC  
Roshan Muslim Education Society's  
College of Education, Dhiwandi  
Dist. Thane

*[Signature]*  
Scanned with OKEN Scanner

Scanned with OKEN Scanner

Keyboards for people with visual impairments look odd. Usually, keyboards they use were used with comfort, speed and ease of use while preventing a hand like strain.

The association technology is emphasizing it efforts to build smart keyboards with smart 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 to be required. In normal key to make people find the keys easily, the raised keys help you avoid the mistakes and typos.

*[Signature]*

*[Signature]*

Hearing Aids.



Co-ordinator IQAC  
College of Education, Bijnor  
Dist. Thane

Principal  
College of Education Bijnor  
Dist. Thane

Open

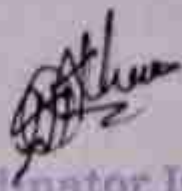


*[Signature]*  
Co-ordinator  
Kankan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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



Closing  
Thoughts.



Coordinator IQAC

Dist. Thane



PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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.

Sum  
PRINCIPAL

Konkan Muslim Education Society  
College of Education Bhiwandi  
Dist. Thane

MANAGED BY ICAAC  
Konkan Muslim Education Society  
College of Education Bhiwandi  
Dist. Thane

...ive. technology tools are among the  
most celebrated but essential instruments  
assist people with special needs. When it  
comes to making the virtual world accessible  
to these people, the equal accessibility of  
online learning becomes the greater needs

...ive technology has been playing the role  
of a parent to overcome the limitations. disable peo-  
ple face. Therefore, perfectly imperfect people  
are able to live efficiently.

Dr. Anurag K. Jha  
Co-ordinator IQAC  
Institute of Education Society's  
Dist. Tirunelveli

Dr. Anurag K. Jha  
Principal  
Institute of Education Society's  
Dist. Tirunelveli

College of Education, Brihannandi  
Dist. Tirunelveli

Dist. Tirunelveli  
Scanned with OKEN Scanner

Scanned with OKEN Scanner

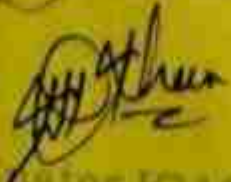
# Reflections

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.



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

# English

PROJECT

2023-24

Coordinator IQAC  
Konkan Muslim Education Society  
College of Education, Bhivandur  
Dist. Thane

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

K.M.E.S College of Education

Name - Ansari Arisha Mohd  
Zubair

Roll No - 02

Class - S.Y.B.ED (SEM-III)

Academic year - 2023-24

PROF. INCHARGE

DR. MRS. R. K.  
VIJKU Ma'am

GUIDED BY

Khalida  
MUKHTAR  
Ma'am.

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

FOR EDUCATIONAL USE

PRINCIPAL

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


Sundaram

Scanned with OKEN Scanner

Scanned with OKEN Scanner

Topic-

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



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

FOR EDUCATIONAL USE



PRINCIPAL


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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# INDEX

SR.NO	CONTENT	Pg.No
01	Introduction	01
02	Definition	02
03	BOOK Review	03-20
04	Reflection.	21



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

FOR EDUCATIONAL USE



PRINCIPAL

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



# 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.

# 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



R.K. Narayan



Centenary - 2000

# The Guide



The  
Guide  
By  
R.K.  
Narayan

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

FOR EDUCATIONAL USE

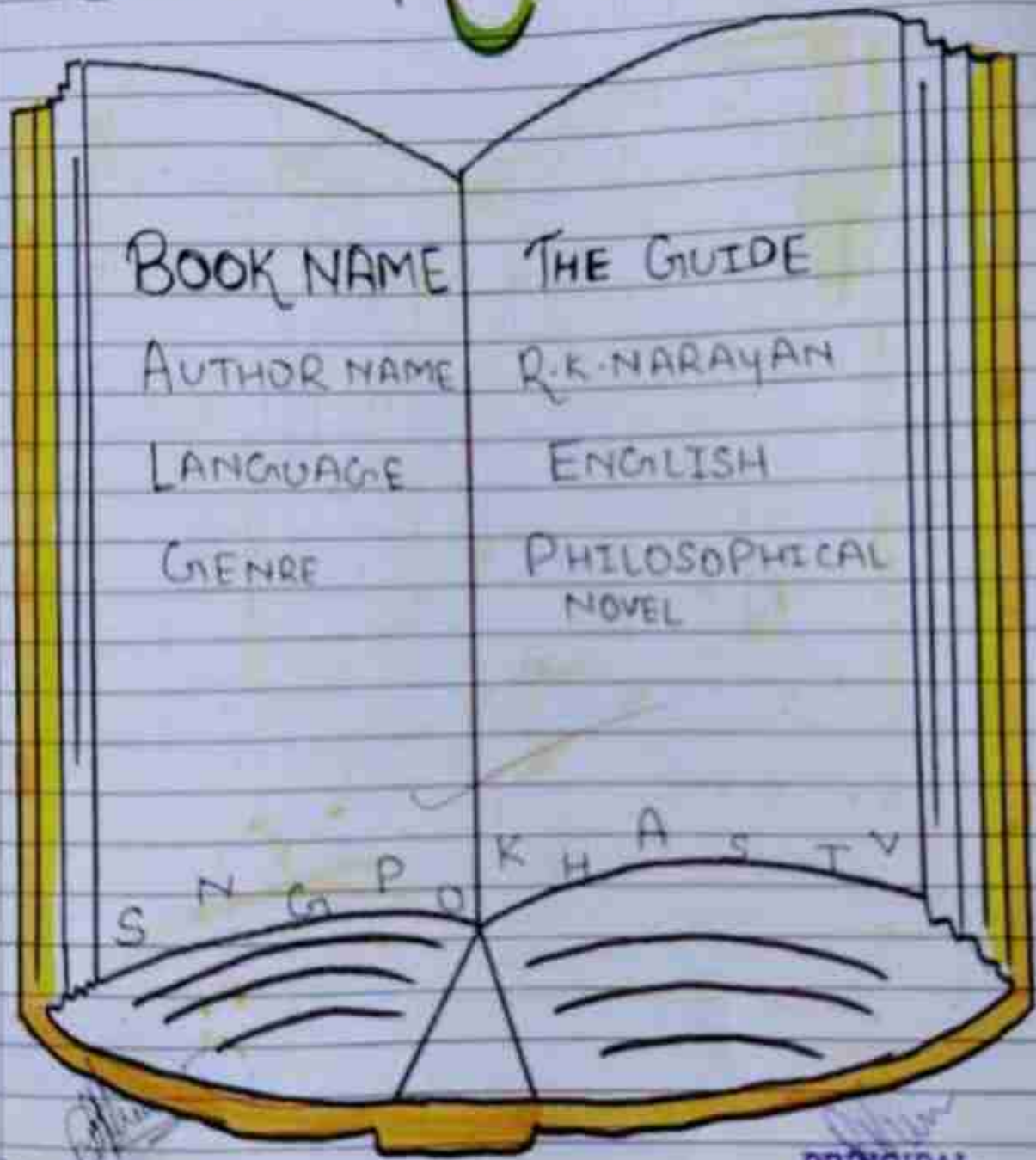
  
PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# INTRODUCTION



BOOK NAME

THE GUIDE

AUTHOR NAME

R.K. NARAYAN

LANGUAGE

ENGLISH

GENRE

PHILOSOPHICAL  
NOVEL

S Z G P K H A S T V

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

FOR EDUCATIONAL USE

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

# 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 picturesque south Indian village of Malg. He was a prominent writer for the First Indian Literature in English.

# 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.

Ordinary ICAC  
Konkan Muslim Education Society's  
College of Education, Bhiwand  
Dist. Thane

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

# 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

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

# 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





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 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.

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

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

# 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

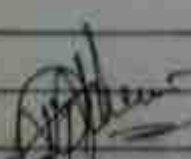
Raju appreciates her dance. Rosie becomes a famous dancer in cosmopolitan circles because of her talented impressive marketing skills as her manager. They both start living together. Raju's mother does not approve this & this she ultimately leaves the house & start living with her brother.

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.

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

FOR EDUCATIONAL USE

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

# 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.

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

FOR EDUCATIONAL USE

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

# Reflection....

R.K. Narayan's 'The Guide' is a fine example of realistic portrayal of Indian scenario. As this technique was used by Shakespeare in tragedy King Lear, he exposed the chaos, illness and turmoil of Lear's dominion. With the same skill R.K. Narayan portrays 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, a martyred Swami while portraying transformation of Raju from Railway to spiritual awaker. Narayan put forward different religious, cultural, social, economic aspects of Indian Society.



# Topic~

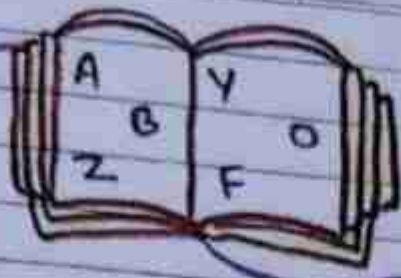
Activity: Take few  
Passages from Science, Social  
Science & Maths textbooks  
of any one class (VI-~~8~~)  
& Analyze.

~~Dr. K. S.~~  
29/11/23

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

FOR EDUCATIONAL USE

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



# 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



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

FOR EDUCATIONAL USE

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 4. Nutrition in Living Organisms



### Let's recall

1. What is nutrition?
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 **nutrients**.

We get several types of nutrients from our food. Nutrients can be classified into two types: **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. Some water and minerals from the soil and carbon dioxide from the air. The 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 live on their own. This is called **autotrophic nutrition**.

### Heterotrophic nutrition

Some organisms depend on other organisms for their food. This is called **heterotrophic nutrition**.



Fig. 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.

Co-ordinator IQAC

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

FOR EDUCATIONAL USE

PRINCIPAL

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

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, phrases & 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.

  
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

FOR EDUCATIONAL USE

## Empowerment of Women and other Weaker Sections

Women had participated extensively in the freedom struggle. Women have also made important contributions in all fields since the post-independence period too. This is what we will study in this chapter as well as the role played by women and other weaker sections.

### Know this

Number of women per one thousand men

Year of Census	Number of women
1951	928
1961	931
1971	938
1981	948
1991	957
2001	963

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 realize that the roots of several of the problems they face lie in the inequality of men. Even in the twenty-first century, we have not been able to rid ourselves of this male-centred inequality.

Sucha Devi made one of women's points in the Bhamburda Movement which had started playing its role in Madhya Pradesh's philosophy. Women who were turned the message of Bhamburda to all parts of India. Women played a significant role in the Telangana Peasants' Armed Struggle which challenged the role of the state and the feudal system. As they began to work they have brought labourers also from outside from the region.

### Manifestation of women power

Women, who have to face the brunt of economic and social crises, have shown their strength in an organised way in 1972. Under the leadership of the socialist leader



Arundhati Ghose

Arundhati Ghose, women in Mumbai participated in a demonstration which came to be known as the 'demonstration of the rolling pin'. Demonstrations, Committees like self-help groups, would become a part of the struggle. In fact, women had become very expressive. 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 form of constructive women power was seen during the Chipko movement in 1973. Every time the forests in the foothills of the Himalayas were to be cut down for commercial purposes, Chandi Prasad Das and Sunderlal

Bhadani had started a movement to prevent the felling of trees. Women followed the strategy of holding hands and creating a wall of resistance. As their method consisted of protecting the



Sunderlal Bhadani

# History Textbook (Class IX)

How the Different Register of Language have been introduced?

Formal - English language have been introduced in this passage.

FOR EDUCATIONAL USE

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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



- Compare the paths. Think how a path is connected with the help of the following questions:
- (1) What kind of vertices do you need for making a triangle?
  - (2) How do you make a square?
  - (3) What do you do to make a complete the square?
  - (4) Name the different shapes you see in the square.
  - (5) Would it be possible to make a triangle on a corner of an open algebraic book?
  - (6) When making a triangle on paper, what do you use to make the dots?

Let's learn

A point is shown by a tiny dot. We use one or more letters to name the point. The dots of the compass are the points in the plane.

A line is a path of a point. It extends in both directions and is called a line. The points A, B and C are shown in the figure alongside.



**Line Segments and Lines**

Take the ruler in fig. 1.1 on a sheet of paper and draw a line segment AB. Now extend the line further on the side of point B. On the side of point A draw a line that is curved.

What would the top of the ruler do to the edge of the paper if the paper is very thin. How can the ruler draw lines.

How long would the line be on a flying ruler?

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.

sew


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

FOR EDUCATIONAL USE

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



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.	
9-	Exhibition	
10-	Street play.	
11-	Kebate.	
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 woman 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 woman does all the work in household chores even when she has a headache or backache. These advertisements 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 in women.


Sr. No.	TOPIC	Sig
---------	-------	-----

1. Introduction.
2. Problem & Issues of Women Education
3. History of Women in India
4. Women depiction in Advertisement
5. Women depiction in Serial.
6. Women depiction in Films.
7. Media [ Print Media ]
8. Reflection.
9. Exhibition
10. Street play.
11. Debate.
12. Poster Competition
13. Slogan Competition.
14. Interview
15. Reflection.



# 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.

  
Co-ordinator, IQAC  
Karnataka Education Society's  
College of Education, Bidar  
Dist. Bidar

  
PRINCIPAL  
Karnataka Education Society's  
College of Education, Bidar  
Dist. Bidar

# 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 periods, 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 led 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

*[Signature]*  
PRINCIPAL

Kelantan Muslim Education Society's  
College of Education, Tawau  
Tas. Darul

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 husbands 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 husbands were fighting the last decisive battle known as 'Shaka'.

girl  
Education



Child  
Marriage



*[Handwritten signature]*  
IOAC

PRINCIPAL

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

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 increase in birth rate, poor health of women due to repeated child bearing and high mortality.

RUKM

# 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 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 social ads depict women in a glamorous manner. Being fair is now a day's claim's by various wofair women where fair and lovely, fair focuses on women. should be fair then only they could get a handsome boy.



  
Co-ordinator IQAC  
for Muslim Educational Board's  
Council of Education Hyderabad  
Zaid, Thabry

  
PRINCIPAL  
Sri Hanumanthi Children Society's  
College of Education, Dilsukh  
Road, Thabry



# 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 crying 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.

  
Co-ordinator IQAG  
Haryana Education Society's  
Department of Education, Haryana  
Gurgaon, Haryana

  
PRINCIPAL  
Haryana Education Society's  
Department of Education, Haryana  
Gurgaon, Haryana



*[Handwritten signature]*

Co-ordinator IQAC  
Koonan Muslim Education Society  
College of Education, Bhilwandi  
Dist. Thane

*[Handwritten signature]*

PRINCIPAL  
Koonan Muslim Education Society's  
College of Education, Bhilwandi  
Dist. Thane

# 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.

Co-ordinator IQAG

for Muslim Education Society's

of

PRINCIPAL

Central Muslim Education Society's

College of Education, Dibrugarh

Assam, India

FOR EDUCATIONAL USE

# 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 Kalyan 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, Bargar Kuch Kabla Hai, Sony Tv's 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



*[Handwritten signature]*

Co-ordinator IQAC  
Kannan Mission Education Society's  
College of Education, Mysore  
Dist. Thiruv.

*[Handwritten signature]*

PRINCIPAL  
Kannan Mission Education Society's  
College of Education, Mysore  
Dist. Thiruv.

# 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.

Handwritten text at the top of the page, possibly a title or header, which is mostly illegible due to blurring.



Handwritten signature of the Co-ordinator IQAC.

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

Handwritten signature of the Principal.

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

# 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 where 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



*[Signature]*  
Co-ordinator IQAC  
Yashwantrao Chavan Education Society's  
College of Education, Dhule  
Dist. Thane

*[Signature]*  
PRINCIPAL  
Yashwantrao Chavan Education Society's  
College of Education, Dhule  
Dist. Thane

# 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 Mukerjee, 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 "crazed" one it is how women are considered an old man who is father status to the women.



Co-ordinator IQAC  
Kantab Muzum Bhojwani Society's  
College of Education, Shivajinagar  
Dist. Thane

PRINCIPAL  
Kantab Muzum Bhojwani Society's  
College of Education, Shivajinagar  
Dist. Thane

# Pati Parmeshu

Early in the 1970s, films portrayed women as a submissive docile and ignorant. This is well shown in the movie "Pati Parmeshu", 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 does not 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 forgive them.



*[Handwritten signature]*

*[Handwritten signature]*

# 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 women who left a side and every body have evil eye on her. They sexually abuse her and used her as a product. This movie shows social change in the society.

Co-ordinator IOAC

Director of Education, District

Dist. Title

FOR EDUCATIONAL USE

Principal

Principal

Director of Education, District

Dist. Title

# PRINT MEDIA

## 'GENDER EQUALITY SHOULD NOT BE ABOUT RIGHTS OF WOMEN ALONE'

After what has happened with Kamal Haq, we have learned that gender equality is not just about women's rights. It is about equality for all.



After what has happened with Kamal Haq, we have learned that gender equality is not just about women's rights. It is about equality for all.



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



PRINCIPAL  
Muslim Education Society's  
College of Education, Dhule  
Dist. Thane

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 pro tips of beauty, tips, recipes, fashion, etc.

PKW



## 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, whenever 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, creative, mother, efficient have keeper but nothing else.

Coordinator ICAC  
National Council Society  
Project Education

PRINCIPAL

Support  
Media

Print  
Media

Broadcast  
Media

Digital  
Media

# Reflection

Through this project I understand that India mass media have come so far yet 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 portrayal 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.

- Newspapers
- Advertisements
- Consumer Magazines
- Business Magazines



Coordinator IQAC

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



PRINCIPAL

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

SCIENCE EXHIBITION



Young Scientists in the making

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

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

# 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.

# Street Play

## 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.

*[Signature]*

# 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:

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

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



# Street play on Domestic Violence

Script outline for side 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.

Co-ordinator IQAC

Koushan Muslim Education Society's  
College of Education, Bilwandi  
Dist. Thane

Principal

Koushan Muslim Education Society's  
College of Education Bilwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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. Medonible 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: Firstly, 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.

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

Andrea: He always come home around 8pm.

Afilyn: Do you have her phone number?

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

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

Andrea: OK then. Lets go.

  
Co-ordinator IQAC  
Kannan Math Education Society's  
Department of Education, Bangalore  
Dist. Thane

  
PRINCIPAL  
Kannan Math Education Society's  
Department of Education, Bangalore  
Dist. Thane

# 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 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.

  
Coordinator IQAC  
Kendriya Vidyalaya Sangathan,  
College of Education, Bhubaneswar  
Dist. Thane

  
PRINCIPAL  
Kendriya Vidyalaya Sangathan Society's  
College of Education, Bhubaneswar  
Dist. Thane

# 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 girl is educated the nation 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 work, 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 rest 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.

Co-ordinator IOAC  
Khan Muslim Education Society's  
College of Education, Okhla  
Dist. Thrane

Principal  
Khan Muslim Education Society's  
College of Education Okhla  
Dist. Thrane



# Poster Competition

Poster Making Competition  
held by Aqua 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 Winners.

Step 6: Award distribution.

  
Co-ordinator IQAC

Kannur Public Education Society's  
College of Education, Embarakal  
Dist. Thrissur

  
PRINCIPAL

Kannur Public Education Society's  
College of Education, Embarakal  
Dist. Thrissur



Coordinator IQAC  
Jinnah Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

Coordinator IQAC  
Jinnah Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

# SLOGAN COMPETITION

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

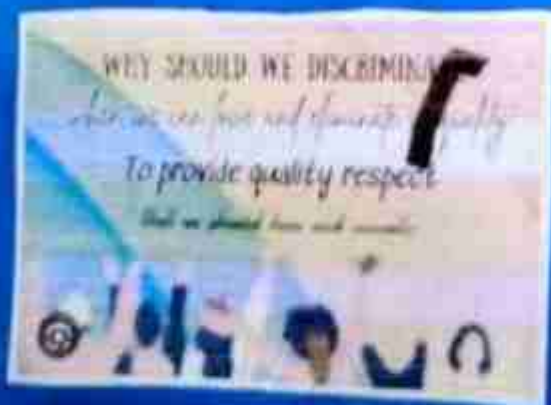
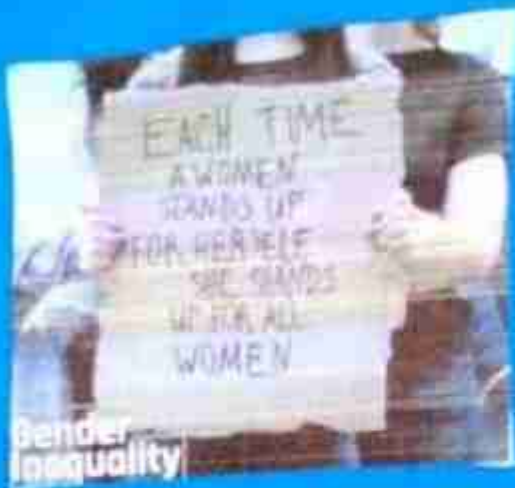
- Step 1: Send Notice to the class
- Step 2: Make list of the participants
- Step 3: Decide Date and Venue
- Step 4: Conduct slogan Competition
- Step 5: Finalize the Winner
- Step 6: Certificate of Award distribution

*[Signature]*

Director IOAC

*[Signature]*

Principal



Co-ordinator IQAC  
Maha Mission Education Society's  
College of Education, Btilwardi  
Dist. Thane

Principal  
Maha Mission Education Society's  
College of Education, Btilwardi  
Dist. Thane

Scanned with OKEN Scanner

# 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 Harms 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.

PRINCIPAL

PRINCIPAL  
SARVAJIT MISHRA  
COLLEGE OF EDUCATION  
DIST. GATEWAY

# Interviews.

Q: What do you understand by gender issues?  
→ Gender issues refers to all the concerns and issues which relate to lives and situation in society of women or men.

Q: 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.

Q: How will you enable gender equality?  
→ Gender equality involves fostering, awareness, education and policy changes.

Q: 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.


Q: What is the impact of gender equality?  
→ Gender equality has a profound impact as it increases the family income, eradicates poverty and provides education.

Q: 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.

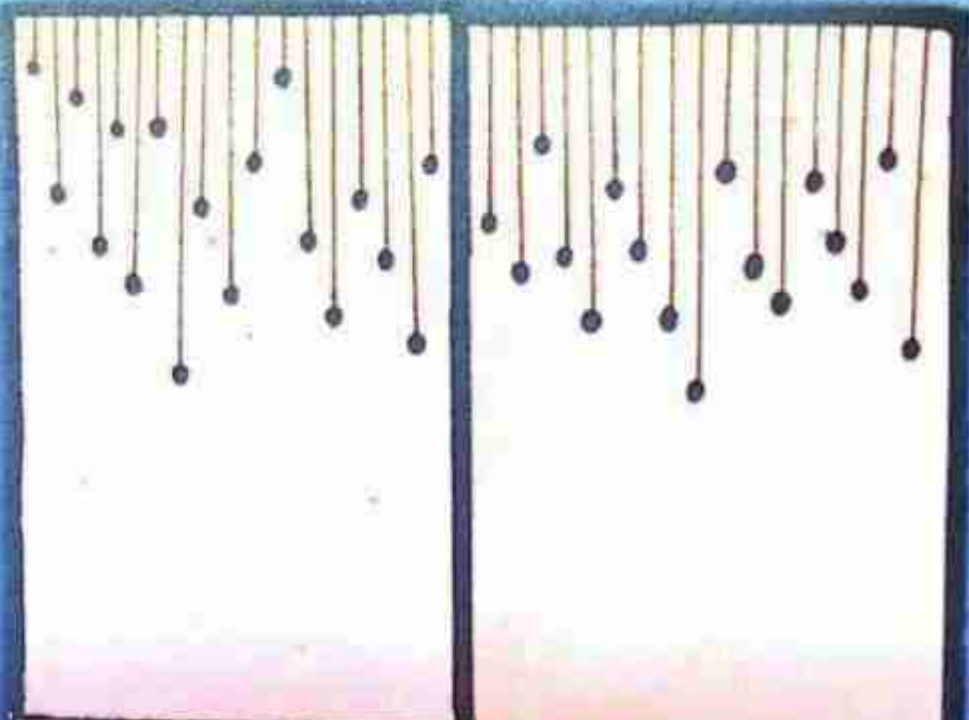
  
Co-ordinator IQAC  
Kashwan Education Society's  
College of Education, Bhivandi  
Dist. Thane

  
PRINCIPAL  
Kashwan Education Society's  
College of Education, Bhivandi  
Dist. Thane

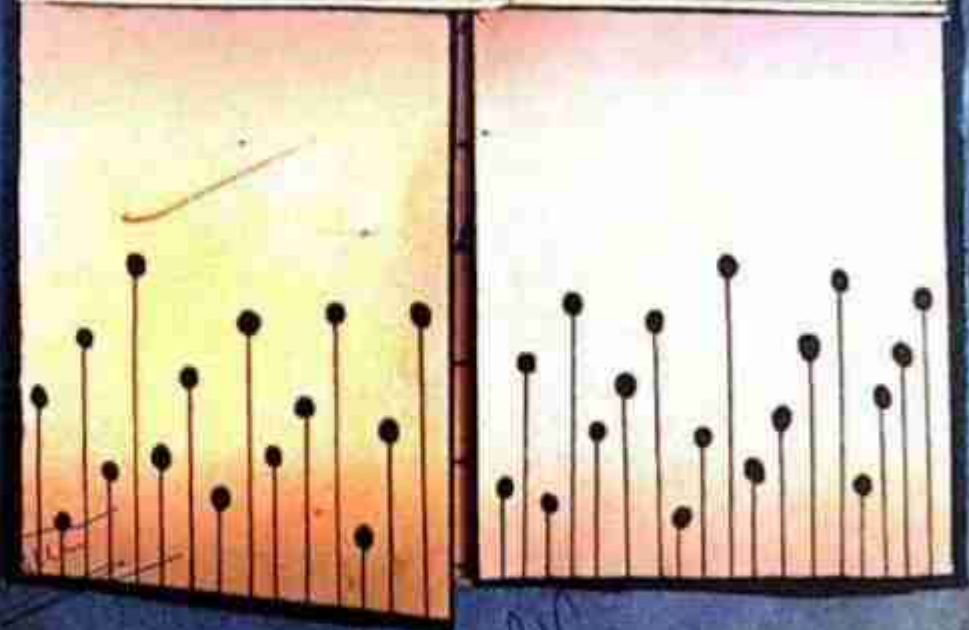


# Knowledge & Curriculum

Guided by:  
Khan Dr. Nafiya f  
Momin Shabeema.



J N D E X



Sr No.	Topic	Sign
1.	Biography.	3
2.	Introduction.	
3.	Need.	
4.	Significance.	
5.	Dialogue Method.	
6.	Banking Education.	
7.	Problem Solving Education.	
8.	Some Ideas.	
9.	Good Affects of Dialogue.	
10.	Bad Affects of Dialogue.	
11.	Example of Dialogue.	
12.	Reflection.	



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

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

# 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.



*[Handwritten signature]*

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

*[Handwritten signature]*  
**PRINCIPAL**

College of Education Bhlwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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

*[Signature]*  
Coordinator IQAC  
Maharaja Education Society  
College of Education, Thane  
Dist. Thane

*[Signature]*  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner



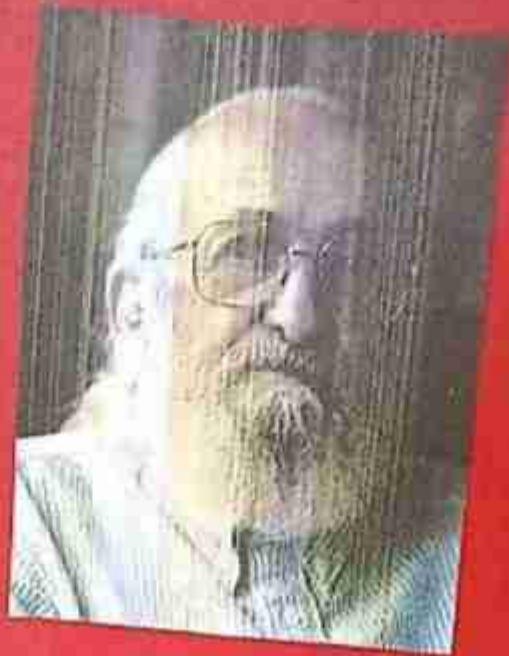
- ◆ to actively engage.
- ◆ Encourage engagement.
- ◆ Shift from monologue to dialogue.
- ◆ Encourage decision making.
- ◆ more meaningful learning.

- ◆ 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.

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

PRINCIPAL  
Konkan Muslim Education Society  
College of Education Bileendi  
Dist. Thane

Scanned with OKEN Scanner



Dialogue Method

by Paulo Freire

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'.

Co-ordinator  
Kankan Muslim Education Society  
College of Education, Bhiwandi  
Dist. Thane

PRINCIPAL  
Kankan Muslim Education Society  
College of Education, Bhiwandi  
Dist. Thane  
Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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.

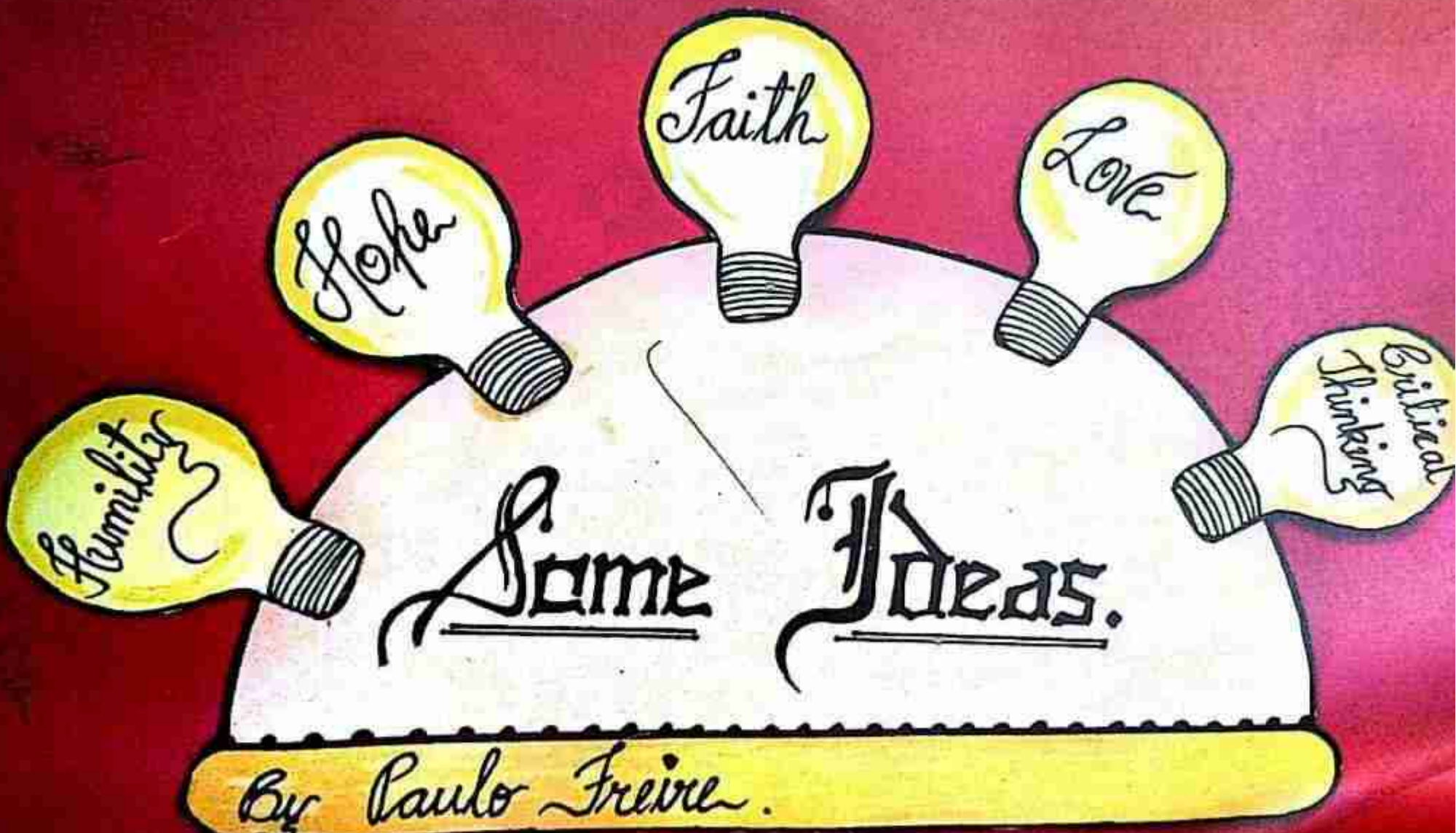
Banking education follows the transmission model of education. This model views education as a specific body of knowledge that is transmitted from the teacher to the students. This model is most often used in university settings and lecture when there is a class of over 100 students. The easiest method 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 intermed 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.



Faith

Love

Critical Thinking

Hope

Familiarity

Same Ideas.

By Paulo Freire.

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

*AM*  
Co-ordinator IQAC  
Tamil Nadu Education Board  
College of Education, Dindigul  
Dist. Thane

*AM*  
College of Education  
Dist. Thane

Scanned with OKEN Scanner er

Scanned with OKEN Scanner



- 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-inspection 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.

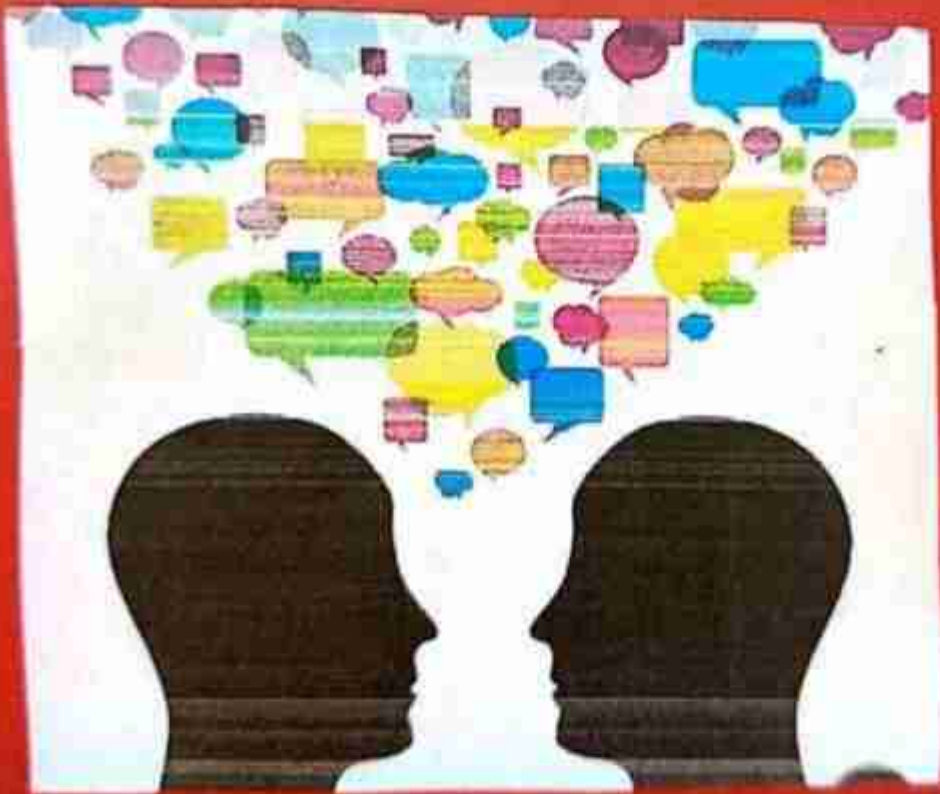
- Since dialogue encourages talking, students can get loud and create a noisy atmosphere in the classroom.

Co-ordinator IOAC

College of Education, Bhiwandi  
Dist. Thane

College of Education, Bhiwandi  
Scanned with OKEN Scanner

Scanned with OKEN Scanner



Preparation 108  
U.S. Education  
College of Education  
Dist. Thano

RBC  
Dist. Thano

# 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 know 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.



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

  
**PRINCIPAL**  
Cookan Muslim Education Society's  
College of Education (Bhikhandi)  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Index

Sl. No	Topic	Page
1.	Introduction	
2.	Hidden Curriculum.	
3.	Hidden Curriculum in School	
4.	Hidden Curriculum With Reference to School Rituals	
5.	Hidden Curriculum With Reference to School Celebration	
6.	Hidden Curriculum With Reference to School Rules	
7.	Reflection.	

# ∵ 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.




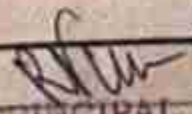
16

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 [Agasa Girls High School] with referance to school rituals, celebration and rules and disciplines.

  
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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



AQSA EDUCATIONAL SOCIETY'S  
**AQSA GIRLS' PRE-PRIMARY,  
PRIMARY & HIGH SCHOOL**  
(ENGLISH MEDIUM)

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

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

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 ..



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

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



*[Handwritten signature]*

Co-ordinator IQAC  
Kerlan Muslim Education Society's  
College of Education, Chikmagal  
Dist. Than

*[Handwritten signature]*  
PRINCIPAL

Kerlan Muslim Education Society's  
College of Education, Chikmagal  
Dist. Than

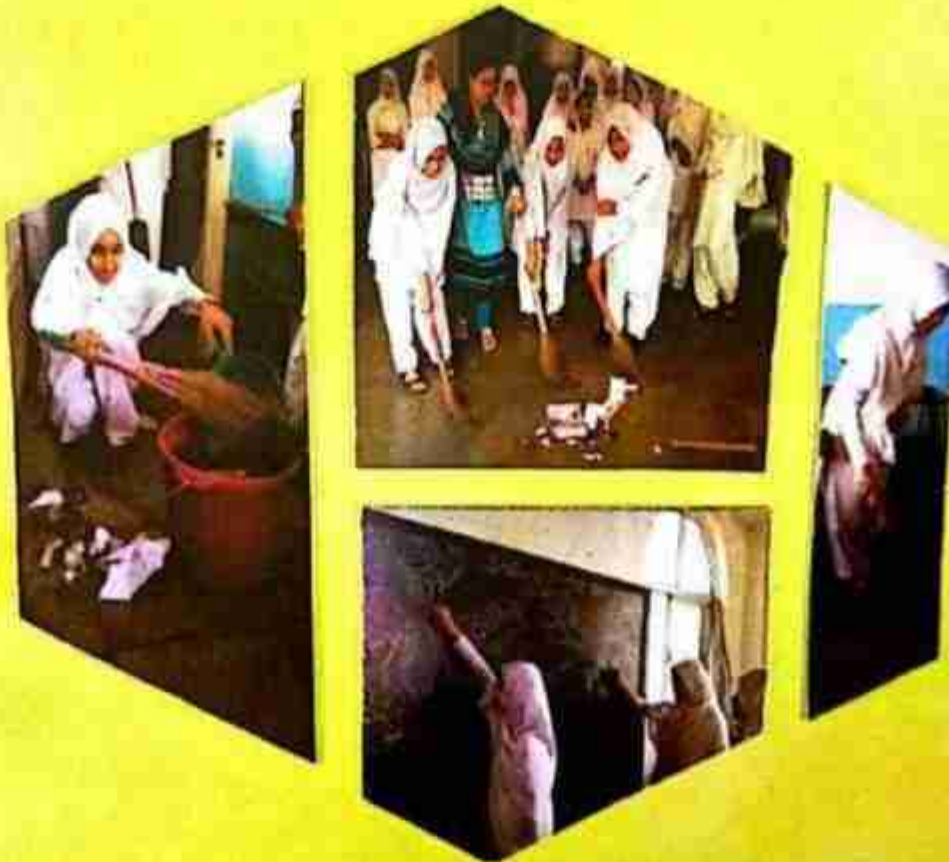
Q School's culture sends signals not only to students but also to staff. Teacher and school leaders also must work to build positive norms related to their own work. Building a strong culture is not an overnight task. Relational trust is not something that can be achieved simply through some workshop, 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



AQSA EDUCATIONAL SOCIETY'S  
**AQSA GIRLS' HIGH SCHOOL**  
**AQSA GIRLS' ENGLISH PRIMARY SCHOOL**

79, Bhusar Mohalla, Near Jama Masjid, Bhiwandi - 421 302



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

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

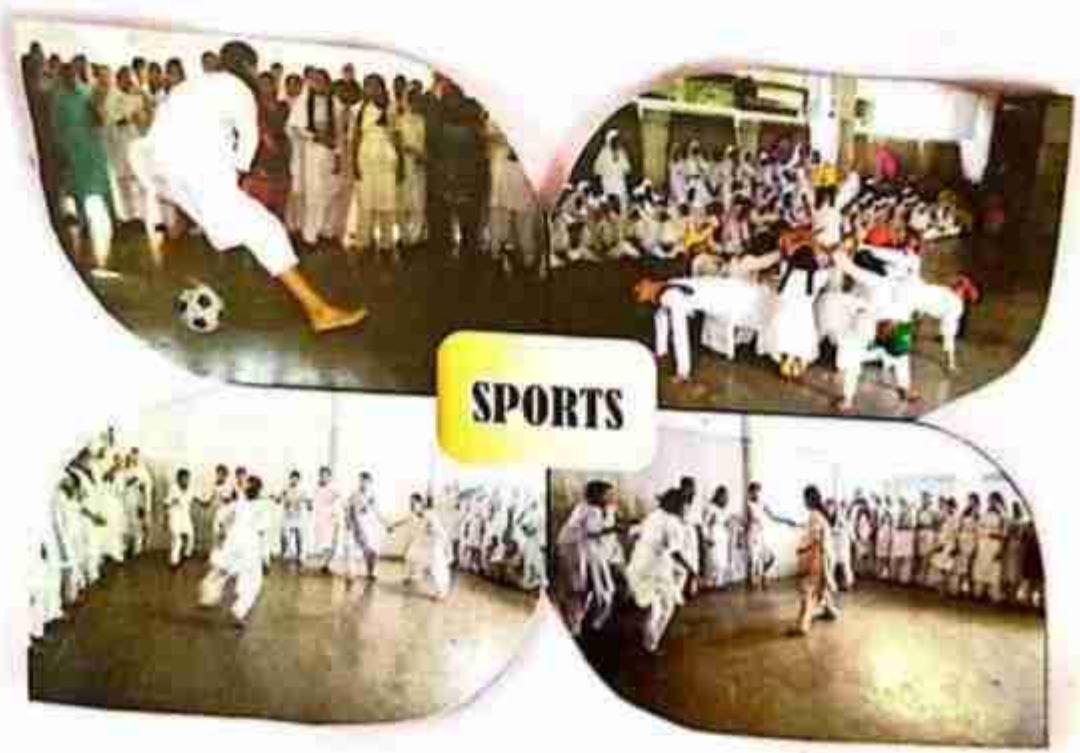
simple morning rituals you can communicate the following message to students i.e We value and include all people with respect. We consider it good manners to greet each person by name. Good manners help others feel comfortable.

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

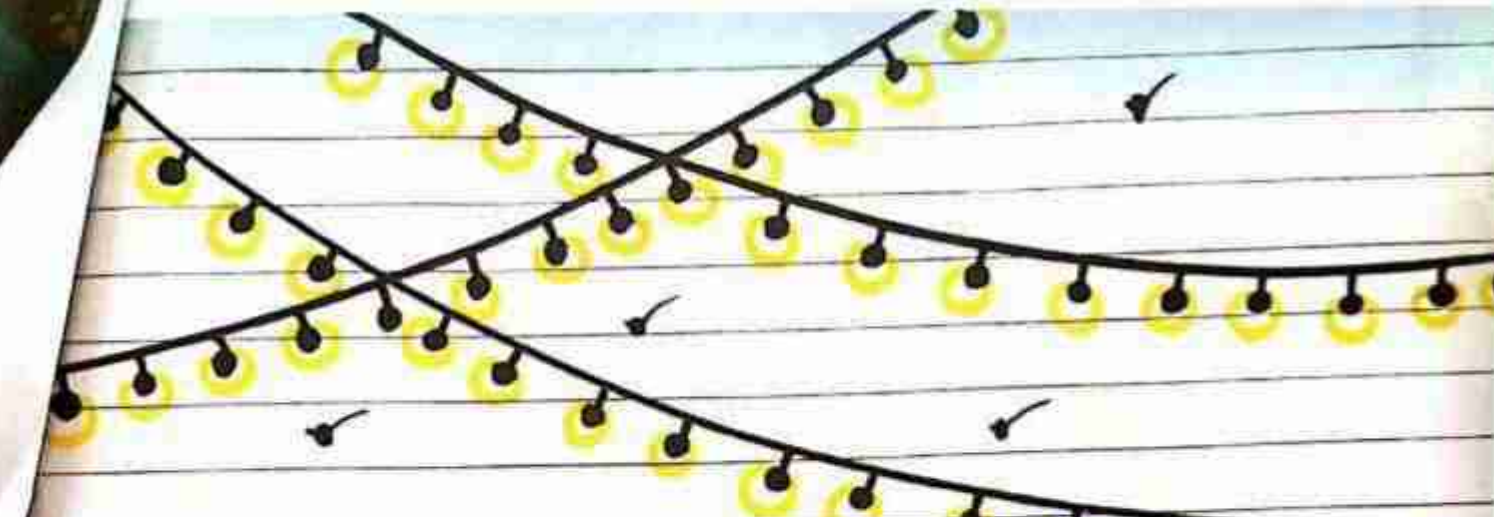


National Science Day

Co-ordinator IQAC  
 Santan M. ...  
 College of Education, Bhiwandi  
 Dist. Thane

...PAL  
 ...ation Society's  
 College of Education Bhiwandi  
 Dist. Thane



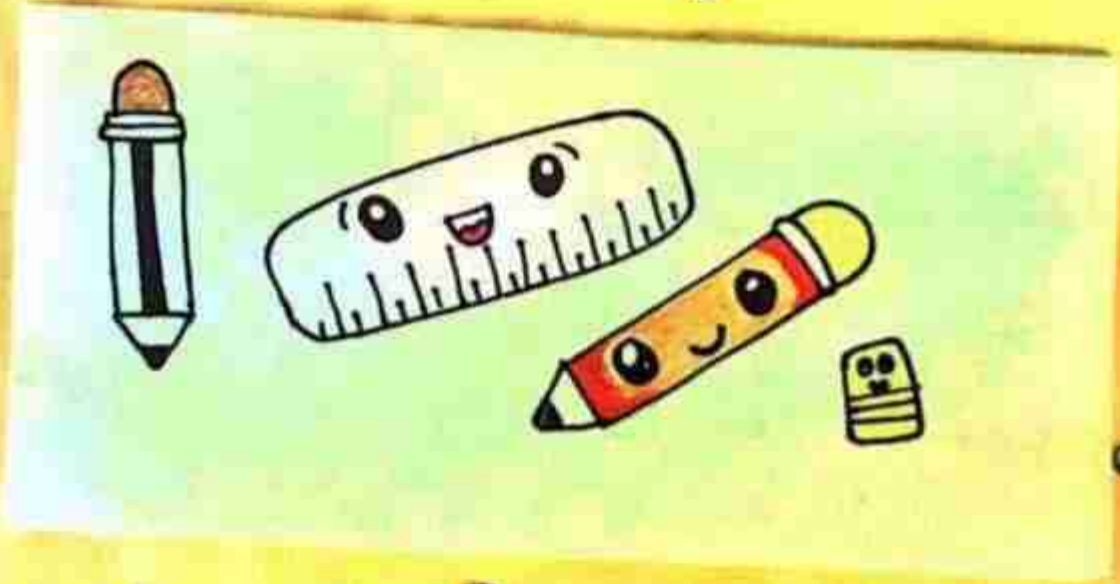


Celebrating events and festivals in school have become an integral part of learning and building a strong cultural belief in children. Gosa girls High School encourage students to embrace other traditions and culture just like the way they do with their own. As a part of school efforts to inculcate in 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, Dussehra and Eid. School also celebrates 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.

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





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

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



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 Lively 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.

Director IQAC  
Education Society's  
Bhilwandi  
Dist. Thane

Principal  
Kantam Muslim Education Society's  
College of Education Bhilwandi  
Dist. Thane



*[Handwritten signature]*

*[Handwritten signature]*

**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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



Guests enjoying the event blissfully



... (left to right) Dr. Mrs. Kirtaya Dhule, Miss Memon Tabassum, Miss Shila Shanm speaking during the Independence Day celebrat



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

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

# 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



*[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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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 :

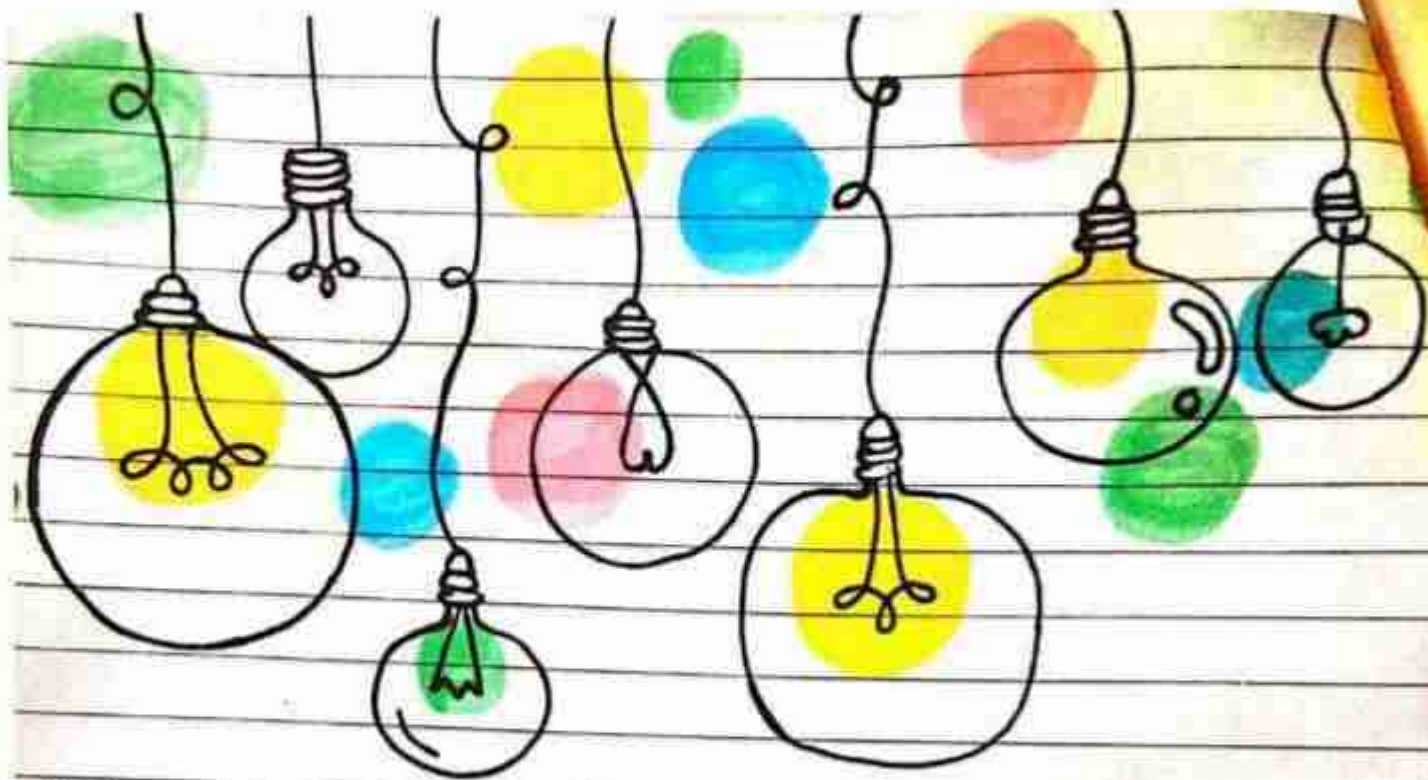
Any form, verbal or physical or any means of bullying or any victimisation is strictly forbidden. The Interpersonal relationships that are evident in the school impact the hidden curriculum with the rules which students developed in a manner of





*[Signature]*  
 Co-ordinator IQAC  
 Konkani Muslims Education Society's  
 College of Education Dhiwandi  
 Dist. Thane

*[Signature]*  
 PRINCIPAL  
 Konkani Muslims Education Society's  
 College of Education Dhiwandi  
 Dist. Thane




behaviour, they know has to treat with other students neglecting their status and socio-economic backgrounds.

### Exeat 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.

  
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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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 "Sasa Lirli 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

is

a

great

way

to

keep

Learning

Learning

And

Teaching

we



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

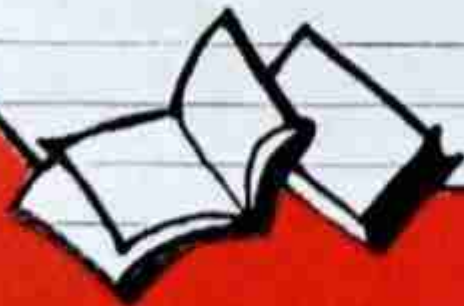
Name :- Sharkh  
Ankal Fahim.

Roll No :- 26

Class :- F.Y.B.Ed

Subject :- Learning And  
Teaching.

Guided by :- Prof. Noorulain  
mam.



*Sharkh*

*Noorulain*  
PRINCIPAL

# Acknowledgement

I would like to express my special thanks of gratitude to my teacher Mr. Noorulain ma'am, 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 Anka Fahim  
F.Y.B.4P

# KMES College of Education

Documental

## Certificate

This is to certify that Miss Shaikh Ankaq Fahim Roll No-26 Class-FYB.Ed has undertaken and completed the assignment in 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 Faculty  
Noorulain

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

PRINCIPAL  
Konkan Muslim Education Society's

# 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 psychology employ human participants and animals subject 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.



*[Handwritten signature]*

*[Handwritten signature]*



# Defination

"Learning is acquisition of habits, knowledge and attitudes. It involves new ways of doing things and it operates in an individual's affairs 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".

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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?"

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".


PRINCIPAL

Hon'ble Muslim Education Officer  
College of Education, Bhiwandi

Dist. Thane

Scanned with OKEN Scanner

# 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.

Coordinator IOAC

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

PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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"



Co-ordinator IQAC

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

  
PRINCIPAL

Konkan Muslim Education Society's  
College of Education Bhiwandi

Scanned with OKEN Scanner

of

# Transfer of Learning

1) Positive Transfer - Transfer of learning is said to be positive when the learning started 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 "put" correctly, the child find it difficult to pronounce "put" correctly.
- One who is driving a auto start with Honda motor may find difficult to driving motor or stop a recorder.



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 mathematics such as taking care and checking all alternatives, when used in making investment decision.

5) Low Road Transfer - Low-road transfer refers to developing some knowledge/skill to a high level of automaticity.

Example - Shoe tying, keyboarding, etc, steering a car.



side  
texts  
number  
to

# 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 training acquired in one area is required, but not for another 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 Ankaif 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 a corner.

2- In the first trial ask subject to stroke 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 tool. Ask him to trace the pattern again note the time and error in each trial.

Introspection - It is find out numbers of error and trial and calculate the error and draw the star othraugh 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 generalisation. 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 acquainted 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.

Co-ordinator IQAG

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

FOR EDUCATIONAL USE

PRINCIPAL

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

Scanned with OKEN Scanner

## 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 of 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 acquainted with the bisecton 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  $m, n, h, a, b, x$  and so on.

PRINCIPAL

Coordinator IQAC

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

PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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 value 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.

*[Handwritten Signature]*

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

FOR EDUCATIONAL USE

*[Handwritten Signature]*  
PRINCIPAL

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

5- Bad habits of work may transfer from situations to another and may have a detrimental effect in learning 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 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.

Teaching would be useful in other transfer is not accomplished and equal faculty for unequal.

Co-ordinator IQAC

FOR EDUCATIONAL USE

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

PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## Four Types OF Thinking Style

Not only do we have preferred learning styles, we also have favourite thinking styles. Anthony Grant, professor of curriculum and instruction at the University of Connecticut, has divided these into four main ones.<sup>14</sup>

- Concrete sequential.
- Concrete random.
- Abstract random.
- Abstract sequential.

We're indebted to SuperCamp consultant John LeTallier 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 Scott DePorter. They process information in an ordered, sequential, linear way. To them, "Quality 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 convicted 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 making the 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 placed up where you'll see them."

**Abstract sequential thinkers** love the world of theory and abstract thought. They tend to think in concepts and analyse information. They make great philosophers and research scientists. DePorter says, "It's easy for them to go on in on what's important, such as key points and significant details. These thinking processes are logical, rational and intellectual. A favourite activity for abstract sequentials is reading, and when a project needs to be finished they are very thorough at it. Generally they prefer to work alone rather than in groups." If you're an AS, give yourself deadlines in steps. Find your intellect. Steer yourself toward high structured work.

### Reference

14. Grant, Anthony (1994) The Learning Revolution: A Thinking Revolution. Boston: Allyn and Bacon.  
15. LeTallier, John (1994) The Learning Revolution: A Thinking Revolution. Boston: Allyn and Bacon.

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

# 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.	<del>a</del> <del>b</del> <del>c</del> d.	imaginative investigative realistic analytical	9.	a <del>b</del> <del>c</del> d.	reader people person problem solver planner
2.	<del>a</del> <del>b</del> <del>c</del> d.	organised adaptable critical inquisitive	10.	a. <del>b</del> <del>c</del> d.	memorise associate think-through originate
3.	a <del>b</del> <del>c</del> d.	debating getting to the point creating relating	11.	<del>a</del> <del>b</del> <del>c</del> d.	changer judge spontaneous wants direction
4.	<del>a</del> <del>b</del> <del>c</del> d.	personal practical academic adventurous	12.	<del>a</del> <del>b</del> <del>c</del> d.	communicating discovering cautious reasoning
5.	<del>a</del> <del>b</del> <del>c</del> d.	precise flexible systematic inventive	13.	<del>a</del> <del>b</del> <del>c</del> d.	challenging practising caring examining
6.	<del>a</del> <del>b</del> <del>c</del> d.	sharing orderly sensible independent	14.	<del>a</del> <del>b</del> <del>c</del> d.	completing work seeing possibilities gaining ideas interpreting
7.	<del>a</del> <del>b</del> <del>c</del> d.	competitive perfectionist cooperative logical	15.	a <del>b</del> <del>c</del> d.	doing feeling thinking experimenting
8.	<del>a</del> <del>b</del> <del>c</del> d.	intellectual sensitive hardworking risk-taking			

**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



Do it in style


After you have read  
previous page check

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.

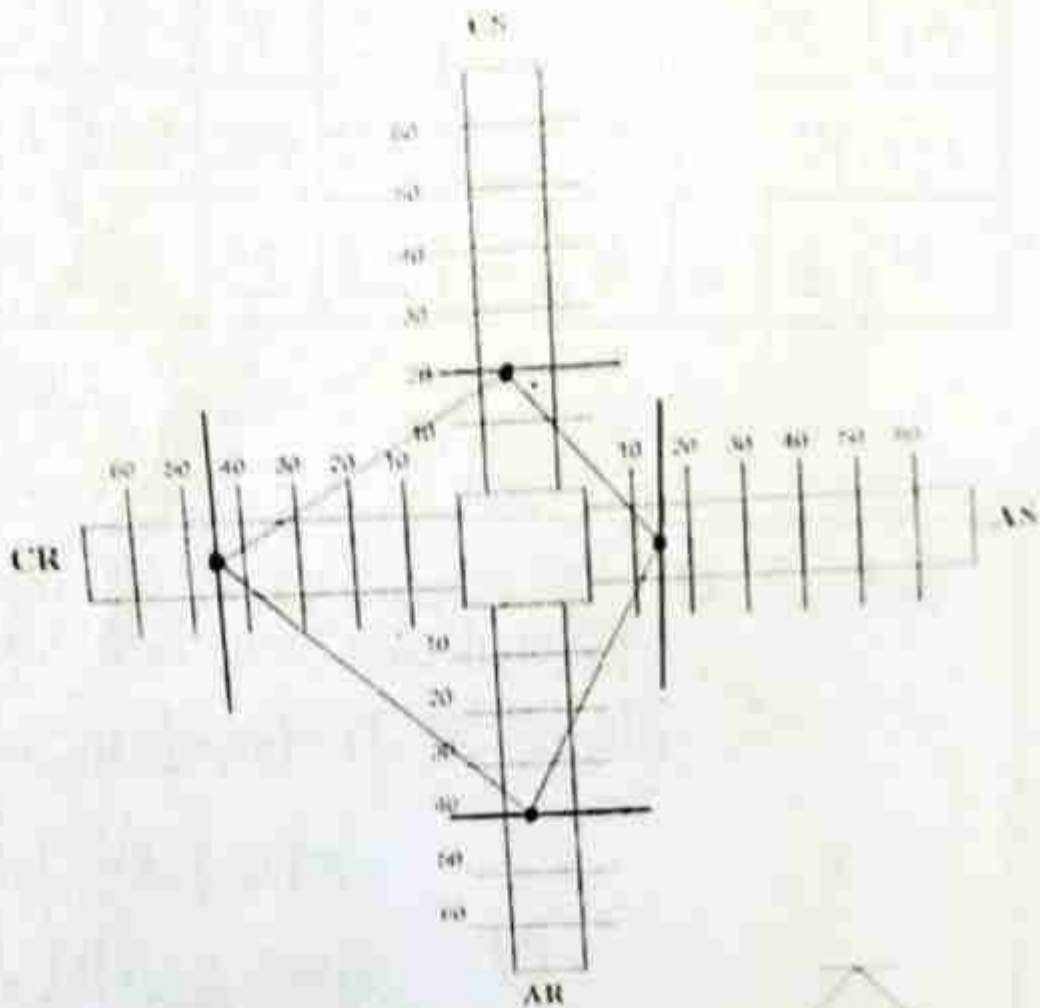
	I	II	III	IV
1.	C	D	A	B
2.	A	C	B	D
3.	B	A	C	D
4.	B	C	A	D
5.	A	C	B	D
6.	B	C	A	D
7.	B	D	C	A
8.	C	A	B	D
9.	D	A	B	C
10.	A	C	B	D
11.	D	B	C	A
12.	C	D	A	B
13.	B	D	C	A
14.	A	C	D	B
15.	A	C	B	D
TOTAL:	5	4	10	11

I	5	$\times 4 =$	20	Concrete Sequential (CS)
II	4	$\times 4 =$	16	Abstract Sequential (AS)
III	10	$\times 4 =$	40	Abstract Random (AR)
IV	11	$\times 4 =$	44	Concrete Random (CR)

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

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

After you have completed your personal thinking-style test on the previous page chart your results below:



To graph your preferred "thinking style" and draw a diamond on the board that corresponds to your score in each of the classifications on the previous page, and label the axes as shown in the example diagram.



For thanks to John L. Edler and Carl F. Kurland, 600 Fifth Avenue, New York, N.Y. 10017 for permission to reprint this Self Tests Classroom Learning by Hilda Diefenderfer. The test is based on research by Professor Anthony Crosbie.

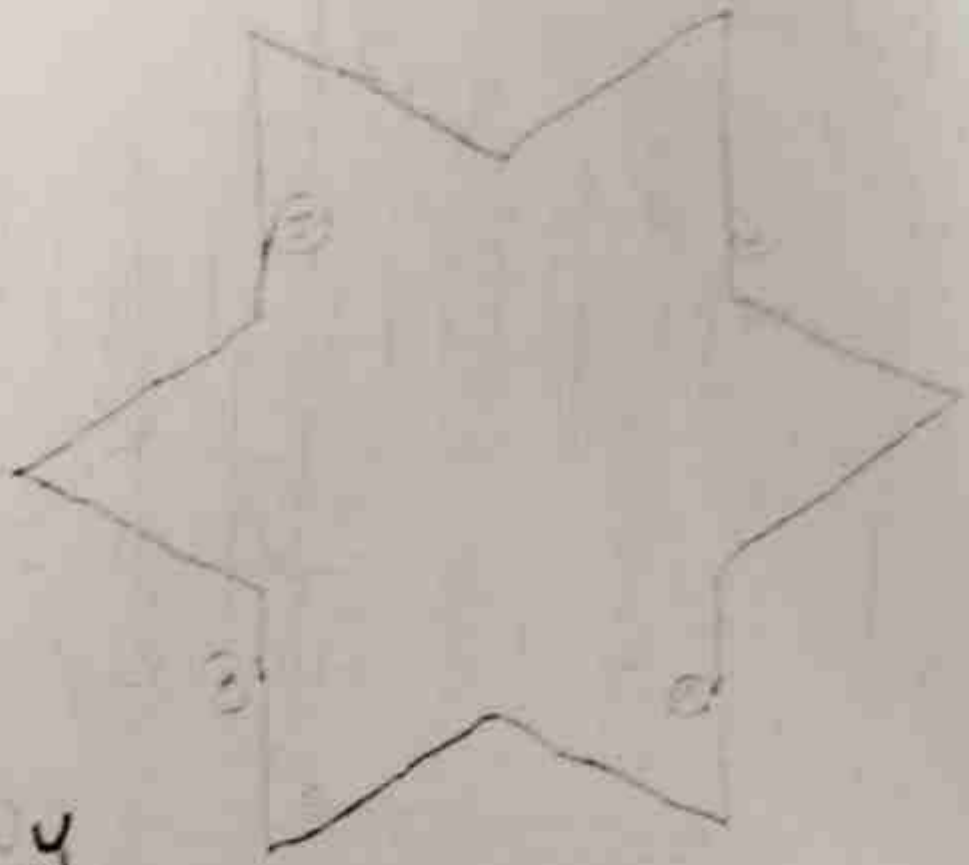
*[Handwritten signature]*

*[Handwritten signature]*

**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

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



1. 1:23  
835EC

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

## 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 error (last time) = 4

$$= \left\{ \frac{\text{first time} \times \text{last time}}{\text{first time (insec)}} \right\} \times 100$$

$$= \frac{83 \times 54}{83} \times 100$$

$$= 54 \times 100$$
$$= 5400 \text{ sec}$$

Percentage of Improvement of error  
first hand error to last hand error.

$$= \frac{\text{First error} - \text{last error}}{\text{First error}} \times 100$$

$$= \frac{6 - 4}{6} \times 100$$

$$= \frac{2}{6} \times 100$$

$$= 0.3 \times 100$$

$$= \boxed{30\%}$$



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

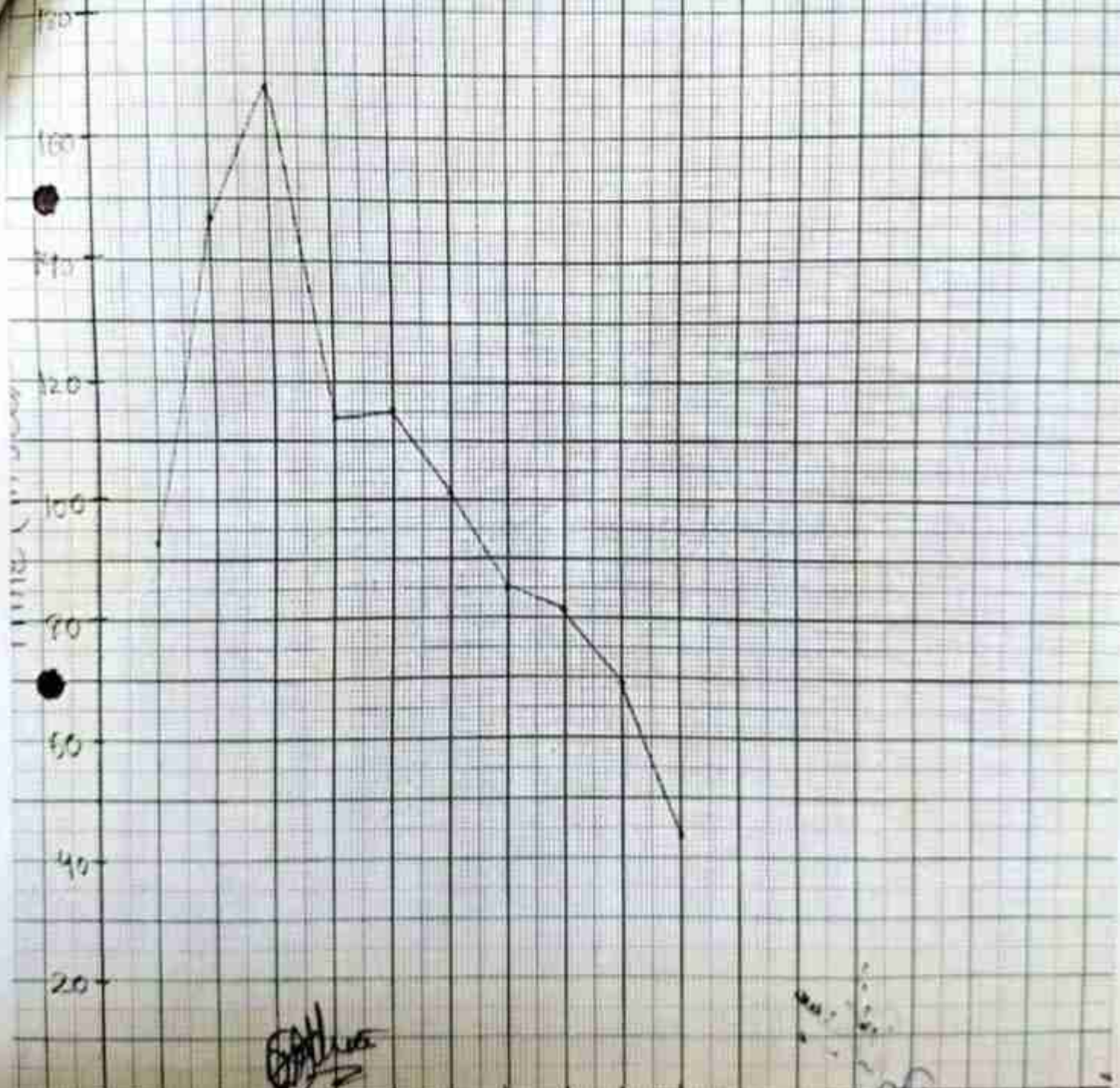
Scanned with OKEN Scanner

Scanned with OKEN Scanner

Scale

X-axis = 1cm = 1 trial

Y-axis = 1cm = 20 sec



*[Handwritten signature]*

*[Handwritten signature]*

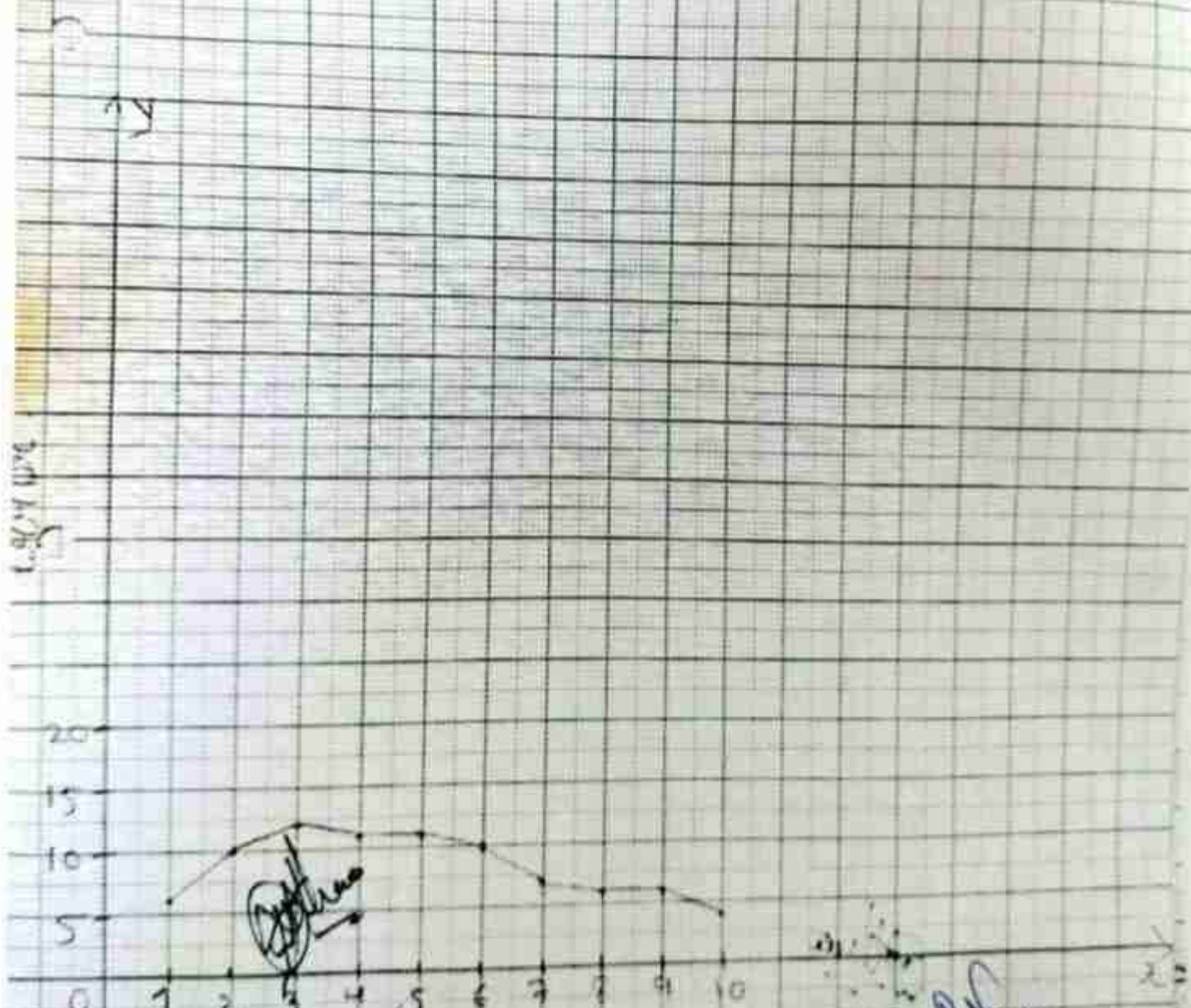
Co-ordinator ICAC  
Korkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

Scale

7-9/10 = Term 1

4-6/10 = Term 2



Co-ordinator, IQAT  
Kankan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

# 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 categorised 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 Gagne's 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 organise information sequentially, 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. They are people-oriented environments. They 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 Sequential

Abstract sequential thinkers are analytical. They like to think through and analyse information. They are very logical and sequential. They are very organized and like to have a plan. They are very detail-oriented and like to have a clear structure. They are very logical and sequential. They are very organized and like to have a plan. They are very detail-oriented and like to have a clear structure.

# 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 capturing the concentration between the eye centre of the mirrors. 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.

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

  
PRINCIPAL  
Konkan Muslim Education Society  
College of Education Bhirur  
Dist. Thane

# CRITICAL UNDERSTANDING OF

# ICT



INFORMATION



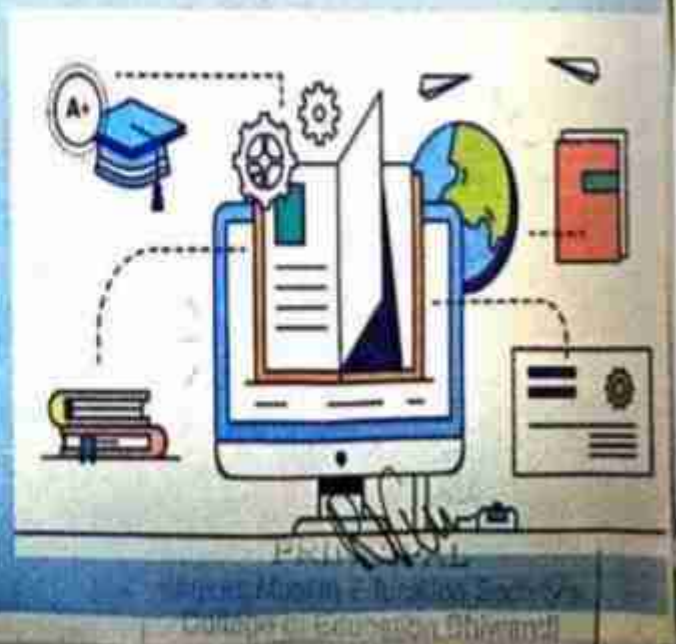
COMMUNICATION



TECHNOLOGY



*See*



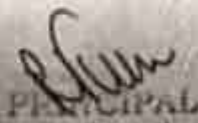
**Khan Samar**

**Roll No. 48**

**Critical Understanding  
of ICT**



**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

# **Unit 1: Understanding of ICT in Education**



Author: IQAC  
Joint Muslim Education Society's  
College of Education, Shivwadi  
Dist, Thane



Principal:  
Joint Muslim Education Society's  
College of Education, Shivwadi

Scanned with OKEN Scanner

Scanned with OKEN Scanner

By:  
**Khan Samar**

**F.Y.B.Ed**  
{Academic Year: 2023 -24}

Roll No. **48** *Group -*

*Dist.* {  
**Under the guidance of**  
**Prof. Khan Sana &**  
**Prof. Momin Monisa**

*Group* → **K. M. E. Society's**  
**College of Education**

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

  
College of Education Bhiwandi  
Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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.

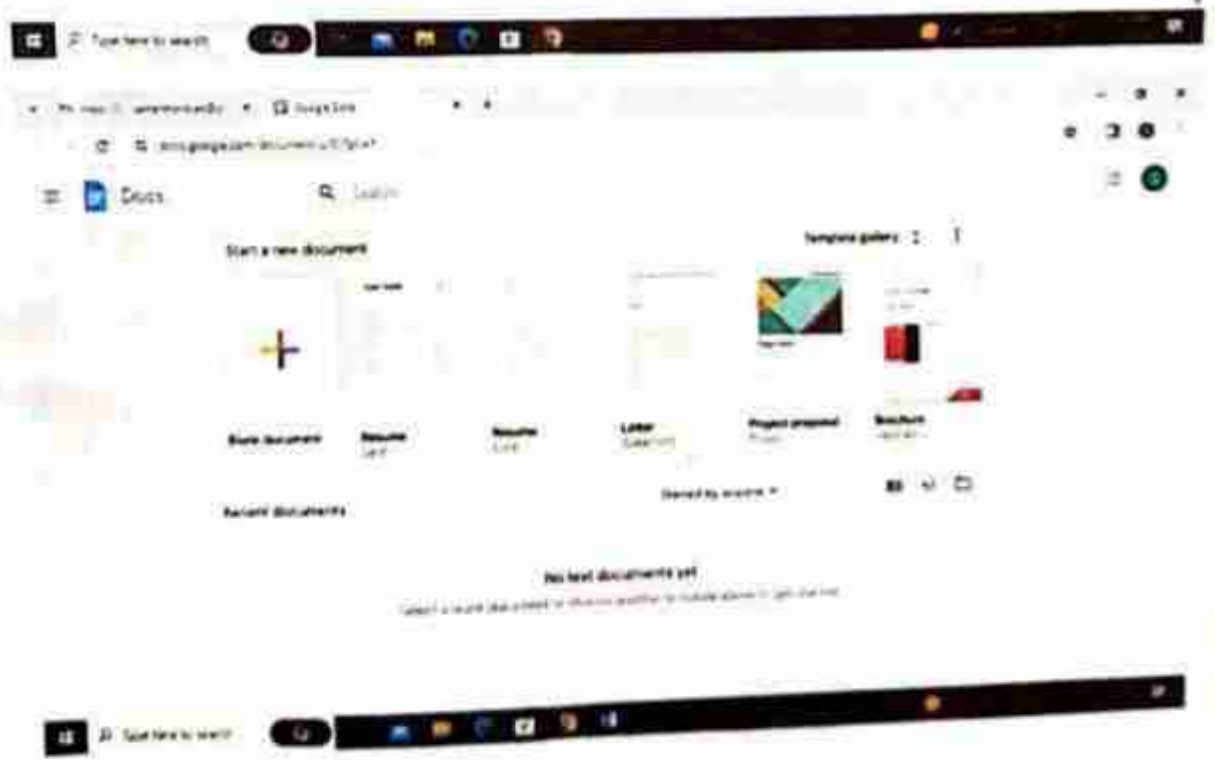
Some hackers hack for sport, savouring the intellectual challenge.

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

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



# SCREENSHOTS:



*[Handwritten signature]*

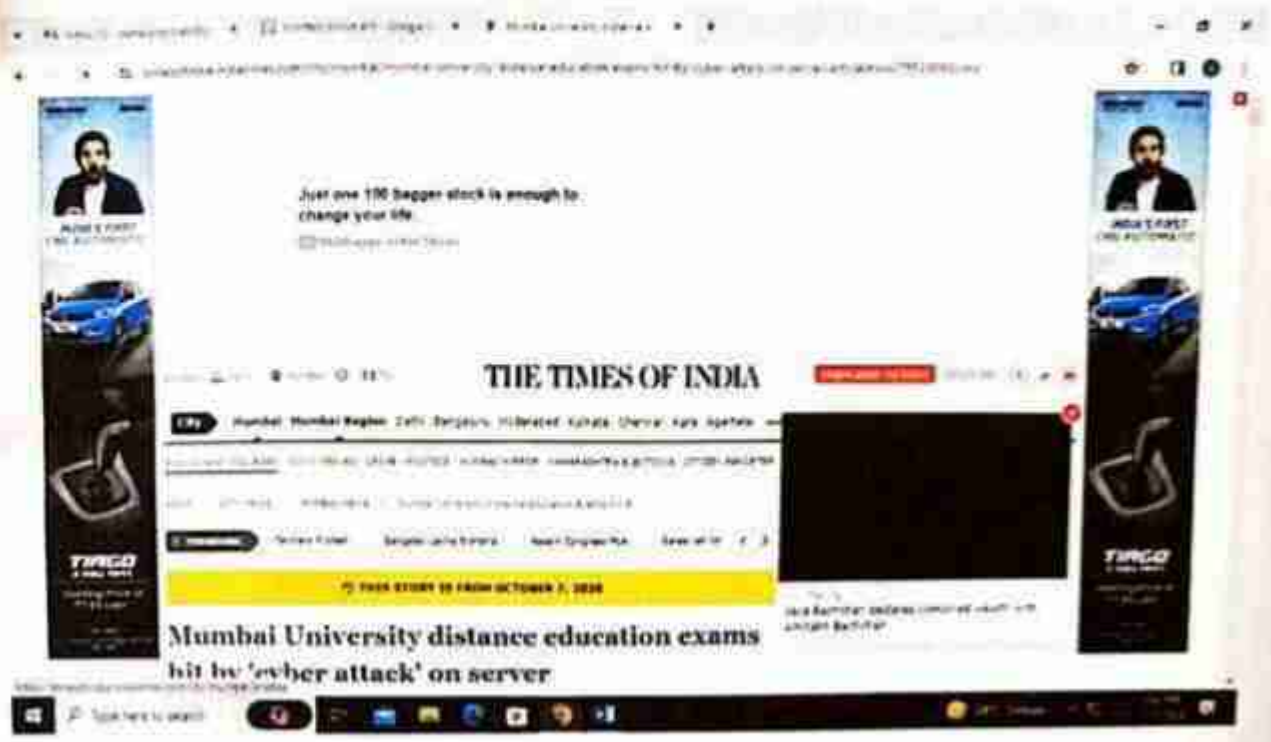
Co-ordinator IQAC  
Konkan Muslim Educational Society's  
College of Education, Dhiwandi  
Dist. Thane

*[Handwritten signature]*

Konkan Muslim Educational Society's

Dist. Thane  
Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten Signature]*

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



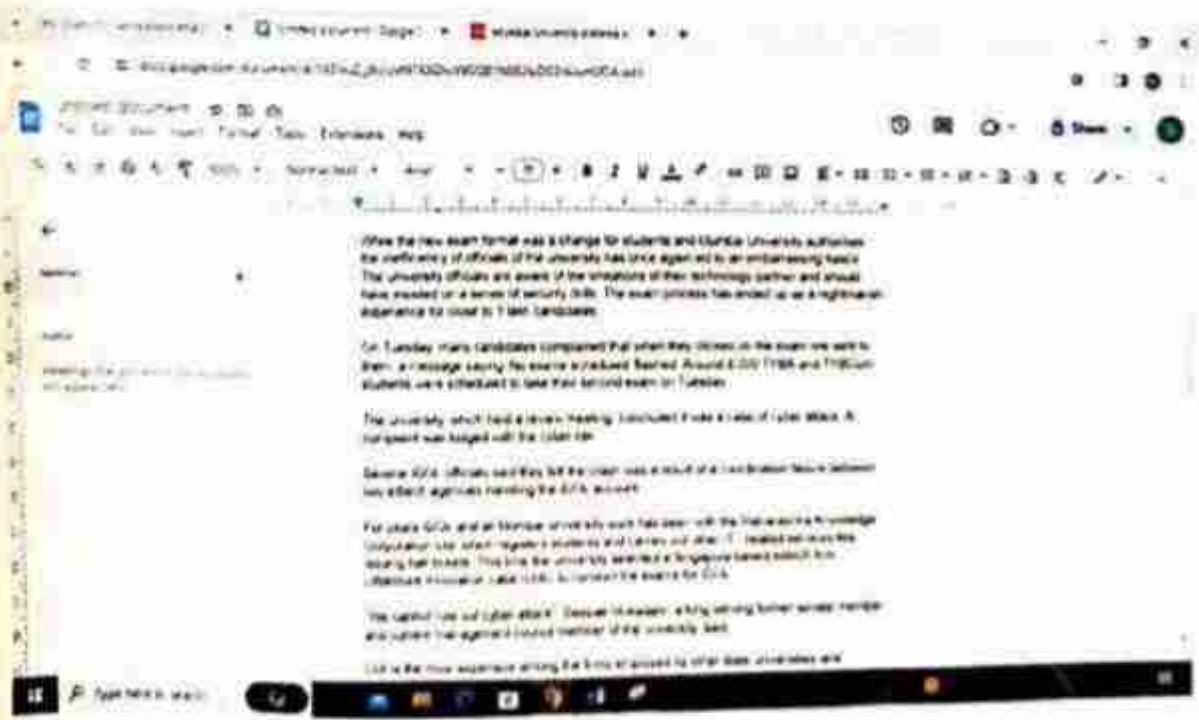
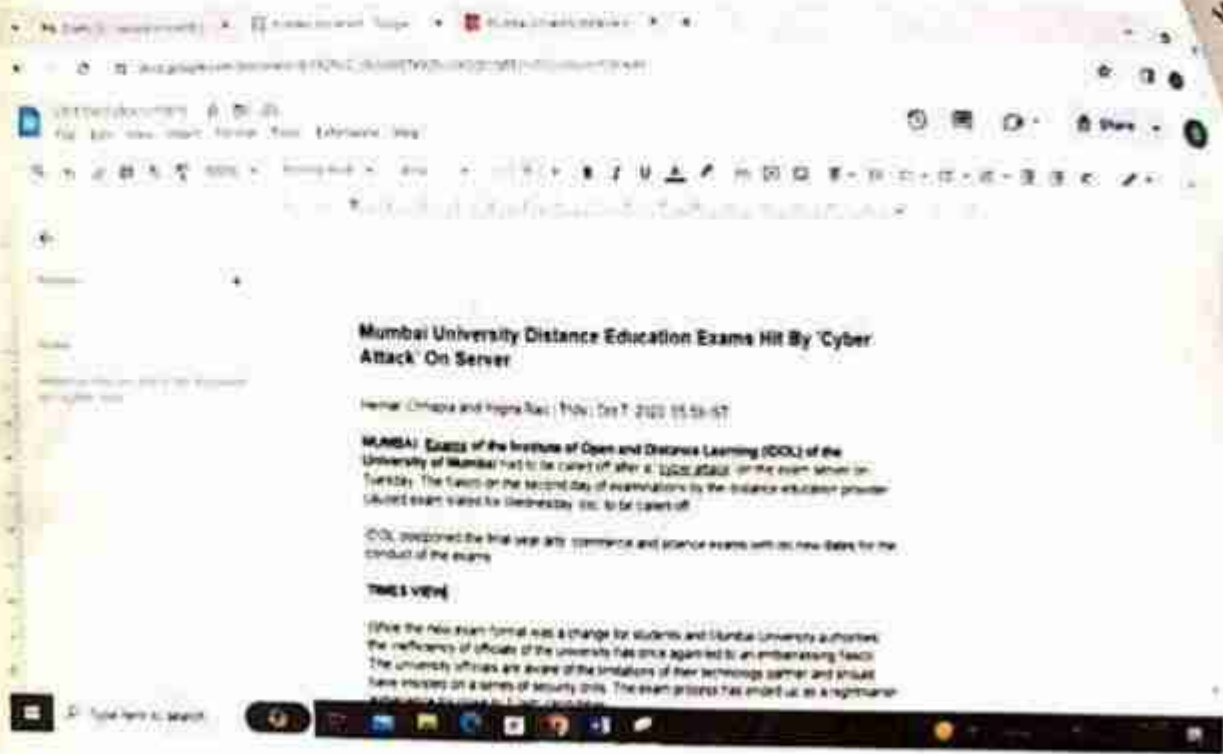
*[Handwritten Signature]*

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

We engaged in



*[Handwritten Signature]*

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

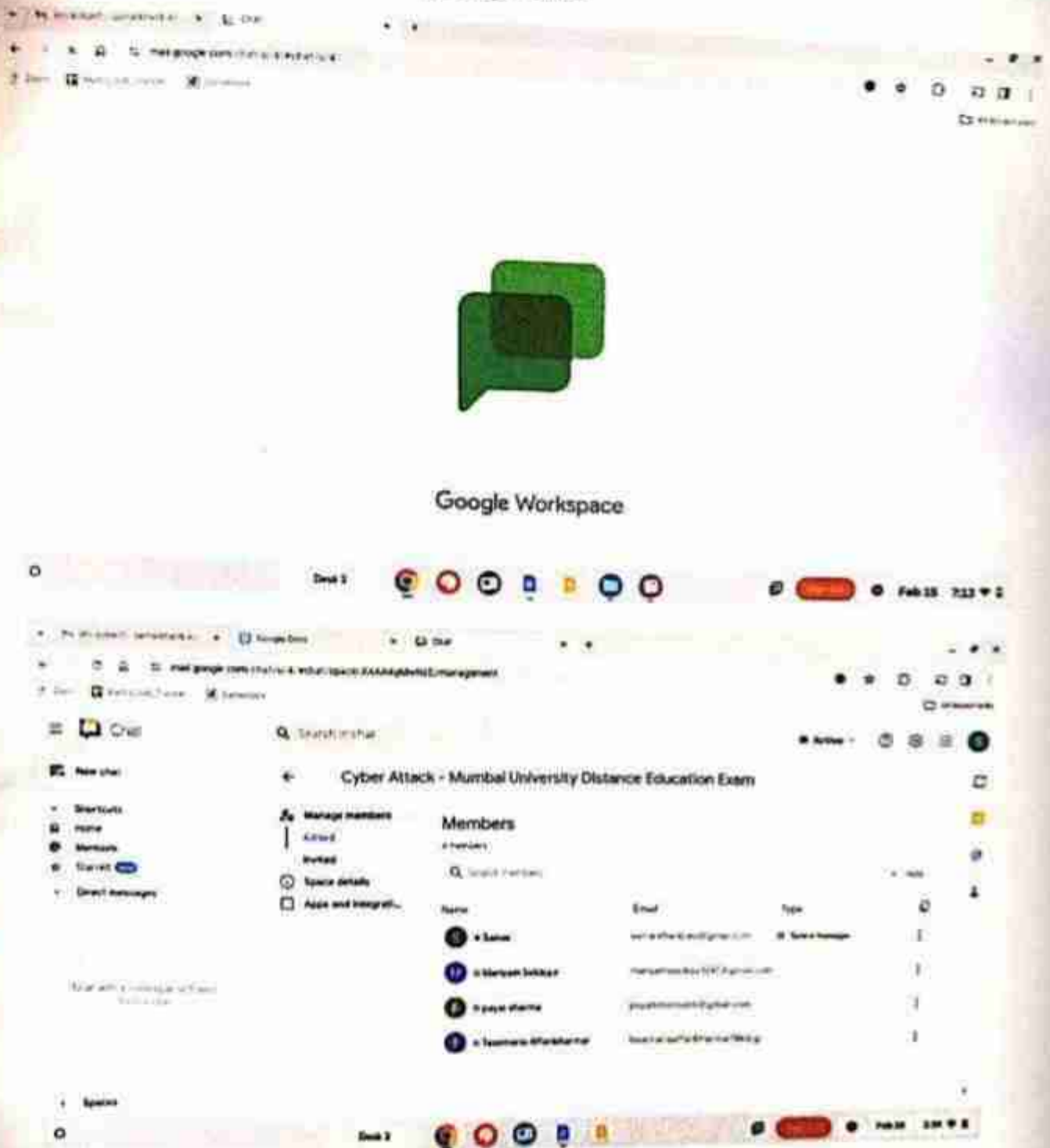
*[Handwritten Signature]*  
PRINCIPAL

Konkan Muslim Education Society's  
College of Education, Bhivrandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner

We engaged in a group discussion using Google Chat:



*[Handwritten Signature]*

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

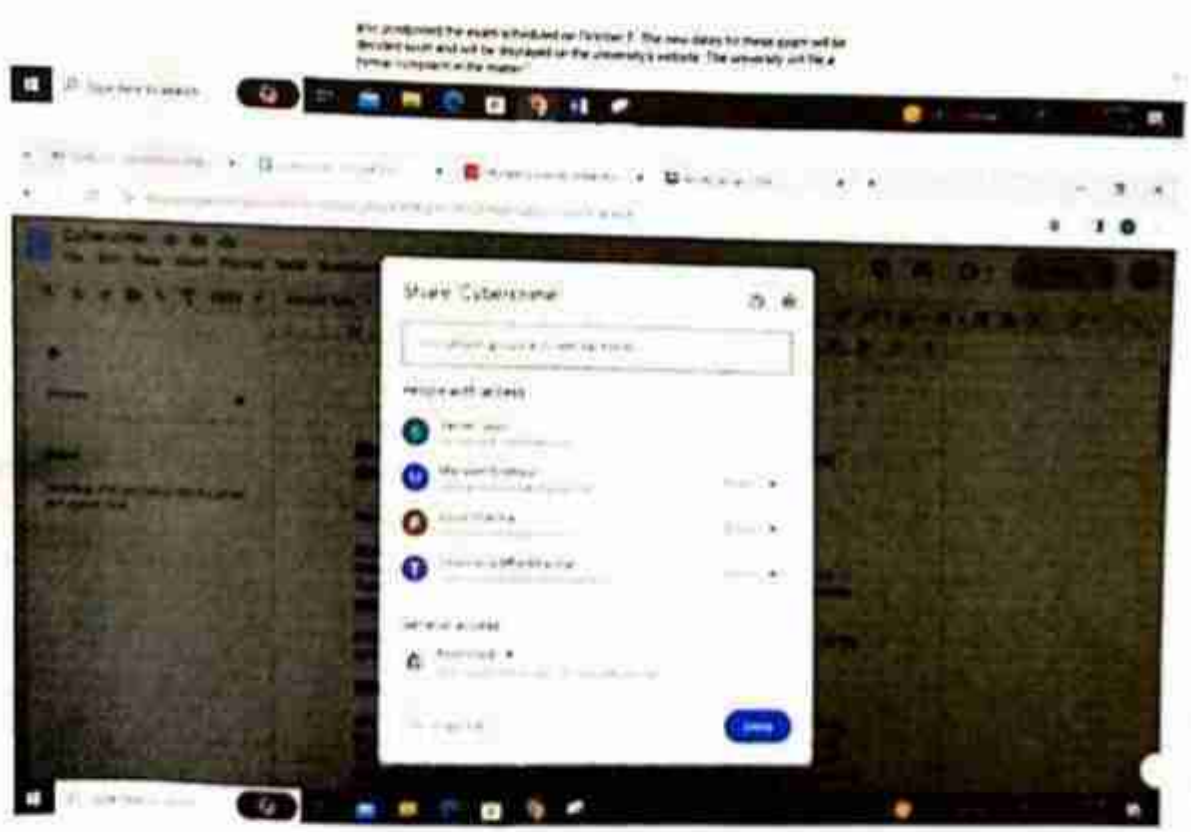
*[Handwritten Checkmark]*

*[Handwritten Signature]*

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

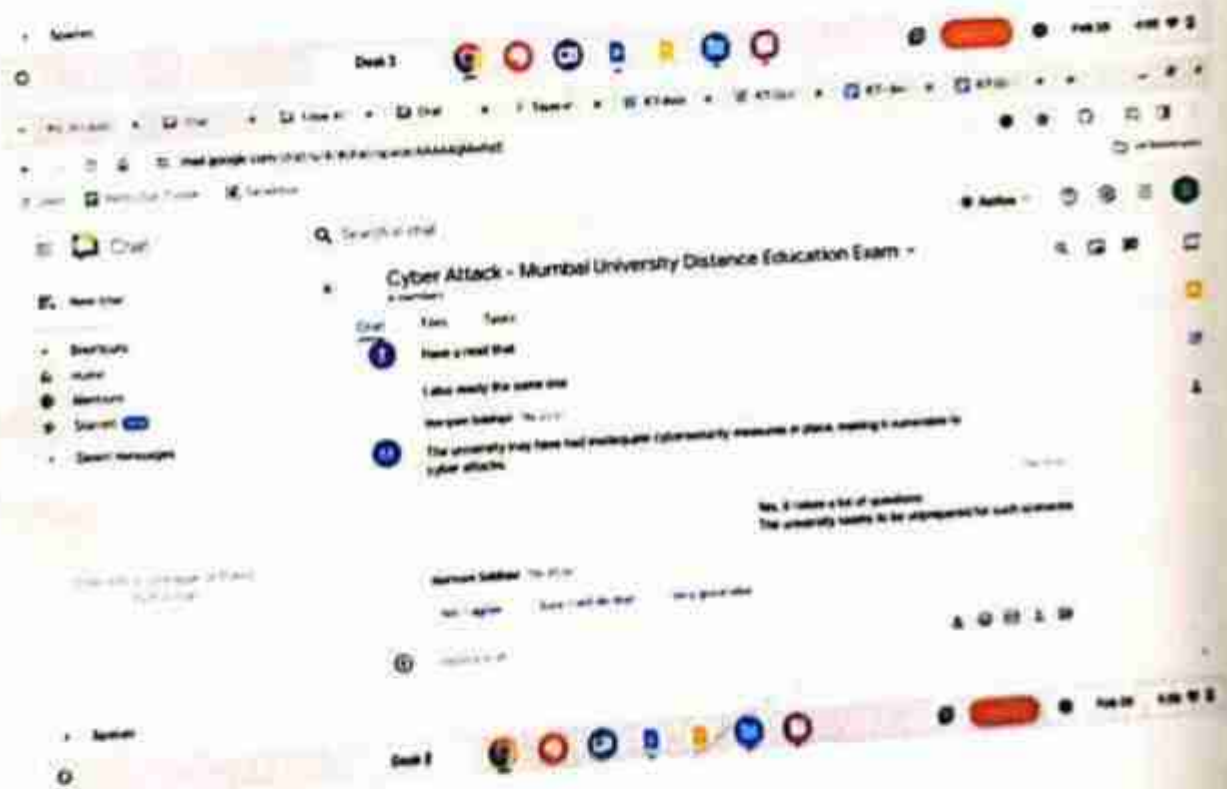
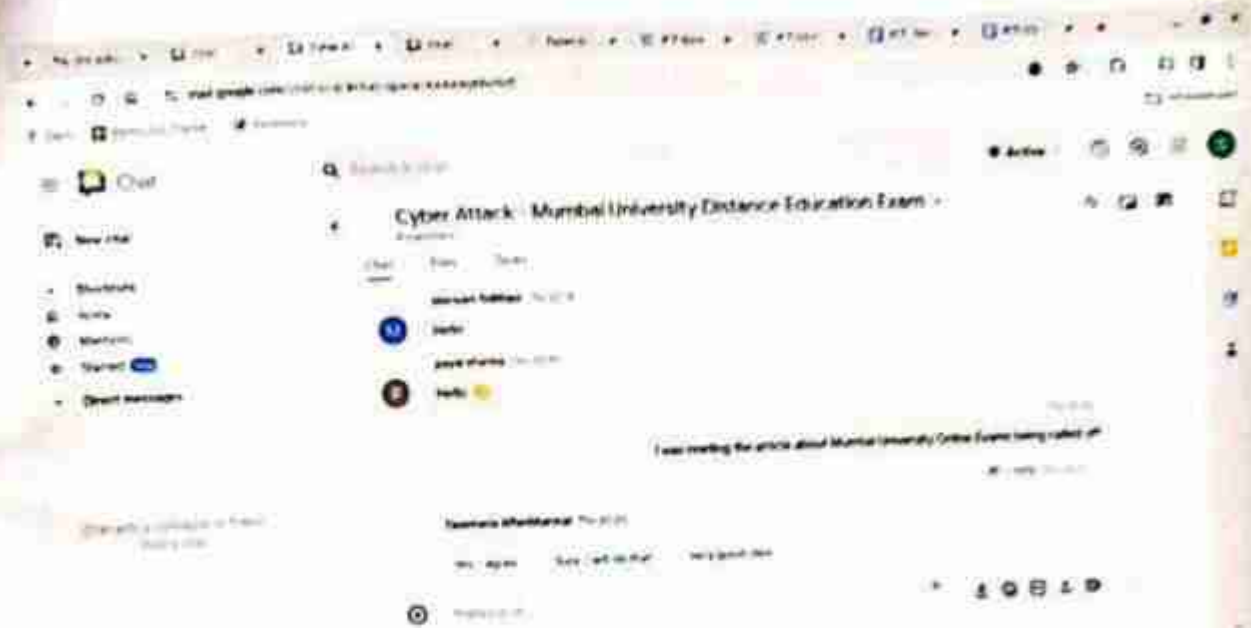


The document had been rightly named 'Cyber Attack' before the discussion began.

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



PRINCIPAL  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Scanned with OKEN Scanner



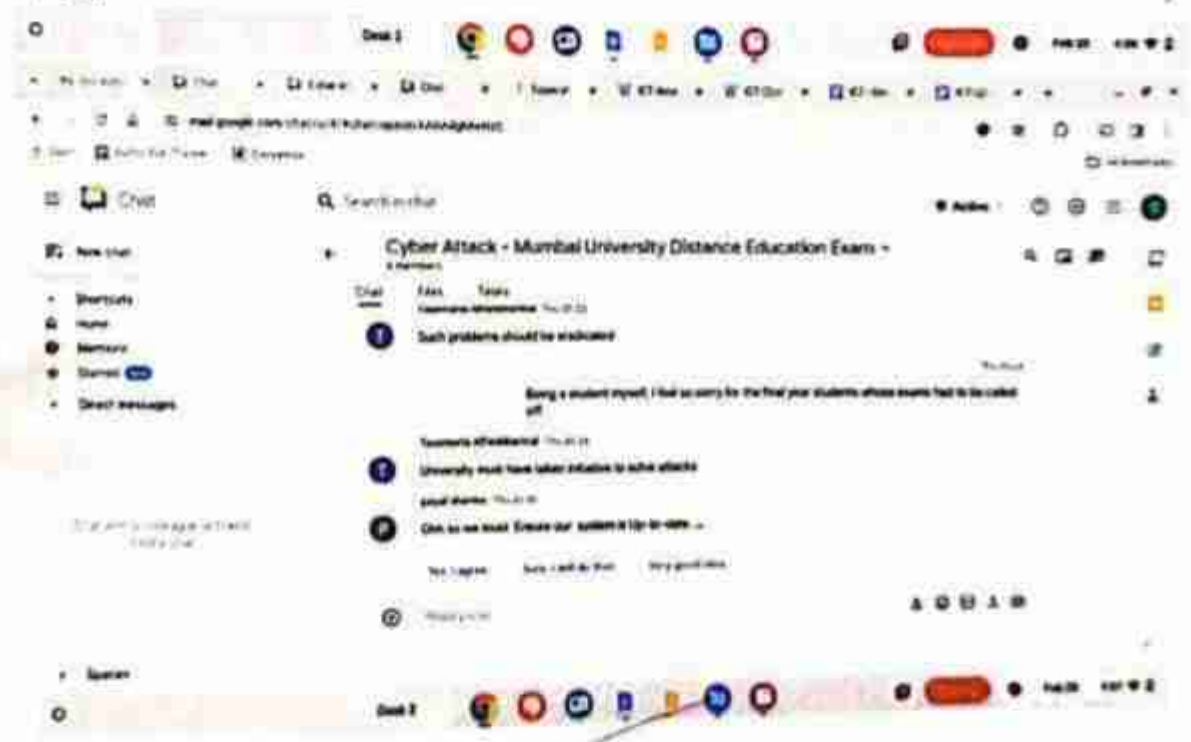
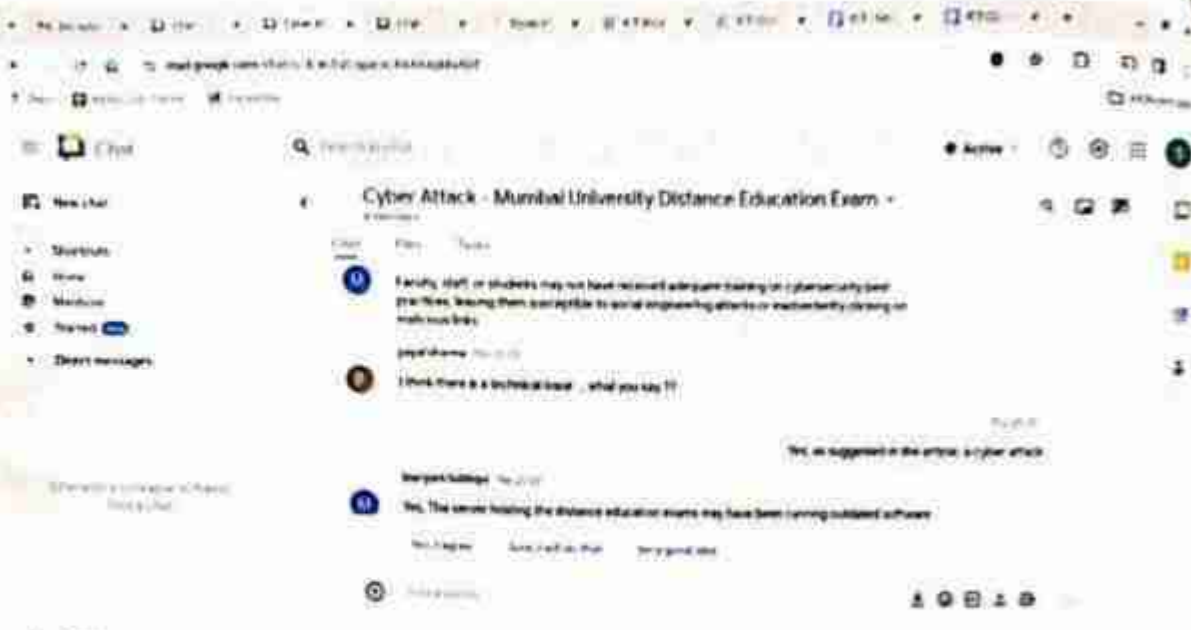
*[Handwritten Signature]*

Coordinator IQAC  
Kannan Mission Education Society's  
College of Education, Bhiwandi  
Dist. Thane

*[Handwritten Signature]*

College of Education Bhiwandi  
Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten Signature]*

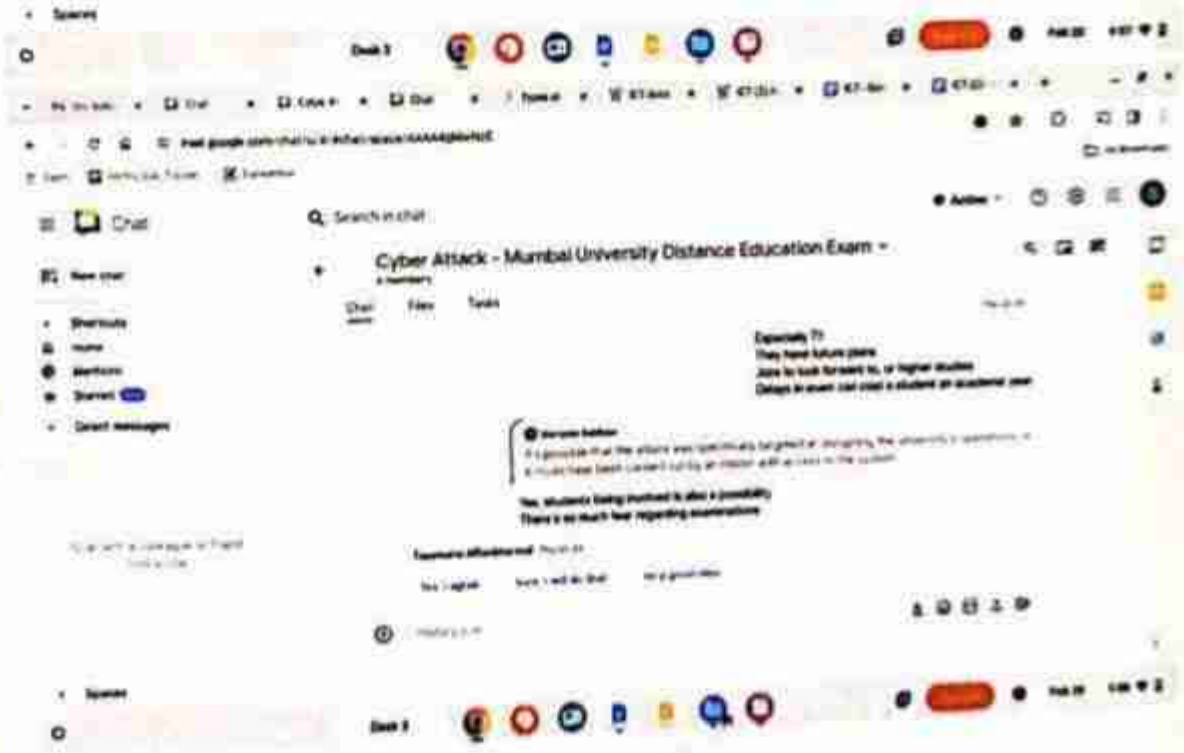
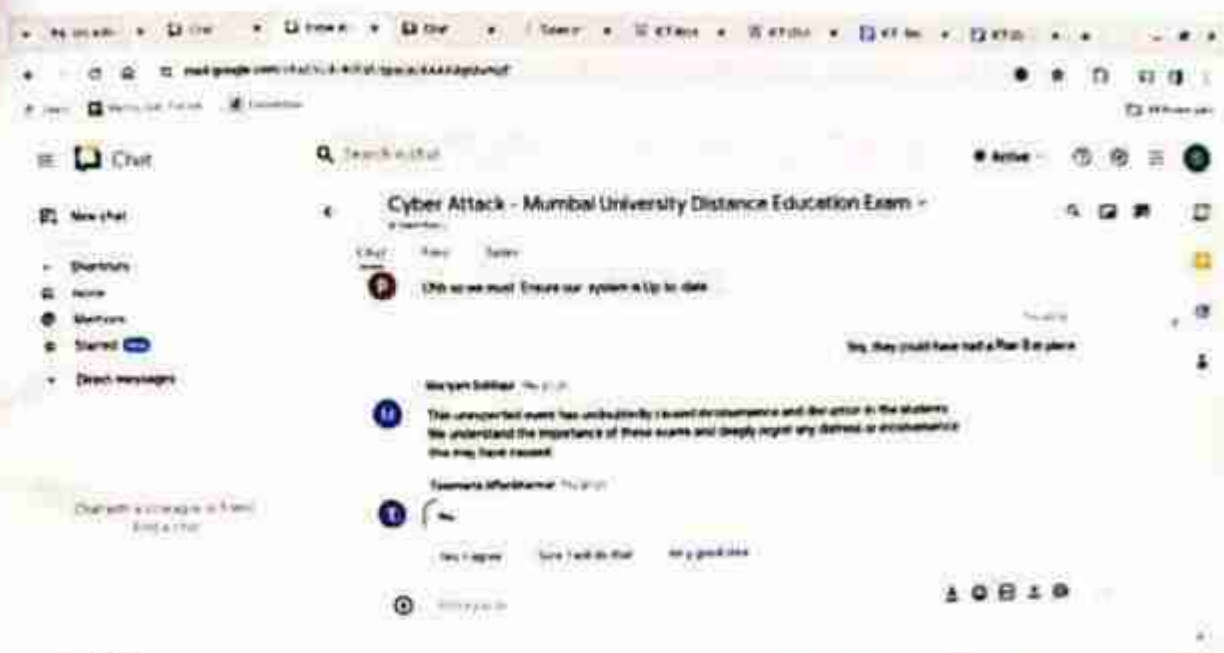
Mumbai Education Society's  
College of Education, Shivwadi  
Dist. Thane

*[Handwritten Signature]*

Mumbai Education Society  
College of Education, Shivwadi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten signature]*

*[Handwritten signature]*  
PRINCIPAL

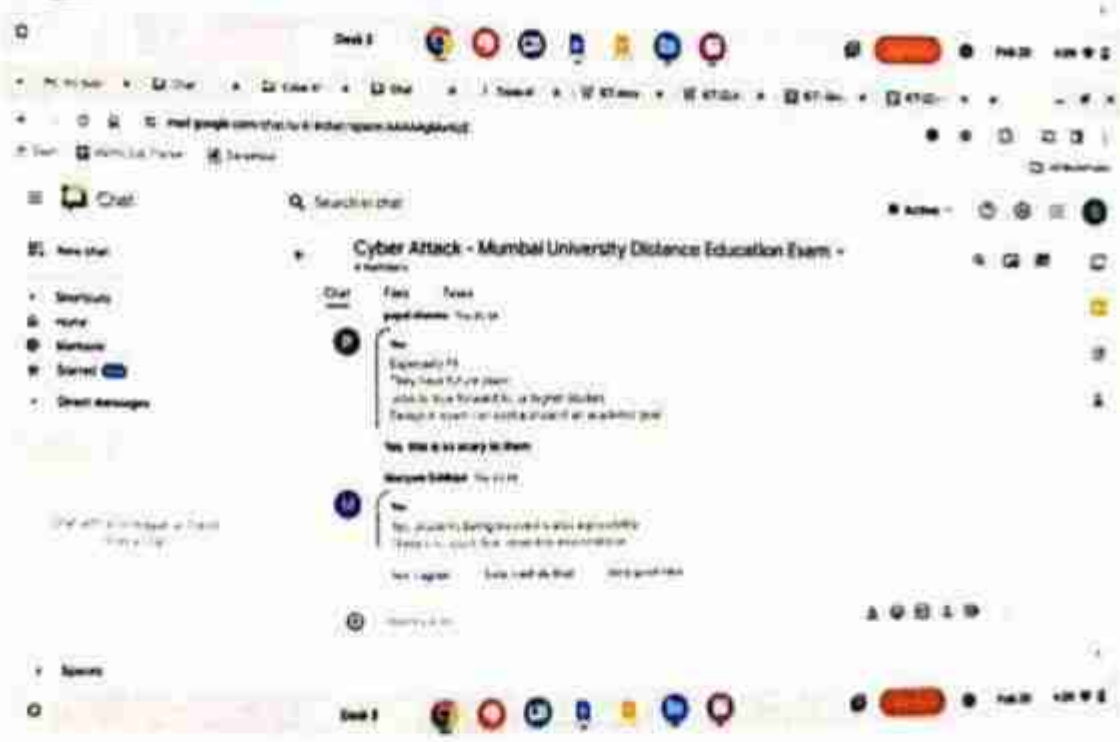
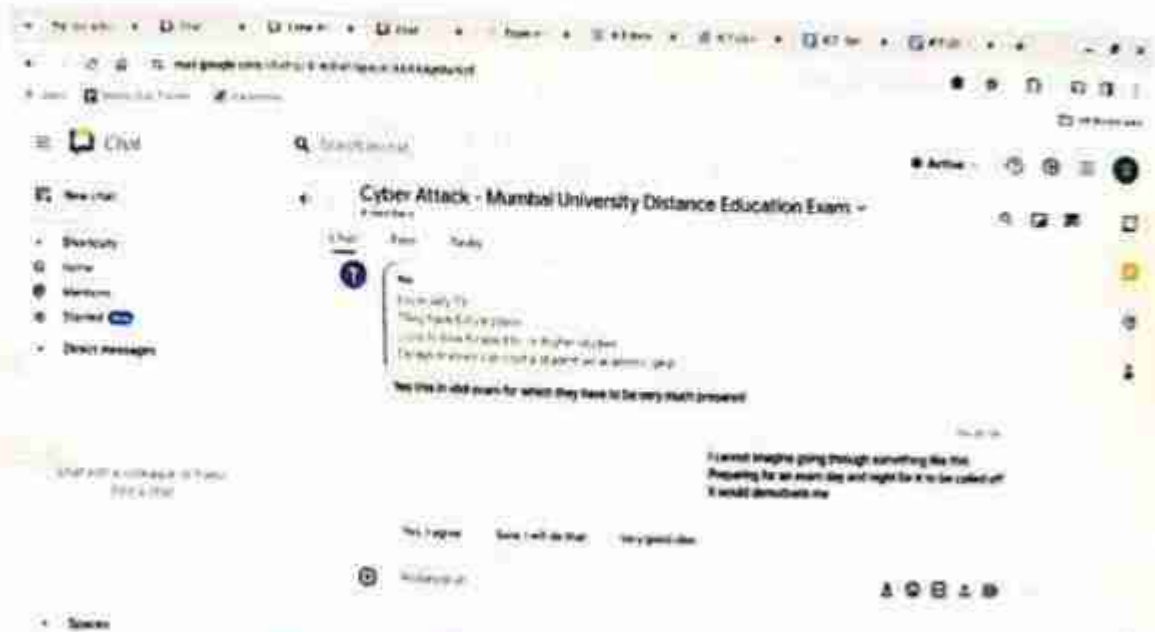
Coordinator IQAC  
Konkan Muslim Education Society's  
College of Education, Bhiwandi

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

Scanned with TOKEN Scanner

Scanned with OKEN Scanner





*[Handwritten signature]*

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

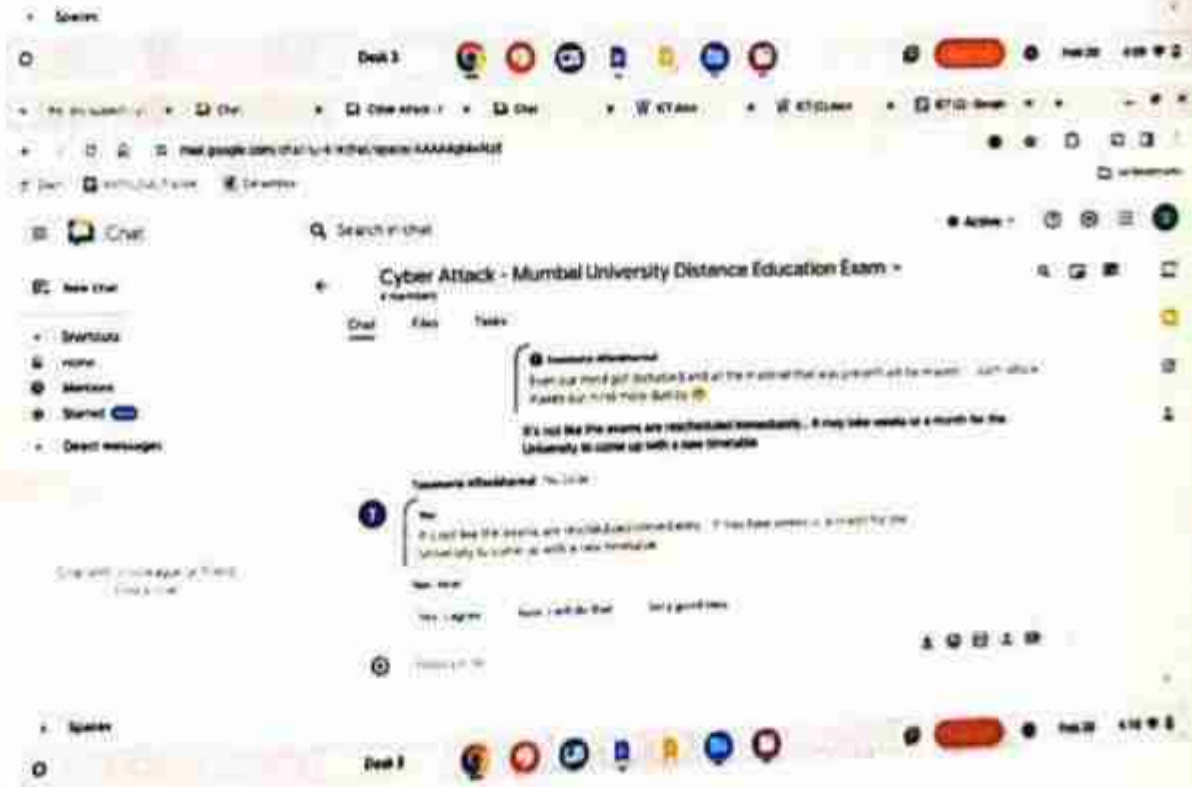
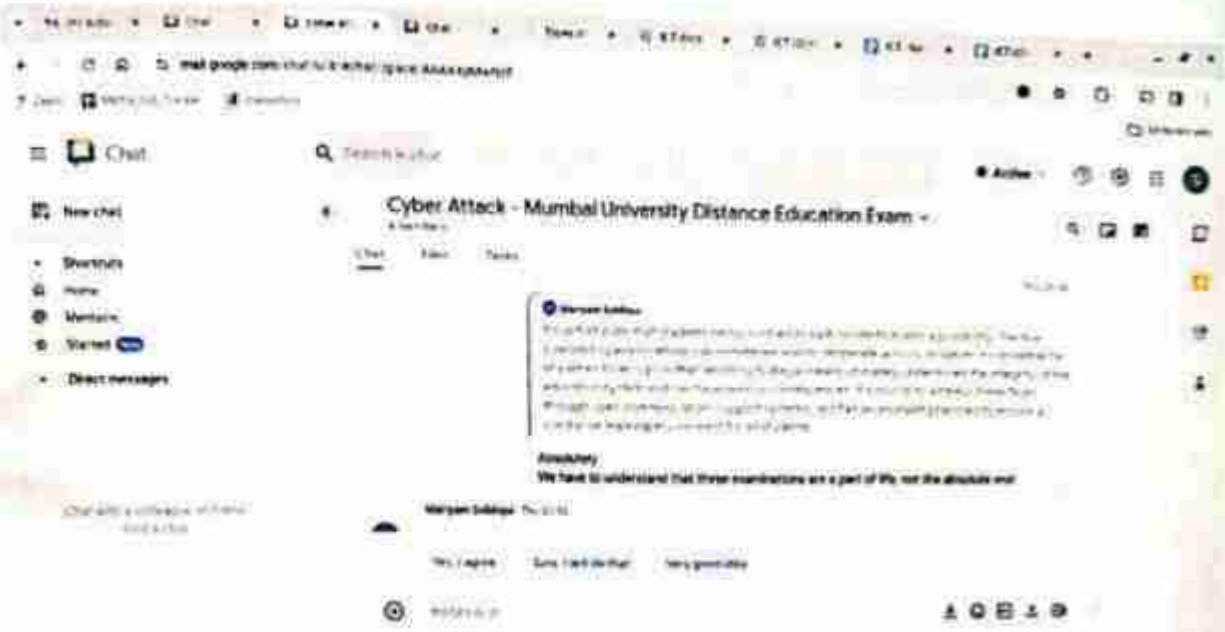


*[Handwritten signature]*

PRINCIPAL  
Konkan Muslim Education Society's  
College of Education, Bhiwandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*Morgan Sidiqi*

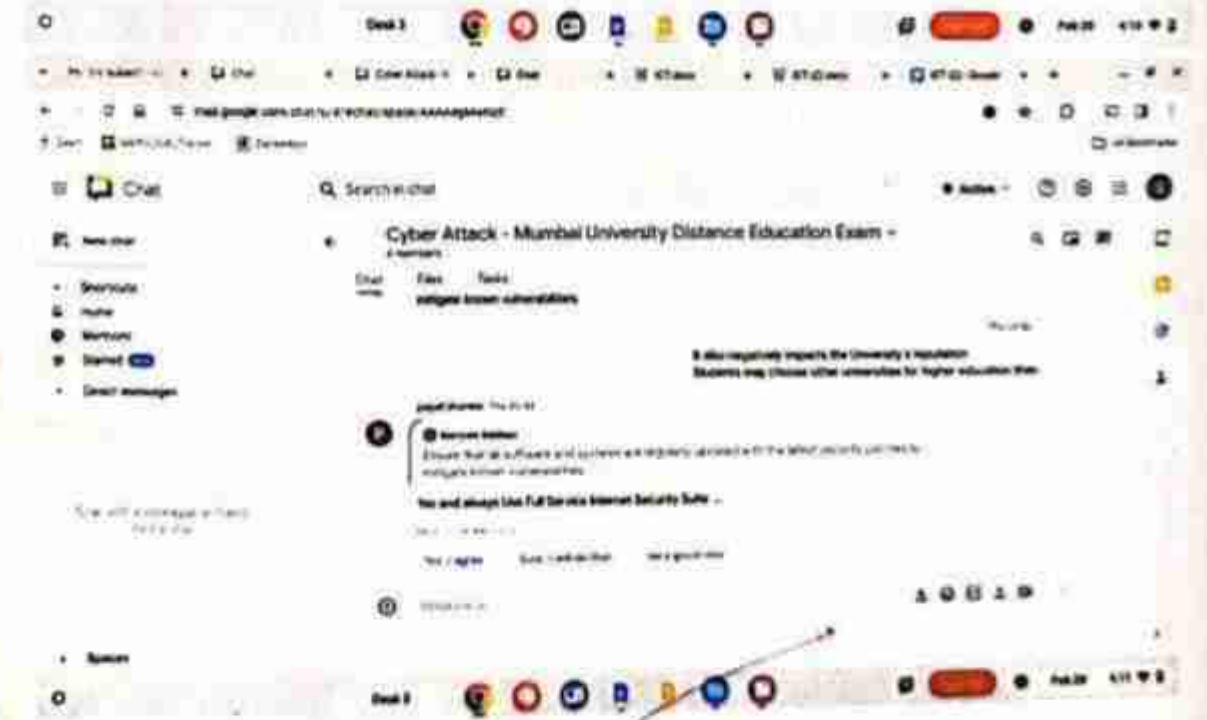
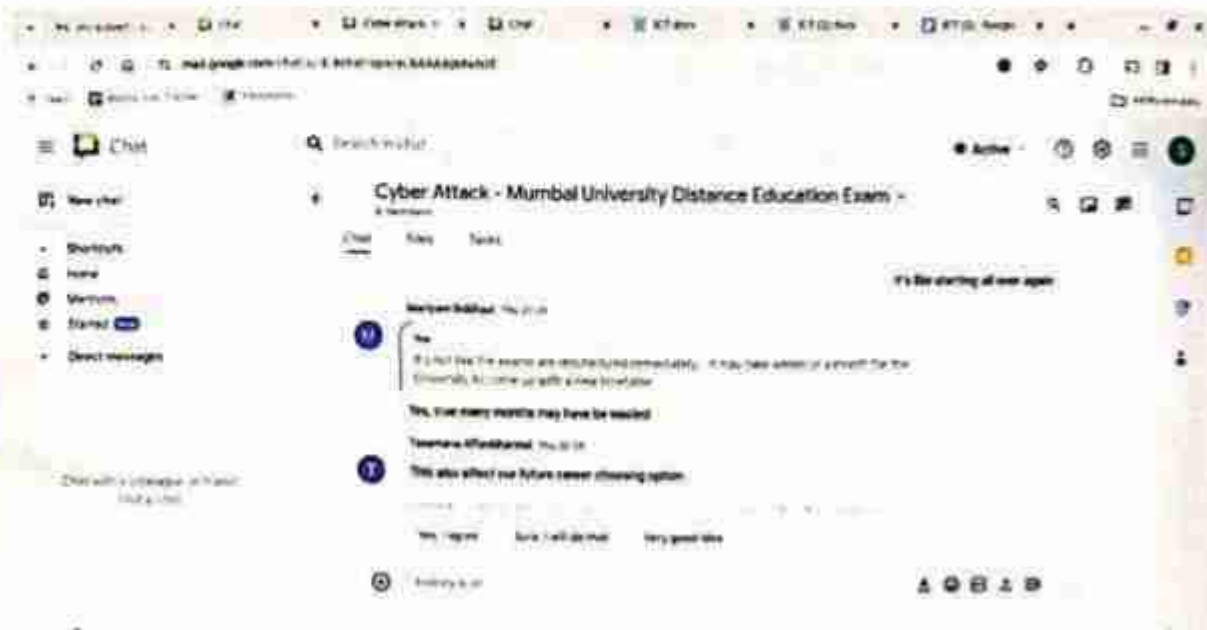
Co-ordinator IQAC  
Korani Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane


*Morgan Sidiqi*


PRINCIPAL  
Korani Muslim Education Society  
College of Education, Bhiwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

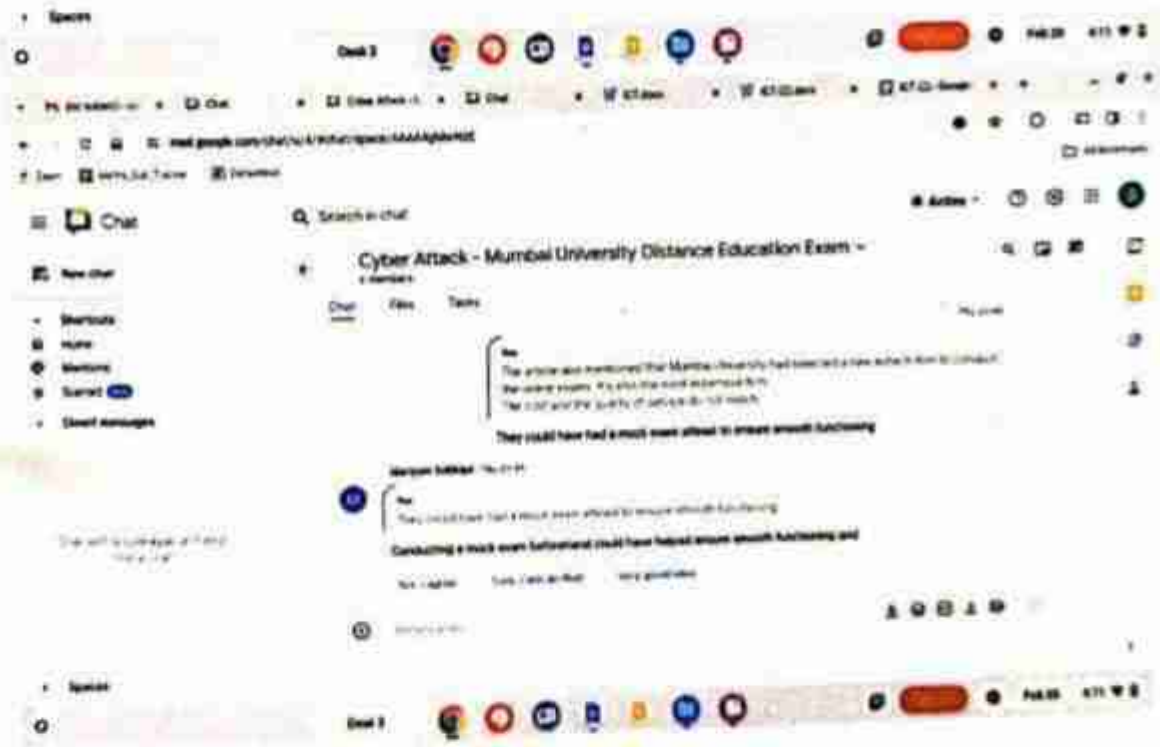
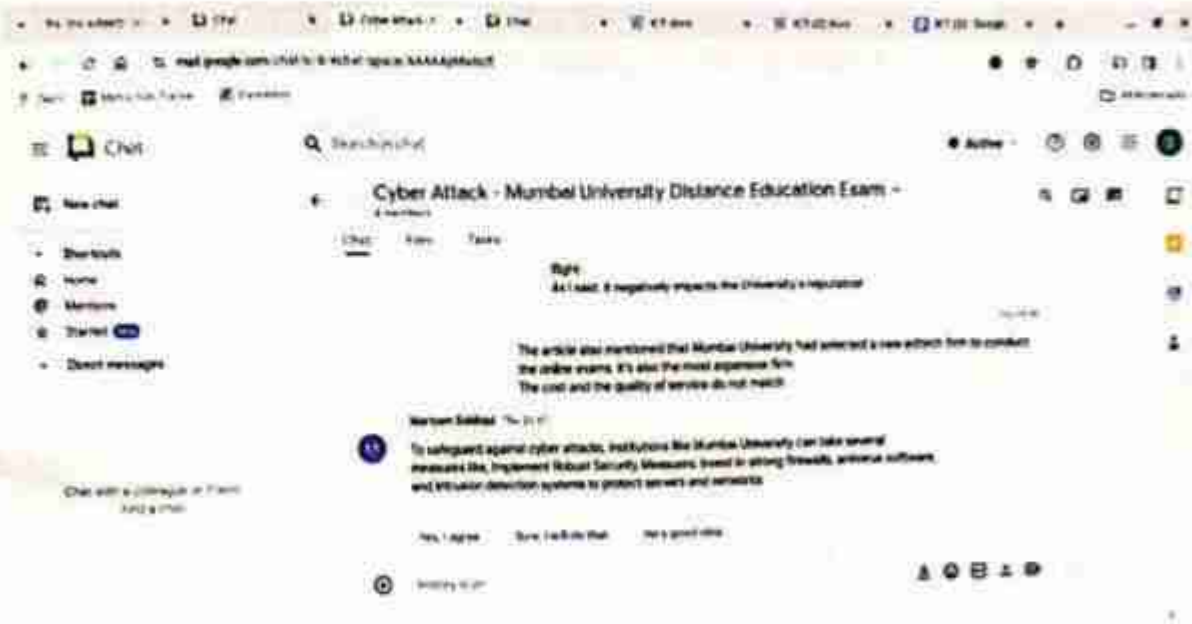


  
 Co-ordinator IQAC  
 Kashi Mission Education Society's  
 College of Education, Bhiwandi  
 Dist. Thane

  
 PRINCIPAL  
 Kashi Mission Education Society's  
 College of Education, Bhiwandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten Signature]*

Co-ordinator IQAC  
Kerlan Muslim Education Society's  
College of Education, Dahewadi

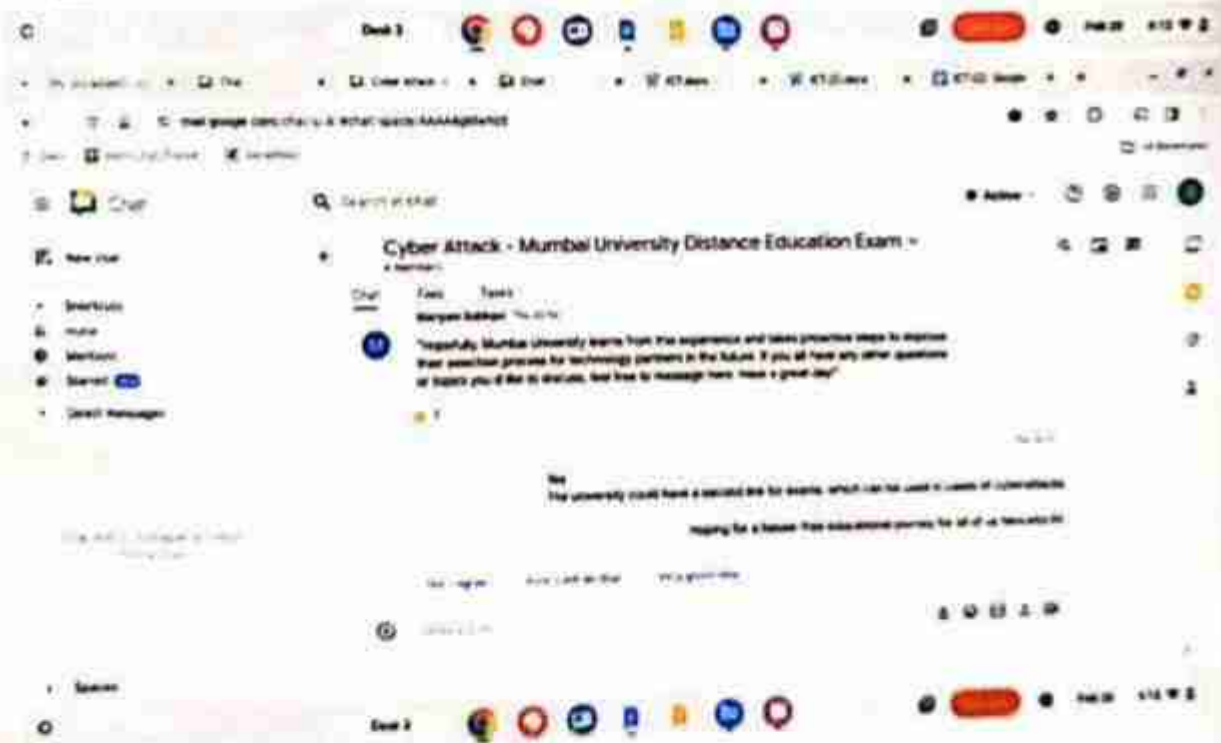
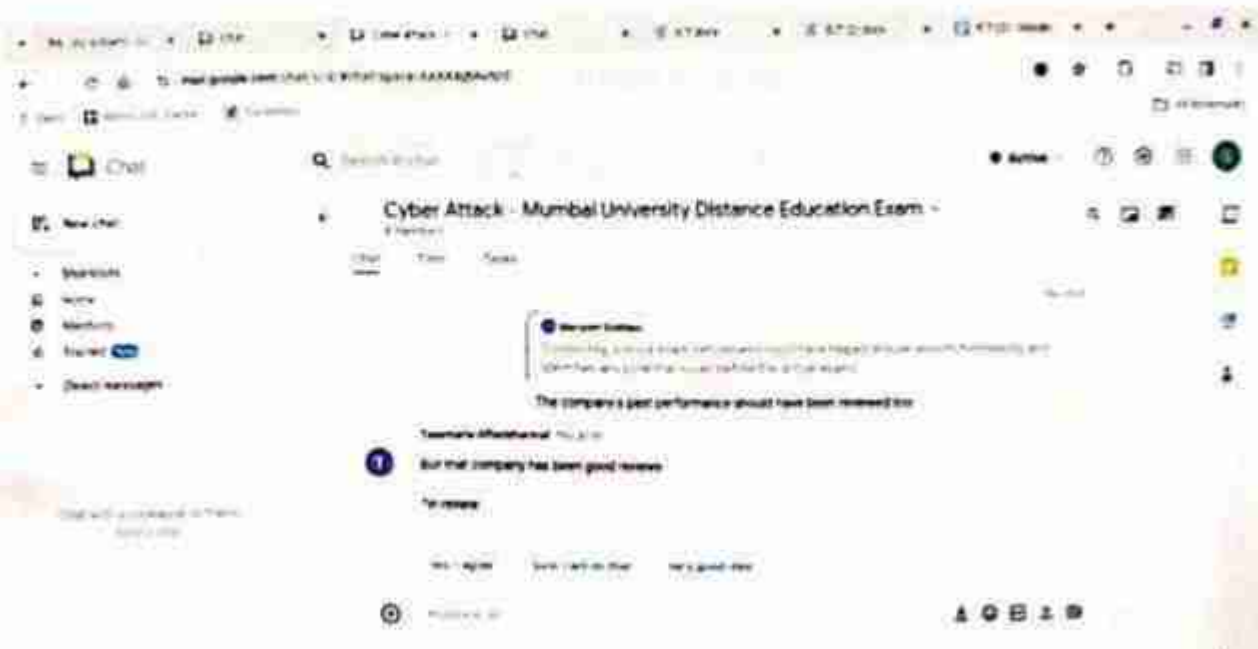
Dist. Thane

*[Handwritten Signature]*  
PRINCIPAL

Kerlan Muslim Education Society's  
College of Education, Dahewadi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

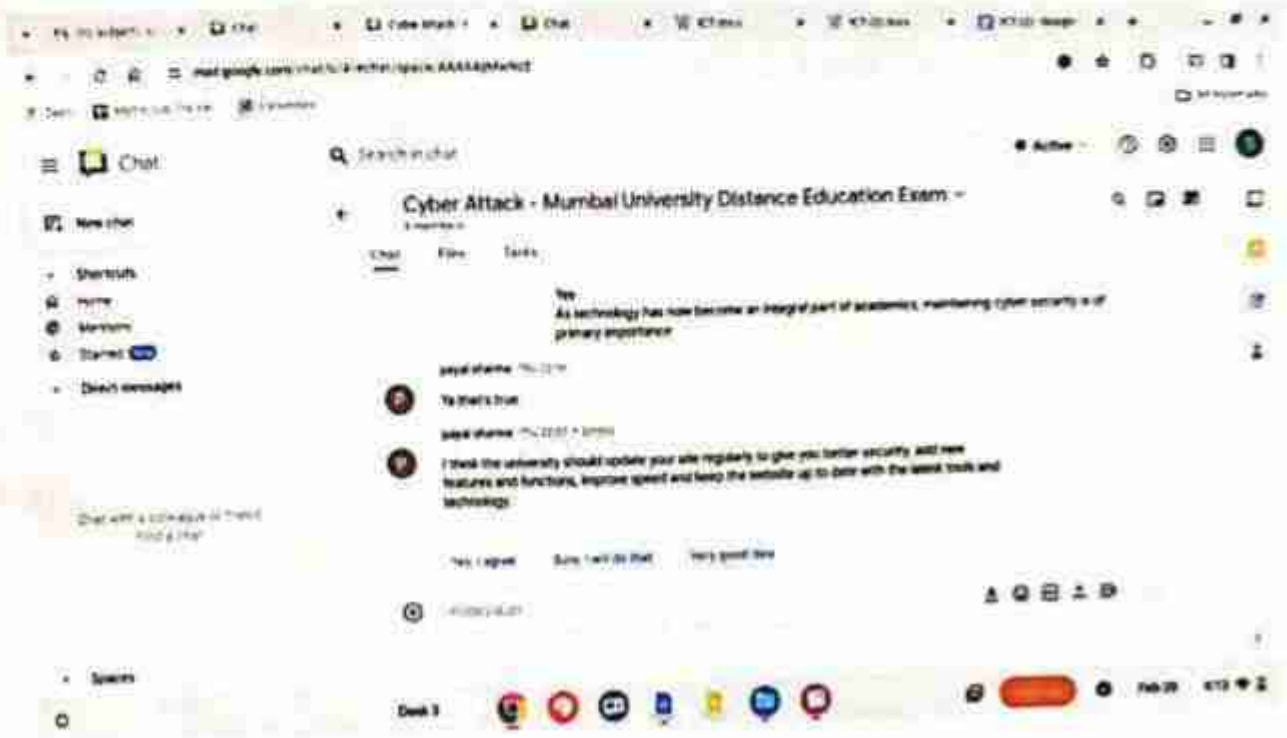


Co-ordinator IQAC  
 Kenyan Muslim Education Society's  
 College of Education, Bhiwandi  
 Dist, Thane

P. R. Khan  
 PRINCIPAL  
 Kenyan Muslim Education Society's  
 College of Education Bhiwandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten signature]*

Co-ordinator IOAC

*[Handwritten signature]*

PRINCIPAL  
Kankar Muslim Education Society's

*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.

*[Handwritten signature]*

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

*[Handwritten signature]*

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

**Unit 2:**  
**Designing**  
**Technology Integrated**  
**Learning Experiences:**  
**ADDIE MODEL**



Co-ordinator IQAC  
Kasturba Mahila Education Society's  
College of Education, Bhiwandi  
Dist. Thane



PRINCIPAL  
Kasturba Mahila Education Society's  
College of Education, Bhiwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner



# 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



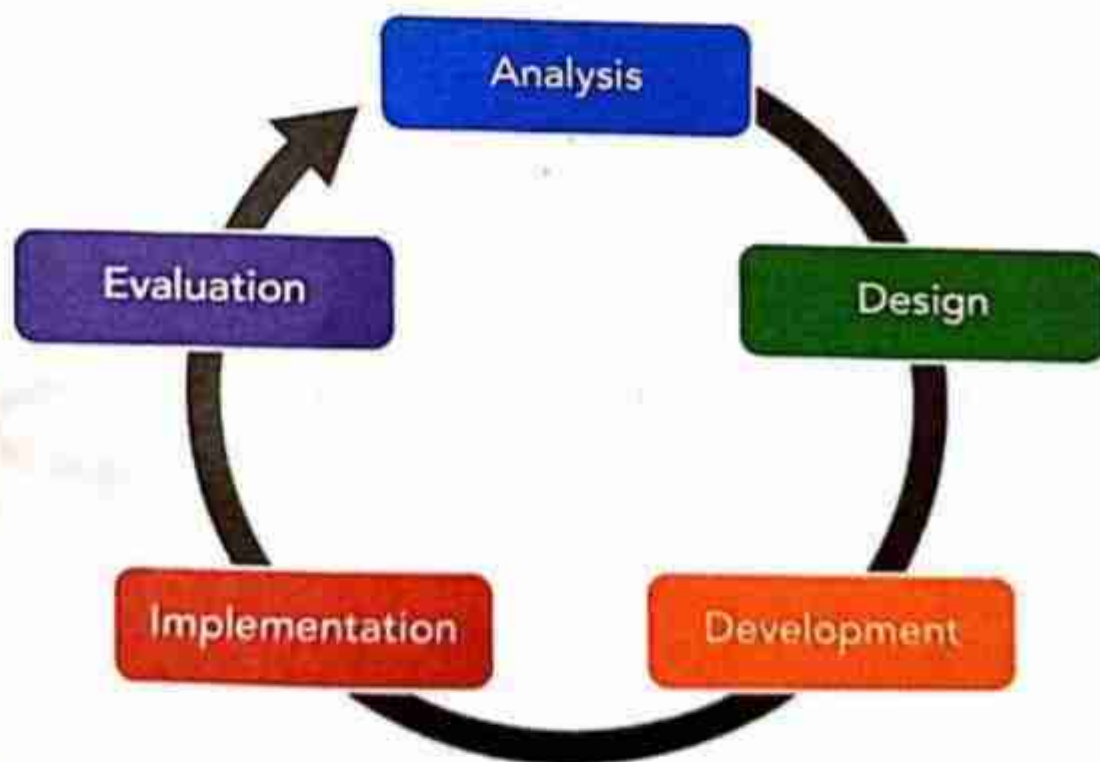
These features collectively contribute to the effectiveness of computer-assisted instruction in facilitating learning and meeting the diverse needs of students.

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.



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



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

# 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.

## 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/9oP7d3e212k?si=W1VvUuGU-b6O3oH0">https://youtu.be/9oP7d3e212k?si=W1VvUuGU-b6O3oH0</a></p>	'Push' sound effect

*[Handwritten signature]*

*[Handwritten signature]*  
PRINCIPAL








<b>SLIDE 6</b>	<b>SLIDE TITLE: Cloudy Comparisons</b>	
Slide with 'Split' animation  Visual Aids- Shapes	<b>Spot Similes and Metaphors</b> 1. The city streets were as noisy as beehive. 2. His heart was a cold, dark cave after the betrayal. 3. The room was as dark as night. 4. Her words cut through the silence like a dagger. 5. Her smile was like sunshine. 6. His anger was a volcano about to erupt. 7. Despite being scared, she acted brave as a lion during the storm. 8. The world is a stage, and we are all actors. 9. Time is money.	'Push' sound effect
<b>SLIDE 7</b>	<b>SLIDE TITLE: Tongue Twisters: the Alliterative Art</b>	
Slide with 'Split' animation  Visual Aids: 	You probably didn't realize you've been constantly using alliteration. Interestingly, the term 'Tongue Twister' itself is an alliterative marvel.	'Push' sound effect
<b>SLIDE 8</b>	<b>SLIDE TITLE: Alliteration</b>	
Slide with 'Split' animation  Visual Aid: 	A series of words that begins 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. Example: <b>Curious kittens quickly climbed the couch.</b>	'Push' sound effect





<p><b>SLIDE 9</b></p> <p>Slide with 'Split' animation</p> <p>Visual Aids – Brand Names</p> 	<p><b>SLIDE TITLE: Alliteration in Branding and Music</b></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><b>SLIDE 10</b></p> <p>Slide with 'Split' animation</p> <p>Visual Aid:</p> 	<p><b>SLIDE TITLE: Personification</b></p> <p>The attribution of human qualities or abilities to inanimate objects.</p> <p>Example: <b>'The sun is smiling upon him.'</b></p>	
<p><b>SLIDE 11</b></p> <p>Slide with 'Split' animation</p> <p>Visual Aids: GIFs</p>  	<p><b>SLIDE TITLE: Ciné-personify</b></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>	

Co-ordinator, IQAC  
 Sri Sri Education Society's  
 College of Education, Dist. Nashik  
 Dist. Nashik

*[Signature]*  
 PRINCIPAL  
 Sri Sri Education Society's  
 College of Education

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

<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>• Tabasco Sauce: Hotter than the Sun</li> <li>• Calvin Klein Fragrance: Longer-lasting than Eternity</li> <li>• Red Bull: Gives you Wings</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>• Working Vacation</li> <li>• Open Secret</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>• Free Gift</li> <li>• She gazed at him with her eyes.</li> <li>• Past History</li> </ul>	<p>'Push' sound effect</p>

<b>SLIDE 18</b>	<b>SLIDE TITLE: Exercise Alert!</b>	
Slide with 'Split' animation 	Identify the tautology and oxymoron in the phrases provided	'Push' sound effect
<b>SLIDE 19</b>	<b>SLIDE TITLE: Euphemism</b>	
Slide with 'Split' animation  Visual Aids:   	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. Examples: <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>	'Push' sound effect
<b>SLIDE 20</b>	<b>SLIDE TITLE: Unleash your Creativity</b>	
Slide with 'Split' animation  Visual Aids - Shapes	<b>Provide Examples:</b> Simile Metaphor Alliteration Personification Oxymoron Hyperbole Onomatopoeia Euphemism Tautology	'Push' sound effect
<b>SLIDE 21</b> Slide with 'Split' animation	<b>SLIDE TITLE: Thank You</b>	

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

PRINCIPAL  
 Konkan Muslim Education Society's  
 College of Education, Bhivandi

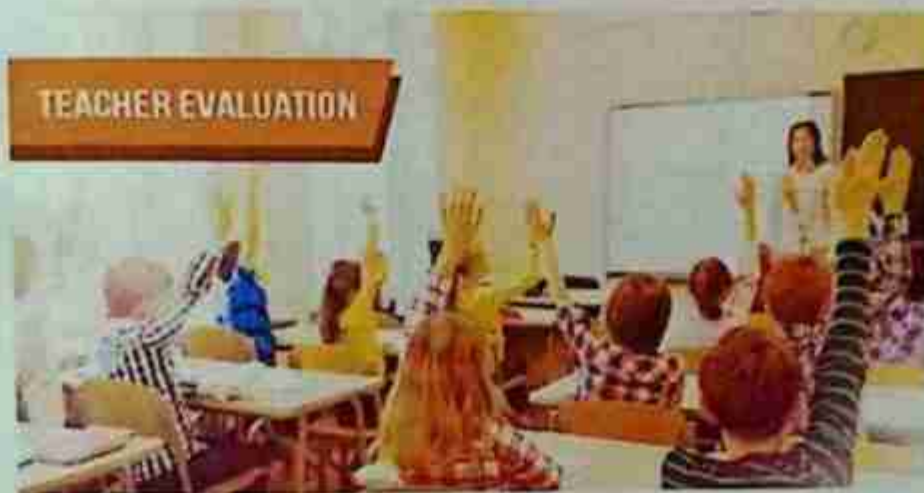
## STEP 4: IMPLEMENTATION

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.



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

## 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.

A handwritten signature in blue ink, appearing to read 'S. Khan', with a horizontal line underneath.

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

A handwritten signature in blue ink, appearing to read 'R. Khan', with a horizontal line underneath.

PRINCIPAL  
Konkan Maalim Education Society's  
College of Education, Bhiwandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner



Khan Samar  
 F.Y.B. Ed, Roll No. 48  
 ADDIE Model - Powerpoint

CD-R

*[Handwritten signature]*

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

*[Handwritten signature]*

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

Scanned with OKEN Scanner  
 Scanned with OKEN Scanner

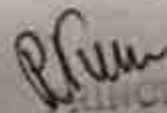


# HARD COPY: PowerPoint Presentation



Co-ordinator IQAC  
Karnataka Education Society's  
College of Education, Bidar

Dist. Than



Principal  
Karnataka Education Society's  
College of Education, Bidar

Scanned with OKEN Scanner

Scanned with OKEN Scanner



The Cambridge Dictionary defines a figure of speech as any word or expression that is used in a way that is not literal, but that is intended to be understood in a non-literal way.

Skilled writers and speakers often use figures of speech to make their writing more expressive and to contribute to the artistry of communication.

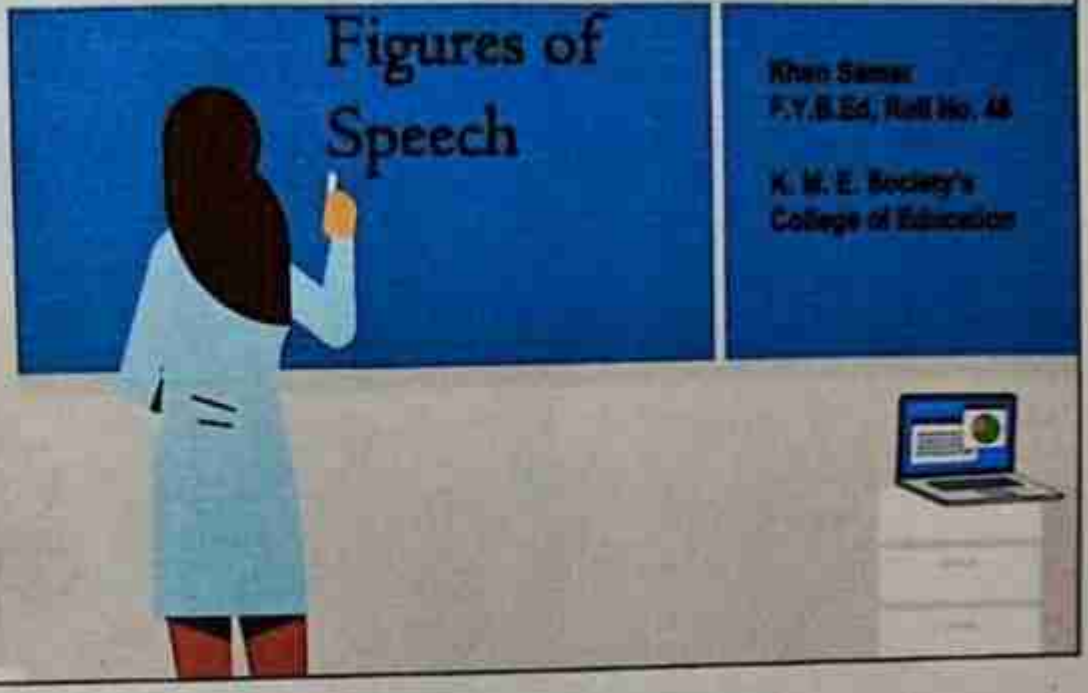
Downloaded by: Ujjwal  
 Ramsharan Reddy  
 College of Education, Anaparthi  
 Dist. Nellore

Scanned with OKEN Scanner

# Figures of Speech

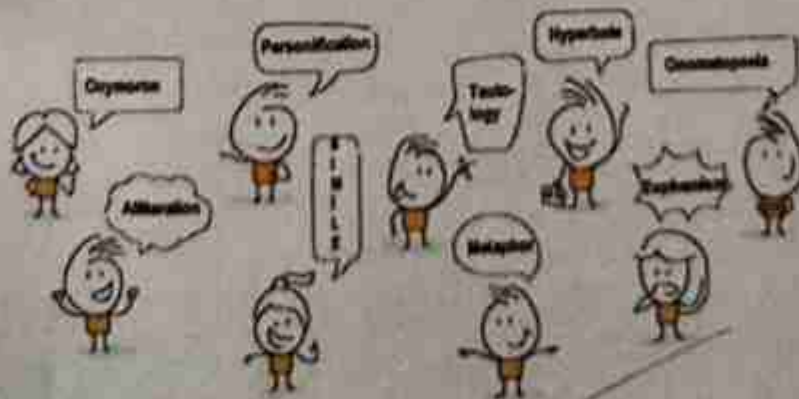
Khan Samar  
F.Y.B.Ed, Roll No. 48

K. M. E. Society's  
College of Education



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.



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

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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.

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

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

Decoding Simile and Metaphor:  
A Simple Video Guide

# Simile vs. Metaphor



<https://youtu.be/soP7d3e212k?si=WlVuUu0U-h603oH0>

## 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 volcanic eruption to exact.

Despite being scared, she acted brave as a lion during the storm.

Time is money.

*[Handwritten signature]*

*[Handwritten signature]*

## Tongue Twisters:

(An 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.



*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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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.

*The Blower (By Taylor Swift)*



Personification

The attribution of human qualities or abilities to inanimate objects.

'The sun is smiling upon him.'

Co-ordinator IQAC  
Kenkan Muslim Education Society's  
College of Education, Biliwandi  
Dist. Thane

PRINCIPAL  
Kenkan Muslim Education Society's  
College of Education, Biliwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## Character personification

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**.

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

Dist. Thane

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



REMEMBER HOW  
TO SPELL...

# ONOMATOPOEIA

LIKE ONO

LIKE A  
DOOR MAT

LIKE  
EDGAR  
ALLAN  
POE

YOUR "O" FOR SOUND  
MAKES 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.

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

PRINCIPAL  
Kanshi Muslim Education Society's  
College of Education Bhiwandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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

## 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

## Tautology Alert!

Identify the tautology and underline the phrase in red!

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.

"On a budget"



"Making ends meet"

"Living paycheck to paycheck"

"Limited at the moment"

Died: passed away, no longer with us



"You're fired."

"We're ending your job."

"You're terminated."



To be (in) between jobs: to be looking for work, to be unemployed

## Unleash your Creativity:

Provide Examples

Simile	Metaphor	Alliteration	Personification	Oxymoron

*Sheer*

*Rhym*

Document  
00

# Thank you

*[Handwritten signature]*

*[Handwritten signature]*

## Unit 4:- 3

- ePortfolio
- Online Survey



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



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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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).



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

Principal  
Yenken Muslim Education Society's  
College of Education, Bhiwandi  
Dist, Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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.

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

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



## 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.



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

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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.

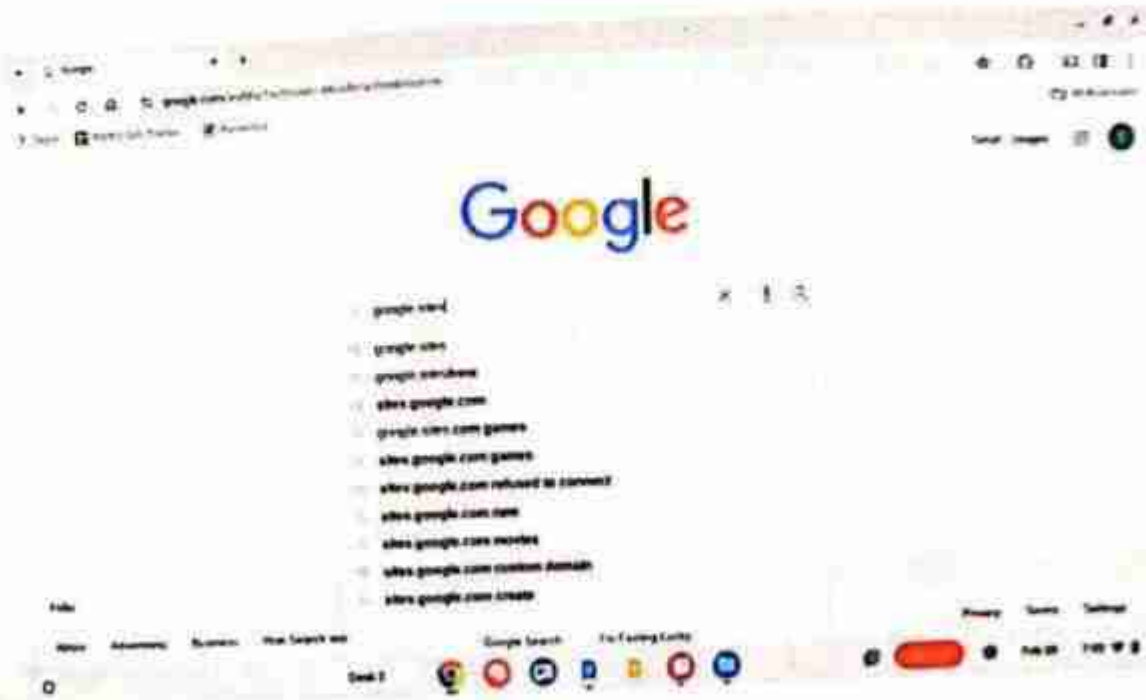
**Versatility:** ePortfolios can be easily updated and customized.

**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

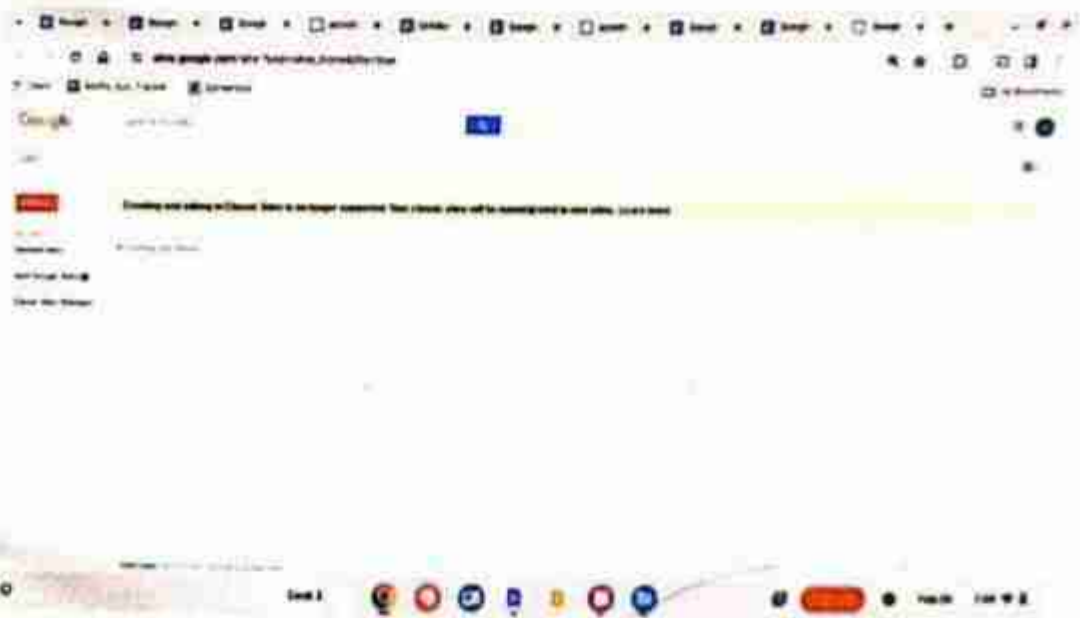
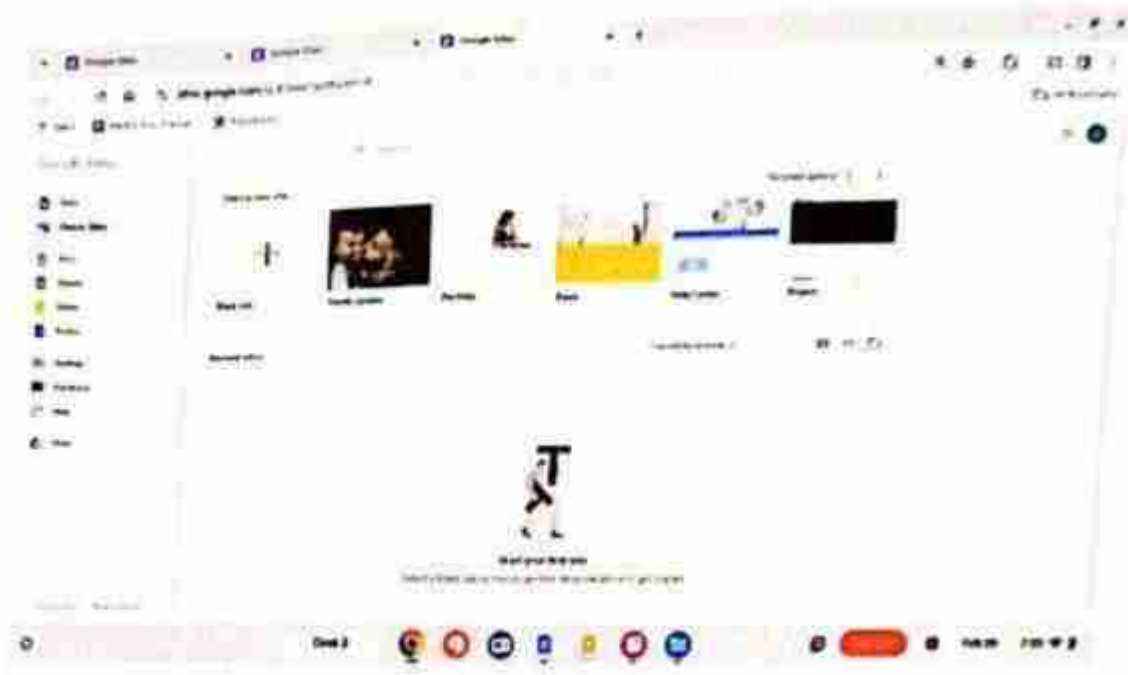


**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Dharwad  
Dist. Thana

**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education, Dharwad

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten signature]*

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

*[Handwritten signature]*

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



*[Handwritten signature]*

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

*[Handwritten signature]*

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

### Google Sites: SCREENSHOTS



#### Parent Involvement vs. Parent Interference

Parent involvement in education 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.

Conversely, parents who are involved yet disregard the boundaries set by teachers, recognizing the importance of allowing educators to manage the classroom effectively.

On the contrary, parent interference manifests as disruptive behavior 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 respecting 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 lower the learning experience for all students.
- **Micromanagement of Lesson Plans:** Interfering parents may scrutinize and micromanage teachers' lesson plans, focusing 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 adjust 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 demotivating the achievements of all students.
- **Strain on Classroom Dynamics:** When parents viewing themselves as students' advocates, it can result in the classroom's tension and can disrupt the dynamic between students and teachers, potentially undermining the authority of the teacher.

*[Handwritten Signature]*

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

*[Handwritten Signature]*  
PRINCIPAL

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

# 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 behaviour 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.

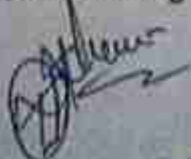
On the contrary, parent interference manifests as disruptive behaviour that undermines the authority of teachers and disrupts the learning process. Interfering parents may engage in micromanagement, conflict with educators, and challenge decisions, leading to tension within the school community.

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:

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

  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane  
Scanned with OKEN Scanner

- ❖ **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 scrutinise 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.
- ❖ **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.

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

  
 PRINCIPAL  
 Konkan Muslim Education Society's  
 College of Education Bhiwandi



- ❖ **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



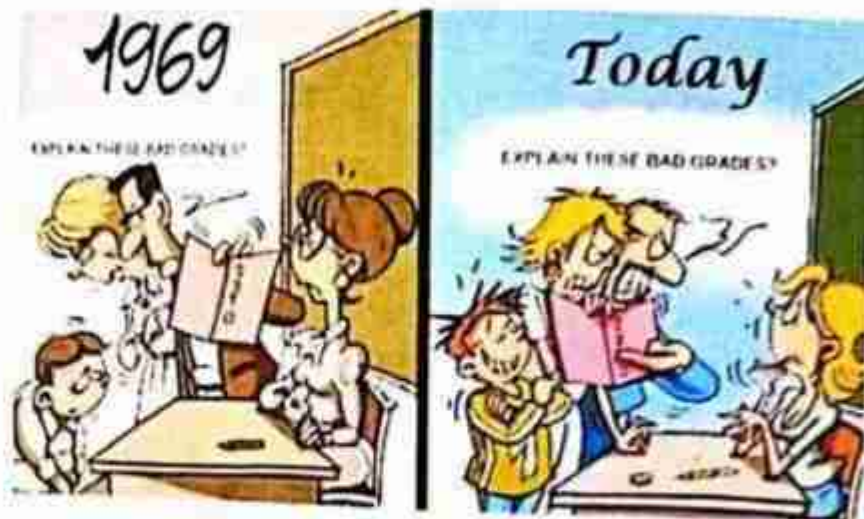
Educators believe that such parents negatively impact their child's personality and growth due to constant interference.

- ❖ **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.

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

PRINCIPAL  
Konkan Muslim Education Society's  
College of Education Bhiwandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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.

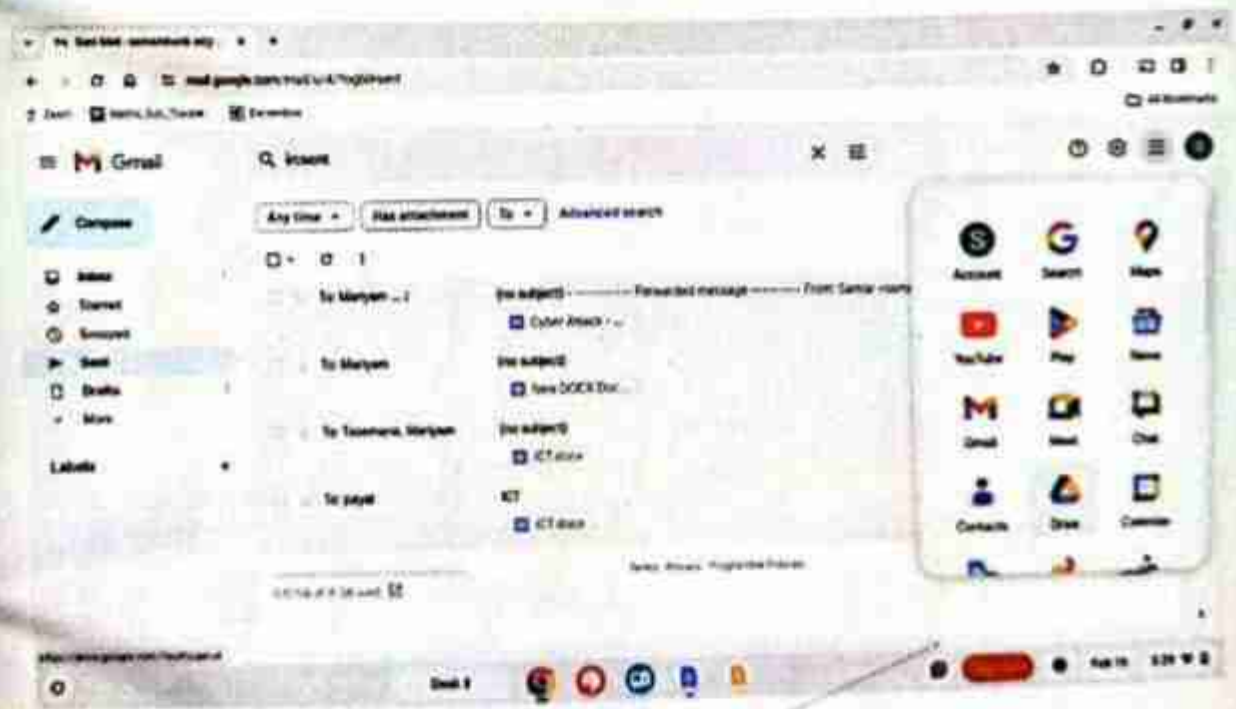
**Self-Care and Stress Management:** Dealing with interfering parents can be emotionally taxing for teachers. Training can include strategies for self-care and stress management to help teachers maintain their well-being and resilience in the face of challenging situations.

- ❖ Guidance and resources should be provided to empower teachers.
- ❖ Administrators should act as intermediaries in conflicts, advocating for teachers' professional autonomy.

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

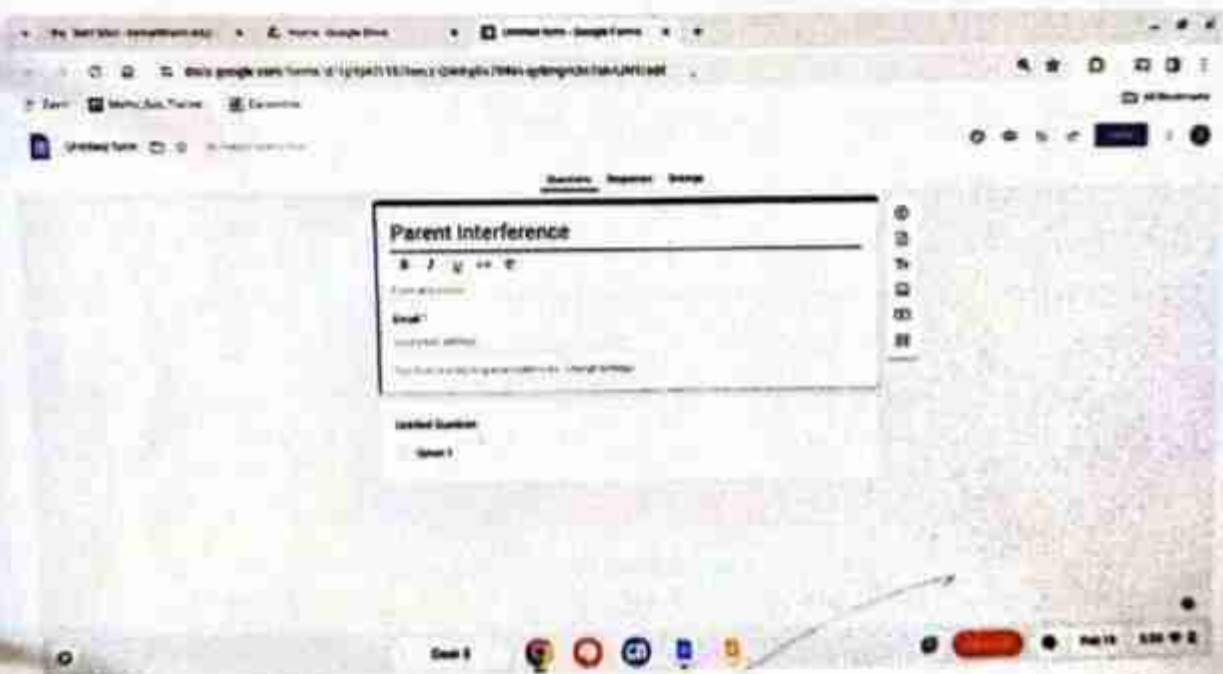
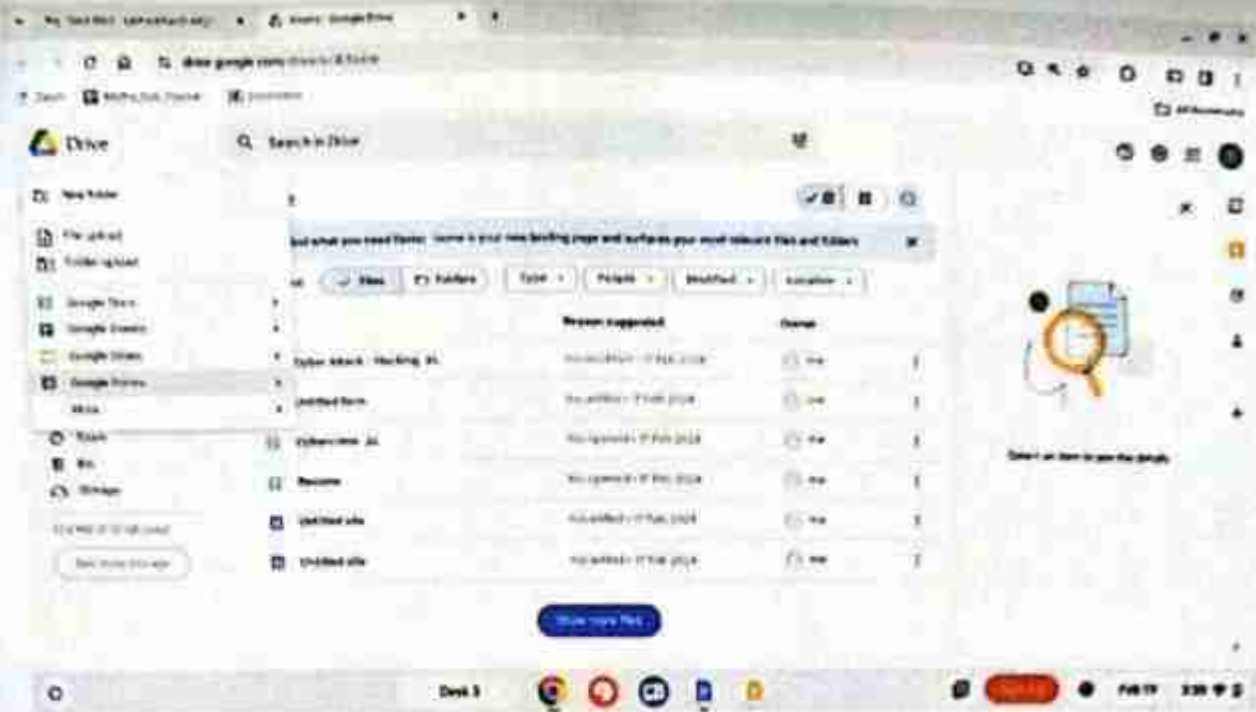
PRINCIPAL  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

# Google Forms: Screenshots



*[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



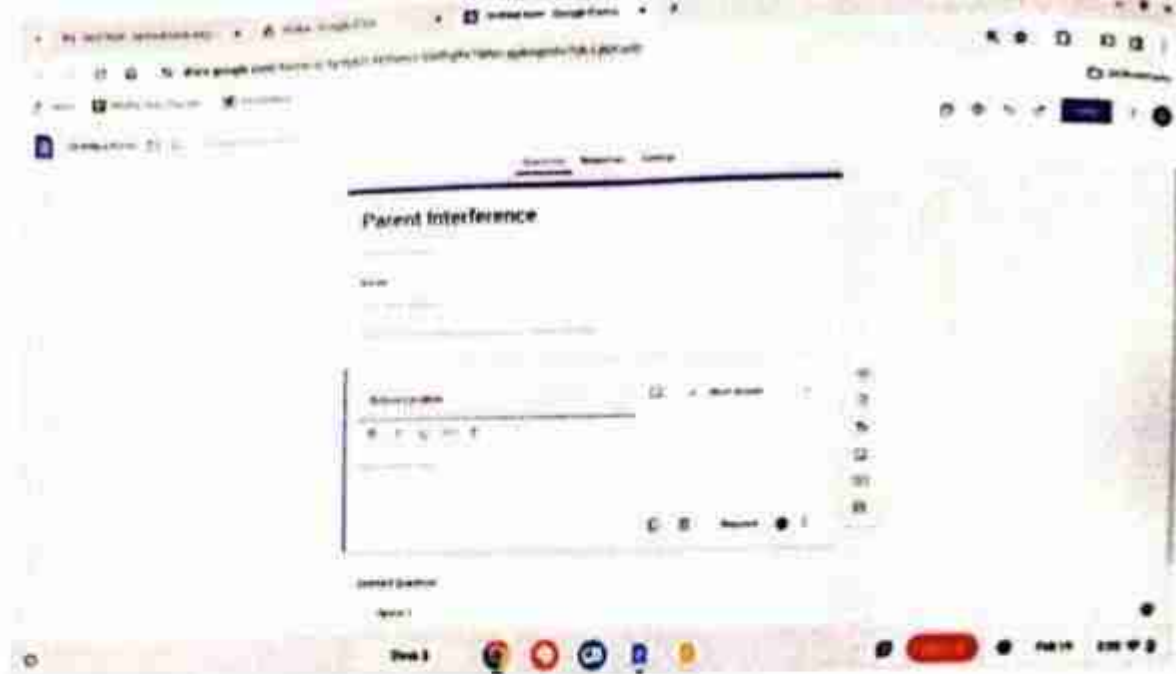
*[Handwritten signature]*

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

*[Handwritten signature]*  
 PRINCIPAL  
 Muslim Education Society's  
 College of Education, Bhiwandi  
 Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten Signature]*

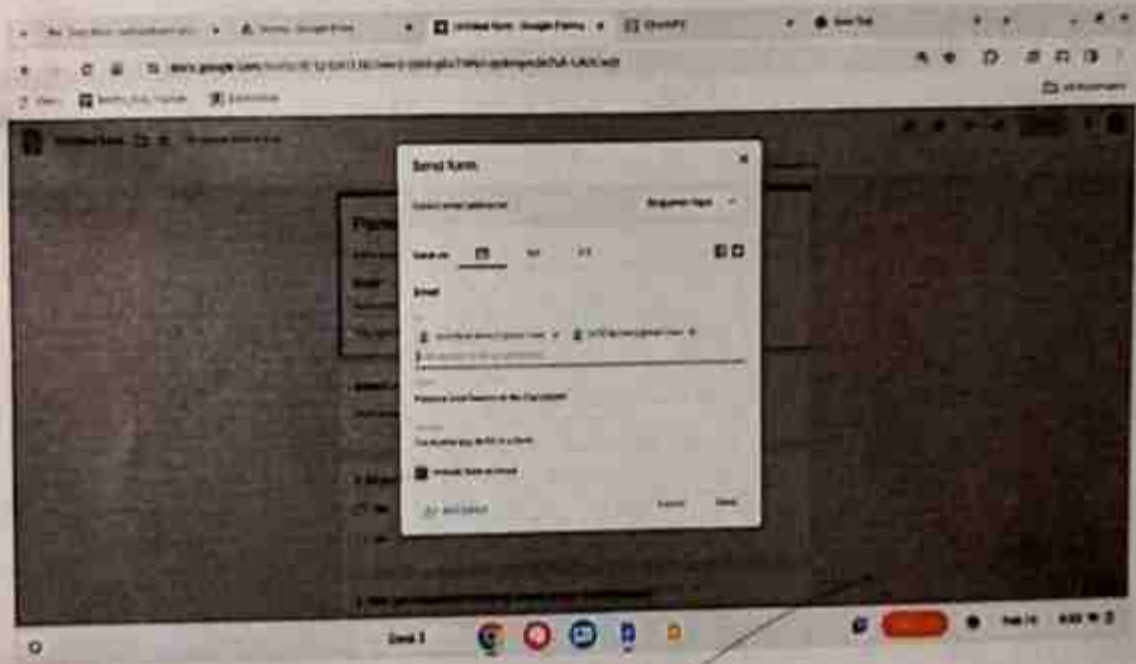
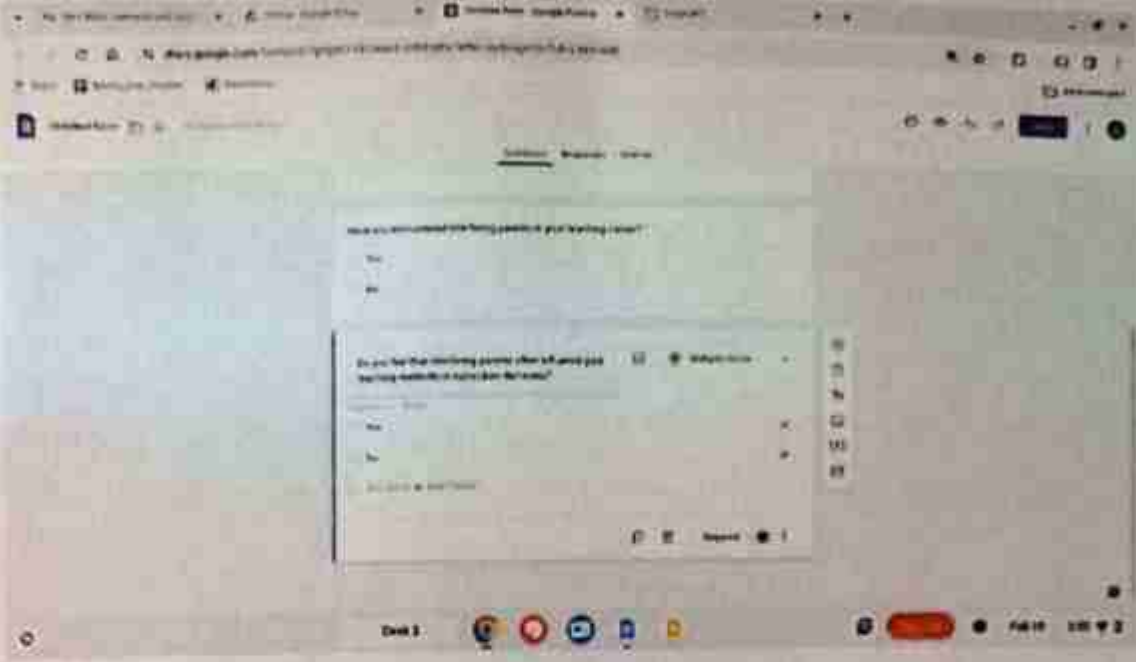
Co-ordinator IQAC  
Kerala Muslim Education Society's  
College of Education, Dhiwandi  
Dist, Thano

*[Handwritten Signature]*

Principal  
Kerala Muslim Education Society's  
College of Education, Dhiwandi

Scanned with OKEN Scanner

Scanned with OKEN Scanner



*[Handwritten Signature]*

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

*[Handwritten Signature]*

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

2/16/2024, 1:31 PM

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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

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

PRINCIPAL  
Konkan Muslim Education Society's  
College of Education  
Dist. Thane  
2/26/2024 5:31 PM



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

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

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

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

*[Handwritten signature]*

*[Handwritten signature]*

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

  
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

22. 20. Do you think that interfering parents recognize and value the teaching profession? \*

Mark only one oval.

- Yes
- No
- Maybe

This content is neither created nor endorsed by Google.

Google Forms

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

Principal  
Korhan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane  
2/26/2024, 5:31 PM

Scanned with OKEN Scanner

Scanned with OKEN Scanner

Handwritten text in the left margin, possibly a date or page number, oriented vertically.

A large grid of approximately 30 columns and 30 rows, containing handwritten entries in each cell. The text is too small to be legible.

1. Do you think there is a difference between parent involvement and parent interference?

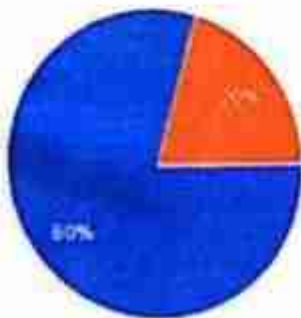
25 responses



● 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

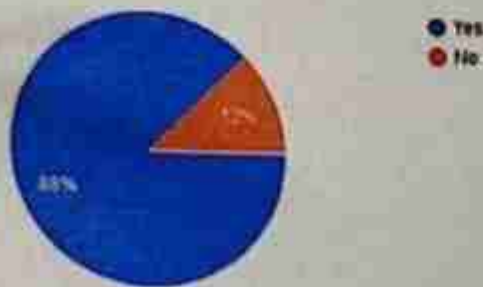
5. Have you ever felt pressured to change a student's grade / marks due to parent interference?

25 responses



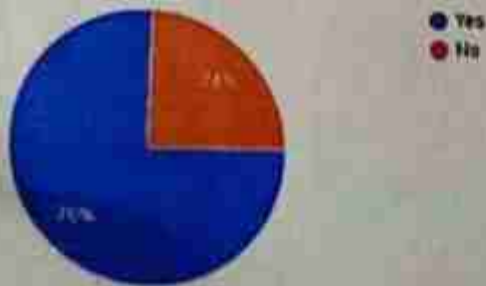
6. Do parents who interfere often ask for special attention of privileges for their child?

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

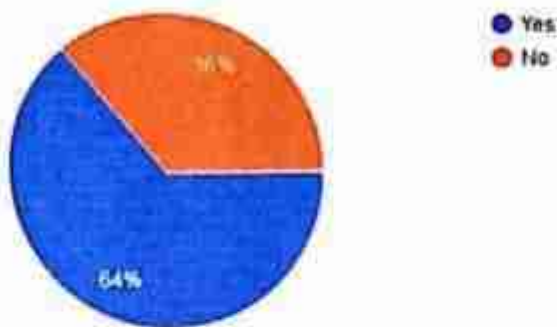


*[Signature]*  
Co-ordinator IQAC  
Hankan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

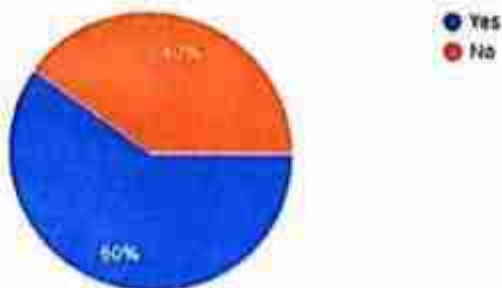
Do parents interfere more in certain classes or subjects?

25 responses



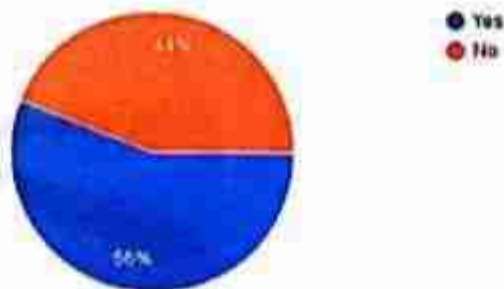
10. Do you receive a significant number of messages or calls from such parents outside of school hours?

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



*[Handwritten signature]*

*[Handwritten signature]*

PRINCIPAL

Konkan Muslim Education Society's

College of Education, Chikandi

Dist. Thane

Co-ordinator IQAC  
Konkan Muslim Education Society's

Scanned with OKEN Scanner

Scanned with OKEN Scanner



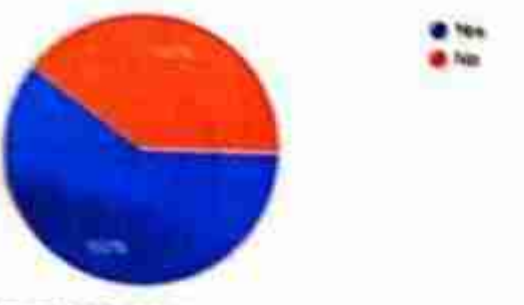
14. Do you think school administration should be more involved in the school's activities?  
 25 responses



15. Do you think school administration should be more involved in the school's activities?  
 25 responses



16. Do you think school administration should be more involved in the school's activities?  
 25 responses



17. Have you thought about taking on roles within the school that involve minimal interaction with parents?  
 25 responses



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

*[Signature]*  
 MUNICIPAL  
 Women's Education Society's  
 College of Education, Bhiwandi  
 Dist. Thane

17. Do you believe teachers should receive training on how to handle such parents?

25 responses



● Yes  
● No

18. Have you ever had to involve the School Counselor or the Principal to resolve conflicts with interfering parents?

25 responses



● Yes  
● No

19. Have challenging interactions with interfering parents ever impacted you emotionally?

25 responses



● Yes  
● No  
● To an extent that I had to seek support

20. Do you think that interfering parents recognize and value the teaching profession?

25 responses



● Yes  
● No  
● Maybe

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

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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:

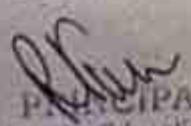
The survey yielded a substantial number of responses from teachers, providing valuable insights into the prevalence and consequences of parent interference in the educational setting.

- 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.

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

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

**ICT Activity - 4**

**Method: English**

**Topic: Poem - From A Railway Carriage,  
Standard VII Balbharati Textbook**

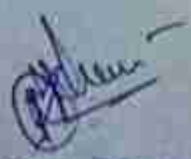
**Group Members:**

**Mali Lata - Student**

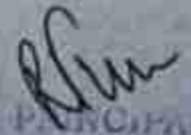
**Shaikh Haiqua - Student**

**Siddiqui Mariyam - Student**

**Khan Samar (Roll No. 48) - Teacher**



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



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

# 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.

  
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  
Scanned with OKEN Scanner

Scanned with OKEN Scanner

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

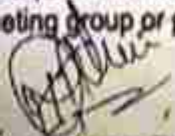
Zoom is a video conferencing platform that can be used through a computer desktop/laptop or mobile app, and allows users to connect online for video conference meetings, webinars and live chat.


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.

  
Co-ordinator IQAC  
Konkan Muslim Education Society's  
College of Education, Bhlwandi  
Dist. Thana

  
Principal  
Konkan Muslim Education Society's  
College of Education Bhlwandi  
Dist. Thana

Scanned with OKEN Scanner

Scanned with OKEN Scanner

### 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.

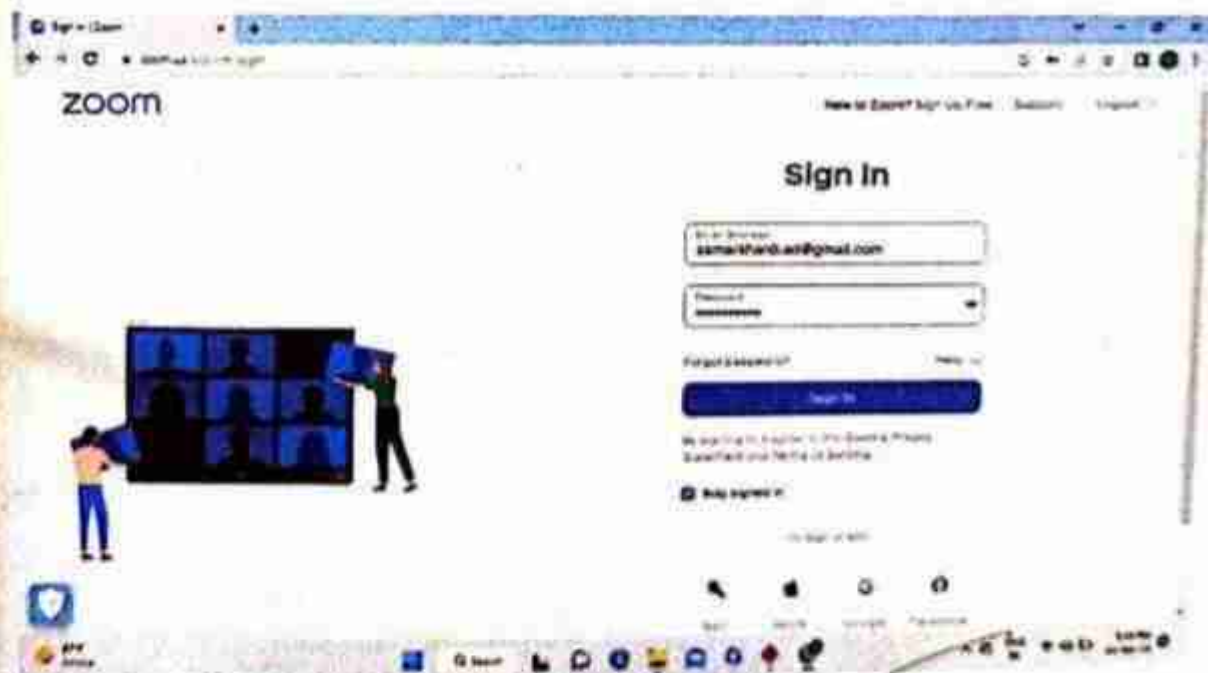
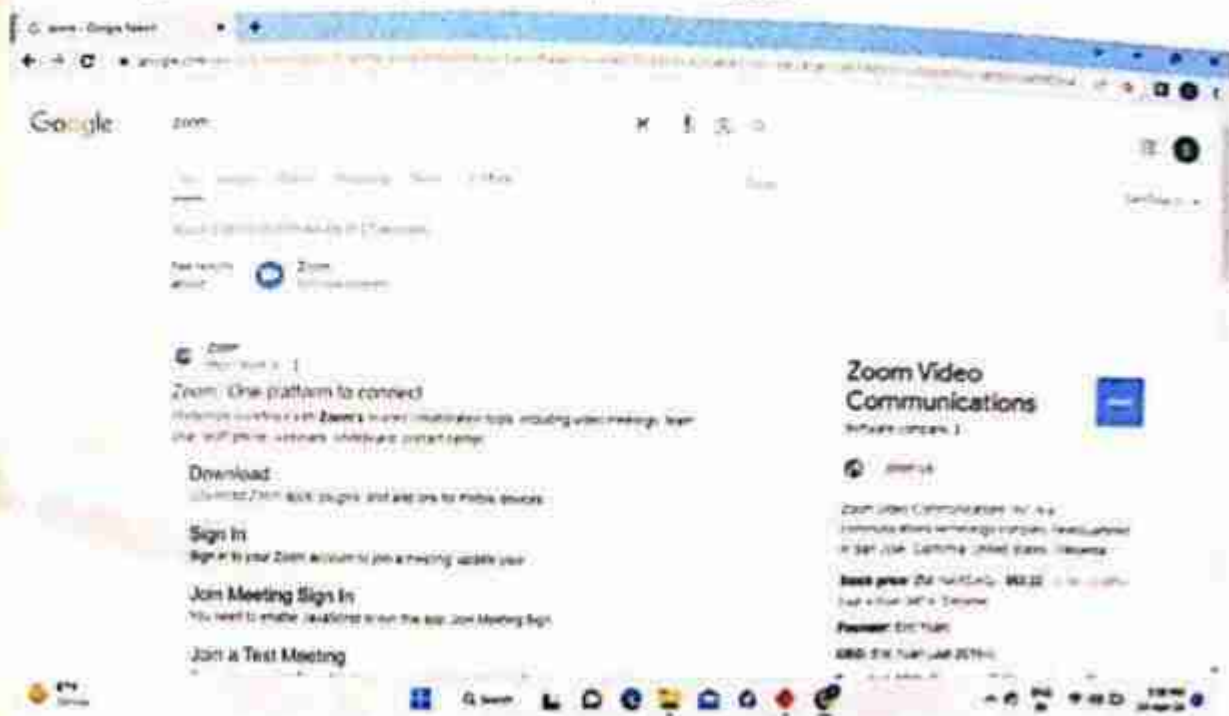
**Content Sharing:** Instructors can share documents, presentations, and other materials during Zoom sessions.



*[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

## Zoom: Sign-in and Meeting Scheduling Screenshots



*[Handwritten signature]*

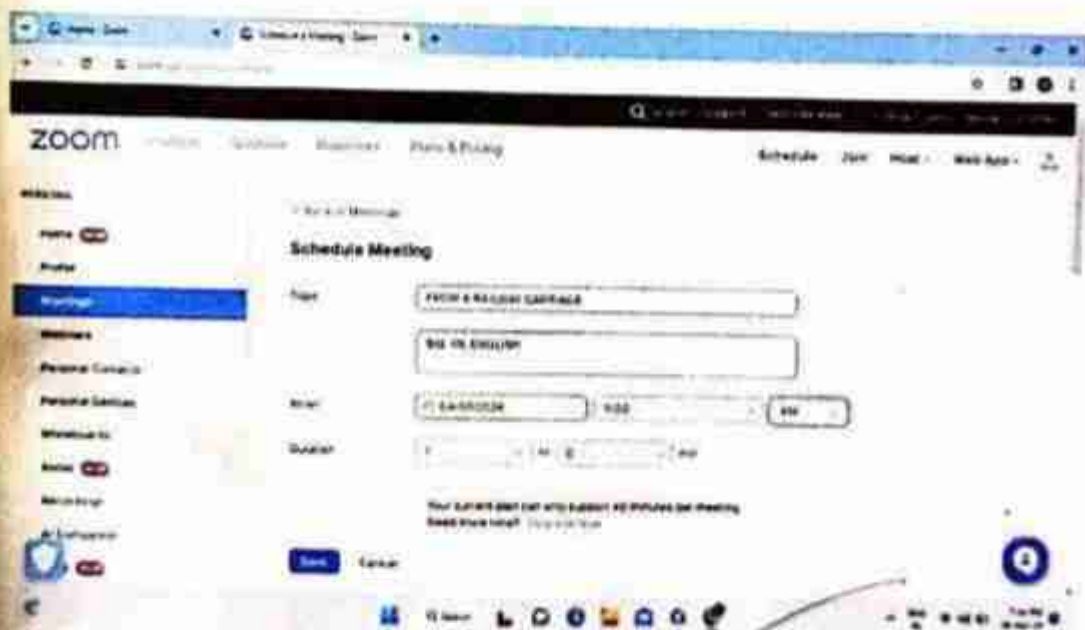
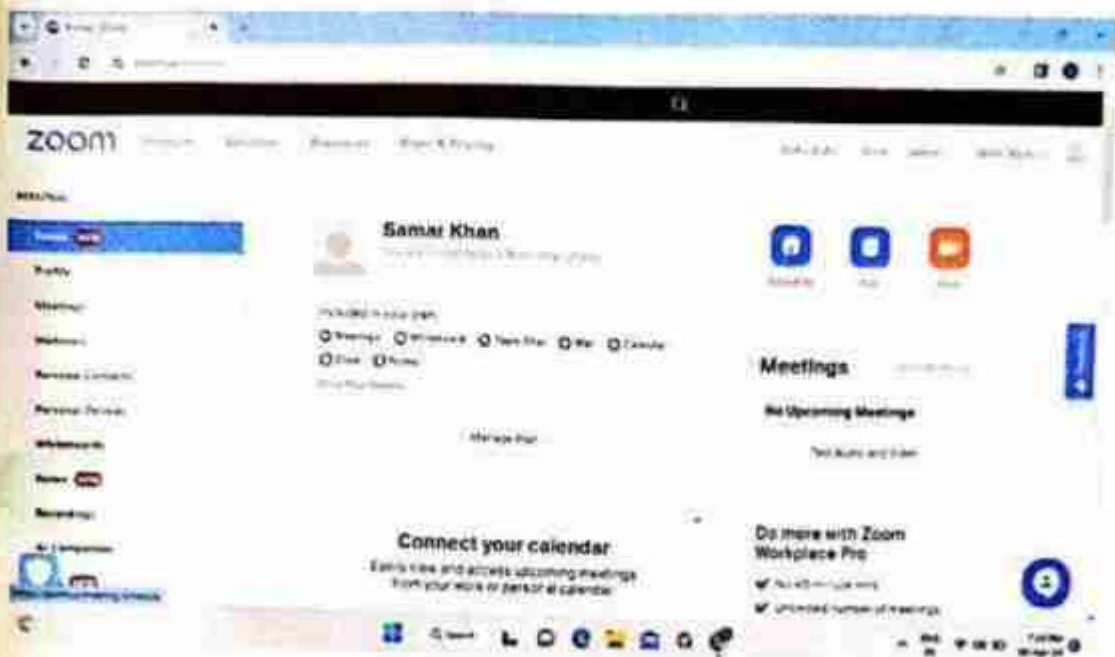
Co-ordinator IQAC  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

*[Handwritten signature]*  
PRINCIPAL

Konkan Muslim Education Society's  
College of Education Bhiwandi  
Scanned with OKEN Scanner

Scanned with OKEN Scanner



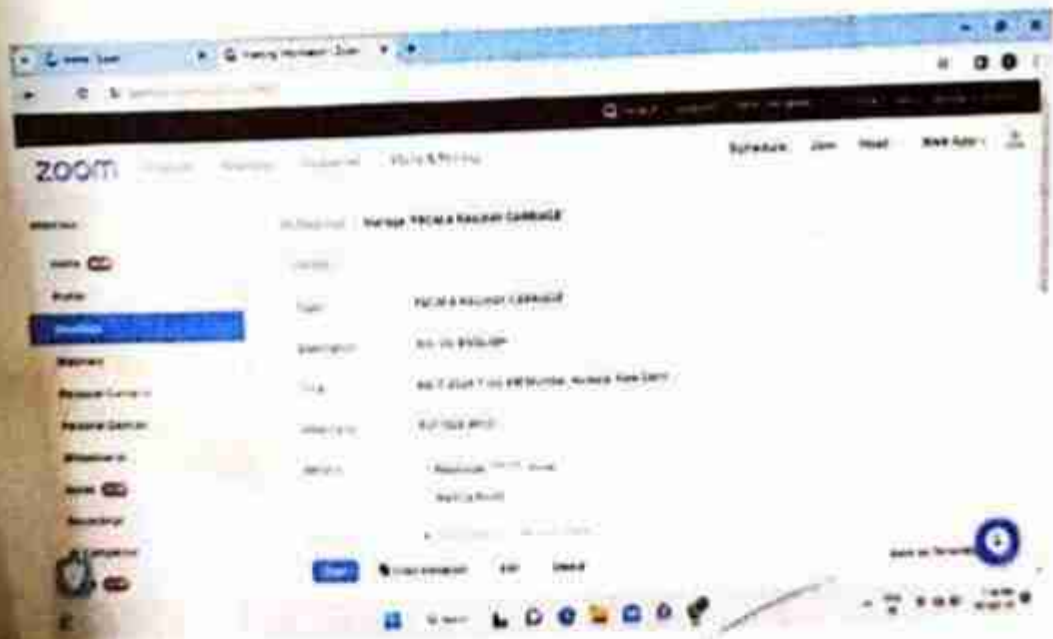
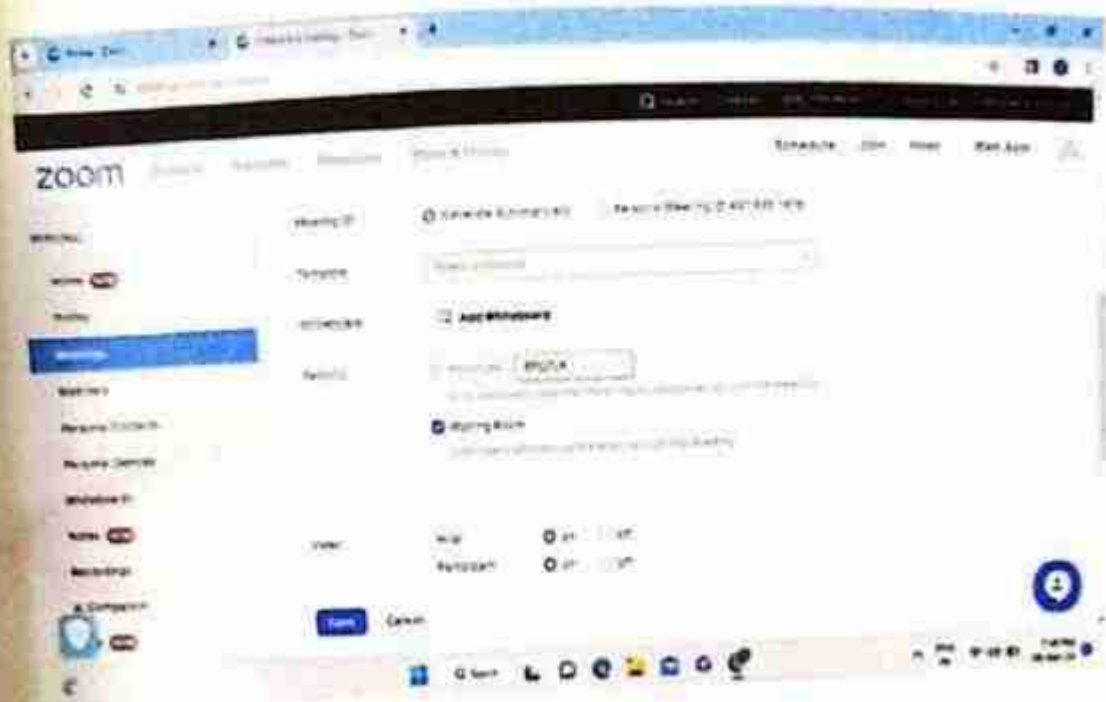


*[Handwritten Signature]*

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

*[Handwritten Signature]*

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



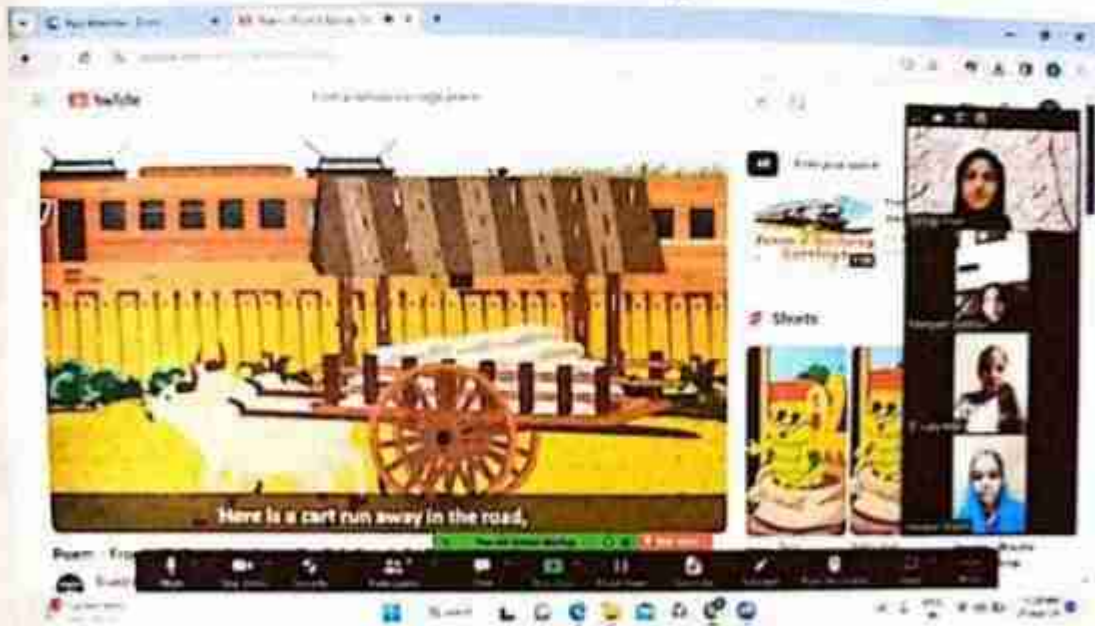
*Sandeep Kumar*  
Director IQAC  
Education Society's  
College of Education, Bhiwandi  
Dist. Thane

*[Signature]*  
PRINCIPAL  
Education Society's  
College of Education Bhiwandi  
Scanned with OKEN Scanner

Scanned with OKEN Scanner



YouTube Video: Viewed during Zoom class through screen share



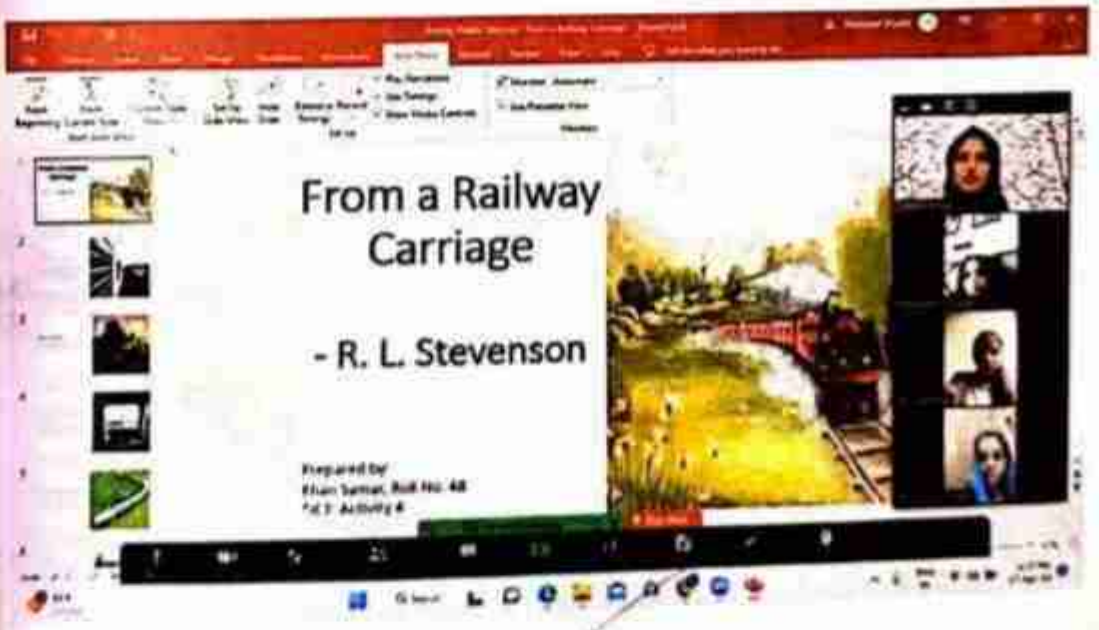
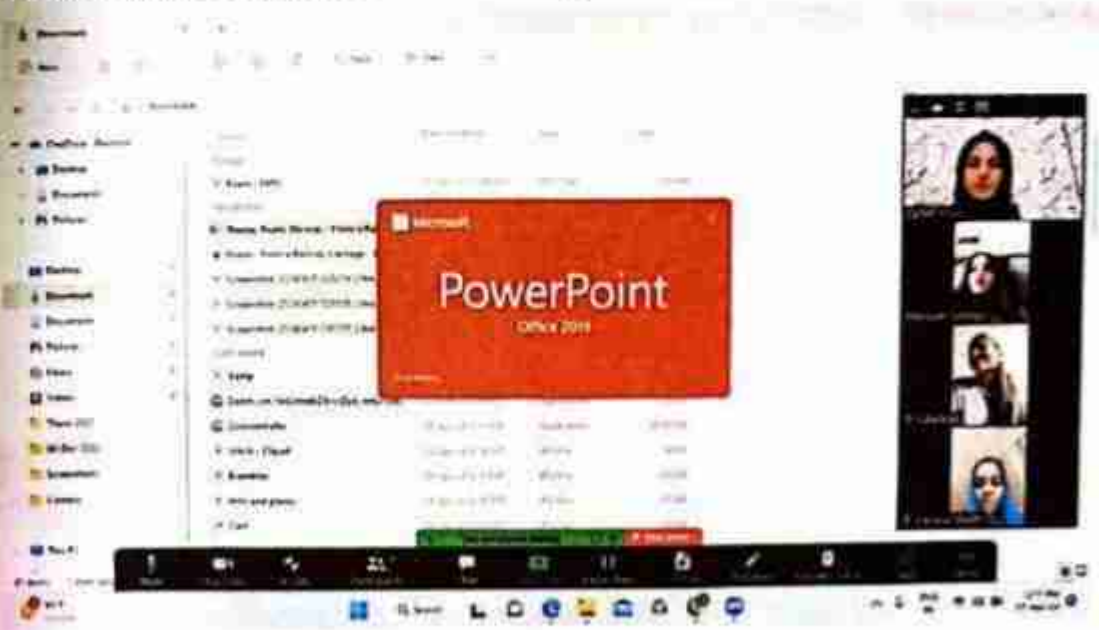
*Alim*

Coordinator IQAC  
Kankon Muslim Education Society's  
College of Education, Bhivandi

*Alim*  
PRINCIPAL

Kankon Muslim Education Society's  
College of Education, Bhivandi  
Scanned with OKEN Scanner

**PowerPoint Presentation: Presented during Zoom class through screen share**



*[Handwritten Signature]*

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

*[Handwritten Signature]*

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

## 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.

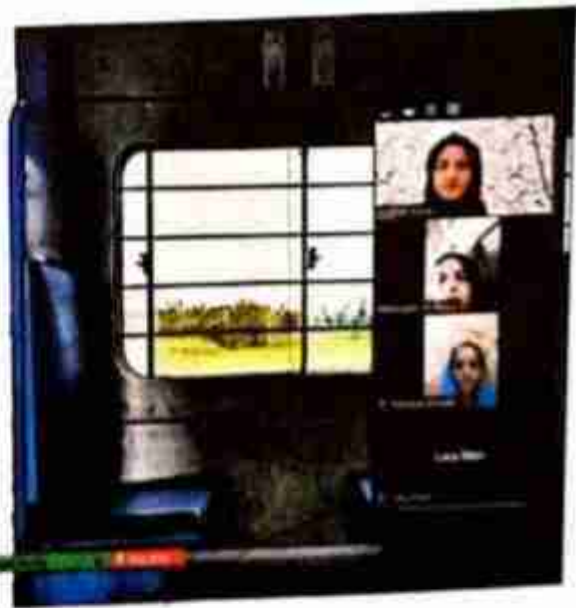
\*Impermanence – being temporary; not staying the same forever



## 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.



*Handwritten signature*

*Handwritten signature*

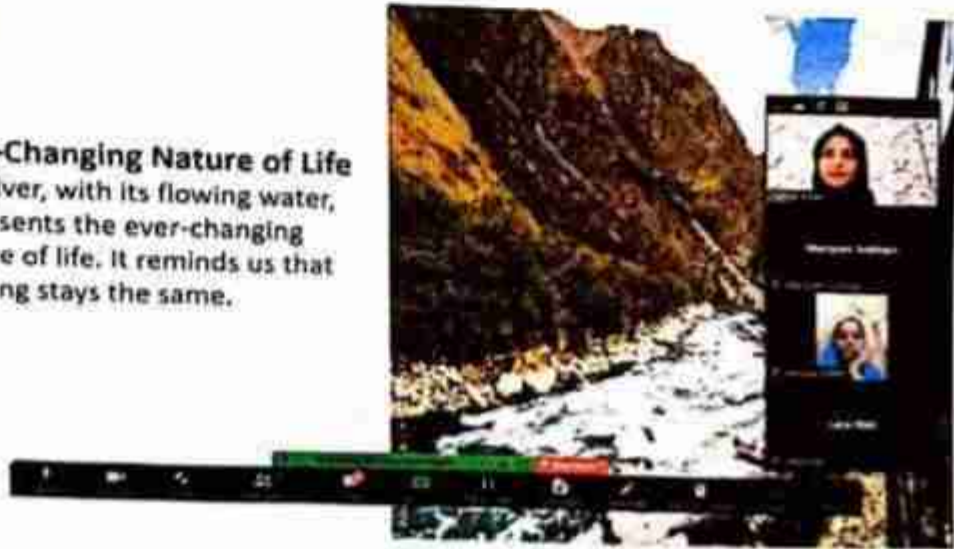
### Simile: Speed of the Train

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

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



PRINCIPAL

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

# Screenshots: Chat interactions

Shared the YouTube video and PPT in chat for everyone's future reference.

FROM A BALMAY CARRIAGE



From: From: Jari (1) [img]

This is the YouTube video PPT we watched.

What are witches?

FROM A BALMAY CARRIAGE

From: From: Jari (1) [img]

This is the YouTube video that we watched.

What are witches?

Female character with magical powers

women who is believed to have magical powers

Usually associated with evil spirits

In this poem Compare the

Message FROM A BALMAY CARRIAGE

FROM A BALMAY CARRIAGE

Correct: Witches and Lats

This is how witches are portrayed. They are women believed to have magical powers and capable of casting spells.



Yes

Yes

When it says finally can you see the difference?

Message FROM A BALMAY CARRIAGE

FROM A BALMAY CARRIAGE

When it says finally can you see the difference?

No if I don't get quality that it's impossible to see the difference

Light: Generally the light that we see when going to sunset

Yes

This is what helps out the



Message FROM A BALMAY CARRIAGE

FROM A BALMAY CARRIAGE

Can you describe the way a spider walks?

They walk sideways trying to reach out everything they see

Unstable

Very good. This is what spiders means

When a child uses his hands to climb

How do we know that a comparison is a simile?

Using the words like and as

Message FROM A BALMAY CARRIAGE

FROM A BALMAY CARRIAGE

How do we know that a comparison is a simile?

Using the words like and as

Words like and as are used for comparison

Absolutely correct. Like and Metaphor that mean

Give an example of a simile from the poem

It is like as living sea

As that as living sea

Correct

Message FROM A BALMAY CARRIAGE

*[Handwritten signature]*

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

*[Handwritten signature]*  
PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner



FROM A RAILWAY CARRIAGE

Theme, Poet, Image etc.

The PowerPoint presentation, please feel free to go through it again.

OK

What is the rhyme scheme of the first stanza?

Wishes - dishes  
Bottle - cattle  
Plan - can

AA BB

Yes I like  
These are the lines of a rhyme

Message FROM A RAILWAY CARRIAGE

FROM A RAILWAY CARRIAGE

What is the rhyme scheme of the first stanza?

Wishes - dishes  
Bottle - cattle  
Plan - can

AA BB

Yes I like  
These are the parts of rhyming words

AA BB first stanza

So what have we learnt from the poem?

Everything is temporary with time passing everything

Message FROM A RAILWAY CARRIAGE

FROM A RAILWAY CARRIAGE



Run away cart

The main theme of the poem is the journey observed while traveling in a railway carriage.

Sent to Samir Khan

Tap here to open in WhatsApp message template

FROM A RAILWAY CARRIAGE

Yes

The main subject of the poem is the journey in a railway carriage.

Yes

Yes, that's the better answer  
The beautiful journey

Any questions?

No

No

Thank you

Message FROM A RAILWAY CARRIAGE

FROM A RAILWAY CARRIAGE

Here

Question

Yes, please  
Please ask

What are the images that we can construct in mind on reading the poem?

The poem describes the journey through windows, cattle, painted stations, a run away cart that he sees from the train.

So after we read the poem, we can imagine all of those things that we see in a part of that station.

Understood?

Message FROM A RAILWAY CARRIAGE

FROM A RAILWAY CARRIAGE

Understood?

Yes

Thank you

Are there questions?

No

Thank you

Message FROM A RAILWAY CARRIAGE

*[Handwritten signature]*

*[Handwritten signature]*  
PRINCIPAL

Kanwal Mehta Education Society's  
College - Education, Dhule

## 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.



*[Signature]*  
Coordinator IQAC  
Korhan Education Society's  
College of Education, Bhiwandi  
Dist. Thane

*[Signature]*  
PRINCIPAL  
Korhan Education Society's  
College of Education, Bhiwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

~~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.

  
Coordinator IQAC

Quality Education Society's  
Department of Education, Dillwandi  
Dist: Thrissur

  
PRINCIPAL

Quality Education Society's

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.

*[Handwritten signature]*

*[Handwritten signature]*

Director IQAC  
Education Society's  
College of Education, Bilwadi  
Dist. Thane

Principal  
College of Education, Bilwadi  
Dist. Thane



*[Handwritten signature]*

**Co-ordinator IQAC**  
Kendriya Madhyam Education Society's  
College of Education, Bhirwandi  
Dist. Thane

*[Handwritten signature]*

**PRINCIPAL**  
Kendriya Madhyam Education Society's  
College of Education Bhirwandi  
Dist. Thane

# K.M.E.S COLLEGE OF Education

Name: Khan Saniya  
Parveen Abulkha

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

Sub: - E.P.C

2023-24

Sunstar

FOR EDUCATIONAL USE

PRINCIPAL

CO-ORDINATOR IQAC  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

Serials	Activity	Sign
---------	----------	------

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

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

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

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

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

# Module-I

## Unit-I

### Text and Reading



EPC-1

Unit-1

Text and  
Reading

*AM*

Ordination IQAC  
Korean Muslim Education Society's  
College of Education Bhiwandi  
Mumbai

FOR EDUCATIONAL USE

*AM*  
PRINCIPAL

Korean Muslim Education Society's  
College of Education Bhiwandi

Scanned with OKEN Scanner

# Activity-I (a)

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

Reflect and where have these been mentioned you

• Introduce the terms Narrative, Expository, Technical and persuasive text through suitable examples. 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 refers 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 explain the various ways to be happy and joyful by comparing the walking in the sunshine and enjoy the environment.

### \* Non-Literary text :-

Here the given text describe working hours in Bank which in turn can help people to exchange their old note with their new one.

### \* Narrative text :-

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

by events in given chronological order in the 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 20<sup>th</sup> Nov, 2016 on the sports column. The given text describe the record of goals made by Ronaldo in his football career.

### \* Technical text:-

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

### \* Persuasive Text:=

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

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

FOR EDUCATIONAL USE

Co-ordinator IQAC

Konkan Muslim Education Society's  
College of Education, Bhiwandi

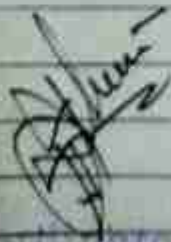
PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

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.



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

FOR EDUCATIONAL USE



Principal  
Kotkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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.

Examples: Snell's law

Science, text book, at Std X)

Co-ordinator IQAC

Marina Education Society's  
College of Education, Bhiwandi  
Dist. Thane

FOR EDUCATIONAL USE

PRINCIPAL

Khalim Education Society's  
College of Education Bhiwandi  
Dist. Thane

## 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 10<sup>th</sup> class.

## 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 15<sup>th</sup> November on topic: promoting health apps in rural areas.



# THE NEW SUNDAY EXPRESS

## 200 school kids 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 Poshkha 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.

MEMBER - ORDINER TOAQ  
Khanan Muslim Education Society's  
College of Education Elliwandi  
Dist. Thane

PRINCIPAL  
Khanan Muslim Education Society's  
College of Education Elliwandi  
Dist. Thane



## \* 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 maps 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 demonetization can help student to make difference between black money and white money and exchanging as notes can affect the economy of the India.

## 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 individual visit to the Manali. We all student get assemble at the Kalyan station at 7:00 am and reached Chandigarh station next day 4:00 am and from there we took a taxi to the hill station because of no service available at hill station we reached Manali in the afternoon 4:00 pm we visited a temple at Buddha call Hindimba Temple.

Co-ordinator IQAC FOR EDUCATIONAL USE

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

PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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.

*[Handwritten signature]*

Coordinator IQAC  
Kanken Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

FOR EDUCATIONAL USE

*[Handwritten signature]*  
PRINCIPAL  
Kanken Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

Scanned with OKEN Scanner

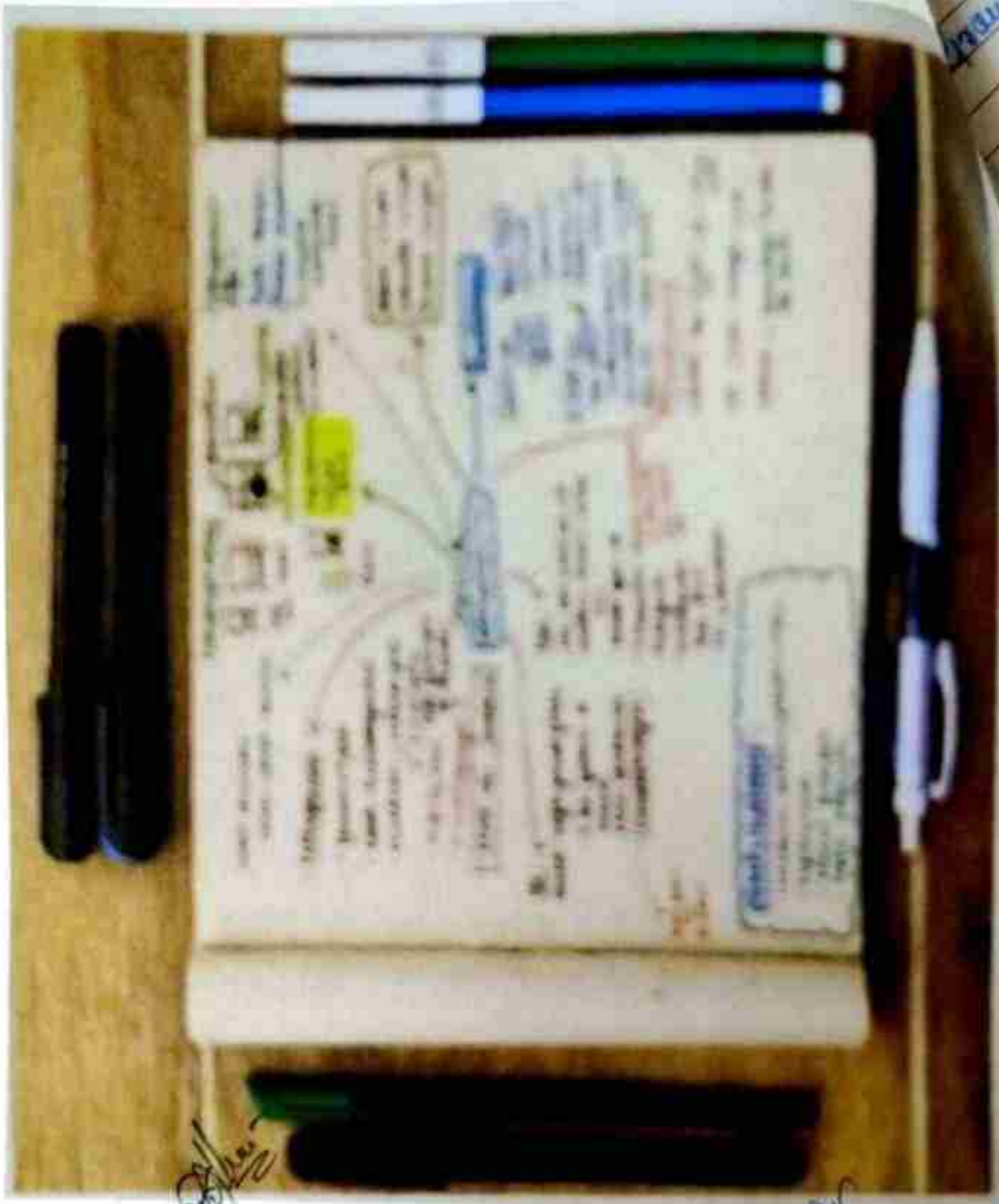
Scanned with OKEN Scanner

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



  
PRINCIPAL



*[Handwritten signature]*

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

*[Handwritten signature]*

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

## 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 the text is that we all should take proper steps towards the technical advancement to our children we should provide limited time for them to use gadget, 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.

Coordinator IQAC

FOR EDUCATIONAL USE

PRINCIPAL

Kanhan Maharaj Education Society's  
College of Education, Bhiwandi

Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

**Journal Berkala**  
**EPIDEMIOLOGI**  
**REVIEW JURNAL EPIDEMIOLOGI**

**REVIEW**

**THE LEVELS OF PLASMA OF CHILDREN WITH CLINICAL Lyme TITR**

Author: P. K. Smith, and J. G. H. Wright

**Abstract** The purpose of this study was to determine the prevalence of Lyme disease in children with clinical Lyme disease. The study was conducted in a tertiary care hospital in the United States. The study included 100 children with clinical Lyme disease. The prevalence of Lyme disease was determined by measuring the levels of plasma of the children. The results of the study showed that the prevalence of Lyme disease was 100% in children with clinical Lyme disease.

**KEYWORDS**

- Lyme disease
- Children
- Plasma
- Prevalence

**INTRODUCTION**

Lyme disease is a tick-borne infection caused by the bacterium *Borrelia burgdorferi*. It is the most common vector-borne disease in the United States. The disease is characterized by a variety of symptoms, including fever, fatigue, muscle and joint pain, and a characteristic rash. In children, Lyme disease can cause a variety of symptoms, including fever, fatigue, and joint pain. The purpose of this study was to determine the prevalence of Lyme disease in children with clinical Lyme disease. The study was conducted in a tertiary care hospital in the United States. The study included 100 children with clinical Lyme disease. The prevalence of Lyme disease was determined by measuring the levels of plasma of the children. The results of the study showed that the prevalence of Lyme disease was 100% in children with clinical Lyme disease.

Journal of the International Society for Epidemiology and Infection  
Volume 135, Part 1, 2010, pp. 1-10  
© 2010 Cambridge University Press

**CONCLUSION**

The results of this study show that the prevalence of Lyme disease is 100% in children with clinical Lyme disease. This finding is important because it suggests that Lyme disease is a common cause of clinical Lyme disease in children.

Coordinator IQAC  
Kerkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

# 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 Downs nine Component to evaluate the teacher. 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 talking to answer the telephonic call
- 4) which boxes mentioned in the paragraph?



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

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

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

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 hardness and sadness towards society.

### Comprehension-2

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

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

Q Who was looking for something to eat?

→ The bird was looking for something to eat.

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

→ The bird wing was broken.

Q To whom bird is asking the permission to stay?

→ Bird was asking permission to the beautiful birch tree to stay.

Q Who cried in front of the bird?

→ The oak tree cried in front of the bird.

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

Dec 27 revenue 2018 higher than Dec 25, showing strong bounce from govt Covid levies

19A 5.8  
19702  
19-04-2019

*[Handwritten signature]*



**Y. J. Bhat**  
**Y. J. Bhat**  
**Y. J. Bhat**

## Tax Demand

Category	Amount
Income Tax	1.2 L Cr
Corporate Tax	0.8 L Cr
Excise Duty	0.5 L Cr
Service Tax	0.3 L Cr
Stamp Duty	0.2 L Cr
Other Taxes	0.1 L Cr
<b>Total</b>	<b>3.1 L Cr</b>



The state government has reported a 13% increase in GST collections for December 2018 compared to the same month in 2017. The total collection for the month stood at ₹1.3 Lakh Crores. This growth is attributed to the government's decision to impose a 1% cess on GST collections from January 2019 to fund the COVID-19 relief fund. The state government has also reported a 10% increase in income tax collections for the same period.

The state government has also reported a 10% increase in income tax collections for the same period. The total collection for the month stood at ₹1.3 Lakh Crores. This growth is attributed to the government's decision to impose a 1% cess on GST collections from January 2019 to fund the COVID-19 relief fund.

Co-ordinator IQAC  
Kannan Murthy Education Society's  
College of Education, Bihavandi  
Dist. Thane

PRINCIPAL  
Kannan Murthy Education Society's  
College of Education Bihavandi  
Dist. Thane

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

## Comprehension-3

- 1) What is the given passage is about?  
→ The given passage is about the use of kites in war.
- 2) In which century, kites are used for lifting military  
observers?  
→ In 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

## Big ... deadly trail

Journal of  
**BANKING  
& FINANCE**

**MACLEAN'S**

**HOW  
TO HEAR  
NATURE**



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

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



## Reflection:-

Firstly, I have given first comprehension to the student of Std IX, Anwar Zainab 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 Anwar Munir Zaher 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 Anwar Hamza Tohal from English medium. He had difficulty 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.



FOR EDUCATIONAL USE



Coordinator IQAC

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

PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Reflection

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

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

for the second activity, we had examined student skills of comprehension from different standards. We analyse their reading abilities and make connection in them.

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



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

FOR EDUCATIONAL USE



PRINCIPAL  
Konkan Muslim Education Society's  
College of Education Bhiwandi

Scanned with OKEN Scanner

# Unit-2

Text and

Reflection





The Commission has been set up to help and to help  
 using digital language learning and manufacturing  
 standards and educational institutions.  
 The Commission has been set up to help the  
 Ministry of Education and to help the  
 industry to provide their own manufacturing data. It is  
 also providing the internal structure of it.  
 The Commission has been set up to help the  
 Ministry of Education to help the  
 industry and to help the data and educational data to provide  
 about the industry.  
 The Commission has been set up to help the  
 industry and to help the data and educational data to provide  
 about the industry.



In the past, industry in India has been...  
 the performance of the...  
 the...  
 the...

*[Handwritten signature]*

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

*[Handwritten signature]*

**PRINCIPAL**  
 Konkani Muslim Education Society's  
 College of Education Ghilwandi  
 Dist. Thane

# 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 biased 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 flew to William Blum, an American historian. In this he discussed about Sanjive Bhatt thinking about waving the Indian flag in the public doesn't make us patriot. Instead of this uploading its underlying values is important.

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

## \* Read with purpose :=

### Text - to - text - connection :=

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

## \* Summary :=

From the above text, we can conclude that

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



*[Handwritten signature]*

Coordinator IQAC FOR EDUCATIONAL USE

Uttarakhand Education Society's  
College of Education, Dharwad  
Dist. Thane

*[Handwritten signature]*

PRINCIPAL  
Uttarakhand Education Society's  
College of Education Dharwad  
Dist. Thane

# Activity-2

\* What is text about?

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

\* Importance :=

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

\* Text structure :=

The given text is written in sequence.

\* Language of the text :=

Author := Aditya Anand

Target := Here the target is Indian people

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

Exercise ~~on~~ 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.

FOR EDUCATIONAL USE

In-charge Officer IQAC

Dist. Thane

PRINCIPAL

Konkan Muslim Education Society's  
College of Education Bhikandi

Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# SIZING UP THE SOLAR SYSTEM

Students learn about the notion of scale

By Heidi Weller, Alvinia Paul Roper, and Thomas Karpel Jak

**W**hen you ask "What is a model?" and your student responds "A very, or maybe even, you can't believe how high. However, this was not quite the response I was hoping for. As I pushed a little further, I realized that even if my elementary students have little knowledge about what models are, and how they have been used in science, they still do.

The American Association for the Advancement of Science (AAAS) (2012) states that by the end of 5th grade, students should understand that models, such as those we often see depicting the solar system, is a smaller version of the real object, making it easier to study. However, even adults, understanding the size and distance of the solar system is hard to grasp (Harrison and Paul Roper 2005). Thus, having a model about the solar system in the classroom becomes a challenging task and helping students understand the notion of "scale" is a challenge worth to be addressed. 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

Many 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; Jovanova, Seibel, and Gray et al. 2010). Explained that presenting a model with inappropriate models can help them to make connections their own visual

representations for comparing and manipulating ideas from the system. Therefore, having students recognize their own created scientific models has the potential of providing students with the experience necessary to meet the goals of conceptual understanding described by AAAS (Jovanova, Seibel, and Gustafson 2005).

## Addressing the Problems

The following activity is designed to engage the 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 created as more evidence is gained, and are used to explain scientific phenomena that cannot be directly observed (Harrison and Paul Roper 2005). The lesson begins with a pre-assessment of students' understanding of models in the form of an entrance slip. An entrance slip helps students assess their prior knowledge concerning the daily lesson topic and allows teachers to understand what the students already know about the topic. A common misconception found through this pre-assessment is the placement of planets in relation to each other and the Sun. The activity that follows the pre-assessment addresses this problem.

© 2015 by Heidi Weller

# Activity-3

What are the eight planets which revolve around the Sun?

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

Q] What is the centre of solar system?

→ Sun is the centre of solar system.

Q] What is the period of revolution?

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

Q] What does the figure/diagram show?

→ The diagram shows the solar system.

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

→ The temperature at the surface of Sun is about  $5000^{\circ}\text{C}$ .



# 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**ven though it is thought to be high, the demand for cotton is not as high as it is in the country. It is the cotton textile industry that is the backbone of the Indian textile industry. The strong roots of production of cotton yarn and cloth, which are considered to be the mainstay of the Indian textile industry. This is a traditional, well-established and well-developed industry, enjoying a considerable demand in the domestic as well as global markets.



## Role of the textile industry in Indian economy

India's textile industry is considered to be one of the most important industries in the country's gross domestic product (GDP) and is a major source of foreign exchange. It is a source of large employment for over 40 million people, which makes it the second largest provider of employment after agriculture.

India has the advantage of being a large producer of raw cotton. The Indian textile industry is one of the most important industries in the country's economy. It is a source of large employment for over 40 million people, which makes it the second largest provider of employment after agriculture.

It is one of the main sources of foreign exchange and it is a major source of employment. The industry has a wide range of products and has a highly developed technology. It is a major source of foreign exchange and it is a major source of employment.

The industry is the backbone of the Indian economy. It is a source of large employment for over 40 million people, which makes it the second largest provider of employment after agriculture.

**Cotton production in India.** The production of cotton yarn increased from 1.15 million bales in 1962-63 to 11.57 million bales in 2011-12. The growth rate increased to about 10 per cent per annum. The industry is the backbone of the Indian economy. It is a source of large employment for over 40 million people, which makes it the second largest provider of employment after agriculture.

It is one of the main sources of foreign exchange and it is a major source of employment. The industry has a wide range of products and has a highly developed technology. It is a major source of foreign exchange and it is a major source of employment.

However, after globalization, the industry has faced a lot of challenges. It is a source of large employment for over 40 million people, which makes it the second largest provider of employment after agriculture.

It is one of the main sources of foreign exchange and it is a major source of employment. The industry has a wide range of products and has a highly developed technology. It is a major source of foreign exchange and it is a major source of employment.

Coordinator IQAC  
Kankar Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

# 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 Karsandas Thakur 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 Karsandas Thakur [redacted] in [redacted] in Delhi. 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 most of the cotton textile mills of Mumbai have been open up.

*[Handwritten signature]*

*[Handwritten signature]*

## KEYWORDS =

- i) Past - Present
- ii) 1854 - 1856
- iii] Mumbai - Delhi
- iv] Capitalists - Socialists
- v] closed down - open up



*[Handwritten signature]*

FOR EDUCATIONAL USE

*[Handwritten signature]*  
PRINCIPAL

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



*[Handwritten signature]*

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

*[Handwritten signature]*

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

# 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. The computer beside the whole world and its information 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 learning, I have come to know about the world wide web as a unique service by the internet for transferring the information to the whole world.

Co-ordinator IQAC

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

FOR EDUCATIONAL USE

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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 online searching is developed by the developers for whom that don't have internet access that means without internet we can share and search any type of data or information through search engine 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 on the text its structure etc.

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

*[Signature]*

*[Signature]*

Coordinator IQAC FOR EDUCATIONAL USE

PRINCIPAL

Konkan Muslim Education Society's  
College of Education, Bhivandi

Konkan Muslim Education Society's  
College of Education Bhivandi

Dist. Thane

Dist. Thane

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Module-I

## Unit-3

### Expressive Reflection

# Activity-I (a)

## ⇒ Reflective Journal

### Describe :=

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

\* Analyse := By analyzing the text, it 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 studying the most basic knowledge about the element and their properties.



characteristic about them. It helps to clear the concept of atom and its properties. It will be more useful for the future by answering 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. 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 are two major classification done in elements for their proper usage and proper handling.

*[Handwritten signature]*

FOR EDUCATIONAL USE

*[Handwritten signature]*  
PRINCIPAL

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

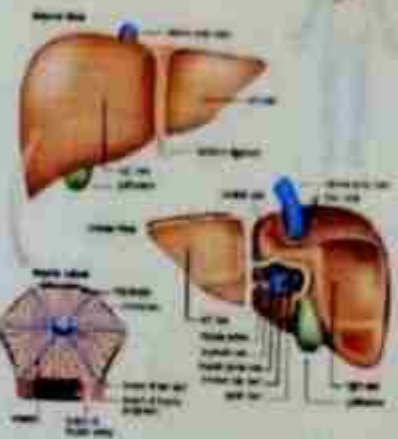
Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Human Organs: Liver

The liver is the largest solid organ within the human body, weighing about 1.5 kg. It is a reddish-brown organ with a lobulated surface. It is 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 highly vascularized, with a dual blood supply. It receives oxygenated blood from the hepatic artery and deoxygenated blood from the hepatic portal vein. The liver is also highly regenerative, meaning it can regrow after partial removal.

**Structure:**  
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 highly vascularized, with a dual blood supply. It receives oxygenated blood from the hepatic artery and deoxygenated blood from the hepatic portal vein. The liver is also highly regenerative, meaning it can regrow after partial removal.



**Liver Diseases:**  
The liver can be affected by a variety of diseases, including fatty liver disease, alcoholic liver disease, and cirrhosis. Fatty liver disease is caused by an accumulation of fat in the liver cells. Alcoholic liver disease is caused by long-term alcohol consumption. Cirrhosis is a chronic liver disease that results in the replacement of normal liver tissue with scar tissue.

**CAROLINA**  
www.carolina.com

*[Handwritten signature]*

Co-ordinator IQAC

*[Handwritten signature]*

PRINCIPAL

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

# 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



*[Handwritten signature]*

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

*[Handwritten signature]*

PRINCIPAL  
Konkan Muslim Education Society  
College of Education Bhewandi  
Dist. Thane

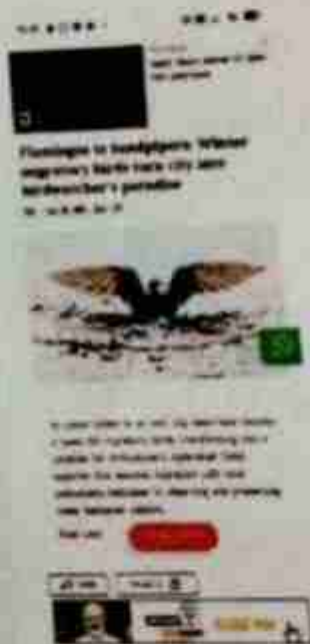
# Activity - I (c)

## \* 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 using litmus paper test. here one solution 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 same part of the text, it gives information about the various nature of solution or soluble thing. It shows the experimental and differentiating between the solution into acidic and basic according to their litmus paper test.

Handwritten text in Marathi, likely a title or header, which is mostly illegible due to fading and bleed-through.



✓

*[Handwritten signature]*

*[Handwritten signature]*

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Activity - II

## Standard notes :=

- This fresh water is used mainly for agriculture, industries, domestic purposes 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 depleting the resources excessively

areas where drought is very common which means no or less supply of water

Co-ordinator IQAC

Konkan Western Education Society's  
College of Education Bhiwandi

Dist. Thane

smart 1810

EDUCATIONAL USE

PRINCIPAL

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

# Activity-I (b)

Critically reviewing the text:-

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

\* Information about the work:-

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

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

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

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

ii) Summary:-

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



## 1] 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.

## 2] The work's style :-

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

## 3] Effectiveness :-

The text has positive impact on the readers. It makes the reader aware about the feelings of an old woman.

## 4] The topics treatments :-

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

**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



**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

of Appeal to the particular audience :=

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



*[Handwritten signature]*

CO-ORDINATOR IQAC  
Kantkar Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

*[Handwritten signature]*  
PRINCIPAL

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

# 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 each functions of skin and its regular use. The text must contain more features or uses of skin.

Activity 2 := write from readers 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

Epidermis is one of the several layers found in the skin, which acts as the outermost layer of protection and a waterproof shield.

### Dermis

The middle layer of skin is known as the dermis. In addition to being composed of hair follicles and blood vessels, it is composed of dense connective tissue.

### Hypodermis

Just below the dermis is the hypodermis, which is composed of deeper subcutaneous tissue that is composed of fatty tissue and connective tissue.



*[Handwritten signature]*

Co-ordinator IQAC

Konkan Muslim Education Society's  
College of Education, Bhamburda

*[Handwritten signature]*

PRINCIPAL

Konkan Muslim Education Society's  
College of Education (Bhamburda)  
Dist. Thane

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

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



*[Handwritten signature]*

*[Handwritten signature]*

Coordinator IQAC  
FOR EDUCATIONAL USE  
PRINCIPAL  
Konkan Muslim Education Society's  
College of Education Bhivandi  
Dist. Thane

# दैनिक भास्कर

राशि अणु 28  
से 51 हजार



एक ही देश  
की एक ही भाषा



भारतीय कोश में भारतीय के विकास का नेतृत्व देने के लिए देश में एक ही भाषा का प्रयोग करना चाहिए।

राष्ट्र को अभिनंदन चाहिए

देश को एकता प्रदान करने के लिए एक ही भाषा का प्रयोग करना चाहिए।

## राष्ट्र को अभिनंदन चाहिए

देश को एकता प्रदान करने के लिए एक ही भाषा का प्रयोग करना चाहिए।

*[Handwritten signature]*

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

*[Handwritten signature]*  
PRINCIPAL

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Reflection

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

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

The third activity deals with reviewing the text and making the perspective of the reader and making lexime or proverbs. I had gained knowledge about the various skill of text reviewing and reflecting.

  
Coordinator IQAC

  
PRINCIPAL



Unit-4

Reading

Beyond

Text

*Signature*

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

EDUCATIONAL USE

*Signature*

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# Activity-I ca)

Key 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 all school days.

*[Signature]*

PRINCIPAL

Coordinator IQAC

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

*[Signature]*

PRINCIPAL

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

# 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.

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

FOR EDUCATIONAL USE

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

### Chapter 8 Soil Formation

Soil formation factors

Soil formation is a complex process involving the interaction of various factors over time.

**Parent Material**  
The parent material is the primary source of soil minerals and nutrients. It is formed by the weathering of primary and secondary rocks. The composition of the parent material determines the chemical and mineral composition of the soil.

**Climate**  
Climate is a major factor in soil formation. Temperature and precipitation influence the rate of weathering and the amount of organic matter that can be added to the soil. In arid regions, soil formation is slow, while in humid regions, it is rapid.

**Topography**  
Topography affects soil formation by influencing the rate of erosion and the accumulation of soil. Steep slopes erode soil quickly, while low-lying areas accumulate soil.

**Biological Activity**  
Biological activity, particularly from plants and animals, plays a significant role in soil formation. Plants contribute organic matter to the soil, and animals help mix and aerate the soil.

**Time**  
Soil formation is a long-term process that can take thousands of years to complete. The longer a soil has existed, the more developed it becomes.



*[Handwritten signature]*

IQAC  
Honnan Society  
Dist. Thane

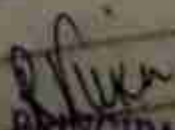
*[Handwritten signature]*

PRINCIPAL  
Honnan Muslim Education Society  
College of Education Thane  
Dist. Thane

# Activity - I (c)

Sticky label	Book Title	Type of Connection	Explanation for 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 goal helping towards education of the poor people and especially girls. It relates us to the community work project in which all group had helped poor and needy people.

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

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

# Activity-1(a)

Wicky 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. In the world salt water sea which is present in the form of 3 continents which are Jordan, Israel and Palestine.

*[Signature]*

*[Signature]*

**Memorandum**

**Subject: [Illegible]**

**To: [Illegible]**

**From: [Illegible]**

**Date: [Illegible]**

[Illegible text follows]



*[Handwritten signature]*

Co-ordinator  
 [Illegible text]

*[Handwritten signature]*

PRINCIPAL  
 [Illegible text]  
 Dist. Thane

# Activity-1(e)

Book Title	Types of Connection	Explain your connection
"Life Skills not Taught in classrooms" written by India	<input checked="" type="checkbox"/> Text To Text <input type="checkbox"/> Text To self <input type="checkbox"/> Text To world	The given text is an survey report of school on the topic life skill teaching. It relates to various survey report present in all curriculum of contemporary India and Education subject.

*[Signature]*

*[Signature]*





✓  
*[Handwritten signature]*

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

*[Handwritten signature]*  
PRINCIPAL

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

# Activity-1 (p)

icky notes	Book Title	Type of Connection	Explain your connections
Text from science textbook t-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.

*[Signature]*  
Principal  
Kankan Muslim Education Society's  
College of Education, Bilwandi  
Dist. Thane

*[Signature]*  
Principal  
Kankan Muslim Education Society's  
College of Education, Bilwandi  
Dist. Thane

# 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.



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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

# 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 sending the given text and three 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 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.

FOR EDUCATIONAL USE  
Director IQAC  
College of Education, Bhiwandi  
Dist. Thane

PRINCIPAL  
Kontari Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane  
Scanned with OKEN Scanner



*[Handwritten signature]*

Co-ordinator IOAC  
Kankarwadi Education Society  
College of Education, Kankarwadi  
Dist. Thane

*[Handwritten signature]*

PRINCIPAL  
Kankar Muslim Education Society  
College of Education, Kankarwadi  
Dist. Thane

# Activity - I

## Multicultural Perspectives =

### our Discussion =

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

- (i) Muslims
- (ii) Christian
- (iii) buddhist
- (iv) jains

By selecting these cultures, we all group members discussed about their cultural thinking their dressing about style, their eating food and rituals etc. we all had a few new-learned knowledge about the various cultures such as about the traditions and their sound prayers and their beautiful worshipping ritual about muslims, we discussed about their safe and sound rituals and messages about unity and belief in their differently about buddhist, we discussed about their unique culture like with martial arts etc. about jains, we discussed about their ritual of being unmarried till death and travelling places by places without their god.

*[Signature]*

*[Signature]*

Principal  
Junior Muslim Education Society's  
College of Education Bhalwadi

Principal  
Junior Muslim Education Society's  
College of Education Bhalwadi

**Science education: a critical perspective**

**Abstract**

The purpose of this paper is to provide a critical perspective on the current state of science education in the United Kingdom. It examines the influence of the National Curriculum Framework for Science and the impact of the Ofsted inspections on the teaching of science in primary and secondary schools. The paper argues that the current approach to science education is overly focused on the transmission of factual knowledge and the development of scientific skills, at the expense of fostering a deeper understanding of the nature of science and the role of science in society. It also discusses the challenges of science education in a diverse and multicultural society and offers some suggestions for reform.

**Introduction**

Science education has long been a central part of the curriculum in primary and secondary schools. It is seen as a way of developing children's understanding of the natural world and their ability to think scientifically. However, in recent years, there has been a growing concern that science education is becoming too narrow and too focused on the transmission of factual knowledge. This paper will explore the reasons for this and offer some suggestions for reform.

The National Curriculum Framework for Science (2014) sets out the objectives for science education in primary and secondary schools. It emphasizes the importance of developing children's understanding of the natural world and their ability to think scientifically. However, it also places a strong emphasis on the transmission of factual knowledge and the development of scientific skills. This has led to a focus on rote learning and the memorization of facts, rather than on fostering a deeper understanding of the nature of science and the role of science in society.

Ofsted inspections have also had a significant impact on science education. Inspectors are now required to assess the quality of science teaching and learning in primary and secondary schools. This has led to a focus on the development of scientific skills and the transmission of factual knowledge, as these are the areas that are most easily assessed. This has also led to a narrowing of the science curriculum, as schools focus on the areas that are most likely to be assessed.

The current approach to science education is overly focused on the transmission of factual knowledge and the development of scientific skills, at the expense of fostering a deeper understanding of the nature of science and the role of science in society. This is a problem because science is not just a collection of facts and skills; it is a way of thinking and a way of understanding the world. Science education should be about developing children's understanding of the nature of science and the role of science in society, as well as about developing their scientific skills and their ability to think scientifically.

There are several reasons why the current approach to science education is problematic. One reason is that it is too narrow and too focused on the transmission of factual knowledge. This means that children are not getting a full understanding of the nature of science and the role of science in society. Another reason is that it is too focused on the development of scientific skills. This means that children are not getting a chance to explore the creative and imaginative aspects of science. Finally, the current approach to science education is not taking account of the needs of a diverse and multicultural society. Science education should be about developing children's understanding of the nature of science and the role of science in society, as well as about developing their scientific skills and their ability to think scientifically.

There are several suggestions for reform. First, the science curriculum should be broadened to include a wider range of topics, including the history of science and the role of science in society. Second, the focus should be on developing children's understanding of the nature of science and the role of science in society, as well as on developing their scientific skills and their ability to think scientifically. Finally, science education should be made more relevant to the needs of a diverse and multicultural society.

*[Handwritten signature]*

**Co-ordinator IQAC**  
 Kankan Muslim Education Society's  
 College of Education, Bilwara

*[Handwritten signature]*

**PRINCIPAL**  
 Kankan Muslim Education Society's  
 College of Education, Bilwara

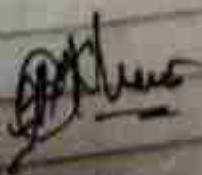
# Activity. III

Summary of the text =

The given text is the scheme for the inclusion of disable children at secondary stage in school of government school and local bodies. It discussed about the article of act for prevent 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 able to study and get education in the same school unlike others here the learner does not feel any discrimination by discussing feeling about their disabilities after reading this text, the knowledge and my concept is crystal clear about the inclusive education in India.





PRINCIPAL

Konkan Marathi Education Society's  
College of Education, Bhilwandi

Dist. Thane

Scanned with OKEN Scanner

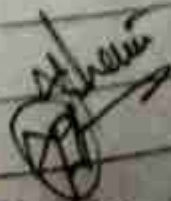


# CONCLUSION:-

By doing activities in this module I (reflective reading and unit 4 (Reading beyond text) had made me 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.

I 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 conclusion in all in all for example example unity is strength is our country motto. In educational perspective we had learnt about various improvement of the country.



Co-ordinator IOAC  
Korikar Education Society's  
College of Education, Durgam  
Dist. Thane



PRINCIPAL



# 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



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

## 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



**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



## 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.

  
**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

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**


  
**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

## Index

SR.NO	Content
1	Introduction
2	Background Information
3	Project Planning
4	Implementation
5	Achievements
6	Reflection
7	Conclusion

  
**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

## 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.

  
**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

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.

  
**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



Through this narrative, we hope to inspire others to embark on similar endeavors and contribute meaningfully to the betterment of society and the environment.



  
**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


## 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.

  
**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

## 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.



**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



## 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..

  
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

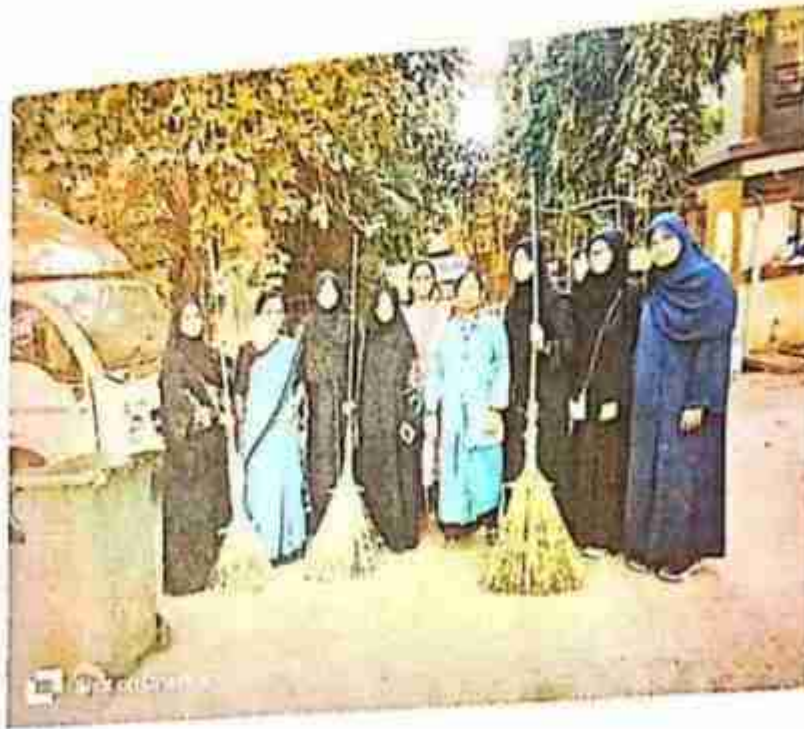
**Resource Allocation:**

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.



**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



*[Handwritten signature]*

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

*[Handwritten signature]*

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

Scanned with OKEN Scanner

Scanned with OKEN Scanner

## 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.

✓  
**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



*[Handwritten signature]*

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

*[Handwritten signature]*

**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane  
Scanned with OKEN Scanner



### **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.

  
**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

Scanned with OKEN Scanner

## 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

  
**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  
Scanned with OKEN Scanner

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

  
**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  
Scanned with OKEN Scanner

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.

  
**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

✓

## 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.

  
**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

## **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

  
**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

of collaboration and commitment that defines our collective endeavor.



**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 - 421 302

LIST OF CELLS (2023-2024)

Sr. No.	CELLS/COMMITTEES/CLUBS	FACULTY INCHARGE	STUDENT REPRESENTATIVES
1.	Internal Quality Assurance Cell	Asst. Prof. Heena Khan Asst. Prof. Noorulain Shaikh Asst. Prof. Sumaiya Momin Asst. Prof. Khalida Shaikh	Momin Naba
2.	Internal Compliance Committee	Asst. Prof. Noorulain Shaikh Asst. Prof. Sumaiya Momin Asst. Prof. Sana Khan	Shaikh Sana Shaikh Shajrah Siddiqui Mariyam
3.	College Development Committee	Asst. Prof. Heena Khan Asst. Prof. Shabeena Momin Asst. Prof. Sumaiya Momin Asst. Prof. Monisa Momin Asst. Prof. Sana Khan	Momin Naba
4.	Advisory Committee	Asst. Prof. Heena Khan Asst. Prof. Shabeena Momin Asst. Prof. Sana Khan	-
5.	Student Grievance Redressal Cell	Asst. Prof. Heena Khan Asst. Prof. Sumaiya Momin Asst. Prof. Dr. Mrs. Nafiya Khan Asst. Prof. Sana Khan	Khan Muskan
6.	Anti Ragging Cell	Asst. Prof. Heena Khan Asst. Prof. Shabeena Momin Asst. Prof. Monisa Momin	Ansari Zarreen
7.	Cultural Department	Asst. Prof. Heena Khan Asst. Prof. Dr. Mrs. Nafiya Khan	Khan Iffat Jahan Momin Alvia
8.	Sports Committee	Asst. Prof. Sumaiya Momin Asst. Prof. Heena Khan	Momin Fatima Momin Hadiqua
9.	Library Cell	Lib. Nawal Momin	Ansari Azharuddin Sayed Hayatuddin

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



10.	Publication Cell	Asst. Prof. Heena Khan Asst. Prof. Sana Khan	Sayyed Hayatuddin Ansari Azharuddin
11.	Student Council	Asst. Prof. Heena Khan Asst. Prof. Dr. Mrs. Nafiya Khan	Momin Naba Khan Muskan Rais Rida Choudhary Sabiha Ansari Zarreen
12.	Staff Grievance Redressal Cell	Asst. Prof. Sumaiya Momin Asst. Prof. Dr. Mrs. Nafiya Khan	
13.	Research Cell	Asst. Prof. Monisa Momin	Divker Sheena Tase Maria
14.	Marathi Club	Asst. Prof. Abeda Shaikh	Ansari Sana Ansari Zainab
15.	Hindi Club	Asst. Prof. Abeda Shaikh	Mali Lata Ansari Sehrish
16.	English Language Club	Asst. Prof. Khalida Shaikh	Divker Sheena Khan Asra
17.	History Club	Asst. Prof. Dr. Mrs. Nafiya Khan	Shaikh Musheera Momin Vaniya
18.	Science Maths Club	Asst. Prof. Sana Khan Asst. Prof. Noorulain Shaikh Asst. Prof. Monisa Momin	Sayyed Taufique Khan Samar Momin Naba Ansari Atiya
19.	Anjumane Urdu	Asst. Prof. Shabeena Momin Asst. Prof. Heena Khan	Shaikh Aafreen Ansari Monish Tase Maria Momin Haiqua Shaikh Nida
20.	Economics Commerce Club	Asst. Prof. Heena Khan	Khan Muskan Khan Samar
21.	Admission Committee	Asst. Prof. Heena Khan	Shaikh Afsana Shaikh Musheera
22.	Examination Committee	Asst. Prof. Noorulain Shaikh	Momin Vaniya Ansari Zarreen

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

23.	Meena Bazar Committee	Asst. Prof. Heena Khan	Momin Naba Khan Muskan
24.	Website Maintenance Committee	Asst. Prof. Heena Khan	Ansari Monish Shaikh Musheera
25.	Practice Lesson & internship Committee	Asst. Prof. Shabeena Momin	Rais Rida Ansari Asbah
26.	Discipline Cell	Asst. Prof. Shabeena Momin Asst. Prof. Noorulain Shaikh Asst. Prof. Sumaiya Momin	Ansari Amina Khan Muskan Choudhary Sabiha
27.	Excursion Committee	Asst. Prof. Sana Khan Asst. Prof. Khalida Shaikh	Quraishi Aliya Ansari Mantasha
28.	Code of Conduct Committee	Asst. Prof. Shabeena Momin Asst. Prof. Noorulain Shaikh	Ansari Insiya Ansari Namra
29.	Alumni Association	Asst. Prof. Shabeena Momin Asst. Prof. Heena Khan	Khan Muskan Momin Naba
30.	Students' Development Department	Asst. Prof. Heena Khan	Ansari Sehrish Shaikh Amina Momin Naba Divker Sheena Khan Muskan Ansari Zarreen
31.	Placement Assistance Cell	Asst. Prof. Sumaiya Momin Asst. Prof. Heena Khan	Shaikh Ameena Rais Rida
32.	Academic Planning Cell	Asst. Prof. Sumaiya Momin Asst. Prof. Heena Khan Asst. Prof. Dr. Mrs. Nafiya Khan	-
33.	Green Club	Lib. Nawal Momin Asst. Prof. Shabeena Momin Asst. Prof. Noorulain Shaikh Asst. Prof. Sumaiya Momin	Shaikh Nashra Ansari Saniya
34.	NEP – 2020 Implementation Cell	Asst. Prof. Khalida Shaikh Asst. Prof. Noorulain Shaikh Asst. Prof. Sumaiya Momin	Momin Naba

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



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

Date: 16/08/2023

### REPORT ON AZADI KA AMRIT MAHOTSAV

#### Details about event:

Event: AZADI KA AMRIT MAHOTSAV (INDEPENDENCE DAY)

Date of Event : 13/08/2023 TO 15/08/2023


#### Objectives:


- To create awareness about that Azadi Ka Amrit Mahotsav is an initiative of the Government of India to commemorate 75 glorious years of progressive India and its rich history, diverse population, magnificent culture and great achievements.
- To develop the feeling of Nationalism among students.
- To promote patriotism among students.
- To create unity in diversity.

#### Description of event :

This is with reference to the HAR GHAR TIRANGA campaign (13-15th August 2023) under the aegis of the Celebration of Azadi ka Amrit Mahotsav for which K.M.E.S College of Education had organized a Rally in KMES campus to mark this momentous occasion.

Formal Programme had also conducted on Independence Day. It was started with the quirat by remembering almighty God to grace the function. Students were actively participated in welcome song, Patriotic Songs, Speeches and Slogan Writing Competition. Flag Hoisting was done by Mr. Zaki Kazi (Chairman- KMES College of Education). Esteemed guests were addressed the students and appreciated their efforts. At last sweets were distributed among students.

  
**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

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


### Outcome:


This Mahotsav was dedicated to the people of India who have not only been instrumental in bringing India thus far in its evolutionary journey but also hold within them the power and potential to enable Prime Minister Narendra Modi's vision of activating India, fueled by the spirit of Aatmanirbhar Bharat.

This theme triggered all the efforts that are being undertaken to help India take its rightful position in the new world order emerging in a post covid world by highlighted the steps being taken to implement policies and actualized commitments. Objectives were achieved. It also created the awareness regarding Azadi Ka Amrit Mahotsav and inculcated the values like Nationalism, Patriotism and Equality among students.

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

- 1) Khan Saniya Abul Khair
- 2) Ansari Hafiza Sadre Alam
- 3) Momin Iqra Shabbir
- 4) Singh Deepali Arvind
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruuheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sakina Mansoor
- 10) Sahikh Rahat Naushad

  
**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

**Evidence:**



*[Handwritten Signature]*

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

*[Handwritten Signature]*

**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

Date:16/08/2023

### REPORT ON RALLY

### (HAR GHAR TIRANGA - AZADI KA AMRIT MAHOTSAV)

#### Details about event:

Event: RALLY (HAR GHAR TIRANGA-AZADI KA AMRIT MAHOTSAV)

Date of Event :14/08/2023

#### Objectives:


- To create awareness about that Azadi Ka Amrit Mahotsav is an initiative of the Government of India to commemorate 75 glorious years of progressive India and its rich history, diverse population, magnificent culture and great achievements.
- To develop the feeling of Nationalism among students.
- To promote patriotism among students.
- To create unity in diversity.

#### Description of event:

This is with reference to the HAR GHAR TIRANGA campaign (13-15th August 2023) under the aegis of the Celebration of Azadi ka Amrit Mahotsav for which K.M.E.S College of Education had organized a **Rally** to mark this momentous occasion.

It was started with the qirat by remembering almighty God. Over 30 students took part in a 'Har Ghar Tiranga' rally taken out on Thane Road in Bhiwandi. Carrying the national flag, they raised 'Bharat Mata ki Jai' slogans throughout the 1 km. Principal and teaching staff were present.

Students dressed in white and tri colour dupatta. Students were actively participated in rally by raising different patriotic slogans on street and distributed flags in public to promote the

  
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

feeling of nationalism among society. Management members and Principal were addressed the students and appreciated their efforts. Everything went on in a smooth way by the grace of Almighty Allah.


### Outcome:


This Mahotsav was dedicated to the people of India who have not only been instrumental in bringing India thus far in its evolutionary journey but also hold within them the power and potential to enable Prime Minister Narendra Modi's vision of activating India, fueled by the spirit of Aatmanirbhar Bharat.

This theme triggered all the efforts that are being undertaken to help India take its rightful position in the new world order emerging in a post covid world by highlighted the steps being taken to implement policies and actualized commitments. Objectives were achieved. It also created the awareness regarding Azadi Ka Amrit Mahotsav and inculcated the values like Nationalism, Patriotism and Equality among students.

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

- |                          |                                 |                          |
|--------------------------|---------------------------------|--------------------------|
| 1)Khan Saniya Abul Khair | 2) Ansari Hafiza Sadre Alam     | 3) Momin Iqra Shabbir    |
| 4)Singh Deepali Arvind   | 5) Ansari Nashra Abdul Razzaque | 6) Siddiqui Hifza Ashfaq |
| 7)Ruheen Bano Munaf      | 8) Farooqui Afshan Nizamuddin   | 9) Khan Sakina Mansoor   |
| 10)Shaikh Rahat Naushad  | 11) Shaikh Ankaf                | 12) Sayyed Sidra Aqueel  |
| 13)Farooqui Insha Javed  | 14) Khan Shadab                 | 15) Momin Rifa           |
| 16)Pandey Chanda         | 17) Shukla Ankita               | 18) Shette Nikita        |
| 19)Ansari Amina          | 20) Dubey Reshu                 | 21) Malik Shaista        |
| 22)Ansari Gazal          | 23) Ansari Sarah Anees          | 24)Ansari Alfeena        |
| 25)Sayyed Qurratulain    | 26) Khan Sidra                  | 27) Ansari Sarfaraz      |
| 28) Momin Noman          | 29) Ansari Uzma                 | 30) Khatri Hetal         |

  
**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

**Evidence:**



*[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





*[Handwritten signature]*

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

*[Handwritten signature]*

**PRINCIPAL**  
 Konkani 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

Date: 06/09/2023

**REPORT ON TEACHER'S DAY**

**Details about event:**

Event: TEACHER'S DAY

Date of Event : 05/09/2023

Time: 12.00 p.m


**Objectives:**


- To create awareness about the importance of Teachers in life.
- To develop the feeling of respect towards teachers.
- To celebrate the dignity of teaching profession.

**Description of event :**

K.M.E.S College of Education had celebrated Teacher's Day on 5<sup>th</sup> September 2023. Programme had started with the qirat by remembering almighty God to grace the function. Students were actively participated in welcome song, Poems on Teachers, Speeches and Act. Felicitation of teachers was done by B.Ed. Students in a grand way by cutting of cake. Students were shared their views regarding teachers and teaching profession.

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

  
**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

**List of Participants:**

- 1) Ruheen Bano Munaf
- 2) Khan Saniya Abul Kahir
- 3) Ansari Hafiza Sadre Alam
- 4) Singh Deepali Arvind
- 5) Momin Iqra Shabbir
- 6) Ansari Nashra Abdul Razzaque
- 7) Siddiqui Hifza Ashfaque
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sakina Mansoor
- 10) Farooqui Insha Javed


**Outcome:**

Teacher's Day is a celebration of the guiding lights in our lives. It's a day to honour those who dedicate their lives to shaping the future. As we celebrate this day, let us remember the words of Dr. Sarvepalli Radhakrishnan, who believed that "teachers should be the best minds in the country." Objectives were achieved. Students were shown their respect towards teachers by their performances.

**Evidence:**



  
**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

Date: 14/09/2023

**REPORT ON HINDI DIWAS**

**Details about event:**

Event: Hindi Diwas

Date of Event : 14/09/2023

Time: 12.00 p.m.

**Objectives:**

- To create awareness about the importance of Hindi Language.
- To develop the feeling of respect towards National Language.
- To celebrate the dignity and pride of Hindi Language.

**Description of event :**

K.M.E.S College of Education had celebrated Hindi Diwas on 14<sup>th</sup> September 2023. Programme had started with the qirat by remembering almighty God to grace the function. Students were actively participated in Welcome Song, Poems on Hindi Language, Speeches and Dohe. Fun Games for teachers and students was also arranged by B.Ed. Students. Teachers were shared their views regarding student performance and Hindi language. Poster Competition was also arranged.

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

**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


Scanned with OKEN Scanner


**List of Participants:**

- 1) Khan Shadab
- 2) Siddiqui Rahat Bano
- 3) Ansari Hafiza Sadre Alam
- 4) Momin Iqra Shabbir
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Farooqui Afshan Nizamuddin
- 8) Km Uzma Mohd. Aun
- 9) Farooqui Insha
- 10) Singh Deepali Arvind
- 11) Sayyed Sidra Aqueel

**Outcome:**

Hindi Diwas is significant as it promotes national integration that brings together linguistic communities in India. It is celebrated every year to promote the culture and heritage of Hindi and the importance of the language in our culture. Objectives were achieved. Students were aware about the importance of Hindi Language as national language.


  
**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

**Evidence:**



  
**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

Date: 17th October, 2023

**REPORT ON NATIONAL DICTIONARY DAY CELEBRATION**

**Details about event:**

Event: NATIONAL DICTIONARY DAY CELEBRATION

Date of Event: 16th October, 2023

**Objectives:**


- To celebrate the linguistic richness and impact of dictionaries.
- To promote language awareness and appreciation.
- To recognize the contributions of dictionaries to language.

**Description of event :**

This report outlines the National Dictionary Day Celebration held on 16th October 2023 at K.M.E.S College of Education. The event aimed to honor the importance of dictionaries, acknowledging their role in language development. The program commenced with activities emphasizing the evolution of dictionaries and their significance. Vocabulary games, presentations, and speeches highlighted Noah Webster's contributions, fostering a deeper understanding of language among students.

Students actively participated in showcasing their linguistic talents and engaging in discussions on the importance of dictionaries. Esteemed guests addressed the significance of language in education and commended students for their enthusiasm. The celebration concluded with a vote of thanks to all, recognizing their engagement in making the National Dictionary Day Celebration a success.

  
**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

## Outcome:

The National Dictionary Day Celebration effectively achieved its objectives by promoting language awareness, recognizing the legacy of Noah Webster, and fostering an appreciation for linguistic richness. The positive reception suggests that such celebrations contribute to creating an environment where language is valued and celebrated at K.M.E.S College of Education.

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


Momin Fatema Ansar Ahmad  
Pandey Chanda Kripashankar  
Momin Shabina Mohd Ilyas  
Shaikh Ankaf Fahim Ahmed  
Shaikh Fiza Saleem  
Shaikh Mashmoom Sohail

Momin Iqra Shabbir  
Ruheen Bano Munaf  
Sayyed Sidra Aqueel  
Shaikh Aqsa Mohammad Rashid  
Shaikh Halima Naseem Ahmad

## Evidence:



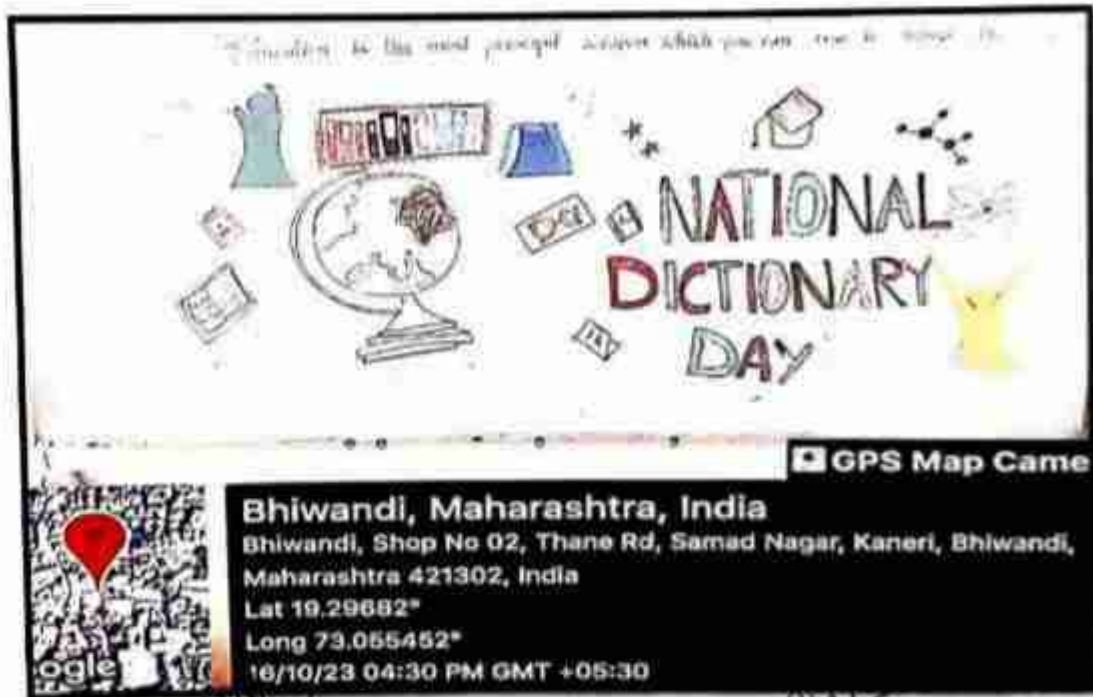
  
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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





**NOTICE BOARD AND CLASS BOARD DECORATIONS**



**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

PLAYING GAMES AND WINNERS RECEIVING PRIZES



GPS Map Camera



Bhiwandi, Maharashtra, India


73W4+FFW, Samad Nagar, Kaneri, Bhiwandi, Maharashtra


421302, India

Lat 19.2982°

Long 73.058089°

16/10/23 04:56 PM GMT +05:30

  
**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

Date: 17/10/2023

**REPORT ON TEACHING RESOURCE EXHIBITION**

**Details about event:**

Event: **TEACHING RESOURCE EXHIBITION**

Date of Event: 16/10/2023


Time: 12.30 p.m


**Objectives:**

- To develop creativity and innovation among students.
- To know the importance of teaching resource in learning process.
- To build confidence among students.
- To develop practical competency among students.

**Description of event :**

K. M. E. S college of education had organized Teaching Resource Exhibition on 16<sup>th</sup> October 2023 at 12.30 p.m. Exhibition had started with the qirat by remembering almighty God to grace the function. A formal event started by the principal by giving a warm welcome speech. Inauguration was done by Mr. Talha Fakh (President, KME Society). All the students were participated actively by presenting models related to their methods very enthusiastically. Models

  
**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

Scanned with OKEN Scanner

were excellent in every method. It showcases that participants were properly guided by their method masters.


The backbone of the college, Dr. Mrs. Ravinder Kaur Vilku (Principal, KMES College of Education), Management Members and Staff motivated and appreciated the efforts of students. An exhibition had a number of students and teachers participating and collaborating hand in hand to make the event successful.


### Outcome:

Objectives were achieved. It also developed creativity, innovation, practical values among students. It provides a platform for the students to use their knowledge and bring the best invention from their brains. Student shared their ideas and collectively galvanize those ideas to bring something innovative to implementation. Students becomes confident for public speaking.

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

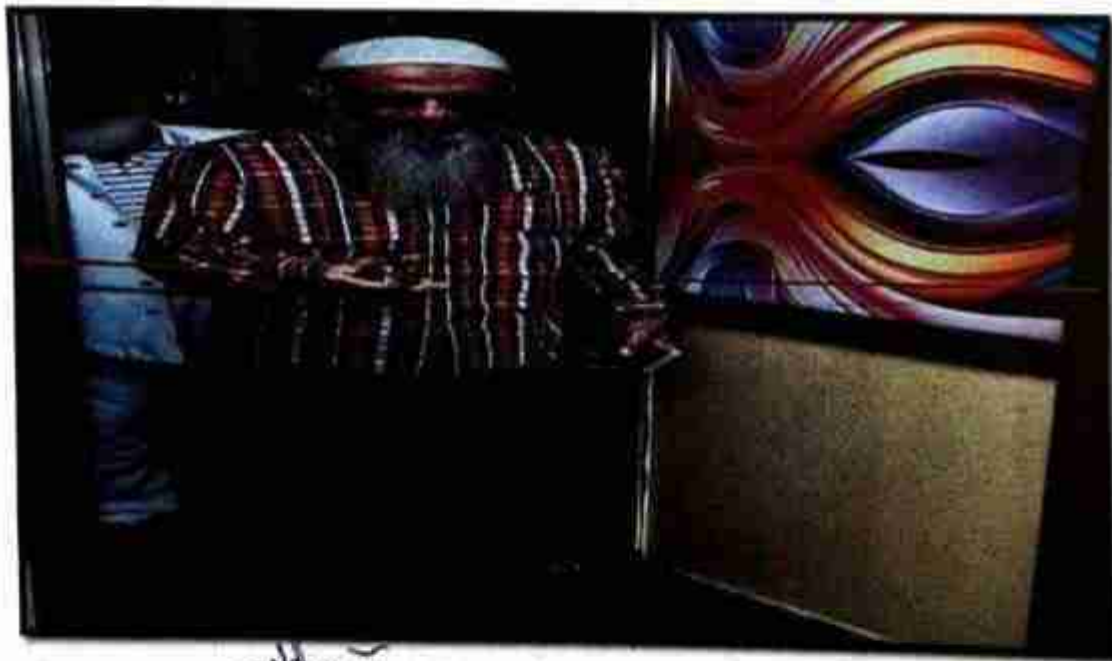
- 1) Shaikh Sadaf
- 2) Momin Zoya
- 3) Momin Iqra Shabbir
- 4) Sayyed Sidra Aqueel
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sidra
- 10) Shaikh Rahat Naushad
- 11) Khan Saniya Abul Khair
- 12) Ansari Hafiza Sadre Alam
- 13) Singh Deepali Arvind
- 14) Khan Sakina Mansoor
- 15) Farooqui Insha Javed
- 16) Khan Shadab
- 17) Mirsinge Iffat
- 18) Bardi Ayesha
- 19) Pandey Chanda
- 20) Shukla Ankita
- 21) Shette Nikita
- 22) Sayyed Qurratulain
- 23) Kuwari Sarah
- 24) Vinchu Kainat
- 25) Ansari Sarah Anees


  
**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

Scanned with OKEN Scanner

**Evidence:**



  
**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

Date: 16/10/2023

**REPORT ON GREETING CARD MAKING ACTIVITY**

**Details about event:**

**Event: Greeting Card Making Activity**

**Date of Event : 16/10/2023**

**Time: 12.00 p.m.**


**Objectives:**


- To develop creativity among students.
- To develop practical skill among student.
- To engage in a productive and enjoyable activity.
- To provide platform for Self - expression.
- To enhance the esthetic sense of students.

**Description of event :**

K.M.E.S College of Education had conducted Greeting Card Making Activity on 16<sup>th</sup> October 2023. Activity had started with the qirat by remembering almighty God to grace the environment. Students were actively participated in Greeting Card Making Activity. The card making activity was planned to enhance the creativity and aesthetic sense of the students. It was an exciting individual activity for the students. Creative and beautiful cards were prepared by the students. Innovative ideas were used by the teachers in guiding the students.

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

  
**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

Scanned with OKEN Scanner

**List of Participants:**

- 1) Khan Shadab
- 2) Siddiqui Rahat Bano
- 3) Ansari Hafiza Sadre Alam
- 4) Momin Iqra Shabbir
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Farooqui Afshan Nizamuddin
- 8) Km Uzma Mohd. Aun
- 9) Farooqui Insha Javed
- 10) Singh Deepali Arvind
- 11) Sayyed Sidra Aqueel

**Outcome:**

Objectives were achieved. The student enjoyed the activity using their creative skills. The children learnt to make a Greeting card using different techniques. They learnt to greet their friends and family members on their special days.

**Evidence:**



**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

Date: 17th October, 2023

**REPORT ON WORLD STUDENT DAY CELEBRATION**

**Details about event:**

Event: **WORLD STUDENT DAY CELEBRATION**

Date of Event : **16th October, 2023**

**Objectives:**

- To celebrate and honor students worldwide.
- To promote a sense of unity and solidarity among students.
- To recognize and appreciate the diverse achievements and contributions of students.

**Description of event :**

This report highlights the World Student Day on 15th October, celebrated on 16th October, 2023 at K.M.E.S College of Education. The event aimed to recognize and celebrate the importance of students globally, acknowledging their roles in shaping the future.

The program began with a moment of reflection, emphasizing the significance of students' contributions to society. Various activities, including presentations, cultural performances, and speeches, showcased the diverse talents and accomplishments of students. The celebration fostered a sense of unity and solidarity among the student community.

  
**Co-ordinator IOAC**

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

  
**PRINCIPAL**

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




Esteemed guests addressed the students, commending their efforts and emphasizing the crucial role students play in driving positive change. The event concluded with a vote of thanks and the distribution of certificates to all participants, recognizing their involvement in making the celebration a success.


### **Outcome:**

The World Student Day Celebration effectively achieved its objectives by recognizing and appreciating the diverse achievements and contributions of students. The event promoted a sense of unity and solidarity among students, fostering a positive and inclusive environment at K.M.E.S College of Education. The positive reception indicates that such celebrations contribute to creating a supportive and inspiring atmosphere for students

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

- 1) Farooqui Afshan Bano Nizamuddin
- 2) Khan Anusha Shamshad
- 3) Khan Ayesha Masood
- 4) Khan Fatema Abdul Hameed
- 5) Khan Rahnuma Begum Ajmer
- 6) Khan Saima Firoz Alam
- 7) Khan Sakina Khatoon Mansoor
- 8) Shaikh Saniya Adam
- 9) Ansari Afsha Noor Mohammad
- 10) Shaikh Ifa Yasin
- 11) Ansari Shaista Parveen

  
**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

**Evidence:**



**CELEBRATION OF WORLD STUDENT DAY**



*[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



**SPEECH BY STUDENTS**



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

*[Signature]*  
**PRINCIPAL**  
 Konkani 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

Date: 18/10/2023

**REPORT ON TREE PLANTATION DRIVE**

**Details about event:**

Event: TREE PLANTATION DRIVE

Date of Event: 17/10/2023


Time: 12.30 p.m

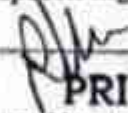
**Objectives:**

- To create awareness and spread the message of saving our planet.
- To understand that "Protecting our environment is the need of the hour".
- To help nature and mother earth to get its natural beauty and components back.
- To help students understand the value of plants and trees.

**Description of event :**

K. M. E. S college of education had organized Tree Plantation Drive on 17<sup>th</sup> October 2023 at 12.30 p.m. B.Ed. F.Y.B.Ed. Students were given 20 saplings to plant within and around the school premises, while the remaining saplings were planted by senior students (S.Y.B.Ed.) in nearby localities. After the plantation, two teachers gave a speech highlighting the benefits of tree planting for the environment.

  
**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


The backbone of the college, Dr. Mrs. Ravinder Kaur Vilku (Principal, KMES College of Education), Management Members and Staff motivated and appreciated the efforts of students. Tree Plantation Drive had a number of students and teachers participating and collaborating hand in hand to make the event successful.


### Outcome:

Objectives were achieved. It also developed creativity, innovation, practical values among students. It provides a platform for the students to connect with environment and nature directly. Getting students involved in tree-plantation drive gives them a sense of ownership and power. They take an active role in making the future cleaner and more sustainable. By seeing how the trees they planted grow and change over time, students feel a strong link to nature and a sense of pride in what they have done.

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

- 1) Shaikh Sadaf
- 2) Momin Zoya
- 3) Momin Iqra Shabbir
- 4) Sayyed Sidra Aqueel
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sidra
- 10) Shaikh Rahat Naushad
- 11) Khan Saniya Abul Khair
- 12) Ansari Hafiza Sadre Alam
- 13) Singh Deepali Arvind
- 14) Khan Sakina Mansoor
- 15) Farooqui Insha Javed
- 16) Khan Shadab
- 17) Mirsinge Iffat
- 18) Bardi Ayesha
- 19) Pandey Chanda
- 20) Shukla Ankita
- 21) Shette Nikita
- 22) Sayyed Qurratulain
- 23) Kuwari Sarah
- 24) Vinchu Kainat


  
**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

25) Ansari Sarah Anees

Evidence:



  
**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

Date:23//10/2023

**REPORT ON WORKSHOP ON URDU TEACHERS**

**Details about event:**

Title: Workshop on Urdu Teachers

Date :21/10/2023

Venue: S.H.A High School, Bhiwandi.

Resource Person: Mr. Ashfaque Umar (Education Expert, Malegaon).


**Objectives:**


- ✓ To promote Urdu Language.
- ✓ To develop positive attitude towards teaching profession.
- ✓ To develop confidence and teaching skills among teachers.
- ✓ To promote professionalism among students.

**Description of event:**

The Urdu language is an Indo-Aryan language that is spoken by over 100 million people, which makes it another important language to study. The language is dominant in India and Pakistan, and spoken by large communities in the United States, the United Kingdom and the United Arab Emirates.

As we received official invitation from All India Ideal Teachers Association (AITA) at S.H.A.R High School and Jr. College, they invited B.Ed. trainees for attending the Workshop on Urdu Teachers on 21<sup>st</sup> October, 2023 at 11.00 a.m. According to schedule, we have conducted meeting with students and prepared final list of students those who are going for attending the

  
**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

Scanned with OKEN Scanner

workshop. Asst. Prof. Heena Khan coordinated with in charge of workshop. As per the schedule our 12 students had attended the workshop. Mr. Ashfaq Umar (from Malegaon) was the resource person who emphasized all the aspects of Urdu teaching. Participants have learnt many things like how to tackle with students if the student is lacking somewhere in learning Urdu language? It also helps to promote professionalism and develop confidence and positive attitude among teachers. The Workshop on Enhancing Urdu Teaching Strategies provided a platform for Urdu teachers to enhance their teaching skills and stay abreast of contemporary educational practices. The exchange of ideas and the practical strategies discussed during the workshop are expected to have a positive impact on Urdu language education in schools and institutions.

### Outcome:

The workshop aimed to empower Urdu teachers with the knowledge and skills needed to create a dynamic and interactive learning environment. Participants gained insights into modern pedagogical approaches, effective classroom management, and assessment strategies. The collaborative sessions encouraged networking and the exchange of ideas, fostering a sense of community among Urdu educators. It also helps to promote Urdu language and inculcate practical and observation skills among teachers.

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

Sr.No	Name of the Students
1	Farooqui Insha Javed
2	Shaikh Arfa Iqbal
3	Momin Eifa Javed
4	Momin Fatema Ansar Ahmed
5	Ishrat Jahan Amirullah
6	Hashmi Asma Bano Maqsood Ahmed
7	Ansari Naba Mohd. Shareef
8	Khan Fatema Abdul Hamid
9	Shaikh Nida Sahkir
10	Momin Zoya Ejaz
11	Siddiqui Saleha Shifa Mohd. Ibrahim
12	Khan Hafsa Mohd.Aasif



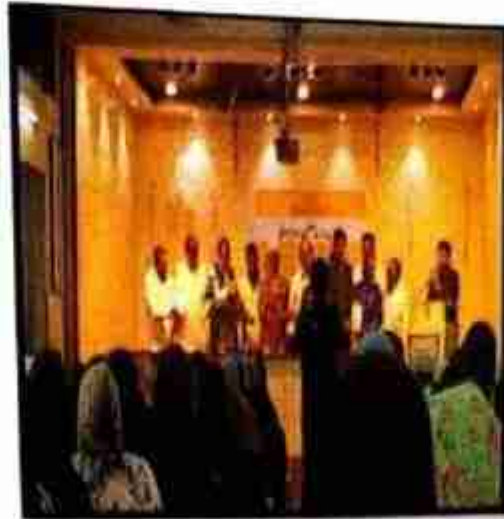
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane



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



**Evidence:**



**دیوان عام**  
DAILY DIWANE AAM MALEGAON

بھونڈی کے رئیس ہائی اسکول میں آسٹراک سے اساتذہ کا اردو پانچواں پروراکشاپ

بھونڈی (دیوانہ) کی انتظامیہ نے بھونڈی ہائی اسکول میں 26 اپریل کو ایک بڑے پیمانے پر منعقد ہونے والے اردو پانچواں پروراکشاپ کی افتتاحی تقریب منعقد کی۔ اس موقع پر بھونڈی ہائی اسکول کے سربراہان اور اساتذہ نے شرکت کی۔ اس موقع پر اساتذہ نے طلبہ کو اردو زبان کی اہمیت اور اس کے ساتھ ساتھ اردو زبان کی تعلیم کی اہمیت پر روشنی ڈالی۔ اس موقع پر اساتذہ نے طلبہ کو اردو زبان کی تعلیم کی اہمیت پر روشنی ڈالی۔ اس موقع پر اساتذہ نے طلبہ کو اردو زبان کی تعلیم کی اہمیت پر روشنی ڈالی۔

**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

Scanned with OKEN Scanner



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

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

Date:07/11/2023

**REPORT ON ORIENTATION PROGRAMME (F.Y.B.Ed. 2023-2025)**

**Details about event:**


Event: **ORIENTATION PROGRAMME (F.Y.B.Ed. 2023-2025)**


Date of Event : **06/11/2023**

Time: **12.30 p.m**

**Objectives:**

- To bridge the gap between students & faculties.
- To aware the students about the college culture and inform the students about the code of conduct.
- To prepare the students about their career goal & how to work on it.
- To involve and learn about the career development process and develop their skills.
- To create awareness among about the various co-curricular and extra activities helps the student for their overall development.
- To create awareness among students about the professional etiquettes.
- To promote the students for enhancing their skills & learn about the various innovative ways to enhance their career.

  
**Co-ordinator IQAC**  
Education Society's  
Education, Bhiwandi  
Dist. Thane

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

### Description of event :

In order to orient new batch of B.Ed. student (2023-24), K. M. E. S college of education had organized an Orientation Programme on 06<sup>th</sup> November 2023 at 12.30 p.m.

Programme had started with the qirat by remembering almighty God to grace the function. A Group of S. Y. B. Ed. Students performed a welcome song for their juniors. S. Y. B.Ed. student share their views sand experiences with newly admitted students. F.Y.B.Ed. students also introduced themselves in Orientation Programme.

All the teachers introduced themselves to everyone. The backbone of the college, Dr.Mrs.Ravinder Kaur Vilku (Principal, KMES Collge of Education) motivated the students. Mrs. Sumaiya Momin(Academic Incharge) explained about the course ,rules and regulations of the college.

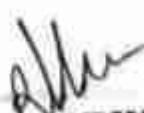
### Outcome:

Objectives were achieved. It also created the awareness regarding rules and regulations of college. Begin to build relationship with classmates and staff. After attending Orientation Programme student will get the clear idea of B.Ed. course and they set their minds accordingly. It also inculcated professional and practical values among students.

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

- 1) Shaikh Sadaf
- 2) Momin Zoya
- 3) Momin Iqra Shabbir
- 4) Sayyed Sidra Aqueel
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sidra
- 10) Sahikh Rahat Naushad

  
**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

**Evidence:**



**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

## REPORT WRITING ON NUTRITION WEEK.

Date: 09/11/2023

### Details about event:

Event: Nutrition week.  
Date of Event: 08/11/2023-09/11/2023.  
Time: 2.00 pm to 4.00 pm

### Event Objective:

- To educate people about the importance of nutrition.
- To provide subsidies on nutritious foods.
- To make healthy foods more accessible.
- To regulate the food industry to ensure that food is safe and nutritious.
- To create awareness regarding the right intake of food.
- To promote creativity among the students.
- To promote entrepreneurship among student.

### Description of event :

National Nutrition week (NNW) is an annual nutrition event of great importance and is observed in the country from 1st to 7th September every year since 1982. The week-long observance to address the multifaceted challenges of malnutrition and promote healthier lifestyles across the nation.

There is no fixed theme for National Nutrition Week however, according to CNBC, the theme for National Nutrition Month 2023 is "Healthy Diet Going Affordable for All." This theme was chosen to highlight the importance of ensuring that everyone has access to nutritious food, regardless of their income level. During this week, the nation comes together to raise awareness about the significance of proper nutrition and its role in maintaining a healthy lifestyle.

This event serves as a reminder for individuals and communities to focus on their dietary habits and overall well-being.

There were charts on the different types of diets, importance of nutrition, health benefits of balanced diet. The preparation phase for the program was harmonious and interesting with all the involved members showing active participation and coordination among the student's. After preparation of all the dishes it was being tasted by sir, madam & all the faculty members'. All of them enjoyed a lot and all liked the dishes very much.

The program went as per the plan. There were very few noticeable errors. The participants had enjoyed a lot while preparing the dishes. Some students found difficulty during performing their tasks as it was their first time to prepare any dish. The program overall was an entertainment package for all and was a success with the students feeling satisfied. In this way, the program was organized nicely and ended happily.

**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

Mrs. Ravinder Kaur Vilku (Principal) motivated the students and gave her inputs about the program. Madam also ded us to follow a proper balanced diet, lead a healthy life. it in the waste — not on your waist."

of Participants:

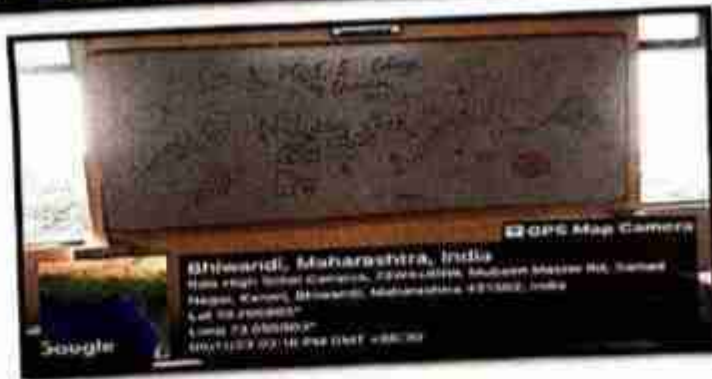
- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1) Khan Saniya Abul Khair             | 2) Ansari Hafiza Sadre Alam    |
| 3) Momin Iqra Shabbir                 | 4) Singh Deepali Arvind        |
| 5) Ansari Nashra Abdul Razzaque       | 6) Siddiqui Hifza Ashfaq       |
| 7) Ruheen Bano Munaf                  | 8) Farooqui Afshan Nizamuddin  |
| 9) Khan Sakina Mansoor                | 10) Shaikh Rahat Naushad       |
| 11) Sayyed Hayatuddin                 | 12) Ansari Atiya               |
| 13) Ansari Monish                     | 14) Ansari Azharuddin          |
| 15) Khatri Hetal                      | 16) Uma Mohd. Aun              |
| 17) Khan Muskan                       | 18) Sayyed Sidra Aqueel        |
| 19) Momin Naba                        | 20) Sayyed Taufique            |
| 21) Farooqui Uzma                     | 22) Ansari Ishrat Jahan        |
| 23) Khan Sidra                        | 24) Chaudhary Sabiha           |
| 25) Momin Zoya                        | 26) Vinchu Kaimat              |
| 27) Ansari Alfeena                    | 28) Shaikh Nida Shakir         |
| 29) Shaikh Sadaf                      | 30) Shaikh Sanobar Noorulain   |
| 31) Shaikh Zeba Shahid                | 32) Shaikh Shahista Parveen    |
| 33) Siddiqui Hifza Ashfaq             | 34) Sumayya Bano Mazhar Ali    |
| 35) Ansari Ayesha Namrah Rizwan Ahmad | 36) Ansari Gazal Nafees        |
| 37) Ansari Uzma Rafat Mehmood         | 38) Ansari Zulfa Shakeel Ahmed |
| 39) Bardi Ayesha Ayaz                 | 40) Khan Aliya Gulam           |
| 41) Hashmi Aasma Bano Maqsood Alam    | 42) Shaikh Aqsa Mohd. Rashid   |
| 43) Shaikh Nida Fatma Abdul Haque     | 44) Shaikh Nehan Sadique       |
| 45) Shaikh Nida Mohd. Ismail          | 46) Shaikh Fiza Saleem         |
| 47) Momin Wasfiya Laique Ahmed        | 48) Shaikh Ankaf Fahim         |

Evidence:




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



  
**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

Date: 26/11/2023

**REPORT ON TWO DAYS WORKSHOP ON CTET**

**Details about event:**

Title: Two Days Workshop on CTET

Date: 24/11/2023 to 25/11/2023

**Resource Person:**


- Mr. Asif Shaikh (Asst. Teacher, Rais High School, Bhiwandi).
- Mr. Salim Shaikh (Asst. Teacher, Rais High School, Bhiwandi).

**Objectives:**

- To Define CTET.
- To understand the process of applying for CTET.
- To create awareness regarding CTET.
- To elaborate the benefits of CTET.

**Description of event:**

The development of community, society, nation and universe is dependent on educational system. As teachers are the frontline providers of quality education. Sufficient supply of well qualified and well-trained teachers is the most important contributing factor of quality of learning. Every year The Ministry of Education, Government of India conducts the Central Teacher Eligibility Test for the appointment of teachers.

  
**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

Scanned with OKEN Scanner



With that in mind, the K.M.E.S College of Education organized a Two Days Workshop on CTET for the students of B.Ed. from 24<sup>th</sup> to 25<sup>th</sup> November, 2023 to orient the students with technicalities of CTET. The objective of this workshop was to orient the students with the CTET exam, its preparation as well as managing their schedule for the CTET exam. All students of B.Ed. actively participated in this workshop and enthusiastically raised their queries.


First session of the workshop emphasized the five major steps i.e. - REQUIRED INFORMATION, REQUIRED RESOURCES, PLANNING, EXECUTION and the TIME MANAGEMENT as well as the 4D'S that is DO, DIFFER, DELIGATE and DENY by Mr. Aasif Shaikh. The second session was conducted by Mr. Salim Shaikh, provided all the necessary details, eligibility conditions, validity of the CTET exam etc. They, furthermore, explained the exam pattern and discussed about the subjects which are of prime importance. In third segment, the tips were given to crack this exam like: clear understanding and reflective thinking. Lastly, an open questioning session was held to resolve all the queries in the minds of students. The whole workshop was very interactive. Students gained a lot from this session. We wish for conducting such an enriching and professional development workshop in future also.


### Outcome:

Objectives were achieved. It also created the awareness regarding CTET strategies to crack the examination. This was inculcated the values like Motivation, Professionalism and positive teaching skills among students. Overall, the session proved to be incredibly helpful for every participant and helped them improve and make their future bright by securing jobs. The participants went home with proper knowledge regarding CTET

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

- |                                 |                         |
|---------------------------------|-------------------------|
| 1) Khan Saniya Abul Khair       | 11) Sayyed Sidra Aqueel |
| 2) Ansari Hafiza Sadre Alam     | 12) Momin Naba          |
| 3) Momin Iqra Shabbir           | 13) Sayyed Taufique     |
| 4) Singh Deepali Arvind         | 14) Sayyed Hayatuddin   |
| 5) Ansari Nashra Abdul Razzaque | 15) Ansari Atiya        |
| 6) Siddiqui Hifza Ashfaq        | 16) Ansari Monish       |
| 7) Ruubeen Bano Munaf           | 17) Ansari Azharuddin   |
| 8) Farooqui Afshan Nizamuddin   | 18) Khatri Hetal        |
| 9) Khan Sakina Mansoor          | 19) Uma Mohd.Aun        |
| 10) Shaikh Rahat Naushad        | 20) Khan Muskan         |

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

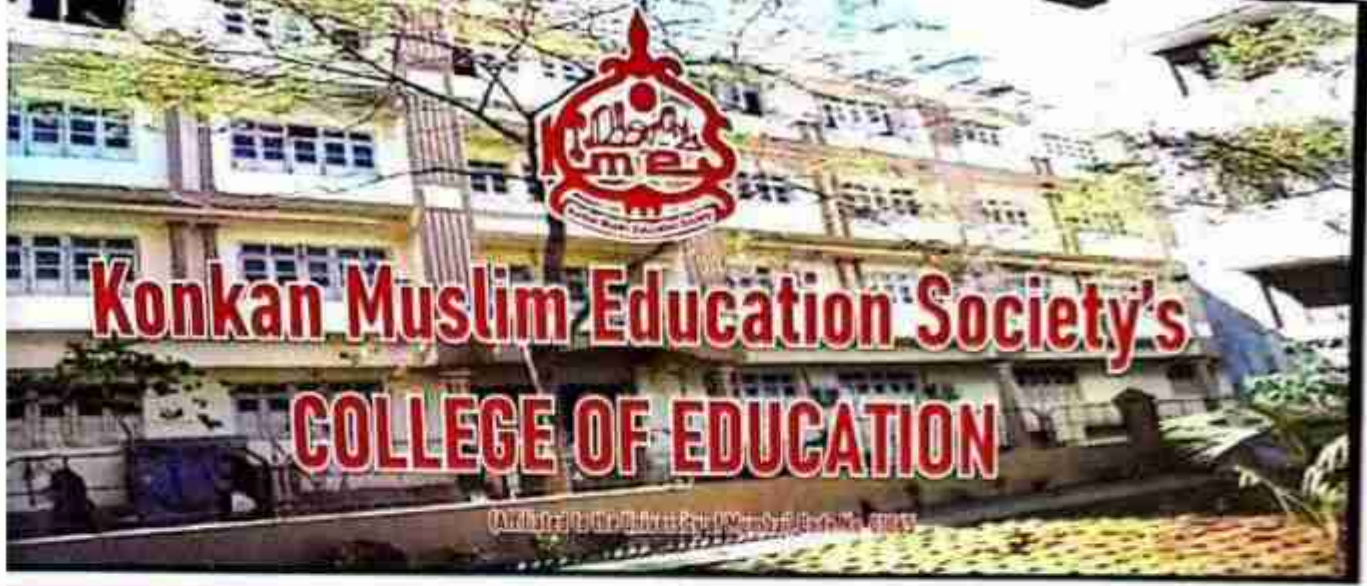
  
**PRINCIPAL**  
Konkan Muslim Education Society's  
College of Education Bhiwandi  
Dist. Thane

**Evidence:**



**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



## INTERNAL QUALITY ASSURANCE CELL(IQAC)

ORGANIZES TWO DAYS WORKSHOP ON CTET

# Why CTET?

- It is the minimum requirement to become a teacher in Central Government schools.
- If the candidates have the CTET certificate they can apply for teaching jobs in KVs, NVs, ERDO, and National Army Schools.
- Many private schools in India also shortlist candidates on the basis of CTET scores.

**DATE: 24/11/2023 to 25/11/2023**

**DAY: Friday & Saturday**

**TIME: 12.30 p.m to 02.30 p.m**

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

**Resource Persons:**

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

**Mr.Aasif Shaikh (Asst.Teacher, Rais High School )**

**Mr.Salim Shaikh (Asst.Teacher, Rais High School)**

**Principal: DR.MRS.RAVINDER KAUR VILKU**



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

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

Date: 30/11/2023

**REPORT ON POWER POINT PRESENTATION ON WORLD SOIL DAY**

**Details about event:**

Title: Celebration of World Soil Day

Date: 30/11/2023


Time: 12.30p.m.


**Resource Persons:**

- Miss. Khan Sakina Khatoon Mansoor (Student of S.Y.B.Ed)

**Objectives:**

- World Soil Day is annual event that serves as a platform to promote the significance of soil in supporting life on Earth.
- It aims to educate individuals and communities about the essential roles that soil plays in agriculture, food security, biodiversity, climate regulation and more.

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

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

**Description of event:**

K.M.E.S College of Education had celebrated World Soil Day on 20th Nov-2023 at 12.30pm. Celebration had started with the Qirat by remembering Al-mighty God to grace the function. A formal event started by the Principal by giving a warm welcome speech. Celebrated this event to focus attention on the importance of healthy soils for a healthy life. With the help of presentation we have informed about the foundation of life on Earth, soil plays a pivotal role in supporting agriculture, biodiversity, and overall ecosystem health. Soil is facing increasing threats from human activities, putting our food security, ecosystem health and climate resilience at stake. With pressing population needs and greed, soil productivity is consistently decreasing.

The backbone of the college Dr. Mrs. Ravinder Kaur Vilku (Principal KMES College of Education), Management Members and Staff motivated and appreciated the efforts of the students.

**Outcome:**

By promoting sustainable land management, biodiversity and educational outreach World Soil Day underscores the critical role of soil in Earth's sustenance. It calls the concerted efforts to preserve and restore soil health, ensuring a prosperous and sustainable future for generation to come.



**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

**List of attendees:**

- 1) Khan Saniya Abul Khair
- 2) Ansari Hafiza Sadre Alam
- 3) Momin Iqra Shabbir
- 4) Singh Deepali Arvind
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sakina Mansoor
- 10) Shaikh Rahat Naushad
- 11) Sayyed Hayatuddin
- 12) Ansari Atiya
- 13) Ansari Monish
- 14) Ansari Azharuddin
- 15) Khatri Hetal
- 16) Uma Mohd. Aun
- 17) Khan Muskan
- 18) Sayyed Sidra Aqueel
- 19) Momin Naba
- 20) Sayyed Taufique
- 21) Farooqui Uzma
- 22) Ansari Ishrat Jahan
- 23) Khan Sidra
- 24) Chaudhary Sabiha
- 25) Momin Zoya
- 26) Vinchu Kainat
- 27) Ansari Alfeena
- 28) Shaikh Nida Shakir
- 29) Shaikh Sadaf
- 30) Shaikh Sanobar Noorulain
- 31) Shaikh Zeba Shahid
- 32) Shaikh Shahista Parveen
- 33) Siddiqui Hifza Ashfaque
- 34) Sumayya Bano Mazhar Ali
- 35) Ansari Ayesha Namrah Rizwan Ahmad
- 36) Ansari Gazal Nafees
- 37) Ansari Uzma Rafat Mehmood
- 38) Ansari Zulfa Shakeel Ahmed
- 39) Bardi Ayesha Ayaz
- 40) Khan Aliya Gulam
- 41) Hashmi Aasma Bano Maqsood Alam
- 42) Shaikh Aqsa Mohd. Rashid
- 43) Shaikh Nida Fatma Abdul Haque
- 44) Shaikh Nehan Sadique
- 45) Shaikh Nida Mohd. Ismail
- 46) Shaikh Fiza Saleem
- 47) Momin Wasfiya Laique Ahmed
- 48) Shaikh Ankaf Fahim

  
**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

Date:04/12/2023

### REPORT ON VOLUNTEERS DUTY IN MEENA BAZAR-2023

#### Details about event:

Title: Volunteers duty in Meena Bazar-2023

Date:01/12/2023 and 03/12/2023

#### Objectives:


- Assisting with event setup and decoration.
- Helping at information booths.
- Managing game or activity stations.
- Assisting in crowd control and safety.
- Providing support at food and beverage stalls.
- Contributing to the overall positive and friendly atmosphere.
- To develop confidence among students.


#### Description of event:

Meena Bazar is vibrant events that bring communities together, offering an array of amusements, games, and entertainment. Behind the scenes, a group of dedicated B.Ed. volunteers plays a crucial role in ensuring the success and smooth operation of these events. This report explores the essential duties performed by volunteers at a fun fair (Meena Bazar) and the impact of their contributions on the overall experience for attendees.

#### Event Setup and Logistics:

- Tent and Booth Setup: Volunteers are responsible for setting up tents, booths, and various attractions before the fun fair begins. This includes arranging tables, chairs, and signage to create a welcoming environment.

  
**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

Scanned with OKEN Scanner

- **Equipment Handling:** Volunteers assist in the transportation and setup of equipment such as rides, game booths, and sound systems, ensuring that everything is in place for the event to start.

### **Ticketing and Entrance Management:**

- **Ticket Sales:** Volunteers handle ticket sales and distribution, providing attendees with a seamless entry process. This duty requires effective communication and organization to manage the flow of people.
- **Entrance Monitoring:** Volunteers play a vital role in monitoring entrance points to ensure that only authorized individuals gain access to the fun fair, contributing to the safety and security of the event.

### **Customer Service and Assistance:**

- **Information Booths:** Volunteers staff information booths to assist attendees with event details, schedules, and directions. This enhances the overall experience for visitors and fosters a sense of community.
- **Lost and Found:** A dedicated team of volunteers manages a lost and found area, helping attendees locate misplaced items and ensuring a positive and stress-free environment.

### **Games and Rides Operation:**


- **Game Attendants:** Volunteers oversee game booths, explaining rules to participants, distributing prizes, and maintaining a fun and fair atmosphere. Their enthusiasm contributes to the enjoyment of attendees.
- **Ride Operators:** Trained volunteers operate rides, ensuring the safety of participants and managing queues. Their vigilance and adherence to safety protocols are critical for the success of the event.


### **Clean-Up Crew:**

**Post-Event Clean-Up:** After the fun fair concludes, volunteers take on the responsibility of dismantling booths, cleaning up the venue, and returning equipment. This phase is essential to leave the space in the same condition it was found and prepare for future events.

### **Outcome:**

Volunteers are the backbone of a successful Meena Bazar, contributing their time, energy, and skills to create a memorable experience for the community. Their diverse duties, ranging from event setup to customer service and clean-up, showcase the dedication of individuals working together to promote joy, unity, and the spirit of community celebration. The positive impact of volunteers extends far beyond the event itself, leaving a lasting impression on attendees and fostering a sense of togetherness within the community.


  
**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



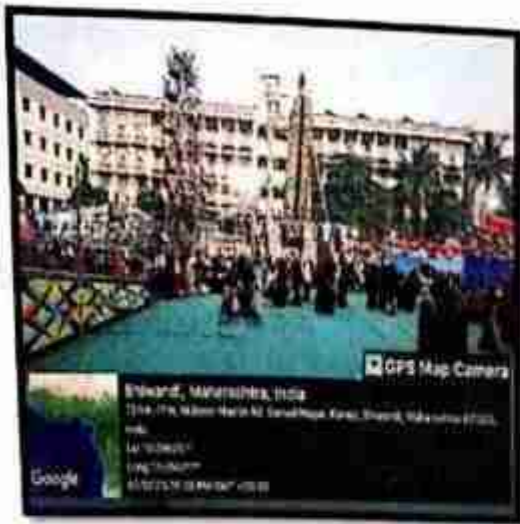
## List of Volunteers:

- 1) Khan Saniya Abul Khair
- 3) Momin Iqra Shabbir
- 5) Ansari Nashra Abdul Razzaque
- 7) Ruheen Bano Munaf
- 9) Khan Sakina Mansoor
- 11) Rais Rida
- 13) Tase Mariya
- 15) Khatri Hetal
- 17) Khan Muskan Aslam
- 19) Momin Naba Naved
- 21) Farooqui Uzma
- 23) Khan Sidra
- 25) Momin Zoya
- 27) Ansari Alfeena
- 29) Shaikh Sadaf
- 31) Shaikh Zeba Shahid
- 33) Siddiqui Hifza Ashfaque
- 35) Ansari Ayesha Namrah Rizwan Ahmad
- 37) Ansari Uzma Rafat Mehmood
- 39) Bardi Ayesha Ayaz
- 41) Hashmi Aasma Bano Maqsood Alam
- 43) Shaikh Nida Fatma Abdul Haque
- 45) Shaikh Nida Mohd. Ismail
- 47) Momin Wasfiya Laique Ahmed
- 49) Shaikh Halima Naseem
- 51) Momin Rifah
- 53) Ansari Areesha
- 55) Dubey Reshu
- 57) Shukla Ankita
- 59) Ansari Amina
- 61) Khan Rahenuma
- 2) Ansari Hafiza Sadre Alam
- 4) Singh Deepali Arvind
- 6) Siddiqui Hifza Ashfaque
- 8) Farooqui Afshan Nizamuddin
- 10) Shaikh Rahat Naushad
- 12) Ansari Atiya
- 14) Ansari Ishrat Jahan
- 16) Uma Mohd. Aun
- 18) Sayyed Sidra Aqueel
- 20) Khan Samar
- 22) Ansari Ishrat Jahan
- 24) Chaudhary Sabiha
- 26) Vinchu Kainat
- 28) Shaikh Nida Shakir
- 30) Shaikh Sanobar Noorulain
- 32) Shaikh Shahista Purveen
- 34) Sumayya Bano Mazhar Ali
- 36) Ansari Gazal Nafees
- 38) Ansari Zulfa Shakeel Ahmed
- 40) Khan Aliya Gulam
- 42) Shaikh Aqsa Mohd. Rashid
- 44) Shaikh Nehan Sadique
- 46) Shaikh Fiza Saleem
- 48) Shaikh Ankaf Fahim
- 50) Khan Saima Firoz Alam
- 52) Ansari Bahetreen Nafees
- 54) Pandey Chanda
- 56) Shette Nikita
- 58) Mali Lata
- 60) Momin Arshi Fayyaz
- 62) Ansari Sarah Anees

  
**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

**Evidence:**



**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

**Evidence:**



*[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



## KONKAN MUSLIM EDUCATION SOCIETY'S

### COLLEGE OF EDUCATION

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

Date:04/12/2023

### REPORT OF WORKSHOP ON INSTRUCTIONAL STRATEGIES EMPOWERING TEACHERS FOR GLOBAL TOMORROW

#### Details about event:

Title: **WORKSHOP ON INSTRUCTIONAL STRATEGIES EMPOWERING  
TEACHERS FOR GLOBAL TOMORROW**

Date:02/12/2023

Venue: **Royal College of Education & Research for Women, Mira Road.**

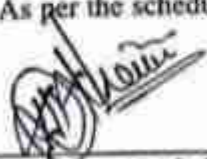
#### Objectives:


- To cater the individual differences in class in a better way.
- To develop positive attitude towards teaching profession.
- To develop confidence and teaching skills among teachers.
- To promote professionalism among B.Ed. trainees.

#### Description of event:

Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education.

As we received official invitation from Royal College of Education & Research for Women, Mira Road, they invited B.Ed. trainees for attending the Workshop on "Instructional Strategies Empowering Teachers for Global Tomorrow" on 2<sup>nd</sup> December, 2023 at 09.30 p.m. According to schedule, we have conducted meeting with students and prepared final list of students those who are going for attending the workshop. Asst. Prof. Heena Khan coordinated with participants. As per the schedule and criteria our 2 students had attended the workshop. Ms. Ulla

  
**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

Sirvio – Hyttinen (CEO, The Dissertation Researcher Liikuttavaa Ltd/movEDUCA Finland) was the resource person who emphasized all the aspects of instructional strategies, learning materials, customized educational programmes and how to cater the individual differences in class in a better way? Participants have learnt many things like how to tackle with students if he is lacking somewhere in learning process and how to design learning materials based on need identification? It also helps to promote professionalism and develop confidence and positive attitude among B.Ed. trainees.

**Outcome:**

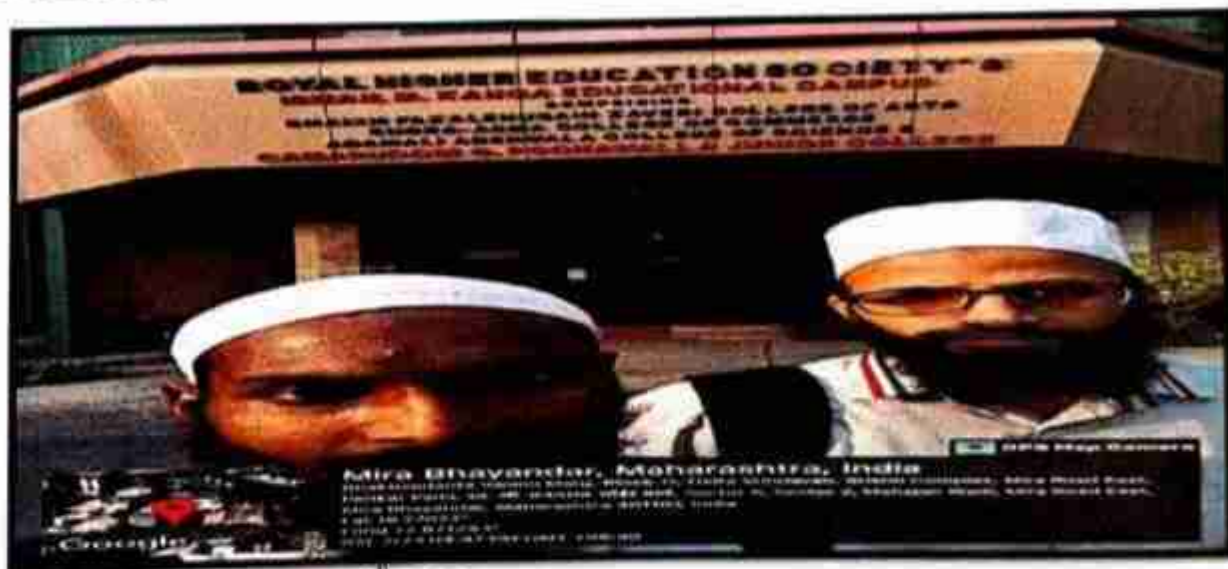
The Workshop on Innovative Instructional Strategies in Education played a vital role in empowering educators with the tools and knowledge needed to create dynamic and effective learning environments. The strategies discussed are expected to have a positive impact on teaching practices and, ultimately, enhance the educational experiences of students in various learning settings.

They have learnt about instructional strategies to learn many things like how to tackle with students while they are facing difficulties in learning. It helps to gained hands-on experience in instructional strategies. It also inculcated practical and observation skills among teachers. Objectives were achieved.

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

Sr.No	Name of the Students
1	Sayyed Taufique Ayyub
2	Ansari Azharuddin Qamruddin

**Evidence:**



*[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]*  
**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



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

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

Date:08/12/2023

**REPORT OF AWARENESS PROGRAMME ON CTET**

**Details about event:**

Event: Awareness Programme on CTET

Date of Event: 07/12/2023

Resource Person:


- Mr. Ziaul Rehman Ansari (Principal, Rais High School & Jr. College, Bhiwandi).
- Mr. Aasif Shaikh (Asst. Teacher, Rais High School, Bhiwandi).


**Objectives:**

- To orient the students regarding CTET.
- To provide tips and tricks for CTET.
- To understand the process of applying for CTET.
- To create awareness regarding CTET.
- To elaborate the benefits of CTET.

**Description of event :**

As teachers are the frontline providers of quality education. Sufficient supply of well qualified and well-trained teachers is the most important contributing factor of quality of learning. Every year The Ministry of Education, Government of India conducts the Central

  
**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

Scanned with OREN Scanner

Eligibility Test for the appointment of teachers. The development of community, society, nation and universe is dependent on educational system.

With that in mind, the K.M.E.S College of Education organized an Awareness Programme on CTET for the students of B.Ed. on 7<sup>th</sup> December, 2023 to orient the students with technicalities of CTET. The objective of this workshop was to orient the students with the CTET exam, its preparation as well as managing their schedule for the CTET exam. All students of B.Ed. actively participated in this workshop and enthusiastically raised their queries.

First session of the workshop emphasized the five major steps i.e. – REQUIRED INFORMATION, REQUIRED RESOURCES, PLANNING, EXECUTION and the TIME MANAGEMENT as well as the 4D'S that is DO, DIFFER, DELIGATE and DENY by **Mr. Ziaul Rehman Ansari**. The second session was conducted by **Mr. Aasif Shaikh**, provided all the necessary details, eligibility conditions, validity of the CTET exam etc. They, furthermore, explained the exam pattern and discussed about the subjects which are of prime importance. In third segment, the tips were given to crack this exam like: clear understanding and reflective thinking. Lastly, an open questioning session was held to resolve all the queries in the minds of students. The whole workshop was very interactive. Students gained a lot from this session. We wish for conducting such an enriching and professional development workshop in future also.

### Outcome:

It also created the awareness regarding CTET strategies to crack the examination. This was inculcated the values like Motivation, Professionalism and positive teaching skills among students. Overall, the session proved to be incredibly helpful for every participant and helped them improve and make their future bright by securing jobs. The participants went home with proper knowledge regarding CTET. Objectives were achieved.

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

- |                                 |                       |
|---------------------------------|-----------------------|
| 1) Singh Deepali Arvind         | 11) Sayyed Hayatuddin |
| 2) Ansari Nashra Abdul Razzaque | 12) Ansari Atiya      |
| 3) Siddiqui Hifza Ashfaqe       | 13) Ansari Monish     |
| 4) Ruuheen Bano Munaf           | 14) Ansari Azharuddin |
| 5) Farooqui Afshan Nizamuddin   | 15) Khatri Hetal      |
| 6) Khan Sakina Mansoor          | 16) Uma Mohd.Aun      |
| 7) Shaikh Rahat Naushad         | 17) Khan Muskan       |

  
**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



- 8) Khan Saniya Abul Khair
- 9) Ansari Hafiza Sadre Alam
- 10) Momin Iqra Shabbir

- 18) Sayyed Sidra Aqueel
- 19) Momin Naba
- 20) Sayyed Taufique

**Evidence:**



*[Handwritten Signature]*

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

*[Handwritten Signature]*

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

**INTERNAL QUALITY ASSURANCE CELL (IQAC)  
ORGANIZES**

**AWARENESS PROGRAMME ON CTET**

**Why CTET?**

- It is the minimum requirement to become a teacher in Central Government schools.
- If the candidates have the CTET certificate they can apply for teaching jobs in KVs, NVs, ERDO, and National Army Schools.
- Many private schools in India also shortlist candidates on the basis of CTET scores.

**DATE: 07/12/2023**

**DAY: Thursday**

**TIME: 12.30 p.m to 02.30 p.m**


**Resource Persons**


**Mr. Mr.Ziaul Rehman Ansari**

**(Principal, Rais High School & Jr.College)**

**Mr. Aasif Shaikh**

**(Asst.Teacher, Rais High School)**

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

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

**Principal: DR.MRS.RAVINDER KAUR VILKU**



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

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

Date:08//12/2023

**REPORT ON VISIT TO MILLETS FESTIVAL**

**Details about event:**

Title: Visit to Millets Festival

Date:06/12/2023 and 07/12/2023

Venue: G.M College, Bhiwandi.


**Objectives:**


- To promote millets as an energy-rich food choice for paramilitary personnel and to support their physically demanding routines, as millets are loaded with fiber, minerals, and essential nutrients.
- To spread awareness about the benefits of millets for the "cultivator, consumer and climate.

**Description of event:**

The United Nations General Assembly at its 75th session in March 2021 declared 2023 the **International Year of Millets (IYM 2023)**. FAO is the lead agency for celebrating the Year in collaboration with other relevant stakeholders. Millets can grow on arid lands with minimal inputs and are resilient to changes in climate. They are therefore an ideal solution for countries to increase self-sufficiency and reduce reliance on imported cereal grains.

**IYM2023** will be an opportunity to raise awareness of, and direct policy attention to the nutritional and health benefits of millets and their suitability for cultivation under adverse and changing climatic conditions. The Year will also promote the sustainable production of millets, while highlighting their potential to provide new sustainable market opportunities for producers and consumers.

  
**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

As we received official invitation from G.M College, Bhiwandi, we have conducted meeting with students and prepared final list of students those who are going for visit. As per decided schedule we have reached on time at G.M College, Bhiwandi. B.Ed. Trainees have learnt many things like millets are a nutrient-dense, low-carb alternative to traditional grains that can have a variety of health benefits. They are a great source of protein, minerals, and dietary fiber, and can be used in a variety of dishes to add nutritional value. It also helps to promote awareness regarding Millets among students.

Everything organized in a very well manner and organizer shared the feedback form link with us. 10 staff members and 18 Students have visited in Millets Festival. Our principal and staff members appreciated their efforts. Everything went on in a smooth way by the grace of Almighty Allah.


### Outcome:


This was really proven the great opportunity for our students to learn new things regarding Millets. It also helps to promote and spread awareness regarding benefits of Millets in our daily life. It also inculcated practical and observation skills among students. Objectives were achieved.

### List of Students (F.Y.B.Ed. & S.Y.B.Ed.):

Sr.No	Name of the Students
1	Shaikh Nida Fatma Abdul Haque
2	Shaikh Nashra Abdul Razzaque
3	Shaikh Shaista Parveen Azmat Alam
4	Shaikh Nehan Sadique
5	Shaikh Sana Ridwan
6	Khan Rahnuma Begum Ajmer
7	Shaikh Nida Parvez Ahmad
8	Momin Iqra Shabbir
9	Momin Zoya Ejaz
10	Ansari Amina Bari Mohammad Rais
11	Sayyed Sidra Aqueel
12	Shaikh Sakeena Khatoon Mansoor
13	Ansari Zarreen Riyaz Ahmad
14	Khan Iffat Jahan Mohd Lukmaan
15	Khan Muskan Aslam
16	Momin Naba Naved
17	Shah Zahida Mahemood
18	Shaikh Afreen Abdul Latif

### Evidence:

  
**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



**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

Date:08/12/2023

**REPORT ON TEACHING AIDS EXHIBITION**

**Details about event:**

Title: TEACHING AIDS EXHIBITION

Date: 07/12/2023

Time: 12.30 p.m.


**Objectives:**

- To build confidence among students.
- To develop creativity and innovation among students.
- To know the importance of teaching resource in learning process.
- To develop practical competency among students.

**Description of event:**

K. M. E. S college of education had organized Teaching Aids Exhibition on 07<sup>th</sup> December 2023 at 12.30 p.m. Exhibition had started with the qirat by remembering almighty God to grace the function. A formal event started by the principal by giving a warm welcome speech. The Teaching Aid Exhibition featured a diverse range of teaching aids and interactive tools. The exhibition showcased cutting-edge technologies designed to revolutionize the learning process. All the students were participated actively by presenting models related to their methods very enthusiastically. Models were excellent. It showcases that participants were properly guided by their method masters. The exhibition demonstrated that education goes beyond traditional methods, offering students a variety of tools to explore and expand their knowledge.

The backbone of the college, Dr. Mrs. Ravinder Kaur Vilku (Principal, KMES College of Education), Management Members and Staff motivated and appreciated the efforts of students. An

  
**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

exhibition had a number of students and teachers participating and collaborating hand in hand to make the event successful.

### **Outcome:**

The Teaching Aid Exhibition successfully brought together a diverse array of teaching aids, ranging from traditional tools to cutting-edge technologies. The event not only showcased innovations but also promoted collaboration and networking within the education community. Educators and professionals left the exhibition with new ideas, inspiration, and a deeper understanding of the evolving landscape of teaching aids in education.

Objectives were achieved. It also developed creativity, innovation, practical values among students. It provides a platform for the students to use their knowledge and bring the best invention from their brains. Student shared their ideas and collectively galvanize those ideas to bring something innovative to implementation. Students becomes confident for public speaking.

Overall, the Teaching Aid Exhibition proved to be a valuable platform for advancing education through innovative and effective teaching resources. The event's success reflects the commitment of educators and stakeholders to continually enhance the learning experience for students in today's dynamic and technology-driven world.

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

- 1) Shaikh Sadaf
- 2) Momin Zoya
- 3) Momin Iqra Shabbir
- 4) Sayyed Sidra Aqueel
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sidra
- 10) Shaikh Rahat Naushad
- 11) Khan Muskan Aslam
- 12) Momin Naba Naved
- 13) Ansari Amina
- 14) Sayyed Hayatuddin




**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

**Evidence:**



  
**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

Date: 07/12/2023

**REPORT OF AWARENESS PROGRAMME ON RAGGING**

**Details about event:**

Event: Awareness Programme on Ragging

Date of Event: 07/12/2023

**Resource Person:**

- Ms. Shabeena Momin (Asst. Prof. KMES College of Education)
- Ms. Monisa Momin (Asst. Prof. KMES College of Education)


**Objectives:**

- To orient the students regarding Ragging issues.
- To provide tips and tricks to tackle Ragging issues
- To create awareness regarding legal actions and different Acts.

**Description of event :**

An awareness session on ragging was conducted by KMES College of Education on 07<sup>th</sup> December, 2023 with the aim to educate students and stakeholders about the harmful effects and legal consequences of ragging. The session aimed to foster a safe and inclusive environment within educational institutions.

The session commenced with an introduction by the resource person – Ms. Shabeena Momin (Asst. Prof.- KMES College of Education), outlining the importance of addressing the issue of ragging and promoting a conducive learning environment. A keynote address by a prominent figure in the field of education or law enforcement provided valuable insights into the legal and ethical aspects of ragging. The session proceeded with presentations by Ms. Monisa Momin (Asst. Prof.- KMES college of Education), who delved into the psychological effects of

  
**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

ragging on victims, the sociocultural factors contributing to ragging, and the legal framework in place to prevent and address ragging incidents.

Interactive sessions, including panel discussions and group activities, facilitated active participation and engagement among attendees. Participants had the opportunity to share their perspectives, experiences, and concerns related to ragging, fostering a sense of community and solidarity. Speakers clarified the provisions of the Anti-Ragging Act and emphasized the importance of reporting ragging incidents promptly. They also provided information about the roles and responsibilities of students, faculty members, and institutional authorities in preventing and addressing ragging. Furthermore, testimonials from survivors of ragging incidents served as powerful reminders of the human cost of this harmful practice, inspiring empathy and commitment among attendees to work towards eradicating ragging from educational institutions.

### Outcome:


The awareness session on ragging concluded with a pledge by participants to uphold a zero-tolerance policy towards ragging and to actively promote a culture of respect, empathy, and inclusivity. Attendees expressed their commitment to supporting victims, reporting incidents of ragging, and collaborating with institutional authorities to create safe learning environments.

Moving forward, it was emphasized that sustained efforts, including regular awareness campaigns, counseling support for students, and strict enforcement of anti-ragging policies, are essential to prevent and eliminate ragging from educational institutions. The session served as a catalyst for collective action and reaffirmed the importance of collaborative efforts in safeguarding the well-being of students and upholding the values of dignity and respect in academia.

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

- 1) Singh Deepali Arvind
- 2) Ansari Nashra Abdul Razzaque
- 3) Siddiqui Hifza Ashfaque
- 4) Ruheen Bano Munaf
- 5) Farooqui Afshan Nizamuddin
- 6) Khatri Hetal
- 7) Khan Sakina Mansoor
- 8) Uma Mohd.Aun
- 9) Shaikh Rahat Naushad
- 10) Khan Saniya Abul Khair
- 11) Sayyed Sidra Aqueel
- 12) Ansari Hafiza Sadre Alam
- 13) Momin Iqra Shabbir
- 14) Farooqui Uzma
- 15) Ansari Ishrat Jahan
- 16) Momin Noman
- 17) Ansari Sarfaraz
- 18) Khan Shadab
- 19) Ansari Gazal
- 20) Shaikh Saima

  
**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 (B. Ed. & D. EL Ed)

158, Old Thana Road, Rals High School Campus, Bhiwandi-421302  
(Affiliated to the University of Mumbai)

## INTERNAL QUALITY ASSURANCE CELL & ANTI RAGGING COMMITTEE

organizes

## AWARENESS PROGRAMME ON RAGGING

### OBJECTIVES

- 1) To orient the student regarding Ragging issues.
- 2) To provide tips and tricks to tackle Ragging issues.
- 3) To create awareness regarding legal actions and different Acts.

### RESOURCE PERSONS

Asst. Prof. Shabeena Momin & Asst. Prof. Monisa Momin

DATE: 07/12/2023

DAY: Tuesday

TIME: 12.30 p.m to 02.30 p.m

Principal:

DR. MRS. RAVINDER KAUR VILKU





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

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

Date: 12/12/2023

**REPORT ON VISIT TO DAVID SASSOON LIBRARY AND READING  
ROOM**

**Details about event:**

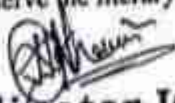
Title: VISIT TO DAVID SASSOON LIBRARY AND READING ROOM

Date: 11/12/2023

Venue: Mumbai

**Objectives:**

- To provide access to a large collection of different kind of books and other reading materials at one place.
- To preserve literature for posterity.
- To provide a place or an environment for study and research.
- Helps to develop and promote the spread of knowledge, education and culture.
- Provide facility for both formal and informal life-long self-education in the community.
- Furnish up-to-date facts and information on all subjects to all.
- Facilitate advancement of culture in the community.
- Fulfilling recreational needs and utilization of leisure time.
- Support to the disadvantaged.
- Preserve the literary works and the cultural heritage for posterity.

  
**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

## Description of event :

Mumbai's iconic David Sassoon Library and Reading Room, situated at Kala Ghoda, opened to visitors on Saturday after restoration work was completed in a period of 16 months. The Victorian Neogothic-styled structure was originally built in 1867 as a museum and library of mechanical models and architectural designs. It is one of the oldest educational institutions in the Victorian Gothic and Art Deco ensembles of Mumbai's UNESCO World Heritage Site and was originally styled by architects J Campbell and GE Gosling. The institute was renamed in 1938 as the **David Sassoon Library and Reading Room** after Sir David Sassoon, a Baghdadi Jew merchant, who funded its construction. The restoration project of the heritage library was carried out by the JSW Foundation and the ICICI Foundation. Sangita Jindal, Chairperson of JSW Foundation collaborated with India's leading conservation architect **Abha Narain Lambah** to execute the restoration project. Reportedly, private donations worth 3.6 crores were used in this restoration project. The founder of the library - David Sassoon, was also a prominent and interesting historical figure. He is said to be the treasurer of Baghdad between 1817 and 1829 and became the leader of the Jewish community in Mumbai after Baghdadi Jews emigrated there.


KMES College of Education had organized an educational tour to David Sassoon Library & Reading Room, Mumbai on 11<sup>th</sup> December, 2023. David Sassoon Library boasts of books, periodicals, and manuscripts covering a wide range of subjects like history, philosophy, science, and more. Apart from its magnificent architecture, another significant aspect of this significant restoration project was the rehousing of nearly 30,000 books in five languages, namely, English, Marathi, Gujarati, Hindi and Kannada. Some of these books are very old and have been part of the library for years. The David Sassoon Library and Reading Room has served the community well for many years, and also helped a number of students who populate the place. With the introduction of new facilities such as Wi-Fi, e-learning and e-book readers, most of us can spend some time here gathering knowledge of all things unknown. It also helps that there are a lot of food options around the library!

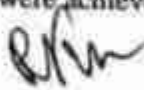
David Sassoon library is a great place to clear your thoughts and spend some alone reading time. The library maintains its silence policy, so there is nobody to disturb. Also, the free Wi-Fi service is an added bonus to work on one of those presentations without burning a hole in your wallet for a coffee. Pay it a visit and get a chance to explore the Bombay of old, along with becoming worldly wise and enjoying some great eateries around the area. It truly was a memorable experience for both the students and the teacher.

## Outcome:

Education is the backbone for the progress of any society. Libraries provide the crucial role in promoting education, research, personality development, ethics and other important values. A society cannot flourish without proper education and the primary requirement of the education system is the knowledge available in the books. Libraries acquire books along with other reading materials, organize them, preserve them and disseminate the information to the users. In this way libraries play an important role in development of the society. Objectives were achieved.

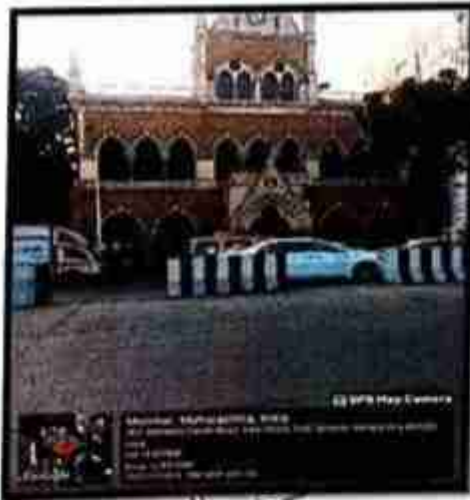
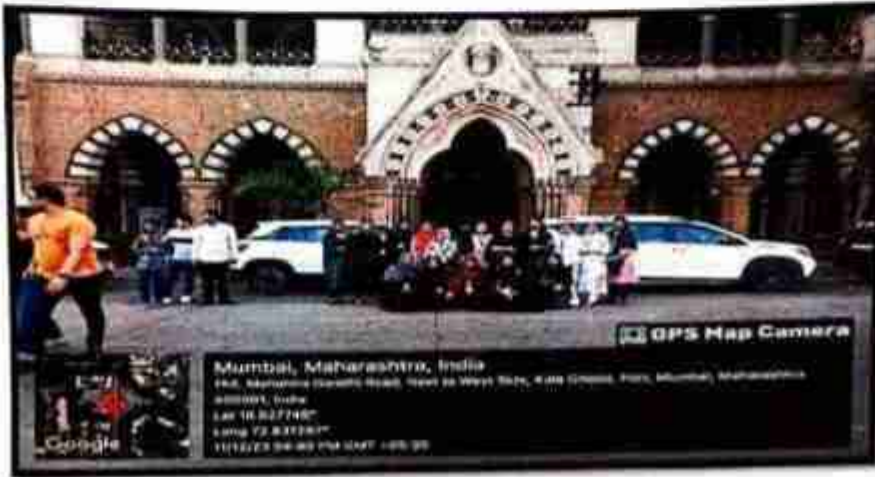
## List of Students:

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

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

- 1) Momin Iqra Shabbir
- 2) Ansari Nashra Abdul Razzaque
- 3) Ruheen Bano Munaf
- 4) Farooqui Afshan Nizamuddin
- 5) Khan Sakina Mansoor
- 6) Shaikh Rahat Naushad
- 7) Khan Saniya Abul Khair
- 8) Momin Haiqua
- 9) Reshu Dubey
- 10) Sayyed Hayatuddin

**Evidence:**



*[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



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

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

Date: 12/12/2023

**REPORT ON VISIT TO VEERMATA JIJABAI BHONSALE  
BOTANICAL UDYAN & ZOO**

**Details about event:**


Title: VISIT TO VEERMATA JIJABAI BHONSALE BOTANICAL UDYAN & ZOO


Date: 11/12/2023

Venue: Mumbai.

**Objectives:**

- To create awareness regarding different types of plants, labeled with common and scientific names and regions of origin.
- To create awareness regarding different types of animals.
- To observe and collect the plant species from study site.
- Devote their resources to the study and conservation of plants, as well as making the world's plant species diversity known to the public.
- To educate students about global conservation efforts.
- Studying visitors' perceptions and attitudes towards captive and wild endangered species helps target conservation messaging.

  
**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

## Description of event:


Spread across an impressive 60 acres, the Veer Jijamata Udyan, or the Rani Baug in Byculla, Mumbai, is one of India's oldest zoos. Established in 1861, the Veer Jijamata Udyan was initially just a botanical garden named Victoria Gardens or *Ranichi Baug* (Queen's Garden in Marathi). The zoo was added to the gardens around 30 years later. The entire complex comprising the Byculla Zoo plus the botanical gardens was renamed Veer Mata Jijabai Bhonsale Park as a tribute to the revered mother of Chhatrapati Shivaji Maharaj.


On 11<sup>th</sup> December, 2023, a group of 20 students and 10 faculty members of KMES College of Education embarked on a fascinating journey into the world of plants, animals and biodiversity by visiting the Veermata Jijabai Bhonsale Botanical Udyan and Zoo. The purpose of this visit was to provide students with hands-on experience, expand their botanical and zoological knowledge, and foster an understanding of the importance of conserving plant diversity and animal diversity. The visit is divided into 2 sessions. First session began with a guided tour led by experienced botanists and garden staff. They provided insightful information about the history of the botanical garden, its mission, and the diverse plant collections it houses. Students were introduced to various sections of the garden, each representing different biomes and ecosystems. The botanical garden offered not only educational value but also aesthetic beauty. Visitors were captivated by the meticulously designed landscapes, themed gardens, and artistic plant arrangements. These displays showcased how plants can be harmoniously integrated into various settings.

In second session we have visited zoo. There was the much crowd. There were also a few foreigners. We saw many cages of animals and birds. There was the variety of birds. We saw kites, vultures, peacocks, fowls, ducks etc. In animals, there were lions, hyenas, elephants, giraffe, bears, tigers, Deer, Crocodile, Rhinoceros etc. The main attraction were Penguins.

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

Outcome:

  
**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




- **Enhanced Botanical and Zoological Knowledge:** Students gained a deeper understanding of plant diversity, taxonomy, medicinal uses, animal diversity and ecological relationships through direct observation and engagement with experts.
- **Conservation Awareness:** Students developed an appreciation for the importance of plant and animal conservation and the role that botanical gardens and zoo play in preserving endangered species.
- Objectives were achieved. It also created the awareness regarding diversities in plants and animals and inculcated an aesthetic value among students.

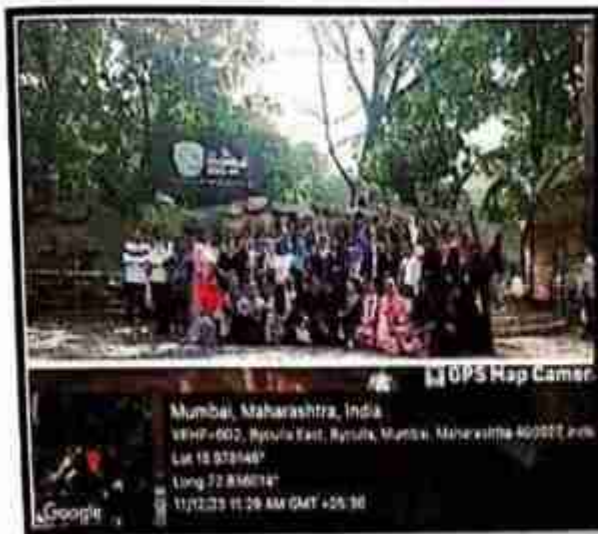
**List of Students (F.Y.B.Ed. & S.Y.B.Ed.):**

- 1) Choudhary Sabiha
- 2) Khan Saniya Abul Khair
- 3) Ansari Hafiza Sadre Alam
- 4) Momin Iqra Shabbir
- 5) Singh Deepali Arvind
- 6) Ansari Nashra Abdul Razzaque
- 7) Siddiqui Hifza Ashfaque
- 8) Ruheen Bano Munaf
- 9) Farooqui Afshan Nizamuddin
- 10) Khan Sakina Mansoor
- 11) Shaikh Rahat Naushad
- 12) Sayyed Sidra Aqueel
- 13) Sayyed Hayatuddin
- 14) Sayyed Taufique
- 15) Khan Muskan Aslam
- 16) Shaikh Sadaf
- 17) Khatri Hetal
- 18) Momin Naba Naved
- 19) Ansari Atiya
- 20) Ansari Amina

**Evidence:**

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

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



*[Handwritten Signature]*

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

*[Handwritten Signature]*

**PRINCIPAL**  
 Konkani 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

Date:12/12/2023

### REPORT ON CLEANLINESS DRIVE (SWACHH BHARAT ABHIYAN)

#### Details about event:

Title: CLEANLINESS DRIVE (SWACHH BHARAT ABHIYAN)

Date :11/12/2023

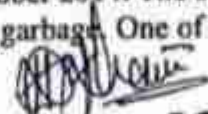
Venue: Girgaon Chaupati Beach, Mumbai.

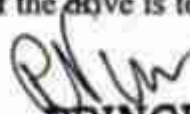
#### Objectives:

- Improving the quality of life through cleanliness and personal hygiene.
- To make India pollution free.
- Create public awareness among communities towards sanitation and cleanliness.
- To bring about behavioral changes in the people towards sanitation and hygiene.
- Motivating the communities for adopting a proper sanitation model for better health and life.
- To tell people how sanitation is linked to their overall health and happiness.
- To encourage and acknowledge new technological innovation in the field of sanitation or cleanliness.

#### Description of event :

Swachh Bharat Abhiyan is five years long cleanliness campaign launched by the Government of India on 2<sup>nd</sup> October 2014. The campaign was aimed for making the streets, roads and offices clean from filth and garbage. One of the main objectives of the drive is to make India Open Defecation Free (ODF).

  
**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

It is everybody's responsibility and one should keep themselves and their surroundings clean and hygienic. It also brings good and positive thoughts in the mind which slows down the occurrence of diseases. Swachh Bharat Abhiyan Campaign had conducted. KMES College of Education had organized Cleanliness Drive under Swachh Bharat Abhiyan Campaign on 11<sup>th</sup> December, 2023 at Girgaon Chaupati Beach, Mumbai to bring awareness to keep surrounding clean among community people at Girgaon Chaupati Beach, Mumbai. 20 B.Ed. Students were participated actively. Shramdan activities also been carried out at beach. Students have encouraged community people to join in swachhta activity. They have participated in shramdan activity and shown their willingness and interest to keep surrounding clean. They have collected waste like plastic water bottles, papers and garbage from the beach.

**Mass awareness created with Various slogans:**

- "Hum sab ka ek nara- saaf suthra des hamara,
- Sathi re hath batana- gandgi ko hai dur bhagana,
- Apni mitti apna des- swachh bharat swasth bharat... etc.

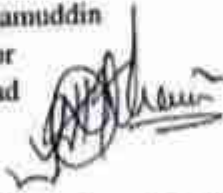
Dr. Mrs. Ravinder Kaur Vilku (Principal, KMES Collge of Education) motivated the students by her wise words. Everything went on in a smooth way by the grace of Almighty Allah.


**Outcome:**

The Swachh Bharat Abhiyan is the most significant cleanliness campaign by the Government of India. Its responsibility of the entire citizens to keep their surrounding clean. Community people were encouraged to maintain their surrounding clean. Thus, the students of KMES college of Education have initiated one steps towards- cleanliness" Objectives were achieved. It also created the awareness regarding Swachh Bharat Abhiyan Mission and inculcated the values like Nationalism, Patriotism, Equality, Cleanliness, Hygiene among students.

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

- |                                 |                         |
|---------------------------------|-------------------------|
| 1) Khan Saniya Abul Khair       | 11) Sayyed Sidra Aqueel |
| 2) Ansari Hafiza Sadre Alam     | 12) Sayyed Hayatuddin   |
| 3) Momin Iqra Shabbir           | 13) Sayyed Taufique     |
| 4) Singh Deepali Arvind         | 14) Khan Muskan         |
| 5) Ansari Nashra Abdul Razzaque | 15) Shaikh Sadaf        |
| 6) Siddiqui Hifza Ashfaque      | 16) Khatri Hetal        |
| 7) Ruheen Bano Munaf            | 17) Momin Naba          |
| 8) Farooqui Afshan Nizamuddin   | 18) Ansari Atiya        |
| 9) Khan Sakina Mansoor          | 19) Ansari Amina        |
| 10) Shaikh Rahat Naushad        | 20) Choudhary Sabiha    |

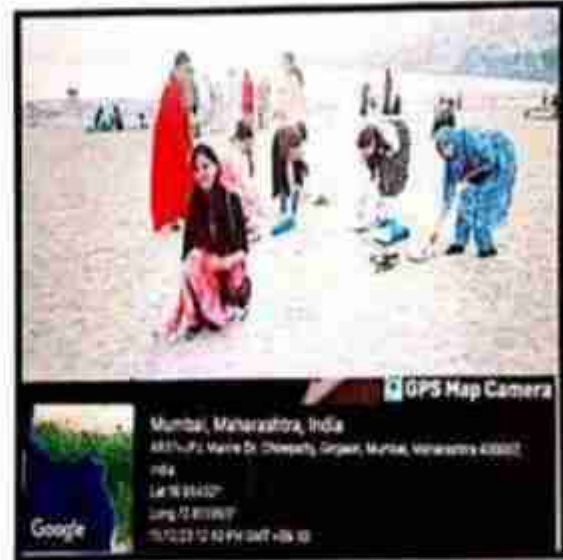
**Evidence:**   
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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



GPS Map Camera  
 Mumbai, Maharashtra, India  
 19.077431, 72.833074, Marine Dr., Chembury, District, Mumbai, Maharashtra 400007  
 India  
 Lat: 19.077431  
 Long: 72.833074  
 75.7223.12 42.74.1947 +91 98 30

GPS Map Camera  
 Mumbai, Maharashtra, India  
 19.077431, 72.833074, Marine Dr., Chembury, District, Mumbai, Maharashtra 400007  
 India  
 Lat: 19.077431  
 Long: 72.833074  
 75.7223.12 42.74.1947 +91 98 30



GPS Map Camera  
 Mumbai, Maharashtra, India  
 19.077431, 72.833074, Marine Dr., Chembury, District, Mumbai, Maharashtra 400007  
 India  
 Lat: 19.077431  
 Long: 72.833074  
 75.7223.12 42.74.1947 +91 98 30

GPS Map Camera  
 Mumbai, Maharashtra, India  
 19.077431, 72.833074, Marine Dr., Chembury, District, Mumbai, Maharashtra 400007  
 India  
 Lat: 19.077431  
 Long: 72.833074  
 75.7223.12 42.74.1947 +91 98 30

*[Handwritten signature]*

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

*[Handwritten signature]*

**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

Date: 12/12/2023

**REPORT ON VISIT TO CHHATRAPATI SHIVAJI MAHARAJ VASTU  
SANGHRALAYA**

**Details about event:**

Title: VISIT TO CHHATRAPATI SHIVAJI MAHARAJ VASTU SANGHRALAYA

Date : 11/12/2023

Venue: Mumbai

**Objectives:**


- To make the student aware of the history, civilization, culture, religious practices, lifestyle, architecture, and art of the country.
- To let us peep into the ancient socio-political, economic, cultural, and religious life of the people of a country.
- To disseminate knowledge about the significance of the objects in respect of history, culture and artistic excellence and achievements.
- To develop the feeling of Nationalism among students.

**Description of event:**

Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, (CSMVS) originally named Prince of Wales Museum of Western India, is a museum in Mumbai (Bombay) which documents the history of India from prehistoric to modern times.

It was founded during British rule of India in the early years of the 20th century by prominent citizens of the city then called Bombay, with the help of the government, to commemorate the visit of the Prince of Wales (later George V, king of the United Kingdom and emperor of India). It is located in the heart of South Mumbai near the Gateway of India. The museum was renamed in 1998 after Chhatrapati Shivaji Maharaj, the founder of the Maratha Empire.

  
**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

The building is built in the Indo-Saracenic style of architecture, incorporating elements of other styles of architecture like the Mughal, Maratha and Jain. The museum building is surrounded by a garden of palm trees and formal flower beds.

B.Ed. students of KMES College of Education, Bhiwandi went on a field trip to Chatrapati Shivaji Maharaj Vastu Sanghralaya, formerly known as Prince of Wales Museum, on the 11th December, 2023. The students were provided with the task of writing a report on the visit to truly make the field trip an effective learning experience. Students were also introduced to the teacher's role during a field visit and provided with an experience so that they learn the various things to keep in mind when they take their students in the future. The students enjoyed viewing a wide variety of exhibits. The museum houses approximately 50,000 exhibits of ancient Indian history as well as objects from foreign lands, categorized primarily into three sections:

- 1) Art
- 2) Archaeology
- 3) Natural History.

The museum houses Indus Valley civilization artefacts, and other relics from ancient India from the time of the Guptas, Mauryas, Chalukyas and Rashtrakuta. It truly was a memorable experience for both the students and the teachers


#### Outcome:

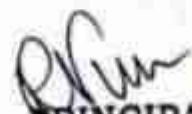
Museums created existential reactions only available through witnessing something remarkable. Museums teach through informal learning—an unstructured and spontaneous educational experience. Museums are an essential resource in history learning because they are known to store historical and cultural collections that provide information and benefits for the world of education, especially in history learning.

Objectives were achieved. It also created the awareness regarding historical facts and also inculcated the historical values among students.

#### List of Students:

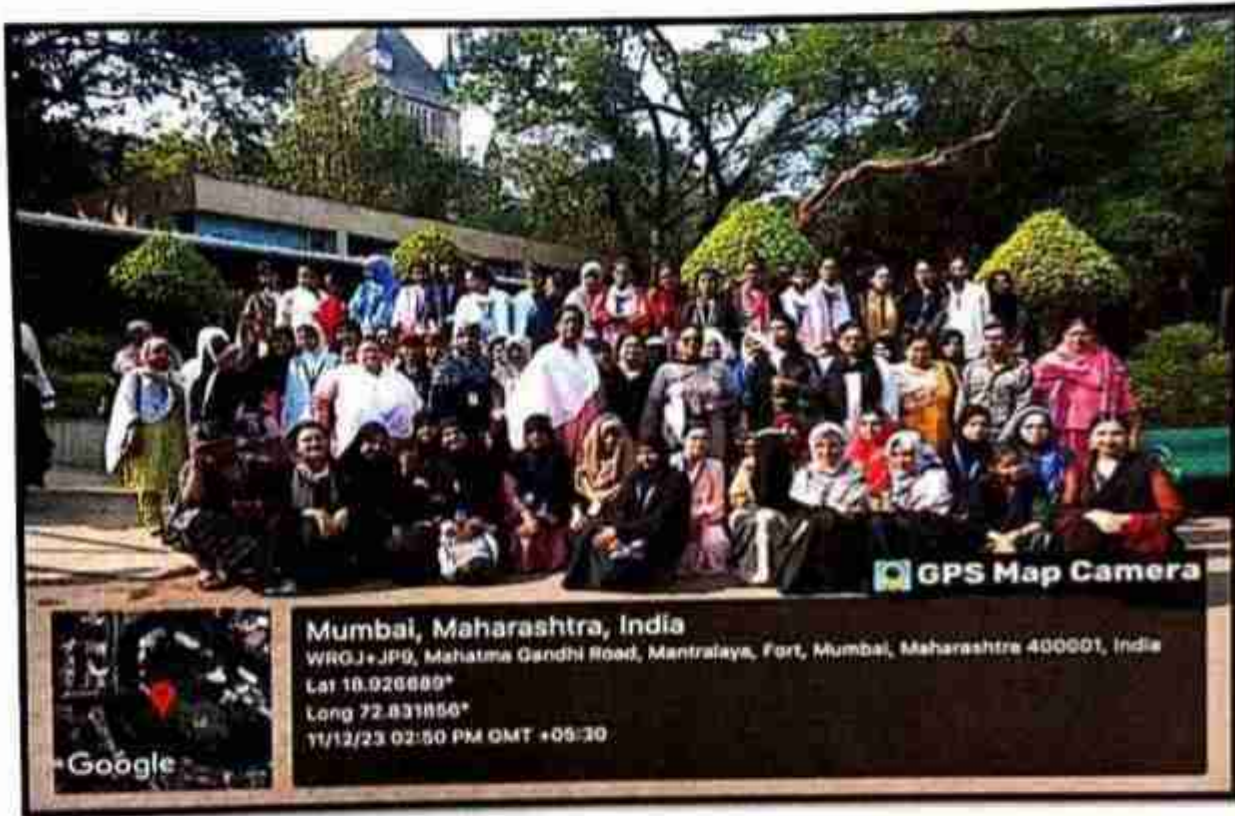
- 1) Khan Saniya Abul Khair
- 2) Ansari Hafiza Sadre Alam
- 3) Momin Iqra Shabbir
- 4) Singh Deepali Arvind
- 5) Ansari Nashra Abdul Ruzzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sakina Mansoor
- 10) Shaikh Rahat Naushad
- 11) Momin Naba Naved
- 12) Khan Muskan Aslam


  
**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

- 13) Ansari Amina
- 14) Ansari Atiya
- 15) Chaudhary Sabiha
- 16) Rais Rida
- 17) Tase Mariya
- 18) Momin Haiqua
- 19) Mali Lata
- 20) Reshu Dubey
- 21) Sayyed Hayatuddin
- 22) Ansari Monish
- 23) Pandey Chanda
- 24) Shette Nikita
- 25) Sayyed Sidra Aqueel

**Evidence:**



  
**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





*[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



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

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

Date: 12/12/2023

**REPORT ON VISIT TO JEHANGIR ART GALLERY**

**Details about event:**

Title: VISIT TO JEHANGIR ART GALLERY

Date: 11/12/2023


Venue: Mumbai


**Objectives:**

- Art can uplift, provoke, soothe, entertain and educate us and is an important part of our lives.
- At its most profound level, it takes us from the everyday to a place of introspection and contemplation, to see the bigger picture of the human condition.
- To create awareness about the present condition of an Indian art.
- To develop the feeling of Nationalism among students.
- To promote artistic skills among students.
- To develop artistic and practical values among students.

**Description of event :**

Established in 1952, Jehangir Art Gallery is more than a prime art exhibition space. Located in South Mumbai, it has been closely associated with the development of contemporary Indian art. Jehangir Art Gallery hosts exhibitions by painters, sculptors, print-makers, craftsmen, ceramicists, photographers and weavers. Art has a unique feature, whether we realize it or not, but all of us are living around the different forms of art. It can be a sculpture, a painting, a photograph

  
**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

Scanned with OKEN Scanner


and so on. Apart from this delicate embroidery work on pillow cover, bed spreads, well decorated art on towels or exquisite wall paintings and many more are considered as art works. It means our life is replete with art. The objective behind the art galleries is to recognize the artists talent and then promote to the public. Prima facie of art is to inspire the viewers to change their attitude and thinking or even inspire them to create their own art work. In addition, art galleries attract tourists in large numbers, which in turn boost the local economy. Art lovers will eat at local restaurants, attend live shows and stay in different kinds of hotels. Several art galleries have been providing art classes to the general people, the purpose behind this is to educate people of all ages with the help of art.


KMES College of Education had organized a visit to Jehangir Art Gallery, Mumbai on 11<sup>th</sup> December, 2023. Jehangir Art Gallery is located at Kala Ghoda in Southern Mumbai. It is a prestigious venue where artists get chance to display and showcase their elegant artistic talent. Jehangir art gallery was the brainchild of Cowasji Jehangir. Founded in 1952, named after Sir Cowasji's late son Jehangir. Chief Minister of Bombay that time B.G Kher inaugurated this phenomenal gallery. This grand gallery is considered as the heaven for the artists and art lovers. Work of many noted artists were hosted by this gallery, had exhibited the graceful art work of M. F. Hussain and S. H. Raza. It is a place of prominence where artists have to remain in queue for some time, it may take two years before they can open their exhibits in this splendid gallery. Jehangir Art Gallery is enormous and beautifully decorated with heart touching art. At present the esteem gallery consists of four big halls, known as Exhibition Gallery, Auditorium Hall, Terrace Art Gallery for photography and visual art and the Hirji Jehangir Gallery. It has the credit to organize almost 300 shows every year. Along with this another feature of this gallery is that artists who cannot turn up can display their work outside the gallery in their absence. Jehangir art gallery has been playing a vital role in reviving and promoting the Indian art and artists. Credit should be given to Durga Bajpai for constructing such a magnificent building, and considered one of the very first concrete structures in the city. It is situated in the heart of the city, just behind the famous Prince of Wales Museum, now known as Chhatrapati Shivaji Vastu Sangrahalaya. The inner complex is used as a gallery as well as an auditorium. In the huge complex Cafe Samovar and Natesans, which is the country's oldest licensed antique dealer.

Jehangir art gallery opens all seven days for the public. The entry is free, which entices people from all walks of life to go and understand the creativity of artist's superb work.

### Outcome:

Jehangir art gallery is a superb platform for the young and emerging artists to get chance to meet the noted personality of art and get firsthand knowledge from experts. Budding artists learn a lot here and have the access to participate in shows and exhibitions all around the year, especially the Monsoon Art Show. Objectives were achieved.

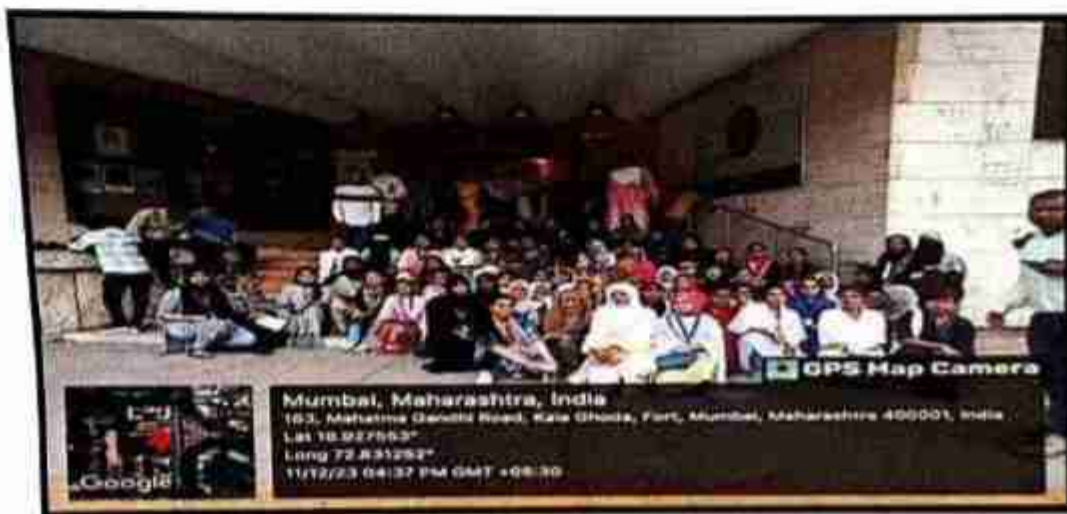
  
**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane

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

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

- 1) Khan Saniya Abul Khair
- 2) Ansari Hafiza Sadre Alam
- 3) Momin Iqra Shabbir
- 4) Singh Deepali Arvind
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sakina Mansoor
- 10) Shaikh Rahat Naushad
- 11) Sayyed Hayatuddin
- 12) Ansari Monish
- 13) Khan Muskan Aslam
- 14) Momin Naba Naved
- 15) Ansari Atiya
- 16) Momin Haiqua
- 17) Sayyed Taufique
- 18) Khatri Hetal
- 19) Sayyed Sidra Aqueel
- 20) Khan Sidra

## Evidence:



*[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

Scanned with OKEN Scanner



## KONKAN MUSLIM EDUCATION SOCIETY'S

### COLLEGE OF EDUCATION

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

Date: 16/12/2023

### REPORT OF SEMINAR ON HOW TO PREPARE LESSON PLAN?

#### Details about event:

Title: SEMINAR ON HOW TO PREPARE LESSON PLAN?

Date: 15/12/2023

Time: 12:30 p.m.

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

#### Objectives:

- Helps B.Ed. trainees understand the goals of an instructional module.
- Allows the teacher to translate the curriculum into learning activities.
- Aligns the instructional materials with the assessment.
- Aligns the assessment with the learning goal.
- Helps assure that the needed instructional materials are available.
- Enables the teacher to thoughtfully address individual learning needs among students.

#### Description of event:

Effective lesson planning can also contribute to the teacher's own success and well-being. Teachers teach because they want to support students, and effective lesson planning can contribute to job satisfaction when a lesson is successful or a student does well on an assessment. Having a skillfully-planned lesson can also make the act of teaching more pleasurable by increasing the teacher's confidence in themselves and letting them focus more on interaction with the students than on what is supposed to happen next. Importantly, good planning can save time by avoiding last-minute efforts to buy supplies or create materials needed for a day in the classroom. Teachers

**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



can use that reclaimed time for themselves or other parts of their lives, increasing work-life balance.


The seminar on "How to prepare lesson plan?" was conducted on 15th December, 2023 at 12.30 p.m. by KMES College of Education. The purpose of the seminar was to enhance the understanding of educators and teaching professionals on the importance of well-structured lesson plans in the teaching-learning process. The event aimed to provide insights into the key components of a successful lesson plan and strategies for creating engaging and effective instructional materials. Ms. Heena Khan (Asst. Professor, KMES College of Education, Bhiwandi) was the resource person who emphasized all the aspects of effective lesson planning, learning materials, educational needs, and how to cater the individual differences in class in a better way? Participants have learnt many things like how to tackle with students if he is lacking somewhere in learning process and how to design learning materials based on need identification? It also helps to give idea about how to prepare effective lesson plan? It promotes professionalism and develop confidence and positive attitude among B.Ed. trainees.


### Outcome:

The seminar on effective lesson planning provided participants with valuable insights, practical strategies, and hands-on experience in developing high-quality lesson plans. Educators left the seminar equipped with the knowledge and tools necessary to create engaging, student-centered lessons that promote effective learning outcomes. The event was successful in fostering a sense of collaboration and a commitment to continuous improvement in teaching practices. They have learnt about effective lesson planning and how to create interest among students in learning process? It also inculcated practical and observation skills among pupil teachers. Objectives were achieved.

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

- 1) Shaikh Sadaf
- 2) Momin Zoya
- 3) Momin Iqra Shabbir
- 4) Sayyed Sidra Aqueel
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaq
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sidra
- 10) Shaikh Rahat Naushad
- 11) Khan Muskan Aslam
- 12) Momin Naba Naved
- 13) Ansari Amina
- 14) Sayyed Hayatuddin
- 15) Sayyed Taufique Ayyub
- 16) Ansari Sakina
- 17) Farooqui Uzma Mohd. Aashique
- 18) Uzma Mohd. Aun
- 19) Ansari Monish

  
**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

- 20) Shette Nikita
- 21) Shukla Ankita
- 22) Momin Haiqua
- 23) Ansari Atiya
- 24) Chaudhary Sabiha
- 25) Ansari Amina Ashfaque
- 26) Sayyed Sidra Aqueel
- 27) Momin Rifah
- 28) Ansari Ishrat Jahan

**Evidence:**



*[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



# Konkan Muslim Education Society's COLLEGE OF EDUCATION

(Affiliated to the University of Mumbai) Code No. 01045

**INTERNAL QUALITY  
ASSURANCE CELL**  
organizes

## **SEMINAR ON HOW TO PREPARE LESSON PLAN**

Objectives

- To gain a more complete understanding of their intended learning outcomes.
- To make better decisions about how to teach and assess their students in terms of their intended learning outcomes.
- To determine how well the intended learning outcomes, assessments, and instructional activities fit together in a meaningful and useful way.

**Resource Persons: Miss. Heena Khan** (Assistant Professor, KMES College of Education)

**DATE: 15/12/2023**

**DAY: Friday**

**TIME: 12.30 p.m to 02.30 p.m**

**Principal: DR. MRS. RAVINDER KAUR VILKU**





**KONKAN MUSLIM EDUCATION SOCIETY'S**

**COLLEGE OF EDUCATION**

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

Date: 24/12/2023

**REPORT OF GUEST LECTURE ON THYROID AND HORMONAL  
IMBALANCE**

**Details about event:**

Title: Guest Lecture on Thyroid and Hormonal Imbalance

Date: 23/12/2023


Time: 12:30 p.m.


**Resource Persons:**

- Mr. Sameer Munshi (Naturopathy Expert, Nasik Institute of Naturopathy, Panchavati-Nasik).
- Ms. Chandni Potkule (Naturopathy Expert, Nasik Institute of Naturopathy, Panchavati-Nasik).
- Mr. Nikhil Pawar (Naturopathy Expert, Nasik Institute of Naturopathy, Panchavati-Nasik).

**Objectives:**

- Defining thyroid and hormonal imbalance.
- Understanding the causes of thyroid and hormonal imbalance on our body.
- Using naturopathy to cure thyroid and hormonal imbalance.
- To suggest suitable remedies for thyroid and hormonal imbalance problem.

  
**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

## Description of event:

K.M.E.S College of Education had organized a Workshop on Thyroid and Hormonal imbalance to create awareness regarding health issues.

Thyroid problems refer to conditions that affect the thyroid gland, a small butterfly-shaped gland located in the neck, just below the Adam's apple. The thyroid gland plays a crucial role in regulating various metabolic processes in the body by producing thyroid hormones, primarily thyroxine (T4) and triiodothyronine (T3). Thyroid problems can result from an overactive or underactive thyroid gland, leading to hormonal imbalances. Two common thyroid disorders are hyperthyroidism and hypothyroidism. A hormonal imbalance happens when you have too much or too little of one or more hormones — your body's chemical messengers. It's a broad term that can represent many different hormone-related conditions.

Guests were warmly welcomed by Asst. Prof. Khalida Shaikh. Session was started by Mr. Sameer Munshi who explained about the importance of Understanding Thyroid and Hormonal Imbalance and Lifestyle Modifications. He empowered audience with Knowledge and encouraged by Proactive Health Management. He also explained about the symptoms and causes of Thyroid and Hormonal Imbalance problem. He covered all the points related to these issues such as-

### ➤ Thyroid Gland and Its Function:

1. Anatomy and Hormones
2. Regulation Mechanisms

### ➤ Common Hormonal Imbalances:

1. Hyperthyroidism
2. Hypothyroidism
3. Other Endocrine Disorders

Ms. Chandni Potkule briefly explained about the remedies and treatment by herbs, emerging trends in hormonal health research, technological advancements in diagnosis and treatment and areas needing further investigation. Various cases were also discussed during the workshop.

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

## Outcome:

This report encapsulates the rich content presented during the guest lecture on thyroid and hormonal imbalance, highlighting the expertise of the speaker, the engagement with the audience, and the importance of ongoing education and advocacy in the field of hormonal health. The knowledge shared serves as a valuable resource for attendees to enhance their understanding of these crucial health topics. This comprehensive report also provides an in-depth exploration of thyroid function, hormonal imbalances, their causes, diagnosis, and various treatment modalities.


**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

It emphasizes the need for a holistic approach to hormonal health, incorporating medical interventions, lifestyle modifications, and ongoing research for a better understanding and management of these conditions.

**List of attendees:**

- 1) Khan Saniya Abul Khair
- 2) Ansari Hafiza Sadre Alam
- 3) Momin Iqra Shabbir
- 4) Singh Deepali Arvind
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sakina Mansoor
- 10) Shaikh Rahat Naushad
- 11) Sayyed Hayatuddin
- 12) Ansari Atiya
- 13) Ansari Monish
- 14) Ansari Azharuddin
- 15) Khatri Hetal
- 16) Uma Mohd. Aun
- 17) Khan Muskan
- 18) Sayyed Sidra Aqueel
- 19) Momin Naba
- 20) Sayyed Taufique
- 21) Farooqui Uzma
- 22) Ansari Ishrat Jahan
- 23) Khan Sidra
- 24) Chaudhary Sabiha
- 25) Momin Zoya
- 26) Vinchu Kainat
- 27) Ansari Alfeena
- 28) Shaikh Nida Shakir
- 29) Shaikh Sadaf
- 30) Shaikh Sanobar Noorulain
- 31) Shaikh Zeba Shahid
- 32) Shaikh Shahista Parveen
- 33) Siddiqui Hifza Ashfaque
- 34) Sumayya Bano Mazhar Ali
- 35) Ansari Ayesha Namrah Rizwan Ahmad
- 36) Ansari Gazal Nafees
- 37) Ansari Uzma Rafat Mehmood
- 38) Ansari Zulfa Shakeel Ahmed
- 39) Bardi Ayesha Ayaz
- 40) Khan Aliya Gulam
- 41) Hashmi Aasma Bano Maqsood Alam
- 42) Shaikh Aqsa Mohd. Rashid
- 43) Shaikh Nida Fatma Abdul Haque
- 44) Shaikh Nehan Sadique
- 45) Shaikh Nida Mohd. Ismail
- 46) Shaikh Fiza Saleem
- 47) Momin Wasfiya Laique Ahmed
- 48) Shaikh Ankaf Fahim
- 49) Shaikh Halima Naseem
- 50) Khan Saima Firoz Atiq

  
**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

**Evidence:**



**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

**Date: 26/01/2024**

**REPORT ON ANNUAL SPORTS MEET**

**Details about event:**

Event: **Annual Sports Meet**

Date : **25/01/2024**

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

**Objectives:**

- To create awareness about the importance of games.
- Developing physical talents to their maximum potential.
- Engaging in competitive activities, while promoting sound health, safety, and physical fitness.
- Exemplifying good conduct as a means for learning good citizenship.
- Creating equal access and equal opportunity for all, and helping eliminate discrimination, violence and abuse.
- Advancing social change in the areas of civil rights, human rights, peacebuilding and world affairs.

**Description of event :**

The 2023-2024 Annual Sports Meet of K.M.E.S College of Education was held with great enthusiasm and fervor on 25<sup>th</sup> January, 2024 at K.M.E.S Campus. The event showcased the athletic prowess, team spirit, and sportsmanship of our students, making it a memorable occasion for everyone involved.

**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

**Opening Ceremony:** The event commenced with a spectacular opening ceremony that featured a releasing of balloons, releasing of pigeons, and the torch was lit (Torch Bearing), symbolizing the commencement of the much-anticipated sports meet.

**Events and Competitions:** The sports meet comprised a wide array of events catering to different age groups and skill levels. The students participated with great zeal in track and field events, including Running, Musical Chair, Carrom, and Chess. Additionally, various team sports such as Dodge Ball, Kho-Kho and Tug of War showcased the collective talent and teamwork of the participants.

**Special Highlights:**

**Cultural Performances:** In between the sporting events, students showcased their artistic talents through cultural performances, adding a touch of entertainment to the sports meet. Pyramid, music, and other performances captivated the audience and provided a well-rounded experience.


**Cheering Squads:** The enthusiastic support from cheering squads added an extra layer of excitement to the competitions. Students displayed creativity in designing banners, posters, and cheers to motivate their respective teams.


**Esteemed Guest:** Distinguished personalities from the sports world graced the occasion as guest speakers, offering inspiring words to the participants and emphasizing the values of discipline, determination, and fair play.

**Awards and Recognition:** The closing ceremony of the Annual Sports Meet was marked by the presentation of awards to outstanding athletes and teams. Trophies, medals, and certificates were distributed to winners and participants, recognizing their dedication and sportsmanship throughout the event.

**Outcome:**

The 2023-2024 Annual Sports Meet proved to be a resounding success, fostering a sense of camaraderie and healthy competition among the students. The event not only showcased the physical prowess of the participants but also emphasized the importance of teamwork, discipline, and fair play in the pursuit of excellence. We extend our heartfelt congratulations to all the participants, coaches, and organizers for their unwavering dedication and hard work in making these sports meet a memorable and successful event.

  
**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

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

- 1) Khan Saniya Abul Khair
- 2) Ansari Hafiza Sadre Alam
- 3) Momin Iqra Shabbir
- 4) Singh Deepali Arvind
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaq
- 7) Ruheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sakina Mansoor
- 10) Shaikh Rahat Naushad
- 11) Sayyed Hayatuddin
- 12) Ansari Atiya
- 13) Ansari Monish
- 14) Ansari Azharuddin
- 15) Khatri Hetal
- 16) Uma Mohd. Aun
- 17) Khan Muskan
- 18) Sayyed Sidra Aqueel
- 19) Momin Naba
- 20) Sayyed Taufique
- 21) Farooqui Uzma
- 22) Ansari Ishrat Jahan
- 23) Khan Sidra
- 24) Chaudhary Sabiha
- 25) Momin Zoya
- 26) Vinchu Kainat
- 27) Ansari Alfeena
- 28) Shaikh Nida Shakir
- 29) Shaikh Sadaf
- 30) Shaikh Sanober Noorulain
- 31) Shaikh Zeba Shahid
- 32) Shaikh Shahista Parveen
- 33) Siddiqui Hifza Ashfaq
- 34) Sumayya Bano Mazhar Ali
- 35) Ansari Ayesha Namrah Rizwan Ahmad
- 36) Ansari Gazal Nafees
- 37) Ansari Uzma Rafat Mehmood
- 38) Ansari Zulfa Shakeel Ahmed
- 39) Bardi Ayesha Ayaz
- 40) Khan Aliya Gulam
- 41) Hashmi Aasma Bano Maqsood Alam
- 42) Shaikh Aqsa Mohd. Rashid
- 43) Shaikh Nida Fatma Abdul Haque
- 44) Shaikh Nehan Sadique
- 45) Shaikh Nida Mohd. Ismail
- 46) Shaikh Fiza Saleem
- 47) Momin Wasfiya Laique Ahmed
- 48) Shaikh Ankaf Fahim

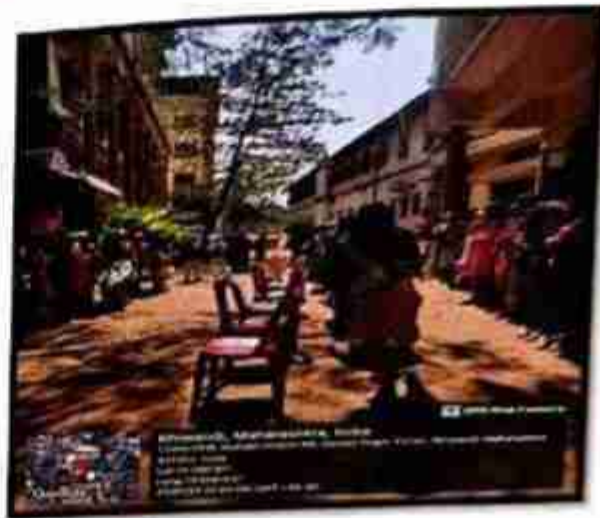



**Co-ordinator IQAC**  
Konkan Muslim Education Society's  
College of Education, Bhiwandi  
Dist. Thane




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

Evidence:



  
**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

Date: 26/01/2024

**REPORT ON CELEBRATION OF REPUBLIC DAY**

**Details about event:**

Event: CELEBRATION OF REPUBLIC DAY

Date : 26/01/2024

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

**Objectives:**


- To create awareness about the importance of Indian Constitution.
- To develop the feeling of Nationalism among students.
- To promote patriotism among students.
- To create unity in diversity.

**Description of event :**

K.M.E.S College of Education had celebrated Republic Day in KMES campus to mark this momentous occasion.

Formal Programme had also conducted on Republic Day. It was started with the quirat by remembering almighty God to grace the function. Students were actively participated in welcome song, Patriotic Songs, Speeches and Slogan Writing Competition. Flag Hoisting was

  
**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

done by Mr. Talha Faqih (President- KME Society). Esteemed guests were addressed the students and appreciated their efforts. At last sweets were distributed among students.

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

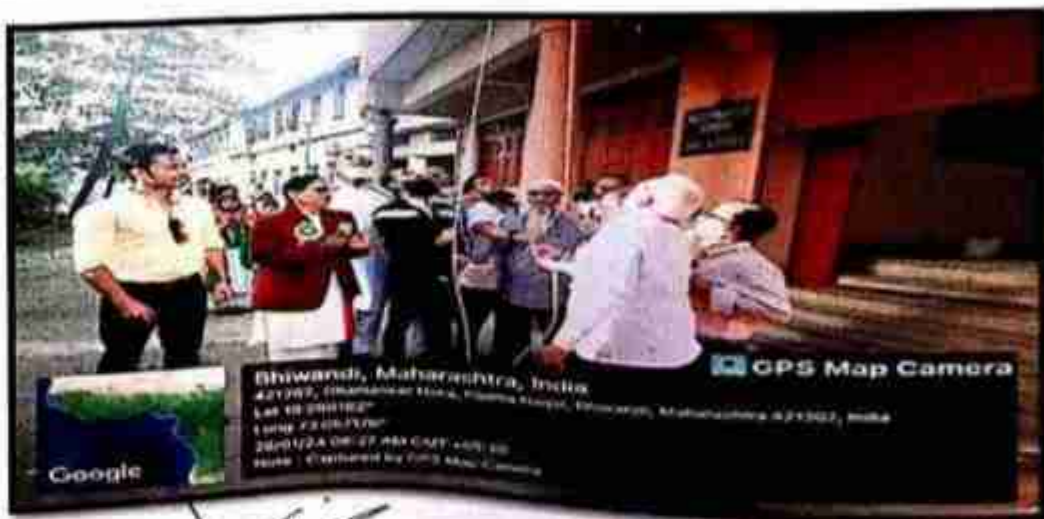
### Outcome:

Objectives were achieved. It also created the awareness regarding Indian Constitution and inculcated the values like Nationalism, Patriotism and Equality among students.

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

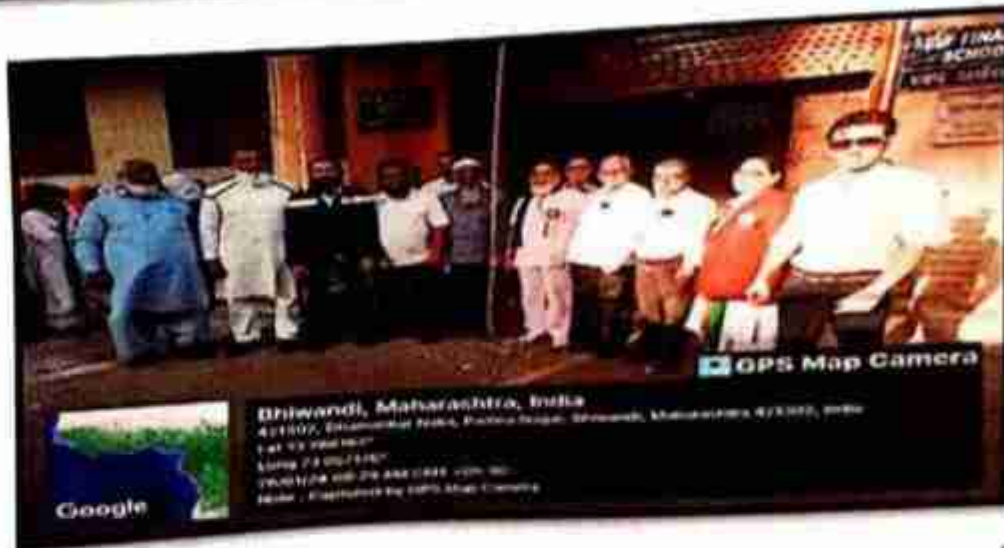
- 1) Khan Saniya Abul Khair
- 2) Ansari Hafiza Sadre Alam
- 3) Momin Iqra Shabbir
- 4) Singh Deepali Arvind
- 5) Ansari Nashra Abdul Razzaque
- 6) Siddiqui Hifza Ashfaque
- 7) Ruuheen Bano Munaf
- 8) Farooqui Afshan Nizamuddin
- 9) Khan Sakina Mansoor
- 10) Sabikh Rahat Naushad

### Evidence:



*[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]*  
**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



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

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

Date:01/02/2024

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

**Details about event:**

Title: VISIT TO SAVITRIBAI SPECIAL SCHOOL FOR MENTALLY HANDICAPPED


Date :01/02/2024

Venue: Bhiwandi

**Objectives:**

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

  
**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

## Description of event :

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

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

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


## Outcome:

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

## List of Participants:

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

  
**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

**Evidence:**



*[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