



MES's Pillai College of Education and Research  
Chembur

## **2.4.2.(1)**

# **Formulating learning objectives**

**Mahatma Education Society's  
Pillai College of Education & Research  
Chembur**

**Batch 2022-2024**

**Practice Teaching Orientation**

**Day & Date:** Wednesday, 21st June 2023

**Time:** 11 a.m. to 1p.m.

**Venue:** Room No. 404

**Topic:** Semester II P.T. Orientation


**Report:**

On June 21st, 2023, an orientation session for the project-based course, Practice Teaching, was held in Room No. 404 for First-Year B.Ed. students, marking the beginning of their internship journey. Dr. Reni Francis, Principal, and Dr. Vithoba Sawant, Practice Teaching Incharge, addressed the students, setting the tone for an enriching experience.

Dr. Reni Francis emphasized the significance of internship in B.Ed., highlighting its role in shaping their personality and providing hands-on classroom experience. She outlined the various activities that students would undertake during this period, preparing them for the challenges ahead.

Dr. Vithoba Sawant provided a detailed overview of the activities to be conducted in schools, along with a timeline of the internship, ensuring students were well-informed and prepared. The session concluded with a Q&A session, where students clarified their doubts and concerns, leaving them feeling confident and ready to embark on their internship journey.

The orientation session aimed to equip students with the necessary knowledge and skills to excel in their internship, setting them up for success in their future teaching careers.

  
**Dr. Reni Francis**  
*Principal*  
Mahatma Education Society's  
Pillai College of Education & Research  
Chembur, Mumbai - 400 071.

**Mahatma Education Society's  
Pillai College of Education & Research  
Chembur**

**Batch 2022-2024**

**Practice Teaching Orientation**

Day & Date: Saturday, 9th September 2023

Time: 11 a.m. to 1 p.m.

Venue: Room No. 404

Topic: Semester III P.T. Orientation

Report:

On September 9th, 2023, an orientation session for the Semester III Practice Teaching, was held in Room No. 404 for S.Y.B.Ed. students. Dr. Reni Francis, Principal, and Dr. Vithoba Sawant, Practice Teaching Incharge, addressed the students, setting the tone for an enriching experience.

The orientation session aimed to equip students with essential teaching methodologies and classroom management skills. Nai Talim and theme based lessons were to be taken for this Semester which was highlighted during the session. The Principal, Dr. Reni Francis Ma'am provided valuable insights into effective teaching practices. She asked the students to engage in hands-on activities and group discussions while teaching in the classrooms. This comprehensive approach will definitely ensure that the student-teachers are confident and are prepared to embark on their teaching journey marking a significant step in their professional development.

The session emphasized on the integration of theoretical knowledge with practical application fostering a comprehensive understanding of the teaching-learning process.

  
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**Batch 2022-2024**

**Practice Teaching Orientation**

Day & Date: Saturday, 10th February 2024

Time: 11a.m. to 1p.m.

Venue: Room No. 404


Topic: Semester IV P.T. Orientation

Report:

An orientation session for the Semester IV Practice Teaching, was held in Room No. 404 for S.Y.B.Ed. students. Dr. Reni Francis, Principal, and Dr. Vithoba Sawant, Practice Teaching Incharge addressed the students and motivated students for the final leg of their B.Ed program.

The Sem IV P.T. has Co-Teaching as a new aspect and the session focussed on co-teaching to enhance collaborative teaching skills amongst the students. The session also demonstrated the benefits and strategies of co-teaching where two or more students-teachers will have to work together to plan, deliver and assess instruction. Students will be observing live co-teaching examples, focusing on various models such as team teaching, parallel teaching etc. Emphasis was given especially on how to do effective communication, joint planning and shared responsibilities while teaching in the classroom.

Principal Ma'am asked the students to prepare themselves for the real-world teaching environments where collaboration is key to fostering an inclusive and effective learning atmosphere.. Her inspiring words and the interactive session left a positive impression setting the stage for a productive and rewarding semester.

  
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Chembur**

**Batch 2023-2025**

**Practice Teaching Orientation**

Day & Date: Tuesday, 19th March 2024

Time: 11 a.m. to 1 p.m.

Venue: Room No. 401

Topic: Semester II P.T. Orientation


Report:

On March 19th, 2024, the First-Year B.Ed batch of 2023-2025 participated in a comprehensive Practice Teaching Orientation, expertly facilitated by Dr. Jaya Cherian & Ms. Surekha, Practice Teaching Incharge. The session aimed to emphasize the significance of practice teaching in honing students' teaching skills, preparing them for real-world classroom experiences.

Ms. Surekha provided an in-depth introduction to the fundamental concepts of practice teaching, including the timeline, rules, regulations, and essential information regarding the upcoming internship.

Dr. Jaya Cherian and Ms. Surekha jointly addressed the students' queries and concerns, offering personalized guidance and clarification on various aspects of practice teaching. This interactive session fostered a supportive environment, empowering students to navigate their practice teaching journey with confidence.

Furthermore, the formation of guidance groups was announced, providing students with a structured support system to facilitate their growth and development throughout the practice teaching experience. This thoughtful approach ensured that each student received personalized attention and mentorship, setting them up for success in their teaching careers.

  
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## MES's Pillai College of Education and Research Chembur

### **LESSON DEMONSTRATION BY FACULTY**

A lesson demonstration was conducted method wise by the faculty of MES's Pillai College of Education & Research, Chembur, aimed at showcasing effective teaching methodologies and strategies to the students. The demonstration was attended by both F.Y.B.Ed and S.Y.B.Ed students that provided them with valuable insights and practical examples of classroom teaching.

The faculty began the lesson with an engaging set induction, designed to capture students' attention and create a conducive learning environment. Techniques such as storytelling, interesting facts and relevant questions were used to pique students' interest and introduce the topic.

Clear and structured explanations were provided, breaking down complex concepts into understandable segments. The faculty used simple language, examples and analogies to ensure that students could grasp the material effectively. Visual aids such as charts, diagrams and multimedia presentations were employed to enhance understanding.

The faculty demonstrated effective questioning techniques to stimulate critical thinking and student participation. A mix of open-ended and closed-ended questions was used to assess understanding, encourage discussion and foster deeper engagement with the topic. Strategies for distributing questions evenly among students and providing wait time for thoughtful responses were highlighted.

Formative assessment techniques were illustrated, including the use of quick quizzes, polls and immediate feedback mechanisms. The faculty shared practical tips for creating a positive and inclusive classroom environment.

A Q&A session followed the demonstration, allowing students to ask questions about the teaching techniques and strategies used. The faculty provided comprehensive answers and additional insights further enriching the learning experience.

The lesson demonstration by the teachers was a tremendous success. It effectively showcased essential teaching skills such as set induction, explanation, and questioning, providing students with practical knowledge and strategies to enhance their teaching practice.



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## Teachers delivering demo lesson in class





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### **MICROSKILLS WORKSHOP BATCH 2023-2025**

A microskills workshop was conducted March 19th, 21st, and 23rd, 2024, for the F.Y.B.Ed. Students, aimed at enhancing the teaching abilities of B.Ed. students. The workshop focused on four critical teaching skills: Set Induction, Explanation, Questioning, and Illustrating with Examples. The primary objective of the workshop was to introduce these essential microskills to the students and highlight their importance in delivering effective lessons.

**Set Induction:** Conducted by Ms. Achala Bhor, this session introduced students to techniques for effectively beginning a lesson, capturing students' attention, and setting the stage for learning.

**Explanation:** Led by Dr. Rajendra Deshmukh, this part of the workshop emphasized the importance of clear and concise explanations in teaching, providing strategies for making complex concepts understandable.

**Questioning:** Dr. Vithoba Sawant guided students through the art of questioning, demonstrating how to use questions to stimulate thinking, assess understanding, and engage students in the learning process.

**Illustrating with Examples:** Ms. Surekha C focused on the use of examples to clarify and reinforce concepts, showing how well-chosen examples can make abstract ideas more concrete and relatable.

The workshop culminated with a demonstration of an integrated lesson by Dr. Reni Francis, showcasing the practical application of the skills covered. Dr. Reni's demo illustrated how to seamlessly combine set induction, explanation, questioning, and examples to deliver an effective and engaging lesson.

By the end of the workshop, students gained a deeper understanding of these skills and their critical role in successful teaching.





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Ms. Achala Bhor's demonstration of Skill of Set Induction



Dr. Rajendra Deshmukh's demonstration of Explanation Skill



Dr. Vithoba Sawant's demonstration of Questioning Skill



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Ms. Surekha Chidambaranath's demonstration of Skill of Illustrating with Examples



Dr. Reni Francis demonstrating an Integrated Lesson



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### ALUMNI DEMONSTRATION

Ms. Athira S. R. , Alumni Batch 2020-2022, presented a lesson on Urbanization for F.Y.B.Ed & S.Y. B.Ed. The session started by defining urbanization and discussing its historical context. Key concepts such as rural-urban migration, urban growth and the transformation of rural areas into urban spaces were introduced. The causes of Urbanization were economic opportunities and infrastructure development was highlighted by Ms. Athira. The role of better infrastructure and services helps in promoting urbanization. Positive and negative impacts of Urbanisation were discussed.

Ms. Athira presented case studies of various cities around the world, highlighting successful urbanization strategies and the challenges faced. Special emphasis was placed on cities like Mumbai and Delhi, illustrating the complexities of urbanization in the Indian context.

Colourful and informative PPT and videos were used during the session by Ms. Athira, A lively Q&A session followed the presentation where students had the opportunity to ask questions and engage in discussions with her. Ms. Athira provided thoughtful and comprehensive answers enriching the learning experience.

The demo on Urbanization was highly impactful. It provided students with a deeper understanding of urbanization, its causes and effects and the importance of sustainable urban planning. The practical approach and real-world examples used by Ms. Athira made the session particularly effective and memorable for the attendees.





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## **2.4.2.(2)**

# **Content mapping**

## **Content Enrichment Programme**

**Batch 2023-25**

### **Pedagogy- History and Political Science**

#### **Introduction:**

To provide meaningful learning experiences to students and to plan and achieve appropriate learning outcomes it is essential that teachers should have strong content knowledge in their subjects. In order to enhance the content knowledge of the student teachers PCER Chembur organised a content enrichment programme for the First Year B. Ed students. As part of this programme content enrichment sessions were conducted in the pedagogy of History. These sessions focussed on augmenting the content knowledge of the student teachers through discussions, sharing of ideas, presentations, and tests.

#### **Objectives:**

- To develop understanding of various concepts in History and Civics/Political Science
- To orient student teachers regarding strategies, techniques and resources for teaching content in History and Civics/Political Science
- To promote critical thinking skills among the student teachers
- To develop confidence and communication skills among the student teachers

#### **Report:**

The content enrichment sessions focused on enabling the student teachers to sharpen their knowledge of the concepts in the pedagogy of History and Civics/Political Science. Student teachers gave a content test prior to the content enrichment sessions. During the sessions several concepts and content areas were examined and discussed. The student teachers were provided with thinking time to reflect on the topics and then they shared their views and understanding of the topics. The teacher educator then supplemented the discussion and provided an overview of the different aspects to be considered. The discussions also included the relevant strategies, techniques and resources to be utilised in delivering the content to the students.

After each session student teachers were given assignments based on the content discussed. The prepared short answers, reports, concept maps, flow charts, timelines etc based on the topics covered during the content enrichment sessions. Student teachers were also provided with additional reference material, presentation, YouTube video links to supplement their efforts towards concept clarity. Student teachers prepared lesson plans and presented lessons based on the concepts covered during the sessions. The student teachers also gave a written test post the content enrichment sessions.

**Week 1 (06/05/24-11/05/24)**

<b>Date</b>	<b>Topic</b>	<b>Method</b>	<b>Description</b>
Monday 06/05/24	Std-6 Ancient Period <ul style="list-style-type: none"> <li>• Sources of History</li> <li>• The Harappan Civilization</li> </ul>	Cooperative learning  Group Discussion	Student teachers gave a content test. During the sessions student teachers worked on a topic in pairs and then shared their ideas regarding the topic with the group. The session was conducted through Google Meet.
Tuesday 07/05/24	Std-7 Medieval Period <ul style="list-style-type: none"> <li>• The Foundation of Swaraj</li> <li>• An Ideal Ruler</li> </ul>	Cooperative learning  Group Discussion	During the session topics related to medieval period in Maharashtra were discussed. The establishment of the Maratha kingdom its origin and other aspects were discussed.
Wednesday 08/05/24	Std-8 Modern Period <ul style="list-style-type: none"> <li>• Europe and India</li> <li>• Indian Freedom Movement</li> </ul>	Cooperative learning  Group Discussion	The session focussed on discussions on Renaissance and changes in Europe and the Indian freedom struggle, concepts of Satyagraha, non-cooperation movement.
Thursday 09/05/24	Std-9 After Independence <ul style="list-style-type: none"> <li>• Education</li> <li>• Changing Life</li> </ul>	Cooperative learning  Group Discussion	During the session the educational system in India post-Independence and the various aspects related to changes in different sections in society were discussed.

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Friday 10/05/24	Lesson Presentations	Student Presentations Feedback	Student teachers prepared lesson plans based on the content covered during the sessions. They presented the lessons and feedback was provided.
Saturday 11/05/24	Content Test	Written Test	Student teachers were administered a test based on the topics covered during the sessions

**Week 2 (13/05/24-18/05/24)**

<b>Date</b>	<b>Topic</b>	<b>Method</b>	<b>Description</b>
Monday 13/05/24	Std-6 Our Local Government <ul style="list-style-type: none"> <li>• Our Life in Society</li> <li>• Urban Local Government Bodies</li> </ul>	Cooperative learning  Group Discussion	The sessions focused on concepts from the Civics section. The student teachers shared their views on certain basic concepts related to society. The discussion included the aspects of administration and the various government bodies at the local level.
Tuesday 14/05/24	Std-7 Our Constitution <ul style="list-style-type: none"> <li>• Indian Constitution</li> <li>• Features of the Constitution</li> </ul>	Cooperative learning  Group Discussion	The session focused on the Indian Constitution, the contributions of Dr. Babasaheb Ambedkar, the process of preparing the Constitution and its various significant features.
Wednesday 15/05/24	Std-8 Parliamentary System <ul style="list-style-type: none"> <li>• Indian Parliament</li> <li>• Union Executive</li> </ul>	Cooperative learning  Group Discussion	The session focussed on discussions on forms of government, the difference between parliamentary and presidential systems. The discussion also included the Union Executive and its functions

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Thursday 16/05/24	Std-9 India and the World <ul style="list-style-type: none"> <li>• India's Foreign Policy</li> <li>• United Nations</li> </ul>	Cooperative learning  Group Discussion	Concepts from Political Science section were examined such as India's relations with the world and the phases of its foreign policy were discussed. The student teachers shared their ideas about the United Nations and its objectives and functions
Friday 17/05/24	Lesson Presentations	Student Presentations Feedback	Student teachers prepared lesson plans based on the content covered during the sessions. They presented the lessons and feedback was provided.
Saturday 18/05/24	Content Test	Written Test	Student teachers were administered a test based on the topics covered during the sessions



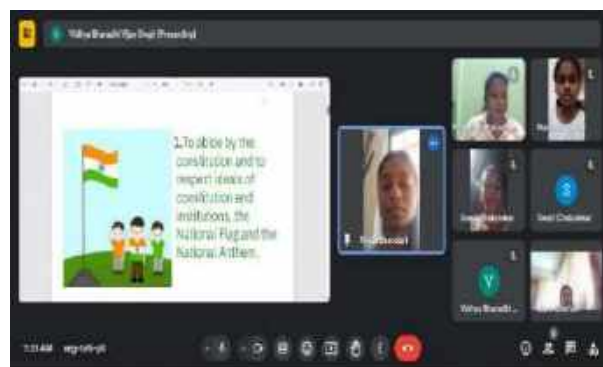
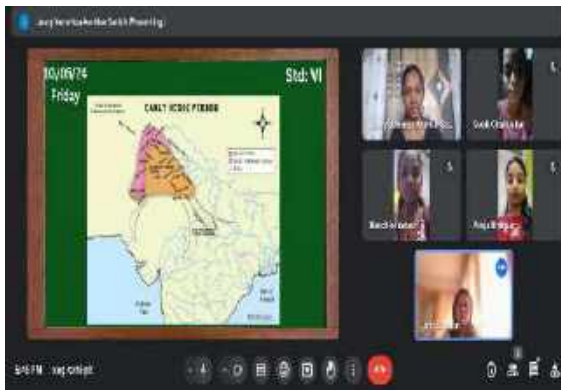
Photos - Content Enrichment Programme

Pedagogy- History

Classroom discussion:



Lesson presentations:



## Student Assignments:



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**Content Enrichment Program**

**Introduction:**

The Pedagogy of school subject : Geography Content Enrichment Program was conducted for students who will be beginning their internship from July onwards. This program was held to get the students ready with basic concepts that they need to have a comprehensive understanding of in order to teach Geography.

**Objectives of CEP for teaching Mathematics:**

- To understand the concept of geography subject.
- To gain a comprehensive understanding of both physical and human geography,
- To demonstrate proficiency in reading and interpreting maps, including understanding key elements.
- To explain phenomena such as migration, urbanization, economic development, and environmental change at local, regional level.

**Report:**

Each week comprised daily lessons and weekly student presentations and assessments. Teacher guided students through various activities, ensuring interaction and engagement. Students received constructive feedback to enhance their understanding and presentation skills, fostering active participation in their learning process.

## Week 1

<b>Day &amp; Date</b>	<b>Grade and Topic</b>	<b>Method</b>	<b>Description</b>
Monday, 06/05/2024	Grade 6 Chapter: Importance of Oceans  Sub- Topics: 1. Oceans and Resources 2. Oceans and Transport 3. Issues Related to Oceans	1. Lecture cum discussion	Content test was done. Followed by the session begin with chapter of importance of Oceans focused on marine biodiversity, sustainable resource management, and maritime trade showcased global economic connectivity. The students actively participated, culminating in a recap that heightened their appreciation for oceans. The geographical exploration, fostering a deep understanding of oceanic importance.
Tuesday, 07/05/2024	Grade 7 Chapter: 9 Agriculture  <b>Sub Topic :</b> 1. Types of farming 2. Subsistence farming 3. Commercial farming	1. Inductive-Deductive 2. Lecture cum discussion	The session focused on agricultural practices, with students examining various farming types. They analysed subsistence farming, particularly intensive and shifting methods, and explored the global economic significance of commercial farming. The session provided student with a comprehensive understanding of agriculture's diverse methodologies and its crucial role in the economy.
Wednesday, 08/05/2024	Grade 8 Chapter 7 : Population  Sub Topic : 1. Population growth 2. Distribution of population 3. Factor Affecting population distribution	1.Lecture cum discussion 2. Discussion forum	The student engaged in a comprehensive session on population dynamics, the topic encompassed Population Growth, Distribution, and Influencing Factors. Students analysed global population trends, grasping their societal impacts.
Thursday, 09/05/2024	Grade 9 Chapter 11. Transport and communication  <b>Sub Topics:</b> 1. Factors to be considered for transportation 2. Importance of	1. Discussion Forum	The transport and Communication, exploring factors affecting transportation, efficient transport systems, and communication's modern role. It aimed to deepen student comprehension of how geography influences transportation. The student actively engaged with diverse resources, fostering a holistic understanding of

	transportation 3. Communication		geography's impact on transportation and communication.
Friday, 10/05/2024	Lesson Presentations	Presentation and Feedback	Students were tasked with preparing lesson plans in geography using the inductive-deductive teaching method, with topics assigned by the teacher. Individual feedback was provided to clarify understanding of concepts and processes as needed
Saturday, 11/05/2024	Essay Test – Geography	Written	The student completed an essay-type geography written test and submitted their answer sheets on Google Classroom.

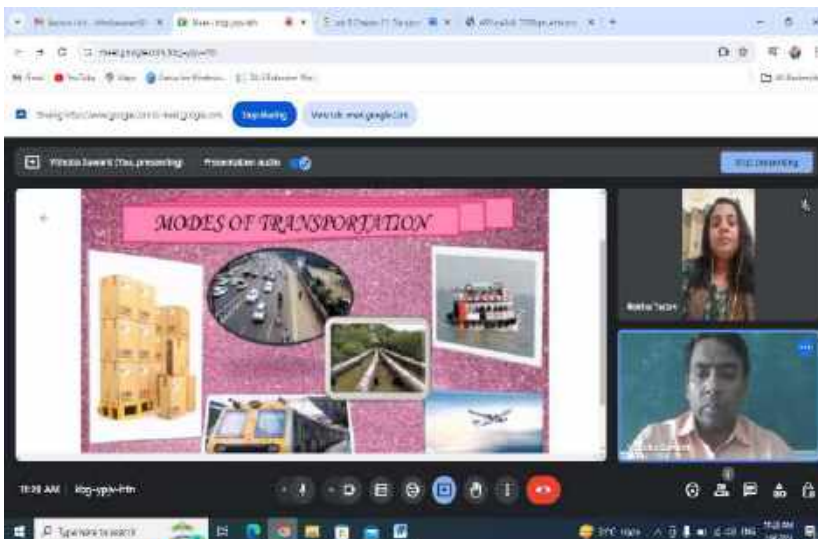
## Map Reading



## Concept Map



## Understanding different mode of transportation



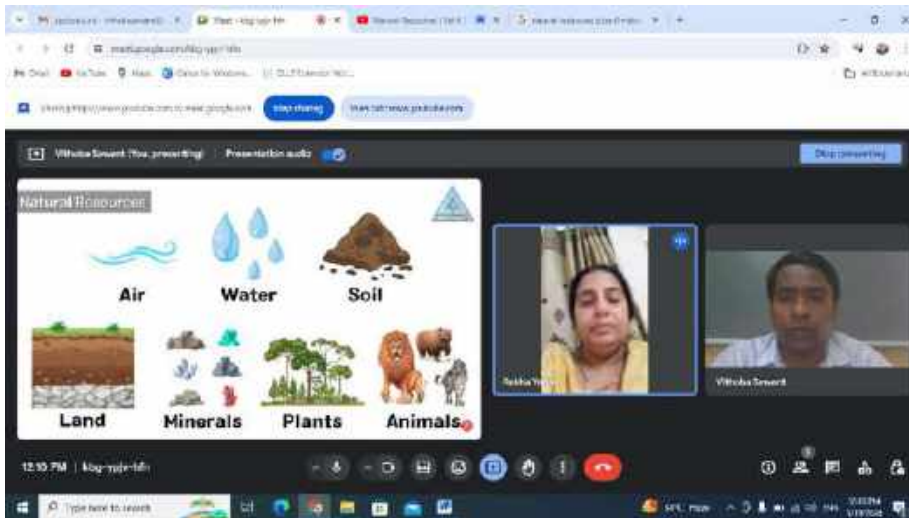
## Week 2

Day & Date	Grade and Topic	Method	Description
Monday, 13/05/2024	Grade 6 Natural Resources  Sub- Topics:  1. Air 2. Soil 3. Types of Natural Vegetation	Lecture cum discussion	The teacher educator delivered a lecture on Natural Resources, covering key subtopics such as air, soil, and types of natural vegetation. This was followed by an interactive discussion. The student were asked questions, and the educator clarified their doubts, enhancing their understanding of the subject.
Tuesday, 14/05/2024	Grade 7 Chapter: Human Settlement  <b>Sub Topic :</b> 1. Factors influencing the location of human settlement 2. Hamlets on the basis of occupation 3. Rural and urban settlement.	Lecture cum discussion	The session focused on Human Settlement, with students examining various types. They analysed, influencing factor, hamlets, Urban and rural settlements significance. The session provided student with a comprehensive understanding of various settlements and its crucial role in the human development.
Wednesday, 15/05/2024	Grade 8 Chapter : Land Use  Sub Topic : 1. Land use 2. Types of land use-	1. Lecture cum discussion 2. Discussion forum	The concept of Land Use was discussed, covering subtopics such as land use, types of land use (rural and urban), and planned cities. The teacher educator showed a video, and the discussion that followed helped students understand these concepts thoroughly, with all doubts

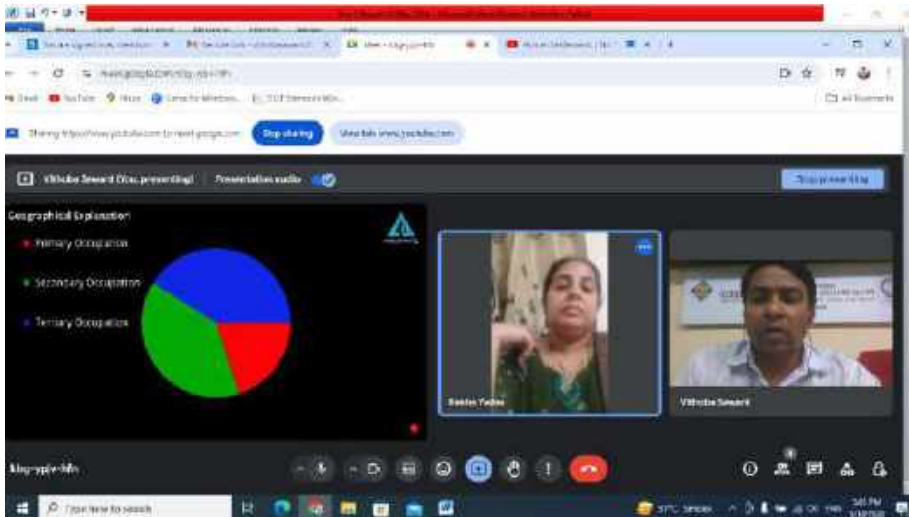
	<p>Rural land use, Urban land use</p> <p>3. Planned cities</p>		effectively clarified.
<p>Thursday, 16/05/2024</p>	<p>Grade 9 Chapter 11. Tourism</p> <p><b>Sub Topics:</b></p> <ol style="list-style-type: none"> <li>1. Domestic tourism</li> <li>2. International tourism</li> </ol>	<p>Discussion Forum</p>	<p>The teacher discussed the role of tourism, including domestic and international tourism, effectively. The student understood the concepts well. This was followed by a discussion where student- teacher shared their thoughts and asked question on comprehension of the topic.</p>
<p>Friday, 17/05/2024</p>	<p>Lesson Presentations</p>	<p>Presentation and Feedback</p>	<p>Students were tasked with preparing geography lesson plans on topics assigned by the teacher. Individual feedback was provided to ensure a clear understanding of the concepts and processes. This approach helped students refine their lesson plans and improve their teaching skills</p>
<p>Saturday, 18/05/2024</p>	<p>Essay Test – Geography</p>	<p>Written</p>	<p>The student completed an essay-type geography written test and submitted their answer sheets on Google Classroom.</p>



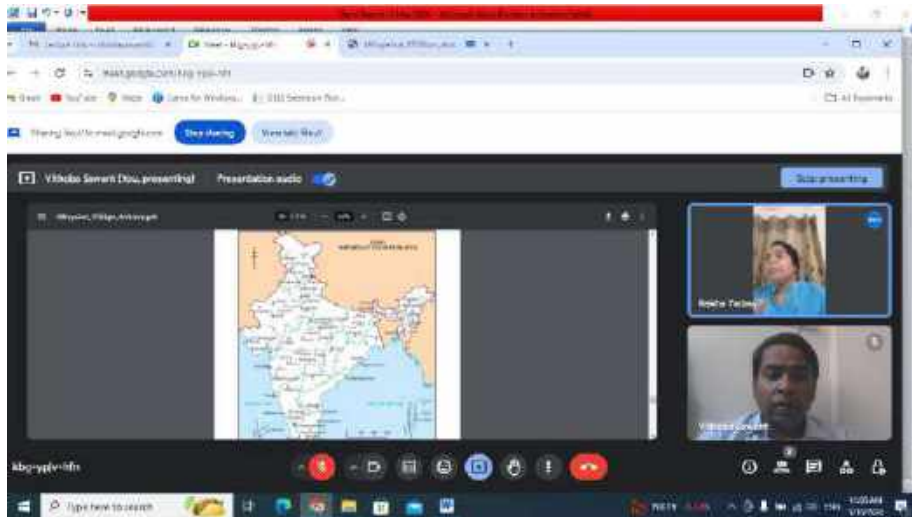
## Different Sources of Natural Resources



## Graphical presentation of Occupation



## Map Reading – Tourism places



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**Content Enrichment Program**

**Method - Mathematics**

**Batch 2023-2025**

The Content Enrichment Program for B.Ed students with Mathematics as their first method was conducted at PCER, Chembur to equip students teachers with content knowledge, used of innovative teaching methodologies, and practical strategies essential for effective teaching and learning in Mathematics.

**Objectives of CEP for teaching Mathematics:**

- To gain an understanding of mathematical concepts
- To explore different teaching strategies, methodologies, and instructional techniques for teaching of mathematics.
- To foster problem solving and critical thinking skills.
- To explore the integration of digital tools and online resources.

During the CEP sessions were conducted to deepen the understanding of mathematical concepts. These sessions covered topics such as algebra, geometry, and statistics, aligning with the syllabus of Maharashtra State Board.

The sessions conducted during CEP were organized to explore various pedagogical approaches that can be used for teaching Mathematics. Student teachers were engaged in discussions activities to understand various aspects of lesson planning, instructional design, assessment techniques, and different teaching methodologies. The student teachers were also introduced to various digital tools and resources such as Math pad, audio-video aids, Jam board, etc which can be integrated effectively while teaching Mathematics.

Following each session homework was given based on the concepts discussed, to practice and revise the concepts as well as sums with varying difficulty level. Student teachers presented a lesson on any one concept discussed during the week and students were encouraged to use different teaching strategies and digital tools during their lesson presentation. On the last day written test was conducted based on the topics covered during the week.

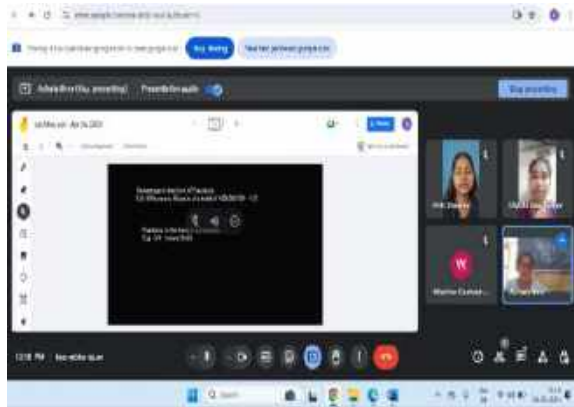
The Content Enrichment Program thus gave a deeper understanding of mathematical concepts, digital tools for teaching mathematics and their applications.

## Week 1

Day & Date	Grade and Topic	Method	Description
Monday, 06/05/2024	Grade 6 1. Angles 2. Operations on Fractions 3. Percentage 4. Profit and Loss	1. Lecture cum discussion 2. YouTube video 3. Video by Khan Academy. 4. Jam board	The session began with an orientation to CEP for students with a focus on Maths pedagogy. This session was conducted through Google Meet. Concepts such as angles, operations on fractions, percentages, and profit and loss were discussed using Jamboard and videos.
Tuesday, 07/05/2024	Grade 7 1. Geometrical Constructions 2. HCF and LCM	1. Mathpad 2. Jam board	The construction of an angle bisector was taught using Math Pad, an online tool. The concepts of HCF and LCM were taught using Jam Board. Students were then asked to solve problems based on HCF and LCM, and the steps to solve these problems were discussed with the students.
Wednesday, 08/05/2024	Grade 8 1. Indices and Cube Root 2. Congruence of Triangles	1. Inductive Deductive Method. 2. Lecture cum discussion.	Concept of Indices and Cube roots was taught using Inductive deductive method. Sums based on these concepts were given to students for practice. Congruence of Triangles was taught through Lecture cum discussion method.
Thursday, 09/05/2024	Grade 9 1. Sets 2. Real Numbers	1. Next Gurukool and Inductive Deductive. 2. Video	The concept of Sets was taught using Inductive deductive method. The use of online platforms such as Next Gurukool was discussed. Concept of real numbers was taught by showing a

			video. Few examples on real numbers were explained using Jamboard Students were asked to solve sums based on the real numbers.
Friday, 10/05/2024	Lesson Presentations	Presentations by student teachers and Feedback	Students prepared the lesson plan on the topic assigned to them. They presented the lesson using different teaching methods discussed during the session. Feedback was given to each student for the concept and the teaching methodology.
Saturday, 11/05/2024	Assessment	Written Test	Students solved the sums given in the test and uploaded them in the google classroom.

## Teacher demonstrating use of Jam board and Audio -Video Digital tools



## Lesson presentation by students using digital tools



## Week 2

Day & Date	Grade and Topic	Method	Description
Monday, 06/05/2024	Grade 6 1. Divisibility 2. Types of triangles and their properties	<ul style="list-style-type: none"><li>➤ YouTube video</li><li>➤ Game method</li><li>➤ Discussion through Testbook</li><li>➤ Inductive Deductive Method.</li></ul>	<p>Teacher demonstrated the use of game method and discussion through online tools such as YouTube videos, online games on Maths and Testbook.</p> <p>Problem sums were given to students on the concept of Divisibility and Types of triangles and their properties.</p>
Tuesday, 07/05/2024	Grade 7 1. Algebraic Expressions and Operations on them. 2. Statistics	<ul style="list-style-type: none"><li>➤ Video</li><li>➤ White Board</li><li>➤ Buzzmath</li></ul>	<p>The concept of algebraic expressions was discussed with the help of video.</p> <p>Examples based on frequency distribution were discussed using an online platform, "Buzzmath"</p>
Wednesday, 08/05/2024	Grade 8 1. Variation 2. Circle: Chord and Arc	<ul style="list-style-type: none"><li>➤ Padlet</li><li>➤ Inductive Deductive Method</li></ul>	<p>The concepts of Variation and Circle were taught using the inductive-deductive method. The Padlet platform was introduced, and its application was discussed.</p> <p>An assignment based on the concepts taught was given, and students were asked to upload the assignment to Padlet.</p>

<p>Thursday, 09/05/2024</p>	<p>Grade 9</p> <ol style="list-style-type: none"> <li>1. Parallel Lines</li> <li>2. Surface Area and Volume</li> </ol>	<ol style="list-style-type: none"> <li>1. Videos</li> <li>2. Lecture cum discussion method</li> <li>3. GeoGebra</li> </ol>	<p>To understand the concept of parallel lines and the tests for parallel lines, videos were shown, and students were asked to solve problem sums based on this concept.</p> <p>The concept of surface area and volume was discussed with students using various examples. An assignment was given based on the surface area and volume of a cone and a sphere. Students uploaded this assignment in Google Classroom.</p> <p>The application of various other digital tools, such as GeoGebra and Dynamic Geometry Software, was discussed.</p>
<p>Friday, 17/05/2024</p>	<p>Lesson Presentations</p>	<p>Presentations by student teachers and Feedback</p>	<p>The students prepared a lesson plan based on their assigned topic and presented it using various teaching techniques covered during the sessions. Each student received feedback on both the clarity of their concept and their approach to teaching.</p>
<p>Saturday, 18/05/2024</p>	<p>Assessment</p>	<p>Written Test</p>	<p>The students solved the math problems from the test paper and submitted their solutions on Google Classroom.</p>



## Teacher discussing the concept by showing a video and Padlet Activity



## Students Presenting Lessons using different digital tools:



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**Academic Year 2023-2024**

**Content Enrichment Program**

**Introduction:**

PCER Chembur conducted a two-week Content Enrichment Program for F.Y.B.Ed students from May 6th to May 18th, 2024, the program aimed to provide a comprehensive overview of Physics, Chemistry and Biology topics typically covered in grades 6 to 8. Through interactive sessions led by Asst. Prof. Dr. Rajendra B. Deshmukh, students were encouraged to engage critically with the content and deepen their understanding through thought-provoking questions.

**Objectives of CEP for teaching Mathematics:**

- To deepen understanding of basic Physics, Chemistry and Biology concepts.
- To encourage active participation of students through discussions and activities.
- To enhance teaching skills through interactive sessions and guidance.
- To foster critical thinking and real-world application of science concepts.
- To explore digital tools useful in teaching science concepts.

**Report:**

The Content Enrichment Program at PCER Chembur, from 6<sup>th</sup> to 11<sup>th</sup> May 2024, focused on basic Physics and Chemistry concepts for the F.Y.B.Ed students. Students engaged in discussions and activities to explore topics like density, mass, volume, force, and pressure in Physics. They learned through interactive sessions, which included asking questions and doing experiments. In Chemistry, they studied atom models, structure, isotopes, and types of elements.

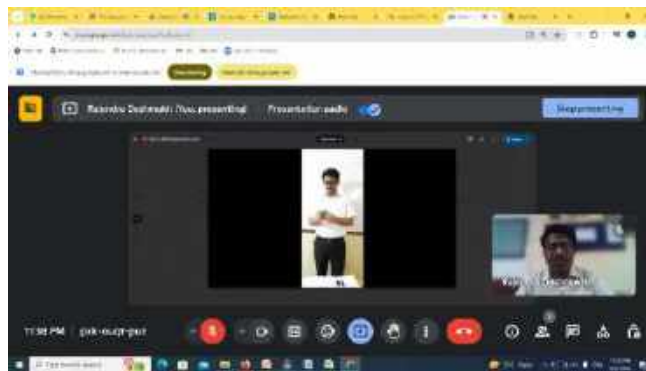
In the second week that is from 13<sup>th</sup> to 18<sup>th</sup> May, 2024, the focus was on digital tools useful for teaching like the Phet Simulations and Biology topics-structure of prokaryotic and eukaryotic cells, viruses, enzymes and vaccines. Teacher guided them through the textbook content, helping them understand how these concepts apply in the real world. The program encouraged students to participate actively, share their thoughts, and ask questions to learn better. Students not only understood the concepts better but also learned how to teach them effectively.

**Week 1**

<b>Day &amp; Date</b>	<b>Grade and Topic</b>	<b>Method</b>	<b>Description</b>
Monday, 06/05/2024	Grade 6 1. Density 2. Volume 3. Force	Lecture cum demonstration	The session began with a pre-test followed by discussions, enhancing understanding of the concepts. During the session the student teachers were engaged in a lecture cum demonstration session focusing on density, volume, and force.
Tuesday, 07/05/2024	Grade 7 1. Mass 2. Weight 3. Pressure	Lecture cum discussion	The student teachers participated in lecture cum discussion, exploring mass, weight, and pressure, deepening their comprehension through interactive dialogue.
Wednesday, 08/05/2024	Grade 8 1. Models of structure of atom 2. Structure of atom 3. Atomic Number 4. Atomic Mass Number	Content analysis	The student teachers were led in session to analyze models of the structure of the atom, atomic number, and atomic mass number, emphasizing content understanding.
Thursday, 09/05/2024	Grade 8 1. Isotopes 2. Properties of metals and non-metals	Induction method	The student teachers were delved into isotopes and properties of metals and non-metals using an induction method, enriching their understanding through practical applications.
Friday, 10/05/2024	Lesson Presentations	Presentation and Feedback	The lesson presentations by Ms. Kavita B., Ms. Nagamma J., Ms. Alsa K., and Ms. Naela, providing opportunities for peer learning and feedback.
Saturday, 11/05/2024	Essay Test	Written	Online Essay Type content test of science was attempted by the all the science method students through the Google Classroom platform

## Photos with caption

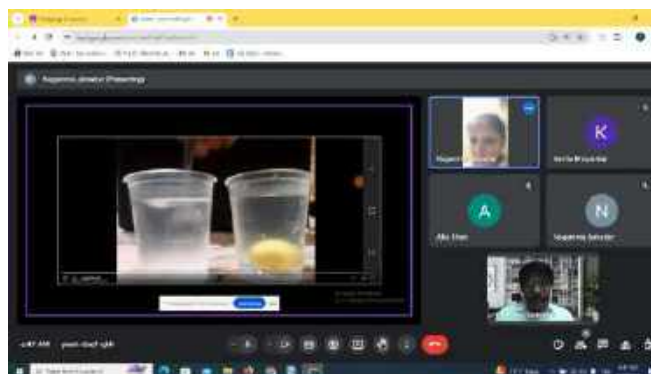
### Lecture cum demonstration of Science Concepts



### Content analysis-Models of Structure of Atom



### Demonstration by a student to teach the concept-Density

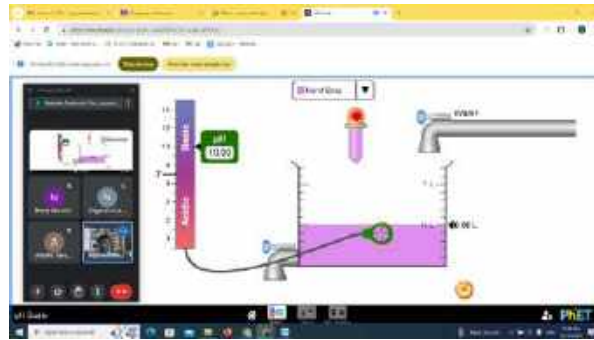


**Week 2**

<b>Day &amp; Date</b>	<b>Grade and Topic</b>	<b>Method</b>	<b>Description</b>
Monday, 13/05/2024	Grade 7 1. Cell Theory 2. Plant cell	Lecture cum discussion	The teacher delivered a lecture on the fundamental concepts of cell theory and the structure of plant cells, followed by a discussion session where student teachers asked questions and clarified their doubts.
Tuesday, 14/05/2024	Grade 7 1. Cell Organelles	Lecture cum discussion	The student teachers participated in a demonstration using Phet simulations. The teacher explained various scientific concepts through interactive simulations, enhancing students' understanding through visual aids.
Wednesday, 15/05/2024	Grade 6,7 &8 1. Phet Simulations	Lecture cum demonstration	The student teachers participated in a demonstration using Phet simulations. The teacher explained various scientific concepts through interactive simulations, enhancing students' understanding through visual aids.
Thursday, 16/05/2024	Grade 8 1. Enzymes 2. Vaccines	Lecture cum discussion	The teacher discussed the role and function of enzymes and the importance of vaccines. This was followed by a discussion where student teachers shared their thoughts and asked questions to deepen their comprehension.
Friday, 17/05/2024	Lesson Presentations	Presentation and Feedback	The student teachers presented their lessons on various topics. Peers and the teacher provided feedback, highlighting strengths and suggesting areas for improvement, fostering a collaborative learning environment.
Saturday, 18/05/2024	Essay Test	Written test	The student teachers took a written essay test to assess their understanding of the week's topics. This exercise helped evaluate their grasp of the material and their ability to articulate their knowledge in written form.

## Photos with caption

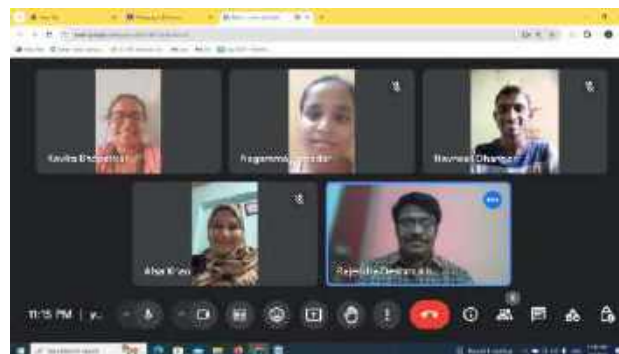
### Phet Simulation Demonstration



### Lesson by a student teacher using simulation



### Topic discussion with the students



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**Content Enrichment Program**

**Introduction:** English Method Content Enrichment Program was conducted for students who will be beginning their internship from July onwards. This program was held to get the students ready with basic concepts that they need to have a comprehensive understanding of in order to teach English.

**Objectives of CEP for teaching English:**

- To develop an understanding about the fundamentals of English language.**
- To recap grammar concepts.**
- To practice various writing skills.**
- To apply the understanding of various teaching approaches to different topics.**

**Report:** Each week included daily lessons and weekly student lesson presentations and tests. Teachers led students through activities on a range of important concepts in their respective methods. The sessions were interactive with students gaining practice and constructive feedback on how to improve their lessons.

**Week 1**

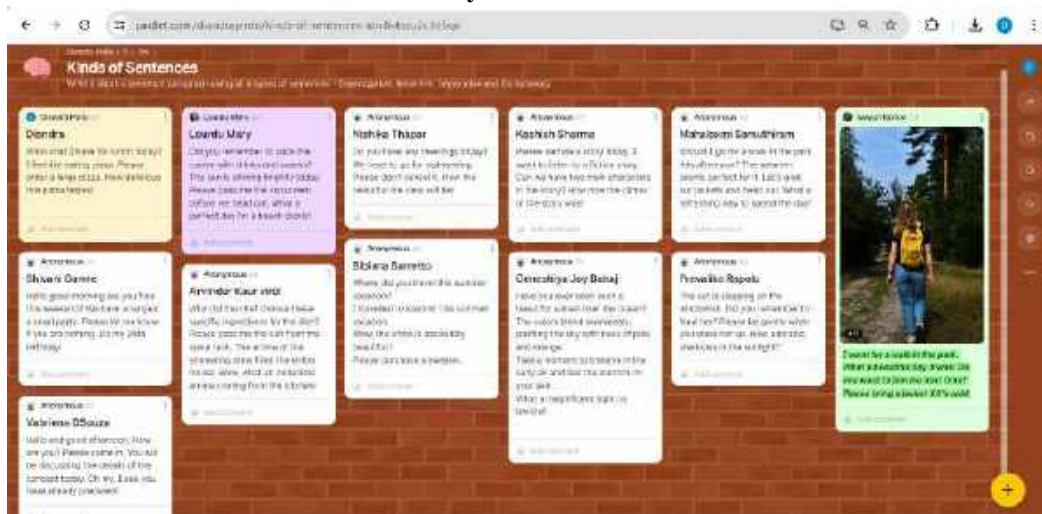
<b>Day &amp; Date</b>	<b>Grade and Topic</b>	<b>Method</b>	<b>Description</b>
Monday, 06/05/2024	Std 6 1. Parts of Speech - noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection, Articles	1. Inductive- Deductive 2. Lecture cum discussion	Content test was done. Followed by a session on parts of speech. With the aid of a youtube video the teacher conducted a highly interactive session with all students identifying and explaining different parts of speech. The teacher elicited the basic concepts from the students and then went on to explain nuances within the various concepts that they should be aware of as teachers in English.

Tuesday, 07/05/2024	Std 7 1. Kinds of Sentences 2. Direct and Indirect Speech	1. Inductive-Deductive 2. Lecture cum discussion	Teacher demonstrated the inductive deductive approach using the topic Declarative sentences of the kinds of sentences. Teacher conducted an interactive demonstration. She then debriefed the method to help students to develop a deeper understanding of how to teach grammar topics using this method. Students completed a homework for writing a short paragraph incorporating all the 4 kinds of sentences and uploaded to a padlet board.
Wednesday, 08/05/2024	Std 8 1. Sentences - Simple, Compound, Complex; 2. Transformation of sentences (Active Passive)	1. Inductive-Deductive 2. Lecture cum discussion	Dependent and independent clauses were discussed while teaching simple, compound and complex sentences. Students deepened their understanding of clauses. Discussing direct and indirect speech the various tenses were discussed. Students identified various tenses and learned about past participles.
Thursday, 09/05/2024	Std 9 1. Verb Collocations, 2. Gerunds and Infinitives	1. Inductive-Deductive 2. Lecture cum discussion	Teacher introduced and explained the rules of transformation of sentences from active to passive. Students were introduced to the concept of verb collocations and were given several examples. Gerunds and infinitives were taught and exercises for each of the concepts were done to practice and ensure learning.
Friday, 10/05/2024	Lesson Presentations	Presentation and Feedback	Students were assigned topics by the teacher and prepared lesson plans using the inductive deductive method of teaching English. Teacher gave feedback for individual students to clarify their understanding of the concept and process as required.
Saturday, 11/05/2024	Grammar Test	Written	Students completed a grammar written test and uploaded their answer sheets to the google classroom .

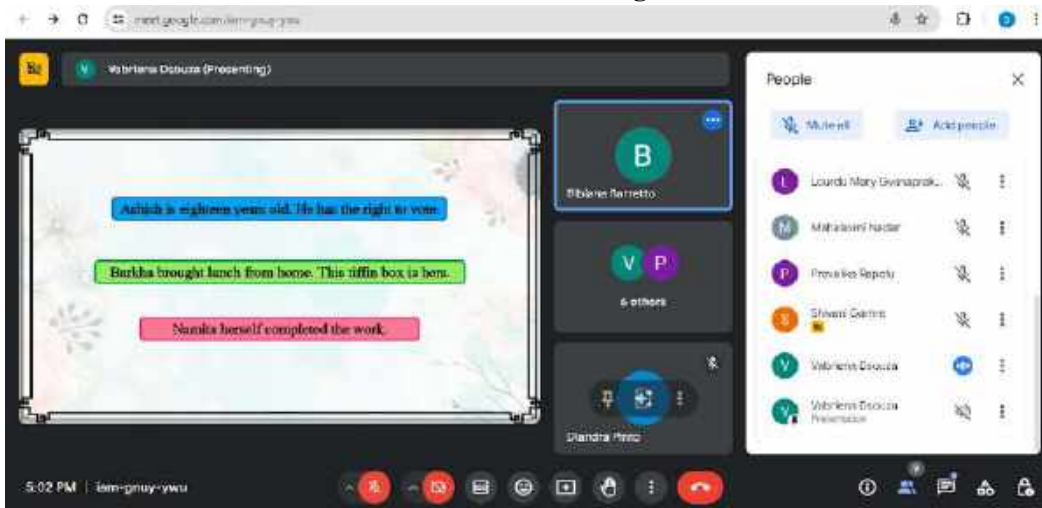


## Photos with caption

### Padlet Activity on Kinds of Sentences



### Student Lesson Presentation on Pronouns Using Inductive Deductive Method



### Student Lesson Presentation on Transitive and Intransitive Verbs

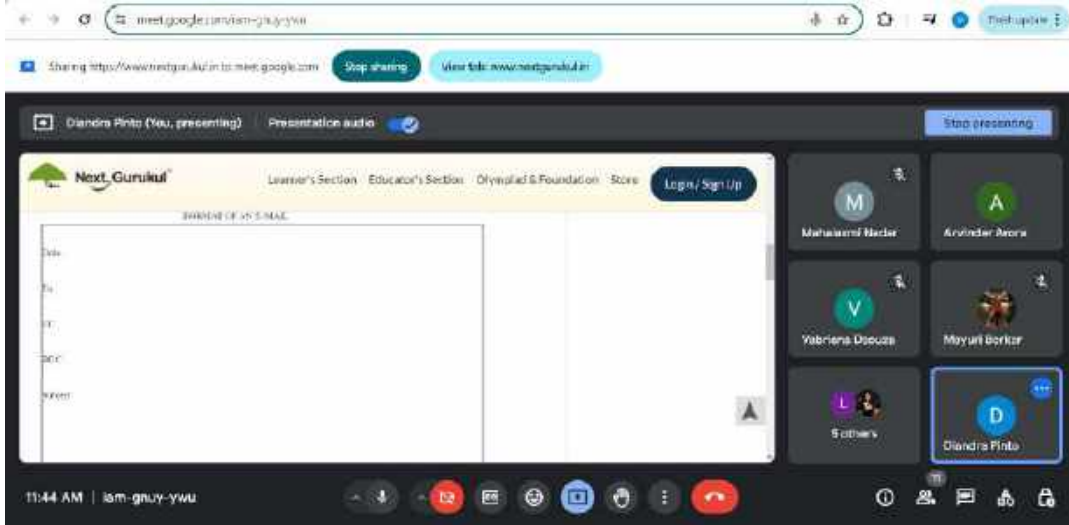


**Week 2**

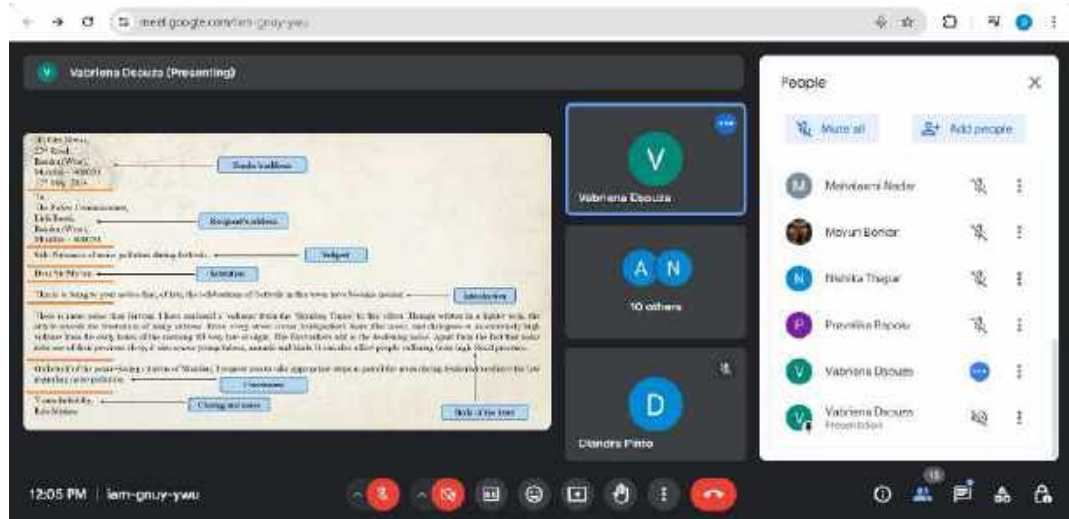
<b>Day &amp; Date</b>	<b>Grade and Topic</b>	<b>Method</b>	<b>Description</b>
Monday, 13/05/2024	Std 6 - Formal and Informal Letter Writing (Std 9 ) Formal and Informal Letter Writing	1.Inductive-Deductive 2.Lecture cum discussion	Students shared their understanding of the topic for the day. Teacher introduced and explained the rules of informal and formal letter writing. Difficulty level across various grades were discussed. Students were given a writing assignment for the day.
Tuesday, 14/05/2024	Std 7 - Speech Writing , Debate Writing	1.Inductive-Deductive 2.Lecture cum discussion	Students shared their understanding of the topic for the day. Teacher introduced and explained the rules of speech writing and debate writing. Students were given a writing assignment for the day.
Wednesday, 15/05/2024	Std 8 - Diary Entry and Reading Comprehension	1.Inductive-Deductive 2.Lecture cum discussion	Students shared their understanding of the topic for the day. Teacher introduced and explained the rules of report writing and email writing. Students were given a writing assignment for the day.
Thursday, 16/05/2024	Std 9 - Newspaper Report Writing and Email Writing	1.Inductive-Deductive 2.Lecture cum discussion	Students shared their understanding of the topic for the day. Teacher introduced and explained the rules of report writing and email writing. Students were given a writing assignment for the day.
Friday, 17/05/2024	Presentations	Presentation and Feedback	Students were assigned topics by the teacher and prepared lesson plans using the inductive deductive method of teaching English. Teacher gave feedback for individual students to clarify their understanding of the concept and process as required.
Saturday, 18/05/2024	Test	Written	Students completed a composition written test and uploaded their answer sheets to the google classroom .

## Photos with caption

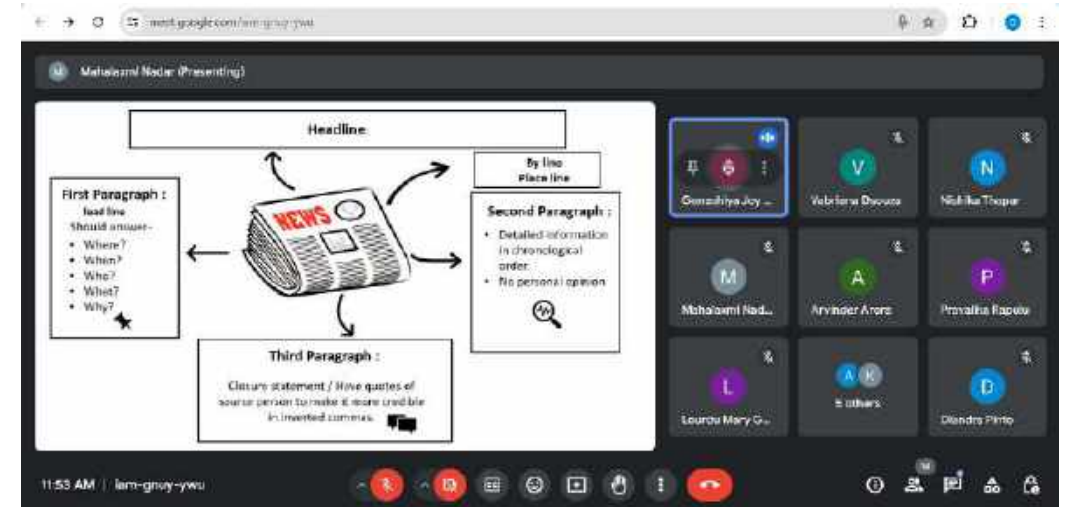
### Session on Email Writing



### Student Lesson Presentation on Letter Writing



### Student Lesson Presentation on Report Writing



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**Content Enrichment Programme (CEP) 2023-2025**

**ECONOMICS**

The Content Enrichment Programme is a collaborative initiative between students and their pedagogy in-charge teacher aimed at enhancing content knowledge in a particular subject. Through discussions, activities, and interactive sessions, students engage with the curriculum to deepen their understanding and strengthen their grasp of key concepts. The teacher guides the students, helping them understand complex concepts and providing extra information to enrich their knowledge. Through this programme, students get the chance to ask questions and clarify doubts, strengthening their understanding of the subject. It's like teamwork between students and teachers, aiming to make learning more enjoyable and effective. By participating in the programme, students not only improve their content knowledge but also develop important skills like critical thinking and problem-solving. Overall, the Content Enrichment Programme enhances the learning experience and boosts students' confidence in the subject.

In the Maharashtra State Board curriculum, students start learning about economics for the first time in grade 9 and continue in grade 10. Economics is combined with geography, and some basic chapters are included at the end of the geography textbook. It's crucial for the student teachers to fully understand all the topics in the textbook and be able to teach them effectively to the students. This way, students can grasp the economic concepts better and apply them to real-life situations, helping them become more knowledgeable and prepared for the future.

**Objectives for CEP for teaching Economics.**

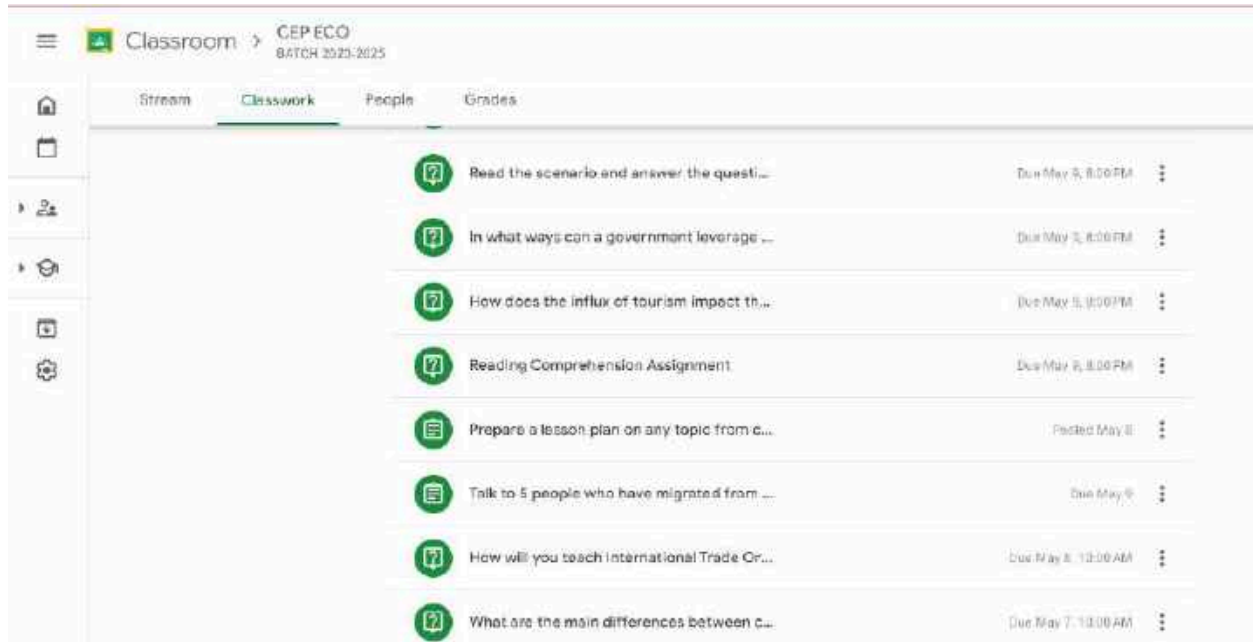
- To deepen B.Ed students' understanding of economic concepts.
- To enhance B.Ed students' teaching skills in economics.
- To provide B.Ed students with practical strategies for teaching economics effectively.
- To empower B.Ed students with comprehensive knowledge and resources for teaching economics in the classroom.

## WEEK 1

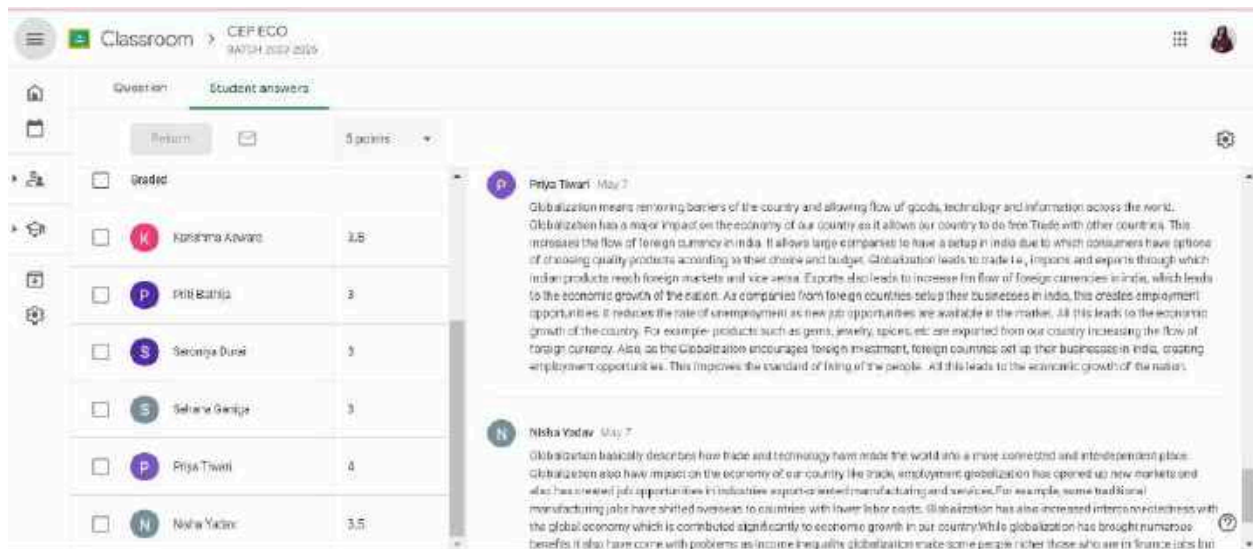
Each week was dedicated to a specific grade level, with the primary goal of ensuring students grasp economic concepts thoroughly. During the first week of the Content Enrichment Programme (CEP), the focus was on the Economics section from Geography Economics of Grade 9.

<b>Day Date</b>	<b>Grade Topic</b>	<b>Method</b>	<b>Description</b>
<b>Monday 06/05/2024</b>	Grade 9 Introduction to Economics	Discussion Problem-Solving Assignment	The class discussed various topics like globalisation and other important terms in Economics. The teacher asked critical thinking questions, and students had to answer them. Students received questions on Google Classroom and had to answer within a set time. They got marks for each question, up to 5 points. The next day, the class discussed the answers.
<b>Tuesday 07/05/2024</b>	Grade 9 Trade	Discussion Brainstorming Assignment	During the lecture topics like types of trade, balance of trade, and International Trade Organizations were discussed. Then, students were told to make a mind map about International Trade Organizations. They were also asked to think of fun ways to teach about these Organizations and write them down.
<b>Wednesday 08/05/2024</b>	Grade 9 Urbanization	Case Study Assignment	Students were provided with articles and videos to read and watch. Following this, they were assigned a task to interview five individuals who migrated from various states to Mumbai, inquiring about their reasons for migrating. Additionally, they were tasked with proposing solutions to mitigate rural-to-urban migration.

<p><b>Thursday</b> <b>09/05/2024</b></p>	<p>Grade 9 Transport &amp; Communication Tourism</p>	<p>Discussion Brainstorming Problem-Solving Assignment</p>	<p>Students were provided with comprehension passages and asked to reflect on and respond to accompanying questions. Additionally, they were presented with brainstorming and problem-solving questions, requiring responses on the Google Classroom. Furthermore, students were presented with a scenario concerning tourism, challenging them to devise a solution addressing the issue at hand.</p>
<p><b>Friday</b> <b>10/05/2024</b></p>	<p>Lesson Presentations</p>	<p>Presentation and Feedback</p>	<p>Students were supposed to prepare lesson plans on any topic discussed through week 1. They were oriented on how they have to deliver an online lesson. They then presented the lesson on Google Meet. The teacher then gave them a descriptive feedback on the lesson delivered.</p>
<p><b>Saturday</b> <b>11/05/2024</b></p>	<p>Assessment</p>	<p>Written Test</p>	<p>Students were given a test to write. After the completion of the test, they had to upload it in the classroom.</p>



### Tasks given to students on Google Classroom



### Students' responses to Questions posed to students on Google Classroom



Mind Map made by Student prepared on Canva



Online Lesson Presentation by Student



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**Content Enrichment Program**

**Method - Commerce**

**Batch 2023-2025**

The Content Enrichment Programme for First-Year (B.Ed) students specializing in Commerce was conducted at PCER, Chembur from May 6, 2024, to May 18, 2024. The program aimed to equip student teachers with the essential content knowledge, innovative teaching methodologies, and practical strategies necessary for effective teaching and learning in Commerce. This comprehensive initiative focused on enhancing the academic and pedagogical skills of future educators by providing in-depth knowledge and practical insights into Commerce as a teaching subject. By bridging the gap between theoretical concepts and practical applications, the program ensured that students were well-prepared to excel in their teaching careers.

**Objectives of CEP for teaching Commerce:**

- To provide a deep understanding of key Commerce concepts.
- To develop and refine pedagogical skills for effective teaching.
- To integrate real-world examples and case studies into learning.
- To encourage critical thinking and analytical skills.
- To foster a collaborative learning environment.
- To equip students to handle diverse educational challenges.
- To promote continuous learning and professional development.

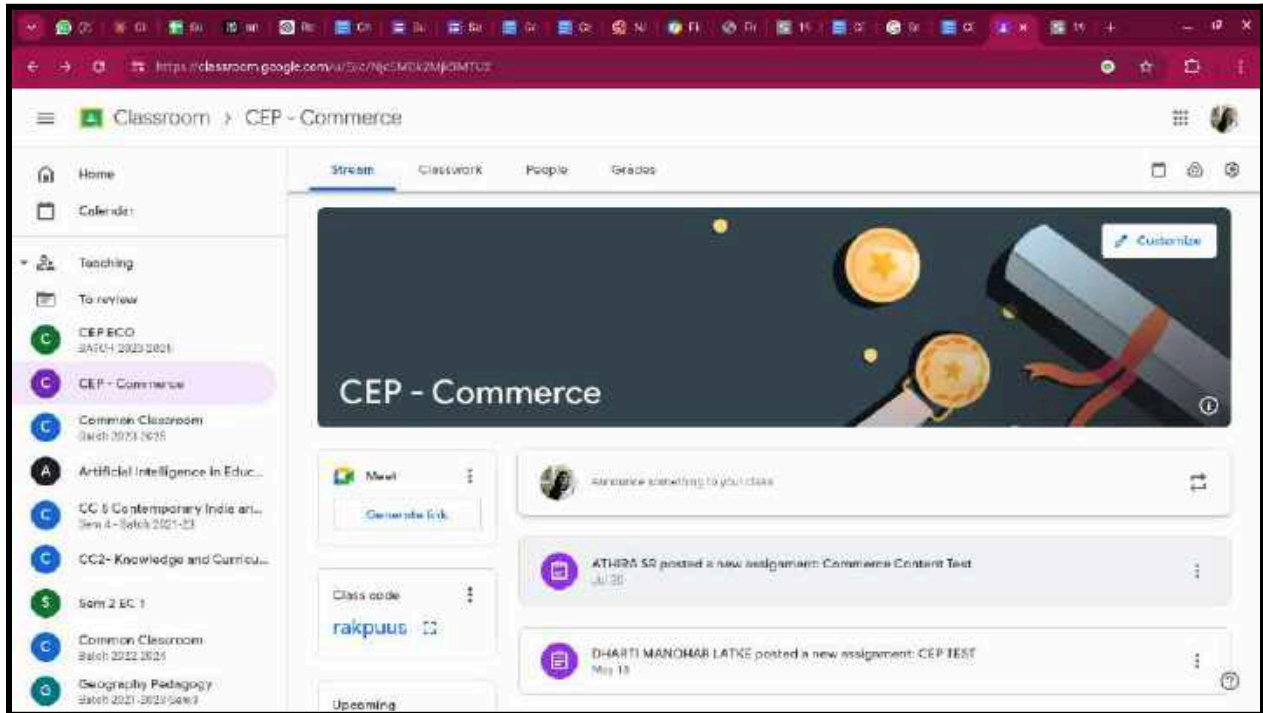
From May 6 to May 18, 2024, a variety of activities were incorporated into the Content Enrichment Programme (CEP) to deepen student teachers' understanding and enhance their teaching skills. Activities included open book tests, mind mapping, and collaborative discussions on Padlet, allowing exploration of key concepts, visual organization of information, and peer collaboration. Other activities, such as word clouds, seminar presentations, and recorded presentations, provided diverse engagement platforms. Student teachers also identified difficult concepts within units and developed innovative teaching methods for those topics, fostering a comprehensive and collaborative learning environment. Engaging with higher-order questions promoted critical thinking and analytical skills, preparing student teachers to tackle complex problems. This approach ensured they were well-equipped to teach commerce confidently and competently. By blending in-depth subject knowledge with practical teaching experience, the programme aimed to develop educators ready for modern classroom challenges. Through these activities, student teachers enhanced their skills in organizing information, collaborating with peers, and developing effective teaching strategies, significantly improving their teaching proficiency.

## Week 1 - Content Enrichment Program Report

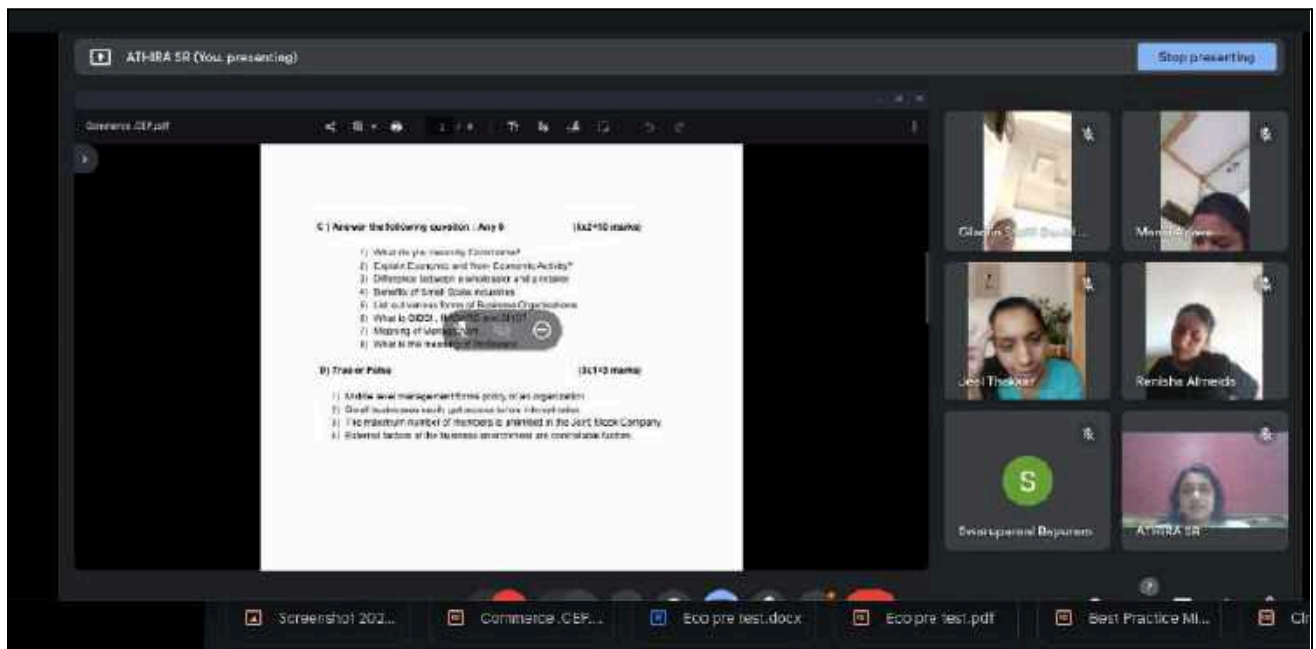
<b>Day &amp; Date</b>	<b>Grade and Topic</b>	<b>Method</b>	<b>Description</b>
May 6, 2024 Monday	Grade 11-OCM- Introduction to Commerce and business , Management	Pre -test Lecture cum discussion	A pre-test was administered to assess students' initial understanding of the OCM topic. This was followed by a detailed lecture using the discussion cum lecture method, encouraging interactive learning and engagement with the students.
May 7,2024 Tuesday	Grade 11- OCM Unit - Trade and Business Environment.	Lecture cum Discussion . Brainstorming	An online lecture was conducted, providing comprehensive coverage of the OCM topic. Following the lecture, a set of questions was uploaded to the classroom. Students were required to answer these questions and submit their responses online, reinforcing their understanding through written practice.
May 8,2024 wednesday	Grade 11 Small Scale Industry and Business	Discussion Problem Solving	The topic "Small Scale Industry" explores the vital role of small businesses in economic growth and job creation. Using the problem-solving method, students will identify challenges faced by small-scale industries, such as funding, marketing, and production issues. They will then develop and propose practical solutions to these problems, fostering critical thinking and real-world application of their knowledge.

<p>May 9,2024 Thursday</p>	<p>Grade 11 Unit- Introduction to Management</p>	<p>Open book test</p>	<p>An open book test was held, allowing students to use their notes and textbooks. This activity aimed to test their ability to apply knowledge and critical thinking skills to solve problems related to the OCM topic.</p>
<p>May 10, 2024 Friday</p>	<p>11 OCM- Forms of Business Organisation I,II</p>	<p>Powerpoint presentation</p>	<p>Students were tasked with preparing a PowerPoint presentation on a selected topic within OCM. Each student presented their topic for 15 minutes, focusing on the key points. Additionally, they were required to identify difficult subtopics and note the various strategies they employed to understand and teach these complex concepts. This activity aimed to enhance their presentation skills and deepen their comprehension through peer teaching.</p>
<p>May 11,2024 Saturday</p>	<p>11 std Ocm- All unit</p>	<p>Written Test and Evaluation</p>	<p>A post-test was conducted to evaluate the improvement in students' knowledge and understanding after the week's activities. The results were compared with the pre-test to measure learning gains and the effectiveness of the content enrichment program.</p>

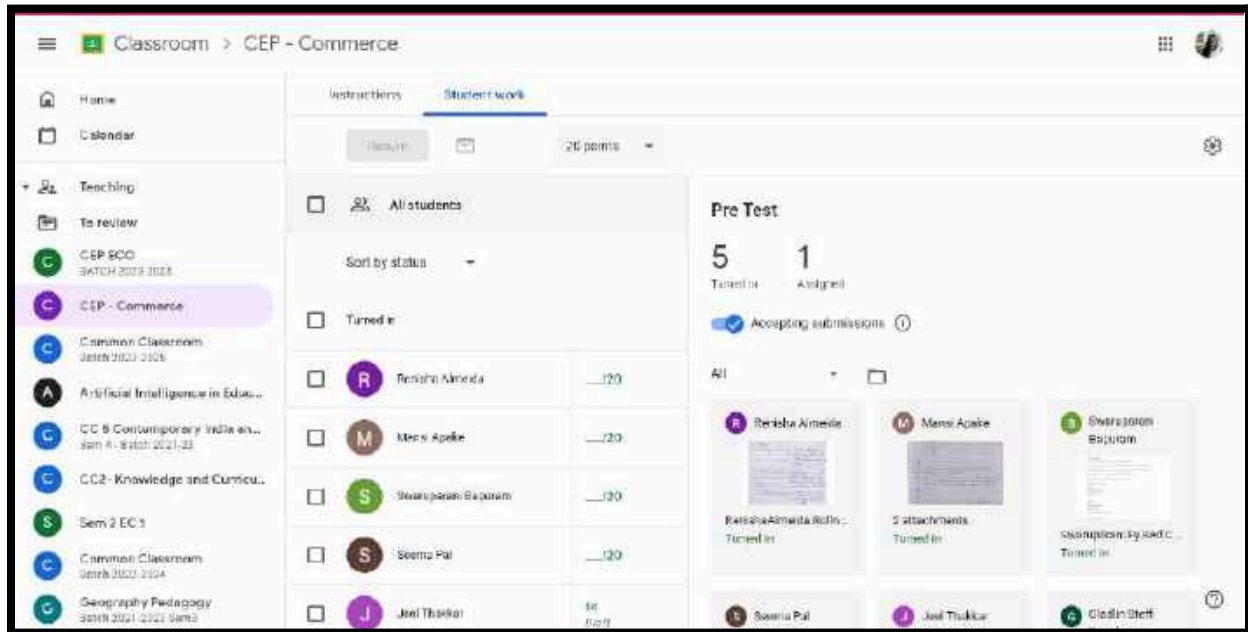
- Google Classroom setup for the Content Enrichment Program.



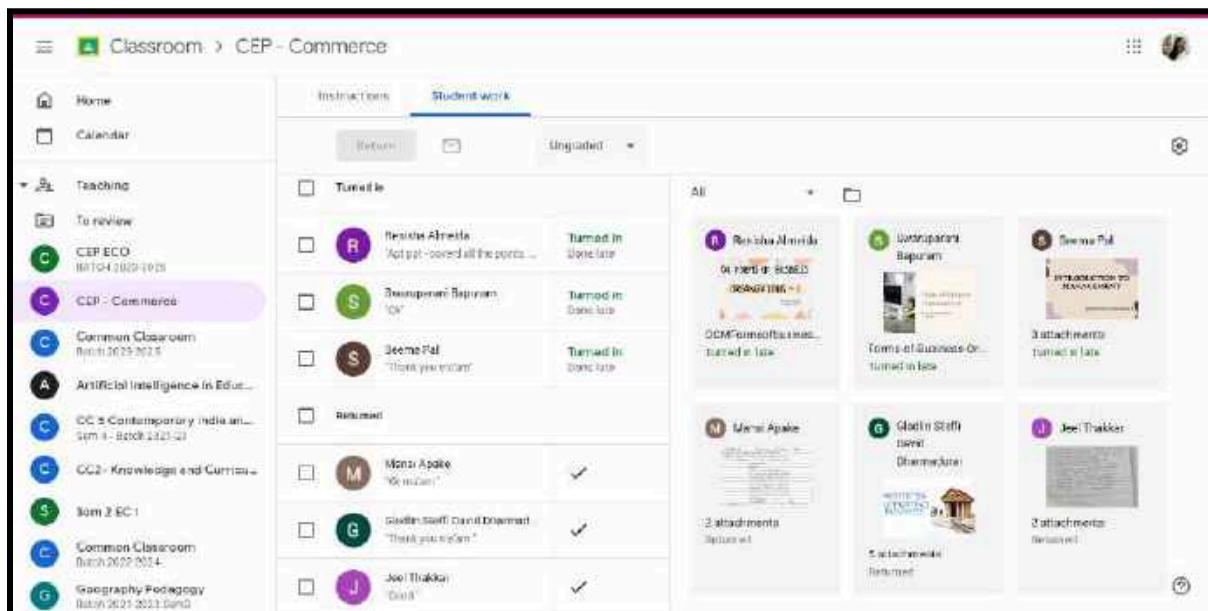
- Students actively engaging in a discussion cum lecture session following the pre-test.



- Assignments submitted online



- PowerPoint presentations uploaded by students



## Week 2 Content Enrichment Program Report

<b>Day &amp; Date</b>	<b>Grade and Topic</b>	<b>Method</b>	<b>Description</b>
May 13, 2024 Monday	Grade 12- Organization of commerce and Management	Word Cloud	Students created word clouds to visualize key concepts and terminologies related to commerce and management. This activity helped students identify and highlight important terms and ideas, fostering a deeper understanding through a creative and engaging approach. The visual representation allowed for easy recall and better retention of information.
May 14, 2024 Tuesday	Grade 12- Modern Business perspective	Padlet	Using Padlet, students collaboratively posted and discussed various perspectives on modern business practices. This interactive online platform enabled students to share insights, contemporary examples, and diverse viewpoints on the topic. The collaborative nature of Padlet facilitated peer learning and encouraged students to critically analyze and reflect on modern business trends and innovations.
May 15, 2024 wednesday	Grade 12 Emerging modes of Business	Mind Map	Students developed mind maps to explore and connect different emerging modes of business. This activity involved identifying key components and relationships between traditional and modern business models. By organizing their thoughts visually, students were able to see the broader picture and understand how various elements of business are interconnected. This method also promoted critical thinking and helped

			students in structuring their knowledge in a meaningful way.
May 16,2024 Thursday	Grade 12 Principles Functions of Management Entrepreneurship development	Quiz	An online quiz was conducted to assess students' knowledge of management principles and functions, as well as entrepreneurship development. The quiz included multiple-choice questions, providing a comprehensive assessment of the students' understanding. Immediate feedback was given to help students learn from their mistakes and reinforce their knowledge. This activity also introduced a competitive element, motivating students to perform well.
May 17, 2024 Friday	Grade 12 Social responsibilities of business ,Consumer protection	Powerpoint presentation	Students prepared and delivered PowerPoint presentations on social responsibilities of business and consumer protection. Each student was assigned a specific topic to present. This activity helped enhance their research skills, ability to synthesize information, and presentation abilities. Peer learning was encouraged as students presented their findings to the class, followed by Q&A sessions to discuss and clarify various aspects of the topics.

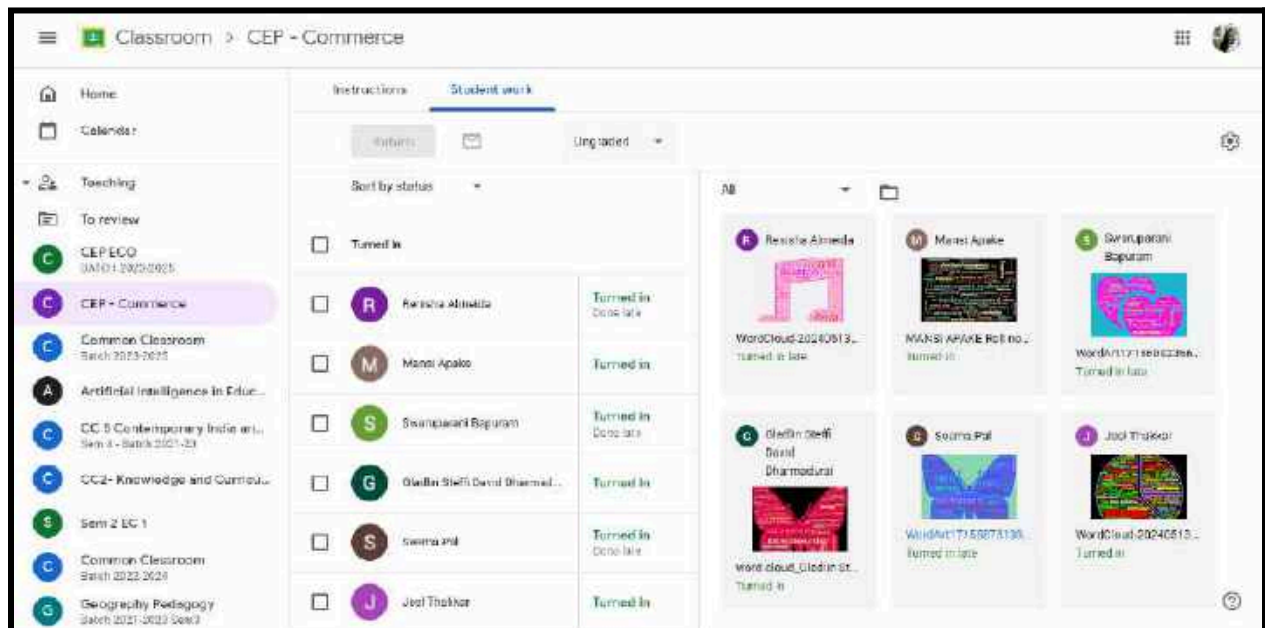
<p>May 18,2024 Saturday</p>	<p>Grade 12 Management,EDP,Co nsumer protection, Business Service,Marketing</p>	<p>Written Test and Evaluation</p>	<p>A written test was conducted to evaluate students' comprehensions on the topics discussed this week .Essay-type questions were asked to assess students' analytical and critical thinking skills. This was followed by an evaluation session where the answers were discussed in detail. Students received feedback on their performance, which helped them identify areas of improvement and solidify their understanding of the topics covered throughout the week.</p>
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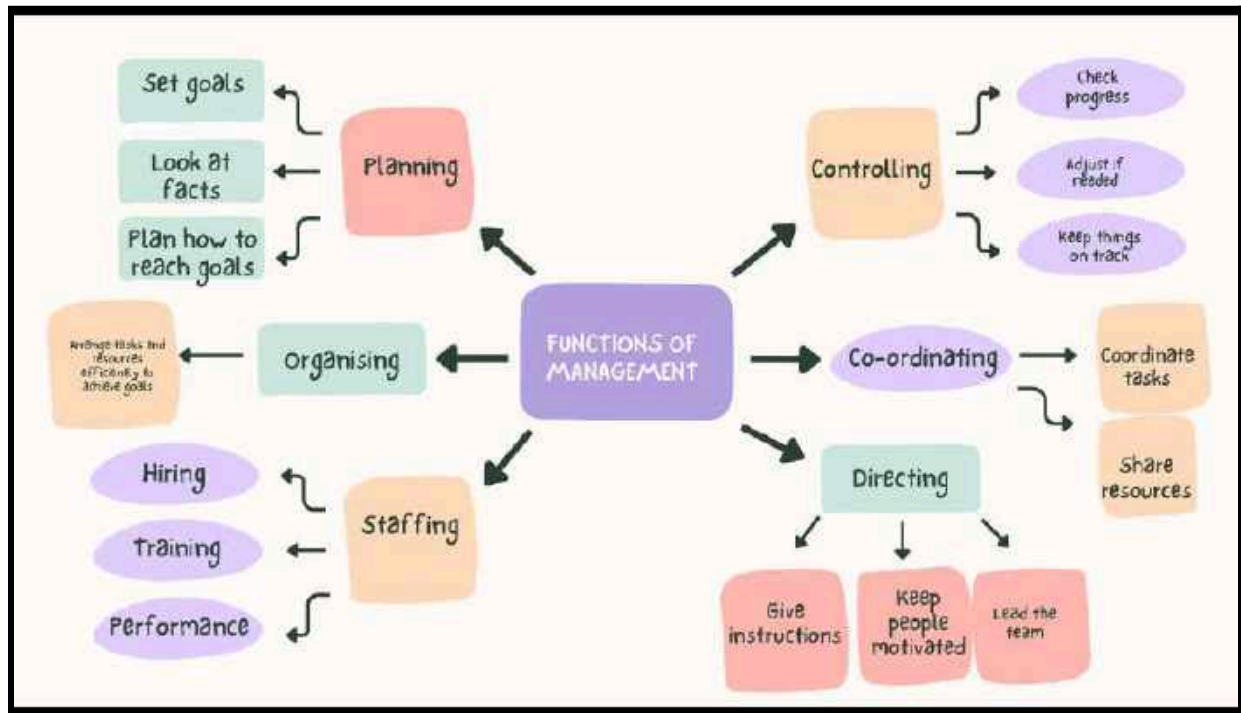
- **Exploring ideas together through interactive Padlet boards.**



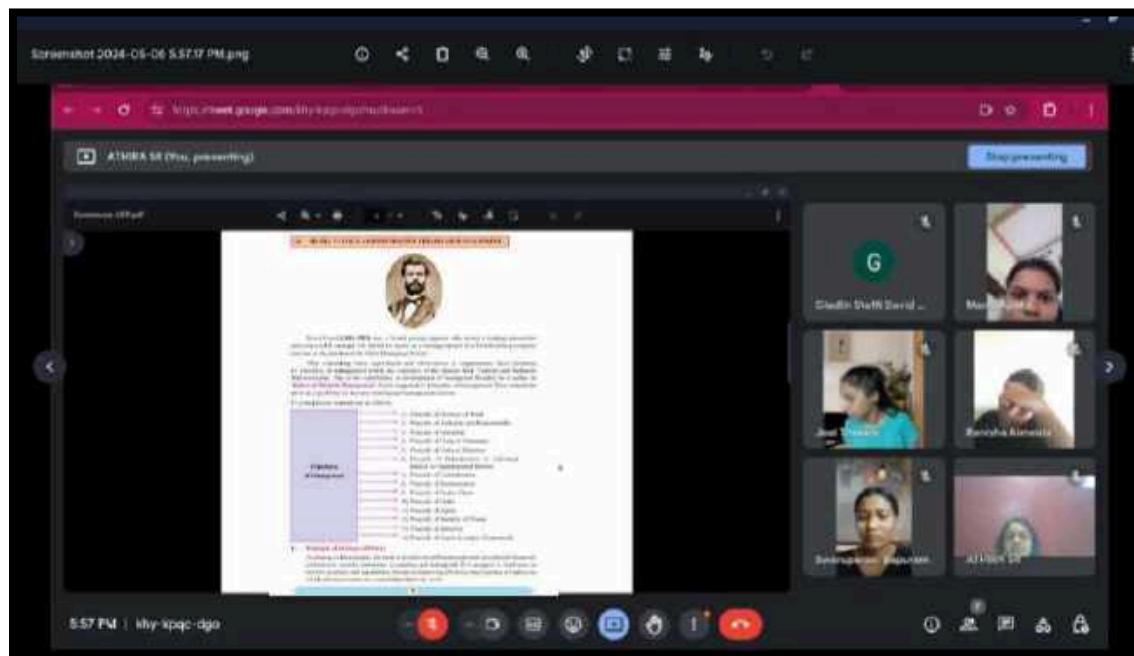
- **Assignments submitted online**



- Mapping out complex topics with a visual mind map



- Lecture cum discussion



- Creating a word cloud to highlight key concepts





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## **2.4.2.(3)**

# **Lesson planning/ Individualized Education Plans (IEP)**



MAHATMA EDUCATION SOCIETY'S

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Chembur Naka, Mumbai - 400 071, Tel : 2522 4856 / 2522 8414,

Sector - 8, Khanda Colony, New Parvel(W), Dist. Raigad - 410 206, Tel : 22935554 / 27464161.

**LESSON NOTE**

Name of the Student Teacher: <u>Tr. 1 - Rhyana Dsouza</u> <u>Tr. 2 - Nishi Sachidanandan</u>	Practising School / College <u>PCER</u>
Roll No. _____ Subject <u>History</u>	<u>Chembur</u>
Lesson No.: <u>1</u>	Std. <u>VII</u> Div. _____
Topic <u>The Expansion of Maratha Power</u>	Date _____ Time _____
Subtopic _____	

Previous knowledge of the class The pupil is aware about British rule in India.

General Objectives / Instructional Objectives	Learning Outcomes
<p>1) Remembering The pupil remembers about Chhatrapati Shahu Maharaj.</p> <p>2) Understanding The pupil develops an understanding about the life of Chhatrapati Shahu Maharaj.</p> <p>3) Applying The pupil applies his knowledge &amp; understanding about the life of Chhatrapati Shahu Maharaj in a new and unfamiliar situation.</p>	<p>1) Remembering The pupil recalls the name of Chhatrapati Shahu Maharaj.</p> <p>2) Understanding <u>explains</u> The pupil <u>states</u> the new policy adopted by the Marathas.</p> <p>3) Applying The pupil states the reason <u>why</u> Azamshah released Chhatrapati Shahu Maharaj.</p>

Introduction Teacher shares a story and asks the following questions

- How did the British begin their establishment in India - trade for
- what were their primary tactics to expand their rule over India <sup>spice</sup>
- what were their secondary tactics to push their power into the country - exploiting locals by purchasing Indian goods at a low rate & <sup>-divide & rule.</sup>

Statement of Aim Similarly, today we will learn about how the marathas expanded their empire in the chapter 'The Expansion of the Maratha Power'

Reference Book/Websites: www.shaalaa.com, www.wikipedia.org  
https://byjus.com, https://prepp.in

*do not write*  
*using*  
*sell at higher rate*

Teaching Points Content Analysis	Teacher Activities	Students Response/ Activities
<p>* <u>Chhatrapati Shahu Maharaj</u></p> <p>→ At the beginning of the Maratha war, the Mughals were offensive, while Marathas were defensive.</p> <p>→ The Marathas subdued the Mughals and expanded their empire. There was a fight between the sons of Aurangzeb.</p> <p>→ Prince Azamshah marched towards the south to seize the imperial throne.</p> <p>→ Azamshah released Shahu Maharaj because he felt that would sap the Maratha strength.</p> <p>→ The armies of Shahu Maharaj and Maharani Tarabai fought a battle at Khed on the bank of the River Bhema. Shahu Maharaj won the battle.</p> <p>→ Maharani Tarabai proclaimed her minor son Shivaji II as the Chhatrapati of Panhala in 1714. This gave rise to an independent Maratha kingdom.</p> <p>→ Shahu Maharaj knew the strengths &amp; weaknesses of the Mughal empire very well. This helped him deciding the new direction to protect it &amp; expand their own empire in that role.</p> <p>→ The Marathas adopted a new policy. Instead of fighting with the Mughal power, they decided to protect it &amp; expand their own empire in that role.</p>	<p>Tr.2. asks the following questions to develop the content</p> <ol style="list-style-type: none"> <li>1) Can you tell me some sports which have offensive and defensive players?</li> <li>2) How do you make amends with your siblings?</li> <li>3) What values do you learn when you make amends with someone?</li> <li>4) In a school, who controls the students in a classroom? (C.E)</li> </ol> <p>Tr.1 <b>Ask developmental q. for:</b></p> <ol style="list-style-type: none"> <li>1) Can you name any battle sport or game that are played in soil/mud?</li> <li>2) Can you name any Indian business company that has been passed from father to son.</li> <li>3) Who among our family knows our strengths and weaknesses more better than we know ourselves.</li> <li>4) What strategy did Gandhi ji choose to adopt in the Indian freedom movement</li> </ol>	<p>- football, Basketball.</p> <p>- communicating apologizing</p> <p>- a person becomes humbly empathetic.</p> <p>- Teachers.</p> <p>- wrestling, Kabaddi, etc</p> <p>- Reliance, Tata.</p> <p>- our parents</p> <p>- non violence.</p>
<p>Closure So today we have learnt about Chhatrapati Shahu Maharaj, his coronation and the expansion of the Maratha power.</p>		

Blackboard Work

Subject - History  
Topic - The Expansion of the  
Maratha Power  
Std VII

Teaching Aids (Specify)

9

Core Element (Description)

Tr 2.

History of Indian  
freedom movement

~~The students are  
aware that Mughals  
ruled till the 17th  
century.~~

write explanation

Evaluation

1) What was the new policy  
adopted by the Marathas? - Tr 2

2) Why did Azamshah release  
Chhatrapati Shahu Maharaj? - Tr 2

3) Where was the battle fought  
between the armies of Shahu Maharaj  
& Maharani Tarabai? - Tr 1

Values (Description) Tr 1

Indian common  
cultural identity

Co-operation.

write explanation

Applying/Analyzing/Evaluating/Creating

Give Reason - Tr 2.

Why did the Delhi court need  
help from the Marathas?

Methodology Adopted

Lecture cum  
discussion

Assignment

Write the biography of Maharani  
Tarabai - Tr 1

# Fair Plan



MAHATMA EDUCATION SOCIETY'S

## PILLAI COLLEGE OF EDUCATION & RESEARCH

Chembur Naka, Mumbai - 400 071, Tel : 2522 4856 / 2522 8414,

Sector - 8, Khanda Colony, New Panvel(W), Dist. Raigad - 410 206, Tel : 22935554 / 27464161.

### LESSON NOTE

Name of the Student Teacher: <u>Tn 1: Rhythm D'souza</u> <u>Tn 2: Nidhi Sachidanandan</u>	Practising School / College: <u>PCER</u>
Roll No. _____ Subject: <u>History</u>	<u>Chembur</u>
Lesson No.: <u>1</u>	Std. <u>VII</u> Div. _____
Topic: <u>The Expansion of Maratha Power</u>	Date _____ Time _____
Subtopic: _____	

Previous knowledge of the class The pupil is aware about British rule in India

#### General Objectives / Instructional Objectives

- 1) Remembering  
The pupil remembers about Chhatrapati Shahu Maharaj
- 2) Understanding  
The pupil develops an understanding about the life of Chhatrapati Shahu Maharaj
- 3) Applying  
The pupil applies his knowledge & understanding about the life of Chhatrapati Shahu Maharaj in a new & unfamiliar situation.

#### Learning Outcomes

- 1) Remembering  
The pupil explains the new policy adopted by Marathas
- 2) Understanding  
The pupil explains the new policy adopted by Marathas describe how the Marathas subdued the Mughals.
- 3) Applying  
The pupil states the reason for Azamshah releasing Chhatrapati Shahu Maharaj

Introduction: Teacher shares a story and asks the following questions-  
 a) How did the British begin their establishment in India-trade for India spices  
 b) What were their primary tactics to expand their rule over- divide & rule  
 c) What were their secondary motives to push their power into the country- exploiting locals by purchasing Indian goods at lower rates & sell at higher rates.

Statement of Aim: Similarly, today we will learn about how the Marathas expanded their empire in the chapter, 'The Expansion of Maratha Power.'

Reference Book/Websites: www.shaalaa.com, www.wikipedia.org, https://byjus.com, https://prepps.in



Teaching Points Content Analysis	Teacher Activities	Students Response / Activities
<p>* Chhatrapati Shahu Maharaj</p> <p>→ At the beginning of the Maratha war, the Mughals were offensive, while Marathas were defensive.</p> <p>→ The Marathas subdued the Mughals &amp; expanded their empire. There was a fight between the sons of Aurangzeb</p> <p>→ Prince Azamshah marched towards the south to seize the Imperial throne.</p> <p>→ Azamshah released Shahu Maharaj because he felt that would sap the Maratha strength.</p>	<p><u>Tr. 2</u> asks the following questions to develop the content.</p> <p>1) Can you tell me some sports which have offensive and defensive players</p> <p>2) How do you make amends with your siblings?</p> <p>3) What values do you learn when you make amends with someone?</p> <p>4) In a school, who controls the students in a classroom? (C-E)</p>	<p>- Football, Basketball.</p> <p>- communicating, apologizing</p> <p>- a person becomes humble, empathetic.</p> <p>- Teachers.</p>
<p>→ The armies of Shahu Maharaj and Maharani Tarabai fought a battle at Khed on the bank of the River Bheema. Shahu Maharaj won.</p> <p>→ Maharani Tarabai proclaimed her minor son Shivaji II as the Chhatrapati at Panhala in 1710. This gave rise to an independent Maratha kingdom.</p> <p>→ Shahu Maharaj knew the strengths &amp; weaknesses of the Mughal empire very well. This helped him deciding the new direction to protect it &amp; expand their own empire in that role.</p> <p>→ The Marathas adopted a new policy. Instead of fighting with the Mughal power, they decided to protect it &amp; expand their own empire in that role.</p>	<p><u>Tr. 1</u></p> <p>1) Can you name any battle sport or games that are played in soil/mud?</p> <p>2) Can you name any Indian Business company that has been passed or owned by father and son.</p> <p>3) Who among our family knows our strengths &amp; weaknesses more better than we know ourselves?</p> <p>4) What strategy did Gandhi ji choose to adopt in the Indian freedom movement? (C-V)</p>	<p>- wrestling, kabaddi, etc.</p> <p>- Reliance, Tata.</p> <p>- our parents</p> <p>- non violence.</p>
<p>Closure So, today we have learnt about Chhatrapati Shahu Maharaj his coronation &amp; the expansion of the Maratha power.</p>		

Blackboard Work

Subject - History  
Topic - The Expansion of the  
Maratha Power  
std VII

Teaching Aids (Specify)

Pictures of Shahu  
Maharaj  
&  
British rule.

Core Element (Description)

Tr-2  
History of Indian  
Freedom movement

→ The students are aware that Mughals ruled till the 19<sup>th</sup> century. Many battles were fought, policies were changed. Ultimately the victory lied in the hands of the Marathas.

Evaluation

- 1) What was the new policy adopted by the Marathas? - Tr 2
- 2) Why did Azamshah release Chhatrapati Shahu Maharaj? - Tr. 2
- 3) Where was the battle fought between the armies of Shahu Maharaj? - Tr. 1

Values (Description) Tr.1.

Indian common  
cultural identity  
co-operation and  
non-violence are  
values to be inculcated  
among students.

Applying/Analyzing/Evaluating/Creating

Give reason - Tr 2  
Why did the Delhi court need help from the Marathas?

Methodology Adopted

Lecture cum  
discussion.

Assignment

Write the biography of Maharani Tarabai - Tr. 1.

Remark Criteria		Suggestions								
<ul style="list-style-type: none"> <li><del>Set induction</del> - Done Good.</li> <li>Model Reading</li> <li>Model Recitation</li> <li>Objective Qns.</li> <li>Silent Reading</li> <li>Narrations</li> <li>Explanations - Good</li> <li>Illustrations</li> <li>Apt Questions - yes</li> <li>Use of teaching aids - Charts Pictures</li> <li>Class participation</li> <li>Black Board work</li> <li>Experiments</li> <li>Demonstration</li> <li>Specimen observation</li> <li>Dramatization</li> <li>Students's reading/recitation/drill</li> <li>Core Elements</li> <li>Values</li> <li>Closure</li> <li>Teacher's knowledge of Content</li> <li>Teacher's preparation of Lesson</li> <li>Method of teaching</li> <li>Interest created</li> <li>Class control</li> </ul>		<ul style="list-style-type: none"> <li>→ Apt Set Induction</li> <li>→ Set induction done through a story and board out questions were asked.</li> <li>→ Age appropriate questions - Apt <del>quality</del> questions</li> <li>→ Incomplete lesson plan.</li> <li>→ Black board work - scope for improvement</li> <li>→ Real life examples were stated</li> <li>→ Apt Explanation.</li> </ul>								
<p>* Any one of the following remarks:</p> <table border="0" style="width: 100%;"> <tr> <td>Excellent (E)</td> <td>Very Good (VG)</td> </tr> <tr> <td>Good (G)</td> <td>Very Satisfactory (VS)</td> </tr> <tr> <td>Satisfactory (S)</td> <td>Very Fair (VF)</td> </tr> <tr> <td>Fair (F)</td> <td>Poor (P)</td> </tr> </table>	Excellent (E)	Very Good (VG)	Good (G)	Very Satisfactory (VS)	Satisfactory (S)	Very Fair (VF)	Fair (F)	Poor (P)		<ul style="list-style-type: none"> <li>→ well prepared, fluent with content &amp; language</li> <li>→ Values, Closure, Statement of any evaluation, H.W. - incorporated</li> </ul> <p>Supervisor's Sign.  Overall it was good effective co-teaching session conclusion rather than individualized approach</p>
Excellent (E)	Very Good (VG)									
Good (G)	Very Satisfactory (VS)									
Satisfactory (S)	Very Fair (VF)									
Fair (F)	Poor (P)									
<p>Reflections</p>          <p>Guiding Professor's Signature</p>										

## UNDERSTANDING INDIVIDUALIZED EDUCATION PLANS

Teachers may encounter students with various disabilities in their classrooms. It's crucial not to segregate or label these students. Instead, Individualized Education Plans should be created to meet the needs of diverse learners.



The following table presents details about the types of disabilities teachers may encounter in a classroom:

SR.NO	DISABILITY CATEGORY	DESCRIPTION
1	Physical Disabilities	Disorders like <b>Cerebral palsy</b> or <b>Spina bifida</b> that impair movement or bodily functions.
2	Sensory Disabilities	Visual impairments (blindness, low vision) or Auditory impairments (deafness, hard of hearing).
3	Learning Disabilities	Difficulties in reading, writing, math, or other academic tasks, such as <b>Dyslexia</b> or <b>Dyscalculia</b> .
4	Attention-Deficit/Hyperactivity Disorder (ADHD)	Impulsivity, Hyperactivity, or difficulty paying attention.
5	Autism Spectrum Disorder (ASD)	Difficulties with sensory processing, social communication, and repeated activities.



customized lesson plans enable educators to address the various requirements of their pupils and promote fair educational opportunities for all.

## INDIVIDUALIZED EDUCATION PLAN

<b>Name Of the Student Teacher:</b> Anupa Mukhopadhaya	
<b>Roll No:</b> 01	
<b>Subject:</b> English Composition	<b>Std:</b> IX
<b>TOPIC:</b> Story Writing	
<b>Date:</b> 06/04/2024	<b>Lesson Duration:</b> 50 Minutes

Materials Required	References
<ul style="list-style-type: none"> <li>Google Classroom Account</li> <li>PPT on Story Writing</li> <li>Braille Script</li> <li>Tactile Cards</li> <li>A4 Size Papers</li> <li>Sketch pens</li> <li>Colorful charts with images [Extra resource]</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=CucxX46BGpk">https://www.youtube.com/watch?v=CucxX46BGpk</a> - How Can You Identify Story Elements?</li> </ul>

### Lesson Objectives


- Remembering: The pupil remembers the elements of a short story.
- Understanding: The pupil develops understanding of using different elements in a short story.
- Applying: The pupil applies his knowledge and understanding in a new and unfamiliar situation. *[Creates a new story based on the words given]*


Warm Up and Objective Discussion		<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<b>CONTENT</b>  <b>1. Story:</b> A story is a narrative about characters and events that typically has a compelling storyline. A story can be written down,	<b>TEACHING STRATEGIES</b>  Teacher asks the following questions: 1. According to you, what is a story? 2. What are the different genres of stories that you have come across?	<b>RESOURCES</b>  PPT slides containing pictures and information.	<b>TIME</b>  5-6 Mins		


Name: Anupa Mukhopadhaya

2022-2024

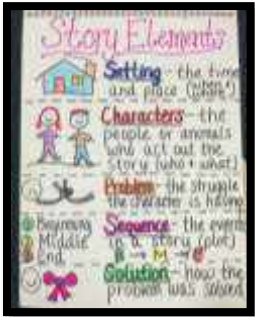
Roll No. 1

<p>spoken aloud, or made up in the moment. It can be fictional or real.</p> <p><b>2. Genres of stories:</b> Mystery, Thriller, Horror, Fiction, Historical, Fairy Tales, Fables</p>	<p>3. Name few stories that you have come across.</p>	
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Instruct and Model		<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>CONTENT</p> <p><b>1. Elements of a story:</b> Setting, Characters, Plot, Point of View, Tone, Theme</p>	<p>TEACHING STRATEGIES</p> <ol style="list-style-type: none"> <li>1. Teacher shows a video on YouTube on different elements of a story.</li> <li>2. Teacher explains the elements with an example presented in the same video.</li> <li>3. Teacher asks students to pair up, discuss and write the elements that they have been introduced to.</li> </ol>	<p>RESOURCES</p> <p>YouTube Video</p> 			<p>TIME</p> <p>10 Mins</p>
Guided Practice		<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S

<p><b>CONTENT</b></p> <p><b>1. Short story creation:</b> Writing a short story based on the given words like: <i>Cat, Forest, Building, Ocean, Rabbit, Winter, Witch and so on.</i></p>	<p><b>TEACHING STRATEGIES</b></p> <p>1. The teacher will divide the students in groups, where each group will have 4-6 students. 2. Each group will get few words based on which they will form a short story of 250-500 words. [Different words will be given for each group] 3. During this activity, teacher will observe all the groups, ensure all the students are actively participating and scaffold the learners when needed.</p>	<p><b>RESOURCES</b></p> <p>Tactile Cards with words and image associated with the words.</p>  <p>[Sensory learning- Touch/ Sight]</p>	<p><b>TIME</b></p> <p>15 Mins</p>
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<b>Independent Practice/ Evaluation</b>	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
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<p><b>CONTENT</b></p> <p><b>1. Short Story Presentation</b></p>	<p><b>TEACHING STRATEGIES</b></p> <p>1. Teacher will ask the groups to present the story groupwise. 2. Each student in the group will choose an element and one student will be the storyteller who will give a gist of the story. EG: Member-1 Storyteller Member-2 Theme Member-3 Plot Member-4 Characters Member-5 Point of View/Tone 3. Each student will speak for 30 seconds. [Hard of hearing and speech impaired students may participate by writing the explanations with labels on a paper]</p>	<p><b>RESOURCES</b></p> <p>A4 size papers, Sketch pens</p> 	<p><b>TIME</b></p> <p>15 Mins</p>
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<b>Assessment</b>	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
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Teacher will assign the following activity as Homework:

Q] Write a short story of your choice in 250-500 words. Remember to use all the element of a story. Upload the word document on Google Classroom. [For reference, a sample story with pictures will be posted in the Google Classroom]

[For Visually Impaired Students- Homework to be uploaded in Audio format]

**NOTE:**

Teacher will make sure that disabled students will be paired with a partner for all the classroom activities.


Teacher will provide extra learning resources for disabled students.

Example:

- Audio recording/ Braille Script for students with **Visual Impairment**.
- Subtitles in Videos/ Written Instructions for students who are **Hard of Hearing**
- Colorful and Attractive learning resources for students with **Learning Disabilities**

**References:**

G. R. U. (2020, June 22). *Inclusion and Education: #AllmeansALL*. YouTube.

<https://www.youtube.com/watch?v=kEyjlqixq9c>M. D. V. C. (2023, September 11).  *How Can You Identify Story Elements? | Story Elements for Kids | Reading Comprehension*. YouTube.

<https://www.youtube.com/watch?v=CucxX46BGpk>

## STUDENTS WITH DISABILITIES

<b>What is Dyslexia?</b>  Difficulty with reading, comprehension, and sometimes oral expression	<b>What does Dyslexia look like?</b>  Trouble decoding words, recognizing sight words, and understanding the relationship between letters and sounds. They might read slowly, make errors, or struggle with comprehension.	<b>What are the classroom challenges?</b>  Difficulties with planning and structuring work and organising information (often as a result of attention that must be given to lower-order skills). Difficulty with expressing knowledge of a topic coherently. Lack of fluency	<b>How does Dyslexia affect a child?</b>  Leading to frustration, low self-esteem, and difficulty keeping pace with their peers
<b>What is Dyscalculia?</b>  Difficulty with mathematical concepts, often affecting the understanding of numbers and quantities.	<b>What does Dyscalculia look like?</b>  Trouble remembering numbers (like zip codes or game scores) and have a hard time telling left from right or figuring out distances. Other signs include struggling with things like making change, reading clocks, or figuring out how long a task will take	<b>What are the classroom challenges?</b>  Affects performance in mathematics include: Mistakes such as number additions, substitutions, transpositions, omissions, and reversals in writing, reading, and recalling numbers.	<b>How does Dyscalculia affect a child?</b>  The child may have trouble imagining. Anxiety (including test anxiety) or even panic.
<b>What is Dysgraphia?</b>  Difficulty with writing, including handwriting and spelling	<b>What does Dysgraphia look like?</b>  Unclear, irregular, or inconsistent handwriting, often with different slants, shapes, upper- and lower-case letters, and cursive and print styles. They also tend to write slowly.	<b>What are the classroom challenges?</b>  Struggle with handwriting skills, including poor penmanship, slowness, and difficulty forming letters. Some students may also experience difficulties with reading and comprehension.	<b>How does Dysgraphia affect a child?</b>  May feel frustrated or anxious about their academic and life challenges.

## Lesson plan adapted to students with learning disability like Dyslexia, Dyscalculia and Dysgraphia

### 1.Information Data

Teachers: Priscilla Samuel Kajjar

Subject: History

Grade: 6th

Class: A

Book: History & civics


Unit 1: Sources of History


Lesson: What are the sources of History ?

### 2.Specific Information

**Main aim:** To describe sources of history like oral, written and material sources

Skills	Content	Methodological Strategies	Resources	Evaluating	Time
<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Observing</li> <li>• Classifying</li> <li>• Thinking</li> <li>• Comparison</li> </ul>	<p><b>Conceptual</b></p> <ul style="list-style-type: none"> <li>• Identifying Sources of History</li> <li>• Describing Sources of History.</li> </ul> <p><b>Procedural</b></p> <ul style="list-style-type: none"> <li>• Observed pictures</li> <li>• flash cards.</li> <li>• Watched a video</li> <li>• Classified</li> </ul>	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>• Teacher shows some pictures of different sources</li> <li>• Teacher shows the difference between oral, written, and material sources of history.</li> <li>• Teacher and students played the whisper game for oral sources</li> <li>• Teacher Present various examples of written &amp; material sources</li> </ul>	<ul style="list-style-type: none"> <li>• History &amp; civics textbook</li> <li>• Flashcard</li> <li>• Game</li> <li>• Video</li> <li>• Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to recognize different sources . E.g. oral, material, written</li> <li>• Students are able to describe different sources</li> </ul>	5

Skills	Content	Methodological Strategies	Resources	Evaluating	Time
	<p><b>Attitudinal</b></p> <ul style="list-style-type: none"><li>• Critical thinking</li><li>• Empathy</li><li>• Inclusivity</li><li>• Diversity</li><li>• Multiculturalism</li></ul>	<p><b>Review</b></p> <ul style="list-style-type: none"><li>• Teacher presents the students flashcards with different sources and they classified the different sources</li></ul> <div data-bbox="762 396 1087 474"></div> <ul style="list-style-type: none"><li>• Also showed a video <a href="https://youtu.be/EXUr_VfliSI">https://youtu.be/EXUr_VfliSI</a></li></ul> <p><b>Pre-teaching Task 1</b></p> <ul style="list-style-type: none"><li>• Begin the lesson by engaging students in a discussion about how we learn about the past.</li><li>• Explain the uses of various sources, including oral accounts, written documents, and material artifacts.</li><li>• Ask students to brainstorm and give examples of each type of source.</li><li>• Write their responses on the board</li></ul>			<p>10</p> <p>5</p>

Skills	Content	Methodological Strategies	Resources	Evaluating	Time
		<p><b>While-teaching Task 1</b></p> <ul style="list-style-type: none"> <li>• Present an overview of various sources of history such as written sources (e.g., letters, diaries, artifacts) and material sources (e.g. Coins, artefact)</li> <li>• Use audio visual aids and simplified language to help students grasp the concepts.</li> <li>• Teacher and students played the whisper game for oral sources</li> </ul> <p><b>Task 2</b></p> <p>Teacher asked to recognize the sources according to the flashcard</p>  <ul style="list-style-type: none"> <li>• For example: “What is this?” - Students should be able to give you basic answers,</li> <li>• Like - pots, coins, scripts, story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Provide written materials in dyslexia-friendly formats, such as larger fonts, increased spacing, or specialized fonts like Dyslexie.</li> <li>• Incorporate hands-on activities and manipulatives to engage students with dyscalculia in understanding historical artifacts</li> <li>• Provide alternative methods for recording information, such as dictation software or graphic organizers, for students with dysgraphia.</li> </ul>		<p>5</p> <p>5</p>

Skills	Content	Methodological Strategies	Resources	Evaluating	Time
		<p><b>Take 3</b></p> <ul style="list-style-type: none"> <li>• Teacher divides the class into small groups.</li> <li>• Distribute handouts with examples of historical sources to each group.</li> <li>• Instruct students to categorize each example into one of the three types</li> </ul> <div data-bbox="752 644 1120 841" data-label="Image"> <p>The image shows a grid of six categories for historical sources, arranged in two columns and three rows. Each category is represented by a small icon and a text label:</p> <ul style="list-style-type: none"> <li>Top-left: 'books' with an icon of a stack of books.</li> <li>Top-right: 'recorded interviews' with an icon of a red vintage microphone.</li> <li>Middle-left: 'photos' with an icon of a camera.</li> <li>Middle-right: 'artefacts' with an icon of a wooden gavel.</li> <li>Bottom-left: 'old things' with an icon of a typewriter.</li> <li>Bottom-right: 'word of mouth' with an icon of a person speaking.</li> </ul> </div> <ul style="list-style-type: none"> <li>• Teacher monitors the correct development of the activity.</li> </ul> <p><b>Post-teaching Task 1</b></p> <ul style="list-style-type: none"> <li>• Teacher broke down complex written sentences into smaller, more manageable chunks</li> <li>• Offer extra time or assistance for tasks</li> <li>• Students reflect about what they have learned.</li> </ul>			<p>5</p> <p>5</p>

### 3.ADAPTED CURRICULUM

Teachers who work with students with special needs learn how to identify disabilities in order to design personalized plans based on assessment results and empirical data. Thus, they should modify the objectives and indicators in accordance with those results and adapts the corresponding activities

It is advisable to use mainly visual materials and music, as well as short tasks. In the case of assessment, teachers should only focus on those skills students have developed. Classroom strategies to be implemented include: listing objectives and goals per lesson; differentiating instruction by tiers or learning styles / multiple intelligences; presenting information in multiple formats; using review games to make learning fun.

- **CLIL Components**

Content, communication, cognition and culture.

- **Transversal Axes**

- Critical thinking, Empathy, Inclusivity, Diversity, Multiculturalism, Classifying, Comparing.

Done By:	Received by:	Approved by:
Teacher:	Teacher:	Teacher:
Signature:	Signature:	Signature:
Date:	Date:	Date:

### ANNEXES





MES's Pillai College of Education and Research  
Chembur

## **2.4.2.(4)**

# **Identifying varied student abilities**





**MES's Pillai College of Education & Research**  
**Chembur Naka, Mumbai 400071**

Name: Mamata Mahesh Kokaje.

Gender:  F  M  Other

Marital status: Married

Family Annual Income: 11 Lakh

Medical issues (if any): frequent urination

Batch: 2023-24

Graduation: BSc

Class: Microbiology

Post-Graduation (if any): Pursuing Class: \_\_\_\_\_

Additional Qualifications: \_\_\_\_\_

Experience (if any): 3 months experience in vidyabhavan

Hobbies/Interest: Writing poems, Dance, cooking, baking

Your Strengths: Speaking Marathi very well & Take

Your Weaknesses: speaking in English

Opportunities: \_\_\_\_\_

Challenges: \_\_\_\_\_

Mokaje.  
Student Signature

\_\_\_\_\_  
Teacher In-Charge Signature

Date  
5/1/23

## Myself

PAGE No.	
DATE	/ /

My name is Mamata Kokaje. I am 23 Yrs old. Basically I am living in Ghatkopar. I have done my graduation from Mumbai University in microbiology subject. My native place is Niwadi which is located in Ratnagiri District. From Junior KG to 10th grade done in my native place only. From my childhood I'm interested in academics. I got 94.40% in SSC. I stood first in my school in Hatkhamba centre which includes 14 schools. In 14 schools I was topper. Then I went in Ratnagiri for my college studies. I took admission in Science. I have done my HSC ~~with~~<sup>in</sup> first class. Also done my graduation in first class.

I have very supportive family. With the guidance & help of teachers, parents & friends I have done my academics. I like to listen & sing songs. I am interested in dance. I wrote some poems which was published in local newspaper of Ratnagiri named 'Tarun Bharat'. In my college days I've done one research work named 'The green synthesis of silver nanoparticles using moringa oleifera'. I was very nice experience to do some research work. Like poem I love to write articles some of my articles <sup>was</sup> publish in newspaper.

After my graduation, ~~I~~ I was working in as Business executive in company. Then in 2022 from June to Sep I was working in PVG's Vidyabhavan School.

7192YM

PAGE No:	9509
DATE:	2-11-23

as a science & ICT teacher. It was very nice experience of teaching, I love to teach & enjoyed my work as well.

Apart from academics I have done workshop of cake. I love to cook & bake. In free time I was taking order of cake. I love to cook Punjabi & Chinese dishes.

Thanks for giving me this opportunity to write about myself.

Thank You.

## Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

### SECTION ONE:

1. 2 I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. 3 I remember something better if I write it down.
3. 2 I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. 3 When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. 3 If I am taking a test, I can "see" the textbook page and where the answer is located.
6. 3 It helps me to look at the person while listening; it keeps me focused.
7. 3 Using flashcards helps me to retain material for tests.
8. 2 It's hard for me to understand what a person is saying when there are people talking or music playing.
9. 1 It's hard for me to understand a joke when someone tells me.
10. 3 It is better for me to get work done in a quiet place.

Total 25

### SECTION TWO:

1. 1 My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. 2 It helps to use my finger as a pointer when reading to keep my place.
3. 1 Papers with very small print, blotchy dittos or poor copies are tough on me.
4. 2 I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. 2 I remember things that I hear, rather than things that I see or read.
6. 1 Writing is tiring. I press down too hard with my pen or pencil.
7. 1 My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. 1 When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. 1 It's hard for me to read other people's handwriting.
10. 1 If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total 13

**SECTION THREE:**

1. 1 I don't like to read directions; I'd rather just start doing.
2. 3 I learn best when I am shown how to do something, and I have the opportunity to do it.
3. 1 Studying at a desk is not for me.
4. 1 I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. 1 Before I follow directions, it helps me to see someone else do it first.
6. 3 I find myself needing frequent breaks while studying.
7. 2 I am not skilled in giving verbal explanations or directions.
8. 3 I do not become easily lost, even in strange surroundings.
9. 3 I think better when I have the freedom to move around.
10. 2 When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total 20

**SCORING:**

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

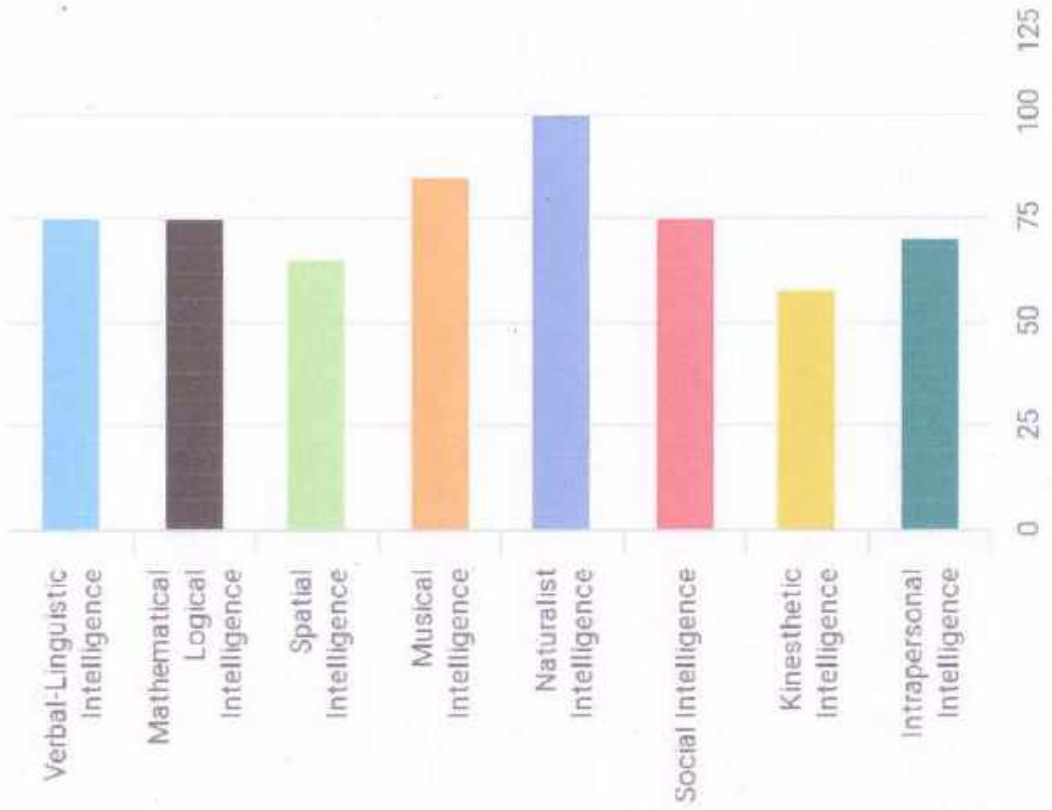
Section One score: 25 (Visual)  
Section Two score: 13 (Auditory)  
Section Three score: 20 (Kinesthetic)



EN

GO TO APP

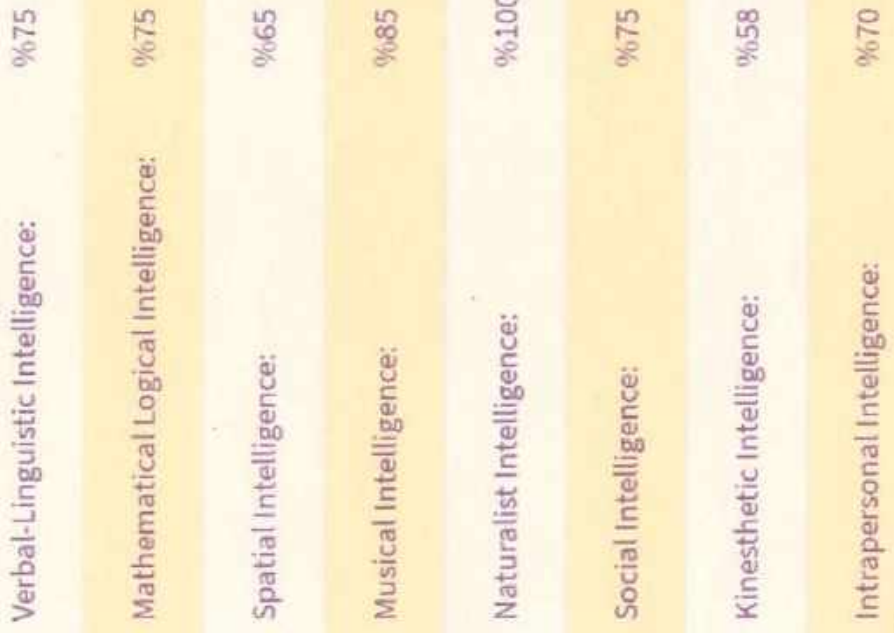
DISCOVER YOUR ALL TALENTS



EN

GO TO APP

GIVE MENTALUP A TRY - IT'S FREE!





**MES's Pillai College of Education & Research**  
**Chembur Naka, Mumbai 400071**

Name: PREMPRAKASH ADHYAPRASAD GUPTA

Gender:  F  M  Other

Marital status: SINGLE

Family Annual Income: 96,000

Medical issues (if any): \_\_\_\_\_

Batch: 2019-16 2022-2024

Graduation: B.Sc

Class: FIRST

Post-Graduation (if any): —

Class: —

Additional Qualifications: \_\_\_\_\_

Experience (if any): \_\_\_\_\_

Hobbies/Interest: TREKKING, HIKING, PLAY CARROM

Your Strengths: PLANNING EVENTS,

Your Weaknesses: \_\_\_\_\_

Opportunities: \_\_\_\_\_

Challenges: \_\_\_\_\_

Dimple

Student Signature

Teacher In-Charge Signature

## MY SELF

My Name is Prem Gupta.  
I am 26 years old.  
I live in Wadala Barakat aliya.  
My Native place is Jagdishpur, Gorakhpur.  
My Education till 4<sup>th</sup> standard done from "Ambedkar Shiksha Niketan School", which is near by my village.  
After that from class 5<sup>th</sup> till B.Sc studied in Mumbai.  
My SSC completed from "Adarsh Hindi High School" and then HSC and Degree completed from "Guru Nanak Khosla College".  
Along with the study I <sup>also</sup> have ~~also~~ been ~~also~~ part of NCC for 3 years in my Degree College. During NCC I have got "Award to explore" Armed forces Daily routine, Running with 25 Kg. Bags Daily in Early morning after that stretching and then some Breakfast time after that full day Drill practice and yes in all the activity we had to be in a group.  
I have done Disaster Management course in which we learnt what we should do when we have situation like Flood, Earthquake and other Natural Disaster Situation.



7:32 PM

I have also participated in Dance program during college fest called "Nazrang". My hobbies are playing Carrom, Sudoku puzzle and little bit singing.

I love to do Trekking, Hiking, Visiting Hilly areas, Mountains and I want to visit all over India from every corner.

In sports I love to do running and playing Kabaddi.

My favourite singer Arijit Singh just because of his singing skill and kindness.

My favourite female singer Alka Yagnik. My favourite subject is Mathematics.

Favourite place is my hometown.

Favourite sportsperson is Shri.

Milkha Singh.

Favourite Dish is "Rajma-Chawal"

and "Gajar halwa". My festival is "Chhath puja"

Favourite Film is "Tamasha"

Favourite Actor is "Akshay Kumar"

by default.

Favourite Actress is "Samantha Akkineni"

and "Alia Bhatt".

Favourite person is my Mother Smt.

Indravati Devi.

Here in my family there are 5 member

but collectively in joint family 17 member

are there in total.

My father is very hardworking man and selfless <sup>person</sup> who runs a shop in Dadar. My mother is house-maker and take care of everything.

My younger brother studying in B.Sc IT 2nd year.

My younger sister studying in B.Ed 1st yr. Me and my mother are very close to each other that's why we can talk as much <sup>as</sup> we want, we share small to small things with each other.

My mother always scolds me for doing Morning <sup>and</sup> <sup>even</sup> prayer every morning.

I always try to do some extra co-curricular activity <sup>on</sup> <sup>daily basis</sup> so that I can also contribute in household expenses, because I am elder one also.

Currently I am doing B.Ed so that I can become <sup>and</sup> teach children in school.

After <sup>completing my</sup> ~~done~~ with B.Sc. I have spend around 5-6 years <sup>during these free years</sup>. In ~~between~~ <sup>the</sup> I did many jobs and along with ~~that~~ <sup>the</sup> preparation for ~~reference~~ <sup>competitive</sup> jobs. <sup>experiencing life from past</sup> competitive exams.

After ~~all~~ <sup>learning</sup> with 5 ~~of~~ <sup>years</sup> of life experience, I came to know that the one job <sup>thing</sup> I can do <sup>in</sup> honest <sup>ly</sup> ~~Partly~~ <sup>ly</sup> without taking any Pressure and happily. that's why I choose Teaching <sup>is</sup> Profession.

My final full stop <sup>is</sup> ~~is~~ <sup>at</sup> ~~the~~ <sup>the</sup> day is  $\rightarrow$

## Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

### SECTION ONE:

1. 2 I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. 2 I remember something better if I write it down.
3. 1 I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. 3 When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. 2 If I am taking a test, I can "see" the textbook page and where the answer is located.
6. 3 It helps me to look at the person while listening; it keeps me focused.
7. 3 Using flashcards helps me to retain material for tests.
8. 2 It's hard for me to understand what a person is saying when there are people talking or music playing.
9. 1 It's hard for me to understand a joke when someone tells me.
10. 2 It is better for me to get work done in a quiet place.

Total 21

### SECTION TWO:

1. 1 My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. 1 It helps to use my finger as a pointer when reading to keep my place.
3. 1 Papers with very small print, blotchy dittos or poor copies are tough on me.
4. 2 I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. 2 I remember things that I hear, rather than things that I see or read.
6. 2 Writing is tiring. I press down too hard with my pen or pencil.
7. 1 My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. 1 When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. 1 It's hard for me to read other people's handwriting.
10. 2 If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total 14

**SECTION THREE:**

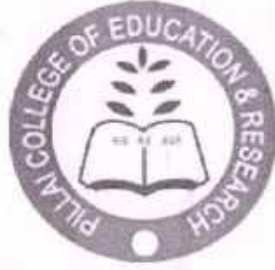
1. 1 I don't like to read directions; I'd rather just start doing.
2. 3 I learn best when I am shown how to do something, and I have the opportunity to do it.
3. 2 Studying at a desk is not for me.
4. 3 I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. 1 Before I follow directions, it helps me to see someone else do it first.
6. 2 I find myself needing frequent breaks while studying.
7. 2 I am not skilled in giving verbal explanations or directions.
8. 1 I do not become easily lost, even in strange surroundings.
9. 3 I think better when I have the freedom to move around.
10. 2 When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

*Total* 20

**SCORING:**

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: 21 (Visual)  
Section Two score: 14 (Auditory)  
Section Three score: 20 (Kinesthetic)



**MES's Pillai College of Education & Research**  
**Chembur Naka, Mumbai 400071**

Name: DIPSHI SASI KUMAR

Gender:  F  M  Other

Marital status: SINGLE

Family Annual Income: 50000 - 100000

Medical issues (if any): NA

Batch: 2023-2025

Graduation: B.Sc Class: 71%

Post-Graduation (if any): - Class: -

Additional Qualifications: NA

Experience (if any): NA (FRESHER)

Hobbies/Interest: Art and crafts, singing

Your Strengths: Interacting with kids

Your Weaknesses: Stage fear, lack of confidence

Opportunities: \_\_\_\_\_

Challenges: stage performance

Dipshi  
Student Signature

\_\_\_\_\_  
Teacher In-Charge Signature

Myself

Dipshi Sasi Kumar

I am Dipshi Sasi Kumar completed my graduation in B.Sc Statistics in the year 2022 from SIES college sion. Then I tried for CET exam but I was unable to download my hall ticket. So I missed the exam and also my 1 year got wasted. But at the same time I got a job in a well known hospital near my home as a report typist. I joined there as a typist which was my first ever job in my life.

I am the girl who never come out of the house or expressed myself anywhere. I still have stage fear and also my confidence level is very low. I never easily talk with anyone out of my world. I think this platform will be helpful to increase my confidence level and to face my future.

I also have some medical knowledge now.

## Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

### SECTION ONE:

1. 1 I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. 3 I remember something better if I write it down.
3. 3 I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. 2 When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. 3 If I am taking a test, I can "see" the textbook page and where the answer is located.
6. 2 It helps me to look at the person while listening; it keeps me focused.
7. 1 Using flashcards helps me to retain material for tests.
8. 3 It's hard for me to understand what a person is saying when there are people talking or music playing.
9. 1 It's hard for me to understand a joke when someone tells me.
10. 3 It is better for me to get work done in a quiet place.

Total 22

### SECTION TWO:

1. 1 My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. 3 It helps to use my finger as a pointer when reading to keep my place.
3. 3 Papers with very small print, blotchy dittos or poor copies are tough on me.
4. 3 I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. 2 I remember things that I hear, rather than things that I see or read.
6. 1 Writing is tiring. I press down too hard with my pen or pencil.
7. 1 My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. 1 When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. 2 It's hard for me to read other people's handwriting.
10. 3 If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total 20

Continue with Section Three on the reverse side

**SECTION THREE:**

1. 1 I don't like to read directions; I'd rather just start doing.
2. 3 I learn best when I am shown how to do something, and I have the opportunity to do it.
3. 3 Studying at a desk is not for me.
4. 3 I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. 2 Before I follow directions, it helps me to see someone else do it first.
6. 2 I find myself needing frequent breaks while studying.
7. 2 I am not skilled in giving verbal explanations or directions.
8. 2 I do not become easily lost, even in strange surroundings.
9. 2 I think better when I have the freedom to move around.
10. 3 When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

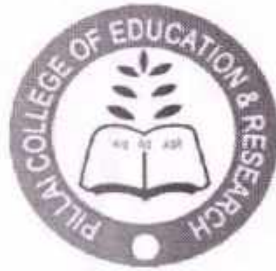
Total 22

**SCORING:**

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: 22 (Visual)  
Section Two score: 20 (Auditory)  
Section Three score: 22 (Kinesthetic)





**MES's Pillai College of Education & Research**  
**Chembur Naka, Mumbai 400071**

Name: NAVNEET - GANESH DHANGAR

Gender:  F  M  Other

Marital status: UN-MARRIED

Family Annual Income: 60,000

Medical issues (if any): -

Batch: 2023 - 2025

Graduation: Bsc [PHYSICS]

Class: CGPA - 8.40

Post-Graduation (if any): -

Class: -

Additional Qualifications: -

Experience (if any): -

Hobbies/Interest: LISTENING MUSIC

Your Strengths: CONFIDENCE

Your Weaknesses: -

Opportunities: COMPETITIONS

Challenges: POST HSC

  
Student Signature

\_\_\_\_\_  
Teacher In-Charge Signature

04/11/2023

NAVNEET.  
F.Y.B.Ed.

Good Morning, .....

This is Navneet Dhangar. aged 21 years recently graduated [B.Sc] from SIES college of Arts, Science and Commerce [Autonomous] affiliated to University of Mumbai. My hobbies is to listen music and take part in college events. I have also completed My Computer Course - MSCIT, to boost my computer knowledge and to be more aware of shortcut keys. My Confidence to do everything whichever comes my way for the welfare of myself and the Society. I don't think that I have any weakness because I love to tackle and face ~~the~~ the difficult task which have come in every phase of my life and I have succeed and tackled those obstacles which ~~is~~ which has boosted me to do more and more.

Thankyou,

## Learning Style Questionnaire

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1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

### SECTION ONE:

- 2 I enjoy doodling and even my notes have lots of pictures and arrows in them.
- 3 I remember something better if I write it down.
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- 3 If I am taking a test, I can "see" the textbook page and where the answer is located.
- 3 It helps me to look at the person while listening; it keeps me focused.
- 3 Using flashcards helps me to retain material for tests.
- 2 It's hard for me to understand what a person is saying when there are people talking or music playing.
- 2 It's hard for me to understand a joke when someone tells me.
- 3 It is better for me to get work done in a quiet place.

Total 25

### SECTION TWO:

- 2 My written work doesn't look neat to me. My papers have crossed-out words and erasures.
- 2 It helps to use my finger as a pointer when reading to keep my place.
- 2 Papers with very small print, blotchy dittos or poor copies are tough on me.
- 3 I understand how to do something if someone tells me, rather than having to read the same thing to myself.
- 1 I remember things that I hear, rather than things that I see or read.
- 2 Writing is tiring. I press down too hard with my pen or pencil.
- 1 My eyes get tired fast, even though the eye doctor says that my eyes are ok.
- 1 When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
- 2 It's hard for me to read other people's handwriting.
- 3 If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total 19

Continue with Section Three on the reverse side

SECTION THREE:

1. 1 I don't like to read directions; I'd rather just start doing.
2. 3 I learn best when I am shown how to do something, and I have the opportunity to do it.
3. 2 Studying at a desk is not for me.
4. 2 I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
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10. 2 When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total 21

SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: 25 (Visual)  
Section Two score: 19 (Auditory)  
Section Three score: 21 (Kinesthetic)



MES's Pillai College of Education and Research  
Chembur

## **2.4.2.(5)**

# **Dealing with student diversity in classrooms**



# MES's Pillai College of Education and Research Chembur

## COMPETENCE ENHANCEMENT FOR ADDRESSING STUDENT DIVERSITY

- Johari Window Workshop

On 1st July, 2023, PCER, Chembur arranged an expert session on the JOHARI Window model for its students and CPD for staff. The session was conducted by Dr. Rupal Thakkar. Dr. Rupal explained how the JOHARI Window serves as a simple yet powerful tool to enhance self-awareness and mutual understanding among individuals within a group. It can also be utilized to assess and improve intergroup dynamics. Since the F. Y. B.Ed batch 2022-2024 had just commenced their internship, this session on the Johari Window could have greatly benefited them in working harmoniously as a group. The session was beneficial for both students as well as the faculty.

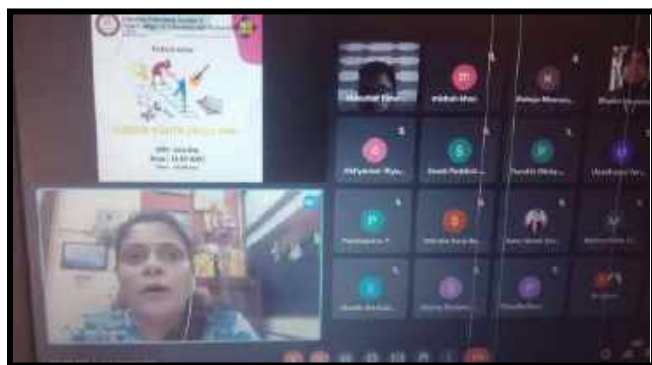




## MES's Pillai College of Education and Research Chembur

- World Youth Skills Day special assembly

World Youth Skills Day was celebrated at the PCER Chembur on 15th July 2023 in an online mode. The students had a theme based prayer, thought for the day, and a motivating speech highlighting the importance of celebrating the World Health Skills Day. The programme was graced by the Principal Dr. Reni Francis and she appreciated the efforts of the students. The students also circulated a link to express what is important but not emphasized in our school's? on this occasion.



- International Hybrid Level Conference on Enabling Excellence in Enterprise Education

The Internal Quality Assurance Cell of MES's Pillai College of Education and Research, Chembur in collaboration with Council for Educational Administration and Management (CEAM) organised the International Hybrid Level Conference on "Enabling Excellence in Enterprise Education " on 26th July,2023. Dr. Reni Francis, Principal, MES's Pillai college of Education and Research, Chembur gave the welcome address, and highlighted the aim of the conference which was to inspire and empower each other in order to make a positive impact in the field of education. This was followed by the presidential address Dr Sunita Magre Ma'am, followed by the Keynote address by Prof. Dr. Protiva Rani from Jagannath University, Bangladesh. Together, the impressive line-up of speakers comprising of eminent experts in the fields of entrepreneurship and education shared their insights and expertise to inspire and guide the participants. Their speeches covered a wide range of topics, including the importance of fostering innovation, the role of mentorship in entrepreneurial success, and the future of enterprise education in the era of digital transformation. The panel discussions were highly informative and paper presentations were appreciated. The eminent dignitaries for the seminar



## MES's Pillai College of Education and Research Chembur

came from Kerala and Kanyakumari. This conference provided a platform for participants to explore innovative ideas, share best practices, and collaborate with like-minded individuals and organizations. The participants of the conference gained valuable insights and actionable strategies to enhance enterprise education.

**IQAC of MES's Pillai College of Education & Research, Chembur**  
in Collaboration with  
**Council for Educational Administration and Management (CEAM)**

organizes  
**International Hybrid Level Conference on**  
**ENABLING EXCELLENCE IN ENTERPRISE EDUCATION**

**Date: 26th July, 2023**  
**Time: 11.00 a.m onwards**

**Jan. Bhagadati**  
**G20**  
100th year  
U 20 event

**Conference Sub-themes**

- Artificial Intelligence in Education
- ChatGPT in Education
- QI codes in Teaching and Learning
- Entrepreneurial Education
- Flexible Learning Environments
- Life Skills Education

**G20 Conference Sub-themes**

- Digital India
- Improving Quality and access to Education
- India leading in Renewable energy
- Lifestyle for Environment (LIFE)
- Financial Inclusion

**Submit Abstract by 25th June, 2023**

Registration Link: <https://forms.gle/enrvvEPlwDf3od7W6>







## MES's Pillai College of Education and Research Chembur

- Collaboration with DLLE- Slogan and Poster Competition

MES's Pillai College of Education and Research in Chembur actively participated in the UDAAN festival organized by the DLLE department of the University of Mumbai on dated 29<sup>th</sup> January 2024. Dr. Vithoba Sawant, our DLLE- extension teachers accompanied by 15 students including student managers had been to SIES College of Commerce and Economics, Sion. The festival included four events namely Creative Writing, Street Play, Poster-Making, and Elocution. The participation overview for the event is as follows: 11 students delivered a commendable performance in the Street Play, 2 students Ms. Epsiba Isaackumar and Ms. Ruma Saha, participated in the Poster-Making activity and secured 2<sup>nd</sup> position with their creative posters and 1 student who showcased her skill in the Marathi Elocution Competition, Ms. Mamata Kokaje received a consolation prize for her eloquence. The highlight of the event was that UDAAN provided a platform for our students to showcase their talents and connect with their peers from other colleges. The experience was not only a competition but also an opportunity for personal and academic growth. This report underscores MES's Pillai College's commitment to nurturing diverse talents among its students. The success in the competitions reflects the capabilities of our students and the dedicated efforts of Dr. Vithoba Sawant and the team. We thank MES's Pillai College and our Principal, Dr. Reni Francis, for motivating us to participate in such events and we look forward to participating in more enriching events for the holistic development of our student community.





## MES's Pillai College of Education and Research Chembur

- Workshop on key elements to make an interesting lesson plan

MES's Pillai College of Education and Research, Chembur conducted a workshop on 'Key Elements to make an interesting lesson plan' on 9th October 2023. The workshop began with an ice breaking activity followed by a PPT which spoke about the meaning and introduction of a lesson plan. Key elements of Bloom's Taxonomy were emphasized during the workshop. List of learning activities that could be used in the lesson plans were shared through the PPT with the students. The ultimate goal of the workshop was to highlight that a lesson plan should incorporate trending topics and draw links with students; interests to make the subject matter educational as well as exciting. Teachers should create a framework for their lessons in advance and include creative activities to retain student's attention. Mrs. Laxmi Nair served as the knowledgeable resource person for the workshop guiding participants through these essential pedagogical insights.



- Session on Personality Development

On the 5th of December, 2023 Ms.Kripa Talekar PCER Alumni conducted a session on communication skills and personality development for a teacher in the modern classroom for the students of PCER Chembur. Ms.Kripa was leading by example and gave many shared experiences that enhanced the thinking capacities of the student teachers. Ms.Talekar ensured that there was active participation from all student teachers by asking continuous questions and conducting an activity. While she also spoke about the necessity of having a good personality



## MES's Pillai College of Education and Research Chembur

while going for a job interview, she ensured to cater to all points that cover the same aspect. Overall, it was an incredible session by Dr Kripa that helped the student teachers to achieve a new sense of understanding for their future.



- Indoor Sports Week

The Indoor Sports Week was celebrated at PCER Chembur from 11th to 18th September, 2023, with enthusiastic participation from students-teachers. The competition saw students showcasing their skills in games such as badminton, chess, and carrom. Here are the event-wise winners:

**Chess:**

1st Place - Ms. Srushti Yeram

2nd Place - Ms. Payal Patel

**Carrom:**

1st Place - Mr. Dhiraj Keswani

2nd Place - Ms. Payal Patel

3rd Place - Ms. Amisha Marathe

**Badminton:**

1st Place - Mr. Dhiraj Keswani

2nd Place - Ms. Damini Singh



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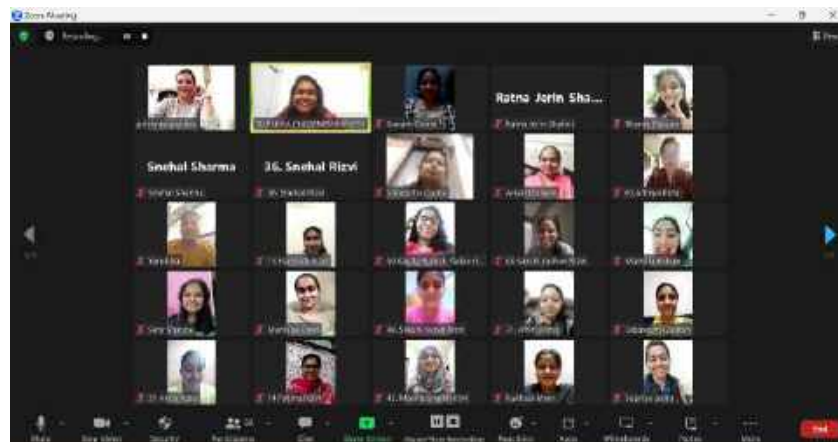


- Value added course in collaboration with Rizvi College of Education- Soft Skills & Interview Preparation Training for Teachers

PCER, Chembur, in collaboration with Rizvi College of Education, conducted a Value Added Course on 'Soft Skills & Interview Preparation Training for Teachers'. The main aim of this course was to enhance various skills essential for teachers, including communication, presentation, interpersonal, and leadership skills. The focus was on preparing teachers for job interviews and to excel in their roles. Additionally, the course offered guidance on crafting effective resumes and portfolios. During the sessions, students actively participated and enthusiastically shared their experiences. The interactive nature of the course allowed for lively discussions and practical learning. Students found the sessions highly beneficial, gaining valuable insights and skills that they could apply in their professional and personal lives. Overall, the collaboration between PCER and Rizvi College of Education provided a valuable opportunity for aspiring teachers to hone their skills and prepare for successful careers in education.



## MES's Pillai College of Education and Research Chembur



- Human Rights- Expert Talk session

MES's Pillai College of Education and Research in collaboration with Stree Mukti Sanghatana and Soroptimist International Bombay Chembur organized Expert Talk on Human Rights. Advocate Nilesh Khanvilkar, a distinguished legal professional on the occasion shared insights and extensive knowledge in the field. The event took place on December 9th, 2023, at 11:30 AM within the premises of MES's Pillai College of Education and Research. During the session, Advocate Khanvilkar shed light on various facets of human rights, emphasizing the importance



## MES's Pillai College of Education and Research Chembur

of upholding and protecting these fundamental rights for every individual in society. The session also included interactive elements, such as a question-and-answer segment, allowing the audience to engage with Advocate Khanvilkar, seek clarification, and explore the practical implications of human rights in various contexts. The collaboration with Stree Mukti Sanghatana and Soroptimist International Bombay Chembur suggests a comprehensive approach, possibly addressing gender-specific human rights issues and advocating for the empowerment of marginalized groups.



- Session on SWOC analysis

A session on SWOC Analysis as a part of the Value Added Course: Being Job Perfect was conducted for the S. Y. B.Ed students by Ms. Surekha C. The objective of the session was to equip future educators with a strategic tool for personal and professional growth. The session commenced with a call for introspection, as students listed five personal and professional goals for the next five years. Students were provided with a dedicated sheet for their SWOC analysis, fostering a hands-on approach. The session stressed the importance of regular self-assessment, advising students to revisit and refine their SWOC analysis annually to align with evolving goals. The SWOC analysis workshop proved instrumental in preparing S.Y.B.Ed students for their future endeavors. By fostering self-awareness, strategic thinking, and proactive planning, the session aimed to equip future educators with the tools necessary for success in their evolving roles. Regular revisits to the SWOC analysis were advocated as a means to adapt to changing circumstances and continually align personal and professional goals.



## MES's Pillai College of Education and Research Chembur



- Session on Resume Writing

As part of Job Perfect sessions, a resume writing session was conducted on 14th December 2023 by Ms. Achala Bhor, Assistant Professor at PCER, Chembur. This session was organized for S. Y. B. Ed students at PCER, Chembur. The session aimed to enable aspiring teachers with the essential skills and knowledge to create captivating resumes that effectively showcase their qualifications, skills, and experiences in the field of education. The session commenced with an introduction to the importance of an elaborate resume, highlighting the role of resumes in securing job interviews and the need for preparing a CV based on the specific requirements of the education sector. This session emphasized the key components of an effective resume, including personal details, career objectives, teaching experience, skills, and certifications. Examples of resumes were shown to students to illustrate how to highlight achievements and responsibilities in the CV. Ms. Achala Bhor also elaborated on the use of action verbs to create impactful statements that describe achievements and responsibilities. With the increasing integration of technology in the education sector, the importance of including relevant technology skills on resumes was also highlighted during the session. The session also covered the basics of resume formatting, layout, design, and the significance of using clear and concise language. The session concluded with a question-and-answer discussion on resume writing, where participants clarified aspects of resume writing. Students were asked to prepare their CVs, and guidance was given to them by their respective tutorial guides from PCER, Chembur. Overall, the resume writing session for B. Ed students provided an opportunity to enhance their understanding of writing an effective resume.



## MES's Pillai College of Education and Research Chembur



- Session on Leadership skills

On the 7th of December, Dr Reni Francis, Principal of Pillai College of Education and Research Chembur, conducted a wonderful Leadership Management session for students of SY B.Ed. An exceptionally talented leader. Dr Reni shared her valuable insights in brightening the minds of the future teachers. She displayed a wonderful presentation with real life experiences that showcased how to be a dynamic leader as a teacher in this modern world of education. Dr Reni Francis proved to be a leader that guides the followers by leading with example.





## MES's Pillai College of Education and Research Chembur



- Session on Models of teaching

PCER Chembur organized a session focusing on the Concept Attainment Model (CAM) on 09/12/2023 by Dr. Vithoba Sawant, with S.Y.B.Ed students-teachers. Dr. Sawant delved into the significance of teaching models in today's educational landscape, presenting various types of teaching models. The primary focus was on CAM and its relevance in promoting critical thinking and problem-solving skills among learners. The session continued with an in-depth exploration of the principles behind CAM, accompanied by a discussion on its advantages and disadvantages. Insights on implementing the model in the classroom setting were also provided. To illustrate the practical application of CAM, a live demonstration was conducted using a geography topic on agriculture from the seventh standard. Student-teachers were instructed to engage in critical thinking to identify the concept. Participants actively engaged in the activity, demonstrating eagerness to understand and apply CAM. This session undoubtedly contributed to the professional development of SYBed student- teachers, equipping them with innovative teaching methodologies to enhance the learning experience for their future students.



## MES's Pillai College of Education and Research Chembur



- Session on Resume Writing

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## MES's Pillai College of Education and Research Chembur



- International Mind Body wellness Day-session

Body Wellness Day with a session to create a deeper awareness of the same. Most people are aware of the general idea that exercise and healthy food are important but the link between physical and mental health is still not clearly understood by many. This session aimed to bridge this gap in understanding and provide students with simple but vital information on how to improve their overall wellbeing as well as those around them. As PCER has long been an advocate for the SDGs, this session was another attempt at championing the goals. SDG 3 which is to ensure healthy lives and promote well-being for all at all ages was the underlying theme of the session.



## MES's Pillai College of Education and Research Chembur



- Two Day workshop on Suicide Prevention Training for Student- Teachers

MES's Pillai College of Education & Research, in collaboration with RES's Rizvi College of Education hosted a two-day Zoom session on suicide prevention led by Ms. Dhanashree Karandikar on 11th & 12th January 2024. The event aimed to explore the root causes of suicide and effective prevention methods. Day one focused on recognizing behavioral and situational cues associated with suicidal tendencies, utilizing the QPR method. The importance of early



# MES's Pillai College of Education and Research Chembur

intervention and identifying risk factors was emphasized. The second day delved into real-life cases, acknowledging the emotional toll of suicide on individuals and communities. The program was highly effective, providing valuable insights for student teachers, who expressed gratitude and a desire for future sessions, praising the QPR method's role in enhancing their understanding of suicide prevention strategies.

RIZVI EDUCATION SOCIETY'S  
**RIZVI COLLEGE OF EDUCATION**  
(Affiliated To University Of Mumbai)

In Collaboration With  
MAHATMA EDUCATION SOCIETY'S  
**PILLAI COLLEGE OF EDUCATION  
AND RESEARCH, CHEMBUR**

**Guidance and Counselling Cell**  
Organises a workshop on

**UMEED- EVERY CHILD MATTERS**  
**Suicide Prevention Training for Student- Teachers**  
*Resource Person- Ms. Dhanashree Karandikar*  
*Licensed QPR Instructor for Suicide Prevention (QPR Institute, Washington USA)*  
*RCuEd Alumna 2011-2012*

**11<sup>th</sup> & 12<sup>th</sup> January, 2024** ⌚ - 6:15pm to 8:30pm(IST)  
Mode - Zoom Platform  
*Under the Guidance of*

 <b>Dr. Akhtar Hasan Rizvi</b> Principal, Rizvi Education Society	<b>Principal</b>	 <b>Adv. Mrs. Rubina A. H. Rizvi</b> In-charge, Mahatma Education Society
<b>Dr. Spoty Karthik</b> RCuEd	<b>Organizing Committee</b>	<b>Dr. Resi Francis</b> PCER

**Co-ordinator**  
Dr. Priyanka Pandey (RCuEd)  
Ms. Sarvika C. (PCER)

**Student Members**  
Ms. Zoysa Khan (RCuEd)  
Ms. Farima Khan (RCuEd)  
Ms. Kamara Khatke (PCER)  
Ms. Banjari Indrayachhi (PCER)

Rizvi College Of Education  
Pillai College of Education and Research

[www.hed.rizvi.edu.in](http://www.hed.rizvi.edu.in)  
[www.pcer.ac.in](http://www.pcer.ac.in)





MES's Pillai College of Education and Research  
Chembur

## **2.4.2.(6)**

**Visualizing differential  
learning activities  
according to student needs**

## **Modes of Teaching-Learning Adopted by Teachers 2023-2024**

### **SEMESTER 1**

#### **IC1 – Gender, School and Society**

##### **Unit 2- Social Construction of Gender Identity**

##### **Topic- Influence of Social Agencies on Gender Identity**

##### **Method: Roleplay**

##### **CLO: To develop an understanding of social construction of gender identity.**

The topic on gender identity was conducted through an activity involving the student teachers. An orientation regarding the activity and the topic to be covered was done. During the orientation a gist of the topic was provided. The activity began with group discussion where students shared their views about the topic. This was followed by a short series of enactments by each group on the topics focusing on the role played by various social agencies such as family, media, popular culture in shaping gender identity. The students presented a variety of social situations and presented their views regarding the issues.

#### **IC1 - Gender, School and Society**

##### **Topic : Importance of NGOs, UN Women**

##### **Method: Modified Jigsaw method**

##### **CLO: To be aware of strategies for gender empowerment**

Report: Unit 6: Strategies for Gender Empowerment a) The role of NGOs and women's action groups in striving towards gender equity b) The United Nations Entity Equality and the Empowerment of Women for GenderUN Women was taught using a modified version of Jigsaw. The students were divided into the home groups and expert groups and were given content for the activity. Teacher scaffolded students by visiting each group to clarify doubts. The groups were then given time for each student to explain the content they worked on. Teacher took a whole group discussion to classify any doubts that came up.



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**IC1 - Gender, School and Society**

**Topic: Millennium Development Goals**

**Method: Flipped Classroom**

**CLO: To be aware of strategies for gender empowerment**

Report: Unit 6: c) Millennium Development Goals was taught using the flipped classroom method. Students were provided with content prior to the lecture and a small group and then whole class discussion was conducted with students leading parts of the lecture with more factual information followed by a detailed discussion on the same.

**IC1 - Gender, School and Society**

**Topic: Contemporary women role models in India: urban and rural**

**Method: Seminar Presentation**

**CLO: To develop an understanding of social construction of gender identity.**

Report: Unit 4) c) Contemporary women role models in India: urban and rural were taught using the seminar method. Students were divided into groups of 5 and given instructions for the presentation. The students worked collaboratively in their designated groups to develop a presentation on the women role model for their respective presentations.

**CC1 - Childhood and Growing up**

**Unit 6 (a) Self Concept, Self – Efficacy**

**Method: Role Play, Brainstorming**

**CLO: To examine the theoretical perspectives of child development.**

The activity began with Dr. Vithoba Sawant giving introduction about what is Self-explaining the purpose of self-understanding and what it entails. After the introduction, he distributed some coloured sheets among the students and then guided the students to fold the sheet into two halves so that they would get four columns on the sheet. He asked the students to write their names on the top and then think and write five of their strengths and weaknesses. As the students completed this step, Dr. Sawant divided the entire classroom into pairs and made



them sit separately on the benches. Later on he had them write down five strengths and weaknesses of their partners and after the completion of this part also, he asked everyone to come forward one by one and talk about their strengths and weaknesses and what they think about their partner's strength and weakness.

**CC1 - Childhood and Growing up**

**Topic: Unit 5. (C) Urie Bronfenbrenner's Ecological theory.**

**Method: Cooperative method and Concept mapping**

**CLO: To examine the theoretical perspectives of child development.**

The cooperative and concept mapping activity conducted in the teaching process. The main aim of this activity was to understand the theory concept in detail. The class was divided into groups and each group created a Concept map for Urie Bronfenbrenner's Ecological Theory from their reference books within twenty minutes. Students enthusiastically divided tasks, with some working on charts, others discussing theory, and the rest making the concept map . Dr. Sawant guided the presentation of the prepared concept map, resulting in convincing presentations. The activity enhanced teamwork and presentation skills, providing a fun yet effective learning experience, appreciated by students .

**CC1 - Childhood and Growing up**

**Method: Group activity**

**CLO: To develop an understanding of the role of school in growth and development of a child.**

The Childhood and Growing up (CC-1) group activity conducted during Semester I aimed to delve into various aspects of childhood development and the transition to adolescence. This activity was designed to facilitate collaborative learning among students and deepen their understanding of key concepts covered in the course.



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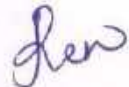
**CC2 - Knowledge and Curriculum**

**Topic: Unit 2: Basis of Modern Child-Centered Education.**

**Method: Seminar Presentations**

**CLO: To develop an understanding of basis of modern child centered education**

The topic of Modern Child Centered Education was conducted through a Seminar presentation involving the student teachers. The student teachers were first oriented about the activity and instructions were given on how it would be carried out. The student teachers were divided in groups and each group was given a method on the basis of Modern Child Centered Education to be presented. During the presentations each group presented their respective method. Each group spoke about modern child-centered education, focusing on its concepts, foundations, and educational significance. The student teachers highlighted the Activity Method by Mahatma Gandhi, the Discovery Method by John Dewey, and the Dialogue Method by Paulo Freire in their presentations, respectively. This was followed by a question answer session leading to discussions among the student teachers and faculty. This activity was conducted in online mode.



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## SEMESTER II

### **CC3 - Learning and Teaching**

**Method: Reflective thinking**

**CLO: To understand the importance of effective learning and teaching as a profession**

In Semester II, Unit 4C of Learning and Teaching focused on multicultural education, emphasizing reflective thinking as a pedagogical approach. Through reflective practices, students explored the complexities of multiculturalism in educational settings. They critically examined their own cultural biases and assumptions, fostering empathy and understanding towards diverse perspectives. Reflective thinking enabled students to develop inclusive teaching strategies that celebrate cultural diversity and promote equity and social justice in the classroom. This approach facilitated deep learning and empowered students to become culturally competent educators, prepared to address the needs of diverse student populations effectively.

### **EC2 - Pedagogy of School Subject: Science**

**Method: Concept Mapping**

**CLO: To acquaint with methods of teaching.**

In Semester III, EC 2 Pedagogy of School Subject: Science introduced Concept Mapping as a teaching strategy. Students engaged in creating visual representations to illustrate the interconnectedness of scientific concepts. Through Concept Mapping, they synthesized and organized complex scientific information, enhancing their understanding and retention of key principles. This approach fostered critical thinking and problem-solving skills, as students analyzed relationships between concepts. Concept Mapping also promoted active learning and collaboration, as students collaborated to construct comprehensive maps. Overall, Concept Mapping proved to be an effective pedagogical tool for promoting deep learning and conceptual understanding in the teaching of Science.

# MES's Pillai College of Education and Research Chembur

## **IC2 - Educational Management**

**Topic: Unit 2(b): Functions of Management**

**Method: Think Pair Share**

**CLO: To develop an understanding of the concept of educational management.**

An activity of Think Pair Share was conducted on the topic Functions of Management. The student teachers were first oriented about the activity and instructions were given on how it would be carried out. The activity began with the "Think" phase, where each student was given a few minutes to individually brainstorm and note down their thoughts on the Functions of Management. Following this, students were paired up with a partner. They were instructed to share their ideas and discuss their understanding of the Functions of Management with each other. The pairs were encouraged to ask questions, clarify doubts, and explore different perspectives. In the last stage of the activity, each pair were asked to share their understanding that they gained from the discussion. Each pair thus had the opportunity to present their thoughts to the entire group, fostering a collaborative learning environment.

## **IC2 - Educational Management**

**Topic: Leadership Styles**

**Method: Reflective Discussions**

**CLO: To be acquainted about effective human resource management**

Reflective discussion is a teaching method where students analyze and reflect on their experiences, thoughts, and feelings related to a particular topic or activity. It encourages critical thinking, self-awareness, and deeper understanding by prompting students to consider their learning process, perspectives, and insights. Students were asked questions on Poll Everywhere, and they were expected to answer them which would be discussed with the whole class. They were presented with a made up scenario depicting a school issue, requiring them to devise solutions independently. All the proposed solutions were displayed on the board and subsequently deliberated upon.

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**IC2 - Educational Management**

**Topic: Leadership Skills**

**Method: Dramatization**

**CLO: To be acquainted about effective human resource management**

During the Leadership Skills lecture, the teacher assigned a scenario to the students, instructing some to act it out for the class. The scenario focused on grievance and crisis management. While the performance unfolded, the remaining students engaged in discussions, elucidating the importance of addressing grievances and managing crises effectively within a leadership role. This interactive approach provided a dynamic learning experience, allowing students to explore practical applications of leadership concepts in real-world situations.

**EC2 - Pedagogy of Mathematics**

**Topic: Unit 6: Contribution of Mathematicians**

**Method: Group Discussion**

**CLO: To develop an understanding of the basic concepts of academic discipline**

The student teachers were first oriented about the activity and instructions were given on how it would be carried out. Students with Mathematics as their second method of teaching in schools, were divided as per their internship schools. A brief overview of the life and works of Aryabhata, Ramanujan, Euclid, and Pythagoras were provided to the students to set the context for the discussion. Student teachers were encouraged to share their insights, and knowledge about the contributions of each mathematician. Students from all the groups analyzed the similarities and differences in the mathematical approaches and achievements of the four mathematicians and noted down the contributions of Aryabhata, Ramanujan, Euclid, and Pythagoras to the field of mathematics.



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**SEMESTER III**

**CC4 - Assessment for Learning**

**Topic: Unit 2 (a): Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.**

**Method: Flipped Classroom**

**CLO: To develop an understanding of the fundamentals of assessment**

A flipped classroom activity was conducted in online mode through Google meet for student teachers, focusing on the topic, Essentials of Assessment - Aims and Objectives. Reference materials including video lectures, reading materials, and resources were uploaded to Google Classroom in advance, allowing students to access and review them at their own pace. Students were encouraged to engage with the materials, take notes, and jot down questions or points for discussion. Online sessions were held via Google Meet to facilitate interactive discussions, clarify doubts, and encourage peer-to-peer learning. Quizzes and short assignments were used to assess students' understanding. Through pre-recorded lectures and readings, students gained a deeper understanding of the essentials of assessment and the understanding was assessed through discussions and the assignments submitted by the student teachers.

**EC2 - English Pedagogy**

**Topic: Techniques of Assessment - Vocabulary**

**Method: Experiential Method - Vocabulary building games - Taboo and Scrabble**

**CLO: To acquaint with methods of teaching and assessment**

In the Unit 6 b) - Techniques of Assessing, the section on Vocabulary discusses how teachers should assess for depth and breadth of vocabulary. This includes vocabulary building games like scrabble, pictionary, boggle, taboo etc. This was taught in two phases. First, regular lecture cum discussion mode followed by experiential learning. Teacher provided an experiential learning experience of these games. The students played Taboo and Scrabble. An experience of these two games were provided with all students participating and students allotted groups for scrabble which usually can only have a maximum of 4 players.

**SEMESTER IV**

**EC3 - Environmental Education**

**Method: Flipped Classroom**

**CLO: To develop an understanding of the basic concepts of environment, ecosystem and ecology.**

In Semester IV, EC3 Environmental Education introduced a Flipped Classroom model. This innovative approach involved students engaging with instructional materials outside of class, allowing for in-depth discussions and application during face-to-face sessions. Through pre-recorded lectures and readings, students gained foundational knowledge independently, freeing up class time for interactive activities, problem-solving, and group discussions. The Flipped Classroom promoted active learning, critical thinking, and collaborative inquiry, enabling students to explore environmental issues deeply. This student-centered approach facilitated deeper understanding and engagement with environmental concepts, preparing students to become proactive stewards of the environment.

**CC5 – Contemporary India and Education**

**Unit 5- Education Commission & Recommendations**

**Topic- National Policy of Education**

**Method: Group Work**

**CLO: To understand the policies, commission and role of education.**

The National Education Policy of 2020 has set the path for reforming the Indian education system from school to higher education. In order to enable student teachers to gain a deeper understanding of this new educational policy and its recommendations a seminar presentation was conducted. The student teachers were divided into groups, each group selected focused on a particular aspect of the policy. The topics highlighted school education, higher education, teacher education, vocational education, language, art and culture. The activity helped the student teachers to work collaboratively, gather information and present it with confidence and clarity.

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**CC5 – Contemporary India and Education**

**Unit 1- Understanding and Addressing Diversity in Indian Society**

**Topic- Diversity - Linguistic, Regional and Religious**

**Method: Group Activity**

**CLO: To be aware in understanding and addressing diversity and inequality in Indian society**

A group activity was conducted to enable student teachers to have a better understanding of the topic on diversity as well as connect with their experiences of being part of this diverse society. The students were oriented about the activity and the topic highlighting the concept and characteristics of diversity. They were divided into groups and each group prepared posters focusing on a different diversity such as diversity in culture, language, food, clothing, religion etc. This was followed by presentation of the posters wherein the student teachers spoke on the diversity, its aspects and significance in our society. Each student also spoke about one aspect that they appreciated about a culture different to their own.

**IC4 - Creating an Inclusive school**

**Topic: Unit 1 Diversity, Disability and Inclusion**

**Method of Teaching: Skit and Role**

**CLO: To be acquainted with addressing learners' diversity .**

Under the guidance of Dr. Vithoba Sawant, a skit on Diversity, Disability, and Inclusion was performed to address critical issues within the community. Through dramatic portrayal, the skit shed light on the challenges faced by individuals with disabilities, emphasizing the need for greater inclusivity and acceptance. It depicted scenarios in educational institutions, tackling themes like discrimination, stereotypes, and bullying, while promoting the importance of embracing diversity. The skit fostered empathy among students and sparked conversations about attitudes towards diversity and inclusion, serving as a powerful tool for raising awareness and promoting positive social change. Overall, it contributed to creating a more inclusive and supportive community, challenging stereotypes and advocating for social justice and equality.



**EC3 - Environmental Education**

**Topic: Unit 1(b): Concept of Eco System & Types of EcoSystem**

**Method : Visit to Maharashtra Nature Park**

**CLO: To develop an understanding of the basic concepts of environment, ecosystem and ecology**

A visit to Maharashtra nature park was organized as a part of an activity from the elective course 3(EC3) – Environmental Education. This visit was organized to provide hands-on experience with environmental studies. Students visited a butterfly garden, an aviary and a nursery that showcased a range of exotic and indigenous plant species. They also visited all the sections of the park such as the vermicomposting section, nursery section, medicinal plant section, etc. At Maharashtra Nature Park the students got to know about the ecological system and various medicinal and aromatic plants along with their source, phytoconstituents and medicinal properties. Overall, the visit to Maharashtra Nature Park provided students an experience of Mumbai's natural beauty and learning more about the city's rich biodiversity and also to create awareness in the ecology and conservation of nature.

**EC3 - Guidance and Counseling -**

**Topic: Unit 2: Strategies and Devices for Guidance b) Tests for Guidance -Aptitude, Interest & Personality**

**Method: Experiential Learning**

**CLO: To develop an understanding of the strategies for guidance**

Students were introduced to the need and importance of various tests for guidance. Use and types of aptitude, interest and personality tests. Using Adobe express taught in a faculty development session, the teacher made a website on the Myers Briggs Personality Test which ended with a link to an online test for the test. Students went through information on the topic via the website and then used the link.

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Pillai College of Education & Research  
Chembur, Mumbai - 400 071.

*Ren*

MES's Pillai College of Education and Research  
Chembur

**EC3 - Guidance & Counseling**

**Topic: Approaches to Counseling**

**Method: Case Study**

**CLO: To develop an understanding of the basic concepts of counseling**

While teaching various counseling approaches, the case study method was used to facilitate learning. This interactive approach allowed students to apply theoretical knowledge to practical situations, enhancing their understanding of both leadership and counseling concepts.



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**Micro Credential- Leadership Management,**

**Topic: Roles and Responsibilities of an Educational Leader**

**Methods: Group Discussion**

During a lecture on 'Roles and Responsibilities of Leaders,' a group discussion activity was conducted. Students were presented with a scenario and were asked to share how they would respond as a team of educators. The students provided insightful opinions and collaborated effectively as a team, showcasing their understanding of leadership roles. Their responses demonstrated critical thinking and teamwork skills, contributing positively to the learning environment.

**Micro Credential- Leadership Management**

**Methods: Field Visits**

As part of their Leadership Management micro-credential course, students visited various educational institutions in Mumbai. During these visits, they toured the schools and had discussions with the leaders. The schools included SIES High School in Matunga, The Green Acres Academy in Chembur, The Gateway School of Mumbai in Chembur, and Pillai Institute of Management Studies and Research in Panvel. These experiences provided valuable insights for the students, who learned a great deal from the leaders' experiences.

**Micro Credential- Leadership Management**

**Topic: Leadership Styles**

**Method: Case Study**

While teaching Leadership Styles, the students were engaged in discussions using case studies, encouraging them to share their opinions. Students actively participated by analyzing these cases and offering their perspectives and opinions. This interactive discussion allowed them to explore different leadership approaches and understand their implications in practical contexts. By engaging with case studies, students gained valuable insights into the complexities of leadership and honed their critical thinking skills.

*Ren*

**Micro Credential- Leadership Management**

**Topic: Contemporary Leadership Theory**

**Method: Simulations**

Simulated teaching strategy is a type of instruction strategy that uses a controlled, artificial environment or situation to mimic real-life scenarios. During the lecture on Contemporary Leadership Theories, the teacher presented students with hypothetical scenarios, prompting group discussions to brainstorm solutions for common school leadership challenges. This simulation-based approach offers hands-on learning, enabling students to apply theoretical knowledge in practical contexts. It provides a secure environment for learners to experiment, make errors, and learn from them without real-world repercussions. This method fosters a deeper understanding of leadership concepts and enhances students' problem-solving skills through active engagement.



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Chembur

**Modes of Teaching-Learning Adopted by Teachers  
2023-2024**

**SEMESTER 1**

**IC1 – Gender, School and Society**

**Unit 2- Social Construction of Gender Identity**

**Topic- Influence of Social Agencies on Gender Identity**

**Method: Roleplay**



**CC1 - Childhood and Growing up**

**Unit 6 (a) Self Concept, Self – Efficacy**

**Method: Role Play, Brainstorming**



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# MES's Pillai College of Education and Research Chembur

## CC1 - Childhood and Growing up

**Topic: Unit 5. (C) Urie Bronfenbrenner's Ecological theory.**

**Method: Cooperative method and Concept mapping**



## CC2 - Knowledge and Curriculum

**Topic: Unit 2: Basis of Modern Child-Centered Education.**

**Method: Seminar Presentations**



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Chembur

**SEMESTER II**

**IC2 - Educational Management**

**Topic: Unit 2(b): Functions of Management**

**Method: Think Pair Share**



**IC2 - Educational Management**

**Topic: Leadership Styles**

**Method: Reflective Discussions**



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# MES's Pillai College of Education and Research Chembur

## SEMESTER III

### CC4 - Assessment for Learning

**Topic: Unit 2 (a): Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.**

**Method: Flipped Classroom**



### EC2 - English Pedagogy

**Topic: Techniques of Assessment - Vocabulary**

**Method: Experiential Method - Vocabulary building games - Taboo and Scrabble**



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# MES's Pillai College of Education and Research Chembur

## SEMESTER IV

**CC5 – Contemporary India and Education**

**Unit 5- Education Commission & Recommendations**

**Topic- National Policy of Education**

**Method: Group Work**



**CC5 – Contemporary India and Education**

**Unit 1- Understanding and Addressing Diversity in Indian Society**

**Topic- Diversity - Linguistic, Regional and Religious**

**Method: Group Activity**



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# MES's Pillai College of Education and Research Chembur

## IC4 - Creating an Inclusive school

Topic : Unit 1 Diversity, Disability and Inclusion

Method of Teaching: Skit and Role



## EC3 - Environmental Education

Topic: Unit 1(b): Concept of Eco System & Types of EcoSystem

Method : Visit to Maharashtra Nature Park



Vermicompost pits



Dry and wet waste

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# MES's Pillai College of Education and Research Chembur



## EC3 - Guidance and Counseling -

**Topic: Unit 2: Strategies and Devices for Guidance b) Tests for Guidance -Aptitude, Interest & Personality**

**Method: Experiential Learning**



## Micro Credential- Leadership Management,

**Topic: Roles and Responsibilities of an Educational Leader**

**Methods: Group Discussion**



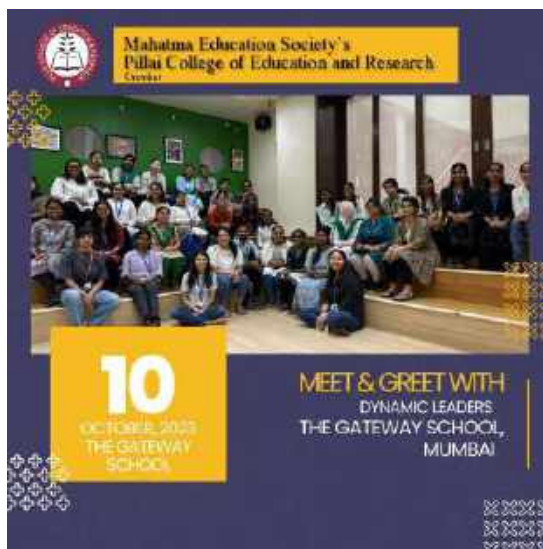
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# MES's Pillai College of Education and Research Chembur

## Micro Credential, Leadership Management

### Methods: Field Visits



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**Micro Credential- Leadership Management**

**Topic: Contemporary Leadership Theory**

**Method :Simulations**



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MES's Pillai College of Education and Research  
Chembur

## **2.4.2.(7)**

# **Addressing inclusiveness**

COMMUNITY

SERVICE

Report

SNEHA SODAN BOYS ORPHANAGE

ZERISKA CAROL SOANS

76 ~ Roll. No.

SEMESTER - 4

BRANCH - 2022-2023

## \* Introduction

For our Community Service, we chose Snehasadan Boys orphanage in Chakala. Snehasadan is a large connection of NGOs that has multiple orphanages & homes for homeless children in and around Andheri. We were fortunate enough to have visited the Snehasadan boys Orphanage, where there were boys from 3rd grade to even some who were working. We went in a group of 4 and did our community service from 28th September to 30th September 2023, each day we spent time with the children from 9am-3pm/4pm (6-7hrs each day).

## DAY-1

We were given 10 children, ranging from 3rd grade to 8th grade. On the 1st day, we had an ice breaker session with the children & started with a round of introductions we got to know their names & their interests. Before we started with the session, we had decided that we would give the children points for the games & the activities that we would play every day & based on their performance, on the last day of the service, we would give some prizes to all the children to make them happy. We made sure to imbibe our B.ed values in

seen  
2/2/23



them as well, for instance we had a small assembly there as well, where the 4 of us started with a word of prayer, then conducted 10 minutes of meditations followed by exercises to keep them active & fresh throughout the day.

We started our session with the Sunday-

Monday games & the winners who lost in that

round would have to come ahead & narrate a story, recite a poem or simply sing or dance.

And all the children enjoyed the game

thoroughly. We even gave extra points & stars to those who were very creative in their performance. This game gave us an opportunity to understand their strengths. We decided that each day of the community service one of us is going to arrange for snacks for the children, & hence after the game we distributed pizza & cupcakes that I had brought for the 1st day. After a few rounds of games, we took one hour of study time & the 4 of us

divided the children amongst us & taught them different lessons from their books & even taught them to say some basic sentences in English. After that, the boys insisted that we play football with them, so we did that as well.

Post the game, we gave them an activity to draw & colour a poster that had a meaning. They all made lovely posters that spoke about saving Earth, our nature etc. That showed us that even though these children are deprived of most of the facilities in the outside world, they still know what is right, wrong & what our world needs right now. We then ended the day with a round of games.



## DAY 2



On the 2nd day, we started the day with prayer, meditations & this time we did a complete physical workout for them. We started with basic warmups &

then proceeded to situps & pushups, shuttle running, jogging, etc. The rest of the day.

After the workouts we served them delicious snacks. After the workouts we served them delicious snacks. After their snacks & lunch was over we took a fun workshop for them on "fun through science". We conducted different experiments on refraction, reflection, magnetic force & density. And we ended the 2nd day with games like hot & cold & a fun little race.

### DAY 3

The last day was the best out of all the days. We asked the boys if they were sad, because this was our last day with them, and their response was "Didi, we are sad you're going but we are happy because today we are going to get gifts!" These

children could not contain their excitement for all the activities that we had planned for their last day. This time instead of us starting the day with a prayer

the children wanted to pray for us. The children one by one prayed for our health, and they prayed that how thankful they were for us visiting them & conducting different activities for them & they even went one step above & prayed for our exams. This was honestly the most heart-touching thing that happened in these few three days.

After the prayer we decided to conduct exercise for them through Zumba, so I showed them some steps & all of us together played the music & did Zumba together. After zumba, we gave them their snacks & they happily ate them. Once their lunch was done we gave them different types of materials for best out of waste workshop. Every single child did their craft work so creatively, that we couldn't choose which one was the best. For the very last activity, for memory purpose, we made a tree with their & our hand prints & names on it. Once all the activities were done, it was time for the most awaited moment, the prize distribution. one by one as we gave





# SNEHASADAN

## HOME FOR HOMELESS CHILDREN

Reg. No. F 1096 (BOM) (19/11/1963), Bom 116/1963 GB BSD (30/10/1963)  
Established in 1962

30.09.2023

TO WHOMSOEVER IT MAY CONCERN

This is to certify that **Ms. Zeriska Carol Soans** volunteered with Snehasadan. She was actively engaged in teaching the children in Snehasadan House No. 07. Zeriska took a lot of effort to teach as well as guide children under her care. She was punctual and hard-working. She showed her availability and readiness to take up any work that was assigned to her. She worked with Snehasadan from 28/09/2023 till 30/09/2023. She has completed 20 Hours of social involvement in Snehasadan.

Snehasadan appreciates **Ms. Zeriska Carol Soans** for the hard work and efforts invested in the works of Snehasadan. We are thankful for her services. We wish her all the best in her future endeavors.

Thank You,

*Colaco*

Fr. Frankline Colaco, S.J.  
(Assistant Director-Snehasadan)



them their prizes, their faces instantly lit up. Seeing their stationery kit, compasses, tiffin boxes, they couldn't stop jumping with joy. Through these 3 days, we definitely taught them a lot of things like responsibilities, caring and



sharing nature, how to be kind & how to work hard for their futures, however

they also taught us a lot, like how we should be grateful & thankful for what we have. We all had formed a special bond with each of those children in such a short span of time. We are extremely grateful to Snehasadan orphanage for allowing us to contribute to their good cause, & to PCRA Chembur, for giving us the opportunity to do our part in helping underprivileged children & learning so much in return from them.

— X — X — X — X — X —

Name: Ruma  
Saha

NGO Report

NASEOH

Community  
Work

# NASEOH

NASEOH was established in 1968. National Society for Equal Opportunities for the Handicapped, India (NASEOH) has been steadily working towards developing comprehensive rehabilitation opportunities for the persons with disabilities so as to facilitate integration into the mainstream of the Society.

Though NASEOH started off with the initial purpose of creating awareness about issues concerning the differently abled in the area of Education, Vocational Training & Employment they later decided to provide direct services through capacity building for effective integration capacity. They do this through various integration. They do this through effective project in the area of Education, Vocational Training, Employment, Rehabilitation, & Disability prevention.

Seen  
27/10/20

HOTAKA



# VISION & MISSION

## VISION

To be an apex body, with 25% of its services in the field of direct intervention

To establish a state of the art resource center, networking with various direct & indirect stakeholders in the cause of the disabled to fulfill the mission of the organisation.

## MISSION

To create comprehensive rehabilitation opportunities for the persons with disabilities so as to facilitate integration into the mainstream of the society & to enrich the life of person with disabilities as well as the interfacing individuals & community.

VISION & NOISE

MAIZIY



DAY 1  
DATE - 20/11/2023

Today was our first day we went to the candle unit there was not much work to do so we interacted with the students they had some questions so they asked & clarified with us, we played some games with them. #

After some time, we made some candles because they had their lunch break.

After the break, we went to the ceramic unit, we made them play pass & the pass & then made them sing songs & dance. Then we asked them to draw anything they love to draw about their town's festival & color it & for some student we asked them to read stories & told them to explain it. with that we finish our day by 4:30 pm.

Then I went to the tailoring unit we asked to do supervision of the students & we talked with them how was their day then we ended by the day after they left for their home.

Pravara  
Esoo/uloo - 2023



DAY - 2  
DATE - 21/11/2023

Today we went to the candle unit at start we started making some candles which was very new experience we got to learn how to make candle and we interacted with them after break we went to tailoring & made them do some activities, they drew fish & colored it & sang some song & we played some games it was a very long day.

Then we played carrom with them while playing with them we talked with them about their day how they get allotted for their work individually when they started working he is the NASEOH

We got to know so many things about them, & they were so kind and friendly with us.

We ended our day by this.





DAY - 3

DATE - 22/11/2023

We were told to arrange students record according to their files & unit & their name.

After arranging we read the report about the students & got to know about their disabilities & strengths. By reading their records we came to know that most of the students were not disabled by birth.

At 12pm a group of student from Apnalaya (Nau) visited. We gathered their information like name, contact No. qualification etc. They visited & saw all the units of NASEOIT.

After lunch break we were told to conduct an activity for the students who came from apnalaya. we conducted dumb charades & musical chairs games. They all enjoyed the game. we also had fun spending time with them.



DAY - 4

DATE - 23/11/23

We first met Sir & asked if there was any work. Sir told us that there was work in the tailoring unit. So we went to tailoring unit we were told to draw the lines according to the measurement given. Then we marked & cut the material which will be used for making bags. We cut the materials which was given to us according to what Sir instructed us.

They got an order to make 150 jute bags. We cut & marked 150 jute bags.

During lunchtime we distributed ice-cream to the students & staffs.

After lunch we went to bakery unit we interacted with the students because the bakery mam was absent.

After all the students left we also winded up & ended for the day.



DAY - 5

DATE - 24/11/23

As we reached we met sir & asked sir if there is any work sir gave us the work of marking coupon & distributing the coupon to each unit

We completed the work & went for lunch during the lunch break. We also got coupons for the lunch

After lunch tailoring unit called us for help so we went to the tailoring unit & helped sir in cutting the cloth material. as sir instructed us to do

From 1:30pm to 4pm we were in the tailoring unit. After that sir show the student showed us what they had made before & also we can buy from them.

While working with them we had a wonderful & great experience



# naseoh



Synergizing abilities to create a **WORLD** of difference...

NASEOH/Certificate/ 625

21<sup>st</sup> March 2024

## Certificate

This is to certify that Ms. Ruma Saha, a 2<sup>nd</sup> year student of B. Ed at Mahatma Education Society's Pillai College of Education & Research has completed her 28.5 hours of internship with this Institution during the period 20<sup>th</sup> November to 24<sup>th</sup> November 2023. During her internship she was sincere and carried out her assignments at NASEOH satisfactorily.

We wish her well for her further endeavours.

(Yogendra S. Shetty)  
Executive Secretary  
& Director General

km/ys



**NATIONAL SOCIETY FOR EQUAL OPPORTUNITIES FOR THE HANDICAPPED, INDIA**

नेशनल सोसायटी फॉर इक्वल ऑपॉर्च्युनिटीज् फॉर दी हॅंडीकॅपड, इंडिया

Postal Colony Road, Chembur, Mumbai - 400 071, Tel. No. : 2522 0224

E-mail : [admin@naseoh.org](mailto:admin@naseoh.org) - Website : [www.naseoh.org](http://www.naseoh.org)

NASEOH INDIA Registered under Bombay Public Trusts Act, 1950 (Cert. F-1743 GBBSD) and under the Societies Registration Act, 1860 (Cert. No. Bom.7-1969) Donations to NASEOH are exempt under 80 G of Income Tax Act.

Teacher's Sign.:

shantivan old age home

Date :- 12<sup>th</sup> January 2024

Location :- Ponvel, Nere

Timings :- 10:00 am to 1:00 pm

participants :- FY B.Ed students and  
PCER Teachers.

On January 12<sup>th</sup> 2024, Mahatma Education Society's Pillai College of Education and Research Organised a visit to Shantivan on the celebration of National Youth Day in association with the National Community Engagement Academic Network (NCEAN). The visit was Organised to Sensitize today's youth about the ageless bonds and nurturing the wellness of society by caring for the aged ones.

Students reached the location at sharp 10:00 am and started setting up the setup for further activities. All the elders slowly started gathering in the gathering hall with the beautiful smiles carrying on their face.

There were almost 43 to 45 people who were participated in the hall. Students planned some fun activities and few of them also recited poetry in hindi as well as marathi was loved and appreciated by all elders. Some students also sang that made the elders took back to their days that was nostalgic. After that students conducted some fun activities and divided them into two groups and people there also participated enthusiastically in the fun games. They were also provided with some useful gifts and prizes at the end. This activity continued till 12:00 pm and took some break as because it was their meal time. Later students asked them to fill the free chat using their thumb prints and also share some message or thoughts for the upgrading generation and young ones. After listening to stories of the elders over there many of the students were in tears.

and got to know people having different problems in their life.

The day was heartwarming and memorable for PCR students and teachers as well as the elders of Shantivan.





## Beach cleanliness Drive

Date :- 2<sup>nd</sup> December 2023

Time :- 9 am to 12:00 am

Location :- Mahim beach

Participants :- Fy B.Ed, Sy B.Ed Student  
and Rajendra Deshmukh sir and  
Vithoba Sawant sir

On Saturday 2<sup>nd</sup> December 2023 Mahatma Education Society's Pillai college of Education and Research Organized a visit to Mahim beach in association with Stree Mukti Sanghatana Organises Beach cleanliness Drive. The Beach cleaning or clean-up is the process of removing solid litter, dense chemicals and organic debris deposited on a beach or coastline by the tide, local visitors or tourists. It help to keep beaches clean and free of debris, which can be hazardous to both animals and people.

By Reducing the amount of pollutants entering the Ocean we can help maintain healthy



Marine life.

We all students reached on the Beach at sharp 9:00 am and started to divided into the group. Each and every part of Beach covered by or taken by all groups. we all started cleaning the beach with helping each other. There were beach cleaners also presented who regularly cleans the beach under the instructions of Team leader or head. They shared their daily work routine to us how they clean the beach. The officials were guiding the students and Teachers also. The Teachers were providing the students and others gloves and masks for cleaning the beach. Our students collected around 1 ton non degradable waste like plastic bottles, tins, milk, packets, plastic sacks etc. The cleanup was conducted for two hours and then the event organizer concluded by saying few words of how much day by day waste is being

deposited on beaches / sea shores and how its causing harm to aquatic life as well as also causing problems to us, human beings.

They carry out such cleanup frequently and are targeting of completely making mahim beach clean and hygienic as it was once before, so they can continue such cleanup along with other beaches also. Also they create awareness publically by doing so and people also do come to support them by giving their contribution in the cleaning the beach.

Such cleanup are done different days at different section of mahim Beach. As our college group students gave their contribution for cleanup various other units of students like those who are working could not able to come they also do come to participate in this movement.

That was memorable and excellent experience that we have work together.

NASEOH

COMMUNITY  
WORK

12<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup> Feb

2024



# Day 1

## Naseeh NGO

Date :- 12<sup>th</sup> Feb 2024

Location :- chembur

Timings :- 10:30 to 3:30 pm

participants :- fyB.Ed students  
and Rajendra Deshmukh sir

On 12<sup>th</sup> Feb 2024, Mahatma Education Society's Pillai College of Education and Research Organised a visit to Naseeh NGO on the purpose of community work or to provide service to the differently abled learners and helped the inmates in their various activities. The visit sensitized them with the needs of disabled and ways of dealing with the disabled.

We all are students and Rajendra Deshmukh sir reached at sharp 10:30 am at Naseeh chembur. first we took the gate pass then we enter into the Naseeh Centre. We meet with 'sandeep hire' sir. He took the initiative to guide us and explore Naseeh center. first of all he and we all are students

In assembly Department which is on first floor at Naseeh. He welcome us and gave the introduction he supposed to ask us some question regarding NCR's. He explore the Naseeh details. Then we move to explore and know the working of different departments in which differently abled persons were working.

First we went to the bakery department in which persons those who are interested and having skills of bakery they were working. They make chocolates, muffins, cake, pizza, making and wrapping also. They take orders and sale their products.

Next we move to ATPS & Appliances Section. In that section welding & fabrication work were done. Head of this Department is 'Abhijeet Chag' sir he has working since 18 years. he is the guide of this Department. They are supposed to do chair, below knee for diabetes patient, Ankle foot ortho, elbow etc.



They provide free of cost to 40% disability persons under the government guidelines. They give training to disability persons.

They also make surgical shoes by cycle, wheel chair grinding cutting etc.

They get funds for materials from various organizations. All are having good skills and knowledge. All persons who are differently abled divided or separated into different departments according to their interest.

Then we move to kids section all kids are having different disabled. Such having hearing impact balance intolerance etc. every kid have one parent among them. There were 3 teachers who teach and guide them. They take care of them kids come daily to Naseeb from 11 to 1 pm. After that we went to Eureka forebs sections. 'mukesh' sir was head. he gave

all information in depth. There were 5 persons who are having hearing impact / doing work in the department. There were 100 staff. They have transport facility to staff 8-10-12 pick up drop service also. They offer salary good and do increment. Workers also have medical facility and P.F facility. They have schedule of 8 hours in which 1 hour break. After that we move to Data entry Department all are doing work on computer some of them are doing designing of saree pattern. There were 4 to 5 persons and 1 girl who is having her interview. her name was rashmi she was very interactive and she introduced herself explained all the work they did. she has multi talented girl having computer knowledge and also interested in dance, drama such activities. Share the pictures of participation in various events held in naseeb.

Then we move to poetry section. There were lots of arts, paintings and pots were done. The Department is full of arts and Creativity. There were beautiful clay pots, drawings are making by disabled persons. Then we move to garden area there were lots of small version of all trees are there. The Bonsai tree which took 4 to 5 years to form. The beautiful garden has good atmosphere with good soil smell. feels like close to nature. That was amazing visit to Nasech at Day first. we explore all the Department at Nasech.

## Day 2

Naseeb NGO

Date :- 13<sup>th</sup> Feb 2024

Location :- Chembur

Timings :- 10:30 to 3:30 pm

Participants :- fy B.Ed Students

On 13<sup>th</sup> Feb 2024 Mahatma Education Society's Pillai College of Education and Research Organized a visit to Naseeb NGO for second day or twice the purpose of Community work to provide service to the differently abled learners.

On the 2<sup>nd</sup> day at Naseeb NGO we all have to spend time with all differently abled persons and make them smile and try to help them in their activity. We are divided into groups to visit all the departments at Naseeb. As we have to visit Naseeb 3 days in which we had to take activities in all departments first we went to Kids Section so that group Shivani, Karishma Nisha and me were there.



We visit Kids Department. They have proper schedule for kids first they pray then drink the milk do the activities like recognition of animals then drawing, playing then attendance etc. We requested maam to take little conduction of activity with kids. All are excited and smart. We took colour identification with drawing and animal detection with their information. All are sensible are interactive and easily engaged with us. After that we move to data entry section in which 'Rashmi' was there. As we already meet her she discussed her experience with us and spend good time and we get a chance to learn from her. Then we had lunch at 2:00 clock then Sandeep Sir took small activity in which he have to draw our dreams and just supposed destroy it making lines and cut it off. They Sir ask us to change paper between us



from that he ask everyone what we had drawn and what is our dream in our mother tongue. Everybody spoke in their native language. We enjoy a lot. After that we move to Bakery Section ID that Department Everyone share their knowledge they learn us how do they work and make stuff. After that they had introduced themselves and share their personal experience and interests. They also ask ourselves and what we are doing etc. The conversation between us was memorable. Everyone has good knowledge skills they all are good. After that assembled together meet with sandeep sir and we left together at 3:30.

That was amazing and marvellous experience which we ever had. We get a chance to learn from them how they deal with all tasks and do their best.



## Day 3

Date :- 14<sup>th</sup> feb 2024

Location :- chembur

Timings :- 10:30 to 3:30 pm

Participants :- fy B.Ed students

On 14<sup>th</sup> feb 2024 Mahatma Education Society's Pillai College of Education and Research organized a 3<sup>rd</sup> day visit to Naseeb NGO on the purpose of community work and help differently abled persons and learners.

We all students gathered at Naseeb at sharp 10:30 we took gatepass then we moved to Assembly. According to schedule of Day 3 at Naseeb we move towards departments: first we visit to Tailoring department. We met with Head Department we thanked him and started activity. We all seats in circle and asking their daily routine and interests. After that we played an activity in which one supposed to act while others are guessing the name of picture. Everyone did well they enjoyed also. We started to learn their



learn their skill. They have very good stitching skills. They have made designable bags, carry bags etc. They sale their products and get orders. The department is full of tailoring machines. They teach us to how to stitch on machine. At the end we played songs all are dancing and enjoying. They took candles order in different designs. All we are enjoyed a lot and learn from them that was great experience.

After that we move to poetry section. We took permission from head of department there were maam. she was very helpful to us for controlling everyone. All persons are doing pots in a different designs. We took small activity ask them introduced themselves and what they do. After that all are dancing on their favorite songs. Everyone enjoyed a lot. We took selfre we explore the department is full of arts, creativity and very excellent. Then we thankful

to maam and took pictures together. After that 2:00 clock we had lunch. At 2:30 we went to Welding Department all are working we took permission from head Vinod sir were there. He allow all to play involved in our activity. We all seats on the floor. then introduced ourself and later they share their skills and experiences. After that we played action movie and guessing all are very happy and enjoyed a lot. we took puzzle activity everybody are very intelligent they were quickly doing and arranged the puzzle. They that we played garba together and danced all are enjoying and that nice memory. The head of department also taking pictures of activity and telling everyone to involve in the activity. At the end we took picture and get the signatures from all departments where we gone and took activities. The visit to Nageob NCo was very Good and memorable.

We had great Experience and good time spent with differently abled persons. They were all intelligent having good skills we got a opportunity to observe them how they deal with things and do their work. Naseeb is the platform for a differently abled persons who give the training also and give stipend for their work. They got 7000 Rupees at every 7th date of a month. At that time everyone are happy to collect their money. They also provide job for them to grow in their careers. Then we assembled together we thank to sandeep hire sir and took permission and left the Naseeb with great memories, great knowledge. We all were emotional while leaving to seeing the difficulties for a differently abled persons how they able to face situations in their life daily. That was big lesson we have to learnt that they have physically differently abled and mentally very intelligently and having skills.



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**2.4.2.(8)**

**Assessing Student  
Learning**

**Name: Vabriena Dsouza**

**Roll No: 15**

**F. Y. B. Ed. (2023-25)**

**ICT – Assignment 1**

**Topic: Discussion on Legal/Ethical issues in using AI**

**ASSIGNMENT 3**  
**TOPIC: Discussion**  
**on Legal/Ethical**  
**issues in using AI**



## **Introduction**

Algorithmic fairness is a critical aspect of developing ethical and responsible artificial intelligence (AI) systems. It concerns the prevention of biases and discrimination in AI algorithms that could lead to unfair outcomes, particularly when those outcomes affect individuals or groups disproportionately.

While fairness is a socially defined concept, algorithmic bias is mathematically defined. A family of bias and fairness metrics in modelling describe how a model can perform differently for distinct groups within your data. Those groups, when they designate groups of people, might be identified by protected or sensitive characteristics, such as race, gender, age, and veteran status.

- Where does AI bias Come From?

The largest source of bias in an AI system is the data it was trained on. That data might have historical patterns of bias encoded in its outcomes. Bias might also be a product not of the historical process itself but of data collection or sampling methods misrepresenting the ground truth. Ultimately, machine learning learns from data, but that data comes from us—our decisions and systems.

- How do I mitigate AI bias?

You can address bias in AI systems at three phases of the modelling workflow:

Preprocessing refers to mitigation methods applied to the training dataset before a model is trained on it. One example is altering weights on rows of the data to achieve greater parity in assigned outcomes. In-processing refers to mitigation techniques incorporated into the model training process itself. Post-processing methods work on the predictions of the model to achieve the desired fairness.

## **Group Members**

- Chakolekar Swati Ashok – 12
- Dhangar Navneet Ganesh – 13
- Dsouza Vabriena Obrien - 15
- Gladlin Steffi D – 19
- Jescy Veronica Anshkar Satish – 21
- Kashish Sharma – 23
- Patel Jinal Lalji – 28

## **Summary of the Discussion**

The discussion began with the team members reading a few articles based on algorithmic fairness and bias. The team members asked the basic question which is “What is algorithmic bias and fairness?” The team members answered the question accordingly. Jescy Veronica stated, “When societal biases are reflected in the training data used to create models, biases in artificial intelligence can arise. This can cause the AI system to make decisions that are unjust or biased. To develop AI systems that offer fair results to every user, it is imperative to address these biases.” Thus, the discussion began with several other questions that were put up by the different team members.

Some examples of AI biases include discrimination against certain castes, races and genders. This discussion was based on the articles sent.

Another issue related to AI bias and fairness that was brought up was the safety of the users. The discussion included how hackers and various other cybercriminals are going to find it easier owing to how AI can track data.

Research was another topic that was discussed. AI can use its data antennae to eliminate bias, provided as previously mentioned the algorithm is unbiased.

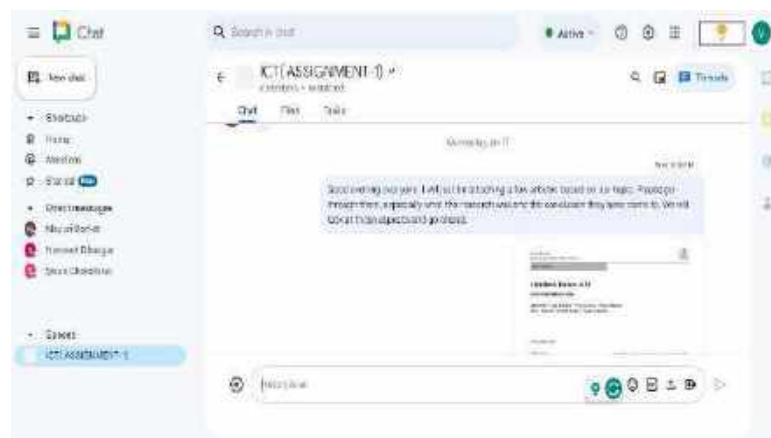
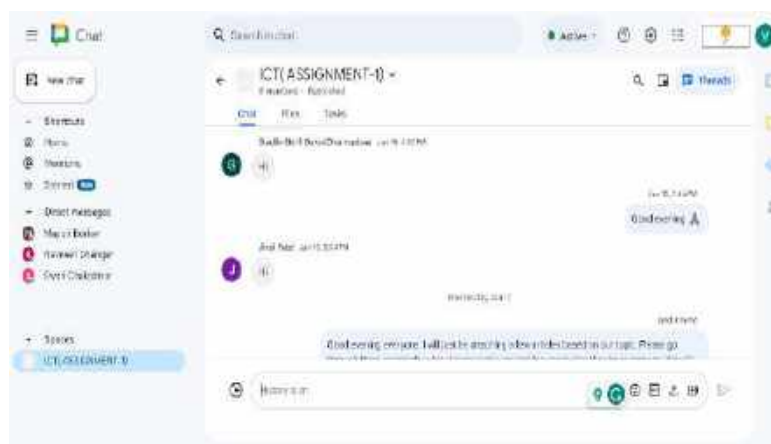
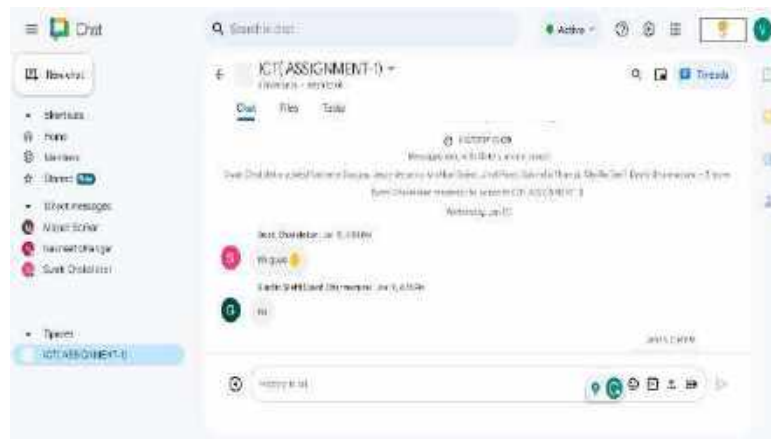
To conclude the team discussed the various ways to mitigate bias. They are through bias detection, transparency in model design, diverse and representative datasets, etc.

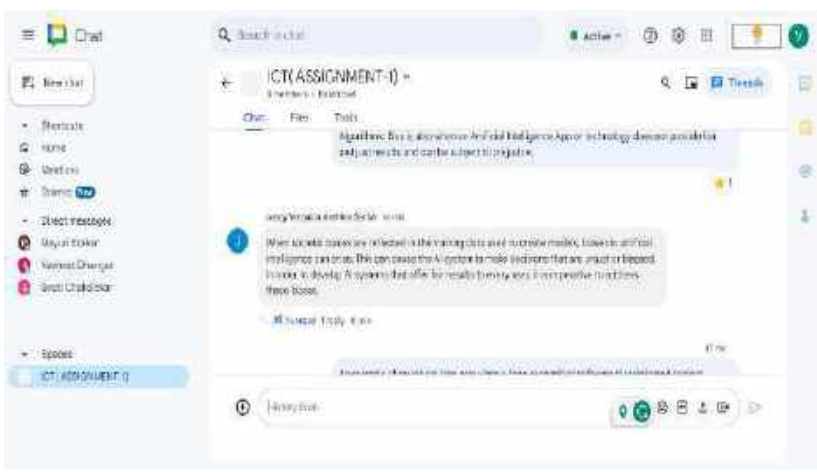
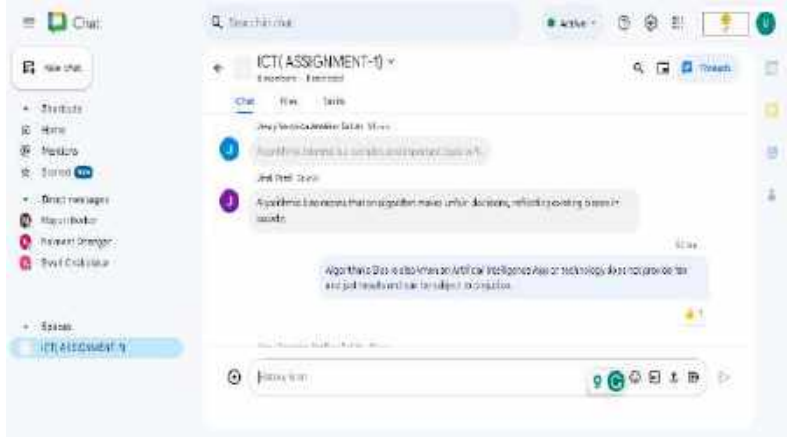
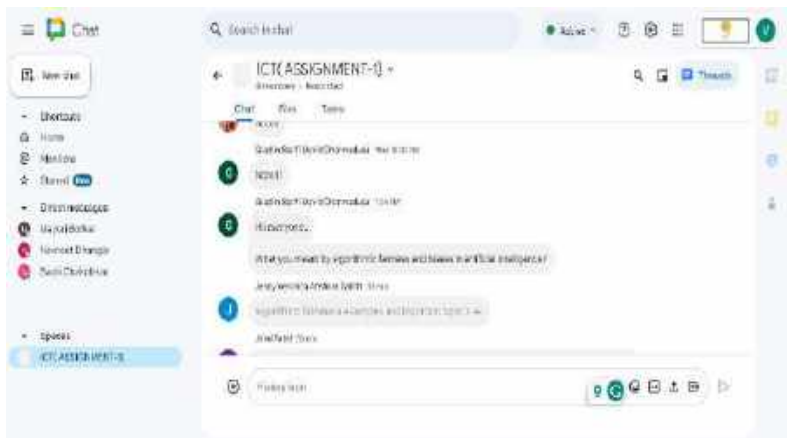
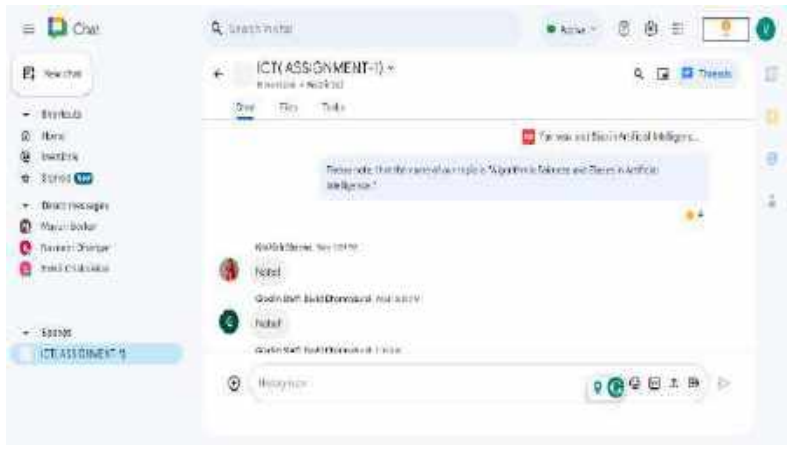
## **Self-Reflection (your thoughts about the discussion & the assignment)**

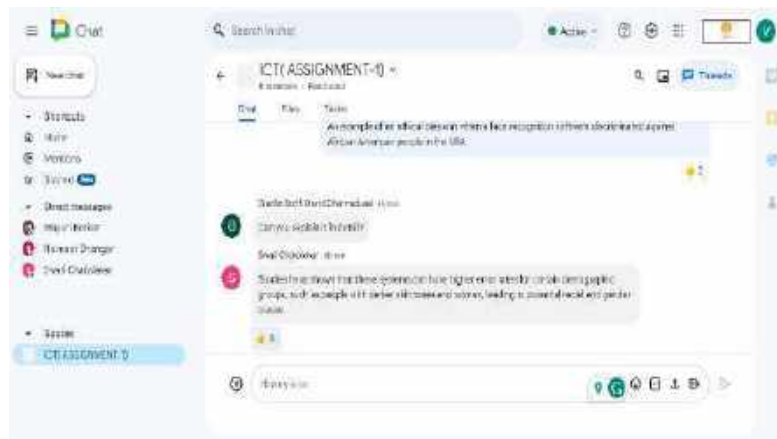
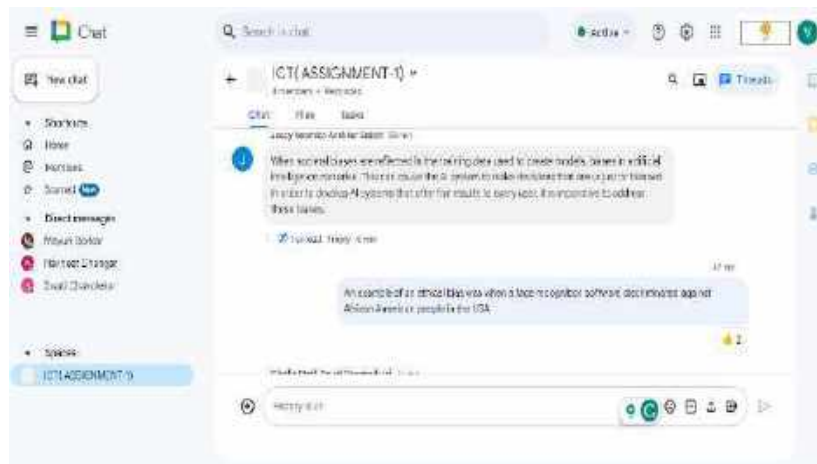
I understood that algorithmic fairness is complex and multifaceted. It involves understanding the various types of biases that can manifest in AI systems, the implications of those biases on different demographic groups, and the challenges associated with mitigating them effectively. This complexity underscores the need for a holistic approach that considers technical, ethical, and legal dimensions.

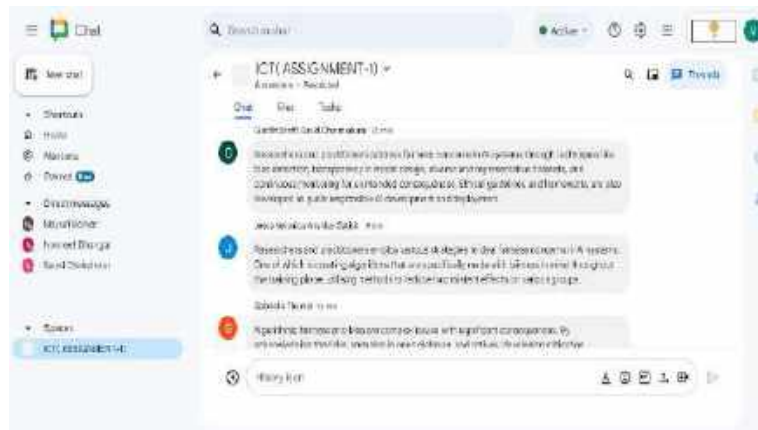
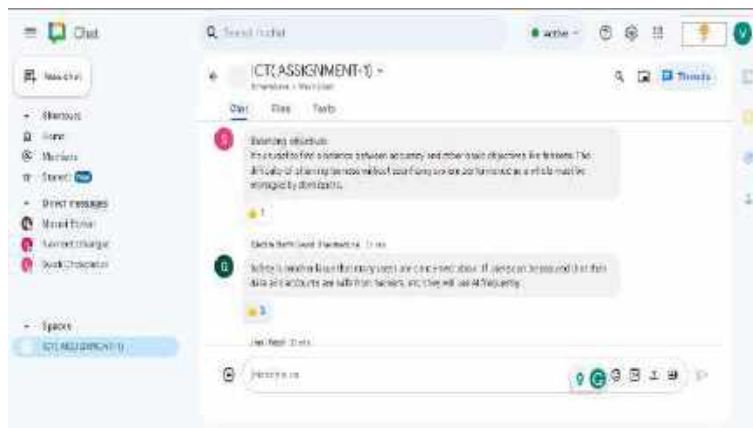
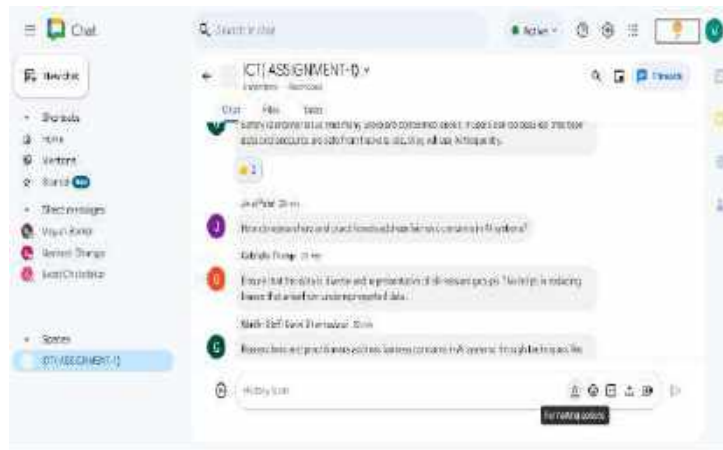
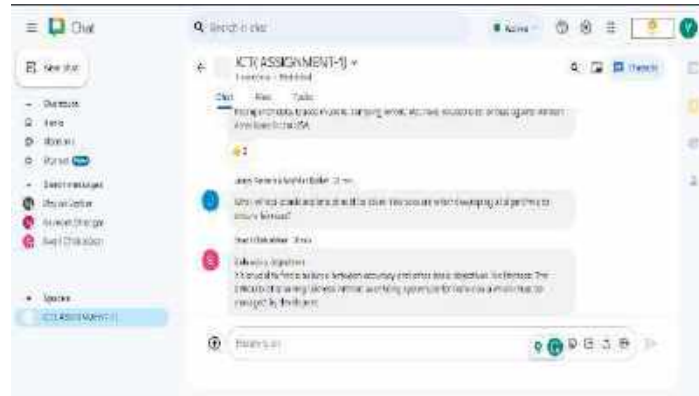
This project gave me a good understanding of how AI can come with its own set of problems which we need to work our way around. The fact that we looked at the issues is of utmost understanding on how to approach AI and its features in the future.

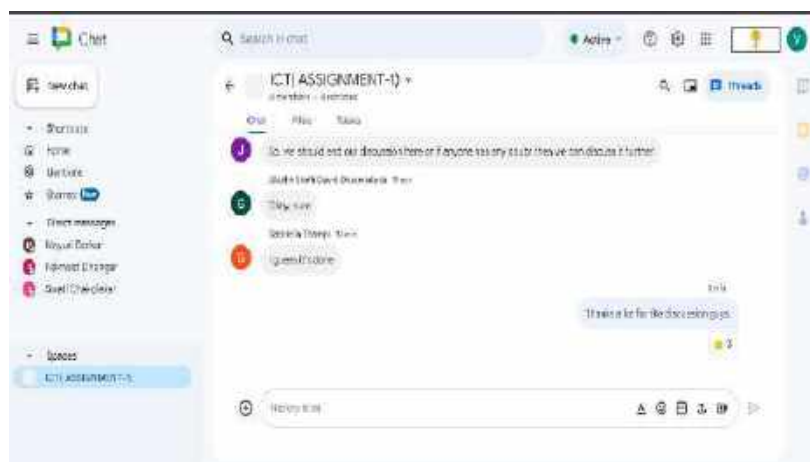
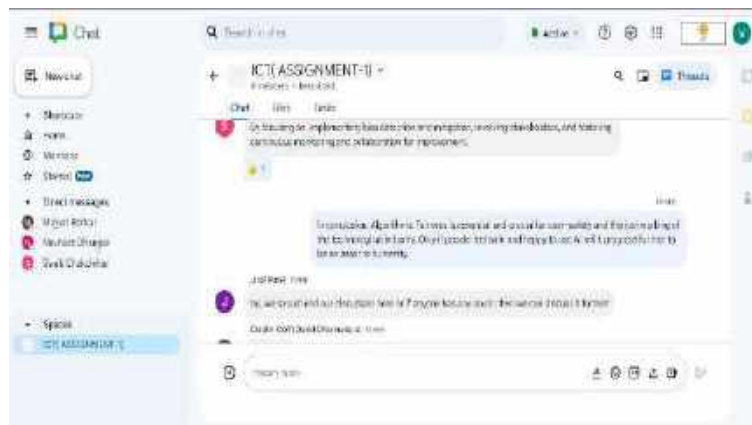
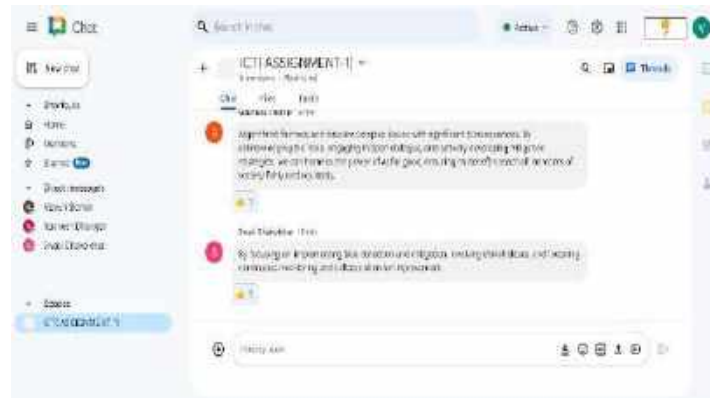
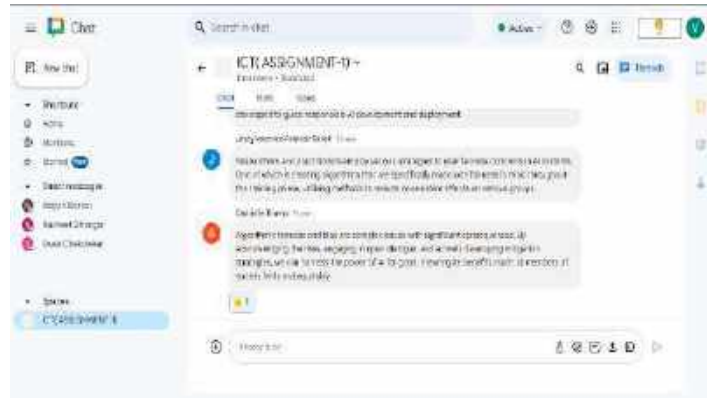
## Screenshots of Discussion











Semester

2

Unit

Test



# Unit Test Analysis of Results: 11/08

Roll No. of students	18 Marks (out of 20)
1	EE 13 1/2
2	PE 16 1/2
3	EE 11
4	DE 9 1/2
5	TE Top 5 17 1/2
6	EE Absent
7	PE Absent
8	OE 12
9	HE 12 1/2
10	SE 13
11	EH Top 5 18
12	HE Top 5 18
13	EH Absent
14	EH 7
15	TE 14
16	EH 14
17	PE 13
18	OE 17 1/2
19	TE 14 1/2
20	SE 12 1/2
21	EE Absent
22	HE 8
23	EE 13 1/2
24	DE 10 1/2
25	TE Top 5 18 1/2
26	EE Bottom 5 5 1/2
27	PE 11 1/2
28	OE 10
29	HE Bottom 5 4
30	17

Roll No. of Students Marks (out of 100)

Roll No.	Marks
31	14 1/2
32	7
33	7 1/2
34	14 1/2
35	8 1/2
36	13
37	18 1/2
38	15
39	11 1/2
40	10 1/2
41	6 1/2
42	8
43	8 1/2
44	17
45	14
46	17 1/2
47	17
48	Absent
49	11
50	Absent
51	6 1/2
52	7 1/2
53	Bottom 5
54	15 1/2
55	6 1/2
56	Bottom 5
57	Absent
58	Bottom 5
59	8
60	14
61	9

### St. Sebastian High School – Class Test

Std & Div : VII-A

Time : 30 minutes

Subject : English

Marks : 20

Part 1 – Seen Passage

(i) Read the following passage and answer the questions given below in 1-2 sentences. (4 marks)

He was offered his freedom but he did not take it. Instead he made himself at home in the house. Grandmother, Aunt Mabel, and even some of Grandfather's pets objected; but there was no way of getting rid of the bird. He took over the administration of the house.

We were not sure that he was male, but we called him Caesar.

Before long, Caesar was joining us at meal times, besides finding his own grubs or beetles in the garden. He danced about on the dining table and gave us no peace until he had been given his small bowl of meat and soup and vegetables. He was always restless, fidgeting about, investigating things. He would hop across a table to empty a match-box of its content, or rip the daily paper to shreds, or overturn a vase of flowers, or tug at the tail of one of the dogs.

- Who were the other members of the author's family living in the same house?
- What was Caesar's favorite meal from the author's house?

(ii) Identify a word from the passage that means – (2 marks)

- First form of a soft young insect –
- Being impatient or uneasy –

(iii) Write the antonyms of – (2 marks)

- Male
- Empty

(iv) Draw and complete the diagram given below. (4 marks)



Part 2 - Unseen Passage

Q1. Read the following passage and answer the questions given below in 1-2 sentences. (4 marks)

Pet or pest? Grandmother insisted that Caesar was a pest, in spite of his engaging habits. If he had restricted his activities to our own house, it would not have been so bad; but he took to visiting neighbouring houses and stealing pens and pencils, hair-ribbons, combs, keys, shuttlecocks, toothbrushes and false teeth. He was especially fond of toothbrushes and made a collection of them on top of the cupboard in my room. Most of the neighbours were represented in our house by a toothbrush. Toothbrushsales went up that year. So did Grandmother's blood-pressure.

Caesar spied on children going into the bania's shop, and often managed to snatch sweets from them as they came out. Clothes pegs fascinated him. Neighbours would return from the bazar to find their washing lying in the mud, and no sign of the pegs. These, too, found their way to the top of my cupboard.

1. What did Caesar steal from the author's neighbouring houses?
2. What did Caesar do to the children that went into the bania's shop?

Q2. Frame meaningful sentences with the following word. (1 mark)

1. Steal

Q3. Personal Response (Answer in 2 to 3 sentences) (3 marks)

1. How would you react if a bird snatched some sweets from your hand?

BLUEPRINT

Subject - English  
Std - 7<sup>th</sup>

Unit - 3-3  
Chp - A Crow In The House

Weightage to objectives

Sr. No	Objectives	Marks	%
1.	Knowledge	4	20%
2.	Understanding	10	50%
3.	Application	6	30%
4.	Skill		
	Total	20	100%

Weightage to different forms of questions

Sr. No	Form of questions	Marks	%
1.	Essay Type	3	15%
2.	Short answer type	8	40%
3.	Objective type	9	45%
	Total	20	100%

Weightage to difficulty level

Sr. No	Difficulty level	Marks	%
1.	Easy	10	50%
2.	Average	3	15%
3.	Difficult	7	35%
	Total	20	100%

Weightage to content

Sr. No	Content	Marks	%
1.	Part 1 - Seen Passage	10	50%
2.	Part 2 - Unseen Passage	10	50%

Objective → Content	Knowledge			Understanding			Application		
	E	S	O	E	S	O	E	S	O
Part I Seen Passage		4		4	2				
Part II Seen Passage				4			3		3
Total	4			10			6		

E - Black  
S - Green  
O - Red

### ANSWER KEY

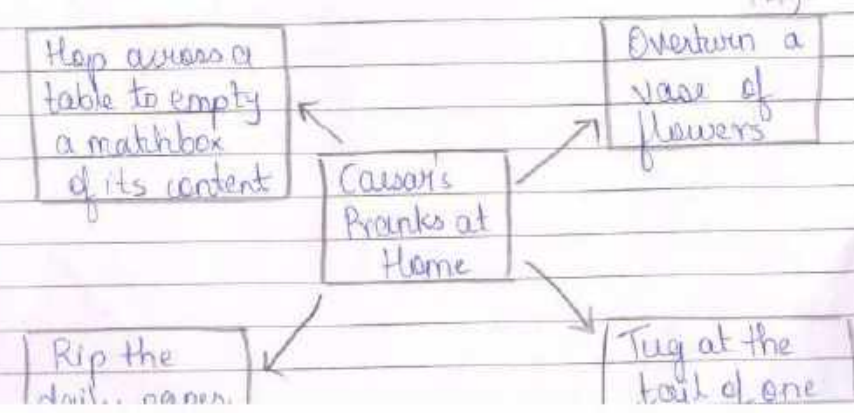
#### Part I - SEEN PASSAGE

- Q(A) (4)  
 Ans 1: The other members of the author's family that were living in the same house were his grandparents and aunt Mabel.
- Ans 2: Caesar's favourite meal from the author's house was a small bowl of meat and soup and vegetables.

- Q(B) (2)  
 Ans 1: First form of a soft young insect - grub  
 Ans 2: Being impatient or uneasy - fidgeting

- Q(C) (2)  
 Ans 1: Male × Female  
 Ans 2: Empty × Full

Q(D) (4)



Part II - Unseen Passage

Q1.

Ans a. Caesar stole pens and pencils, hair-ribbons, combs, keys, shuttlecocks, tooth brushes and false teeth from the author's neighbouring houses. (4)

Ans b. Caesar spied on the children that went into the baria's shop and also tried to snatch their sweets as they came out.

Q2.

(1)

Ans a. Steal - The police caught the robber stealing from the train.

Q3.

(3)

- Ans 1) If a bird would snatch the sweets from my hand, I would be upset at first.  
2) I would later get a biscuit packet and place it at the side for the bird.  
3) I would also keep some water outside my house for birds who feel thirsty.

Rhyma Dsouza  
SV B. Ed  
43

SCORING  
KEY

&

MARKING  
SCHEME



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## **2.4.2.(9)**

# **Mobilizing relevant and varied Learning Resources**



## MES's Pillai College of Education and Research Chembur

### ALUMNI ENGAGEMENT

#### Expert Session by Alumna on “Maxim of Teaching and Correlation

Teachers can provide meaningful learner centric experiences to students by preparing learning situations that are built on the framework of certain vital aspects. To orient student teachers regarding these essentials of teaching PCER organised an expert session by PCER alumna Ms. Suman Ananthanarayan, Assistant Professor, Sree Narayana Guru College of Education, on 1 st July 2023 for First Year B. Ed students. The session focused on the following topics :

- Principles of Teaching,
- Maxims of Teaching and Correlation.

During the session the student teachers were divided into groups according to their pedagogies. Ms. Suman provided a comprehensive overview of these topics with ample examples from various pedagogies. On the basis of group discussion related to the topics the student teachers worked on different examples from their pedagogies. Thus, through this interactive session they gained a deeper understanding of the essentials of teaching.



#### Alumni Enrichment Session on “Youth Leadership and Sustainable Development Goals”

On the occasion of World Student Day on 19th October, 2023, a session was conducted to honour the former President and Missile Man of India Dr. A. P. J. Abdul Kalam. The topic for



## MES's Pillai College of Education and Research Chembur

the session was Youth Leadership and Sustainable Development. Ms. Bhakti Sawant, PCER Chembur Alumni, Batch 2020-22 was the resource person. The session was constructive for student teachers in several ways, as it equipped them with knowledge and tools to integrate sustainability principles into their teaching practices. It created an awareness of key concepts related to sustainable development and provided insights into global challenges such as climate change, biodiversity loss, and social inequality. The session oriented the student teachers regarding the pivotal role they can play in shaping environmentally and socially responsible citizens, fostering critical thinking, and preparing students for a sustainable future.



### **Session on “Personality Development and Communication Skills” 2023**

Ms. Kripa Talekar PCER Alumni conducted a Session on “Personality Development and Communication Skills” for a teacher in the modern classroom on 5th December, 2023. Through the discussion she focused on certain aspects such as the purpose of choosing the profession of teaching, developing confidence and content knowledge, language competence. She highlighted the importance of keeping the students’ interest and respecting the learners. Ms. Talekar ensured that there was active participation from all student teachers by asking frequent questions and conducting an activity. While she also spoke about the necessity of having a good personality while going for a job interview, she ensured to cater to all points that cover the same aspect. Overall, it was an incredible session that helped the student teachers to achieve a new sense of understanding for their future.





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### **Session on “Enhancing Educational Effectiveness: A Comprehensive Exploration of Assessment Tools”**

A Session on “Enhancing Educational Effectiveness: A Comprehensive Exploration of Assessment Tools” was organised for the S.Y. B.Ed. students on 11th December 2023, which aimed to instil an innovative outlook towards evaluation methods, focusing on how assessments can effectively enhance students’ critical thinking skills. The session was conducted by Dr. Farah Shaikh, an alumna of PCER Chembur and IB Physics teacher of Dr. Pillai Global Academy, Gorai. The event comprehensively covered both formative and summative assessment aspects, seamlessly integrating them with various activities tailored to different subjects. A highlight of the session was the engaging Black out newspaper activity, designed to foster creative thinking and analytical skills. The session culminated with a crucial insight into the significance of employing the right command words in lesson planning. Overall, the session succeeded in fostering an appreciation for innovative assessment methods and their pivotal role in nurturing students’ intellectual growth.



## MES's Pillai College of Education and Research Chembur



### **Alumni Achiever Award – Dr.Vasundhara Kaul**

Dr. Vasundhara Kaul, a distinguished alumna from the PCER, Chembur's 2013-2014 batch, was recently honoured with the Alumni Achiever Award in recognition of her commendable accomplishment in completing her PhD in Education. Her journey has been marked by her active involvement in the alumni association, which showcases her commitment to her alma mater and her dedication to fostering a strong community among its members. Beyond her contributions to the alumni network, Dr. Kaul has also made significant strides in the field of educational psychology through her organisation, Carpe Diem. This consultancy stands as a testament to her expertise and dedication to improving educational practices and outcomes, embodying the values of excellence and service that the award seeks to recognize



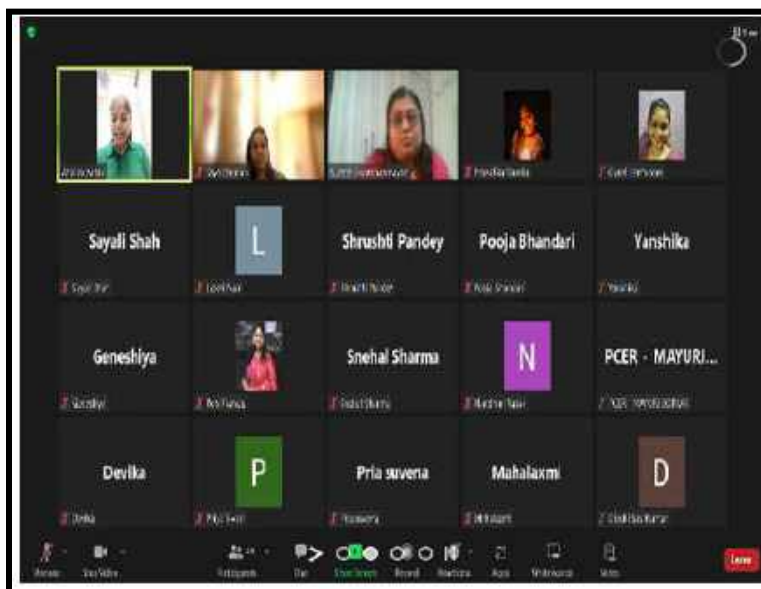
### **● Session on Maxims of Teaching**

An online session on Maxims of Teaching was conducted on 27th March 2024 at 4.30 pm by PCER Alumna Ms. Suman Ananthanarayan, Assistant Professor, Sree Narayana Guru College of Education as part of the Alumni Learning Q-EST series. Ms. Suman provided the student teachers with significant understanding of crucial maxims or rules of teaching that are necessary



## MES's Pillai College of Education and Research Chembur

for effective learning experiences. Maxims of teaching under the course Pedagogy of School Subject provide the guidelines to prepare appropriate learning experiences based on the subject and the learning outcomes. During the session Ms. Suman oriented the student teachers regarding the different maxims of teaching such as: Simple to Complex, Known to Unknown, Particular to General, Concrete to Abstract, Whole to Part, Empirical to Rational. The student teachers gained an understanding regarding the apt use of maxims to effectively attain the objectives of teaching and learning.



### ● Session on Professional Development Among Teachers

A session on Professional Development among Teachers was conducted as part of the Alumni Learning Q-EST series on 27th April 2024. The resource persons for the session were PCER Alumni Mr. Sunil Sharma, Vice President and Dr. Anuradha Sridhar, Head- Curriculum Development and Training, Aditya Birla Education Academy. The session focused on orienting student teachers regarding the changing trends and demands of the education sector today. The teaching learning experiences need to cater to the requirements of today's learners and the teachers therefore need to build relevant skills and competencies to meet the needs of the present-day learner. Through the session the student teachers were updated on the avenues that



## MES's Pillai College of Education and Research Chembur

they need to explore towards enhancing their professional capabilities.



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## **2.4.2.(10)**

# **Evolving ICT-based learning situations**



## MES's Pillai College of Education and Research Chembur

### INTEGRATING TECHNOLOGY IN THE CLASSROOM

- Leveraging Teaching in the Digital Era (Expert Talk session)

As a part of FDPs, Mr. Matthew Witenstein, from Department of Educational Administration, University of Dayton shared his thoughts on utilizing digital tools, technologies, and platforms to enhance and optimize the teaching and learning process. In today's digital age, there are numerous resources available that can be harnessed to make teaching more effective, engaging, and accessible. This can include using online learning management systems, interactive multimedia presentations, educational apps, virtual reality simulations, and more.



- Tech Enhanced Creativity

PCER Chembur fosters a distinctive culture wherein teachers share their areas of expertise with one another. As a reflection of this culture, Ms. Surekha recently conducted a session titled "Tech Enhanced Creativity" for both teaching and administrative staff. During the session, the focus was on leveraging Canva as a tool to enhance teaching practices. The participating staffs were given an assignment after the session.



## MES's Pillai College of Education and Research Chembur



- Online short term course on Gender Studies

A Short-Term Course on Gender Studies organized by the Women Development Cell of MES's Pillai College of Education and Research, Chembur in collaboration with Soroptimist Welfare Association (SIBC) was made available for the students of PCER, Chembur. The modules under the course were:

1. Gender & Gender related Concepts
2. Gender Roles and Representation of Gender
3. Gender Sensitization
4. Gender Stereotype
5. Gender & Media



# MES's Pillai College of Education and Research Chembur

6. Gender & Workforce
7. Gender & Higher Education

The screenshot shows the Google Classroom interface for a course titled "Short Term Course in Gender Studies". The banner features the college logo and text: "MES's Pillai College of Education and Research, Chembur in collaboration with Soroptimist Welfare Association (SIBC) organises Short Term Online Short Term Course on Gender Studies". Below the banner, there are options to "Meet" (with a "Generate link" button) and a "Class code" field. A notification from "PCER Question Bank" is visible, stating "posted a new assignment: Evaluation" on Dec 9, 2023.

The screenshot shows a list of assignments in the Google Classroom interface. The assignments are posted by "PCER Question Bank" and include the following details:

- Assignment: Day 6: Gender & Workforce (Dec 7, 2023)
- Assignment: Day 5: Gender & Media (Dec 6, 2023)
- Assignment: Day 4: Gender Stereotypes (Dec 5, 2023)
- Assignment: Day 3: Gender Sensitization (Dec 4, 2023)
- Assignment: Day 2: Gender Role & Representation (Dec 3, 2023)
- Assignment: Day 1: Gender & Related concepts (Dec 1, 2023)

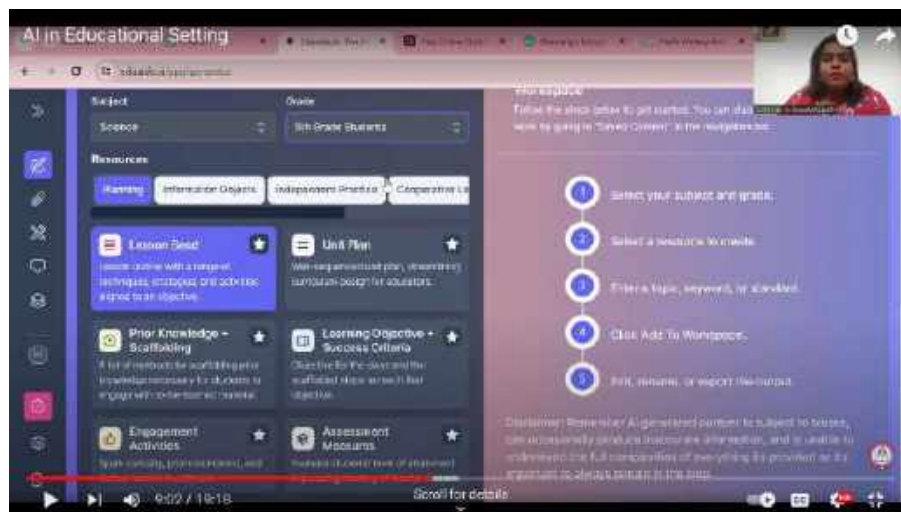
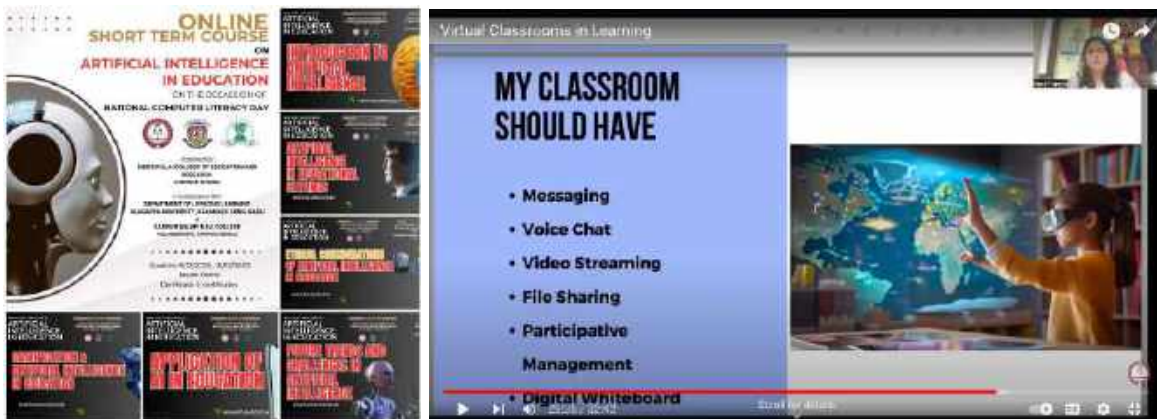




# MES's Pillai College of Education and Research Chembur

- Online short term course on AI in Education

An online short-term course on Artificial Intelligence (AI) in Education was organized by MES's Pillai College of Education and Research, Chembur in collaboration with Department of Lifelong Learning, Alagappa University, Karaikudi, Tamil Nadu. And Kannur Salafi B.Ed College, Villagemukku, Kannur, Kerala from 5th December 2023 to 31st December 2023. The aim of this course was to provide a comprehensive understanding of how AI technologies are transforming the educational landscape, explore various applications of AI in educational settings, understand the benefits and challenges of integrating AI, and gain insights into implementing AI-driven solutions to enhance teaching and learning experiences.

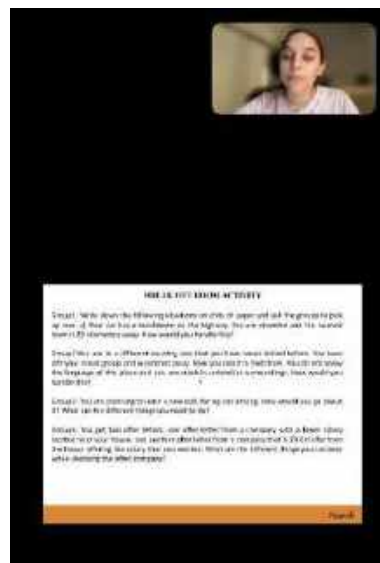




# MES's Pillai College of Education and Research Chembur

- Online training programme -Mahindra Pride Classroom Project by- Naandi Foundation- Employability Enhancement Programme

The Mahindra Pride Classroom Project, facilitated by the Naandi Foundation, offers an online training program known as the Employability Enhancement Programme. This initiative aims to empower individuals with essential skills and knowledge to enhance their employability prospects. Through interactive online modules, participants gain valuable insights into various professional domains, fostering personal and professional growth.

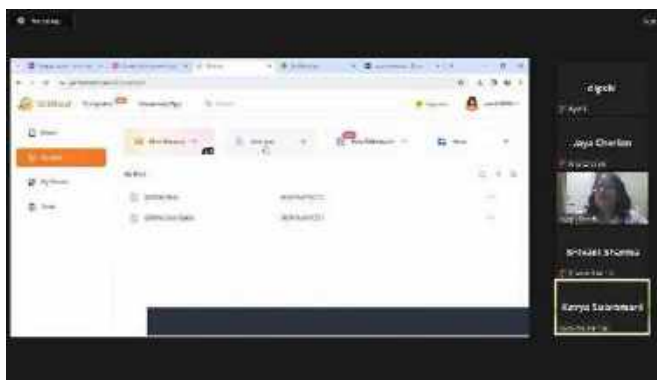




## MES's Pillai College of Education and Research Chembur

- Guest Lecture- AI in Education

PCER Chembur endeavors to maximize the knowledge and skills of its student teachers through numerous activities and learning opportunities. A Guest Lecture Series was initiated with the objective of enriching the educational experiences of students. Dr. Agnes D'Costa, Associate Professor, Pushpanjali College of Education, Vasai, conducted an online session on 'AI in Education' on 18th January, 2024 at 3.00 pm. The session was in alignment with SDG 4 Quality Education. Dr. Agnes oriented the student teachers regarding various AI tools as it is essential that teachers should understand how to leverage Artificial Intelligence to make the learning process more interesting and effective. Through the highly informative and interactive session students learnt how to aptly utilize AI tools such as GitMind, Magic School, Curipod etc. Dr. Agnes conducted a demonstration lesson using Curipod providing increased clarity regarding navigating through these digital tools. The resource person highlighted the importance of positive utilization of AI tools for increased efficiency and enhancing the learning process.



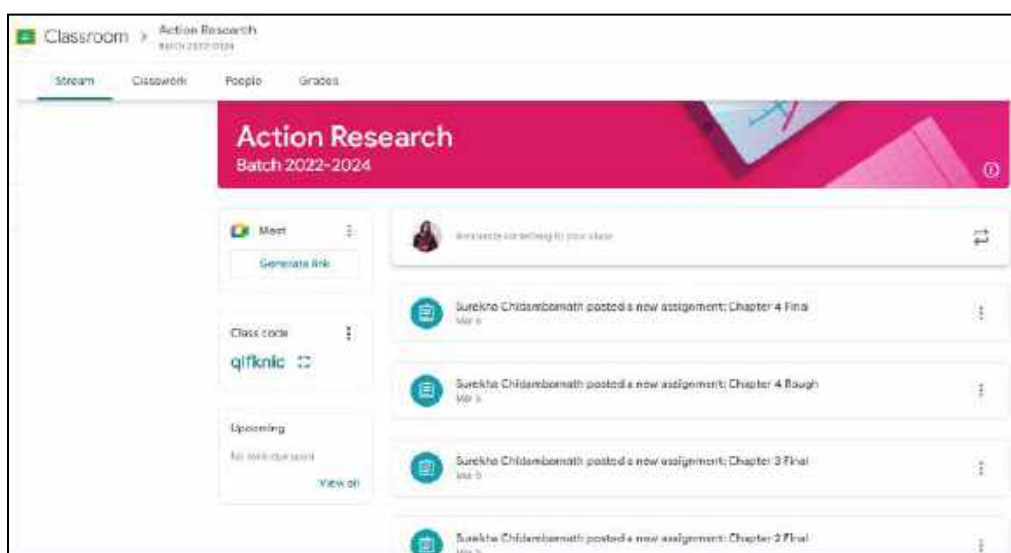
- Technology in Action Research Project

In the B.Ed Course, action research holds significant importance as it enables student teachers to actively engage in the process of inquiry and reflection. An essential aspect of this practice involves the integration of technology to enhance the research methodology. Students are



## MES's Pillai College of Education and Research Chembur

encouraged to utilize various digital tools such as Google Forms to create survey questionnaires, facilitating data collection from their sample. For data analysis, platforms like Microsoft Excel and Google Sheets are employed, allowing for thorough examination and interpretation of gathered information. Throughout this process, student teachers receive continuous guidance and support from their mentors via shared documents on Google Docs, ensuring a collaborative and enriching research experience.



- Publication-Newsletter

Starting from 2019, PCER Chembur has established its own team of publishers, consisting of both faculty members and students, tasked with crafting the monthly e-newsletter titled 'Horizon'. This publication meticulously covers a wide array of activities and accomplishments achieved by both students and teachers within the institution. Moreover, it provides a dedicated platform for alumni to showcase their talents and achievements, fostering a sense of community and connection beyond graduation.



# MES's Pillai College of Education and Research Chembur

The 'Horizon' newsletter serves as an engaging platform for collaboration among teachers and students, encouraging them to channel their creativity and contribute to the publication's content. Through vibrant and innovative contributions, individuals have the opportunity to share their unique perspectives and talents with a wider audience. Furthermore, these publications are readily accessible to the college community as they are featured on the official college website, ensuring widespread visibility and recognition for the efforts and achievements showcased within.





## MES's Pillai College of Education and Research Chembur

- Practice Teaching

At PCER Chembur, integrating ICT in practice teaching involves equipping educators with practical digital skills. Teachers learn to create engaging teaching aids using various digital tools and software. They are trained to conduct lessons effectively on platforms like Zoom and Google Meet, facilitating interactive and engaging remote learning experiences. Additionally, teachers utilize assessment platforms like Kahoot to gauge student understanding and provide immediate feedback. This approach fosters active participation, enhances student engagement, and promotes a dynamic and inclusive learning environment that prepares students for the digital age.

- CCA

PCER Chembur showcases its commitment to digital innovation by integrating ICT into various events. From hosting an engaging online assembly on Youth Skills Day to organizing a dynamic Pi Day Quiz, the institution embraces technology to enhance participation and learning experiences. Additionally, initiatives like the Wetlands Day Digital Infographic Competition and Women's Day Poster Making competition leverage digital platforms to promote environmental awareness and gender equality. Furthermore, students' creative expressions are celebrated through digital poetry writing competitions, while quizzes on Cancer Day utilize ICT to raise awareness and disseminate crucial information about cancer prevention and treatment.

- ICT Projects

In semester I of the B.Ed. course, students delve into Ability Course 1: Critical Understanding of ICT, a module designed to develop their proficiency in Information and Communication Technology (ICT). Throughout this course, students are introduced to various platforms such as Storyboard and StoryJumper, empowering them to create engaging teaching aids that enhance classroom instruction. Moreover, they receive comprehensive instruction on utilizing Canva to

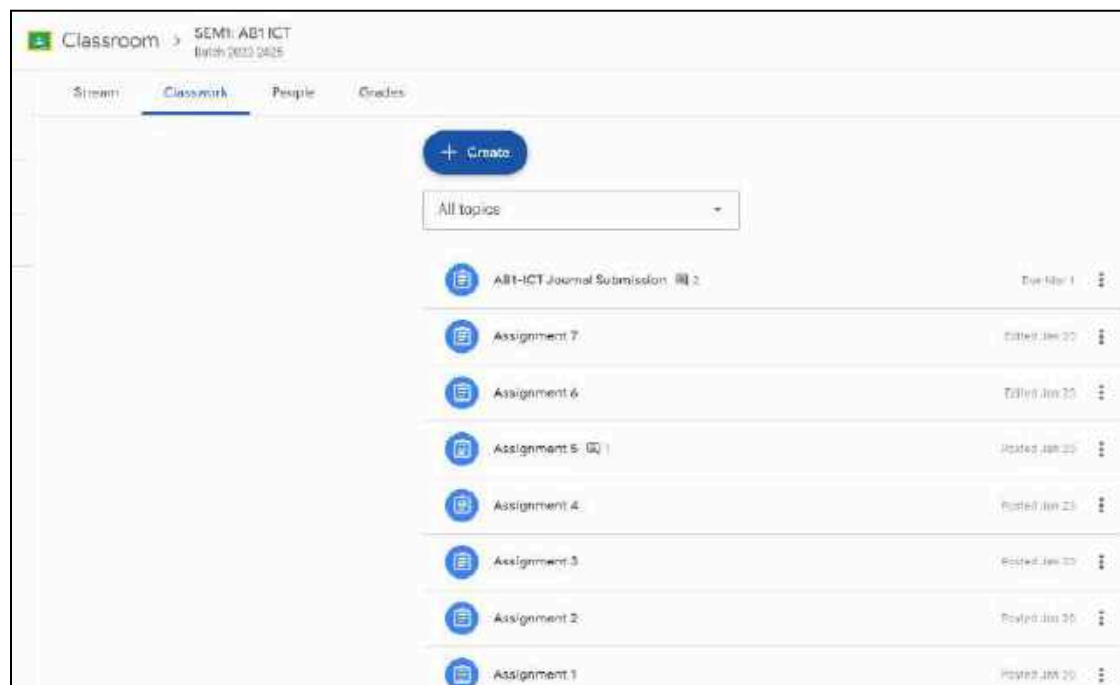


## MES's Pillai College of Education and Research Chembur

craft visually appealing presentations, enabling them to effectively communicate complex concepts to their peers and future students.

In addition to these practical applications, students also acquire essential skills for professional development, including the creation of resumes, portfolios, and blogs. Through hands-on guidance, they learn to leverage technology to showcase their academic achievements and professional experiences, preparing them for future career opportunities.

Furthermore, the course emphasizes the integration of technology in research practices, equipping students with the tools and techniques needed to conduct thorough and efficient research in educational contexts. Students have to submit assignment in Google classroom for each topic taught in class.





# MES's Pillai College of Education and Research Chembur

The screenshot shows a Classroom LMS interface for a course titled "SEM II: ABT ICT" with a date range of "Date: 2022-2023". The page is divided into "Instructions" and "Student work" tabs. Under "Student work", there is a "Turned in" section showing a list of students and their submission status. The "Turned in" section displays a grid of submission cards for eight students, each with a profile picture, name, and a thumbnail of their submission. The students listed are: Renisha Almeida, Farhat Anson, Jency Veronica Anshkar Sathish, Anshkar Anas, Farishya Azealia, Geneshya Joy Sathish, Swarapani Sipuram, and Jeevika Banetho. Each card indicates "2 attachments Turned in".

- Website links for resources

The screenshot shows the website of Mahatma Education Society's Pillai College of Education and Research. The header features the college logo, name, and a "50" anniversary badge. Below the header is a navigation menu with links for "About Us", "Reports", "Academic", "PND", "Students", "Faculty", "Research", "Library", "E-Governance", "IQAC", "Extension", and "Events". The main content area is titled "Virtual Resources" and is divided into three sections: "Social Studies", "Science & Mathematics", and "Language". Each section lists several website links. On the right side, there is a "Mahatma Education Society's Pillai College of Education and Research" banner for the "P.E.S. Research Centre" and a "LORE NEWS" section with a search bar and a "Mahatma Education Society's Pillai College of Education and Research" logo.





## MES's Pillai College of Education and Research Chembur

- N-List

N-List, which stands for National Library and Information Services Infrastructure for Scholarly Content, is a digital library consortium in India. It provides access to a wide range of electronic resources to academic institutions across the country. The primary purpose of N-List is to facilitate access to scholarly content such as e-books, e-journals, databases, and other digital resources for research and educational purposes. PCER Chembur offers access to N-List for both staff and students, aiming to promote increased engagement with research and educational articles, as well as to encourage further academic inquiry and research endeavors.

The screenshot displays the N-List website interface. The top navigation bar includes links for 'College Access Login', 'Copyright and Fair Use', 'FAQs', 'Download', 'Assessment', and 'Programs'. Below this, there are menu items for 'HOME', 'ABOUT', 'MEMBERS', 'REGISTER', 'E-RESOURCES', and 'SEARCH'. The main content area is divided into two columns: 'E-Journals (Fulltext)' and 'E-Books'. The 'E-Journals' column lists resources such as 'American Institute of Physics (18 titles)', 'Annual Reviews (33 titles)', 'Economic and Political Weekly (EPW) (1 title) Alternate Link', 'Indian Journals (180+ titles)', 'Institute of Physics (46 titles)', 'JSTOR (2300+ titles)', 'Oxford University Press (262 titles)', and 'Royal Society of Chemistry (29 titles)'. The 'E-Books' column lists resources such as 'Cambridge Books Online (1800 titles)', 'E-brary (135000+ titles)', 'EBSCOHost-Net Library (938 titles)', 'Hindustan Book Agency (65+ titles)', 'Institute of South East Asian Studies (ISEAS) Books (382+ titles)', 'Oxford Scholarship (1402+ titles)', 'Springer eBooks (2300 titles)', and 'Sage Publications eBooks (1000 titles)'. A blue arrow button is visible at the bottom right of the E-Books list.

- Online course on Mental Health

Good Mental Health is important for the overall well-being of an individual. We at PCER, Chembur understand the benefits of good mental health and its role in the holistic development of an individual and hence, in collaboration with 'Inter University for Disability Studies Mahatma Gandhi University, Kerala, a one week online certificate course on Mental Health was launched on PCER, Chembur MOOC Platform 'Prabal MOOC' containing seven 7 Modules.



# MES's Pillai College of Education and Research Chembur

Classroom > Online Short Term Course on Mental Hea...

Home Dashboard Home Details

**Inter University Centre for Disability Studies**  
**Mahatma Gandhi University, Kerala**  
in collaboration with  
**MES's Pillai College of Education and Research, Chembur**  
**Online Short Term Course on Mental Health**

Meet **Get started with**

Class posts **3**

**3** **3**

**PCR Question Bank**  
Mar 22

Thank you for joining the online Short Term Course on Mental Health. Please go through all the materials and resources uploaded for each module. You will receive your certificate at the end of the course.

**Not done completely**

**Sarathra Chikandamparamath posted a new material: Mental Health & Wellbeing for teachers**  
Mar 22

**Sarathra Chikandamparamath posted a new material: SWOC Analysis**  
Mar 22

**2** **Also comments**

**Sarathra Chikandamparamath posted a new material: Mental Health - Psychology of Devotions**  
Mar 22

**Sarathra Chikandamparamath posted a new material: Mental Health for Blind Children**  
Mar 22 (Sun, Mar 22)

**Sarathra Chikandamparamath posted a new material: Self-aware - Coping with Divorce**  
Mar 22 (Thu, Mar 22)

**Harishar Chikandamparamath posted a new material: Mental Health - Prevalence of Depression**  
Mar 22 (Wed, Mar 22)

**Sarathra Chikandamparamath posted a new material: Mental Health & Transition**  
Mar 22 (Wed, Mar 22)



MES's Pillai College of Education and Research  
Chembur

## **2.4.2.(11)**

**Exposure to Braille /Indian  
languages /Community  
engagement**



# MES's Pillai College of Education and Research Chembur

## EXPOSURE TO INDIAN LANGUAGES

- Hindi Divas Special Assembly

Day and Date - Thursday, 14th September 2023.

SDG:- Goal Number 4 - Quality education

Report:

A special assembly for Hindi Divas was organized by SY-B.Ed student-teachers at Pillai College of Education and Research, Chembur. The event included various performances in Hindi, starting with a prayer and including a thought of the day, news, and a presentation on SDGs. Speeches highlighted the importance of Hindi Divas and the Hindi language. Poems by famous Hindi poets were recited with enthusiasm. The class was decorated with colorful charts and Devanagari script. The principal delivered a message on the importance of multilingualism and celebrating cultural days in education. The assembly concluded with a vote of thanks.





## MES's Pillai College of Education and Research Chembur

- Vishwa Hindi Diwas Poem Recitation Competition

Day and Date - Wednesday, 10th January 2024.

SDG:- Goal Number 4 - Quality education

Report:

On 10th January 2024, PCER Chembur organized a Hindi poem recitation competition for World Hindi Day to promote awareness and love for the Hindi language. The session began with an introduction to World Hindi Day, followed by the introduction of the chief guest, Mr. Deepak Kumar, an assistant teacher at Chembur English High School and Junior College. His presence added prestige to the event. Eight participants showcased their talent through poem recitations. Mr. Deepak Kumar finalized the winners, with first and second prizes awarded. He concluded by speaking about the importance and value of Hindi.





## MES's Pillai College of Education and Research Chembur

- Harvest Festival Special Assembly

Day and Date - Saturday, 13th January 2024.

SDG:- Goal Number 4 - Quality education

Report:

On January 13, 2024, a special assembly dedicated to the Harvest Festival Celebration was held. Organized by F.Y.B.Ed. students of Batch 2023-2025, the event included a welcoming address, a prayer, a Thought for the Day, and discussions on Sustainable Development Goals (SDGs). Students shared insights into various harvest festivals such as Lohri, Pongal, Uttrayan, and Makar Sankranti, highlighting their significance and diverse celebrations. Each festival was presented with emphasis on farmers' roles and traditional food preparations. Each festival's presentation included short messages or poems in the respective state languages. The assembly concluded with an inspiring message from the principal, Dr. Reni Francis, on the importance of harvest festivals.





# MES's Pillai College of Education and Research Chembur

- International Mother Language Day

Day and Date - Saturday, 17th February 2024.

SDG:- Goal Number 4 - Quality education

Report:

MES's Pillai College of Education & Research, Chembur, organized a special assembly on 17th February 2024, for International Mother Language Day. Hosted by students from S.Y.B.Ed, the assembly featured a soulful prayer, an inspirational thought of the day, and discussions on Sustainable Development Goals (SDGs). News and facts were shared to foster awareness and critical thinking. Speeches highlighted the significance of preserving cultural heritage and linguistic diversity. Poetry recitations showcased linguistic prowess and celebrated cultural diversity. The event concluded with a vote of thanks, expressing gratitude to all participants and organizers. The assembly was a blend of spirituality, education, and cultural celebration, reflecting the college's commitment to holistic development and appreciation for heritage and diversity.





## MES's Pillai College of Education and Research Chembur

### COMMUNITY ENGAGEMENT

#### E-Waste Management Session on the occasion of World Environment Day 2023

On June 5, 2023, PCER Chembur organized a session on E-waste Management led by Ms. Kalpana Andhare from Stree Mukti Sanghatana. Ms. Andhare discussed the environmental impact of urbanization and modernization, emphasizing the production of non-biodegradable substances and the resulting pollution. She highlighted the challenges of e-waste management in India, including Extended Producer Responsibility and the involvement of the informal sector. Ms. Andhare proposed the 5R principle (Refuse, Reduce, Reuse, Recover, and Recycle) and emphasized the importance of waste segregation at the source for effective waste management.



#### Beach Cleanliness Drive

On June 5, 2023, Pillai College of Education and Research, in collaboration with Stree Mukti Sanghatana and United Way of Mumbai, organized a Beach Cleanliness Drive at Dadar beach to commemorate World Oceans Day. Students were divided into groups and provided with gloves and masks for safety. They actively collected and segregated different types of waste, raising awareness about the significance of ocean conservation and the importance of maintaining cleanliness in our surroundings.





## MES's Pillai College of Education and Research Chembur



### International Yoga Day

On 21st June 2023, a special session on the occasion of celebrating the International Yoga Day, was held at PCER Chembur. It was open for all the FY students as well as the faculty members. A live practice yoga session was conducted on this day by Dr. Chandrashekhar Chakradeo, who is the Principal of Chembur Sarvankash Shikshanshatra Mahavidyalaya in Chembur. With his diploma in Yoga Shishak, he was well versed and magnificent in the way he explained the importance of Yoga and the incredible benefits that it has on our body, mind and spirit. The campus was filled with enthusiasm and positive energy as all the students and the teaching faculty along with the principal gathered together to reflect on this global event dedicated to promoting the practice of yoga and its numerous benefits. The session aimed at illustrating different types of asanas and yoga postures which would in turn help in fostering a sense of well-being among the individuals while emphasizing the significance of incorporating yoga into their daily lives.





## MES's Pillai College of Education and Research Chembur

### **International Day against Drug Abuse and Illicit Trafficking**

The global problem of drug abuse is a multifaceted issue impacting millions of individuals worldwide. Those who use drugs often face societal prejudice and unfair treatment, which exacerbates their physical and mental well-being and hinders their access to necessary support. In light of this year's theme, "People first: stop stigma and discrimination, strengthen prevention," PCER in Chembur recognized the importance of raising awareness among adolescents about this serious matter. Consequently, the first-year Bachelor of Education students at PCER, Chembur, organized role plays and skits at their Practice Teaching Schools on June 26th, 2023, targeting 9th and 10th grade students. The students actively engaged with the skits and comprehended the underlying message conveyed by their student teachers. Some even shared personal experiences involving friends and relatives. The school students made a commitment to distance themselves from drugs and ensure the safety of their peers.

### **Micro Credentials - Environment, Sustainability and Citizenship**

PCER Chembur in association with Children's Movement for Civic Awareness [CMCA] organized sessions on 'Your voice and active citizenship' on 11th July 2023. It was a part of a series of sessions under the Micro Credentials-Environment, Sustainability and Citizenship. The sessions were conducted by the facilitators from the CMCA Ms. Brinda Ganesh and Ms. Effie Acharya. They highlighted the role of youth in the present times and contributions expected from them. The session was activity based and engaged the participants.





## MES's Pillai College of Education and Research Chembur

### Learning for Sustainability -E-Newsletter

On August 5, the inaugural issue of the Learning for Sustainability E-Newsletter was launched, marking a significant milestone in the dissemination of sustainability-related information and knowledge. This newsletter promises to be a valuable resource for individuals and organizations interested in environmental, social, and economic sustainability. Packed with informative articles, updates on sustainable initiatives, and educational content, it is poised to become a valuable platform for fostering awareness and action towards a more sustainable future.



### International Literacy Day - Donation drive

“Happiness comes from helping others, by being with others, and by sharing, even if it's only a smile.”— **Zain Hashmi, A Blessed Olive Tree: A Spiritual Journey in Twenty Short Stories**

As implied by the quote, true happiness in life is achieved when an individual shares their blessings with those who have none. PCER Chembur in collaboration with Soroptimist Welfare Society (SIBC) organised a Donation Drive on the occasion of International Literacy Day to encourage everyone in the Chembur Campus to donate books & stationery which will be donated to orphanages or trusts. All the donations were forwarded to Sparsh Foundation, who donated all the proceeds to the needy.





## MES's Pillai College of Education and Research Chembur

### Faculty Achievement

Dr. Rajendra Deshmukh has been recognized as a dedicated Rabies Ambassador by completing the 2023 Rabies Ambassador Program by the Vigyan Setu Foundation.



### Student Achievement

Ranjani Padaiyachi, a student from S.Y. B.Ed. College at MES's Pillai College of Education and Research in Chembur, took an impressive initiative in active citizenship. She noticed a significant amount of garbage piled up near Wadala station, causing an unpleasant smell and an eyesore for passersby. As this area seemed to be used by BMC vans for dumping, she wasn't sure of what needs to be done so she decided to take some action regarding the same to highlight the issue. Ranjani took the lead after participating in the second Catalyse workshop on Leading Change Initiatives on August 8, 2023. She called 1916 multiple times and lodged complaints with the authorities. After a few days she observed that the BMC had stopped using this area for collecting domestic waste. She happily reported this as an AAC. Two months later, Ranjani was pleasantly surprised to see a plant nursery with colourful flowers in the same spot.



# MES's Pillai College of Education and Research Chembur



## Nai Talim week

PCER Chembur's Nai Talim week was dedicated to instilling Gandhi Jayanti's values in the youth. Activities like elocutions, essay writing, and paper bag making were complemented by integrating Gandhi's teachings into the curriculum. These efforts went beyond surface-level engagement, including dialogues on his philosophy, social outreach, environmental advocacy, and the promotion of inclusivity. The objective was to not only honour Gandhi Jayanti but also empower students to embody his principles and drive positive change in the society.





## MES's Pillai College of Education and Research Chembur

### World Mental Health Day- Street Play

On October 10th, MES's Pillai College of Education and Research, Chembur, in collaboration with the Soroptimist Welfare Association (SIBC), organized a Street Play titled "How are you? Are you ok?" which was held at three locations in Chembur - Chembur station, Ambedkar garden, and Chembur naka. The aim was to create awareness about mental health on World Mental Health Day 2023 through a powerful and engaging street performance, breaking stigma, encouraging dialogue, and promoting community support for mental well-being.



### Fistful of Grains

On the occasion of the International Day for the Eradication of Poverty, PCER Chembur In collaboration with Soroptimist Welfare Association (SIBC) organised the project "Fistful of Grains" on October 17th . This initiative aimed to address the pressing issue of poverty by distributing essential food grains to those in need. The project garnered significant support, resulting in the collection and distribution of 60 kg of Rice, 65 kg of Sugar, and 45 kg of Mixed Dal. The impact was widespread, reaching over 100 deserving families who benefited from this generous contribution. The enthusiastic involvement of F.Y.B.Ed students greatly boosted the initiative's success, ensuring efficient distribution to the underprivileged. The collaboration between PCER Chembur and SIBC showcases empathy and collective action in battling poverty and supporting vulnerable communities. "Fistful of Grains" stands as a testament to community engagement and solidarity in tackling social challenges.



## MES's Pillai College of Education and Research Chembur



### **Aids Awareness session, Skit and Quiz**

On 1st December, S.Y.B.Ed students with an aim to spread awareness on AIDS especially keeping the young ones in mind, as a part of their internship oriented school students on World Aids Day 2023 through a skit and a quiz. The AIDS awareness session emerged as a successful initiative in educating school students about HIV/AIDS. The event contributed to breaking down barriers by promoting empathy and cultivating a community that is well-informed and supportive in the fight against HIV/AIDS by combining creative expression with factual information.



### **Beach Cleanliness Drive**

Pillai College of Education and Research, Chembur on 2nd December 2023, in collaboration with Stree Mukti Sanghatana organized a Beach Cleanliness Drive at Mahim Beach in Mumbai. This event was part of ongoing commitment to environmental conservation and fostering community engagement. Students of both F. Y. B. Ed. and S.Y. B. Ed. participated in the event.



## MES's Pillai College of Education and Research Chembur

The event started with a brief introduction and orientation regarding the importance of preserving our beaches and the impact of litter on marine ecosystems. They diligently scoured the beach area, collecting litter, plastic waste, and other debris that had accumulated along the shoreline.



### **Webinar on Eco-friendly Practices in Education**

MES's Pillai College of Education and Research, in collaboration with the Department of Lifelong Learning, Alagappa University, organized an insightful webinar on the topic "Eco Friendly Practices in Education: Sustainable Goals and Practices." on 11th December 2023, from 11:00 am to 12:00 pm.

Dr. N. Johnson, Head of the Department of Lifelong Learning at Alagappa University, and Dr. M. S. Geetha, Former Dean of the Faculty of Education at the University of Kerala and Working President of CEAM, graced the webinar as esteemed resource persons. Dr. Geetha, drawing from her extensive experience, discussed practical approaches and case studies that demonstrated successful implementation of eco-friendly initiatives in educational settings. Dr. Johnson eloquently highlighted the importance of embedding eco-friendly practices in educational systems, shedding light on the role educational institutions play in nurturing environmentally conscious citizens.

Dr. Reni Francis, Principal of MES's Pillai College of Education and Research, expressed gratitude to the resource persons and stated importance of the sustainable practices.





# MES's Pillai College of Education and Research Chembur

MES's Pillai College of Education and Research Chembur  
in collaboration with  
Department of Lifelong Learning Alagappa University

organizes a webinar on  
**Ecofriendly Practices in  
Education**  
...Sustainable Goals and Practices

**Dr. M. Anand**  
Assistant Professor  
Department of Education  
Alagappa University  
Chennai

**Dr. M. S. Manjula**  
Assistant Professor  
Department of Education  
Alagappa University  
Chennai

FREE Webinar, 2020  
19:00 am - 19:00 pm  
Online

