



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

Criteria 2.4.1

1. Organizing Learning (lesson plan)

Structure of B. Ed. Curriculum

B.Ed. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester 1				
Core Course 1: Childhood and Growing up	6	60	40	100
Core Course 2: Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1 :Gender, School and Society	6	60	40	100
Ability Course 1:Critical Understanding of ICT	3	---	50	50
Project Based Course 1	3	---	50	50
Total	24	180	220	400
Semester 2				
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6	---	100	100
Total	24	180	220	400
Semester 3				
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	---	200	200
Total	30	180	320	500
Semester 4				
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Texts	3	---	50	50
Project Based Course 4	9	---	150	150
Any one Audit Course(Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4	3	---	---	---
Total Credits	33	180	320	500

Total Credits: 111; Total Marks 1800 (1 Credit = 12 Hours)



2. Developing Teaching Competencies
Preparing constructive lesson plan

Semester wise details of Project Based Courses (Part B)

Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)

- Participation in Community work I in collaboration with schools/ NGO's (for a period of 1 week)
- Participation in Co-curricular Activities in college

Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 3 weeks

- ✓ Observation of school activities (Any three)
- ✓ Observation of lessons given by peers (5 lessons)
- ✓ Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I
- ✓ Teaching lessons in Pedagogy of school subject I (5 Lessons)

Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 11 weeks

- ✓ During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College
- ✓ 2 theme based lessons in the above school/college.
- ✓ 3 co-teaching lessons with school teachers
- ✓ Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- ✓ Maintain Reflective Journal with reference to internship program.

Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 5 weeks (4 weeks +1 week community work II)

- ✓ Develop learning resources
- ✓ Conduct Action Research
- ✓ During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.
- ✓ 5 Co-teaching lessons with peers
- ✓ Maintain Reflective journal with reference to internship program.
- ✓ Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

Programme Structure of B.Ed. 2 Years Programme

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)

Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)

20 Weeks for Internship (18 +including 2 weeks Community work)

200 working days are exclusive of admission and examination period

Total Credits: 111; Marks 1800 (1 Credit = 12 Hours)



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Old Thana Road, Rais High School compound, Bhiwandi - 401302

NOTICE

Date: 1st Feb 2018

All the students of Semester-II are hereby informed that "Enhancing Professional Capabilities Sessions will be held during 5 Feb to 28 Feb 2018.

Practice Lesson

Note: Attendance is compulsory.

Principal

PRINCIPAL

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College of Education

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NOTICE

Date: 10 Feb 2021

All the students of Semester-II are hereby informed that "Enhancing Professional Capabilities Sessions will be held during 16 Feb to 12 March 2021.

Practice Lesson

Note: Attendance is compulsory.

Principal

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pedagogy subjects: Lesson plan based on team teaching/models of teaching/
collaborative teaching

Pedagogy Subject: Lesson plan based on
Peer Teaching/Co-teaching/Theme based
Teaching.

ELECTIVE COURSE I (EC I)

PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

Total Credits: 6
Total Marks: 100

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the meaning and nature of Science.
4. To familiarize the objectives of teaching Science as given by NCF 2005
5. To identify the values of teaching science
6. To develop an understanding of the approaches to teaching Science.
7. To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8. To develop an understanding of the methods of teaching Science.
9. To acquire knowledge about various learning resources and its management in science education.
10. To develop an understanding of the need and avenues of professional development of a Science teacher.

MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION (2 Credits)

Unit 1: Basics of Academic Disciplines

- a) Meaning of academic disciplines, Relationship between academic disciplines and Science subject.
- b) Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c) Place of Science subject in the present school curriculum

Unit 2: Place of Science in the Curriculum and Life

- a) Meaning and Nature (Product & Process) of Science , Science Process skills - Basic and Integrated
- b) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)
- c) Values of teaching science in socio-cultural context

Unit 3: Organisation of Science Curriculum

- a) Maxims of teaching science (Known to Unknown, Whole to Parts, Simple to Complex, Particular to General, Empirical to Rational, Concrete to Abstract)
- b) Co-relation of Science in the Curriculum: Internal & External
- c) i. Infusing Global Perspective in Science Curriculum (Need and Importance),
ii. Curriculum Organization- Concentric and Topical approach

MODULE 2: TRANSACTING SCIENCE CURRICULUM (2 Credits)

Unit 4: Science Teaching: Methods, Approaches and Tools

- a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving
- b) Approach : Inducto-deductive Approach

**pedagogy subjects: Lesson plan based on team teaching/models of teaching/
collaborative teaching**

- c) Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe & React)

Unit 5: Learning Resources and Activity

- a) Science Text book: Characteristics of good Science textbook
b) Science Club and Science Field Visit – Concept, Organisation and Significance
c) Improved Apparatus and E- resources (Virtual lab and Simulation)

Unit 6: Science Teacher

- a) Science teacher – Need and Avenues of Professional growth
b) Science Laboratory - Planning and Maintenance, Laboratory Method
c) Diagnostic testing and Remedial teaching in Science

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particulars	Marks
1	Content test (1X10)	10
2	Task/Assignment/ Activity for each module held in the semester (1 X 10)	10
3	One periodical class test held in the given Semester	15
4	One Essay test held in the given Semester	05
	Total	40

Suggested tasks: (Any One)

- a) Develop and Present Learning Resources in Science
b) Visit any Science institution and prepare a report.
c) Conduct any one science club activity and write a report on it
d) Prepare concept map on any one unit of Science
e) Critical evaluation of a Science textbook. (Std. VI to XII –SSC/CBSE)
f) Report on avenues of continuous professional development of science teacher
g) Conduct an experiment from School Science textbook and submit a report.

References

- AACTE committee (2008). Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington:DC, Rutledge / Taylor and Francis .Chao, Lee (ed.)(2012) . Cloud computing for teaching and learning: Strategies for design and implementation: Hershey, PA, IGI Global.
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- Janie Gross Stein, Richard Stein (Ed.)(2001)Network of knowledge: Collaborative innovation in international learning: Toronto Canada, University of Toronto Press incorporated.
- John Loughran (1996). Developing reflective Practice: Learning about teaching and Learning through Modelling. London: Falmer Press
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- Mathew, T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.



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NOTICE

Date: 1st Oct 2017

This is to inform B.Ed. students that on 12 Oct 2017 there will be a workshop on "Learning Aids" in the college.

Principal

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NOTICE

Date: 28 Nov 2018

This is to inform B.Ed. students that on 1st Dec 2018 there will be a workshop on "Teachers Eligibility Test" in the college premises.

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NOTICE

Date: 28 March 2018

This is to inform B.Ed. students that on 02 April 2018 there will be a Guest Lecture by Dr. Asma Shaikh on Teaching Of Science in the college premises.

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NOTICE

Date: 28 Feb 2020

This is to inform B.Ed. students that on 07 March 2020 there will be a Guest Lecture by Lect. A.K. Sayyed on Effective Communication Skill in the college premises.

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3. Assessment of learning:

Workshop on Achievement test & Preparation of blueprint,



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NOTICE

Date: **8 Jan 2021**

This is to inform B.Ed.2nd semester students that on 11 Jan 2021 there will be a Workshop on Achievement test & Preparation of blueprint by Prof Shabeena Momin in the college premises.

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UNIVERSITY OF MUMBAI



4E00141

(Winter) 2021

FURTHER REVISED EXAMINATION TIME TABLE PROGRAMME-FIRST YEAR B Ed (TWO YEAR DEGREE COURSE)(CHOICE BASED) SEMESTER I

Days and Dates	Time	Paper Code	Paper
Thursday, 23 June, 2022	03:00 pm to 05:00 pm.	75101	Childhood and Growing Up 95391
Monday, 27 June, 2022	03:00 pm to 05:00 pm.	75102	Knowledge and Curriculum 95542
Thursday, 30 June, 2022	03:00 pm to 05:00 pm.	75103	Interdisciplinary Course 1-Gender, School & Society

Note: As this examination will be conducted offline, students will be granted an additional 30 minutes per paper.

Mumbai - 400 098
21 May, 2022

Dr. Vinod P. Patil
Director
Board of Examinations & Evaluation


Co-ordinator IQAC
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4. Technology use and Integration

ABILITY COURSE 1 (AB 1) CRITICAL UNDERSTANDING OF ICT

Total Credits: 3

Total Marks: 50 (Internal)

Objectives

1. To develop an understanding of the concept of ICT
2. To practice safe and ethical ways of using ICT.
3. To use ICT in Teaching Learning, Administration, Evaluation and Research.
4. To design, develop and use ICT based learning resources.
5. To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
6. To evaluate ICT based learning resources.
7. To adopt mobile learning, open learning and social learning in the classroom.

MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS (1 Credit)

Unit 1: Understanding of ICT in Education

- a) Information and Communication Technology: Concept and Importance
- b) Role of teacher in ICT enabled education - Administrator, Facilitator and Evaluator
- c) Legal and ethical issues in the use of ICT - Hacking, Violating of copyright, Plagiarism

Unit 2: Designing Technology Integrated Learning Experiences

- a) Instructional Design –Develop ADDIE model Instructional Design based on School topic.
- b) Develop Learning Resources on a topic using ICT tools (Script writing and Story board) and Critically evaluate it by using rubrics
- c) Learning Management System (LMS) – Concept, Features and Applications

MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION, EVALUATION AND RESEARCH (1 Credit)

Unit 3: Emerging Trends in E-learning

- a) Mobile learning – Concept, Features and uses of any ONE Mobile application for teaching and learning.
- b) Social learning- Concept, Use of web2.0 tools for learning (Social networking site, Blog, Chat, Video conferencing, Discussion forum)
- c) Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) – Concept and Applications

Unit 4: Use of ICT in Evaluation, Administration and Research

- a) e Portfolio – Concept and Development
- b) ICT for Research- Online Repositories & Online Libraries
- c) Online and offline assessment tools (Online Survey tools or Test generators) - Concept and development

4. Technology use and Integration

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES (ANY FOUR)

(1 Credit)

- a) Select a case study/report related to legal and ethical issues in use of ICT. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.
- b) Develop and critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice.
- c) Using any LMS carry out the following activities for facilitating learning in any of the unit of your choice:
 - Identify resources for a topic of your choice and upload it.
 - Use any discussion forum available for the discussion on the uploaded learning material.
 - Generate a test.
- d) Submit a reflective report on it.
- e) Develop and Manage a Social Networking site /Blog / Chat forum for college based on ICT course. Submit the report for the same with empirical evidences.
- f) Select a topic relevant to education, collect Open Educational Resources (Text, Multimedia, Website references) and analyze the type of license used in the Open Educational Resources. Submit the report for the same with evidences.
- g) Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screen shot.

References

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- Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Prentice Hall of India.
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- Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
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NOTICE

Date: 1st Sept 2017

This is to inform B.Ed. students that on 10 Sept 2017 college will planned visit to Indra Gandhi Memorial Hospital. It is compulsory for all the students.

Principal


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5. Organizing Field Visits



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NOTICE

Date: 10 August 2018

This is to inform B.Ed. 2nd semester students that on 18 August 2018 college will planned visit to SARSWAT BANK. It is compulsory for all the students.

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NOTICE

Date: 11 Oct 2018

In view of making people aware of cleanliness, K.M.E.S. College of Education have planned to do some activities on the occasion of Swachh Bharat Abhiyan on 20 Oct 2018. Mark the date for the mandatory presence in the college.

Principal



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6. Conducting Outreach/ Out of classroom Activities



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NOTICE

Date: 8 Sept 2021

This is to inform B.Ed. students that on 28 Sept 2021 there will be a Workshop on Vocational Craft, in the college premises.

Principal

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7. Community Engagement



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NOTICE

International Human Rights Day Street Play

Date: 3rd Dec 2019

In view of making people aware of rights, K.M.E.S. College of Education have planned to perform a Nukkad Natak on the occasion of International Human Rights Day on 10 Dec 2019. Mark the date for the mandatory presence in the college.

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NOTICE

Date: 21.02.2018

This is to inform all the B.ED students that **The Art and Craft Competition** will be conducted on **27th Feb 2018**. Those who are interested for taking participation in this competition will give their name to Co-curricular In charge within three days.


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NOTICE

International Human Right Day: Street Play

Date: 03.12.2019

In a view of making people aware of their right KMES students have planned to perform a **Nukkad Natak** on occasion of International Human Right Day 10th December 2019. Mark the date for the mandatory presence in the college.

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NOTICE

Date:09.10.2021

All the students are here by informed that KMES College of Education is going to conduct a Health Awareness Drive with B.ED students during the National Nutrition Week. The Theme of National Nutrition Week this year was resolved as "Feeding Smart Right from Start" by Indian Health Ministry. Working on the same theme we are introducing our Health Awareness Drive – "Saste Bhojan Mein Poshan" which aims at educating the slum regarding the Diet and Ceap food options to avail maximum nutrients.

This drive will commence 13th August to 14th August 2021.

It is mandatory for all students to attend this session and participate in the task.

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**INTERDISCIPLINARY COURSE 4 (IC 4)
CREATING AN INCLUSIVE SCHOOL**

Total Credits: 6

Total Marks: 100

Objectives

1. To discuss basic understanding of key concepts: diversity, disability and inclusion;
2. To gain insight into models of inclusion
3. To understand the diversities of abilities, classification and characteristics of students
4. To describe the national and international framework with reference to disability and inclusion;
5. To understand the curriculum and assessment adaptations for inclusive classrooms.
6. To describe the role general teachers, resource teachers and NGOs.
7. To identify and implement actions areas to make schools and classrooms more diversity friendly.

MODULE 1: TOWARDS NURTURING INCLUSION

(2 Credits)

Unit 1: Understanding Inclusion

- a. Difference between diversity, disability and inclusion
- b. Meaning and Need of Inclusion. (Educational, Social, Economic, Humanitarian, Democratic and legal perspectives)
- c. Models of Inclusion (Charity Model, Functional Model and Human Rights Model).

Unit 2: Nurturing Inclusion

- a. Concept of children with special needs and their types
- b. Characteristics of disabilities-sensory, neuro-developmental, loco-motor and multiple disabilities.
- c. Catering to Special Needs: Sensory, neuro-developmental, loco-motor and multiple disabilities.

Unit 3: Policies Promoting Inclusion

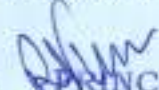
- a. International Policies and Significance of the policies: Salamanca 1994, UNCRPD, EFA (MDG)
- b. National Policies and Significance of the policies: Constitutional obligations for education of diverse groups, Rehabilitation Council Act, 1992, National Policy for Persons with Disability 2006, Right to Education Act, 2009.,
- c. Educational concessions, facilities and provisions for CWSN.

MODULE 2: ADDRESSING LEARNERS' DIVERSITY

(2 Credits)

Unit 4: Curricular Issues

- a. Curriculum adaptation/ modifications- Disability wise curricular adaptations / modifications in Instructions.
- b. Strategies for differentiating content in an inclusive classroom.
Alternative means for assessment and evaluation in an inclusive classroom.



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8. Facilitating Inclusive Education

Unit 5: Inclusion in Classrooms

- Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural
- Use of ICT in Inclusive classrooms.
- Individualised Educational Plan: Concept, steps and significance.

Unit 6: Functionaries in Inclusive Settings

- Profile and Role of teacher: General teacher and Resource teacher.
- Role of NGO in supporting inclusive school.
- Pre-support and pre-vocational training programme for children with special needs.

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

- Case study of a Learner with Special needs
- Making a Report of Visit to a resource room
- Interviewing a teacher working in a mainstream school promoting inclusion.
- Prepare a scrap book showing different ICT technologies to cater to needs of children with special needs. (Pictures and Information).
- Seminar presentation on 'Seven pillars of support for inclusive education: Moving from "Why?" to "How" (2007) by Tim Loreman
http://www.wholeschooling.net/journal_of_Whole_Schooling/articles/3-2%20Loreman.pdf

References:

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Inclusion of Urdu and English Language In the Classroom.

* National Curricular Framework For Teacher Education, 2009

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principle laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered Framework on Teacher Education which would be consistent with the changed Philosophy of School Curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under:

- Reflective practice to be the central aim of teacher education;
 - Student-teacher should be provided opportunities for self-learning, reflecting, assimilation and articulation of new ideas.
 - Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
 - Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.
- Assessment Strategies For the various in-service teacher education programs.

→ The draft also outlines the basic issues that should guide formulation of all programs of these courses. As a natural corollary to the NCFTE, the NCFTE has also developed model syllabi for various teacher education courses.

* Objectives / Salient Features of National NCFTE:

- NCFTE undertook a major exercise of developing a new National Curriculum Frameworks for Teacher Education which is both contextual and in tune with the emerging concerns and imperatives of the fast changing canvas of education both nationally and globally.
- Teacher education is not a prescriptive endeavor. It should be open and flexible.
- The concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education.
- It acknowledges the diversity of Learning Styles that children exhibit and the learning contexts in which teachers have to function.
- Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the

- Teacher in his/her practice.
- Teacher education is a continuum- pre-service teacher education, in-service professional education and continuing education, in-service development of the teachers are inseparable part of this continuum.
- Concerned with integrating these with practice by providing appropriate weightage for theory and practice.
- Need for enhancing Language Competence and Communication Skills Language cuts across the entire curriculum.
- Highlights the processes of education and training such as observation, storytelling, analysis, reflection or practices, linking practices to concepts, etc.
- Emphasis on Teacher as a reflective practitioner
- Both qualitative and quantitative evaluation and assessment procedures are highlight.
- Collaborative evaluation as one of the evaluation mechanisms may be conceptualized by making Student-teacher an important partner in the process of evaluation.
- Needs to make Functional all Laboratories related to teacher preparation such as IT Laboratory, educational technology, and Language Learning Laboratories.
- Move towards a longer duration course (4 1/2 years after 2 schooling or 2 years after bachelor's degree.

3

4

5

6

→ Four modern teaching approaches such as constructivism, comprehensive learning, contextual pedagogy and ICT integration needs to be highlighted. 3.

→ 2. The outcomes expected
→ A road map has been identified highlighting how curriculum framework will be implemented for teacher education program at various levels. →
→ Stake holders will be oriented with new demands of NCFTE. →
→ University Education Departments, SCERTs, IASEs/CTEs/DIETs, etc. →
→ Faculty of teacher training institutions will acquire new skills in pedagogy and evaluation in order to address the demands of new NCFTE. 4

→ Teaching-Learning materials and the Learning sites will be redeveloped.
→ Teacher educators and teachers will look for continuous professional development.

→ Mass orientation of teachers and teacher educators on various aspects of NCFTE (2009) such as.

→ Evaluation of developing teacher education programs.
→ Formulation of innovative teacher education programs.

Study on impact of new curriculum
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3. Challenges in implementations

- Copies of model Syllabus and textual Materials will be sent to universities SCERTs will be sent to universities request state Governments with a revision of textual materials in their adaptation of NCERT (2009).
- Universities / States have to switch over to long duration programs.
- Dearth of availability of teacher educators.
- Need to formulate a policy for programs of continuous professional development of teachers linked to their career advancement.

4. How to overcome the challenges (based on the interaction in the group):

- problems of transaction of curriculum / Syllabus of English Language in different types of school such as
 - i) English medium private / government aided elite schools.
 - ii) new English medium private schools where both English and other Indian language are used.
 - iii) government aided regional medium school.
 - iv) government owned regional medium school including school run by district municipal education.
- Impact evaluation and feedback.
- Monitoring of Implementation of NCERT.

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(c) National curriculum frame work for Teacher Education 2009.

نیشنل کونسل آف ٹیچر ایجوکیشن (NCTE) نے نیشنل فریم ورک
 ورک فریم ورک ایجوکیشن تیار کیا ہے جسکو مارچ 2009 میں نافذ کیا گیا
 فریم ورک NCF 2005 کی بنیاد پر تیار کیا گیا تھا۔ اور ان کے تعلیمی حق، مفت
 اور لازمی تعلیم کے اہلیت (2009) میں فریم ورک میں تبدیلیاں نافذ کی
 تھیں۔ یہ تبدیلیاں مستقل اور NCF 2005 کی سفارشوں کو مدنظر رکھ کر
 تبدیلی سٹرڈنٹ فلسفہ کے مطابق ہو گئی۔

- جبکہ اساتذہ کی تعلیم کے نقطہ نظر کو آگاہ کرتے ہوئے اس فریم ورک کے تحت کچھ اہم نکات ظاہر کئے گئے ہیں۔
- اساتذہ کی تعلیم کا اہم مرکز مشق کی عکاسی ہونا چاہیے۔
- طالب علم اور اساتذہ کو خود سے سمجھنے، عکاسی، تدبیر اور نئے خیالات کا اظہار کرنے کی سہولت فراہم کرنی چاہیے۔
- خود پد اہانت اور سوچنے کی صلاحیت کے لیے ترقی پذیر مہلا حیثیتوں کو اہم بنانا اور گردنوں میں کام کرنا۔
- Student-teacher کو بچوں کے ساتھ مشغول کرنے، بچوں کے ساتھ بات چیت کرنے اور بچوں سے منسلک کرنے کے مواقع فراہم کرنا چاہیے۔
- اس فریم ورک کے میں مخصوص مقاصد، مطالعہ کے بڑے علاقے سے نظر ثانی اور عملی طور سے سمجھنے اور تشنیص کی حکمت عملی پر روشنی ڈالی گئی ہے۔ ان تمام بنیادی مسائل کو ان کو سیز کے تمام پروگراموں کی تشکیل میں دیکھنا ہی دینی چاہیے۔

فرہیم ورک کے لیے اس سروس میں شہر نریجک برہ گراموں کے لفظ نظر اور
 طریقہ کار اور نیت ساری سناہ سنات کی ہے اور فرہیم ورک کے لفظ کے لیے
 ایک حکمت علی کا جس ذکر کیا ہے

اساتذہ کی NCFTE کو قدرتی نوعیت کے طور پر NCFE نے مختلف اہتیا تعلیم کے کورس
 کے لیے ماڈل لفظ اب بھی تیار کیا ہے۔

Objectives and / Salient feature of NCFTE

- NCFTE نے اساتذہ کی تعلیم کے لیے ایک نئی فوسس لفظ کے فرہیم ورک کو فروغ
 دینے کے لیے ایک بڑی مشق شروع کی ہے جس میں مکتب اور خاص طور پر اہل
 خدشات اور تعلیم کے شہر و فلاحی تہذیبوں کی ضرورت موجود ہے۔
- اساتذہ کی تعلیم ایک وضاحتی نظر یہ پیش ہے بلکہ یہ کہیں اور نیکدار ہونا چاہیے۔
 اساتذہ کی تعلیم کے لیے ایک ضمنی لفظ نظر یہ روشنی ڈالی گئی ہے۔ اس میں
 ترمیم (تہذیب) پر زور دیا گیا ہے۔
- لکھنؤ لکھنؤ سے یہ ظاہر ہوتا ہے کہ اساتذہ کی تعلیم آزاد خیال انسانیت پر مبنی
 اور ذمہ داری پر مبنی ہونی چاہیے۔
- جماعت کے ماحول میں سیکھنے کی جگہ اور لفظ کی جگہ شروع کے مطابق تسلیم کرنا چاہیے۔
 یہ سیکھنے کے طریقوں کی تعریف کرتا ہے جو انہوں کو تلاش اور سیکھنے کے ماحول میں
 اساتذہ کے مطابق ہونے میں۔
- تہذیبی علم میں سیاق اور ماحول کی ضروریات اساتذہ کی عکاسی سے موافقت
 رکھنا ضروری ہے۔
- اساتذہ کی تعلیم مسلسل علی ہے۔ جس میں pre-service اور in-service
 اور پیشہ وارانہ لکھنؤ، تعلیم کی لکھنؤ ماحول مسلسل علی کا حصہ ہے۔ جس میں تعبیراتی
 بھیرت کے ساتھ ساتھ ایم تہذیب کی طرف سے تہذیبی ضروری ہے۔

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- اصول اور عمل کو نئے خاصہ روزی فراہم کر کے مشق کے ساتھ Sherry کو شامل کرنا کے بارے میں غور کیا۔
- نو اساتذہ میں زبان کی اہمیت اور مواصلات (بات چیت) کی مہارت کے اوزار مہیت اہمیت رکھتے ہیں۔
- سب سے زیادہ تعلیم اور تربیتی عمل میں سہولیات، کیا فیہ، تہذیب، نازک شخصیات خود سے سیکھنا، طرز عمل پر دیکھنا، ضروریات سے متعلق عملی دھبہ کا شمار ہوتا ہے۔
- استاد پر باؤ دیکھنا، بریلینس (reflective practice) کی طرح ہوتا ہے۔
- ہر علاقے کی تشبیہ اور ہر استاد کے معیار کے بارے میں وسیع علاقوں کی نشاندہی کی جانی چاہیے۔
- سیارہ اور مقدادی تشبیہ کے طریقے کار کو نمایاں (Highlight) کیا گیا ہے۔
- تشبیہ کے عمل میں (کے لیے) طالب علم، استاد کو اپنی ساقی بنا کر ضروری ہے جو تشبیہ کے طریقے کار اور نشرونا کو باہمی تشبیہ کے طور پر سمجھتا ہے۔
- اساتذہ کی سیارہ کے لیے آئی ٹی لیبارٹری سے متعلق نیا، تعلیمی پتلا لومس و تعلیمی جانچ اور زبان سیکھنے کی لیبارٹری سے متعلق تمام لیبارٹریوں کو بنانے کی ضرورت ہے۔
- اپنی فوہل عمر سے کے لیے ہر 5 سال اسکول کے بعد ہر دو سال ڈگری کے بعد کسی کو اس کی طرف بڑھنا اور کام کی تفصیلات وقت پر ہو۔ اس کے اضافی منطقی کام کیا جانا چاہیے۔
- جدید تدریس کے نقطہ نظر سے تعمیراتی، جامع تعلیم، متفرق تدریس اور ICT انتظام پر روشنی ڈالنے کی ضرورت ہے۔

متوقع نتائج: The outcomes expected:

- ایک نعتیہ کے ذریعے نشاندہی کی گئی ہے کہ کس طرح مختلف سطحوں پر استاد تعلیم کے پروگرام کے لیے مہتاب کو لاگو کیا جائے گا۔ NCTE نے پہلے ہی مختلف سطحوں پر

اساتذہ تعلیم کے پروگراموں کے مواد اور نصاب کے مطالعہ کو مرکوز کیا ہے۔ ان مضمون پرستی
 NCTE مختلف سطحوں پر اساتذہ تعلیم کے پروگراموں کے لیے ماڈل نصاب، اساتذہ
 اور مضمون تیار کرنے کا ارادہ کرتا ہے۔

جسٹ پر لٹرز NCTE کے نئے مطالبات کے ساتھ ہی ہو گئی۔
 یو پیورسٹی کے تعلیمی محکمہ DIETs / CTES / IASEs / SCERTs وغیرہ ایسے ادارے
 اور نصاب کو تیار بنانے کے لیے اساتذہ تعلیم میں گرام کو تقسیم کرنے کے
 NCTE کے نئے مطالبات کو عمل کرنے کیلئے نمبر سرٹیفک ایڈوانس ٹیسٹوں میں نئی
 پیادت حاصل کرنا گام۔

دس و تدریس کا مواد اور سیکھنے کی جگہوں کو دوبارہ تبدیل کیا جائے گا۔
 اساتذہ سلسلے پیشہ وارانہ ترقی کے لیے کوشش کریں گے۔
 NCTE 2009 کے اساتذہ اور اساتذہ تعلیم کے مختلف پیلو۔

ترقی پذیر اساتذہ کی کوششیں۔
 جدید اساتذہ تعلیم کے پروگرام کی تشکیل۔
 ریاستی سطح پر نئے نصاب کے اثرات کا مطالعہ۔

Challenges in implementation

نصاب کے ماڈل اور مناسب مواد کی کمیوں پر یو پیورسٹی کو بھیجے جانے۔ SCERT ریاستی
 حکومت اپنی یو پیورسٹیوں میں مناسب مواد کی نظر ثانی کے عمل کو شروع کرنے کی
 درخواست کے ساتھ NCTE کی اصلاح کرنے کو دیا جتوں اور یو پیورسٹی کو نصاب
 کے اصلاحات کو شروع کرنے کے لیے آگے بڑھنا پڑتا ہے۔

ریاستوں اور یو پیورسٹیوں کو کوئل موٹی پروگرام میں تبدیلی کرنا ہو گا۔
 اساتذہ کی دستیابی کی کمی۔

ان کے کیریئر کی ترقی سے منسلک تعلیم کے سلسلے پیشہ وارانہ ترقی کے پروگراموں
 کے لیے بالکل تیار کرنے کی ضرورت ہے۔

How to overcome the challenges (based on the interaction in the group).

1. مختلف قسم کے اسکولوں میں انگریزی زبان کے حساب کی ترجمہ کے مسائل۔

2. جیسے انگریزی میڈیم جنس گورنمنٹ

3. جنس انٹیکس میڈیم جنس اسکول جہاں انٹیکس ہد اور دوسری میڈیمز میں زبان استعمال ہوتی ہے۔

4. گورنمنٹ ایڈیٹڈ علاقائی اسکول اور

5. گورنمنٹ (حکومت) کے زیر انتظام علاقائی میڈیم اسکول جو ضلع بیونسیل تعلیم کے ذریعے چلائی جاتی ہے۔

6. اثر انداز نیشنل اور اسٹیٹ۔

7. NCFTE کی نئی درآمد کی نگرانی۔

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**INTERDISCIPLINARY COURSE 4 (IC 4)
CREATING AN INCLUSIVE SCHOOL**

**Total Credits: 6
Total Marks: 100**

Objectives

1. To discuss basic understanding of key concepts: diversity, disability and inclusion;
2. To gain insight into models of inclusion
3. To understand the diversities of abilities, classification and characteristics of students
4. To describe the national and international framework with reference to disability and inclusion;
5. To understand the curriculum and assessment adaptations for inclusive classrooms.
6. To describe the role general teachers, resource teachers and NGOs.
7. To identify and implement actions areas to make schools and classrooms more diversity friendly.

MODULE 1: TOWARDS NURTURING INCLUSION (2 Credits)

Unit 1: Understanding Inclusion

- a. Difference between diversity, disability and inclusion
- b. Meaning and Need of Inclusion. (Educational, Social, Economic, Humanitarian, Democratic and legal perspectives)
- c. Models of Inclusion (Charity Model, Functional Model and Human Rights Model).

Unit 2: Nurturing Inclusion

- a. Concept of children with special needs and their types
- b. Characteristics of disabilities-sensory, neuro-developmental, loco-motor and multiple disabilities.
- c. Catering to Special Needs: Sensory, neuro-developmental, loco-motor and multiple disabilities.

Unit 3: Policies Promoting Inclusion

- a. International Policies and Significance of the policies: Salamanca 1994, UNCRPD, EFA (MDG)
- b. National Policies and Significance of the policies: Constitutional obligations for education of diverse groups, Rehabilitation Council Act, 1992, National Policy for Persons with Disability 2006, Right to Education Act, 2009.
- c. Educational concessions, facilities and provisions for CWSN.

MODULE 2: ADDRESSING LEARNERS' DIVERSITY (2 Credits)

Unit 4: Curricular Issues

- a. Curriculum adaptation/ modifications- Disability wise curricular adaptations / modifications in Instructions.
- b. Strategies for differentiating content in an inclusive classroom.
Alternative means for assessment and evaluation in an inclusive classroom.

Unit 5: Inclusion in Classrooms

- Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural
- Use of ICT in Inclusive classrooms.
- Individualised Educational Plan: Concept, steps and significance.

Unit 6: Functionaries in Inclusive Settings

- Profile and Role of teacher: General teacher and Resource teacher.
- Role of NGO in supporting inclusive school.
- Pre-support and pre-vocational training programme for children with special needs.

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester.	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

- Case study of a Learner with Special needs
- Making a Report of Visit to a resource room
- Interviewing a teacher working in a mainstream school promoting inclusion.
- Prepare a scrap book showing different ICT technologies to cater to needs of children with special needs. (Pictures and Information).
- Seminar presentation on 'Seven pillars of support for inclusive education: Moving from "Why?" to "How" (2007) by Tim Loreman
http://www.wholeschooling.net/Journal_of_Whole_Schooling/articles/3-2%20Loreman.pdf

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- THE REHABILITATION COUNCIL OF INDIA ACT, 1992
http://www.svayam.com/pdf/the_rci_act-1992&amendment_act_2000.pdf
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<http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&downloadid=87&reportid=247>
- Universal Design for learning
<http://inclusive.tki.org.nz/guides/universal-design-for-learning/>
<https://www.uvm.edu/~cdci/universaldesign/?Page=about-udl/guidelines-principles.php&SM=about-udl/submenu.html>

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Credit Based Choice System



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Criteria 2.4.1

REPORT OF ACTIVITIES

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1. Organizing Learning:

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

Faculty in teaching learning process: (online mode)



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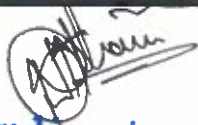
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Faculty in teaching learning process: (Off line mode)



Off line Presentation by the faculty




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Opportunity provided to learn in small groups:


Exhibition On Geography Teaching Aid:6 March 2021



Feedback by the faculties on student's work,




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Group presentation:



Opportunity for peer group to give Feed-back on presentation and hence develop observing and analytical ability:

A handwritten signature in black ink, appearing to be 'W. Khan'.

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A handwritten signature in black ink, appearing to be 'R. Khan'.

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PEER FEEDBACK

Figure of speech.

1. Mam was very friendly with us.
2. Her teaching way was very engaging.
- * Her expressions and voice modulation was excellent.

2. She is very thoughtful teacher who puts a lot of thought into how she presents the material. Her lesson was very engaging and useful.

Tea

3) she is an excellent teacher she provide both a great mix of listening speaking, supportive learning environment.

4) Her lessons were engaging, useful and she was very patient with everyone in class, always encourages students to try.

5) She is a very thoughtful teacher and also she is an excellent teacher. She gave us many information about our subject (topic).

6) She is an excellent teachers. Her lesson were engaging, useful and she was very pat helpful with every student and always encourages students to try.

4. Mam was very friendly with us, her teach -
- The way was very engaging and helpful

For student's

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(8) ~~maam~~ maam is a very thoughtful teacher. she ~~has~~ teaching ~~was~~ ^{way} was very engaging and helpful for student.

9) Maam was teaching fabulous. The way she is teaching is something unique.

10) Maam has very attractive personality. Her way of teaching is very unique. She is giving very relevant examples. She is not made us bore during her lecture.

11) Maam is a very thoughtful teacher who puts a lot of thought into her teaching material. Ma'am lessons were engaging, useful and was very patient with everyone in class.

12) Mam voice was good & her expression was also good. Her teaching way ~~was~~ was useful.

13) Teaching style was excellent.

14) Her Teaching method was excellent. Her concept related to the topic was cleared.

15) Madam is very friendly with us. ~~her~~ her teaching was excellent. She is attractive in personality.

16) Rimsha Ma'am is very intelligent, very unique, wte, confidencefull

17) Ma'am voice was good and expression was also good. Useful Teaching aids.

18) She is an excellent teacher, she provide both a great mix of listening speaking & supportive learning environment.

19) Her lesson were engaging & useful and she was very patient with everyone.

20) The presentation was effective for all students.

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Opportunity for students to express their own views:11 Jan 2022



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



Opportunity is provided for the project work:



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Faculty feedback on Student Based Lesson plan

Affiliated to the University of Mumbai

B.Ed. LESSON PLANNER

Name of the Pupil Teacher Sidra Eyas Mulla Class Roll No. 43
 Name of Practicing School Ansari Fareed Memorial High School
 Lesson No. T.B.1 Subject Science 117
 Date 30/8/19 Std. 5th Div. — Topics Getting to know India
 Previous Knowledge Student is aware about India

Instructional Objectives	Specifications
Remembering: The pupil remembers the theme of poem.	The pupil is identifying the theme of poem.
Understanding: The pupil understands patriotism and India's common cultural heritage through map.	The pupil is interpreting importance of patriotism and India's common cultural heritage.
Evaluating: The pupil evaluates sign symbol through map.	The pupil is evaluating signs and symbols through map.

Teaching Aids: Maps of India, Charts

Core Elements & Values: Theme: Patriotism

Methods / Techniques Skills: Self Instruction

Set Ref. Book / Induction :-

Teacher's Activity	Student's Activity
Teacher reads the poem in front of student & asks what can be title of this poem? what is the theme of poem.	Student...

Statement of the aim Today we will study chp. 9. Getting to know India

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LEARNING EXPERIENCES

Teaching Points	Teaching Activity	Teaching Activity
Introduction	Teacher begins the lesson by our country is rich with many rivers, mountains and plateaus. India has many rivers such as Narmada, Gomti, Yamuna, Krishna etc.	Student listens carefully.
INDIA major river	Teacher explains through maps. You must be familiar with some of these names. They are often mentioned in patriotic song.	Student observes map.
Patriotism	Teacher explains imp of major rivers <ul style="list-style-type: none"> → of provide drinking water. Rivers are backbone of human civilization. → they provide us with fresh water which is helpful for various purposes, such as drinking, cleaning, washing etc. → water body cannot be consume due to saline water. → They are various artificial formed due to river. Example Indus River valley, Yellow River valley etc. → water also helps in transportation.	Student listens carefully.
	INDIA - major river	Teacher inculcate value like Patriotism. Teacher asks question from maps. → Tell the name of river situated at Himalaya region. → where does R. periyar located.
INDIA - political map.	Teacher explains through map. (political)	Student observes.

LEARNING EXPERIENCES

Teaching Points	Teaching Activity	Teaching Activity
<p>India's Common Cultural heritage</p>	<p>----- International boundary ----- State boundary • National capital • State capital • Capital of Union Territory</p> <p>Teacher ask questions</p> <p>1) Find out state and colour it. 2) Colour the largest country with yellow.</p> <p>Q. What is the name of capital of India Q. Which is southern most state</p> <p>Teacher inculcate values: In India, there are 29 states then people in that have different culture different ritte rituals. Although we are separate by boundary but we are all together.</p>	<p>Student listens carefully.</p> <p>Student</p> <p>...ture of India is ...st culture in ...-which gave to ...-the concept a ...the perimeter ...um yoga and ...ism</p> <p>...out India is so ...and its city ...unique culture ...cherry to the cake.</p> <p>...Hawa mahal ...Fort.</p> <p>...city palace ...Lake Palace ...Udaipur.</p> <p>...Jai mahal place</p>

Recapitulation: Q. What is the name of India capital
 Q. What is the name of our state.

Application: Draw the symbol
 specification Symbol
 - International boundary

Evaluation: State boundary
 National capital
 State capital

Evaluation Teacher shows the map & evaluate:
 1) What is the name of state capital of Orissa.
 2) What is the capital of Maharashtra.

Assignment: Write 20 name of rivers of India.

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Chalk Board Summary

Date 30/8/19

Std.: 5th Div. ---

Subject EVSI

Topic: 10. Calling to know India

* Symbol.

- International boundary
- - - - State boundary
- ⊙ National Capital
- State Capital
- Territory Capital.

Observer's Remarks

Set Induction: Through Questioning

Aim of Lesson: achieved.

Stimulus Variation: postures & gestures were OK

Teacher's Knowledge of content: Good.

Method: Explanation and Questioning.

Questioning: related to the topic.

Student's Participation (i) Tr-Student:

(ii) Student-Tr.:

(iii) Student- Student

Reinforcement: Was given

Teaching Aids: Objects.

Class Room Management: Good.

B.B. Summary: Visible.

Interest Created: Yes.

Attitude of Teacher towards Teaching: Good.

Behaviour of Teacher: Kind.

Process of Testing: Questioning

Over all Performance: Good.

Guided by :

Name :

Signature

Observed by :

Name :

Signature :

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

Microteaching session by Faculties: Basic skills on separate days are demonstrated by the faculty. A layout of the skill lesson plan is explained. Then, students prepared their microteaching lesson plan in their pedagogy subject and presented it before the teacher and peer group. The suitable reinforcement and feed-back provided to them for improvement.

Skill of set induction,



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Faculty monitoring microteaching presentation by students, (First Year, 2020-22)




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



A sample prepared by student:


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01/20/8/19

Co-Teaching

Teacher I - Sidra min
Teacher II - Namreen man

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College of Education

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B.Ed. LESSON PLANNER

Name of the Pupil Teacher Sidra Eyan Mulla Class Roll No. 43

Name of Practicing School Ansari Jureel Memorial

Lesson No. cr. 07 Subject Science

Date 01/8/19 Sid. 8th Div. - Topic Force and pressure

Previous Knowledge Students prior force and its type

Instructional Objectives	Specifications
Remembering: The pupil recalls pressure	The pupil is recalling pressure.
Understanding: The pupil explains inertia.	The pupil is explaining inertia.
Analyzing: The pupil recognizes types of inertia	The pupil is recognizing types of inertia.
Evaluation: The pupil evaluate pressure and inertia	The pupil is evaluating pressure and inertia.

Teaching Aids: Balloon weight, Steel Scale etc. Coin glass etc.

Core Elements & Values:- Development of Scientific attitude - sensitivity

Methods / Techniques Skills:- Self Induction, Demonstration, Explanation

Set Ref. Book / Induction :-

Teacher's Activities	Student's Activities
Teacher I. call upon student	Student answers
to push the wall and ask other to observe what he is doing?	He is pushing the wall.
what he is applying.	Force.
what she applies	Pressure.

Statement of the aim: Today we both teacher will teach you ch. P3 - Force & pressure.

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LEARNING EXPERIENCES

Teaching Points	Teaching Activity	Teacher's Activity
<p>Inertia: (Definition)</p>	<p>Teacher I: Teacher explains the topic: The tendency of an object to remain in its existing state is called its inertia. • This is why an object in stationary state remains in the same state and object in motion remains in the state motion in the absence of external force.</p>	<p>Student listens carefully</p>
<p>Experiment</p>	<p>Demonstration: Teacher II carrying out experiment. • Take a postcard and keep it on a glass. Keep 5 rupees coin on it. Now skillfully push the card. The coin straight away fall.</p>	<p>Student observes experiment</p>
<p>Conclusion</p>	<p>Teacher I = This is an example of inertia. • Don't believe things blindly there is a always reason behind every thing. We should always ask why? and have scientific attitude.</p>	<p>Students listen carefully</p>
<p>Types of Inertia</p>	<p>Teacher II explains types of inertia</p> <div style="text-align: center;"> <p>Inertia</p> <p>↓</p> <p>Inertia of rest Inertia of motion</p> <p>of the state of rest of the direction of motion</p> </div>	<p></p>

LEARNING EXPERIENCES

Teaching Points	Teaching Activity	Teaching Activity
pressure	<p>Teacher I: Demonstration</p> <p>Force and pressure are related?</p> <ul style="list-style-type: none"> Teacher takes two scales (Rulas) and keep set on two blocks and gently keep to student to conclude <p>Teacher II: conclude the exp.</p>	Student observes the experiment
Formula	<p>Teacher I:</p> $\text{Pressure} = \frac{\text{Force}}{\text{Area on which the force is applied}}$	Student listens carefully.
Unit of pressure	SI unit is Pascal (Pa).	

Recapitulation: Teacher II: what is inertia?

- Give one example of inertia.

Application: Teacher I. Complete the following

Types of inertia

Evaluation:

Teacher II

- Tendency of object to remain in its existing state is called

Teacher I.

The SI unit of pressure is

Teacher II.

Assignment: collect examples of inertia from internet

Chalk Board Summary

Date 20/11/19

Std. 8

Div.

Subject Science

Topic 3 Force and pressure

- Inertia *

- Pressure

- Types of Inertia

unit \rightarrow pascal (p)

State of motion
Rest

Direction

Observer's Remarks

Set Induction: Activity related to topic

Aim of Lesson: was achieved

Stimulus Variation: Good body language.

Teacher's Knowledge of content: was good

Method: Explanation

Questioning: was done

Student's Participation (i) Tr-Student: ✓ Good.

(ii) Student-Tr.: Satisfactory

(iii) Student- Student: -

Reinforcement: was given

Teaching Aids:

Class Room Management: Good

B.B. Summary: was visible

Interest Created: Yes

Attitude of Teacher towards Teaching: Good. positive.

Good voice modulation

Behaviour of Teacher: Good.

Process of Testing: Questioning & filling boxes

Over all Performance: Good

Guided by:

Name:

Signature:

Observed by:

Name:

Signature:

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



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Date: 26/11/2021

**ONLINE NATIONAL LEVEL WEBINAR ON BLENDED LEARNING
APPROACH FOR STUDENTS WITH SPECIAL EDUCATION NEED
REPORT**

Event: Online National level Webinar on blended learning approach for students with special educational needs.


K.M.E.S College of Education B.Ed and D.El.Ed organised "National Webinar" on Friday 26 November 2021 to include practical values among students. Approximately 15 students participate actively from B.Ed and D.El.Ed. The competition was fairly judged by professor Khan Sana B.Ed and lecturer Momin Monisa D.El.Ed.

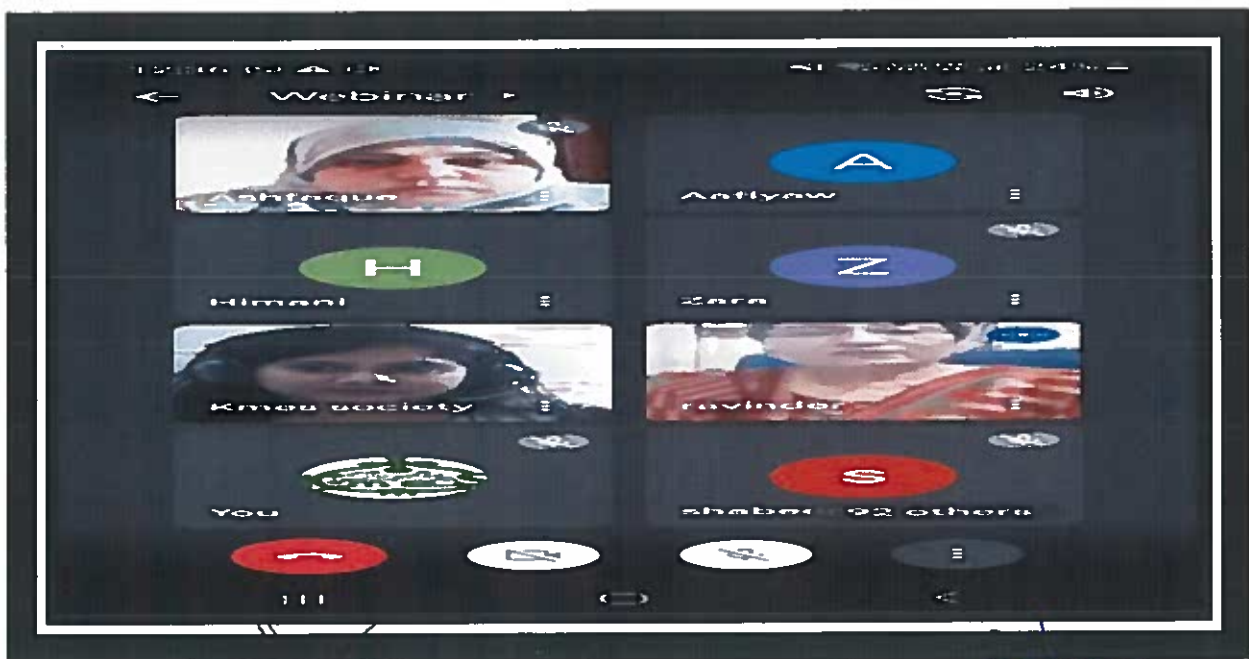
This was followed by an extension of invitation by the principal Dr. R.K. Vilku to take over the platform to discuss the webinar topic. Dr. Himani Upadhyaya spoke about many insightful points regarding the blended learning approach for students with special education needs. She discussed on question and answer session on a national webinar topic.

Last but not the least the vote of thanks was given by professor Nafiya Khan and the Webinar session was included by giving a summary report on the session by the speaker of the webinar namely Dr. Himani Upadhyaya & Dr. R.K Vilku. The program moderator for the seminar was professor Heena Khan who hosted the webinar with Grace and ease.

List of Participants:


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ORGANISES

ONLINE NATIONAL LEVEL WEBINAR

**BLENDED LEARNING APPROACH FOR STUDENTS WITH
SPECIAL EDUCATIONAL NEEDS**

26th November-2021

12.30pm – On Google Meet



Dr. Himani Upadhyaya

**Head Department of Education, Hawabagh College,
Jabalpur (M.P.)**

**E-certificate will be given to all the participants who will attend the
webinar.**

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Report

Event- WORKSHOP ON LEARNING AIDS:


Date- 12/10/2017

K.M.E.S. College Of Education organised a one day WORKSHOP ON LEARNING AIDS for B.Ed students. The session was deliberated by the resources person. Dr. Vidyullata Kolhe.. she talked about the importance of using improvised teaching aids in classroom. They are low cost and it is only through improvised teaching aids that the creativity of a teacher is often showcased. A teacher needs to be creative, unique and should possess an aptitude to be adaptable to different learning and learning situations. The learning aids that we construct should be useful to the students, appropriate to their age group and standards of learning and can also be preserved for posterity. She gave the student teachers much needed motivation and advice to create teaching aids in their respective subjects.

List of Participates:

1	AGARWAL VIKAS PRAVIN (MEENA)
2	UZMA BANO MOHAMMED FAROOQUE ANSARI (ZAIBUNNISA)
3	ANSARI RAVISH SAEED AHMAD (QAMAR JAHA)
4	ANSARI SHAMSIYA BANO ANWAR AHMED (ANWARI)
5	ANSARI ZAMZAM NIZAMUDDIN (ZAHIDA)
6	ASMA UMAIR AHMAD ANSARI (RABIA KHATOON)
7	SAMAN BISMILLAH ZAKIR ANSARI (HAMEEDA)

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8	RAMSHA GULAM WARIS ANSARI (NABIUNNISHA)
9	SAIMA MOHAMMAD SHAHID ANSARI (SHABEENA)
10	HUMA NAAZ SHAKIL AHMED ANSARI (FARIDA JALAL)
11	ASNA HASHIM ANSARI (SHAHEEN)
12	ANSARI EQRA SAJID AKHTAR (RUMANA)
13	HUSNA BANO MD IMRAN ANSARI (FARIDA BANO)
14	SHARIFUNNISA MOHAMMAD AKRAM ANSARI (SAAJRA)
15	SHAHEENA SHAH MOHAMMAD ANSARI (MOHSINA)
16	NAHIDA KHATOON MOHAMMAD AKHTAR ANSARI (FARIDA)
17	SUFIYA A BARI ANSARI (MOHSINA)
18	SHAMAMA QAMRUDDIN CHAUDHARY (ZARIN TAJ)
19	ZUBIYA SAJID DIVKER (RESHAM)
20	GUNDU RINKAL SHEKHAR (VARSHA)
21	SACHIN RAMDEV GUPTA (POONAM)

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22	ANAM IMRAN AHD KHAN (SALMA)
23	SHUMAILA AMBARIN SHAHERYAR KHAN (TAUSEEF SERVER)
24	NUKRA AQEEL KHAWJA (SHAKIRA)
25	TUBA SHAMSUDDIN KHOT (NURUS SABAH)
26	AREEBA ZOHRA SAEED AHMAD MOMIN (SHAMSHAD)
27	SHABEENA ABDUL HAMEED MOMIN (KHATOON)
28	MARYAM TAUSIF MOMIN (CHANDBI)
29	SALEHA SHAHID MOMIN (SANA)
30	SANA SHAMIM AHMAD MOMIN (SHAREEFA)
31	MOMIN KANEEZ FATEMA MOHAMMAD ALI (MALAN)
32	MOMIN FIRDOUS FATEMA MIRACHAND (RESHMA)
33	NAIMA FAROOQUE MOMIN (IFFAT)
34	MOMIN MARIYA IQBAL AHMED (ZAHIDA)
35	SIMRA ASIF MOMIN (TAHAIYA)
36	MUNTAHA HAMEED PATEL (SHAKEELA)
37	ERAM SABA HIFZUL KABIR QUARAISHI (ZAKIYA BANO)
38	SAYYED ATUEA SHAKEEL (RAZIYA)

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39	TUBA MUKHTAR AHMAD SHAIKH (SHAMSUNNISA)
40	FATEMA SHAKEEL SHAIKH (TAHSEEN)
41	SANA AQEEL AHMAD SHAIKH (AFSANA KHANAM)
42	SHRISHTI RAJKUMAR SHARMA (ASHA DEVI)
43	ANJUM GAFFAR ALI SIDDIQUI (ZAHERA)
44	ARBINA SOHAIL SUSE (NUSRAT)
45	shaikh Javeriya Nisar Ahmad Zulekha
46	Momin Naziya Bano Mohd Ayyub Ferozjahan
47	Momin Sana Ziya Ahmad Sharmeel
48	Momin Sumaiya Mohammed Rafeeqe Samina
49	Khan Nasrin Jamal Malika
50	Kureshi Alfiya Naeem khairrunisa
51	Pathan Khushnuma Abdul quddus Shamima
52	Ansari Kaneez umma Kulsum Mohammad Karim Rukhsana
53	Shaikh Saba Parveen Imtiyaz Ahmed Rumana
54	Shaikh Shiba Bano Md akthar Ayeha
55	Shaikh Shaista Majeed Parveen
56	Tase Roma Rahil Mahe arsh


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57	Vemula Madhvi Manohar Laxmi
58	Nikhat Jahan Abdur Rahman Ansari




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Event- Guest Lecture On Teaching Of Science

Date- 02/4/2018

K.M.E.S. College Of Education organized a Lecture on Teaching Of Science for B.Ed students. The session was deliberated by the resources person. Dr. Asma Shaikh. The whole session focused on use of innovative teaching method during teaching for create interest among students. she gave idea hoe select proper teaching method based on the topic.

The lecture will be very useful for the future teachers.

List of Participants:

1	ANSARI ARJEENA ASHARAF ALI (KAUSAR)
2	ANSARI RAFIYA FATIMA MOHD NAIM (PARVEEN BANO)
3	ANSARI SIDRA MOHD IQBAL (MOHSINA)
4	ANSARI NEHA IQBAL (AFROZ)
5	ANSARI FATIMA BANO IFTEKHAR AHMAD (AKBARI BANO)
6	ANSARI RIMSHA MOHD AZAM (AFREEN)
7	ANSARI AAREFA BANO ABDUL RASHID (HASINA BANO)

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8	ANSARI ANZALA FIRDOUS RIDWAN (SHABEENA)
9	
10	Muntaha Patel
11	Ravish Ansari
12	Mariya Momin
13	Shabeena Momin
14	Kulsum Ansari
15	Tuba Khot
16	Nahida Ansari
17	Madhavi Vemula
18	Nukra Khawja
19	Naziya Momin
20	Rinkal Gundu


21	ANSARI ARJEENA ASHARAF ALI (KAUSAR)
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22	ANSARI RAFIYA FATIMA MOHD NAIM (PARVEEN BANO)
23	ANSARI SIDRA MOHD IQBAL (MOHSINA)
24	ANSARI NEHA IQBAL (AFROZ)
25	ANSARI FATIMA BANO IFTEKHAR AHMAD (AKBARI BANO)
25	ANSARI RIMSHA MOHD AZAM (AFREEN)
27	ANSARI AAREFA BANO ABDUL RASHID (HASINA BANO)
28	ANSARI ANZALA FIRDOUS RIDWAN (SHABEENA)
29	ANSARI SHAHNAZ BANO MOHAMMAD YUSUF (HASEENA BANO)
30	ANSARI SHAISTA KALIMULLAH (ZUBEDA)
31	ANSARI SANA PARVEEN MD KHALID (TABASSUM)
32	ANSARI FARHAT ANSAR AHMAD (AASMA)
33	ANSARI SANA PRAVEEN MOHD RIZWAN (SHAHEEN BANO)
34	ANSARI MOHD MUZZAMMIL SHAKEEL AHMED (NAHID)
35	FANDOLE SABA ABID (SAIMA)

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36	KHAN MARIYA AFZAL (NAHID)
37	KHAN PATHAN SAIQUA BASHIR (RAZIYA)
38	MOMIN KASHAF ABDUL SAMAD (TABASSUM)
39	MOMIN ZULFA FAYYAZ (SALMA)
40	MOMIN SAFIYA JAVED (SHAHEDA BANO)
41	PATHAN KHADIJA ZAFARULLAH (YASMEEN)



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Report

Event- Guest Lecture On "Effective Communication Skill"

Date- 07/03/2020


K.M.E.S. College Of Education organized a Lecture on "Effective Communication Skill"

for B.Ed students. The session was deliberated by the resources person. Sir A.K.Sayyed. He deliberated on the connection between human gestures and communication modes and processes. There was discussion on the basic goals of communication, i.e. to understand and convey information from one person to another or to more. He further elaborated on communication process divided into three basic components, namely verbal, non-verbal and paralinguistic, broadly influenced by thoughts, ideas and emotions. The lecture will be very useful for the future teachers.

List of participants:

1	AKSA NAAZ SHAH ALAM (PERVEEN)
2	ANSARI NEHA AYAZ (SHABNAM)
3	ANSARI MUNAZZA ZAREEN EJAZ AHMAD (ZARINA BANO)
4	ANSARI TAJALLI OSAMA (NAJMUNNISA)
5	ANSARI BISMA IRSHAD AHMAD (SUFIYA)
6	ANSARI ANAM SHAKEEL (FARZANA)

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7	ANSARI MOHD SANAULLAH MOHD ULFAT HUSAIN (SABIRUN KHATOON)
8	ANSARI ZAINAB OWAIS AHMED (ZUBARIYA)
9	ANSARI ARIBA MD SOHAIL (TABASSUM)
10	ANSARI TAYYABA BARKATULLA (SABIHA)
11	ANSARI FATIMA BANO BADRUZZAMA (MARYAM)
12	ANSARI ZARA ZIYA MUKHTARI (MUKHTARI)
13	ANSARI UMME KULSUM MOHD AMIN MAIMUNNISA (MAIMUNNISA)
14	ANSARI MUSHFA ZAHEERUDDIN (ISHRAT)
15	ANSARI NAZNEEN JAMILUDDIN (HASINA BANO)
16	ANSARI UMME MARIYA MOHAMMAD AMIN (MAMUNNISA)
17	ANSARI SAIMA MOHAMMED ARIF (NASEEM BANO)
18	ANSARI NOOR E AINI (NAZMA)
19	ANSARI NOORUDDIN ABDULWAHID (SHAMIM JAHAN)
20	ANSARI HAFSA ERAM ABDUL BARI (SHAHINA KHATOON)

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21	ARAB SAIRA SHAHID SAMEENA (SAMEENA)
22	BAIGANPALLI ARSHIYA IRFAN (NAFEESA)
23	BISWAS SASWATI BAIDYA NATH (MONIKA DAS)
24	BUBERE SARA ASLAM (RESHMA)
25	SIVASUBRAMANIAN SUNDARAM (S SARASWATI)
26	CHAUDHRY SANA FATEMA MOHD KALEEM (SHAMEEMA)
27	FAROOQUI SANA HARUN (NAIMA)
28	YUGANDHARA AMIT GALIYA (RAJANI)
29	GAUD ARCHANA BECHAN (HEERAMANI)
30	GHAI SIMRANJEET KAUR JAGJEET SINGH (PRITHPAL KAUR)
31	GUPTA AISHWARYA SUBHASH (NEETA)
32	GUPTA PINKY ASHOK (PULDEVI)
33	KARUKKTTYKARAN NITIKA RAYMOND (JYOTI)
34	KHAN ZAINAB MOHD ARSHAD (RAZIA)
35	KHAN GULNAZ ABDUL SAMAD (SHEHNAZ BEGUM)
36	KHAN NEHA ABDUL WAHID (NAZEEMA)

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37	KHAN HAFSA AB SUBHAAN (NAJMA)
38	KHAN LUBNA ABDUL HAI (YASMEEN)
39	KHAN SAMAN MEHTAB (SHAGUFTA)
40	KHAN MISBAH OBAID (NUSRAT)
41	KHAN NAUSHEEN A RAHEMAN (RIZWANA)
42	KHAN FATMA ZOHRA AMIR (RUBINA)
43	KHAN AQSA SHAHANAWAZ (ZAHIDA)
44	KUWARI HAWWA FARHAN (AFSHAN)
45	KUWARI FATIMA ZEHRA ABDUL WAHID (AMINA)
46	MAJID SIDRA RASHID (SABIYA)
47	MISHRA BABITA ASWINI (ANNAPURNA)
48	MOMIN ANAM AYAZ (SHABNAM)
49	MOMIN IFAT IQBAL (PARVEEN)
50	MOMIN UMAIMA (NASREEN)
51	MOMIN ZUBA SALIM (NASRIN)

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52	MOMIN FATIMA YASEEN (PARVEEN)
53	MOMIN SAIMA AYAZ (SHABNAM)
54	MOMIN RAMNA IRFAN (ALMAS)
55	MOMIN AL WAFI ASHFAQUE (AFSANA)
56	ASHUTOSH KUMAR PATHAK (POONAM)
57	QAZI FARAH MERAJ (FATIMA)
58	QAZI HERA MERAJ (FATIMA)
59	MOHD RAHEEL (HASEENA BANO)
60	RESHMA HAFIS RAJWANI (YASMINBEN)
61	S SALMA BANO MEHTAB ALAM (KHALIDA BEGUM)
62	SAYYED HASAN GULAMRASUL SHAKILA (SHAKILA)
63	SHAH SHAGUFTA SHABAN (TAJRUNNISA)
64	SHAIKH SAIQUA BANO AQEEL AHMAD AFSANA KHANAM (AFSANA KHANAM)
65	SHAIKH ALSANA ABDUL QADIR NIKHAT BANO (NIKHAT BANO)
66	SHAIKH SAMRA KHATOON ABDUL HAKEEM (ASMAT KHATOON)
67	SHAIKH NAMRA IQBAL (MUSARRAT)

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68	SHAIKH MAHE JABIN BANO MOHD ALI (JAMILA BANO)
69	SHAIKH MARIYA BANO AQEEL AHMAD (PARVEEN)
70	SIDDIQUI TAZEEM BANO AALAM (SHABNAM)



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Old Thana Road, Rais High School compound, Bhiwandi 421302

Date: 01/12/2018

WORKSHOP ON TEACHER'S ELIGIBILITY TEST REPORT

KMES College of education B.ED and D.ED organised workshop on Teachers Eligibility Test on 1st December 2018. The main aim of the workshop was to focus on the technique how to clear TET (teacher eligibility test) .The workshop has started around 1.30 p.m. by Mrs. Sushmita Naik from Acharya Academy, she spoke about TET, its problem, time management, and technique to clear the exam overall the workshop was not only meaningful but also beneficial for the pupil teacher.

List of participants:

1	AGARWAL VIKAS PRAVIN (MEENA)
2	UZMA BANO MOHAMMED FAROOQUE ANSARI (ZAIBUNNISA)
3	ANSARI RAVISH SAEED AHMAD (QAMAR JAHA)
4	ANSARI SHAMSIYA BANO ANWAR AHMED (ANWARI)
5	ANSARI ZAMZAM NIZAMUDDIN (ZAHIDA)
6	ASMA UMAIR AHMAD ANSARI (RABIA KHATOON)
7	SAMAN BISMILLAH ZAKIR ANSARI (HAMEEDA)


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8	RAMSHA GULAM WARIS ANSARI (NABIUNNISHA)
9	SAIMA MOHAMMAD SHAHID ANSARI (SHABEENA)
10	HUMA NAAZ SHAKIL AHMED ANSARI (FARIDA JALAL)
11	ASNA HASHIM ANSARI (SHAHEEN)
12	ANSARI EQRA SAJID AKHTAR (RUMANA)
13	HUSNA BANO MD IMRAN ANSARI (FARIDA BANO)
14	SHARIFUNNISA MOHAMMAD AKRAM ANSARI (SAAJRA)
15	SHAHEENA SHAH MOHAMMAD ANSARI (MOHSINA)
16	NAHIDA KHATOON MOHAMMAD AKHTAR ANSARI (FARIDA)
17	SUFIYA A BARI ANSARI (MOHSINA)
18	SHAMAMA QAMRUDDIN CHAUDHARY (ZARIN TAJ)
19	ZUBIYA SAJID DIVKER (RESHAM)
20	GUNDU RINKAL SHEKHAR (VARSHA)
21	SACHIN RAMDEV GUPTA (POONAM)

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22	ANAM IMRAN AHD KHAN (SALMA)
23	SHUMAILA AMBARIN SHAHERYAR KHAN (TAUSEEF SERVER)
24	NUKRA AQEEL KHAWJA (SHAKIRA)
25	TUBA SHAMSUDDIN KHOT (NURUS SABAH)
26	AREEBA ZOHRA SAEED AHMAD MOMIN (SHAMSHAD)
27	SHABEENA ABDUL HAMEED MOMIN (KHATOON)
28	MARYAM TAUSIF MOMIN (CHANDBI)
29	SALEHA SHAHID MOMIN (SANA)
30	SANA SHAMIM AHMAD MOMIN (SHAREEFA)
31	MOMIN KANEEZ FATEMA MOHAMMAD ALI (MALAN)
32	MOMIN FIRDOUS FATEMA MIRACHAND (RESHMA)
33	NAIMA FAROOQUE MOMIN (IFFAT)
34	MOMIN MARIYA IQBAL AHMED (ZAHIDA)
35	SIMRA ASIF MOMIN (TAHAIYA)
36	MUNTAHA HAMEED PATEL (SHAKEELA)
37	ERAM SABA HIFZUL KABIR QUARAISHI (ZAKIYA BANO)
38	SAYYED ATUFA SHAKEEL (RAZIYA)

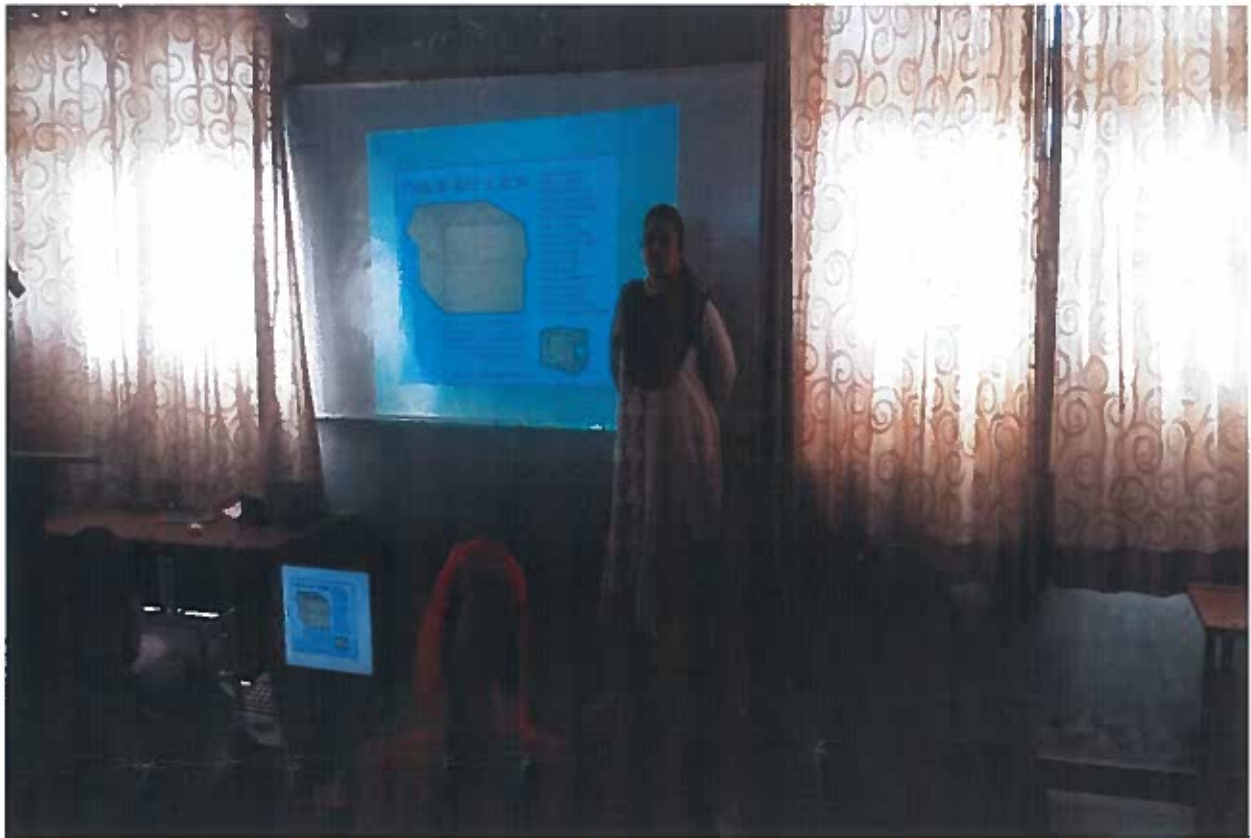
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39	TUBA MUKHTAR AHMAD SHAIKH (SHAMSUNNISA)
40	FATEMA SHAKEEL SHAIKH (TAHSEEN)
41	SANA AQEEL AHMAD SHAIKH (AFSANA KHANAM)
42	SHRISHTI RAJKUMAR SHARMA (ASHA DEVI)
43	ANJUM GAFFAR ALI SIDDIQUI (ZAHERA)
44	ARBINA SOHAIL SUSE (NUSRAT)
45	shaikh Javeriya Nisar Ahmad Zulekha
46	Momin Naziya Bano Mohd Ayyub Ferozjahan
47	Momin Sana Ziya Ahmad Sharmeel
48	Momin Sumaiya Mohammed Rafeeqe Samina
49	Khan Nasrin Jamal Malika
50	Kureshi Alfiya Naeem khairrunisa
51	Pathan Khushnuma Abdul quddus Shamima
52	Ansari Kaneez umma Kulsum Mohammad Karim Rukhsana
53	Shaikh Saba Parveen Imtiyaz Ahmed Rumana
54	Shaikh Shiba Bano Md akthar Ayeha
55	Shaikh Shaista Majeed Parveen
56	Tase Roma Rahil Mahe arsh

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3. Assessment of Learning:

The workshops are being conducted to develop skills among students to prepare a good test paper (Blue print and achievement test). Workshop on Achievement test & Preparation of blueprint,



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Report

Event- Workshop On Workshop on Achievement test & Preparation of blueprint,

Date- 21/11/21

K.M.E.S. College Of Education organized a workshop on "Achievement test & Preparation of blueprint for B.Ed students. The session was deliberated by the resources person. Prof Shabeena Momin. The session was very beneficial in understanding the evaluation process by measuring the variables and administration the test items .Heartiest Gratitude to Prof Shabeena Momin for this great discussion and support.

List of participants:

Sl. No	Name of the Student
1	ZAKERIA RUHEEN AHMED AZIZA (AZIZA)
2	NAILA ZAIGAM (TANZEELA)
3	ANSARI SAIMA BANO ASGAR ALI (REHANA BANO)
4	ANSARI JAVERIYA JAVED (SHAKERA)
5	ANSARI ARSHIYA SABIR (FARZANA)

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6	ANSARI BILQUIS BANO MOHAMMAD HABIB (AMIRUNNISA)
7	ANSARI AALIYA BANO MAQBOOL AHMAD (BILQUIS)
8	ANSARI RAMSHA RIYAZ AHMAD (ZAREENA)
9	ANSARI SADIQUA ABDUL RAUF (KHALIQUNNISA)
10	ANSARI TASMINA SABIR (FARZANA)
11	ANSARI NASHRAH ZUBAIR AHMAD (TAYYABA BANO)
12	ANSARI TAHSEEN NAAZ MOHD AZIM (NOOR JAHAN)
13	ANSARI ZAKERA KHATOON QUTBUDDIN (ZAHEDA)
14	ANSARI SAFIRA MOHAMMAD RAFI (AAYESHA BANO)
15	ANSARI SHAGUFTA ABRAR (SAYYADA)
16	ANSARI AREEBA MOHAMMAD HAROON (MAHRUNNISA)
17	VEDIKA VIJAY ARORA (HASINA)
18	CHODHARY SAWDAH NIAZE (RAZIYA)
19	KUMARI SOUMYA CHODHARY (REKHAR)
20	MEHJABEEN FIRDAUS DELHIWALA (GULSHAN)
21	DEVASANI VIJAYALAXMI GATTIAH (YADALAXMI)
22	PREETI RAJESH DODDAMANI (DIVYA)
23	AMIT KRUSHNA ETADKAR (REKHA)

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24	GORE AYESHA SHAKIR (SAMIYA)
25	GUPTA KUSUM RAMPRASAD (MEERA)
26	IPPALAPELLI POOJA CHAKRAPANI (LATA)
27	SHEETAL SUNIL KADAM (SHAKUNTALA)
28	KAPADIA SUMAIA WAHID (SUGHRA)
29	KHAN ZOHA SHAKIL AHMED (SHABINA)
30	KHAN ARBIYA MOHAMMAD SHAKIL (ZAREENA)
31	KHAN RAFANA NEHAL (RAZIA)
32	ZARA HAROON KHAN (SWALEHA KHAN)
33	KHAN MISBAH DANISH (GULISTAN)
34	KHAN SADAF CHAND (MEHBUBEE)
35	KHAN MISHFA ABDUL SALAM (SHABNAM)
36	MANSOORI ZEESHAN MOHD HASAN (FARZANA)
37	MANSURI ZUBEDA ABDUL RAZZAK (BILKIS)
38	MATWANKAR GAZALA TAJIR (SHAHNAZ)
39	MIRZA FATIMA BANO ATEEQUE BAIG (SHAMA)
40	MIRZA AFREEN QAMRUZZAMA (AJNUM BEG)
41	MOMIN SANA SOHEL (ALIYA)

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42	MOMIN IQRA FIROZ AHMAD (SALMA)
43	MOMIN JAVERIYA JAVEED AHMAD (RASHEEDA)
44	MOMIN YUMNA IQBAL AHMAD (SABA)
45	MOMIN FATIMA SAYEED (KAUSAR)
46	MOMIN SARIYA MOHD RAFEEQUE (SAMEENA)
47	MOMIN TANEEM ASHFAQUE (NIKHAT)
48	MOMIN SUMAYYA MOHD BILAL (FATIMA)
49	MOMIN SANA ABDUL WAHEED (NIRMALA)
50	MOMIN SHAFQUA SAJID (GULSHAD)
51	MOMIN INZA SALEEM (UZRA)
52	MOMIN AYESHA EJAZ (FARZANA)
53	MOMIN MOHAMMAD ALI LAEEQUE AHMAD (SHABNAM)
54	MOMIN ADNAN ABRAR AHMAD (MUMTAZ)
55	MOMIN TANZEELA ZAKIR (GAZALA)
56	MUJAHID TAHREEM RAFIQUE (FATIMA)
57	NADAR BALA KISHORE ALAGENDRAN (JEYA SUTHA)
58	NOMANI BUSHRA SALAM (TABASSUM)
59	NUQRA ABDUS SALAM NOMANI (TABASSUM)

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60	PALOMA SIDRA MOHAMMED JAVED (FARZANA)
61	PANDEY CHANDAN TRIBHUVAN (KUSUM)
62	PATEL NASHRA PARVEZ (RUHINA)
63	PATHAN SANA PARVEEN JAMIL AHMED (KAMRUNNISA)
64	LUBNA SHAUKAT PAWASKAR (KAUSAR)
65	PEERZADA NEHA ILYAS (REHANA)
66	RAIS SHIRIN RAHEBAR (SAEEDA)
67	SARANG MADIHA FARAJ (MUNEERA)
68	SAYYAD ZUBA MOINUDDIN (GULNAZ)
69	SAYYED IFRA AHMAD (SABIYA)
70	SAYYED UMME KULSOOM IQBAL NADEEM (SHAHEEN FATIMA)
71	SHAH PRACHI JAYESH (BHAVNA)
72	SHAH FATMA KHATOON AMAAN ULLAH (YASMEEN)
73	SHAH AAYESHA MANZOOR (AFSANA)
74	SHAIKH SADAF BANO SALAHUDDIN (SAIRA BANO)
75	SHAIKH AYESHA ABDUL KHALIQUE (YASMEEN)
76	SHAIKH NAUSHEEN HERA MUDASSIR AHMAD (TASNEEM)
77	SHAIKH MUZNAH IRFAN (MUMTAZ)

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78	SHAIKH RUQUAIYA BANO REHAN AHMED (RAUNAQUE AFROZ)
79	SHAIKH ARHAMA SHAMSHER ALI (SHABNAM SHAHIN)
80	SHAIKH SAMIRA ABDUL WAHID (SAYYEDA)
81	SHAIKH HABEEBA NAZMUDDIN (RUBINA)
82	SHAIKH SARA MOHAMMAD SALIM (SHAKERA)
83	SHAIKH FIRDOS FIROZ (SUFIYA)
84	SHAIKH SEEMA BANO AHMAD SAHAB (HUSAINA)
85	SHAIKH REHANA ABDUL RAZZAQUE (SAJEDA)
86	AFRIN AJGAR ALI (AKHTARUNNISA)
87	SHAIKH SHEEBA MOHD HASHIM (RUKHSAR BANO)
88	SHAIKH NISHA SHAMSUDDIN (SHAHZADI)
89	SHAIKH RAZEENA MUNEER (PARVEEN)
90	SHAIKH ALFIYA FAIYAZ AHMED (NASREEN)
91	SHAIKH ANSHARA GHAZAL ASHFAQUE AHMED (RUBEENA)
92	SHAIKH MAZIYA MUNAF (NAZMEEN)
93	BENAZIR SIDDIQUI (SAMINA)
94	SIDDIQUI RIZWANA BI MANZOOR ALI (REHANA)
95	ASFA NAUSHAD AHMAD SIDDIQUI (SHAHEEN)


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96	SONAR REETA SHEETLAPRASAD (SHAKUNTALA)
97	SULTAN TUBA MOHD ALI (HAMEEDA)
98	SALIMA YASIN ALI VAKIL (FARIDA)
99	PRINCY VARGHESE (SUSAMMA)
100	GULNAR VILKU GULJAR SINGH (RAVINDER KAUR)




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Sample of Offline Exam

Konkan Muslim Education Society's



College of Education

(Affiliated to the University of Mumbai)

Name: Khan Mishafa Abdul Salam

Roll No.: 43 Class F.Y B Ed

Subject Knowledge and Curriculum Examination Preliminary Exam

Date 24.05.22 No. of Supplements _____ Sign. of Supervisor [Signature] 24/5/22

Q. No.	1	2	3	4	5	6	7	8	9	10	Total
Maximum Marks	17										
Marks Obtained	1 1/2	02	1	00	1	1	1/2	1	00	1	26

Moderator's Signature _____ Signature of the Examiner [Signature]

Start writing from here

OBJECTIVE QUESTIONS

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1.

~~c~~ Theoretical or practical

2

~~d~~ All of these * Refs Notes * Needs Preparation

3

~~d~~ All of these * Add Intro & Conclusion

4.

~~b~~ Syllabus

5

~~b~~ Merriam Webster

6

~~a~~ globalization

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7
~~a~~ Awareness

8
~~b~~ Formative Evaluation

9
~~a~~ Dr BR Ambedkar

10
~~b~~ Hidden curriculum

11
~~b~~ Teacher, student, and education

12
~~a~~ Evaluation

13
~~a~~ Both a and b

14
~~b~~ Teacher

15
~~a~~ 1975

16
~~d~~ All of these

17
~~b~~ Museum

18
~~b~~ Act of teaching

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19. ~~1. Piaget~~

20. ~~1. Activity oriented learning.~~

21. ~~1. Written or spoken conversation.~~

22. ~~1. Central part.~~

23. ~~1. Both a and b.~~

24. ~~1. Conceptual knowledge.~~

25. ~~1. 1920 - 1999~~

26. ~~1. Both a and b.~~

27. ~~1. All of these.~~

28. ~~1. It is developed through learning process
all of the above.~~

29. ~~1. All of the above.~~

30. ~~1. Given~~


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DESCRIPTIVE QUESTIONS

1. Nature of Education

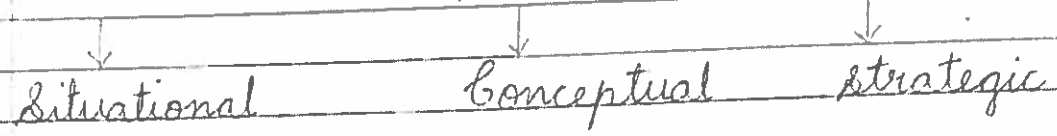
- a. Education is a continuous process. It involves skills, perception, ideas of individual. Education is important in every aspect. Education kills the illiteracy.
- b. Education is derive from different roots.
- Educare which means to nourish
 - Educere which means act of teaching
 - Educatus which means to bring up
 - Educatum which means
- c. Education is goal oriented:
- An individual who sets its goal can achieve it with education.
 - Education is a continuous learning process. Education is never stop.
- d. An individual as long as he/she lives will learn everything new.
- d. Education is implementing one's own self. By having proper education, an individual moulds themselves into that and bring a good individual.


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2. Types of Knowledge [Educational Perspective]

Types of Knowledge



i. Situational Knowledge [Situations]

a. Situational knowledge depends on look at the situations.

b. This type of knowledge is situational based.

2. The concept or ideas related to situation. For e.g. If a child is best in dancing at some functions he/she observed that function is about of drawing the child moulds himself/herself in the situation of drawing.

i. Conceptual Knowledge [Fact]

1. Conceptual knowledge is based on facts.

2. Knowledge relating the facts i.e. the children or learner has to believe in facts on what the situation is.

3. Knowledge regarding facts and conceptual skills. A person has set of skills of conceptual knowledge.

i. Strategic Knowledge

2. This type of knowledge includes both social and physical perspective.

b. A children or a learner has strategy to this kind of knowledge. Making new strategies and tackling it as a learner is strategic.

3. Activity Method [Mahatma Gandhi]

Father of Nation Mahatma Gandhi has proposed a method activity method. In this method, it is said that a child should not learn only by syllabus given in the books.

b. A teacher should involve in some activities and make a children to get involved in the same activity.

c. The learning process of child is very much easy and goes in effective manner.

d. A child learns a subject fast and gets better knowledge about it.

e. Activity makes everyone knowledgeable and inculcate everyone in different way of learning.

A activity method of learning plays an important role in one's life.


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Significance of Discovery Learning


In this type of learning an individual discovers his/her concept and focuses on its types.

They used everything as discovering by themselves new.

An individual tends to explore everything new related to its learning.

Discovery learning relates to everything exploring.


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5. Education for social justice.

"Justice has always evoked ideas of equality proportion of compensation"
- Dr. Bala Sahab Ambedkar.

- i. Education is for everyone and is an ongoing process.
- ii. Education is not going to stop after specific period of time.
- iii. Education for social justice if an individual has betterment of education he/she would take it.
- iv. Education emphasizes the social justice. In the writings and speeches of Dr. B.R. Ambedkar, education is for everyone there should be no discrimination among a brown child and fair child. The things taught to fair child should be taught to brown child.
- v. All the economical, political factors should be given to everyone.
- vi. No more discrimination in education between girls and boys. All men are same in every perspective.

6. Meaning and concept of curriculum.

Curriculum is the dynamic process. something that is done for the pleasure and that usually involves a group of people. Curriculum first formulates its aim and objectives

- ii. Evaluate
- iii. verify and
- v. Assessment.

i. Formulates its aims and objectives: -
Curriculum formulates aims and helps to reach aims and objective

i. After formulation of aims and objectives then comes evaluation. Evaluation of a task merely in nature.

ii Verification of the task :-
Implementing and evaluating all the task it is been verified

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7. Philosophical Determinants of curriculum

i. Goal oriented: Curriculum is goal oriented. An individual sets to his/her goal. They practise themselves very much and reach to their goals.

ii It deals with naturalism which

refers to nature

iii Philosophical determinant also deal with pragmatism, the study of science

iv Idealism refers to conceptual ideas relating to arts, development, etc.



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8 Principles of Curriculum Development

- i. Creative thinking: An individual is self oriented. He/she has free of mind and is allowed to think in a creative manner.
- ii Principle of utility: Utilisation of proper information is much needed. It indicates that a person has utilisation of knowledge.
- iii Principle of child centeredness: A child must be much learned or known about curriculum. A child must set his own goals.
- v Principle of activity centeredness: A child reflects to many of the other activities. He/she develops every new things within themselves from activities.


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1. Process of curriculum development.

- i. Curriculum development is an ongoing hand in hand
- ii. Curriculum development involves

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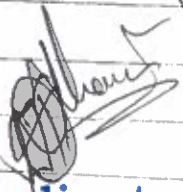
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- o. Teachers role in generating dynamic experience
- i. Teacher plays a very important role in one's life.
 - ii. A teacher makes everything easier for a child to grasp it.
 - iii. A teacher requires training skill as it upgrade knowledge of content.
 - iv. A teacher not only complete its syllabus but gives vast information about everything. Teacher requires to complete the syllabus in a given period of time but she/he moulds the child in a very dynamic nature.
 - v. A teacher not only relate information to its content learning but enables to give more and more information about it.


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In the Covid-19 pandemic period, examination was done in online mode via ' Google Form'.



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44



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MUMBAI**

Course Code: 900/0

Course : B.Ed

Examination : I Semester

Date: 24/05/2021

Subject : Mock Test (MCQ's)

Exam Time 11.30 pm to 12.00 PM

Duration : 30 Minutes

Marks : 30 Marks

kmesbedbwd01065@gmail.com [Switch account](#)



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University of Mumbai

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मुंबई विद्यापीठ

Aditi Amrit Lal Yadav

PNR. 2019016402585704

(5)

Maxims of teaching - (Particular to general)

→ Maxims of teaching are simply statements of the way in which teaching and learning go forward. They ensure effective and efficient teaching.

In early times, the teachers were mainly engaged in imparting knowledge to their children. Children in those days were not center of attraction as they are now. In modern times every child is individually considered and treated. Students are active participants in teaching learning process. In order to achieve the different aims and objectives, certain educational principles also known as teaching principles are nothing but maxims of teaching. Teaching is an art to acquire efficiency. In this art teachers need to have (a) Complete knowledge of subject matter and (b) Scientific knowledge of teaching styles for discriminating the knowledge to the pupils.

These experiences and decisions, presented in the form of maxims have been named as maxims of teaching.



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* Indicates required question

(Multiple Choice Questions)

All questions are compulsory

Q1. Which period of the years was declared as the year of the person with disabilities ? * 1 point

a) 1985-1998.

b) 1981-1992

c) 1971-1982

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Q1. Which period of the years was declared as the year of the person with disabilities ?

* 1 point

- a) 1985-1998.
- b) 1981-1992
- c) 1971-1982
- d) 1985-1991

Q2. Inclusion is a sense of *

1 point

- a) ignorance
- b) achievement
- c) belonging
- d) respect

Q3. As a teacher, how can you help the need of hearing impaired child ?

* 1 point

- a) Help them become more responsible and independent.
- b) Use visual aids
- c) Speak clearly and normally
- d) Use sign language

Q3. As a teacher, how can you help the need of hearing impaired child ? * 1 point

- a) Help them become more responsible and independent.
- b) Use visual aids
- c) Speak clearly and normally
- d) All of the above

Q4 When was UNCRPD adopted by UN Assembly ? * 1 point

- a) 12th March, 2007
- b) 20th April, 2009
- c) 13th December, 2006
- d) 25th June, 2005

Q5 Autism Spectrum Disorder are Classified as * 1 point

- a) Asperger's syndrome
- b) Persuasive developmental disorder impairment

Q5 Autism Spectrum Disorder are Classified as * 1 point

- a) Asperger's syndrome
- b) Persuasive developmental disorder impairment
- c) Autism
- d) All of the above

Q6. Intellectual disability has the following symptoms * 1 point

- a) Behavioural and Social Problems
- b) Failure to adjust in new situation
- c) Delays in reaching milestones
- d) All of the above

Q7. The 1986 National Policy on Education was modified in 1992 by PV Narsimha Rao Government, which focuses its attention on education of * 1 point

- a) Handicapped children

Q7. The 1986 National Policy on Education was modified in 1992 by PV Narsimha Rao Government, which focuses its attention on education of * 1 point

- a) Handicapped children
- b) General Community
- c) Bilingual Education
- d) Research Education

Q8. IQ ranges 35 and 50 has * 1 point

- a) High Intellectual disability.
- b) Severe intellectual disability
- c) Mild intellectual disability
- d) Moderate intellectual disability

Q9. Who all are included in special needs ? * 1 point

- a) Children with disabilities.
- b) Working children
- c) Children from remote region
- d) All of the above

Q9. Who all are included in special needs ? * 1 point

- a) Children with disabilities.
- b) Working children
- c) Children from remote region
- d) All of the above

Q10. What is the duty of RCI ? * 1 point

- a) Regulate the law against violation of RPWD Act
- b) Regulate the infrastructure of the differently abled person in country
- c) Regulate and monitor facilities given to PWDs and standardise syllabi
- d) None of the above.

Q11. When Salamanca Statement was announced ? * 1 point

- a) June, 1994
- b) August, 1994
- c) September, 1994

Q11. When Salamanca Statement was announced ? * 1 point

- a) June, 1994
- b) August, 1994
- c) September, 1994
- d) October, 1994.

Q12. Hearing impairment can be caused by * 1 point

- a) Genetics
- b) Aging
- c) Exposure to noise.
- d) All of these

Q13. When was the policy "National policy for Persons with Disabilities" realized by Ministry of Social Justice and Empowerment of India? * 1 point

- a) 10th February, 2006
- b) 10th February, 2005


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Q13. When was the policy "National policy for Persons with Disabilities" realized by Ministry of Social Justice and Empowerment of India? * 1 point

- a) 10th February, 2006
- b) 10th February, 2005
- c) 10th February, 2003
- d) 10th February, 2004.

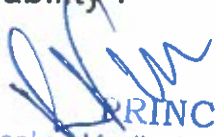
Q14 "Dyslexia" is associated with * 1 point

- a) mathematical disorder
- b) reading disorder.
- c) behavioural disorder
- d) mental disorder

Q15. Who is responsible for maintaining standards & creating training in the area of disability? * 1 point

- a) IDEA
- b) PCI


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Q15. Who is responsible for maintaining standards & creating training in the area of disability ?

* 1 point

- a) IDEA
- b) RCI
- c) EFA
- d) CRPD

Q16. Women with disabilities require

* 1 point

- a) home and food
- b) self defence training
- c) protection against exploitation and abuse
- d) highest degree of education

Q17. Functional limitation of learning impairment children * 1 point

- a) Attention related limitation

b) Auditory perceptual limitation

c) Social communication adjustment


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Q17. Functional limitation of learning impairment children * 1 point

- a) Attention related limitation
- b) Auditory perceptual limitation
- c) Social & work adjustment
- d) All of the these

Q18. What is the aim of inclusive education ? * 1 point

- a) Security of rights
- b) Education for all
- c) Feeling of brotherhood & friendship
- d) All of the above

Q19. Response to intervention (RTI) is a useful tool for teachers because it * 1 point

- a) immediately identifies students with learning disabilities
- b) addresses the needs of English language learners

c) provides a systematic approach to identifying student's need

Q18. What is the aim of inclusive education ? * 1 point

- a) Security of rights
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Q19. Response to intervention (RTI) is a useful tool for teachers because it * 1 point

- a) immediately identifies students with learning disabilities
- b) addresses the needs of English language learners
- c) provides a systematic approach to identifying student's need
- d) allows students without an IEP to receive special services

Q20. The literate disabled population was only 9% completed secondary and above education in which year ? * 1 point


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Q20. The literate disabled population * 1 point
was only 9% completed secondary
and above education in which year ?

- a) 2001
- b) 2002
- c) 2000
- d) 1999

Q21. IEP and transitional planning are * 1 point
reviewed _____

- a) monthly
- b) annually
- c) daily
- d) weekly

Q22. One challenge with assessing * 1 point
Culturally and linguistically diverse
student is determining whether there
is

- a) a learning difference or a learning disability

- b) a need to document a language barrier

Q22. One challenge with assessing Culturally and linguistically diverse student is determining whether there is

* 1 point

- a) a learning difference or a learning disability
- b) a need to document a language barrier
- c) a parent who understands the IEP process
- d) a school administrator who can translate documents

Q23. Who require special education ?

* 1 point

- a) Those with learning difficulties
- b) Those with physical difficulties
- c) those with locomotor difficulties
- d) All of the above.

Q24. What are the symptoms of neurological disorders ?

* 1 point

- a) Particular paralysis
- b) Muscle weakness

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Q24. What are the symptoms of neurological disorders ? * 1 point

- a) Particular paralysis
- b) Muscle weakness
- c) Poor cognitive abilities
- d) All of the above.

Q25. The education of students with disabilities must be at the public expense based on the development of an IEP that includes related services. * 1 point

- a) IDEA
- b) LRE
- c) FAPE
- d) PIED

Q26. _____ are purposeful collection of student's work that is revised against present criteria. * 1 point


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Q26. _____ are purposeful collection of student's work that is revised against present criteria * 1 point

- a) Academic Achievement
- b) Portfolio
- c) Biodata
- d) Personal information

Q27. What are some ways to run a successful inclusive classroom ? * 1 point

- a) Create an inclusive environment
- b) Use a variety of teaching strategies
- c) Collaborate with other teachers and educate yourself
- d) All of the above

Q28. Every citizen is allowed to impart education as per his religion. Which part of Indian constitution takes care of this ? * 1 point

- a) Concurrent list of centre and state
- b) Democratic rights


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Q29. Which of the following is the cause of learning disability ? * 1 point

- a) Complications during resulting a lack of oxygen to the brain
- b) A very premature birth
- c) Astrologer.
- d) All of these

Q30. Learning disabled children are * 1 point

- a. deficient in using their potential fully
- b. low in intelligence
- c. slow in activity
- d. none of these

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Q28. Every citizen is allowed to impart education as per his religion. Which part of Indian constitution takes care of this ? * 1 point

- a) Concurrent list of centre and state
- b) Democratic rights
- c) Directive principles
- d) Fundamental rights

Q29. Which of the following is the cause of learning disability ? * 1 point

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Technology use and Integration

K.M.E.S College of EDUCATION develops ICT skills among students by providing theoretical knowledge and practical experience as per the given curriculum. In classroom projectors are used whenever required by teachers and students.. In computer laboratory students learn to use computer in teaching-learning. Students are encouraged to give individual and group presentations through power points slides. Students are actively involved in writing blogs and publishing on the college website.

Projector use:

SEMINAR ON SCIENCE & TECHNOLOGY IN INDIA-PAST,PRESENT & FUTURE – 30/11/22



As per the curriculum of 'Critical Understanding of ICT' students conduct online surveys with the help of Survey on Google form.

REFLECTION

The activities created to know aware of important of ICT in our life because the work which we have get connects with in second we share are views other. We learn different application with mail support which gives facilities to the user and which is completed user-friendly.

The hangout supports to connect social dicussion over issues are related to our topic which quite interesting and learning oriented which help to updated our self. The hangout also support video calling and calling other which far away to us which far and cheaper.

We have dicussion over the health and safety importance in our life. We select the news of North East Nigeria people which leave house and leave unhealth surrounding which mostly harm childrens, women and older person. They do not have proper facility of basic needs. Dues these problem they suffer a lots completed growth and development of individual. we should respect them and support them by trying to fullfill there needs.



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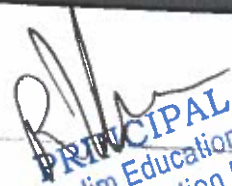
UNIT

II

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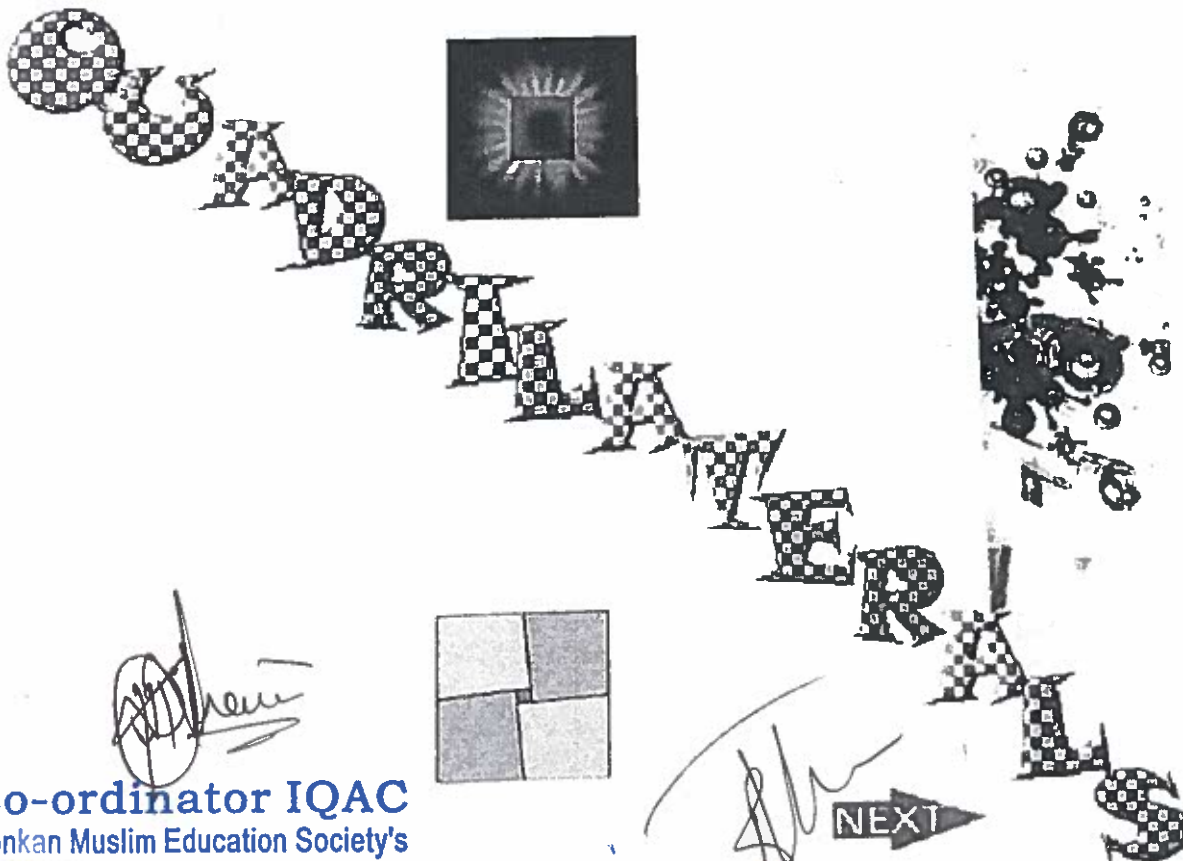


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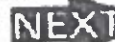
QUADRILATERALS

BY KHATIB MUSHKEE
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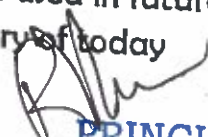


The activity are create me aware me new packages which CAI model which is computer aided instruction which support instruction to learner to learn in effective with a interesting modes .The CAI package help as tutor, adviser and guider etc. The CAI package is learning oriented model which developed student's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

The ADDIE MODEL make effective design and development based on that presentation are design which is implemented by a lots texts, pictures, flowcharts, sound effect and with video which make a leaner effective learning. The ADDIE MODEL support in step to step manner in which completed analysis the content then move the design of the content and process to development and which are implement and process last step assessment of leaner which based on content selected as both formative and as well as summative assessment.

The ICT help knows some more application which different which make me learned and can be used in future to get aware about new application which are necessary of today


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UNIT

III

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REFLECTION



In the ECP as using ICT help me to learn new application which more effective in learning and teaching method using online teaching support by learning management system. Learning management system support by various applications as Edmodo and wisp etc. The LMS developed problem solving, creative and collaboration learning by online learning.

THE LMS ROLE AS Registration and charging, managing the process, Testing, Mentoring and monitoring, User's function AND Administrator functions.

ADVANTAGES OF EDMODO AS Ability of an EDMODO to allow you to fully manage and track your own learning. Provide support for distance learning. Purposefully designed students and teacher and security transferring secure communication Mature, Safe and Secure, Ease of Use, Centrally Supported.

The EDMODO help me learning known online learning not only bound to school spaces we can used application for weaker students by just upload TEXT, VIDEO,IMAGES,POWER POINT PRESENTATION,WORD document and link.


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Dist. Thane


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College of Education Bhiwandi
Dist. Thane

UNIT

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Coordinator IQAC
Education Society's
Bhiwandi
of Education
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thane

5. Organizing Field Visits:

Field visits are organized for our students every year. Students had an opportunity to visit one or more places in a year viz. NCERT, Science Center, Mother Dairy Plant, Nehru Planetarium, International Book fair etc. Students are guided and involved in the executing the field visit, and thus develop competency to organize field visit



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

Date: 10th September, 2017

VISIT to INDIRA GANDHI MEMORIAL HOSPITAL

Students of KMES college paid a visit to Indira Gandhi Memorial hospital Bhiwandi on 10th September, 2017. Visiting the patient made them realise that it is important to be kind and compassionate towards people who are suffering. They understood that visiting a patient helps them to recover faster and reduces their stress and anxiety

Objectives achieved

Students learnt to be grateful for the blessing of good health and at the same time learnt to be compassionate and kind towards people who are suffering.

List of Participants:

ASMA UMAIR AHMAD ANSARI (RABIA KHATOON)

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SAMAN BISMILLAH ZAKIR ANSARI (HAMEEDA)

RAMSHA GULAM WARIS ANSARI (NABIUNNISHA)

SAIMA MOHAMMAD SHAHID ANSARI (SHABEENA)

HUMA NAAZ SHAKIL AHMED ANSARI (FARIDA JALAL)

ASNA HASHIM ANSARI (SHAHEEN)

ANSARI EQRA SAJID AKHTAR (RUMANA)

HUSNA BANO MD IMRAN ANSARI (FARIDA BANO)

SHARIFUNNISA MOHAMMAD AKRAM ANSARI (SAAJRA)

SHAHEENA SHAH MOHAMMAD ANSARI (MOHSINA)

NAHIDA KHATOON MOHAMMAD AKHTAR ANSARI (FARIDA)

SUFIYA A BARI ANSARI (MOHSINA)

SHAMAMA QAMRUDDIN CHAUDHARY (ZARIN TAJ)

ZUBIYA SAJID DIVKER (RESHAM)

GUNDU RINKAL SHEKHAR (VARSHA)


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SACHIN RAMDEV GUPTA (POONAM)
ANAM IMRAN AHD KHAN (SALMA)
SHUMAILA AMBARIN SHAHERYAR KHAN (TAUSEEF SERVER)
NUKRA AQEEL KHAWJA (SHAKIRA)
TUBA SHAMSUDDIN KHOT (NURUS SABAH)
AREEBA ZOHRA SAEED AHMAD MOMIN (SHAMSHAD)
SHABEENA ABDUL HAMEED MOMIN (KHATOON)
MARYAM TAUSIF MOMIN (CHANDBI)
SALEHA SHAHID MOMIN (SANA)
SANA SHAMIM AHMAD MOMIN (SHAREEFA)
MOMIN KANEEZ FATEMA MOHAMMAD ALI (MALAN)
MOMIN FIRDOUS FATEMA MIRACHAND (RESHMA)
NAIMA FAROOQUE MOMIN (IFFAT)
MOMIN MARIYA IQBAL AHMED (ZAHIDA)
SIMRA ASIF MOMIN (TAHAIYA)
MUNTAHA HAMEED PATEL (SHAKEELA)
ERAM SABAH HIFZUL KABIR QUARAISHI (ZAKIYA BANO)

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SAYYED ATUFA SHAKEEL (RAZIYA)

TUBA MUKHTAR AHMAD SHAIKH (SHAMSUNNISA)




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Date: 24th October, 2017

Visit to Child Care Unit (Remand Home)

Students of KMES College of Education paid a visit to children in the Child Care Unit, Bhiwandi on 24th October, 2017. The purpose of the visit was to create an awareness among the children about the importance of education and good health. The students explained to the children the importance of having a fit and healthy body. They also tried to reason out with the children that whenever given a chance they should move away from the life they were living, and one of the positive ways to move away from this life was through education.

Objectives Achieved

The activity brought out a lot of emotions within the students and made them aware of others who were so less fortunate. The students learnt to be more compassionate, empathetic, a good listener and always try to help others in any way possible.

List of Participants

AGARWAL VIKAS PRAVIN (MEENA)


UZMA BANO MOHAMMED FAROOQUE ANSARI (ZAIBUNNISA)


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ANSARI RAVISH SAEED AHMAD (QAMAR JAHA)
ANSARI SHAMSIYA BANO ANWAR AHMED (ANWARI)
ANSARI ZAMZAM NIZAMUDDIN (ZAHIDA)
ASMA UMAIR AHMAD ANSARI (RABIA KHATOON)
SAMAN BISMILLAH ZAKIR ANSARI (HAMEEDA)
RAMSHA GULAM WARIS ANSARI (NABIUNNISHA)
SAIMA MOHAMMAD SHAHID ANSARI (SHABEENA)
HUMA NAAZ SHAKIL AHMED ANSARI (FARIDA JALAL)
ASNA HASHIM ANSARI (SHAHEEN)
ANSARI EQRA SAJID AKHTAR (RUMANA)
HUSNA BANO MD IMRAN ANSARI (FARIDA BANO)
SHARIFUNNISA MOHAMMAD AKRAM ANSARI (SAAJRA)
SHAHEENA SHAH MOHAMMAD ANSARI (MOHSINA)
NAHIDA KHATOON MOHAMMAD AKHTAR ANSARI (FARIDA)


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ZUBIYA SAJID DIVKER (RESHAM)
GUNDU RINKAL SHEKHAR (VARSHA)
SACHIN RAMDEV GUPTA (POONAM)
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SHUMAILA AMBARIN SHAHERYAR KHAN (TAUSEEF SERVER)
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TUBA SHAMSUDDIN KHOT (NURUS SABAH)
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MARYAM TAUSIF MOMIN (CHANDBI)
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MOMIN KANEEZ FATEMA MOHAMMAD ALI (MALAN)
MOMIN FIRDOUS FATEMA MIRACHAND (RESHMA)


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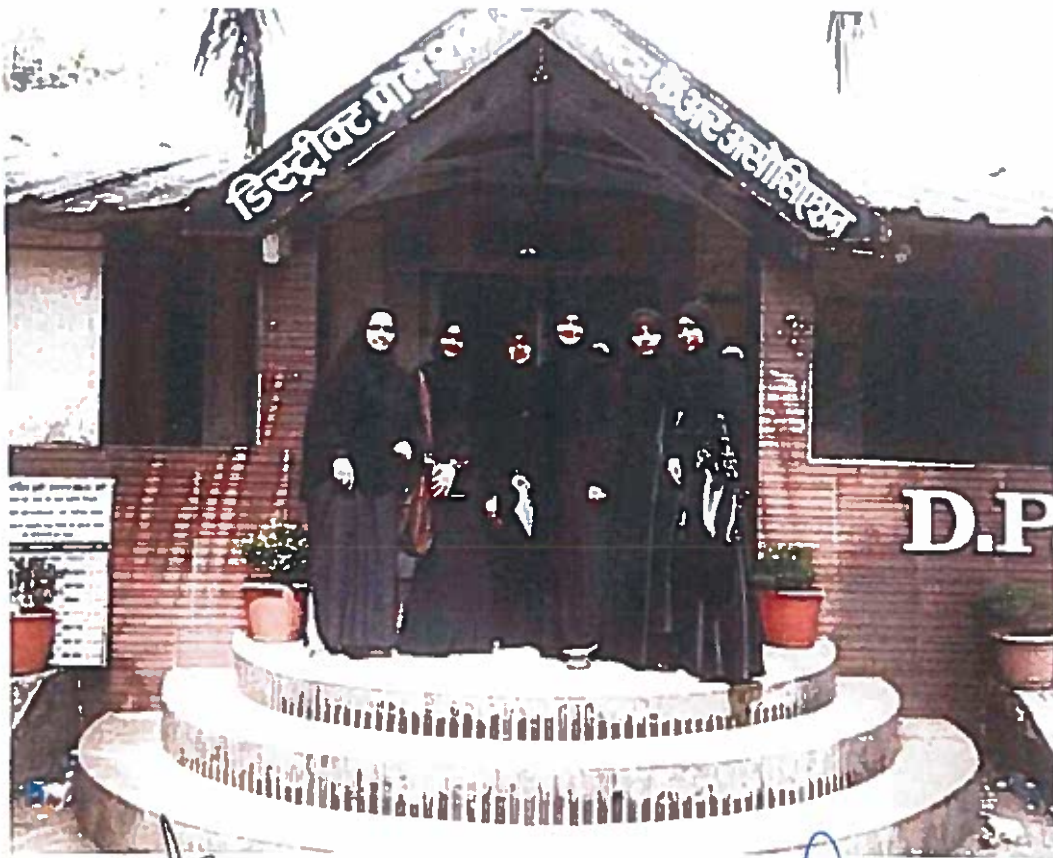

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NAIMA FAROOQUE MOMIN (IFFAT)
MOMIN MARIYA IQBAL AHMED (ZAHIDA)
SIMRA ASIF MOMIN (TAHAIYA)
MUNTAHA HAMEED PATEL (SHAKEELA)
ERAM SABA HIFZUL KABIR QUARAISHI (ZAKIYA BANO)
SAYYED ATUFA SHAKEEL (RAZIYA)
TUBA MUKHTAR AHMAD SHAIKH (SHAMSUNNISA)
FATEMA SHAKEEL SHAIKH (TAHSEEN)
SANA AQEEL AHMAD SHAIKH (AFSANA KHANAM)
SHRISHTI RAJKUMAR SHARMA (ASHA DEVI)
ANJUM GAFFAR ALI SIDDIQUI (ZAHERA)
ARBINA SOHAIL SUSE (NUSRAT)
shaikh Javeriya Nisar Ahmad Zulekha
Momin Naziya Bano Mohd Ayyub Ferozjahan
Momin Sana Ziya Ahmad Sharmeel
Momin Sumaiya Mohammed Rafeeqe Samina
Khan Nasrin Jamal Malika
Kureshi Alfiya Naeem khairrunisa



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Pathan Khushnuma Abdul quddus Shamima
Ansari Kaneez umma Kulsum Mohammad Karim Rukhsana
Shaikh Saba Parveen Imtiyaz Ahmed Rumana
Shaikh Shiba Bano Md akthar Ayeha
Shaikh Shaista Majeed Parveen
Tase Roma Rahil Mahe arsh
Vemula Madhvi Manohar Laxmi




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VISIT TO BANK

Date: 18th August 2018

Objectives: Students will enhance their skills and knowledge on

K.M.E.S.College of Education organized Bank visit to SARSWAT BANK for commerce method students. The need of financial education is to improve understanding of basic financial concepts and using them in our daily life. To know about various financial products and to become more aware of financial risks and opportunities to enable each one of us to make informed choices, and in return we can improve our financial well-being.

Students had a great experience in bank, were able to understand, apply, analysed and evaluate their knowledge on banking.

List of participants:

ANAM IMRAN AHD KHAN (SALMA)
SHUMAILA AMBARIN SHAHERYAR KHAN (TAUSEEF SERVER)
NUKRA AQEEL KHAWJA (SHAKIRA)
TUBA SHAMSUDDIN KHOT (NURUS SABAH)
AREEBA ZOHRA SAEED AHMAD MOMIN (SHAMSHAD)
SHABEENA ABDUL HAMEED MOMIN (KHATOON)
MARYAM TAUSIF MOMIN (CHANDBI)
SALEHA SHAHID MOMIN (SANA)

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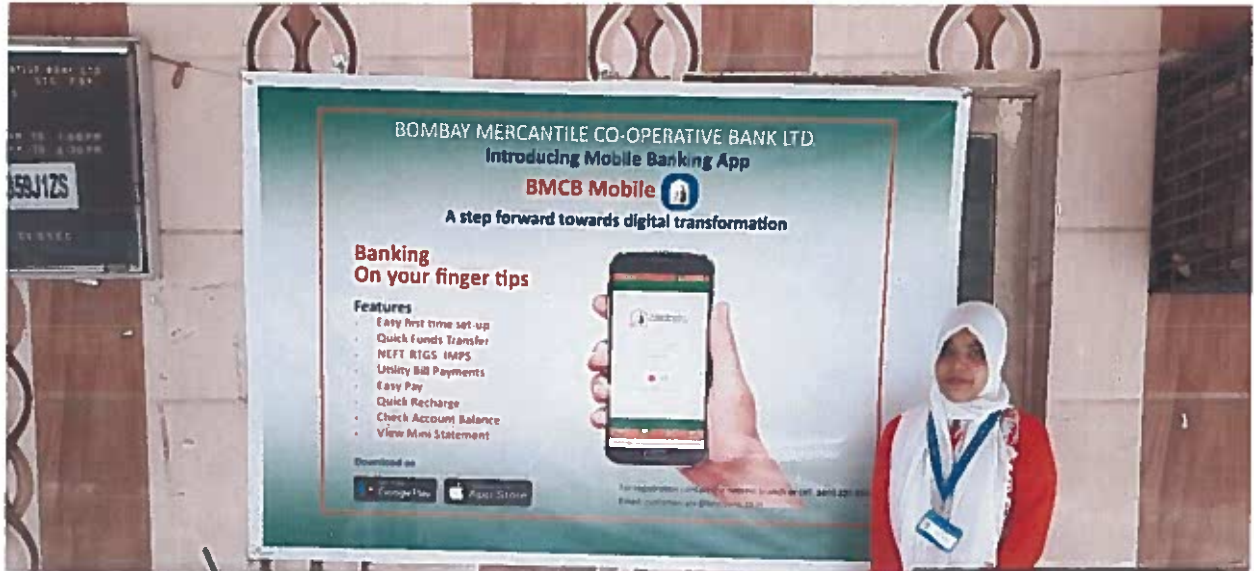
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SANA SHAMIM AHMAD MOMIN (SHAREEFA)
MOMIN KANEEZ FATEMA MOHAMMAD ALI (MALAN)
MOMIN FIRDOUS FATEMA MIRACHAND (RESHMA)
NAIMA FAROOQUE MOMIN (IFFAT)
MOMIN MARIYA IQBAL AHMED (ZAHIDA)
SIMRA ASIF MOMIN (TAHAIYA)
MUNTAHA HAMEED PATEL (SHAKEELA)
ERAM SABA HIFZUL KABIR QUARAISHI (ZAKIYA BANO)
SAYYED ATUFA SHAKEEL (RAZIYA)
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SANA AQEEL AHMAD SHAIKH (AFSANA KHANAM)
SHRISHTI RAJKUMAR SHARMA (ASHA DEVI)
ANJUM GAFFAR ALI SIDDIQUI (ZAHERA)
ARBINA SOHAIL SUSE (NUSRAT)
shaikh Javeriya Nisar Ahmad Zulekha
Momin Naziya Bano Mohd Ayyub Ferozjahan
Momin Sana Ziya Ahmad Sharmeel

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Khan Nasrin Jamal Malika
Kureshi Alfiya Naeem khairrunisa
Pathan Khushnuma Abdul quddus Shamima
Ansari Kaneez umma Kulsum Mohammad Karim Rukhsana
Shaikh Saba Parveen Imtiyaz Ahmed Rumana
Shaikh Shiba Bano Md akthar Ayeha



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6. Conducting Outreach/ Out of Classroom Activities:

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



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Date: 21/11/2017

COMPETITIVE EXAM SEMINAR

REPORT

Success in life is too distant on object to influence powerfully young school boys, that in their case desire of the reputation to be gain in competitive examination is much stronger motive.

The study as a preparation for success in life becomes more apparent but to very last the prospect of success in competitive examination is a great encouragement to hard study.

K.M.E.S College of education had organised seminar on "UPSC and MPSC competitive exam by meenal Dadvi (Tahsildar). It was as honor for K.M.E.S College of education as it was selected by the deputy diatriet election officer a venue of seminar.

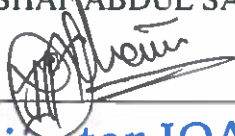
List of Students:


ANSARI ARJEENA ASHARAF ALI (KAUSAR)
ANSARI RAFIYA FATIMA MOHD NAIM (PARVEEN BANO)
ANSARI SIDRA MOHD IQBAL (MOHSINA)
ANSARI NEHA IQBAL (AFROZ)

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ANSARI FATIMA BANO IFTEKHAR AHMAD (AKBARI BANO)
ANSARI RIMSHA MOHD AZAM (AFREEN)
ANSARI AAREFA BANO ABDUL RASHID (HASINA BANO)
ANSARI ANZALA FIRDOUS RIDWAN (SHABEENA)
ANSARI SHAHNAZ BANO MOHAMMAD YUSUF (HASEENA BANO)
ANSARI SHAISTA KALIMULLAH (ZUBEDA)
ANSARI SANA PARVEEN MD KHALID (TABASSUM)
ANSARI FARHAT ANSAR AHMAD (AASMA)
ANSARI SANA PRAVEEN MOHD RIZWAN (SHAHEEN BANO)
ANSARI MOHD MUZZAMMIL SHAKEEL AHMED (NAHID)
FANDOLE SABA ABID (SAIMA)
KHAN MARIYA AFZAL (NAHID)
KHAN PATHAN SAIQUA BASHIR (RAZIYA)
MOMIN KASHAF ABDUL SAMAD (TABASSUM)


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MOMIN ZULFA FAYYAZ (SALMA)

MOMIN SAFIYA JAVED (SHAHEDA BANO)

PATHAN KHADIJA ZAFARULLAH (YASMEEN)




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Date: 28/09/2021

Workshop ON VOCATIONAL CRAFT

REPORT

The workshop on vocational craft was organised in K.M.E.S College of Education, Bhiwandi on 28 /9/2021. The objective of the workshop was to appreciate the need for vocational education as a means of productive work with economic value. Students from every class participated in the workshop and worked tirelessly to show their creativity and make the program successful. Many craft art were shown very nicely and their economic values were shared by students. The session was included by principal ma'am. She appreciated the student efforts and the program ended with the National Anthem.

List of participants:


ZAKERIA RUHEEN AHMED AZIZA (AZIZA)
NAILA ZAIGAM (TANZEELA)
ANSARI SAIMA BANO ASGAR ALI (REHANA BANO)
ANSARI JAVERIYA JAVED (SHAKERA)
ANSARI ARSHIYA SABIR (FARZANA)
ANSARI BILQUIS BANO MOHAMMAD HABIB (AMIRUNNISA)
ANSARI AALIYA BANO MAQBOOL AHMAD (BILQUIS)
ANSARI RAMSHA RIYAZ AHMAD (ZAREENA)
ANSARI SADIQUA ABDUL RAUF (KHALIQUNNISA)
ANSARI TASMINA SABIR (FARZANA)

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ANSARI NASHRAH ZUBAIR AHMAD (TAYYABA BANO)
ANSARI TAHSEEN NAAZ MOHD AZIM (NOOR JAHAN)
ANSARI ZAKERA KHATOON QUTBUDDIN (ZAHEDA)
ANSARI SAFIRA MOHAMMAD RAFI (AAYESHA BANO)
ANSARI SHAGUFTA ABRAR (SAYYADA)
ANSARI AREEBA MOHAMMAD HAROON (MAHRUNNISA)
VEDIKA VIJAY ARORA (HASINA)
CHOUDHARY SAWDAH NIAZE (RAZIYA)
KUMARI SOUMYA CHOUDHARY (REKHAR)
MEHJABEEN FIRDAUS DELHIWALA (GULSHAN)
DEVASANI VIJAYALAXMI GATTIAH (YADALAXMI)
PREETI RAJESH DODDAMANI (DIVYA)
AMIT KRUSHNA ETADKAR (REKHA)
GORE AYESHA SHAKIR (SAMIYA)
GUPTA KUSUM RAMPRASAD (MEERA)
IPPALAPELLI POOJA CHAKRAPANI (LATA)
SHEETAL SUNIL KADAM (SHAKUNTALA)
KAPADIA SUMAIA WAHID (SUGHRA)


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KHAN ZOHA SHAKIL AHMED (SHABINA)
KHAN ARBIYA MOHAMMAD SHAKIL (ZAREENA)
KHAN RAFANA NEHAL (RAZIA)
ZARA HAROON KHAN (SWALEHA KHAN)
KHAN MISBAH DANISH (GULISTAN)
KHAN SADAF CHAND (MEHBUBEE)
KHAN MISHFA ABDUL SALAM (SHABNAM)
MANSOORI ZEESHAN MOHD HASAN (FARZANA)
MANSURI ZUBEDA ABDUL RAZZAK (BILKIS)
MATWANKAR GAZALA TAJIR (SHAHNAZ)
MIRZA FATIMA BANO ATEEQUE BAIG (SHAMA)
MIRZA AFREEN QAMRUZZAMA (AJNUM BEG)



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Date: 29th October, 2018

Vigilance Awareness Rally

In the pursuance of the decision to celebrate Vigilance awareness week to eradicate corruption build a new India. Government of Maharashtra plan to arrange a series of event in educational institution across the country. KVS College of education had organized different activities to fulfill the theme including rally which starts from college premises and end at Municipal Corporation Bhiwandi students actively participated and show their enthusiasm for anti-corruption India.

Objective achieved:

The main objective of the rally to make people aware which was full filled successfully.

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CELEBRATION OF VIGILANCE AWARENESS WEEK



In pursuance of the decision to Celebrate Vigilance Awareness week as to Eradicate Corruption - Build a New India. Government of Maharashtra planned to arrange a series of events in educational institution across the country from 29th Oct to 3rd Nov, 2018.

KMES College of Education had organized different activities such as -

1. Essay Writing Competition.
2. Debate Competition.
3. Slogan Writing
4. Puppet Show.
5. Quiz.

6. Poster Making Competition.
7. Dramatization.
8. Cartoon Making Competition.
9. Painting Competition.
10. Rangoli Making Competition.
11. Walkathon.
12. Marathon.
13. Cyclathon.

Theme was ANTI-CORRUPTION and students participated enthusiastically to showcase their talent and express their feeling towards

CORRUPTION - A SOCIAL EVIL.

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Date: 18th June, 2020

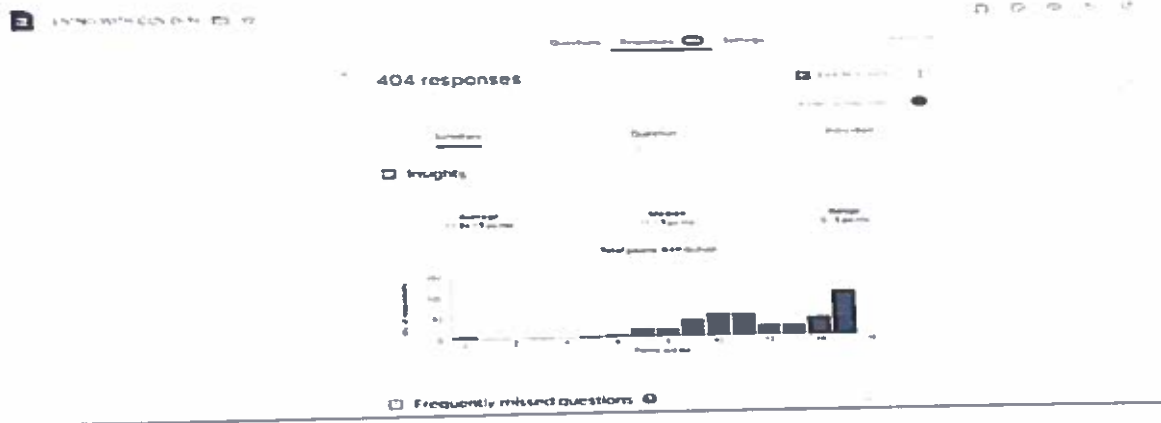
Online Quiz On Living With Covid

Covid was the period which shattered everybody's life. KMES College of Education organised an online quiz session on living with covid where students actively participated and contributed with their feedback. All the teachers and principal also contributed in the session to make this a successful one. Participants from various different colleges also contributed and secured certificates.


Objective achieved:

The quiz had come out with fruitful on how to deal with covid and relieve the stress which was helpful to spread in family and nearby areas

ONLINE QUIZ ON "LIVING WITH COVID-19"




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Date: 19th June, 2022

Book Donation Drive

A book donation drive was conducted by the Extension Activity Cell and theme of the Drive was "Reading Inspiration Day". We have invited people of the community so that whoever need the books can get it very easily. In this drive we have donated a generous number of books like fictional/non-fictional and others books for varied age groups. We wrapped up the drive by handing over the collection of the books voluntarily donated and clicked some pictures before thanking staff and their hospitality.

Objective Achieved:

Students get the experience about donation of the books and also the reading of the books to enhance their knowledge and make themselves a better human being. Students also felt that how the donation is important and how we can provide the necessary thing to the needy people.

List of participants:

MOMIN SUMAYYA MOHD BILAL (FATIMA)
MOMIN SANA ABDUL WAHEED (NIRMALA)
MOMIN SHAFQUA SAJID (GULSHAD)
MOMIN INZA SALEEM (UZRA)
MOMIN AYESHA EJAZ (FARZANA)
MOMIN MOHAMMAD ALI LAEEQUE AHMAD (SHABNAM)
MOMIN ADNAN ABRAR AHMAD (MUMTAZ)


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MOMIN TANZEELA ZAKIR (GAZALA)
MUJAHID TAHREEM RAFIQUE (FATIMA)
NADAR BALA KISHORE ALAGENDRAN (JEYA SUTHA)
NOMANI BUSHRA SALAM (TABASSUM)
NUQRA ABDUS SALAM NOMANI (TABASSUM)
PALOMA SIDRA MOHAMMED JAVED (FARZANA)
PANDEY CHANDAN TRIBHUVAN (KUSUM)
PATEL NASHRA PARVEZ (RUHINA)
PATHAN SANA PARVEEN JAMIL AHMED (KAMRUNNISA)
LUBNA SHAUKAT PAWASKAR (KAUSAR)
PEERZADA NEHA ILYAS (REHANA)
RAIS SHIRIN RAHEBAR (SAEEDA)
SARANG MADIHA FARAJ (MUNEERA)
SAYYAD ZUBA MOINUDDIN (GULNAZ)
SAYYED IFRA AHMAD (SABIYA)
SAYYED UMME KULSOOM IQBAL NADEEM (SHAHEEN FATIMA)
SHAH PRACHI JAYESH (BHAVNA)
SHAH FATMA KHATOON AMAAN ULLAH (YASMEEN)




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SHAH AAYESHA MANZOOR (AFSANA)
SHAIKH SADAF BANO SALAHUDDIN (SAIRA BANO)
SHAIKH AYESHA ABDUL KHALIQUE (YASMEEN)
SHAIKH NAUSHEEN HERA MUDASSIR AHMAD (TASNEEM)
SHAIKH MUZNAH IRFAN (MUMTAZ)
SHAIKH RUQUAIYA BANO REHAN AHMED (RAUNAQUE AFROZ)
SHAIKH ARHAMA SHAMSHER ALI (SHABNAM SHAHIN)
SHAIKH SAMIRA ABDUL WAHID (SAYYEDA)
SHAIKH HABEEBA NAZMUDDIN (RUBINA)
SHAIKH SARA MOHAMMAD SALIM (SHAKERA)
SHAIKH FIRDOS FIROZ (SUFIYA)
SHAIKH SEEMA BANO AHMAD SAHAB (HUSAINA)
SHAIKH REHANA ABDUL RAZZAQUE (SAJEDA)
AFRIN AJGAR ALI (AKHTARUNNISA)
SHAIKH SHEEBA MOHD HASHIM (RUKHSAR BANO)
SHAIKH NISHA SHAMSUDDIN (SHAHZADI)
SHAIKH RAZEENA MUNEER (PARVEEN)
SHAIKH ALFIYA FAIYAZ AHMED (NASREEN)



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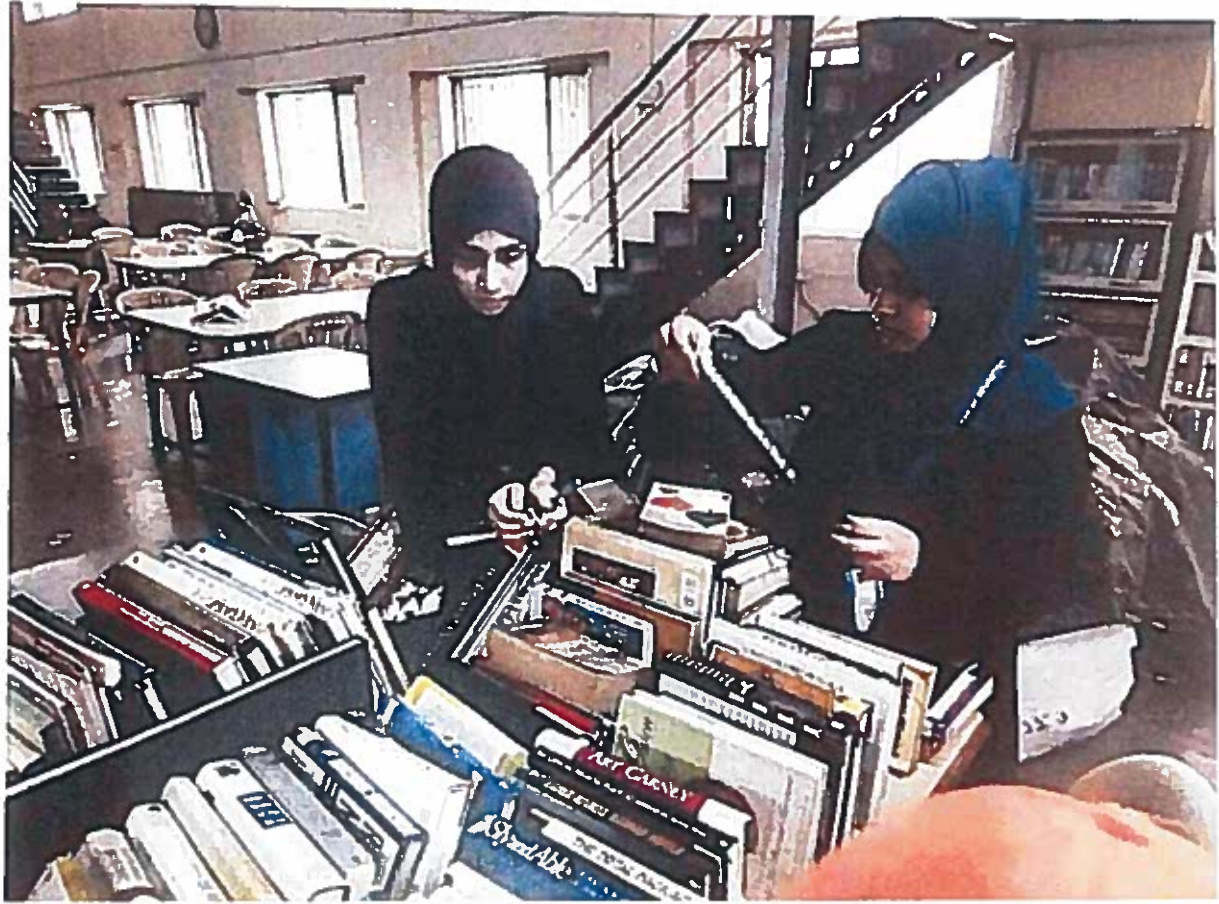
SHAIKH ANSHARA GHAZAL ASHFAQUE AHMED (RUBEENA)
SHAIKH MAZIYA MUNAF (NAZMEEN)
BENAZIR SIDDIQUI (SAMINA)
SIDDIQUI RIZWANA BI MANZOOR ALI (REHANA)
ASFA NAUSHAD AHMAD SIDDIQUI (SHAHEEN)
SONAR REETA SHEETLAPRASAD (SHAKUNTALA)
SULTAN TUBA MOHD ALI (HAMEEDA)
SALIMA YASIN ALI VAKIL (FARIDA)
PRINCY VARGHESE (SUSAMMA)
GULNAR VILKU GULJAR SINGH (RAVINDER KAUR)




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SHAIKH NAMRA IQBAL (MUSARRAT)

SHAIKH MAHE JABIN BANO MOHD ALI (JAMILA BANO)

SHAIKH MARIYA BANO AQEEL AHMAD (PARVEEN)

SIDDIQUI TAZEEM BANO AALAM (SHABNAM)

POOJA TIWARI (SAVITRI)



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


Date: 10th December, 2019


STREET PLAY ON INTERNATIONAL HUMAN RIGHTS DAY

KMES College of Education celebrated the International Human Rights Day 2019 on December 10th, with full zeal and vigour. Through speech and Nukkad Natak the students explained the concept of Human rights that it empowers people and tells them that they deserve dignity from society whether it is the government or their work environment, when they don't receive it they can stand up for their rights.

Objectives achieved


The student teachers understood the importance of creating awareness of Human rights in today's generation. They agreed that human rights are a subject that is more practical rather than just a theoretical one. With the Nukkad Natak the students displayed that we can stand for our rights as well for others.


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Date: 27th July, 2021 to 30th July, 2021

TREE PLANTATION DRIVE

K.M.E.S college of Education provided an opportunity to students to create awareness about "Each one plant one". A tree plantation drive from 27th July, 2021 to 30th July, 2021 was undertaken by the students. There is a popular saying which goes like "Each one plant one" every human being has at least planted a tree in their lifetime. The benefits of trees are very important. They give many things to human beings and bring about happiness, health and well-being.

Objectives achieved:

Students understood the need to create an awareness among the people about the "Each one plant one".

List of participants:

KIRME AYNEN DANISH (SABIN)
MOMIN UZMA BANO MASOOD AHMED (AKBARI)


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7. Community Engagement

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



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Old Thana Road, Rais High School compound, Bhiwandi 421302

Date: 2nd October, 2018

Report On Swachh Bharat Abhiyan

Clean India Mission or commonly known as the Swachh Bharat Abhiyan was a country-wide campaign initiated by the government of India in the year 2014 in order to eliminate the open defecation of garbage and various other pollutants hampering the environment.

The main aim behind the starting of this mission was to achieve an open defecation-free India by 2nd October 2019, the auspicious occasion of the 150th birth anniversary of the father of the nation, Mahatma Gandhi. Following this the Konkan Muslim Education Society College of Education conducted Cleanliness programme in the community. Students went to the school which was situated in slum area and along with school students they have done cleaning work. Students also given information about the wet and dry garbage so that they can through it in proper way in the respective dustbin. Students have done the tree plantation work in that area.

Objective Achieved:

Students got the actual experience about how to make aware people about the cleanliness and make their surrounding clean. Students also got experienced about how people of slum area live and how much they were unaware about the cleanliness of the environment.

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ANSARI ARJEENA ASHARAF ALI (KAUSAR)
ANSARI RAFIYA FATIMA MOHD NAIM (PARVEEN BANO)
ANSARI SIDRA MOHD IQBAL (MOHSINA)
ANSARI NEHA IQBAL (AFROZ)
ANSARI FATIMA BANO IFTEKHAR AHMAD (AKBARI BANO)
ANSARI RIMSHA MOHD AZAM (AFREEN)
ANSARI AAREFA BANO ABDUL RASHID (HASINA BANO)
ANSARI ANZALA FIRDOUS RIDWAN (SHABEENA)
ANSARI SHAHNAZ BANO MOHAMMAD YUSUF (HASEENA BANO)
ANSARI SHAISTA KALIMULLAH (ZUBEDA)
ANSARI SANA PARVEEN MD KHALID (TABASSUM)
ANSARI FARHAT ANSAR AHMAD (AASMA)
ANSARI SANA PRAVEEN MOHD RIZWAN (SHAHEEN BANO)
ANSARI MOHD MUZZAMMIL SHAKEEL AHMED (NAHID)



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FANDOLE SABA ABID (SAIMA)

KHAN MARIYA AFZAL (NAHID)

KHAN PATHAN SAIQUA BASHIR (RAZIYA)

MOMIN KASHAF ABDUL SAMAD (TABASSUM)

MOMIN ZULFA FAYYAZ (SALMA)

MOMIN SAFIYA JAVED (SHAHEDA BANO)

PATHAN KHADIJA ZAFARULLAH (YASMEEN)



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KONKAN MUSLIM EDUCATION SOCIETY'S

COLLEGE OF EDUCATION

Old Thana Road, Rais High School compound, Bhiwandi 421302

Date: 12th July, 2019 to 15th July, 2019

FOOD AND LITERACY DRIVE

Students of KMES College of Education participated in the Food and Literacy drive organised by the college from 12th July 2019 to 15th July, 2019 in order to educate the people living in the slums of Gayatri Nagar, Bhiwandi regarding the importance of education in their life. They also distributed food packets to the people along with information on having a balanced and nutritious diet.

Objectives achieved

The drive exposed the student teachers to the amount of ignorance in the slum areas in terms of getting education for a better life and their food choices. The sorry state of affairs made them rethink the importance an educated quality life will give the slum dwellers.

List of participants:


ANSARI MUNAZZA ZAREEN EJAZ AHMAD (ZARINA BANO)
ANSARI TAJALLI OSAMA (NAJMUNNISA)
ANSARI BISMA IRSHAD AHMAD (SUFIYA)

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ANSARI ANAM SHAKEEL (FARZANA)
ANSARI MOHD SANAULLAH MOHD ULFAT HUSAIN (SABIRUN KHATOON)
ANSARI ZAINAB OWAIS AHMED (ZUBARIYA)
ANSARI ARIBA MD SOHAIL (TABASSUM)
ANSARI TAYYABA BARKATULLA (SABIHA)
ANSARI FATIMA BANO BADRUZZAMA (MARYAM)
ANSARI ZARA ZIYA MUKHTARI (MUKHTARI)
ANSARI UMME KULSUM MOHD AMIN MAIMUNNISA (MAIMUNNISA)
ANSARI MUSHFA ZAHEERUDDIN (ISHRAT)
ANSARI NAZNEEN JAMILUDDIN (HASINA BANO)
ANSARI UMME MARIYA MOHAMMAD AMIN (MAMUNNISA)
ANSARI SAIMA MOHAMMED ARIF (NASEEM BANO)
ANSARI NOOR E AINI (NAZMA)
ANSARI NOORUDDIN ABDULWAHID (SHAMIM JAHAN)


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ANSARI HAFSA ERAM ABDUL BARI (SHAHINA KHATOON)
ARAB SAIRA SHAHID SAMEENA (SAMEENA)
BAIGANPALLI ARSHIYA IRFAN (NAFEESA)
BISWAS SASWATI BAIDYA NATH (MONIKA DAS)
BUBERE SARA ASLAM (RESHMA)
SIVASUBRAMANIAN SUNDARAM (S SARASWATI)
CHAUDHRY SANA FATEMA MOHD KALEEM (SHAMEEMA)
FAROOQUI SANA HARUN (NAIMA)
YUGANDHARA AMIT GALIYA (RAJANI)
GAUD ARCHANA BECHAN (HEERAMANI)
GHAI SIMRANJEET KAUR JAGJEET SINGH (PRITHPAL KAUR)
GUPTA AISHWARYA SUBHASH (NEETA)
GUPTA PINKY ASHOK (PULDEVI)
KARUKKTTYKARAN NITIKA RAYMOND (JYOTI)
KHAN ZAINAB MOHD ARSHAD (RAZIA)
KHAN GULNAZ ABDUL SAMAD (SHEHNAZ BEGUM)


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KHAN NEHA ABDUL WAHID (NAZEEMA)
KHAN HAFSA AB SUBHAAN (NAJMA)
KHAN LUBNA ABDUL HAI (YASMEEN)
KHAN SAMAN MEHTAB (SHAGUFTA)
KHAN MISBAH OBAID (NUSRAT)
KHAN NAUSHEEN A RAHEMAN (RIZWANA)
KHAN FATMA ZOHRA AMIR (RUBINA)
KHAN AQSA SHAHANAWAZ (ZAHIDA)
KUWARI HAWWA FARHAN (AFSHAN)
KUWARI FATIMA ZEHRA ABDUL WAHID (AMINA)
MAJID SIDRA RASHID (SABIYA)
MISHRA BABITA ASWINI (ANNAPURNA)
MOMIN ANAM AYAZ (SHABNAM)
MOMIN IFAT IQBAL (PARVEEN)
MOMIN UMAIMA (NASREEN)


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MOMIN ZUBA SALIM (NASRIN)
MOMIN FATIMA YASEEN (PARVEEN)
MOMIN SAIMA AYAZ (SHABNAM)
MOMIN RAMNA IRFAN (ALMAS)
MOMIN AL Wafa ASHFAQUE (AFSANA)
ASHUTOSH KUMAR PATHAK (POONAM)
QAZI FARAH MERAJ (FATIMA)
QAZI HERA MERAJ (FATIMA)
MOHD RAHEEL (HASEENA BANO)
RESHMA HAFIS RAJWANI (YASMINBEN)
S SALMA BANO MEHTAB ALAM (KHALIDA BEGUM)
SAYYED HASAN GULAMRASUL SHAKILA (SHAKILA)
SHAH SHAGUFTA SHABAN (TAJRUNNISA)
SHAIKH SAIQUA BANO AQEEL AHMAD AFSANA KHANAM (AFSANA KHANAM)
SHAIKH ALSANA ABDUL QADIR NIKHAT BANO (NIKHAT BANO)
SHAIKH SAMRA KHATOON ABDUL HAKEEM (ASMAT KHATOON)


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MOMIN NABA HUSAIN MOHAMED (HODAIDA)
MOMIN QUNOOT MOHAMMAD AMEEN (NEELOFAR)
MOMIN TANZIL ARIF (RUBKA)
MOMIN MOHAMMAD ANAS MEHDI HASAN (HABIBUNNISA)
NASIKKAR RABIYA SHABBIR (SAIQUA)
PANDEY SANJUDEVI KRIPASHANKAR (SAROJ DEVI)
PATEL ZUBIYA BASIT (FAHMEENA)
QURAIISHI AL MAHER BANO AKHLAQUE (ZUBAIDA)
SAYYED SHAZIYA ABED ALI (VAHIDA)
SHAIKH NOORAFSHAN MOHD RASHID (KHURSHIDA)
SHAIKH SHAMSHA (SHAIN)
SHAIKH SHABNOOR MOHD AFAFAQUE (MOHAMMADUNNISA)
SHAIKH ALFIYA MOHAMMED ARSHAD (MAHETAB JAHAN)
SHAIKH BADRUNNISA ABDUL RAHEMAN (BILQUIS)
SHAIKH MUNFERAH KHALIQUE AHD (NUZHAT)
SABIHAA AFTAB ALAM (NAAZ)
SHAIKH NASREEN BANO MOHAMMAD (NASEEM BANO)

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SHAIKH AREEBA BANO ASHFAQ (SHABNAM)
SHAIKH UMME HABIBA JALAL AHMAD (RUBINA)
SHAIKH FALAK WAQAR (RASHIDA)
SHAIKH AASMA MOHD RAFIQUE (SAIRA)
SHEIKH TARANA NISAR (AFROZ)
RATHI SUNITA RAJKUMAR (PREMLATA)
VADLAKONDA AKILA PRABHAKAR (SUJATA)



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Old Thana Road, Rais High School compound, Bhiwandi 421302

Date: 21st September, 2018

Promoting peace in Slum Areas

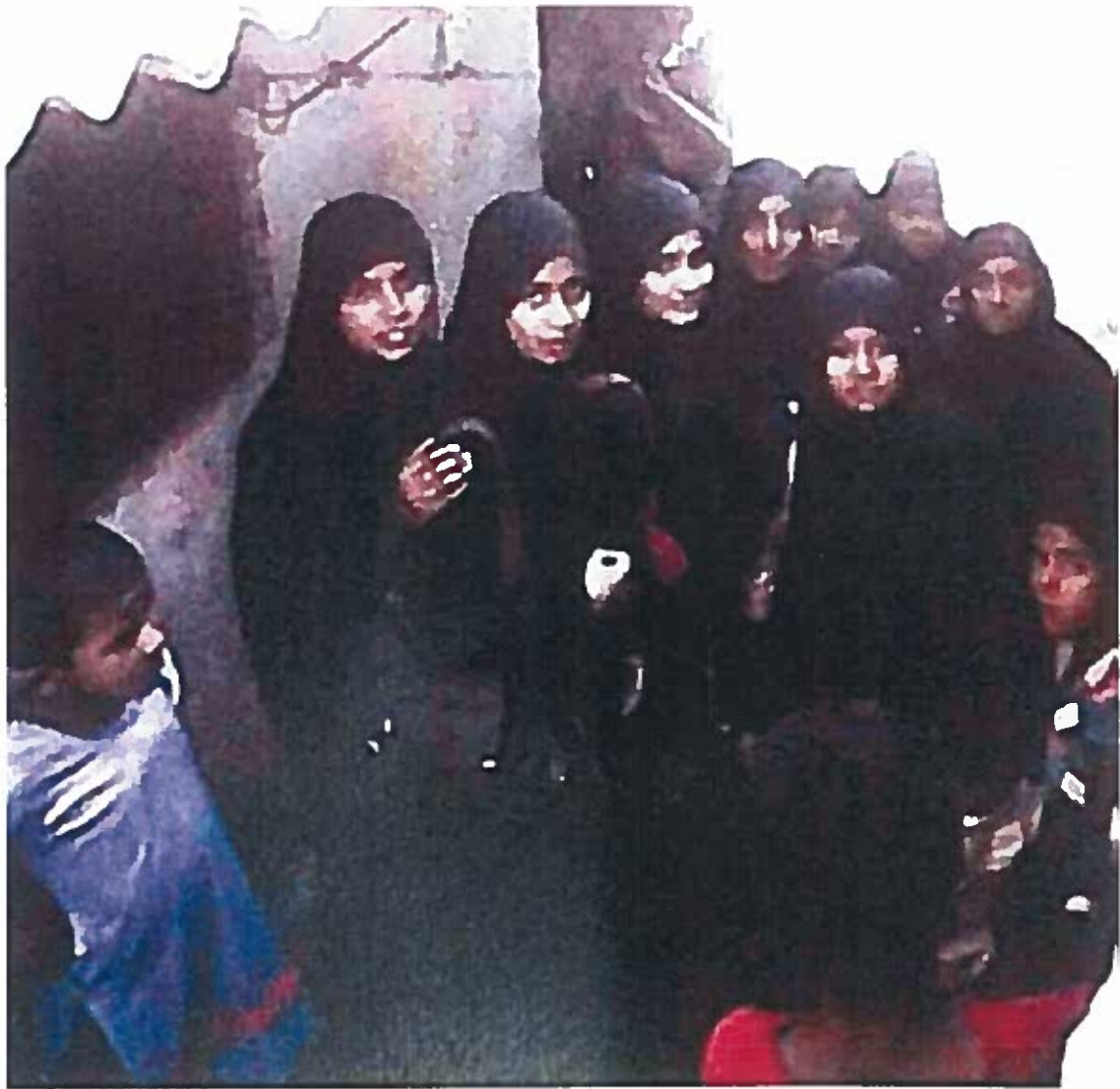
Students of KMES College of Education undertook the activity of Promoting Peace in Slum Areas of Fatima Nagar, Bhiwandi 21st September, 2018. Students explained the importance of living in harmony and brotherhood. They narrated the stories of our Indian freedom struggle to emphasize on the power of unity in our diversity

Objectives Achieved

The student teachers got to experience the ignorance in people living in the slum areas. They understood the need to educate the younger generation about Peace and living in Harmony with each other.

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COLLEGE
OF
EDUCATION

ANSARI
AAYESHA
AKBAR
ALI

Creating
an
Inclusive
School

Roll
No:-
42

2019-
2020



Guided By
Shaikh
Moodulain
Ma'am
Momin Sumaiya
Ma'am

Per



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Certificate

This is to certify that Ansari
Aayesha Akbar Ali a student of class S.Y.B.Ed
Roll NO: 42 has successfully completed the
"ASSIGNMENT" under the guidance and supervisi-
on of Shaikh Noorulain Ma'am & Momin Sumaiya
Ma'am during the year 2019-20

This project is the record of the
work carried out during the B.Ed programme.

It is true and original to the
best of our knowledge & belief.

Principal

Dr. (Mrs). Ravinder
Kaur vilku Ma'am

Incharge

Shaikh Noorulain Ma'am
Momin Sumaiya Ma'am



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ACKNOWLEDGEMENT

T Ansari Aayesha Akbar Ali, am sincerely thankful to all those who have been giving me any kind of assistance in making of this project.

I express my gratitude to my principal Dr. (Mrs). Ravinder Kaur vilke Ma'am for giving me this opportunity I also express my gratitude to my teacher Shaikh Noorulain Ma'am & Momina Sumaiya Ma'am who have guided me towards the completion of this project. I express my gratitude towards K.M.E.S College of Education.

I would hereby, make most of the opportunity by expressing my science thanks to all my faculties whose teachings gave me conceptual understanding and clarity of comprehension, which ultimately made my job more easy.

I credit also goes to my family and friends whose encouragement kept me in good stead. Their continuous support has given me the strength and confidence to complete the project.

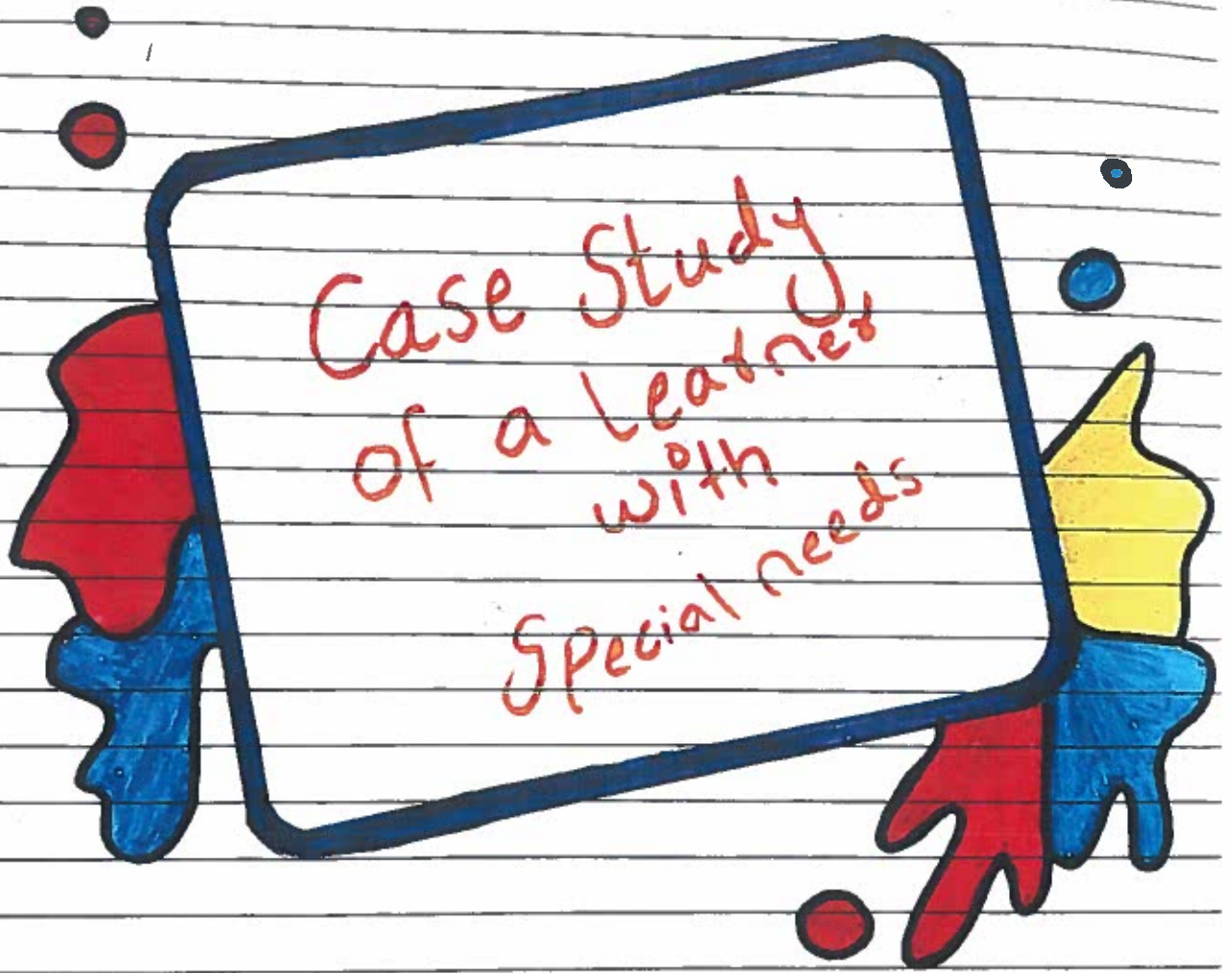
THANK YOU

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case study is a research methodology. typically seen in social & life science. There is no one definition of case study research. However, very simple a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several unit.

Research describe how case study examine complex phenomena in the natural setting to increase understanding of them other there are several similar cases to consider such as educational or social service programmes location. Although similar, they are complex & have unique feature.

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Special Educational Need (SEN) refer to learner with learning physical or developmental disabilities, behavioural, emotional, or communication disorders, and learning deficiencies. what we now call special educational need has a long history, and has undergone many transformation which over the years have been manifested, among other ways, by the different names it has been given. These means SEN does not include remedia teaching, gifted education, or teaching children who are economically or culturally disadvantaged, and for these reasons are left out form its definition.

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Basic Information about the student with special need

- 1) Name of the student:
Shaikh Rehan Abid Hussien
- 2) class: VII D.O.B: 5 April 2009 Age: 11
- 3) whether attended early intervention programme:
Yes / NO
- 4) Name of the student's disability:
hearing impairment
- 5) Exact date of disability diagnosed:
Two year after birth
- 6) Type & degree of disability: mild
- 7) Aids & appliances suggested: NO
- 8) Does he possess copy of disability certificate: YES / NO
- 9) Did he attend special school prior to inclusive / regular admissions: YES / NO

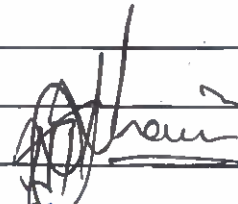

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Basic Information about School

- 1) Name of the school: Islamiya urdu primary school.
- 2) Type of school: govt / municipal / private
- 3) General socio economic standard of the students: high income / higher middle class / lower middle class / lower income.
- 4) Standards available from KG to 10th
- 5) Total number of students in class: 40
- 6) medium of instruction: urdu
- 7) Day / residential.
- 8) school: girls / boys / co-education.
- 9) curriculum: regular / adapted.

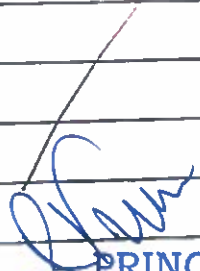

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LOCATION OF THE SCHOOL

- 1) Noise free / normally accepted noise level / noisy.
- 2) Access to public transport: Good / OK / poor.
- 3) School bus to reach school: yes / no.
- 4) Any rehab service in close vicinity
(travelling time from school within 1hr)
: Nil / special school / clinic / center / teacher education program / vocational program / guidance-counselling center / private coaching


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Profile

Name	AGE	EDUCATION	EARNING	DISABILITY
Father	56	12 th	-	NO
Mother	48	10 th	-	NO
Brother	20	12 th	-	NO
Sister	-	-	-	-
Grand parent	-	-	-	-
Other adult	-	-	-	-

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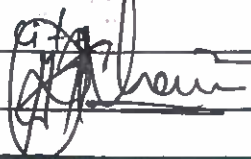
Reflection

I would like to thank my professor, Shaikh Noorulain ma'am & Mumia Sumaiya ma'am for giving me a great opportunity to make an assignment in the Creating an Inclusive School.

In this project, I got the case study with special need for this case study, I had chosen :-

in std of V he having hearing impairment Through out the case study. I collected more information about the child. I learned that child of hearing impairment can effect the development of children's ability to engage in age appropriate activities, their functional speech communication skill, and their language skill.

Such children have to face many difficulties in their live so children should be help them to make their own to themselves so that they never understand your self less than anyone & better live your





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Inclusion of Urdu and English Language In the Classroom.

* National Curricular Framework For Teacher Education, 2009

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education, which was circulated in March 2009. This Framework has been prepared in the background of the NCF, 2005 and the principle laid down in the Right of Children to Free and Compulsory Education Act, 2009 which necessitated an altered Framework on Teacher Education which would be consistent with the changed philosophy of School Curriculum recommended in the NCF, 2005. While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under:

- Reflective practice to be the central aim of teacher education;
 - Student-teacher should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas.
 - Developing capacities for self-directed learning and ability to think, be critical and to work in groups.
 - providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.
- Assessment Strategies for the various in-service teacher education programs.

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→ The draft also outlines the basic issues that should guide formulation of all programs of these courses. As a natural corollary to the NCFTE, the NCFTE has also developed model syllabi for various teacher education courses.

* Objectives / Salient Features of National NCFTE:

- NCFTE undertook a major exercise of developing a new National Curriculum Framework for Teacher Education which is both contextual and in tune with the emerging concerns and imperatives of the Fast Changing Canvas of education both nationally and globally.
- Teacher education is not a prescriptive endeavor. It should be open and flexible.
- The concern is to make teacher education liberal, humanistic and responsive to the demands of inclusive education.
- It acknowledges the diversity of Learning Styles that children exhibit and the Learning Contexts in which teachers have to function.
- Pedagogical Knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the

→ Teacher
 → Teacher Service
 → Teacher
 → Person
 → Concern
 → Practice
 → Weightage
 → Need
 → and
 → Cuts
 → High
 → and
 → Story
 → practice
 → etc.
 → Emphasis
 → Both
 → quality
 → assessment
 → Collaborative
 → evaluation
 → -ualiz
 → an ir
 → of
 → Needs
 → -ies
 → as T
 → and
 → move
 → (LIS
 → after

- Teacher on his/her practice.
- Teacher education is a continuum - pre-service teacher education, in-service teacher education and continuing professional development of the teachers are inseparable part of this continuum.
 - Concerned with integrating theory with practice by providing appropriate weightage for theory and practice.
 - Need for enhancing Language Competence and Communication Skills Language cuts across the entire curriculum.
 - Highlights the processes of education and training such as observation, storytelling, analysis, reflection or practices, linking practices to concepts, etc.
 - Emphasis on Teacher as a reflective practitioner
 - Both qualitative and quantitative evaluation and assessment procedures are highlight.
 - Collaborative evaluation as one of the evaluation mechanisms may be conceptualized by marking Student-teacher as an important partner in the process of evaluation.
 - Needs to make Functional all Laboratories related to teacher preparation such as IT Laboratory, educational technology, and Language Learning Laboratories.
 - Move towards a longer duration course (4 1/2 years after 2 schooling or 2 years after ~~the~~ bachelor's degree.

highlight

5

4

3

2

→ Four modern teaching approaches such as constructivism, Comprehensive Learning, Contextual Pedagogy and ICT integration needs to be highlighted.

3.

2. The outcomes expected

→ A road map has been identified highlighting how Curriculum Framework will be implemented for teacher education program at various levels.
→ Stake holders will be oriented with new demands of NCFTE.

→ University Education Departments, SCERTs, TASEs / CTEs / DIETs, etc.

→ Faculty of teacher training institutions will acquire new skills in pedagogy and evaluation in order to address the demands of new NCFTE.

4

→ Teaching - Learning materials and the Learning sites will be redesigned.

→ Teacher educators and teachers will look for continuous professional development.

→ Mass orientation of teachers and teacher educators on various aspects of NCFTE (2009) such as.

→ Evaluation of developing teacher education programs.
→ Formulation of innovative teacher education programs.



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3. Challenges in implementations

→ Copies of model Syllabus and tentual materials will be sent to universities SCERTS state Governments with a request to initiate the process of revision of tentual materials in their universities / SCERT / States following adaptation of NCETE (2009).

→ Universities / States have to switch over to long duration programs.

→ Death of availability of teacher educators.

→ Need to formulate a policy for programs of continuous professional development of teachers linked to their career advancement.

4. How to overcome the challenges

(based on the interaction in the group):

→ problems of transaction of curriculum / Syllabus of English Language in different types of school such as

i) English medium private / government aided elite schools.

ii) new English medium private schools where both English and other Indian language are used.

iii) government aided regional medium school.

iv) government owned regional medium school including school run by district municipal education.

→ Impact evaluation and Feedback.

→ Monitoring of Implementation of NCETE.

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Inclusion of Urdu and English Language In the Classroom.

اساتذہ

Unit 5:

(c) National curriculum frame work for Teacher Education 2009.

نیشنل کونسل آف پیپر ایجوکیشن (NCTE) نے نیشنل کریکولم فریم ورک 2009 میں نافذ کیا گیا۔ جبکہ مارچ 2009 میں نافذ کیا گیا۔ فریم ورک NCF 2005 کی بنیاد پر تیار کیا گیا تھا۔ اور بچوں کے تعلیمی حق و مفت اور لازمی تعلیم کے اہلیت (2009) میں فریم ورک میں تبدیلیاں نافذ کی گئی تھیں۔ یہ تبدیلیاں مستقل اور NCF 2005 کی سفارش کردہ اسکولی لٹریچر میں تبدیلیاں شدہ فلسفہ کے مطابق ہو گئی۔

جبکہ اساتذہ کی تعلیم کے نقطہ نظر کو آگاہ کرتے ہوئے اس فریم ورک

کے تحت کچھ اہم نکات ظاہر کیے گئے ہیں۔

اساتذہ کی تعلیم کا اہم مرکز مشق کی عکاسی ہونا چاہیے۔

طالب علم اور اساتذہ کو خود سے سیکھنے، عکاسی، تدبیر اور نئے خیالات کا

اختیار کرنے کی سہولت فراہم کرنی چاہیے۔

خود پر اپنا حق اور سوجھنے کی صلاحیت کے لیے ترقی پذیر صلاحیتوں کو اہم بنانا اور

گردہوں میں کام کرنا۔

Student-teacher کو بچوں کے ساتھ مشغول کرنے، بچوں کے ساتھ بات چیت کرنا،

اور بچوں سے مشغول کرنے کے مواقع فراہم کرنا چاہیے۔

اس فریم ورک میں مخصوص مقاصد، مطالعہ کے بڑے علاقے سے تعلق رکھنے والی اور عملی طریقے

سے سیکھنے اور لکھنے کی حکمت عملی پر روشنی ڈالی گئی ہے۔ ان تمام بنیادی مسائل

کو ان کو دہریہ کے تمام پروگراموں کی تشکیل میں رہنمائی دینی چاہیے۔

فریم ورک کے ان سرورس پیپر سٹرکچر پروگراموں کے نقطہ نظر اور
طریقہ کار پر نیت ساری سناد سنادات کی ہے اور فریم ورک کے نفاذ کے لیے
ایک حکمت عملی کا بھی ذکر کیا ہے

اساتذہ کے
NCFTE کو قدرتی نوعیت کے طور پر NCFE نے مختلف اصحا تعلیم کے کورسز
کے لیے ماڈل نصاب بھی تیار کیا ہے۔

Objectives and / Salient feature of NCFTE

- NCFE نے اساتذہ کی تعلیم کے لیے ایک نئی فومی نصاب کے فریم ورک کو فروغ
دینے کے لیے ایک بڑی مشق شروع کی ہے جس میں ملکیت اور عائیں طور پر ابتدائی
خدمت اور تعلیم کے تیز رفتار تبدیلیوں کی ضرورت موجود ہے۔
- اساتذہ کی تعلیم ایک دفاعی نظریہ میں ہے بلکہ یہ کھلی اور یکجہاد ہونا چاہیے
اساتذہ کی تعلیم کے لیے ایک ضمنی نقطہ نظر پر روشنی ڈالی گئی ہے۔ اس میں
ترمیم (تبدیلی) پر زور دیا گیا ہے۔
- نیشنل لیشن سے یہ ظاہر ہوتا ہے کہ اساتذہ کی تعلیم آزاد خیال انسانیت پر مبنی
اور ذمہ داری پر مبنی ہونی چاہیے۔
- جماعت کے ماحول میں سیکھنے کی جگہ اور نصاب کی جگہ تنوع کے مطابق تسلیم کرنا چاہیے۔
یہ سیکھنے کے طریقوں کی تعریف کرتا ہے جو بچوں کو نمائش اور سیکھنے کے اصول میں
اساتذہ کے مطابق ہونے میں۔
- نئے نئے علم میں سیاق اور عنوان کی ضروریات اساتذہ کی عکاسی سے موافقت
رکھنا ضروری ہے۔
- اساتذہ کی تعلیم مسلسل ملتی ہے جس میں pre-service اور in-service
اور پستہ وارانہ لیشن، تعلیم کی لسنوڈ ممالک مسلسل عمل کا حصہ ہے جس میں تعمیراتی
پہچرت کے ساتھ ساتھ اہم نڈا بیری کی طرف بھی تبدیلی ضروری ہے۔

- اصول اور عمل کے لیے مناسب وزن فراہم کر کے مشق کے ساتھ *practical* کو شامل کرنے کے بارے میں غور کیا۔
- نو دستہ نصاب میں زمان کی اہلیت اور معاملات (بات چیت) کی مہارت کے اوزار میت اہلیت رکھتے ہیں۔
- سب سے زیادہ تعلیم اور تربیتی عمل میں مشاہدات، کیانی، تجربہ، نازک محققیات خود سے سیکھنا، طرز عمل پر عکاسی، تصورات سے متعلق عمل وغیرہ کا شمار ہوتا ہے۔
- استاد پرہاؤ عکاسی پر پیشکش (*reflective practice*) کی طرح ہوتا ہے۔
- ہر علاقے کی تشبیہ اور ہر اشارے کے معیار کے بارے میں وسیع علاقوں کی نشاندہی کی جانی چاہیے۔
- سادگی اور مقصدی تشبیہ کے طریقے کار کو نمایاں (*highlighting*) کیا گیا ہے
- تشبیہ کے عمل میں (کے لیے) طالب علم، استاد کو اہم سا نقش بنانا ضروری ہے جو تشبیہ کے طریقہ کار اور نشرونی کو باہمی تشبیہ کے طور پر سمجھتا ہے۔
- اساتذہ کی تیاری کے لیے آئی ٹی لیبارٹری سے متعلق نیا، تعلیمی پلٹنہ لوجی، تعلیمی جانچ اور زبان سیکھنے کی لیبارٹری سے متعلق تمام لیبارٹریوں کو بنانے کی ضرورت ہے۔
- اپنی فوئیل غرض کے لیے 4 سے 5 سال اسکول کے بعد یا دو سال ڈگری کے بعد کسی کو درس کی طرف بڑھنا اور کام کی تفصیلات وقت پر ہو۔ اسکے اعنائی منطقی کام کیا جانا چاہیے۔
- جدید تدریس کے نقطہ نظر سے تعمیراتی، جامع تعلیم، متفرق تدریس اور ICT انضمام پر روشنی ڈالنے کی ضرورت ہے۔

The outcomes expected: ستوقع نتائج

- ایک نعتیہ کے ذریعے نشاندہی کی گئی ہے کہ کد طرز مختلف سطحوں پر استاد تعلیم کے پرگرام کے لیے نصاب کو لاگو کیا جائے گا۔ NCTE نے پہلے ہی مختلف سطحوں پر

استاد تعلیم کے پروگراموں کے موجودہ اہصاب کے مطالعہ کو سرکوز کیا ہے۔ ان سہیوں میں
NCTE مختلف سطحوں پر استاد تعلیم کے پروگراموں کے لیے ماڈل اہصاب، اہصاب
اور مہیا میں تیار کرنے کا ارادہ رکھتا ہے۔

جیف پر لڈرز NCFTE کے نئے مطالبات کے ساتھ بنی ہوگی۔

یونیورسٹی کے تعلیمی محکمہ DIETs / CTES / IASEs / SCERTs وغیرہ اپنے اہصاب
اور اہصاب کو تیار بنانے کے لیے استاد تعلیم پروگرام کو تسلیم کر لے گا۔

NCFTE کے نئے مطالبات کو عمل کرنے کیلئے پیپیر ٹرنینگ ادارے تشکیل میں
بیادت حاصل کرے گا۔

دس و تدریس کا مواد اور سیکھنے کی جگہوں کو دوبارہ تبدیل کیا جائے گا۔

استادوں سے مسلسل پیشہ وارانہ ترقی کے لیے کوشش کریں گے۔

NCFTE 2009 کے استادوں اور استاد تعلیم کے مختلف پیلو۔

ترقی پذیر استاد کی نشانیوں۔

جدید استاد تعلیم کے پروگرام کی تشکیل۔

ریاستی سطح پر نئے اہصاب کے اثرات کا مطالعہ۔

Challenges in implementation

اہصاب کے ماڈل اور مناسب مواد کی کامیاں یونیورسٹی کو بھیجی جائے۔ SCERT ریاست

حکومت اپنی یونیورسٹیوں میں مناسب مواد کی نظر ثانی کے عمل کو شروع کرنے کی
درخواست کے ساتھ NCFTE²⁰⁰⁹ کی اصلاح کرنے کو دیا سوتوں اور یونیورسٹی کو اہصاب

کے اصلاحات کو شروع کرنے کے لیے آگے بڑھنا پڑتا ہے۔
ریاستوں اور یونیورسٹیوں کو تدریس مادی پروگرام میں تبدیلی کرنا پڑے گا۔


استادوں کی دستیابی کی کمی۔

ان کے کیریئر کی ترقی سے منسلک تعلیم کے مسلسل پیشہ وارانہ ترقی کے پروگراموں

کے لیے پالیسی تیار کرنے کی ضرورت ہے۔

How to overcome the challenges (based on the interaction in the group).

- مختلف قسم کے اسکولوں میں انگریزی زبان کے شعبہ کی ترجمہ کے مسائل
 - i) جیسے انگریزی میڈیم جنس اسکول گورنمنٹ
 - ii) جنس انگریز میڈیم جنس اسکول جہاں انگریز اور دوسری سہولتوں کی زبان استعمال ہوتی ہے
 - iii) گورنمنٹ ایڈیٹڈ علاقائی اسکول اور
 - iv) گورنمنٹ (حکومت) کے زیر انتظام علاقائی میڈیم اسکول جو ضلع میں ہیں
- تعلیم کے ذریعے حل دی جاتی ہے۔
- اثر انداز نیشنل اور اسٹیٹ
- NCFTE کی قلم درآمد کی نگرانی۔ -


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Group work to promote inclusiveness

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



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Old Thana Road, Rais High School compound, Bhiwandi 421302

Date: 01/12/2017

GROUP DISCUSSION COMPETITION

REPORT

Discussion is an exchange of Knowledge and ideas, with a message to enhance the communication skills, leadership quality, creativity, brainstorming. On Friday i.e. 1st Dec, 2017 an group discussion activity was organized by KMES College of Education.

Topics for discussion were:

1. Importance of Co-curricular
2. We are not serious about wild Life /Environment (B.Ed)
3. E-Book or Printed Book which
4. Sex Education should be compulsory in school.

Our principal (Dr. (Mrs) R.K. Vilku) motivated the students by her words of wisdom and she also appreciated the efforts put forward by students. The event was judged by the audience (B.Ed & D.Ed students) by voting system.


1	AGARWAL VIKAS PRAVIN (MEENA)
2	UZMA BANO MOHAMMED FAROOQUE ANSARI (ZAIBUNNISA)
3	ANSARI RAVISH SAEED AHMAD (QAMAR JAHA)
4	ANSARI SHAMSIYA BANO ANWAR AHMED (ANWARI)

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5	ANSARI ZAMZAM NIZAMUDDIN (ZAHIDA)
6	ASMA UMAIR AHMAD ANSARI (RABIA KHATOON)
7	SAMAN BISMILLAH ZAKIR ANSARI (HAMEEDA)
8	RAMSHA GULAM WARIS ANSARI (NABIUNNISHA)
9	SAIMA MOHAMMAD SHAHID ANSARI (SHABEENA)
10	HUMA NAAZ SHAKIL AHMED ANSARI (FARIDA JALAL)
11	ASNA HASHIM ANSARI (SHAHEEN)
12	ANSARI EQRA SAJID AKHTAR (RUMANA)
13	HUSNA BANO MD IMRAN ANSARI (FARIDA BANO)
14	SHARIFUNNISA MOHAMMAD AKRAM ANSARI (SAAJRA)
15	SHAHEENA SHAH MOHAMMAD ANSARI (MOHSINA)
16	NAHIDA KHATOON MOHAMMAD AKHTAR ANSARI (FARIDA)
17	SUFIYA A BARI ANSARI (MOHSINA)
18	SHAMAMA QAMRUDDIN CHAUDHARY (ZARIN TAJ)


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19	ZUBIYA SAJID DIVKER (RESHAM)
20	GUNDU RINKAL SHEKHAR (VARSHA)
21	SACHIN RAMDEV GUPTA (POONAM)
22	ANAM IMRAN AHD KHAN (SALMA)
23	SHUMAILA AMBARIN SHAHERYAR KHAN (TAUSEEF SERVER)
24	NUKRA AQEEL KHAWJA (SHAKIRA)
25	TUBA SHAMSUDDIN KHOT (NURUS SABAH)
26	AREEBA ZOHRA SAEED AHMAD MOMIN (SHAMSHAD)
27	SHABEENA ABDUL HAMEED MOMIN (KHATOON)
28	MARYAM TAUSIF MOMIN (CHANDBI)
29	SALEHA SHAHID MOMIN (SANA)
30	SANA SHAMIM AHMAD MOMIN (SHAREEFA)
31	MOMIN KANEEZ FATEMA MOHAMMAD ALI (MALAN)
32	MOMIN FIRDOUS FATEMA MIRACHAND (RESHMA)
33	NAIMA FAROOQUE MOMIN (IFFAT)
34	MOMIN MARIYA IQBAL AHMED (ZAHIDA)

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35	SIMRA ASIF MOMIN (TAHAIYA)
36	MUNTAHA HAMEED PATEL (SHAKEELA)
37	ERAM SABA HIFZUL KABIR QUARAISHI (ZAKIYA BANO)
38	SAYYED ATUFA SHAKEEL (RAZIYA)
39	TUBA MUKHTAR AHMAD SHAIKH (SHAMSUNNISA)
40	FATEMA SHAKEEL SHAIKH (TAHSEEN)
41	SANA AQEEL AHMAD SHAIKH (AFSANA KHANAM)
42	SHRISHTI RAJKUMAR SHARMA (ASHA DEVI)
43	ANJUM GAFFAR ALI SIDDIQUI (ZAHERA)
44	ARBINA SOHAIL SUSE (NUSRAT)
45	shaikh Javeriya Nisar Ahmad Zulekha
46	Momin Naziya Bano Mohd Ayyub Ferozjahan
47	Momin Sana Ziya Ahmad Sharmeel
48	Momin Sumaiya Mohammed Rafeeqe Samina
49	Khan Nasrin Jamal Malika
50	Kureshi Alfiya Naeem khairrunisa
51	Pathan Khushnuma Abdul quddus Shamima
52	Ansari Kaneez umma Kulsum Mohammad Karim Rukhsana

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53	Shaikh Saba Parveen Imtiyaz Ahmed Rumana
54	Shaikh Shiba Bano Md akthar Ayeha
55	Shaikh Shaista Majeed Parveen
56	Tase Roma Rahil Mahe arsh
57	Vemula Madhvi Manohar Laxmi
58	Nikhat Jahan Abdur Rahman Ansari
59	Ansari Sana Ibne Hasan



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

Old Thana Road, Rais High School compound, Bhiwandi 421302


Date: 13/10/17 to 14/10/17

NUTRITION WEEK

REPORT

National Nutrition Week is celebrated each year from 1st September to the 7th September to make the people aware about important tips of their health and well being through the


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national nutrition week campaign People from all over the world can be educated to maintain their look and feel better.

National Nutrition week was celebrated on 13th & 14th Oct, 2017 in KMES College of Education under the guidance of Asst Professor Sana Khan. Students from B.Ed & D.Ed arranged stalls which were presented in a very hygienic and attractive way to mark the importance of nutrition and hygiene. Principal and teaching staff appraised the efforts of students. Programme was entertaining and joyful at the end.

ANSARI ARJEENA ASHARAF ALI (KAUSAR)
ANSARI RAFIYA FATIMA MOHD NAIM (PARVEEN BANO)
ANSARI SIDRA MOHD IQBAL (MOHSINA)
ANSARI NEHA IQBAL (AFROZ)
ANSARI FATIMA BANO IFTEKHAR AHMAD (AKBARI BANO)
ANSARI RIMSHA MOHD AZAM (AFREEN)
ANSARI AAREFA BANO ABDUL RASHID (HASINA BANO)
ANSARI ANZALA FIRDOUS RIDWAN (SHABEENA)
ANSARI SHAHNAZ BANO MOHAMMAD YUSUF (HASEENA BANO)
ANSARI SHAISTA KALIMULLAH (ZUBEDA)
ANSARI SANA PARVEEN MD KHALID (TABASSUM)

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Creating An Inclusive School.

Assignment

Prepare a Scrap
book showing different
ICT technologies to cater
needs of children with
special needs

(Pictures & Informatⁿ)

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FOR EDUCATIONAL USE



People with learning disabilities learn differently. Does that mean the way that they learn is WRONG?

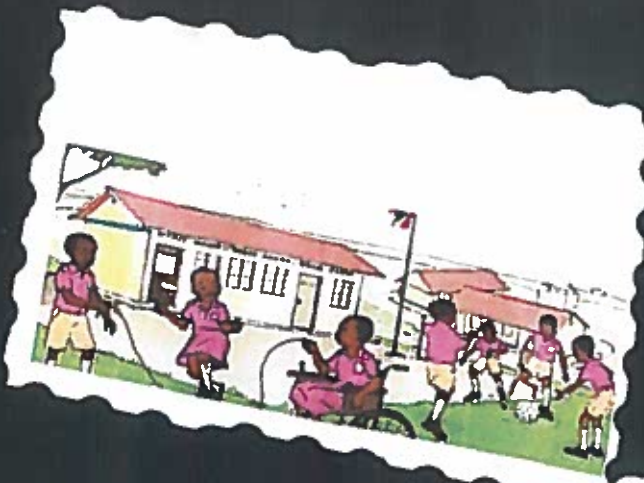
NO!



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ICT



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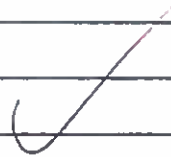
INTRODUCTION

Information and Communication Technology has a unique and valuable role to make to learning experiences of pupils with special educational needs. Perceptions about and teaching in sophisticated 21st century classrooms are fast changing. To deal with the intro of ICT assisted technology, inclusion of person with disabilities and other differences in regular classroom because of the emergence of innovations to enhance teaching and learning today, teacher the education spectrum need to acquire and internalize effective and usable skill in managing ICT in teaching and learning certain principles and practice that teacher who is able to

- 1) Reflect on different type of learning and the ensuring principles of guide your understanding and practice in ICT integrated classroom.
- 2) Familiarise yourself with knowledge about cognitive skill and learning strategies.
- 3) plan, implement and evaluated learning in an ICT assisted curriculum.
- 4) Manage effectively the human and material resources for effective learning using ICT.

- 5) Enable the learner to use ICT to maximize concept, skill and processes acquired from his/her learning.
- 6) Use ICT to develop inquisitive, inquiry, research and curious minds leading such learners to be creative, cultivate independence of thought to exploit learning opportunities.
- 7) To acquire and internalize effective and usable skills in managing ICT assisted classroom to quality learning outcomes.

ICT promote greater Independence by enabling special need child to perform tasks that they were formerly unable to accomplish -----!



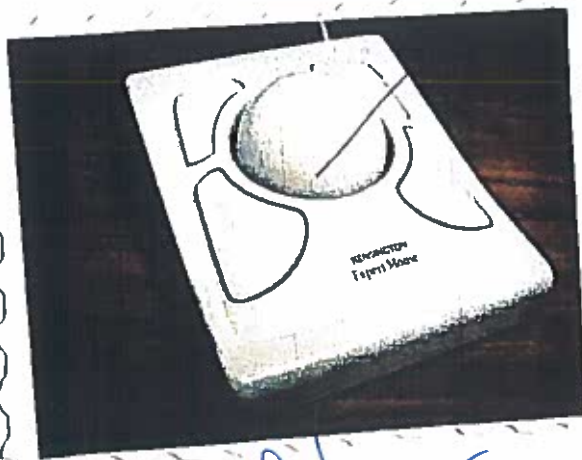
Joysticks



I have a
Speci Need
BUT

I am
STRONG!

Trackball




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Joysticks AND Trackballs

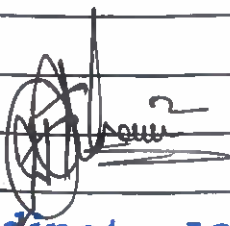
Joysticks are often used to control video game, and usually have one or more pushbuttons whose state can also be read by the computer. A popular variation of the joystick used on modern video game consoles is the analog stick. Joysticks are also used for controlling machines such as cranes, trucks, underwater unmanned vehicles, wheelchairs, surveillance cameras, and zero turning radius law mowers. Miniature finger-operated joysticks have been adopted as input devices for smaller electronic equipment such as mobile phones.

Trackballs

A trackball is a computer cursor control device used in many notebook and laptop computers. The trackball is usually located in front of the keyboard to ward, the user. Essentially, the trackball is an upside-down mouse that rotates in

place within a socket. The user rolls the ball to direct the cursor to the desired place on the screen and can click one of two buttons (identical to mouse buttons) near the trackball to select desktop objects or position the cursor for text entry.

IBM's Thinkpad series of notebook computers uses a "pointing stick", called a Trackpoint, that is integrated into the middle of the keyboard keys.



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Head wand



Mouth stick

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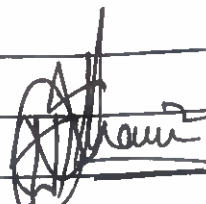
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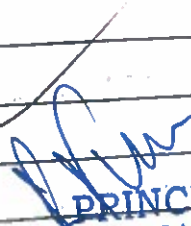
INFORMATION COMMUNICATION TECHNOLOGY (ICT) For Inclusion technology for person with disability.

people who have physical disabilities may need the assistance with mobility some techn device are wheelchair, walker, crutches canes etc. Some people with a physical disability may be able to walk with this devices. Some people like those who are quadriplegic, may control their mobility with their mouth & head device.

[redacted] a device that allows users to control input (whether that be moving their wheelchair or surfing the web) which a stick they manipulate with their mouth.

[redacted] a device similar to a mouth stick, but users control input with their head instead of their mouth.


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Heating Loop

FM System



Assistive listening system

An assistive listening device is part of a system used to improve hearing ability for people in a variety of situations where they are unable to distinguish speech in noisy environments - often, in a noisy or crowded room, it is almost impossible for an individual who is hard of hearing to distinguish one voice among many. This is often exacerbated by the effect of room acoustics on the quality of perceived speech. Hearing aids are able to amplify and process these sounds, and improve the speech to noise ratio.

FM SYSTEM

FM systems are wireless assistive hearing devices that enhance the use of hearing aids, cochlear implants and also assist people who are hard of hearing but do not wear hearing aids, in particular over distance and in noisy environments. They enable sound to be picked up closer to a speaker, sound source or connected directly to the sound source and transmitted to the individual providing greater clarity of speech / sound and a reduction in background noise.


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Sound field system



Cochlear Implants



Hearing and Amplity

Amplify sound are integral to the management of hearing impairment. These include hearing aids, amplified telephones, and portable devices that can be used to amplify the sound coming from electronic system at public events. Implantable hearing devices (e.g. cochlear implants, osseointegrated implants, and electrically driven middle ear implants) are integral in providing hearing for adults in whom traditional hearing amplification device do not provide adequate hearing.

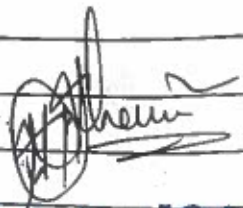
A cochlear implant is a surgically implanted neuroprosthetic device to provide a person with moderate to profound sensorineural hearing loss a modified sense of sound. CI bypasses the normal acoustic hearing process to replace it with electric signals which directly stimulate the auditory nerve. A person with a cochlear implant receiving intensive auditory training may learn to interpret, one third of deaf children do not develop language if they are on a CI program alone and have no sign language input.

Sound field system

A sound field amplification system is used in the classrooms to improve the signal-to-noise ratio, amplifying the teacher's voice above the ambient noise in the room. The sound field amplification system consists of:

- a microphone/transmitter
- an amplifier and
- a number of strategically placed loudspeakers in different locations around the room and ceiling.

This system is useful for students with mild or fluctuating hearing impairment or central auditory processing disorder



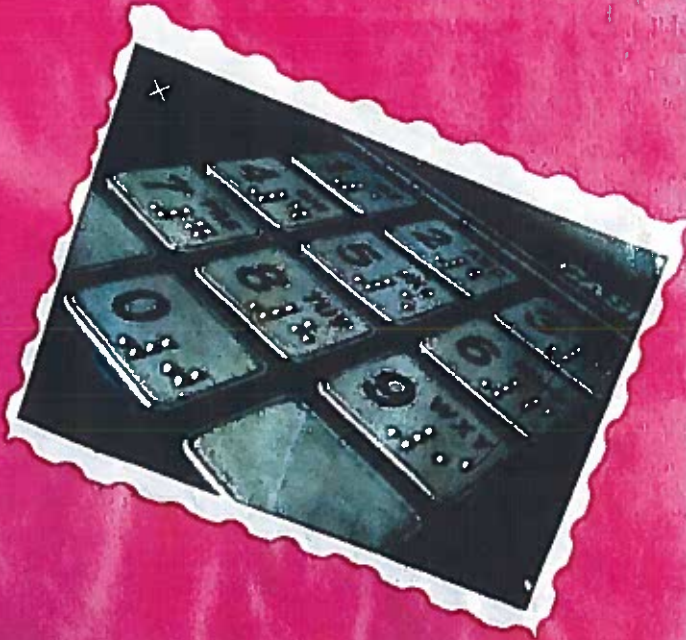
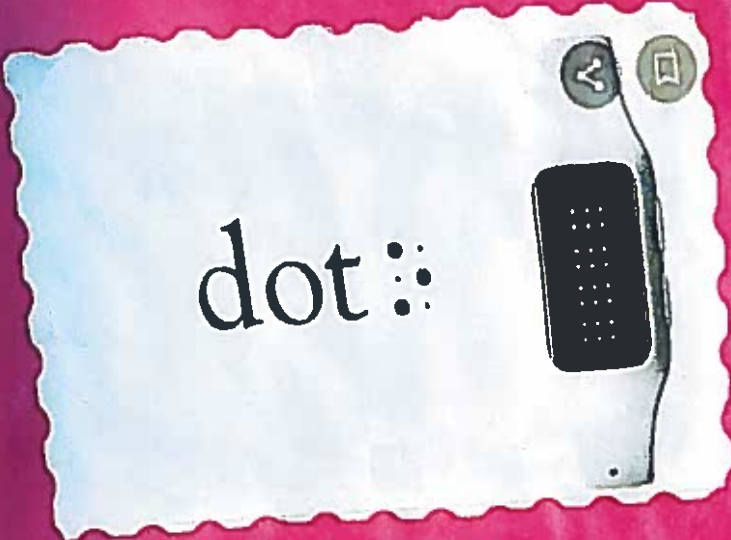
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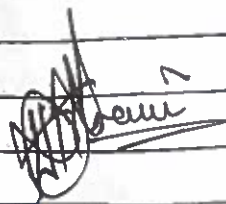


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Dot

Dot is a wearable that is also the world's first Braille smart-watch. Dot is a practical solution that is more affordable than regular e-Braille devices which may cost thousands, yet still works well for the child blind. Dot helps the blind access messages, tweets, even books anywhere and at any time. Technically this tool functions with six dots on four cells found on the surface of the smartwatch. These dots will rise or lower to form 4 letters in Braille at any time. It can connect via Bluetooth to any smartphone then retrieve and translate the text into Braille.



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Math Tools

Electronic Math work sheet are software programs that can help user organize and work through math problem on a computer screen. Number that appear on screen can also be read aloud via a speech synthesizer. This may be helpful to people who have trouble solving math problem with pencil or paper.



Math stimulations can help students with dyscalculia visualize with math problem and concept. As a result, student can better understand the application of a particular, type of problem. From video to animated simulations, teachers and students can visually see how a math concept or problem would work and student can work with problems and then see the result play out in the simulation.



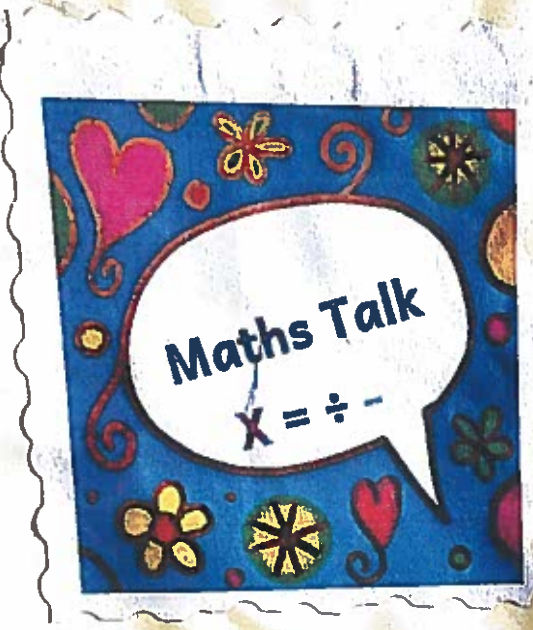
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3 Too



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Math Tool:~

A Range of technology and tools can help student that have trouble with math, most commonly found in a learning disability called. Dyscalculia. Dyscalculia make it difficult to group numbers and it is characterized by a general lack of understanding in the field of math. Technology also help student with "blindness, fine motor skill disabilities" or some other type of disability.

MathTalk

Math Talk is a speech recognition program for math that can help student with a range of disability from para-algebra to ph D level mathematics. Students can perform math problem by speaking into a microphone on their computer. The programs work with "Dragon Naturally Speaking" programs for voice text functionality, make it ideal for students who have fine motor skill disability students with "blindness or vision" disability can use the integrated "braille translator."

The Talking calculator is an ideal tool for anyone to use within the classroom especially those who are visually impaired. The Talking calculator as you can see, look just like a regular calculator, however, it talks when a button is pressed. It is a number

REFLECTION

I would like to thank my professors Shaikh Noorulain maam and Momin Sumalya Ma'am for giving me a great opportunity to make a scrap book containing the information of Information and Communication Technology (ICT) that caters the need of the special need child.

Before that I just knew the different invention and their role of technology in the life of individual in this modern world. But with this subject 'creating an inclusive school' I got the information of inclusive school and the children who had different disability or impairment such as usually, learning, mobility, mental and physical impairment. And the role of ICT in the livelihood of this disabled children. The technology which developed for the benefit of disabled children, for example talking computer, screen reader machines, mobility devices, finger reader etc.

I got the information or knowledge of different device along with their silent features and mechanism and device that caters the need of the child.

ICT can increase a child's self-reliance and sense of independence. Kids who struggle in school are often overly dependent on parents.

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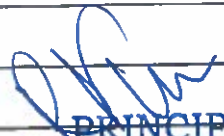
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sibling, friends and teachers for help with assignments and learning but by using ICT devices, kids can experience success with working independently. I get to know the concept of ICT lab which develop or invent for the effectiveness of disable child. Many Educational software have been found to be useful in building learning capabilities and communication skill of special need child. I realized that atleast we should respect the evolving capacities of children with disability and respect for the right of children to present their identities. This all information should be useful in my future because I am the future teacher of the society.


This scrap Book explore the use of various digital technologies to enhance the learning & communication of children with disability.


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ANSARI FARHAT ANSAR AHMAD (AASMA)
ANSARI SANA PRAVEEN MOHD RIZWAN (SHAHEEN BANO)
ANSARI MOHD MUZZAMMIL SHAKEEL AHMED (NAHID)
FANDOLE SABA ABID (SAIMA)
KHAN MARIYA AFZAL (NAHID)
KHAN PATHAN SAIQUA BASHIR (RAZIYA)
MOMIN KASHAF ABDUL SAMAD (TABASSUM)
MOMIN ZULFA FAYYAZ (SALMA)
MOMIN SAFIYA JAVED (SHAHEDA BANO)
PATHAN KHADIJA ZAFARULLAH (YASMEEN)


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Report

Swachta & Hygiene

Date-29/09/2021

To spread awareness among the people about swachta & hygiene was conducted on 29/9/2021. Students conducted various activities relevant to swachta and hygiene was carried out by students outside the college premises.

Objectives achieved: To spread awareness among people about swachta & hygiene.

Participation: 20 students of batch 2021-2022.

Sl. No	Name of the Student
1	ZAKERIA RUHEEN AHMED AZIZA (AZIZA)
2	NAILA ZAIGAM (TANZEELA)
3	ANSARI SAIMA BANO ASGAR ALI (REHANA BANO)
4	ANSARI JAVERIYA JAVED (SHAKERA)
5	ANSARI ARSHIYA SABIR (FARZANA)
6	ANSARI BILQUIS BANO MOHAMMAD HABIB (AMIRUNNISA)
7	ANSARI AALIYA BANO MAQBOOL AHMAD (BILQUIS)

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8	ANSARI RAMSHA RIYAZ AHMAD (ZAREENA)
9	ANSARI SADIQUA ABDUL RAUF (KHALIQUNNISA)
10	ANSARI TASMINA SABIR (FARZANA)
11	ANSARI NASHRAH ZUBAIR AHMAD (TAYYABA BANO)
12	ANSARI TAHSEEN NAAZ MOHD AZIM (NOOR JAHAN)
13	ANSARI ZAKERA KHATOON QUTBUDDIN (ZAHEDA)
14	ANSARI SAFIRA MOHAMMAD RAFI (AAYESHA BANO)
15	ANSARI SHAGUFTA ABRAR (SAYYADA)
16	ANSARI AREEBA MOHAMMAD HAROON (MAHRUNNISA)
17	VEDIKA VIJAY ARORA (HASINA)
18	CHOUDHARY SAWDAH NIAZE (RAZIYA)
19	KUMARI SOUMYA CHOUDHARY (REKHAR)
20	MEHJABEEN FIRDAUS DELHIWALA (GULSHAN)


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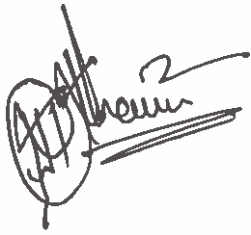


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9. Preparing Individualized Educational Plan(IEP):

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



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معلمہ: شفیع مسیح
معاونہ: انزالہ مسیح

① Co-Teaching: ①

Individual Feed-back to student by faculty

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College of Education

Affiliated to the University of Mumbai

B.Ed. LESSON PLANNER

Name of the Pupil Teacher الفہاری شمع بیرون محمد ذوالقرنین Class Roll No. S-7-B Ed (09)

Name of Practicing School شفیع الدین گورنمنٹ اسکول

Lesson No. 11 Subject اردو

Date 04/09/19 Std. V Div. 63 Topic بہادری - 1

Previous Knowledge طالبہ بہادری سے واقف ہیں۔

Instructional Objectives	Specifications
یاد رکھنا: طالب علم کو بہادری کے بارے میں بتانا	طالب علم بہادری کے بارے میں جان رہا ہے۔
تفسیر: طالب علم کو سبق "بہادری" سمجھانا۔	طالب علم سبق بہادری سے سمجھ رہا ہے۔
مطابق: طالب علم سے خانہ پڑی کروانا	طالب علم سبق کی مدد سے خانہ پڑی کر رہا ہے۔
قدروں پر مبنی: طالب علم سے سبق کا خلاصہ بیان کروانا۔	طالب علم سبق کا خلاصہ کر رہا ہے۔

Teaching Aids: چارٹ پیپر "الفاظ قد اور خانہ پڑی"

Core Elements & Values: دستیوری ذمہ داری / احسانیت

Methods / Techniques Skills: سوالیاتی، کاسٹیوٹ، توضیحی، کاسٹیوٹ

Set Ref. Book / Induction :-

Teacher's Activity	Pupil's Activity
صند	طلبہ الفاظ کی فہم کر کے جواب دیتے رہے ہیں۔
برآمد	
طاققور	
بہادر	

Statement of the Aim: توجیو! آج ہم سبق نمبر 11 بہادری پڑھیں گے۔

LEARNING EXPERIENCES

Teaching Points	Teaching Activity	Teaching Activity										
۸۔ بہادر بنی	اسلام سکھانے! معلمہ: تختہ سیاہ پر عنوان وغیرہ تحریر کرتی ہے۔	دعوتِ اسلام! طلبہ مشاہدہ کر رہے ہیں۔										
مثالی بلند خوانی	معلمہ: بلند آواز میں صحیح تلفظ، رصود و اوقاف کے ساتھ ایک انتہائی بے ایراگراف پڑھتی ہے۔	طلبہ دھیان سے سن رہے ہیں اور لہجہ بہت بہتر ہے۔										
مقصدی سوالات	معلمہ: طلبہ سے دو مقصدی سوالات پوچھتی ہے۔ ① سر دھیری عمر کتنے سال کی تھی؟ ② اسماء کیوں اُٹھ کر گوری ہو گئی؟	طلبہ سن رہے ہیں۔ ① سر دھیری عمر کتنے سال کی تھی۔ ② اسماء کو قد شہہ حملوں سے ہوا کہ بانی اگر اسی طرح ہوتے تو سب بچے ڈوب جاتے۔ اس لیے اسماء اُٹھ کر گوری ہوئی۔										
خاموش مطالعہ	معلمہ: طلبہ کو خاموش مطالعہ کرنے اور اس کے ذریعے مقصدی سوالات کے جوابات تلاش کرنے کی ہدایت کرتی ہے۔	طلبہ خاموش مطالعہ کر رہے ہیں اس طرح وہ سوالات کے جوابات اخذ کرنے کی کوشش کر رہے ہیں۔										
تعمیراتی سوالات	معلمہ: سوالات کے جوابات اخذ کرنے کے بعد سبق کی توجیہ کرتی ہے۔	طلبہ دھیان سے سن رہے ہیں۔										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">معنی</td> <td style="width: 50%;">القائل</td> </tr> <tr> <td>ذرا فوف</td> <td>فدنیہ</td> </tr> <tr> <td>جوش لالہ والا</td> <td>ولولہ انگور</td> </tr> <tr> <td>علی کے</td> <td>مظاہرہ کرنا</td> </tr> <tr> <td>دیکھنا</td> <td></td> </tr> </table>	معنی	القائل	ذرا فوف	فدنیہ	جوش لالہ والا	ولولہ انگور	علی کے	مظاہرہ کرنا	دیکھنا		معلمہ: القائل معنی تختہ سیاہ پر تحریر کرتی ہے۔	
معنی	القائل											
ذرا فوف	فدنیہ											
جوش لالہ والا	ولولہ انگور											
علی کے	مظاہرہ کرنا											
دیکھنا												

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

PRINCIPAL
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LEARNING EXPERIENCES

Teaching Points	Teaching Activity	Teaching Activity	Date
لفاظ کی فہم ذات پہلے آہستہ اندھرا روشنی	معلمہ: طلبہ کو الفاظ کی فہم بتاتی ہے۔	طلبہ غور سے دیکھ رہے ہیں۔	
دوسری ذرا	معلمہ: طلبہ سے کہتی ہے کہ ہماری فرسٹ سے کہ ہم دوسروں کی مدد کر کے جو مہمیت زدہ ہے ان کا ساتھ دے اور ہر پریشانی کا بہادری سے مقابلہ کرنا چاہیے۔ اور مدد کرنے والوں کی حوصلہ افزائی کرنا چاہیے۔	طلبہ بغور سن رہے ہیں اور سمجھ رہے ہیں۔	
احساسیت	معلمہ: طلبہ سے کہتی ہے کہ جب ہم دوسروں کی مہمیت زدہ دیکھ کر ان کی مدد کرتے ہیں تو ہمارے اندر احساسیت کا جذبہ پیدا ہوتا ہے۔	طلبہ بغور سن رہے ہیں اور سمجھ رہے ہیں۔	

Recapitulation: معلمہ: ① اس سبق کے صنف کا نام کیا ہے؟
② صنفی علاقے میں بال گول کا نام کیا ہے؟

Application: معلمہ: ③ یہ اسماء کو کیا کہہ کر رکھتا ہے؟
④ ایک رات سیدھے کہاں بیٹھا ہوا تھا؟

Evaluation: (معلمہ ۷/۱)
* خانہ پڑھی:
① اسماء کو
② ادارہ
③ اس نے
④ سب سے
⑤
(معلمہ ۷/۱) (معلمہ ۷/۱) (معلمہ ۷/۱) (معلمہ ۷/۱) (معلمہ ۷/۱)

Assignment: * اس سبق کے پہلے دو پیرا گراف فوشنط کر کے لائے۔

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Chalk Board Summary

Date: 04/09/19

Std: 7th Div: 1st

Subject: اردو

Topic: ۸- تہا در تہی

معنی	الفاظ
ڈر، خوف	خوشہ
جوٹن لانے والا	ولولہ انگریز
عمل کر کے دیکھنا	مظاہرہ کرنا

مقررہ سوالات
 1) سرھیر کی کمرہ کتنے سال کی تھی؟
 2) اسماء کیوں اچھا کھری ہو گی؟

Observer's Remarks

Set Induction: اساطیر ہند کے کہنوں کہنوں کے چارٹ کے استعمال کیا گیا اور بڑوں سے سوال کیا گیا۔

Aim of Lesson: سبق کا مقصد اراغ کیا گیا۔

Stimulus Variation: سوال کا انداز بیان اچھا تھا۔

Teacher's Knowledge of content: ٹیکسٹ میں سے حواشی اچھی لگی۔

Method: سوالات و حواشی اور لائٹ کا استعمال کیا گیا۔

Questioning: سوالات کے ذریعے توجہ کی قدر بنائی گئی۔

Student's Participation (i) Tr-Student: جواب کا استعمال کر کے اپنے الفاظ میں

(ii) Student-Tr: Good

(iii) Student- Student: آج کی سبق پر حواشی دیں۔

Reinforcement: Good

Teaching Aids: چارٹ کا استعمال کیا گیا۔

Class Room Management: Good

B.B. Summary: مختصراً متن کا خلاصہ لیا گیا۔

Interest Created: Good

Attitude of Teacher towards Teaching: Good

Behaviour of Teacher: Good

Process of Testing: سوالات کے ذریعے توجہ کی قدر بنائی گئی۔

Over all Performance: Good

Guided by:
 Name:
 Signature:

Observed by:
 Name:
 Signature:

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