

Oriental Education Society's

ORIENTAL COLLEGE OF EDUCATION

(Affiliated to University of Mumbai and NCTEcode no. 123024)

Sector No.2, Plot No.3,4,5, Near Sanpada Railway Station , Sanpada (W),
Navi Mumbai - 400705. E-mail: clerk@oce.edu.in ,Website www.oce.edu.in Tel.No. 27752213.

2.4.1

Documentary Evidence In Support Of The Selected Response/S

1. Organizing Learning (Lesson Plan)

ORIENTAL COLLEGE OF EDUCATION, SANPADA						
F.Y.B.ED. TIME TABLE (2022-23) (SEM I)						
From (17.04.2023 TO 22.04.2023)						
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Date	17.04.2023	18.04.2023	19.04.2023	20.04.2023	21.04.2023	22.04.2023
10.00 A.M. TO 10.30 A.M.	Attendance and Assembly					
10.30 A.M. TO 11.20 AM	PBC Orientation (AV/PT)	Micro Skill (Blackboard) (TN)	CC 3 (AA)	EC 1Sci(AV), Hist, Hindi (AA), Eco, Com(TN).	IC 2 (TN)	Ramzan Id/ Eid- ul-Fitar
11.20 A.M. TO 12.10 P.M.			Micro Skill (Set Induction) (KD)	Micro Skill (Stimulus) (PT)	Micro Skill (Explanation) (AV)	
12.10 P.M. TO 1.00 P.M.	EC 1 Orientation	EC 1Sci(AV), Hist, Hindi (AA)				
1.00 P.M. TO 1.30 P.M.						
1.30 A.M. TO 2.30 P.M.	CC 3 Orientation (KD/AA/AV)	EC 1 Com, Eco (TN), Maths (PT), Eng (KD)	Workshop on Lesson Planning Com, Eco(TN)/Maths(P T)/His, Hindi(AA)/Sci(AV) / Eng (KD)	Workshop on Lesson Planning Com, Eco(TN)/Maths(P T)/His, Hindi(AA)/Sci(AV) / Eng (KD)	Workshop on Lesson Planning Com, Eco(TN)/Maths(P T)/His, Hindi(AA)/Sci(A V)/ Eng (KD)	Ramzan Id/ Eid- ul-Fitar
2.30 P.M. TO 3.30 P.M.	IC 2 Orientation (PT/TN)					
3.30 P.M. TO 4.00 P.M.		Library				
SN- Dr. Sangeeta Nath, TN- Ms. Tejal Nikam, AS- Ms. Asmita Vewhare, KD- Ms. Kinkini Dutta, PT- Ms. Pooja Tiwari, AA- Ms. Aasmeen Ansari						
CC 3- Learning and Teaching , EC 1- Pedagogy of School Subject , IC 2- Educational Management						


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Sample Lesson Plan submitted by Student



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ORIENTAL COLLEGE OF EDUCATION

Sector-2, Plot No. 3, 4, 5, Sanpada, Navi Mumbai - 400 705

PRACTICE TEACHING LESSON PLAN

Name of the Teacher VARSHA.S.BORUDE Roll No. 14

Practicing School SANPADA COLLEGE OF COMMERCE & TECHNOLOGY

Lesson No. 4 Subject O.C.M. Date 2-12-22

Std. and Div. 11th-A Period 1st lecture Time 2.20-300

Topic of the Lesson 4-Forms of Business Organisation-1

Subject matter to be covered:

Joint Hindu Family Business [JHFB]
- Meaning
- Features

Teaching Aid: Chart, Rolling Board

Previous knowledge of the pupils: Pupils have knowledge of Sole Proprietorship and Partnership Firm Business.

Reference: Organisation of Commerce and Management
Std. XIth.

- Maharashtra state Board.
- <https://www.youtube.com>



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Learning Experience, Learning Situations and Learnings
(the procedure to be indicated wherever necessary)

Student's
Activities

-3-

St. Teacher asks Questions

Q Can you tell what are the important things required for human to survive?

Set Induction: Things required for human to survive?

Q Do we drink water from computer? [OR]

Q All of you have might have some

garbage at home? Can anyone tell me why

do we have them?

Statement of Aim: So that is what we are

learning today Chp 3: Pollution.

Topic: Water Pollution

Presentation: St uses lecture and demonstration method.

St. Teacher shows pictures to explain & discuss

the topic of Water Pollution.

→ Meaning of Water Pollution?

→ What are water Pollutants?

→ What are the reasons for Water Pollution

along with examples & non effects.

(eg. Diseases, loss of plant/animals etc)

a) Effects on humans being (ex. diseases)

b) Effects on the system (Disturbance of aquatic life)

c) Other effects (Soil fertility is affected)

→ Harmful Pollutants (Causes of water pollution)

a) Microbial pollutants - ex. bacteria, viruses etc

b) Toxic pollutants - ex. insecticides, herbicides etc

c) Organic pollutants - ex. sewage, etc

→ The example of Ganga river. Then comes

the way to control water pollution

Re-Capitulation: So today we learned about

what are Water Pollution, how to control

the water pollution, and effects of water

Pollution, along with ways to control it

Evaluation: Then we were given

diagram in the textbook showing the water pollution

in Aquatic and Terrestrial world, along with the effects

of water pollution on the environment

→ Now we were given a worksheet on water

pollution, along with the effects of water

pollution on the environment

Assignment: Collect information about water

pollution, along with the effects of water

pollution on the environment

long water & will have four paragraphs

- Students listen and answer

(As. food, water, clothes)

- Students answer (as

to get clear about the water)

- student listen and

note down

- student listen and

note down

- student listen and

note down

- student answer the

question see the picture

shown by teacher for

better understanding

- student listen and

note down

- student listen and

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ORIENTAL COLLEGE OF EDUCATION
Sector-2, Plot No. 3, 4, 5, Sanpada, Navi Mumbai - 400 705
PRACTICE TEACHING LESSON PLAN

Name of the Teacher Mangruti Kaur Saini Roll No. 27

Practicing School _____

Lesson No. 5 Subject Science Date 01/12/21

Std. and Div. VI Period 1st Time 12:20-12:50

Topic of the Lesson Ch 16: The Universe (State Board)

Subject matter to be covered : - The Milky Way
- Galaxy
- Types of Galaxies
- Stars
- Types of Stars



Teaching Aid : Picture, Video, Black Board, Coloured Chalk

Previous knowledge of the pupils : Pupil are aware that we see stars and moon in the night sky. Pupil is also aware that earth is a part of the solar system.

Reference : Youtube : National Geography Channel

Teaching Aids :-



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Learning Experience, Learning Situations and Learnings
(the procedure to be indicated wherever necessary)

Student's
Activities

-3-

St. Teacher asks questions to the students to recognize by the night sky & where in galaxies what is const. by

Set Induction: video / music or directly asked questions

① St. Teacher asks various questions regarding the night sky & where in galaxies what is const. by

Statement of Aim: So today we will learn about the Universe.

Presentation: The St. teacher uses lecture cum demonstration & story telling method.

② The st. teacher uses story method to explain the formation of Universe.

St. Teacher asks students the question, The hand ball that came into existence in the galaxy. Do you know what that was?

③ St. Teacher asks if students have seen a star night sky? What do you see?

St. Teacher then concludes it with the core element "Protection of environment".

④ St. Teacher then explains the concept of Galaxy types of galaxies, Stars & type of stars using different images for visualization.

⑤ If students ask how we know that there are different galaxies, then st. teacher explains NASA & TESS & explain their telescope (function) by using

Re-Capitulation: So today we learned how the universe was formed about a Milkyway in Galaxy, types of galaxies, Stars and types of stars (see play the video)

Evaluation: St. teacher makes a flow chart on the Black Board and ask students to stick the images shown by the st. teacher in the form of a flow chart.

⑥ What is another name for Milkyway?

Assignment:

① St. Teacher asks students to make a list of places from where we can see outside the earth through a telescope.

- students listen & recall the st. teacher's questions accordingly

- student change their seat for the time to the situation.

- students listen and discuss the topic.

- students listen carefully.

- students answer (Answer: Sun)

- students listen and answer (Ans: Yalta, Star, Moon, etc.)

- students interact with the st. teacher

- students observe and retain the types of galaxies & stars.

- students ask questions & st. teacher replies to the student.

- students recapitulate.

- students answer by sticking different pictures on the Black Board (do the activity)

- students answer (Ans: Messier)

- students note down.

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2. Micro teaching Demo for developing teaching competencies.



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Time table for Teaching Skills for developing teaching competencies

ORIENTAL COLLEGE OF EDUCATION, SANPADA						
F.Y.B.ED. TIME TABLE (2022-23) (SEM I)						
From 17.04.2023 TO 22.04.2023						
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Date	17.04.2023	18.04.2023	19.04.2023	20.04.2023	21.04.2023	22.04.2023
10.00 A.M. TO 10.30 A.M.	Attendance and Assembly					
10.30 A.M. TO 11.20 A.M.	PBC Orientation (AV/PT)	Micro Skill (Blackboard) (TN)	CC 3 (AA)	EC 1 Sol(AV), Hist, Hindi (AA), Eco, Com(TN).	IC 2 (TN)	Ramzan Id- ul-Fitar
11.20 A.M. TO 12.10 P.M.			Micro Skill (Set Induction) (KD)	Micro Skill (Stimulus) (PT)	Micro Skill (Explanation) (AV)	
12.10 P.M. TO 1.00 P.M.	EC 1 Orientation	EC 1 Sol(AV), Hist, Hindi (AA)				
1.00 P.M. TO 1.30 P.M.						
1.30 A.M. TO 2.20 P.M.	CC 3 Orientation (KD/AA/AV)	EC 1 Com, Eco (TN), Maths (PT), Eng (KD)	Workshop on Lesson Planning Com, Eco(TN)/Maths(P T)/His, Hindi(AA)/Sol(AV) / Eng (KD)	Workshop on Lesson Planning Com, Eco(TN)/Maths(P T)/His, Hindi(AA)/Sol(AV) / Eng (KD)	Workshop on Lesson Planning Com, Eco(TN)/Maths(P T)/His, Hindi(AA)/Sol(AV) / Eng (KD)	Ramzan Id- ul-Fitar
2.20 P.M. TO 3.30 P.M.	IC 2 Orientation (PT/TN)					
3.30 P.M. TO 4.00 P.M.						

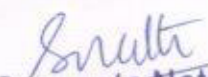
SN- Dr. Sangeeta Nath, TN- Ms. Tejal Nikam, AS- Ms. Asmita Vevhare, KD- Ms. Kinkini Dutta, PT- Ms. Pooja Tiwari, AA- Ms. Asmeen Ansari

CC 3- Learning and Teaching , EC 1- Pedagogy of School Subject , IC 2- Educational Management

Oriental Education Society's						
ORIENTAL COLLEGE OF EDUCATION, SANPADA						
F.Y.B.ED. TIME TABLE (2022-24) (SEM I)						
From 24.04.2023 TO 29.04.2023						
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Date	24.04.2023	25.04.2023	26.04.2023	27.04.2023	28.04.2023	29.04.2023
10.00 A.M. TO 10.30 A.M.	Attendance and Assembly					
10.30 A.M. TO 11.20 A.M.	Explanation skill (AV)	Questioning Skill (AA)	CC 3 (AV)	CC 3 (KD)	IC 2 (TN)	CC 3 (AA)
11.20 A.M. TO 12.30 P.M.			EC 1 Com(TN), Eng(KD), Sol (AV)	EC 1 Com(TN), Eng(KD), Hist (AA)	EC 1 Com(TN), Eng(KD), Hist (AA)	EC 1 Com(TN), Eng(KD), Hist (AA)
12.30 P.M. TO 1.00 P.M.	IC 2 (TN)	CC 3 (KD)	EC 1 Eco(TN), Maths(PT), Hindi(His.) AA	EC 1 Maths(PT), Hindi(AA), Sol (AV)	EC 1 Eco(TN), Maths(PT), Hindi(AA), Sol (AV)	EC 1 Eco(TN), Maths(PT), Hindi(AA), Sol (AV)
1.00 P.M. TO 1.30 P.M.						
1.30 P.M. TO 2.30 P.M.	Demo of micro teaching	EID Celebration	Demo of Micro teaching	Demo of Micro teaching	Demo of Micro teaching	Demo of Micro teaching
2.30 P.M. TO 3.30 P.M.						
3.30 P.M. TO 4.00 P.M.	Eid preparation	Annual day Preparation	Annual day Preparation	Annual day Preparation	Annual day Preparation	Annual day Preparation

SN- Dr. Sangeeta Nath, TN- Ms. Tejal Nikam, AS- Ms. Asmita Vevhare, KD- Ms. Kinkini Dutta, PT- Ms. Pooja Tiwari, AA- Ms. Asmeen Ansari

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Plans of students for teaching competencies workshop along with supervisor feedback

ORIENTAL COLLEGE OF EDUCATION, SANPADA

B.Ed INTERNSHIP SEM-(3)

THEME BASED LESSON

NAME OF THE STUDENT Manpreet Kaur Gauri DATE: 22/12/21

SUBJECT- Science LESSON NO: 1

TOPIC: Disaster

SUB-UNITS Disaster Management

ENTRY BEHAVIOUR: Pupil will understand causes of Natural disaster and man-made disaster.

CORRELATION: Science, Maths, Commerce

TEACHING AIDS: Model, Chart, Graphs

CONTENT ANALYSIS:

Sub Unit -1	Sub Unit -2	Sub Unit -2
<u>Commerce</u>	<u>Science</u>	<u>Maths</u>
<p>1) What is disaster? Disaster is an undesirable occurrence resulting from forces that are largely outside of human control, strikes, quickly with little or no warning which causes to threaten serious Disruption of life.</p>	<p>About Earthquake and Fire :- Earthquake :- Sudden vibration on the Earth & shaking of the Earth surface/ground is called an earthquake. The instrument which records the magnitude of earthquake is called Richter Scale.</p>	<p>Effects of an Natural Disaster:- 1] Loss of human beings, animals, etc 2] Economic losses at large scale. 3] Ecosystems destruction 4] Directions of flow of river stream changes.</p>

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TOPIC: Natural Disaster Management

THEME TO BE HIGHLIGHTED: Disaster Management (Definitions, Causes, Effects, Precautions, Cautions)

INSTRUCTIONAL OBJECTIVES AND SPECIFICATIONS:

A. FOR THE LESSON

• Knowledge:- Pupil acquires knowledge about disaster management. (Pupil recalls different disaster they might have heard or seen.)

• Application:- Pupil applies knowledge to new and unfamiliar situation. (Pupil identify and distinguish between different cautions and precautions to be taken.)

• Understanding:- Pupil gains the understanding of types of disasters. (Pupil is able to identify and explain types of disasters, its causes and effects.)

• Interest: Pupil develops interest towards learning of disasters and its management.

B. FOR THE ASSIGNMENT Collect information about NDRE, RPF, CRPF, TVCC from internet.

C. FOR THE THEME: Disaster Management "Your life is precious"

METHODOLOGY FOR LESSON: Lecture cum Demonstration

EVALUATION OF LESSON: Evaluation done through activity.

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Learning Aid :-



CONTENT	TEACHER ACTIVITY AND PROCEDURE	B.B WORK
SET INDUCTION:	Through model (Shaking, on earthquake)	
DEVICE:	Model, Charts, Symbols	
LINK STATEMENT:	What is happening? Do you know what to do in such situation?	
STATEMENT OF AIM:	So today we are going to learn about "disaster management"	-Writes "Disaster Management" on board
SUB-UNIT : What is Disaster?	Disaster is an undesirable occurrence resulting from forces that are largely outside human control. strikes quickly with little or no warning, which causes or threatens serious disruption of life and property including both death and injury. → Flood → Cyclone → Earthquake → Fire	St. Teacher writes the key points of Disaster Management. St. Teacher explains the types of Natural disasters by drawing charts.
Types of Natural Disaster		
During Rainy Season what happens when there is heavy rainfall?	<u>FLOOD</u> :- Floods are caused due to a stream surge (in the coastal areas) high intensity rainfall for a	



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Precautions to be taken at time of Earthquake.	<p>THEME:</p> <ul style="list-style-type: none"> - Cover yourself under the bed/table. - Park vehicle at safe place and sit inside. - Shout loudly for help. - Call fire brigade. - Switch off the gas. 	Theme :- "Our life is precious"
• Fire		
SUMMARIZATION	So today we learnt about types of disasters and Disaster management	- Students recapitulates - Teacher writes on the board.
EVALUATION	Evaluation done through activity using a chart with questions written on it and student will tick the answer in the given space.	- Done using Chart. Also we did
ASSIGNMENT	Collect information about RPF, NDRF, CRPF from internet.	Teacher writes it on the board.

REMARKS

- * Theme lesson presented by student teacher
- * ST is confident presents properly with confidence.
- * Correlate theme with topic and subjects properly.
- * Uses teaching aids creatively and wisely.
- * Overall lesson is good.

Smb
SUPERVISOR SIGN 22/12/21

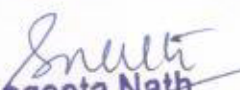
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3. Assessment of Learning



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❖ Format of BLUEPRINT :-

OBJECTIVE <i>Types of Questions</i>	KNOWLEDGE			UNDERSTANDING			APPLICATION			TOTAL
	<i>E</i>	<i>S</i>	<i>O</i>	<i>E</i>	<i>S</i>	<i>O</i>	<i>E</i>	<i>S</i>	<i>O</i>	
L1	2(1)	1(1)	-	-	1(1)	3(3)	-	1(1)	2(2)	10
L2	2(1)	1(1)	-	-	1(1)	2(2)	-	1(1)	3(3)	10
Total	4	2	-	-	2	5	-	2	5	20

*Note :- In the above table X (Y), X = Marks.

Y = No. of Questions.



❖ WEIGHTAGE to the CONTENT :-

Lesson	No. of Questions	Marks	Percentage
L1	9	10	50%
L2	9	10	50%
Total	18	20	100%

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❖ RESULTS of the TEST

The above prepared test was attempted by 20 students. The marks obtained on the test by the students are as following :

16, 9, 20, 13, 16, 18, 14, 18, 19, 19, 11, 15, 10, 18, 19, 16, 14, 20, 13, 17.

➤ RESULT LIST:-

Sr.No	Names of the Students	Marks Obtained	Total Marks
1.	Amisha Patel	16	20
2.	Viniti Andhare	09	20
3.	Akansha Bhoir	20	20
4.	Rohit pawar	13	20
5.	Mahesh Patil	16	20
6.	Aryan Singh	18	20
7.	Pratik Shetty	14	20
8.	Primrose Deselva	18	20
9.	Ragini Singh	19	20
10.	Sonali Sawant	19	20
11.	Shweta Singh	11	20
12.	Debashish Sarkar	15	20
13.	Lavanya Patil	10	20
14.	Crystal Dsouza	18	20
15.	Rhea Nage	19	20
16.	Soham Pawar	16	20
17.	Gayatri Desai	14	20
18.	Abhishekh Prajapati	20	20
19.	Swapnali Kale	13	20
20.	Jagdish Gupta	17	20

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> MERIT LIST:-

Rank	Name of the Student	Marks Obtained	Percentage
1 st	1. Akansha Bhoir 2. Abhishekh Prajapati	20 / 20	100%
2 nd	1. Ragini Singh 2. Sonali Sawant 3. Rhea Nage	19 / 20	95%
3 rd	1. Aryan Singh 2. Primrose Deselva 3. Crystal Dsouza	18 / 20	90%

* Image of the Excel (Answer) sheet connected to the google form.:-

	A	B	C	D
1	Timestamp	Email Address	Score	Name
2	12/29/2021 18:18:23	amisha9587patel@gmail	16 / 24	Amisha Patel
3	12/29/2021 18:36:32	vishnuandhareoffice@gn	9 / 24	Viniti Andhare
4	12/29/2021 19:24:32	pawarvibha1213@gmail	20 / 24	Akansha Bhoir
5	12/30/2021 18:29:43	ak892887799@gmail.com	13 / 24	Rohit pawar

❖ ANALYSIS

> MEAN :-

Marks obtained by the students (Data) :- 321

$$\text{Mean of the marks obtained} = \frac{\text{Sum of all scores}}{\text{Total number of students}}$$

$$\text{Mean} = 321 / 20$$

$$\text{Mean} = 16.05$$

> MEDIAN :-

$$\text{Median of the marks obtained} = (N/2)^{\text{th}} \text{ Observation}$$

Arranging the data in ascending order :-

09, 10, 11, 13, 13, 14, 14, 15, 16, 16, 16, 17, 18, 18, 18, 19, 19, 19, 20, 20.

N = 20, thus, median = 10th observation

$$\text{Median} = 16$$


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➤ **MODE :-**

Class Interval	Frequency	Tally Marks	Percentage
1-5	0	0	0%
5 - 10	2		10%
11 - 15	6		30%
15 - 20	12		60%
Total	20		100%

$$\text{Mode} = L_0 + \frac{(F_1 - F_0)}{2(F_1 - F_0 - F_2)} \times H$$

L_0 = Lower limit of the modal class.

F_1 = Frequency of modal class frequency.

F_0 = Frequency preceding the modal class.

F_2 = Frequency of the class succeeding the modal class

H = Size of Class Interval

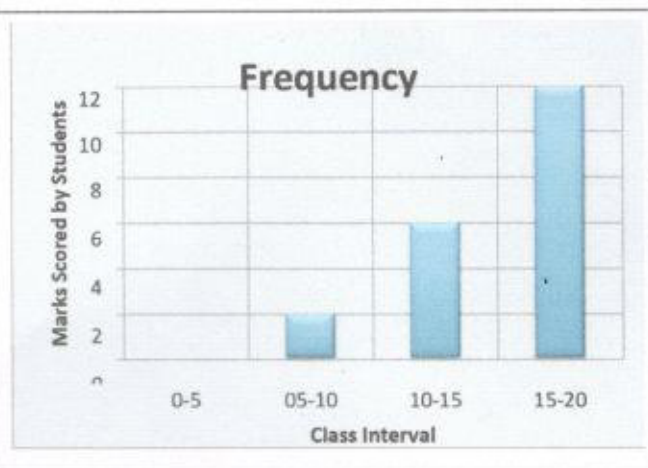
$$\begin{aligned} &= 15 + \frac{12 - 5}{2(12 - 5 - 0)} \times 5 \\ &= 15 + [7 / 2(7)] \times 5 \\ &= 15 + [7 / 14] \times 5 \\ &= 15 + 0.5 \times 5 \\ &= 15 + 2.5 \end{aligned}$$



Mode = 17.5

HISTOGRAM

Class Interval	Frequency
1-5	0
5 - 10	2
11 - 15	6
15 - 20	12
Total	20



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❖ REFLECTION

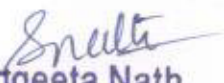
A teacher should know how to prepare and administer tests as part of the teaching-learning process. This internship experience allowed me to learn many things relevant to the teaching-learning process, including the concept and importance of blueprints. Learning and understanding this concept proved to be easier than I expected. In reality, the difficult part was preparing the question paper. The process of creating a question paper was challenging and a bit difficult, as I learned to make a question paper that fulfils or is considerate to the needs of students and simultaneously gives equal attention to each lesson. For achieving the desired question paper, I had to redo my Blueprint table and the test paper many times. It was an incredible learning experience for me. I intend to apply what I've learned in my work life.

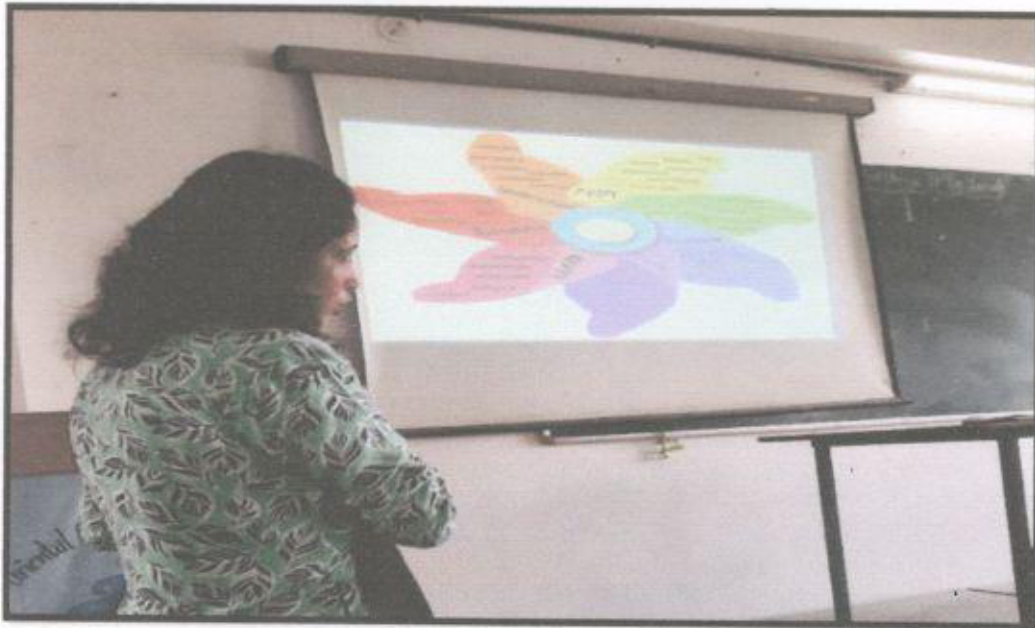
❖ CONCLUSION

This study described seven practical steps to construct a blueprint. Despite, being a resource-intensive process, it will provide the utmost benefit to both teachers and learners. This is because a well-constructed blueprint is a valuable educational tool that can improve the quality of assessment education, and thus will ensure the highest quality of graduates produced.

❖ REFERENCE

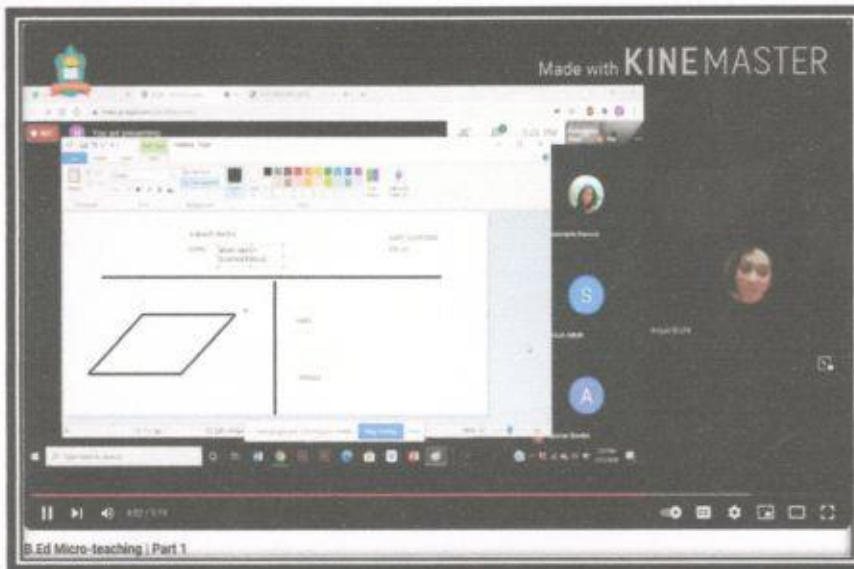
- Class 6th Science Textbook, State Board.
- <http://jermt.org/wp-content/uploads/2014/06/2.pdf>
- <https://byjus.com/maths/mean/#definition>
- https://www.researchgate.net/publication/340562582_Seven_Steps_to_Construct_an_Assessment_Blueprint_A_Practical_Guide
- [Mode - Formula, Meaning, Example | How to Find Mode? \(cuemath.com\)](#)


Dr. Sangeeta Nath
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Oriental College of Education
Sanpada, Navi Mumbai.



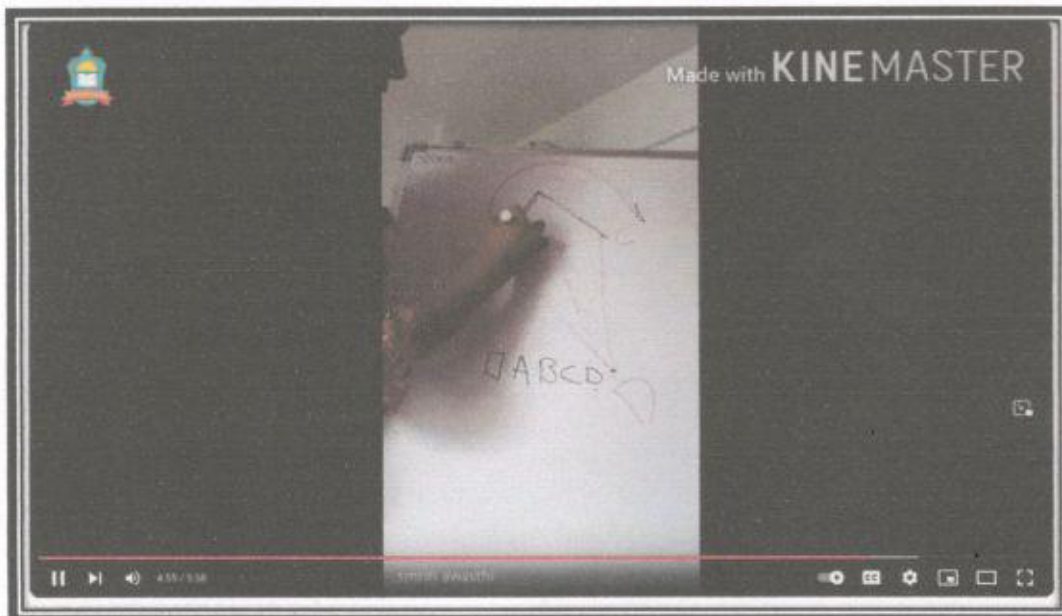
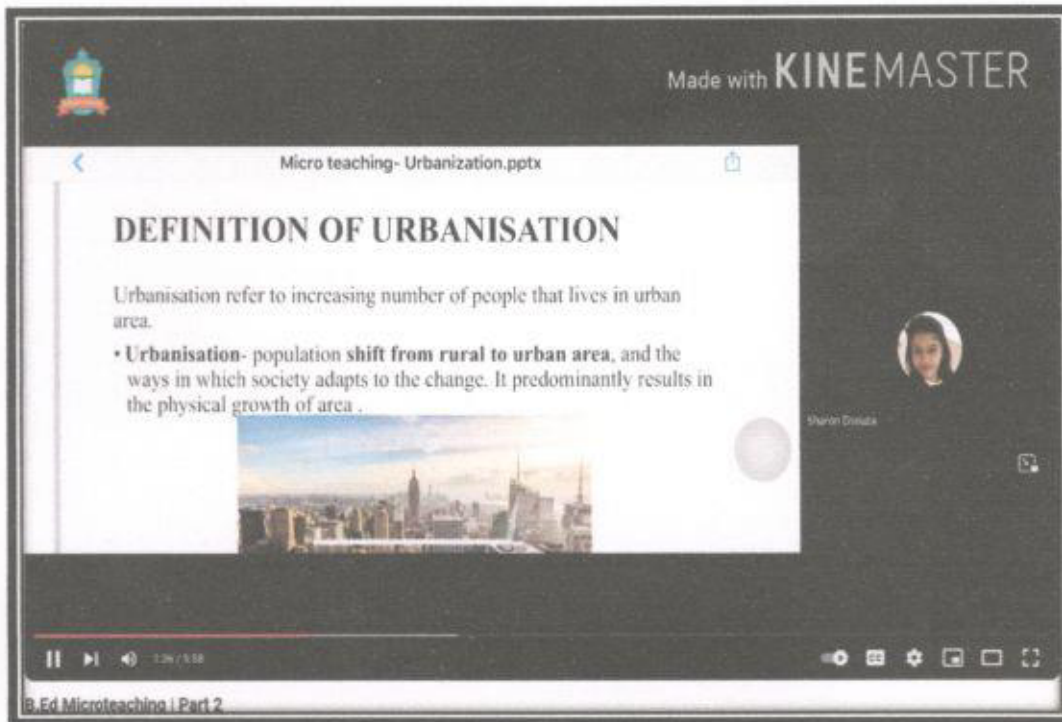
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4. TECHNOLOGY USED AND INTEGRATION



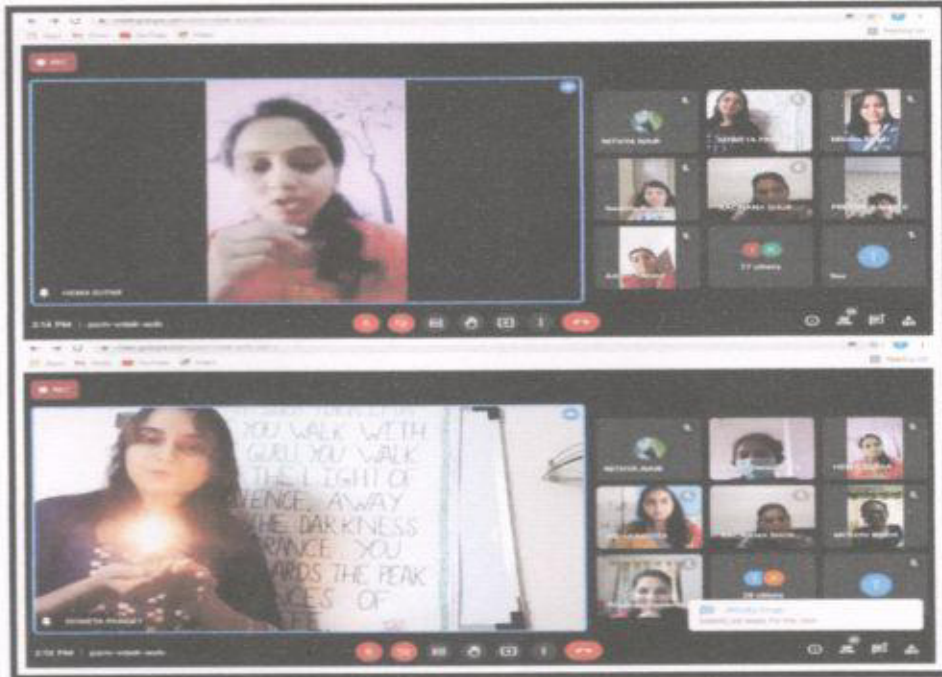
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Sanpada, Navi Mumbai.

Photographic evidence to show ICT used by students during internship



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Ganpada, Navi Mumbai.

Use of ICT for celebrating days and its significance



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Sanpada, Navi Mumbai.

5. Organising Field Visits



ORIENTAL EDUCATION SOCIETY'S
ORIENTAL COLLEGE OF EDUCATION

Affiliated to University of Mumbai & Approved by Maharashtra Board for Technical Education
U.C.E. Sanpa No. 223024
Section-2, Path No. 3-4-5, Adjacent to Sanpada Railway Station, Sanpada (W), Navi Mumbai - 400705
Tel: 022-27758713 / 022-27752513, Fax: 022-27750391, Email: oces@ocean.edu.in, Website: www.ocean.edu.in

Ref. No. OCE /573/ 2023

Date : 08/03/2022

To,
The Management,
Shantivan, Parvel

Subject : Letter for Community Work

Respected Sir/ Madam,

Social service or community work is a gratitude toward the society, as Community work is an indispensable part of B.Ed practicum. Oriental College of Education, Sanpada would like to conduct a community Service program for B.Ed. students at Shantivan, Parvel. Please grant permission for community Service on 13/03/2023 to 18/03/2023. Thank you for your kind consideration.

Thank You
Yours faithfully,

Snehalta
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai

Asmita
Asst. Prof. Asmita Weshare
Community Work Incharge

Permission granted

V.G. Shinde
11/3/23



Snehalta
Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

Ref.No.OCE/191/2019

Date : 09/11/2019

To,

Principal
Aashray Special School
Sompur

Respected Sir / Madam ,

It is my privilege to inform you that Oriental Education Society is running a B.Ed. college at Sanpada , Sector 2, Behind Sanpada Railway Station. This is to request for your kind permission for our trainee students (F.Y.B.Ed.) to conduct Community Work , at your esteemed organization from 09 / 12 / 2019 to 14 / 12 / 2019 .

We shall always remain obliged for your organization for your kind

Co-operation.

Thanking You.

Rishabh
Dr. (Mrs) Rishabh Kumar
Principal
Oriental College of Education
Sector 2, Sanpada, Navi Mumbai.

10 AM - 3 PM

Nagamani Rao



Sneha
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Principal
Oriental College of Education
Sanpada, Navi Mumbai.

Jahangir Art Gallery -29 December 2022



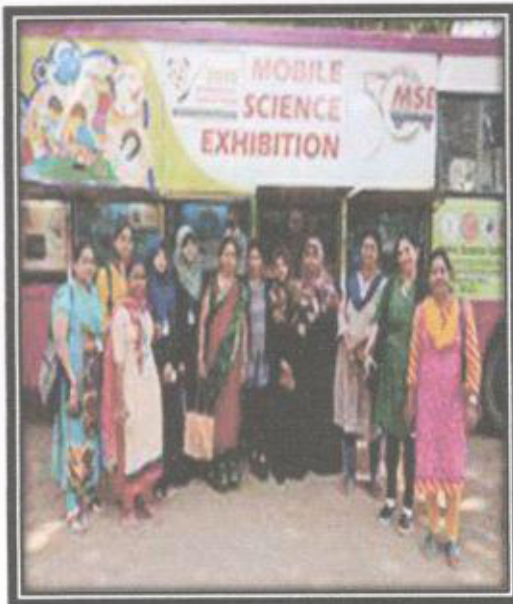
Snatti
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Educational visit at " Tata Institute of Fundamental Research (TIFR)".



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Sanpada, Navi Mumbai.

Teaching Aids Exhibition organized by Indian Women Scientists Association (IWSA)
Teachers Trainees on 22nd & 23 Feb'2018 at IWSA campus, Vashi, Navi Mumbai.



Snath
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Principal
Oriental College of Education
Sanpada, Navi Mumbai.

Conducting Outreach/ Out of Classroom Activities
Visit to Premdhan



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Dr. Sangeeta Nath
Principal

Oriental College of Education
Sanpada, Navi Mumbai.

VISIT TO VATSALYA TRUST



Snealti
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Principal
Oriental College of Education
Sanpada, Navi Mumbai.

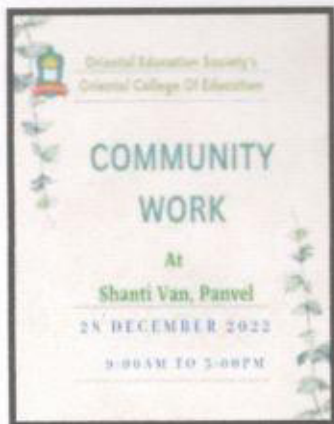
Community Engagement
Community Week Drive-13th-18th March'23



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Oriental College of Education
Sanpada, Navi Mumbai.



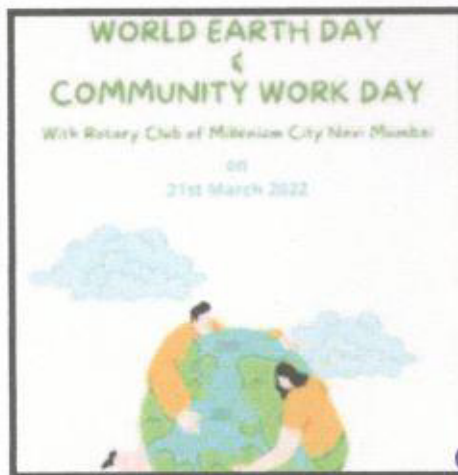
Community Work at Shantivan Ashram, Panvel-28 December 2022



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Dr. Sangeeta Nath
 Principal

Oriental College of Education
 Sanpada, Navi Mumbai.

Community Work 31-3-2022



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Principal
Oriental College of Education
Sanpada, Navi Mumbai.

8. Facilitating Inclusive Education

Our Visit to NASEOH- National Society For Equal Opportunities For Handicapped

Falguni learning centre :

For Children with Special Needs was established in 1995-96 to meet the following objectives :

- To enhance physical, mental and emotional growth,
- To develop child's motor, sensory-perceptual, cognitive abilities and social skills,
- To make the child independent to his fullest potential,
- To involve parent in the day to day learning process of the child,
- To prepare the child for inclusion informal main stream school or special school,

Introduction:

We First met Mrs Yasho Mehta, the Principal from the Falguni Learning Centre who was the first introduced Special Education in SNDT University. The principal have background in PHD in Education Stream .She introduced us about her falguni learning centre . Admission process is free . Even the lunch is also provided them at free of cost. All children come with their parent . parents were also involved in helping their kids while learning, she interact with us and with Our students. They were happy to make a difference in the quality of these children's lives.

In The group discussion of our class student with Principal Madam Mrs Yasho Mehta we heard how differently abled children are facing the problem being mentally and physically handicapped. We introduced ourselves to the children .The kids were all smiles and greetings and handshakes. Many of the children appeared to have multiple physical and mental disabilities. Later on Our students were divided into the groups. Group of 5 students are appointed to observation and their learning activities.



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Dr. Sangeeta Nath
Principal

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About Falguni Learning Centre:

In falguni learning centre there were 3 teachers to give vocational education to childrens. One sport teacher for sports activity and one is for their speech activity. They all were very supportive, caring and concern with all the children. They teach children in a very pleasant way helps in their cognitive development, physical development along with the same level of emotional development. By using different teaching aids like colourful blocks, shapes of different colour, cross number puzzles, Cross words, food card games etc they teach to them recognize colour, shape, Application etc. In sports activity all childrens play, learn and takes participation in annual program. Some of them are also played on national level.

We interacted with the all the children. The Students had organised some activity to entertain them. They prepared some songs, drama, dance to made them to enjoy.



Conclusion:

It was a special experience visiting the special needs centre and meeting children who teach you the acceptance of life conditions with the way they smile and play. Those children learned that in the face of a challenge, they can still find happiness and enjoy their lives.

Sangeeta
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Principal
Oriental College of Education
Sanpada, Navi Mumbai.

COMMUNITY WORK IN NASEOH

ASSEMBLY UNIT OF NASEOH

INTRODUCTION

The assembly unit was responsible for making paper crafts and designing. There were 20 students in the assembly unit, all of them were mentally challenged. Mostly newspaper bags were made in this unit along with necklaces made of wire and coupons for laundry stuffs.

OBJECTIVES

- To aware the people
- All sided development
- To motivate people
- Provide equality
- Help the people to motivate themselves
- To solve community problems



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WORK DONE BY THE STUDENTS:

From 1st October 2018 to 5th October 2018, the F.Y.B.ED students from Oriental College of Education, Sanpada participated in the community service by helping the mentally challenged students with their everyday work. The students were allotted a particular group with which they have to visit all the units day by day.



CONCLUSION

The students helped them as well as learned about their capabilities and also about their difficulties that they face. Students were quite happy after working with them and also experienced their everyday way of living.

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Poster of event for facilitating inclusive education



Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA

Organises
Special Assembly on

WORLD
AUTISM
AWARENESS DAY

2nd April 2023, 10.00 a.m.




Sneha
Dr. Sangeeta Nath

Principal
Oriental College of Education
Sanpada, Navi Mumbai.

9. Preparing Individualized Educational Plan (IEP)

Poster of workshop on Individualized Educational Lesson Plan





ORIENTAL EDUCATION SOCIETY'S
ORIENTAL COLLEGE OF EDUCATION, SANPADA

ORGANISES

**Individualized
Educational Lesson
Plan Workshop for
Student Teachers**

On 22nd November 2022 at 2:00 p.m.




Dr. Sangeeta Nath
Principal
Oriental College of Education
Sanpada, Navi Mumbai.

Oriental Education Society's
Oriental College of Education, Sanpada
Individualized Educational Plan (IEP)

Name of Student: _____

Subject: _____

Topic: _____


Grade: _____

Date: _____

Age: _____

Diagnosis: _____

<u>Present level of Performance</u>	
<u>Goals</u>	
<u>Short term Objectives</u>	
<u>Material</u>	
<u>Introduction</u>	
<u>Development</u>	


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