



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


Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

**METRICS No. 2.4.1**

**DOCUMENTARY EVIDENCE**

Institution provides opportunities for developing competencies and skills in:

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education

  
**Dr. (Ms.) Sally Enos**  
**PRINCIPAL**  
**MAHATMA EDUCATION SOCIETY'S**  
**Pillai College of Education & Research**  
**Dr Pillai Teacher Training & Research Centre**  
**Plot No 1, Sector-8, Khanda Colony,**  
**New Panvel-410 206.**

# 1. Organizing Learning (lesson plan)

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL (W)

F.Y.B.Ed

2<sup>nd</sup> May to 13<sup>th</sup> May 2022

Lesson Planning- Workshop

Date	Timings	Activity	Teacher in Charge
02-05-22	11.30- 1.45pm	Demonstration Lessons	Senior students
	2.30-4.30pm	Statement of Objectives	Dr Geeta Thakur
04-05-22	11.30- 1.45pm	Statement of Specifications	Mr Gyanendrapratap Singh
	2.30-4.30pm	Cultural Activity	Council Members
05-05-22	11.30- 1.45pm	Group Activity (Writing of Objectives / Specifications)	All teachers
	2.30-4.30pm	Content Analysis	Mrs Pradnya Jadhav
06-05-22	11.30- 1.45pm	Group Activity (Content Analysis)	All teachers
	2.30-4.30pm	Integrating Core Elements and Values	Mrs Darshana Jadhav
07-05-22	11.30- 1.45pm	Content mapping/ Preparing Lesson Plan	Dr Bhavna Dave/ Dr Jiji Sahaya
	2.30-4.30pm	Group Activity (Preparing a lesson Plan)	All teachers
09-05-22	11.30- 1.45pm	Guidance- Lesson Plan-1	All teachers
	2.30-4.30pm	Teaching Aids workshop	Dr Saramma Mathew Dr Rakhi Sawlani
10-05-22	11.30- 2.00pm	Teaching Aids workshop	Dr Saramma Mathew Dr Rakhi Sawlani
11-05-22	11.30- 1.45pm	Guidance- Lesson Plan-1	All teachers
	2.30-4.30pm		
13-05-22	11.30- 1.45pm	Lesson Presentation- Bridge lesson (15 mins)	All teachers
	2.30-4.30pm		

- Select the teaching points from any chapter and standard from your Pedagogy 1
- Prepare all the above activities based on the selected chapter and content. Do not change the content.
- 14-16: study Leave. 17<sup>th</sup>, 19<sup>th</sup> and 21<sup>st</sup> May Class test 2



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New Panvel-410 206.

## Organizing Learning (lesson plan)

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH NEW PANVEL

F.Y. B.Ed. 2020-21

### Timetable for Pre Practice Teaching Program (Semester 2)

1-07-2021	11.00-12.30pm	Teaching Skill of Set Induction	Dr Geeta Thakur
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ
2-07-2021	11.00-12.30pm	Teaching Skill of Explanation and Skill of Closure	Mrs.Pradnya Jadhav
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ
3-07-2021	11.00-12.30pm	Teaching Skill of Questioning and Skill of Reinforcement	Dr Bhavna Dave
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ
5-07-2021	11.00-12.30pm	Teaching Skill of Stimulus Variation	Mrs. Bindu Tambe
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ
6-07-2021	11.00-12.30pm	Teaching Skill of Illustrating with examples	Mrs. Namrata Saxena
	3.00- 4.30pm	Statement of Objectives	Mrs. Bindu Tambe
7-07-2021	11.00-12.30pm	Statement of Specifications	Mrs. Bindu Tambe
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ
8-07-2021	11.00-12.30pm	Core Values	Mrs. Namrata Saxena
	3.00- 4.30pm	Lesson Planning and Steps of teaching	Dr Bhavna Dave
9-07-2021	11.00-1.00pm	Demonstration Lessons	Teachers
	2.30- 4.30pm	Demonstration Lessons	Teachers
10-07-2021	11-12.30	Teaching Skill of Developing Black Board summary	Dr Geeta Thakur
12-07-2021	11.00-12.30pm	Students' Practice Lesson	
	3.00- 4.30pm	Students' Practice Lesson	
13-07-2021	11.00-12.30pm	Orientation to Internship	Dr Geeta Thakur
14-07-2021 to 3-08- 2021		Practice Lessons in schools	Respective Schools/ Colleges

#### Demonstration Lessons –

- Poornima Shetty – Science
- Riya Mathew – SST
- Jyoti Yadav – Economics
- Pooja Nair –Commerce
- Neelam Shaikh- English
- Jyotirmayee- Mathematics

## Developing Teaching Competency

MES Pillai College of Education and Research New Panvel  
Schedule for Teaching Skill Training (F.Y.B.Ed)  
11<sup>th</sup> April to 30<sup>th</sup> April 2022

Date/Day	Timings	Activity	Teacher in Charge	Demonstration
<b>ASSEMBLY 11.45am</b>				
11-04-22	12.00 - 12.30pm	<b>Orientation to skills of Teaching</b>	Prin Dr Sally Enos	--
	12.30-1.45pm	<b>Skill of Set Induction</b>	Prof Dr Jiji Sahaya	All Teachers
	2.15-4.30pm	Group guidance	All Teachers	--
12-04-22	12.00-1.30pm	Group guidance	All Teachers	--
	2.30-3.30pm	<b>Skill of Explanation</b>	Prof Ms Pradnya Jadhav	Prof Mr Gyanendrapratap Singh
	3.30-4.30pm	Group guidance	All Teachers	--
13-04-22	12.00-4.30pm	<b>Group Guidance and finalization</b>	All Teachers	--
21-04-22	12.00-2.00pm	<b>Students Presentation on Skills 1 &amp; 2</b>	All Teachers	--
	3.00-4.30pm	<b>Skill of Illustrating with Examples</b>	Prof Ms Namrata Saxena	Prof Dr Rakhi Sawlani
22-04-22	12.00-1.30pm	Group guidance	All Teachers	--
	2.30-3.30pm	<b>Skill of Stimulus Variation</b>	Prof Ms Namrata Saxena	Prof Ms Darshana Jadhav
	3.30-4.30pm	Group guidance	All Teachers	--
23-04-22	12.00-1.30pm	Group guidance	All Teachers	--
	2.30-3.30pm	<b>Skill of Black Board Writing</b>	Prof Dr Geeta Thakur	Prof Dr Geeta Thakur
	3.30-4.30pm	Group guidance	All Teachers	--
25-04-22	12.00-4.30pm	<b>Group Guidance and finalization</b>	All Teachers	--
26-04-22	12.00-2.00pm	<b>Students Presentation on Skills 3, 4 &amp; 5</b>	All Teachers	--
	3.00-4.30pm	<b>Skill of Questioning</b>	Prof Dr Bhavna Dave	Prof Dr Bhavna Dave
27-04-22	12.00-1.30pm	Group guidance	All Teachers	--
	2.30-3.30pm	<b>Skill of Reinforcement and Skill of Closure</b>	Prof Ms Isha Dhody	Prof Ms Isha Dhody
	3.30-4.30pm	Group guidance	All Teachers	--
28-04-22	12.00-4.30pm	<b>Group Guidance and finalization</b>	All Teachers	--
29-04-22	12.00-2.00pm	<b>Students Presentation on Skills 6, 7 &amp; 8</b>	All Teachers	--
	2.30 -4.30pm	Reteach (if any)	All Teachers	--

  
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**VALUE-ADDED CERTIFICATE COURSE**

**TEACHING COMPETENCY**

Course Code – PCERPVACC03 (3 Credits)



**Course Learning Outcomes**

- To enable student-teachers to sharpen and develop specific teaching skills and eliminate errors.
- To enable student teachers to understand behaviour important in classroom teaching.
- To enable student-teachers to master a wide-ranging array of competencies.
- To enable teacher trainees to gain confidence in teaching.



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**VALUE-ADDED CERTIFICATE COURSE  
INSTRUCTIONAL STRATEGIES**

Course Code – PCERPVACC07 (4 Credits)



**Learning Outcomes:**

This value-added course will enable the student teachers to:

- Explain the phases of various instructional strategies.
- Prepare lesson plans based on the theory.
- Execute lesson plans in simulated mode.
- Apply individualized learning approach as a self-study method.

### 3. Opportunity to learn Assessment of Learning



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

DR. Pillai Teacher Training Centre, Sector 8, Khanda Colony,  
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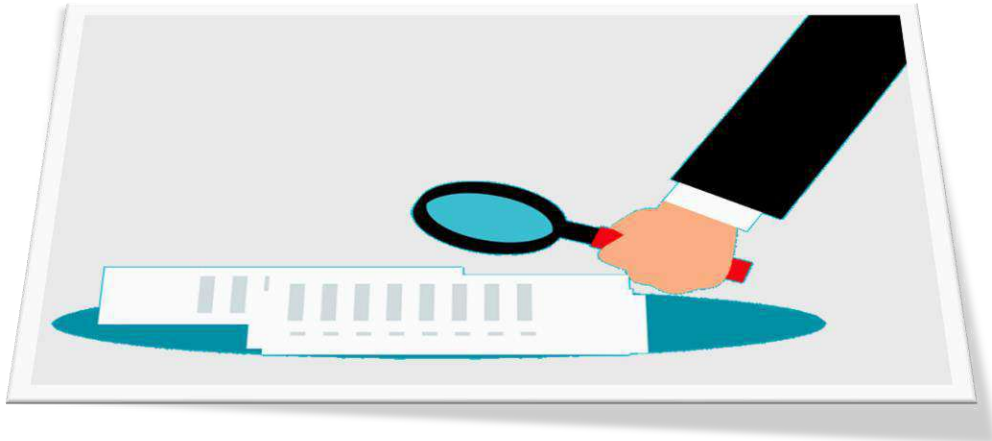
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### **VALUE-ADDED CERTIFICATE COURSE**

## **DESIGNING AND PREPARING ASSESSMENT TOOLS**

Course Code - PCERPVACC06 (3 Credits)



#### **Course Learning Outcomes**

1. To design the blueprint of assessment tools
2. To prepare achievement and alternate assessment tools
3. To create digital tools for assessment.
4. To create awareness regarding peer assessment and self-assessment tools.
5. To analyse test results.

**Personal Gains:** Competency/Knowledge gain (What did you learn?)

Earlier we used to think that the topics we study in school / institutions are called subjects, but now we know that these subjects are a part of academic discipline. Academic Discipline is a branch of knowledge that is taught and researched as a part of higher education. Previously it was known to us that all subjects have different terms depending on the content, but after gaining knowledge about academic discipline our personal knowledge has widened. And also we came to know about the classification of academic discipline as pure, hard, soft and applied.

**Professional gain (Teaching/Learning - Methodology of teaching)**

Maths as a school subject helps to develop analytical thinking and have better reasoning abilities. Mathematics plays a crucial role in understanding the contents of other school subjects such as science, social studies, and even music and art. Maths as a subject is taught at a very early stage, when the child is in primary, when numbers are introduced with concrete objects and the same goes with addition and subtraction. Slowly formulas, theorems, properties, construction axioms and postulates etc are introduced



--Contd.--

Application to life situations (Innovation / creative thoughts)

The study of Mathematics touches human minds and life because we use mathematical calculations in our day to day life. Mathematical ideas develop everywhere because people may live in different cultures but they do similar things. Usually people engage in six operations ~~wh~~ across all culture which are counting, measuring, designing, locating, playing and explaining.

Value creation (Moral / Aesthetic / Spiritual / Ethical etc)

Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. Mathematics has many values, one of them being utility value, like even an uneducated individual deals in Maths in their day to day life (vegetable vendors, maids). Another value is the disciplinary value where we solve problems related to Maths in a step by step process. Construction of monuments/~~or~~ temples/buildings, all follow the aesthetic value of Mathematics wherein the construction is done keeping in mind the mathematical calculations.

5 Ayesha, Annu, Rani, BalKrishna and Janila.

Mahatma Education Society's

Pillai College of Education and Research, New Panvel

Subject: Learning & Teaching Unit No: 3 & 4 Semester: 2 Date: 6/9/22



Personal Gains: Competency/Knowledge gain (What did you learn?)


- 1] We learn the Importance of Multicultural Education to develop in the students.
- 2] We also learned that Learning can be transfer through different task to achieve goals.
- 3] We understand how group works i.e from forming to Adjourning.
- 4] We learned that different types of Disabilities exist and as a Teacher, how we can deal with Special children.

Professional gain (Teaching/Learning - Methodology of teaching)

- 1] These are different methods, that could be used to deal with differently abled children and also high ability children, i.e gifted learners.
- 2] For example, children with Dyslexia can use Audio books to study.
- 3] To develop multiculturalism within students, inter-school competition, school should organise different festivals.
- 4] For Teaching Intellectual subjects, Group discussions, workshops and for Aesthetic subjects can taught in large group to act as an inspiration.

--Contd.--

Application to life situations (Innovation / creative thoughts)



1] Special children requires Creative Method of teaching, such as autism children requires special trainers and teaching.

2] In Group Dynamics, childrens interact and get influenced with each other thoughts.

Value creation (Moral / Aesthetic / Spiritual / Ethical etc)

1] Every child is special.

2] Tolerance ~~and~~, cooperation and cohesion is a must for group to work and develop.

3] Multicultural Education is important.

## EVALUATION OF THE LESSON

1. Extent to which the Objectives were kept in view.
2. Extent to which the Objectives were realised.
3. Range of activities provided.
4. Range of usefulness of the activities provided.
5. The teacher's preparation of the lesson.
6. The teacher's knowledge of the subject.
7. Clarity and consistency of the teacher's approach.
8. Use of the black board.
9. Use of apt teaching aids.
10. Technique of pupil's evaluation.
11. Class Management.
12. The teacher's attitude towards the class.
13. Extent to which interest was created and pupils involved.
14. Question technique used by the teacher.
15. Core elements / values.
16. Over-all evaluation of the lesson.

good

good

good

good

Satisfactory  
good

good

good

positive

good

No  
good

Peer observation  
①

## MAHATMA EDUCATION SOCIETY'S

### PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher Jyoti Kumari

Name of the School C.K.T. Institutional college

Name of the Supervisor \_\_\_\_\_

Date 18/8/22 Std. & Div S7 Subject Biology

Time 8:20 to 9:00 AM Topic plant water Relations

She indicated the students attention through Questionaire, she involved every students in her lesson, controlled class very well. In her set induction part was good. I felt <sup>she</sup> should ~~would~~ have had her hairs, as her hairs are playing and distracting her from the flow.

Balanced use of reinforcement and illustrations. Voice modulation usage was appropriate, focus interaction with students was good created interest in every pupils.

she could have used 3 hooks to hang her props, handling resources was inappropriate.

she could counteract on her time management. while of closure was done appropriately.

Initial of the Supervisor

Initial of the Observer

## EVALUATION OF THE LESSON

1. Extent to which the Objectives were kept in view.
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15. Core elements / values.
16. Over-all evaluation of the lesson.

good

good

satisfactory

good

good

good

OK

good

good

OK

Not inculcated

OK

2 pair observation

MAHATMA EDUCATION SOCIETY'S

PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher Ashish Prasad

Name of the School CKT Junior college

Name of the Supervisor \_\_\_\_\_

Date 11/07/22 Std. & Div 12-53 Subject Physics

Time 11:40-12:20 Topic Mechanics of fluid

It inductoin was with interactive activity through questionnaires based on previous knowledge, used inducto-deducto-approach. didn't start with a beginning statement. The blackboard writing he used coloured chokes, (blue) so certain things weren't negligible. Didn't maintain 45 mins pupil writing on blackboard. good content knowledge, usage of day to day activity which help in continuity with pupils. I can emphasize more on reinforcement and time management.

Ashish  
Initial of the Supervisor

Initial of the Observer

# REFLECTIVE JOURNAL WRITING - SAMPLES

2/01/20'

Date \_\_\_\_\_  
Page \_\_\_\_\_

29.01.20'

Date \_\_\_\_\_  
Page \_\_\_\_\_

♥ A teacher takes a hand, opens a mind and  
loches a heart ♥

I reached my school, CKT with great enthusiasm and energy. I met my group members, in the classroom some of us were very much excited, since we were given responsibility to investigate IT exam of 12 students. This was my first experience to supervise a supervision started from 8:00 am and exam got over by 9:00 am. My class allotted lab number three, had total 10 students. I am very happy that I could manage my students well. Then after that, we all gathered in classroom for our lesson planning. By that time guidance teacher came. Our rough plan got corrected. All suggestions were noted down.

I talked with my supervisor main, she helped me with my portions and divided lecture periods and the classes to be taken. This will help me to plan my lectures in the coming week. She was very cooperative. Even though teachers were busy with the practical exams, they willingly took their time with us for discussion.

I also got guidance from my senise, Ms. Harshada, she gave me proper suggestions in writing rough plans. Each day is a new experience. Today is a special day for me, because I did supervision for the first time. I could interact with some students.

My confusion with lectures and the division got cleared today. So, it was very really a good and day with many new experiences.

Today, I reached CKT school by 7:05 am. At the entrance gate I met my group member Mr. Jasmin. We both met Ms. Swati Patel. She directed both of us to classroom no. 64. I was really happy to see my other group members who came early by that time. My senise also came. I took guidance of my lesson plan from my senise Shashi. She guided me well. Morning Sir came and asked one of us to take supervision IT Lab. I gave my name. Time given for me was from 8:00 am to 9:00 am for supervision. By 8:00 am, I was in lab but exam time changed to 11:00 am. So there was a slight confusion in the timetable. Then I felt sad, because I could not go for supervision during 11:00 am due to my teacher's guidance. That day I was in the classroom, preparing lesson plan and taking discussion with senise and peers. Then, Ma'am came. She corrected my rough plan. The best part in this day, I could help my peers in writing their lesson plans, whereby one of them. This also help each one of us, giving some knowledge. Overall it was a good day. Everything went well as I planned and came. Being a group leader, I got a better idea how to manage the timetable and divide lessons among ourselves.



Handwritten signature and date: 29/1/2020

Yet another day of internship started. I reached school by 7:10 am. All my group members gathered in one classroom. Meanwhile our seniors also came. From 8:00 am to 10:00 am me and my friend Darshika were assigned ITM Parents Teacher Meeting duty of standard X<sup>th</sup>. This was a very new experience for. My task was to give them their bundle of papers for each student. Signature from parents and other details were noted down in the sheet by Darshika. Some students came, along with their parents. Other students not. Parents meeting was conducted for both S<sub>1</sub> and S<sub>2</sub> students. Teacher from S<sub>2</sub> was interacting with parents. I was very impressed by the way she was interacting with the parents and students. Morning, as I reached after 15 minutes our guidance teacher came. I took my guidance form. After 1 PM, I had to plan discourse for tomorrow. I talked with supervisor Maam, but unavailability of subject teachers was creating lots of confusion. I took my guidance form seniors. Harshada, S<sub>2</sub> gave me all suggestions and correction to be made, in my rough plan. Today, I am satisfied that I could observe the parents teacher meeting, which is my fresh new experience. By 11:30 am our guidance teacher came, and my rough plan got corrected.

This was another wonderful day of my internship. I reached my school on time. In the first lecture period, I had discussion with my peers about the division and lecture hours. Today, I could talk with Navale Sir, about taking my lessons fully. Contended that my lecture periods got excited. My supervisor Maam gave me and my classmate Dipika to prepare the timetable for next staffroom and prepared the same for 20<sup>th</sup>. Today for the first time, I got a chance to observe my peers. I observed Dipika and Shreya. Their lessons were good. Then I got a proxy. I was asked to engage the students. Student Sam very cooperative. The whole day went very well. I got to talk with some students, who they were discussing some project on physics. I could also give some suggestion. Student were well determined about future plans.

MSI  
3/2/2020



My Reflection:

05-02-20'

My Reflection

Yet another day of my internship got over very nicely. I reached CAT school on time, by 7.05 am all my friends gathered in the same classroom where we seated yesterday. Today I had to conduct lesson. This was my first lesson. Restraining four more to be taken since I had lesson in the third period. I was reading lesson sitting in classroom. When one period got over, his name and asked me to take late lecture in another class. Then I went class so act as a proxy. Students were very impatient and I felt really difficult to maintain the class. Then when I found it is getting worse, I started to take a topic related to physics. That made them to listen and act properly. I strained my voice and was feeling exhausted for my proxy. The third was my lesson to be observed by my Ma'am. I just prayed and entered my classroom, at upon God. Class went very well, got very good comments from my teacher. I am really happy. I could bring some improvements in my teaching. Student Cooperative. I could manage my class. Then next I went for observing lesson conducted by Dr. Jasmine. Last two periods I had to take lecture. Today I realized how difficult it is to manage class and maintain all students.

Today was my another day of internship I reached college 7.05 am I was really excited today because my lessons will be observed by teacher. I was going to conduct my second lesson. Morning as I came, I met all my friends in classroom. I started to write my rough plan. Next lecture, I got proxy friend me and my classmate Darshika, went to classroom. One thing that strikes me was the blackboard. It was neatly written with date and thought and wishes for a boy so it called him in front and whole class wished him. It was really a happy mood. They distributed chocolates. I could manage the class. Then I went to my classroom and prepared for my lesson. In my proxy period I could interact with girls. They were very keen to know more about the competitive exams NEET, JEE, CET. They were asking doubts about the same. My lesson was observed by Pratima Ma'am. Lesson went well. Ma'am did give many suggestions for improvement. I hope, and I will try to improve. Since we have come here for 10 days and get an experience of teaching. One thing that I felt hard today is that, students are not much responsive while questioning even if they know the answer. So, I need to make my class more interaction, by involving more students. All over, it was a good day, new experiences and new understanding.

Dr. (Ms.) Jolly  
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1/2/2020



## 4. Opportunity for Technology Use and Integration



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## **VALUE-ADDED CERTIFICATE COURSE**

### **Digital Skills for Teachers**

Course Code - PCERPVACC09 (3 Credits)



#### **Course Learning Outcomes**

After learning this module, the student teacher will be able to:

- To create awareness of Information Technology
- To deliver student teachers with a learning experience in instructional technology.
- To promote computer-based educational resources
- To develop the practical use of technology integration
- Develop the skills and confidence of student teachers in the appropriate and effective use of digital technology in teaching.



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**VALUE-ADDED CERTIFICATE COURSE**

**COMPUTER APPLICATIONS IN RESEARCH**

Course Code – PCERPVACC13 (3 Credits)



**Course Learning Outcomes**

**After learning this module, the student teacher will be able:**

- To explain the use of computer & internet in research
- To use various computer applications in research
- To carry out statistical functions using excel/online
- To format a research report as required

5. FIELD VISITS

FIELD VISITS

Student report

Ms. Namrala Waghe

F.Y.B.Ed.

Roll No: 66

Type text here

Type text here

Field visit to Munzer Bharat Pvt Ltd.  
14.09.2022



We make India more clean and healthy!



F.Y.B.Ed Batch of Pillai College (2021-23)  
Group: I (10:00 AM to 11:00 AM)



Filtration of UCO at VAT Area.



Filtered UCO transferred to UCO Tanks.



After processing Glycerin & Biodiesel transferred FOR EDUCATIONAL USE to the tanks.

# MUENZER BHARAT PVT. LTD

"Swachh Bharat is a Swasth Bharat"

Muenzer Bharat Pvt. Ltd as part of Muenzer Bioindustrie GmbH is an owner-managed family company that has set itself the goal of generating energy from waste and residual materials.

→ Introduction : Muenzer Bharat Pvt. Ltd. was incorporated in September of 2016 in Mumbai, Maharashtra. In February of 2017, the company attained ISCC certification. This guarantees 100% traceability for your used cooking oil (UCO), a sustainable energy resource.

\* Vision :

- Ecological & social sustainability
- Protection of high biodiversity and high carbon stock areas
- Reduction of greenhouse gas emissions
- Full traceability and sustainability for all partners and customers.

→ Objectives of the visit : The main objective to visit Muenzer was to see the process of making Biodiesel & how they helping in

Contributing in raising life expectancy, improving the environment and delivering energy independence for India.

In spite of Indian's healthy lifestyle, life expectancy is comparatively low at just 65 years & this correlates with vascular problems caused by the excessive re-use of cooking oil. Research shows that in India, used cooking oil (UCO) is too often dumped into sewers & rivers. This damages aquatic ecosystems & pollutes the drinking water supply downstream communities.

Collecting & converting UCO into biodiesel not only avoids negative economic impacts on health care, fisheries and tourism, it also directly reduces demand for imported fossil fuels.

→ About the Organization :

Muenzer Bharat Pvt. Ltd. is inspired by the visit of India's oil and Gas Minister Dharmendra Pradhan, Muenzer Bharat Pvt. Ltd. runs a collective system for used cooking oil (UCO) to gain a new sustainable feedstock for energy production.

This will have a significant impact on the national health level.

We will impact the waste management sector and create new jobs for India. We will reduce the national dependency of fossil imports by producing biodiesel out of used cooking oil (UCO). We will strengthen the national economy.

→ Activities at the organization:

- \* Collection (Food Business operators) of oil  
Hotels, Housing society, Canteens of schools, colleges & other educational Institutions  
↓
- \* Containers transferred to Munger at MIDC  
UCO - Used cooking oil is collected in 20ltr, 30ltr & 50ltr cans)  
↓
- \* Filtration at VAT Area  
After collecting oil it gets filtered at VAT area where the impurities & food particles are separated from UCO  
↓
- \* Filter oil get transferred to UCO Tanks 1, 2, 3  
Once the UCO is filtered and separated from particles it gets transferred to UCO tanks of 12,000 kg respectively  
↓
- \* Production process. Process ( $60-65^{\circ}\text{C}$ ) (Pre-heaters)  
Water content is separated & Glycerine is separated in the production process.

↓  
settling  
Tanks

Once the production process starts, catalyst reactants like potassium & methanol added where Biodiesel will settle at the top due to low density & Glycerol will be at the bottom due to high density & byproduct will be transferred to wash tank.

↓  
Biodiesel  
will be transferred  
to Biodiesel tank.  
Tank 1 & 2 10,000 KL  
Tank 3 & 4 25,000 KL.

↓  
Glycerine  
will be transferred  
to Glycerine tank  
1 (10000 KL)

Biodiesel can be used in generators as a fuel in heavy vehicles or mixed with diesel.

- Social Relevance of the Organisation
- \* Healthy Living: The hotels & restaurants partnering with Munger make food tastier & more healthier by raising the quality of the oil it is cooked in. Moreover, Munger guarantees their used cooking oil (UCO) never re-enters the food chain, which improves the health of the general population.



\* Strengthen the Economy: Munger will expand the waste management sector & create new jobs in India. Producing biodiesel from used cooking oil will improve national energy security & the balance of payment while helping India meet its commitments to curbing carbon emissions. All of these outcomes will strengthen the economy of our country.

\* Reduce environmental pollution: Waste based biodiesel reduces net CO<sub>2</sub> emissions by 95% compared to conventional diesel, because each carbon atom is used twice before it is released into the atmosphere: once for cooking & once as fuel. Our waste collection systems & services reduce environmental pollution & turn waste into resources.

→ Reflection: After the field trip today to Munger, I can say that my beliefs & understanding about reducing environmental pollution has got a positive perception. Before the trip, I had a basic understanding of the challenges they face but I never truly understood all of the obstacles that they have to overcome.

Type text here 5.

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55.

Overcoming these obstacles will allow them to be successful in contributing to raising life expectancy, improving the environment and delivering energy independence for India.

I learned about my role in improving the environment by helping the organisations like munges. I <sup>would</sup> definitely like to spread the information about munges, about their work which will lead to my little contribution toward Healthy & safe India.

I need to know more of such organisations who help in reducing pollution & making environment safe for living using used products which are harmful.

— x Thank You x —

  
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## Activity: Report writing

### Muenzer Bharat Private Limited

Excursion / field visit is a procedure by which learners obtain first-hand information or experience by observing places, objects, phenomena and processes in their natural settings.

The main objective of attending this field trip is to reinforce experiential and contextual learning, to create situational teaching for cultivating observation, keenness and discovery also to serve as a means to develop positive attitudes, values and specific skills.

Muenzer Bioindustry is the largest disposal company for used cooking oil (UCO) in central Europe. Used cooking oil (UCO) refers to oils and fats that have been used for cooking or frying in the food processing industry, restaurants and households.

Muenzer Bharat is one of Europe's largest Biodiesel plants with a production capacity of more than 26,000 tons sustainable and waste-based biodiesel per year.

Muenzer Bharat Private Limited was incorporated in September of 2016 in Mumbai, Maharashtra. In February of 2017, the company attained ISCC certification. It is the first ISCC-certified Biodiesel plant in Maharashtra. Its registered office is in Thane, Maharashtra and working site in Nerul.

UCO (used cooking oil) is converted to biodiesel through homogeneously catalyzed esterification process.

First of all, oil is collected from food processors, restaurants and even home kitchens and its TPC (Total Polar Compound) is checked in their small lab which is for testing the oil. According to the guidelines of FSSAI, if the TPC is  $> 25\%$  and above it should not be considered as usable. Then the used cooking oil is processed in 30 and 50 litres capacity drums to remove impurities from cooking, storage and handling, such as dirt, chewed food and water by filtration.

UCO can be successfully converted into biodiesel by the means of a simple chemical reaction called transesterification, which can be performed using a variety of catalyst including basic, acidic and enzymatic. For this process Muenzer Bharat has tanks with the capacity of 10,000 - 12,000 litres and a cooling tank of 25,000 litres capacity.


During the process of transesterification, fatty acid reacts with an alcohol, most often methanol due to its accessibility and low cost, with the help of suitable catalyst. This chemical interaction results in the production of fatty acid methyl esters (FAME), which has properties similar to diesel fuel. Base-catalyzed transesterification reacts lipids (fats and oils) with alcohol (typically methanol or ethanol) to produce biodiesel which goes on top of the tank and an impure coproduct & glycerol settles

down on the bottom of the tank, which is extracted and used for other products including soaps and cosmetics.

Muenzer Bharat is looking forward with an aim to make clean and healthy India.

### Social relevance of Muenzer Bharat:

- It helps in saving of non renewable sources of energy by providing alternate.
- It helps in waste management of the organization by taking away the responsibility of disposing burnt oil.
- It is environment friendly and prevents a huge quantity of burnt oil going into the environment as wastage.
- It provides cost benefit to the organization through a waste product which was of no use to them previously.

  
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## My reflection:

Being a student from Science background, I was very excited to go to Muenze's Bharat Private Limited. I was amazed to know about the concept of converting use cooking oil (UCO) into biodiesel.

We were a group of 20-25 people. So that everyone could see, understand and interact easily. Our guidance teachers were also there with us to guide and observe us.

This experience taught me not only about the basic idea of procedure involved in converting UCO into di biodiesel but also about how to conduct such visits in school as a teacher.

I also learnt that teaching should be related to real-life situations, so that students can relate to it. Science is a subject which can't be completely taught by theoretical approaches, it requires concrete facts, proofs, experiments etc. Hence, as a teacher we should think and try to make our teaching interesting by conducting such visits.

At the end of the session Sanjay Srivastava sir, the CEO of Muenze's Bharat Private Limited informed us about the complexity and hard work related to the work. He seemed very genuine and humble.

I am very happy and thankful to my teachers and college for giving me this opportunity.

Dr. (S. H.) Suresh Kumar  
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Bilal College of Education & Research  
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# FIELD VISITS

## Student report

### Linkage with Homi Bhabha Center for Science Education

National Science Day is celebrated in India on 28<sup>th</sup> February each year to mark the discovery of the Raman effect by Indian physicist Sir C.V. Raman on 28<sup>th</sup> February 1928. For his discovery Sir C.V. Raman was awarded the Nobel Prize in Physics in 1930.

**Homi Bhabha Center for Science Education (HBCSE)** in Mankhurd organizes exhibition which showcases the advancements in Science and Technology and is open for all. Schools and colleges bring their students as it is wonderful exposure for students with interest in Science.

Every year students of first year and second year B.Ed. students of our college, Pillai College of Education and Research, New Panvel, visit this exhibition.

In the year 2020 about 40 students along with teachers made the trip to HBCSE. The special feature of this year's exhibition were the exciting demonstrations in Science and Mathematics, Exhibitions on „History of Science, Gender and Science“, Hands-on-minds-Mathematics, Exhibits in Design and Technology, Physics, Chemistry, Biology Olympiad Experiments Glass Blowing Techniques, Liquid Nitrogen Experiments, Video shows, Book Exhibition, Sale of Books, Scientific toys & Garden Walk.



The theme for the National Science Day 2019 was ‘Science for the people and people for Science’ This year about 50 students along with teachers made the trip to HBCSE. There were various exhibits on weather and climate, plant and animal life, Science and its utility to

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human life, various interesting scientific phenomena like glass blowing, liquid nitrogen, etc. There was a special exhibit about the history of Science and the role of women in Science. This was an interesting addition as understanding the contributions of many women scientists are not known to most of us. Their work was overlooked at times and at other times their contributions were passed to other male scientists. It is an interesting aspect as we could see the difference in how women are encouraged to take up Science as a career and are seen excelling in it.

Books and various articles of scientific interests are also on display. There are lot of hands-on experiments for the students. It is always a wonderful experience for all and we come back enriched with the exciting and dynamic knowledge that Science has to offer.



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*Dr. (A) Sully Sivas*  
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## 6. Conducting Outreach/ Out of Classroom Activities Students' reports

### E-Waste

→ About E-Waste:-

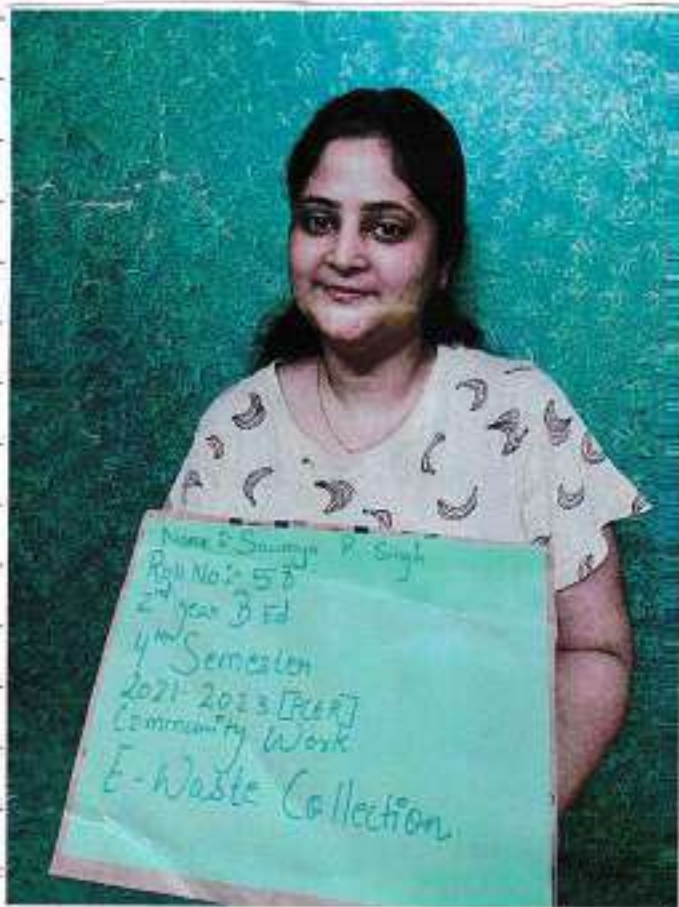
E-Waste, electronic waste, E-Scrap and end of life electronic are terms often used to describe used electronic that are nearing the end of their useful life.

→ Environmental risk:-

E-waste can be toxic, is not biodegradable and accumulates in the environment. In the soil, air, water and living things for example, open-air burning and acid bath being used to recover valuable materials. From electronic components releases toxic material seeping into the environment.

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PAGE No.



## 2. Paper bag.

PAGE No.	
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### About Paper bag:-

A bag made of paper, Paper bag can be made of either virgin or recycled fibres.

Paper bags are commonly used as shopping or gift bag.

### Recycling:-

Paper bags are highly biodegradable and recyclable and hence does not pose the same environmental footprint as plastic bags.

Paper bag recycling is done through the repulping of the paper recycling and pressing into the required shapes.

Recycling of paper is the process by which waste paper is turned into new

- 4) Open the bottom fold + flatten each cover to make A Shape
- 5) Fold each side of the bottom towards the mid and stap them.
6. And your paper bag is ready.



### 3. Eco-Brick.

PAGE No.	
DATE	/ /

#### About Eco-brick

A plastic bottle densely packed with block, that achieves plastic sequestration. Eco-brick can be used to produce different items, including furniture, garden, walls, and other structures.

Eco-bricks are produced primarily as a means of managing consumed plastic by sequestering it & containing it safely by terminally reclosing the net surface area of the packed plastic to effectively secure the plastic from degrading into toxins and microplastics.

Eco-brick is both an individual and collaborative endeavour. The eco-brick process is used as a mean to raise awareness of the consequences.

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## 7. Schedule for Community Engagement

Mahatma Education Society's  
Pillai College of Education and Research, New Panvel (W)  
S.Y. B.Ed 2020-22- Semester 4  
21<sup>st</sup> February to 15<sup>th</sup> March 2022

Date	SESSION	FY B.Ed	S.Y.B.Ed	T.Y.M.Ed	S.Y.M.Ed
21-02-22	MS-1	Community	CIS-(1)-PJ		--
	AS-2	Community	CIE (1)-GP	Philo(4)RF	Sem 3
	AS-3	Community		Philo(4)RF	UoM exam
22-02-22	MS-1	Community	CIS-(1)-PJ		--
	AS-2	Community	CIE (1)-GP	Philo(4)RF	Sem 3
	AS-3	Community		Philo(4)RF	UoM exam
23-02-22	MS-1	Community	CIS-(1)-PJ		--
	AS-2	Cultural	CIE (1)-GP	Philo(4)RF	Sem 3
	AS-3	Cultural		Philo(4)RF	UoM exam
24-02-22	MS-1	Community	CIS-(2)-PJ		--
	AS-2	Community ICT - GOOGLE ROOM	EE (1)-RS GC (1)- ID	Philo(4)RF	Sem 3
	AS-3	Community	DATA ANALYSIS	Philo(4)RF	UoM exam
25-02-22	MS-1	Community	CIS-(2)-PJ		Res Guidance
	AS-2	Cultural	--	Philo(2)SM	Res Guidance
	AS-3	Cultural	--	Philo(2)SM	Res Guidance
26-02-22	MS-1	Community	EE (1)-RS GC (1)- ID	--	Res Guidance
	AS-2	Cultural	RRT (1)-PJ	Tr Edu (3)NS	Orientation SE
	AS-3	Cultural	--	Philo-(2)- SM	EE-(2) GT
28-02-22	MS-1	Community	CIS-(2)-PJ	--	Res Guidance
	AS-2	ICT-1 (GT)	EE (1)-RS GC (1)- ID	Tr Edu (3)NS	--
	AS-3	K&C (1) GP		Tr Edu (3)NS	EM (1) SM
02-03-22	MS-1	Community	CIE-(2) RS	--	Res Guidance
	AS-2	C&GU (1) PJ GSS (5) B)	EE (2b)-GT GC(4)-IS	Psych (3) MV	--
	AS-3	K&C (1) GP		Psych (3) MV	CSAW (1) NS
03-03-22	MS-1	Community	CIE-(2) RS	--	Res Guidance
	AS-2	C&GU (1) PJ GSS (5) B)	EE (2a)-GT GC(4)-IS	Psych (3) MV	EE-(2) GT
	AS-3	K&C (1) GP	--	Psych (3) MV	--
04-03-22	MS-1	Community	CIE(2)-RS	--	Res Guidance
	AS-2	C&GU (1) PJ	EE (2)-GT GC(4)-IS	Psych (3) MV	--
	AS-3	K&C (1) GP	--	Psych (3) MV	CSAW (1) NS

  
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05-03-22	MS-1	Community	EE (3) JS GC (2) ID	--	Res Guidance
	AS- 2	GSS (1) RS	RRT (1)-PJ	Tr Edu (5)MP	EE (1) SE
	AS- 3	K&C (1) GP	--	Tr Edu (3)NS	EM (1) SM
07-03-22	MS-1	Community	CIS(3) NS	--	Res Guidance
	AS- 2	GSS (1) RS	EE (3) JS GC (2) ID	Psych (6) MV	EE-(3) GT
	AS- 3	C&GU (1) PJ	--	Psych (6) MV	--
08-03-22	MS-1	Community	CIS(3) NS	--	Res Guidance
	AS- 2	GSS (1) RS	EE (3) JS GC (2) ID	Psych (6) MV	EE-(3) GT
	AS- 3	K&C (1) GP	--	Psych (6) MV	--
09-03-22	MS-1	Community	EE (3) JS GC (2) ID	--	Res Guidance
	AS- 2	GSS (1) RS	CIE (3)-GP	Tr Edu(5)MP	--
	AS- 3	C&GU (3) PJ	--	Tr Edu(5)MP	CSAW (1) NS
10-03-22	MS-1	Community	CIS(3) NS	--	Res Guidance
	AS- 2	C&GU (1) PJ	EE (4) RS GC (5) JS	Tr Edu(5)MP	EE-(5) GT/ RS
	AS-3	GSS (2) GT	--	Tr Edu(5)MP	
11-03-22	MS-1	Community	EE (4) RS GC (5) JS	--	Res Guidance
	AS- 2	GSS (2) GT	CIE (3)-GP	HPEE(5)SM	--
	AS-3	C&GU (2) PJ	--	HPEE(5)SM	EM (1) SM
12-03-22	S-1	Community	Essay Test (CIE)	--	Res Guidance
	S- 2	ICT-2 (ID)	Essay Test (CIS)	HPEE(2)SE	EM (2) SM
	S-3	ICT-2 (ID)	Essay Tests (C&C/RS)	HPEE(2)SE	CSAW (4) BD
14-03-22	MS-1	Community	EE (4) RS GC (5) JS	--	Res Guidance
	AS- 2	C&GU (3) PJ	CIE (3)-GP	HPEE(5)SM	--
	AS-3	GSS (2) GT	--	HPEE(5)SM	CSAW (4) BD
15-03-22	MS-1	Community	CIS (4)- PJ	--	Res Guidance
	AS- 2	GSS (2) GT	CIE (4)-ID	HPEE(5)SM	--
	AS-3	K&C (3) JS	--	HPEE(5)SM	CSAW (4) BD

  
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## Community Engagement

PAGE NO. 7

DATE / /

Day-2

Date :- 9-3-2022

Timing :- 10:50 am to 1 pm

Place :- Kal Ki chhaya

\* Planning & preparation :- I wanted to teach kids about months and years. I choose kids of grade 2-3. So I took some print out from home that consisted of wheel that described months.

\* Teaching and Execution :-

As it was my second day, I already knew my students, they were also delighted to see me. These were new students I saw them, but never taught.

Then I started asking them tables, some knew, few did not.

I started with number name, they wrote by themselves till 100.

So I asked them about months, I first asked them

month on board, and they copied it in their notebook. I told them a method that how can we easily count days of a month. It was very interesting, we used the Knuckle method. Students understood everything very properly and started answering all the questions.

### \* Self Reflection :-

It was a great day, while teaching them, I got a very good feeling, because of I was teaching them something that they will use in their daily life.



Day 6

Date :- 26-3-2022 (Saturday)

Time :- 11 am - 1 pm

Place :- Kal Ki chhaya

\* Planning and preparation:-

So it was going to be Saturday activity. So we made diya. I prepared and practiced diya making at home and purchased all the craft material for the kids.

\* Teaching and Execution:-

As it was Saturday all the students were very happy, so I first explained them what we were going to make. I made a diya myself in front of the kids and showed them. Because students were very little and got distracted easily. I decided to sit with them in a circle. I sat with them and we started making diya by first folding the paper and so on went with

all the steps. Some students were still not able to make it so I helped them after that the diya was done.

Then we played some songs and students were very excited and all of them started dancing specially harshit, Alisha, Ananya were teaching some interesting steps to other kids.

### \* Self-reflection :-

When I saw them dancing and did craft with them, I got very happy and students got really comfortable with me.





# NAVJEEVAN CENTRE

102, Vedika Apt., Purandare Colony, Syndicate, Kalyan (W),  
Thane, Maharashtra, India, Pin. 421 301 • Tel.: 0251-2304316

Website : [www.navjeevan.in](http://www.navjeevan.in) • E-mail : [navjeevancentre@yahoo.com](mailto:navjeevancentre@yahoo.com)

To  
The Principal  
MES' Pillai College of Education and Research,  
New Panvel

Date: 25<sup>th</sup> April 2022

**Sub: Letter of appreciation**

Madam,

Our organization would like to express our gratitude for the valuable services rendered by your students at our **community center "Navjeevan Centre, Nerul"**. Your student teachers were very energetic and made the learning environment joyful. It was a wonderful experience for our children as they got an opportunity to interact and experience memorable moments. The student teachers were courteous, and they followed the rules of the institution and ensured that the mentoring and teaching was carried out smoothly.

The efforts put in by your students to teach our children and prepare them for their forthcoming NIOS examination made a positive difference in our children's life and we are grateful for their efforts. We are very sure that these student teachers will become effective teachers in the future as they have exhibited a positive attitude towards bringing about equity and justice in the society. The following students have completed 20 hours of community work at our center from 2<sup>nd</sup> February to 16<sup>th</sup> April 2022.

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1 Priya Alphonso (Group Leader) | 10 Soumya S Itagi             |
| 2 Suchandrima Sarkar            | 11 Sonal Didwani              |
| 3 Purva P Bhunje                | 12 Swati Jain                 |
| 4 Aashna Shaikh                 | 13 Shaikh Rabia               |
| 5 Ankita Patil                  | 14 Mamta R Sirvi              |
| 6 Sharish A Ibji                | 15 Estina Rathod              |
| 7 Kanchan Mashlikar             | 16 Kumari Vandana             |
| 8 Kanchan Patil                 | 17 Akshata Gayakwad           |
| 9 Fiza Shah                     | 18 Rochelle P Pereira (9 hrs) |

Thank You,  
With Best Wishes

Rev Saji Thomas  
Director, Navjeevan Centre



# NIRMAL JEEVAN CHARITABLE TRUST

*Valuing the Right to Life*



Jain Park, D-504, Sector -36, Kamothe, Panvel Taluk, Raigarh District, Maharashtra, India  
Pin : 410209, Ph. No. 9969413681, Email : [nirmaljeevanct@gmail.com](mailto:nirmaljeevanct@gmail.com)

To  
The Principal  
MES' Pillai College of Education and Research,  
New Panvel.

Our organization would like to thank you for the valuable services rendered by your students at our NGO Especially the project **"Kal Ki Chhaya"** Your students were very energetic and made the learning environment joyful for our children. It was a wonderful experience for our children, as they got an opportunity to interact and experience memorable moments. The students were courteous, and they followed the rules of the institution and ensured that the community work went on smoothly.

The efforts put in by the students made a positive difference in our students' life and we are grateful for their efforts. We are very sure that these students will become effective teachers in the future as they have exhibited a positive attitude towards bringing about equity and justice in the society.

The following students have completed **20 hours of community work** at our center:

1. Annu Vijayan
2. Archana Yadav
3. Ayesha Ali
4. Bhageshwari Dorirj
5. Varsha Chalke
6. Juveria Thakur
7. Mansi Hoonjan
8. Namrata Waghe
9. Nidhi Kumari
10. Nisha Bhamre
11. Rani Gupta
12. Shital Pawal
13. Uzmah Inayat
14. Mittal Shinde
15. Menka Sati
16. Priti Verma



Thanking you

Sr. Paulina

Director



# NIRMAL JEEVAN CHARITABLE TRUST

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India. Pin : 410209, Ph. No. 9969413681, Email : [nirmaljeevanct@gmail.com](mailto:nirmaljeevanct@gmail.com)

To  
The Principal  
MES' Pillai College of Education and Research,  
New Panvel.

Our organization would like to thank you for the valuable services rendered by your students at our NGO at **"Kalki Chhaya"**. Your student teachers were very energetic and made the learning environment joyful for our children. It was a wonderful experience for our children as they got an opportunity to interact and experience memorable moments. The student teachers were courteous, and they followed the rules of the institution and ensured that the community work went on smoothly.

The efforts put in by the students made a positive difference in our students' life and we are grateful for their efforts. We are very sure that these students will become effective teachers in the future as they have exhibited a positive attitude towards bringing about equity and justice in the society.

The following students have completed 20 hours of community work at our center:

1. Sarika Yadav
2. BalKrishna Jadhav
3. Rashmi Lobo
4. Vanishree Nadar
5. Nikita Panda
6. Satnam Singh Randhawa
7. Santoshi Rao
8. Bhumi Savla
9. Saumya Singh
10. Supreet Duggal
11. Vinita Nikhil
12. Farah Shaikh
13. Shweta Kumari

Sr. Paulina  
Director



Sr. Seena Xavier  
Project In charge



# Jeevan Jyothi Charitable Trust

{Regn. No. E-449 (Raigad)}

Presentation Convent, Plot No. 9, Road No. 1, Sector 11, New Panvel (E), Navi Mumbai 410 208.

Ref. No.

Date :

To  
The Principal  
MES' Pillai College of Education and Research,  
New Panvel.

We thank you for the valuable services rendered by your students at our community center at **"Jeevan Jyothi Charitable Trust"**. Your student teachers were very energetic and made the learning environment joyful for our children. It was also a wonderful experience for our children as they got an opportunity to interact and experience memorable moments. The student teachers were courteous, and they followed the rules of the institution and ensured that the community work went on smoothly.

The various efforts put in by your student teachers like storytelling, poem recitation, teaching basic mathematical and language skills, games, etc. helped them to acquire knowledge and skill and made a positive difference.

The following students have completed 20 hours of community work at our center:

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| 1. Vidya Raj Binu                 | 10. Shweta Bapurao Mahajan          |
| 2. Jamila Kalolwala               | 11. Pooja Ravi Tinani               |
| 3. K Rajalakshmi Devadasan        | 12. Jyoti Kumari                    |
| 4. Gupta Vijaylaxmi Vijay Shankar | 13. Astha Anirudha Pandey           |
| 5. Farida Joher Vohra             | 14. Sauresh Roopchand Howal         |
| 6. Koodarapilly Jerina Vincent    | 15. Ashish Anil Prasad              |
| 7. Nirmal Gunwan Dhuri            | 16. Nanda Binay Shrivastawa         |
| 8. Sara Anwar Shakoor             | 17. Rosemeen Bhatkar (6 hours only) |
| 9. Yashasvi Vikas Desai           |                                     |

We are very sure that these students will become effective teachers as they have exhibited the right attitude towards bringing about equity and justice in the society.

We wish them all the best for a bright future.

*Camline*

## 8. Opportunity- Facilitating Inclusive Education

### Linkage with Manav Vikas Sanstha, New Panvel

Inclusive education is going to be reality in Indian school system in the years to come and in order to develop sensitivity, awareness and understanding among our student teachers to the need and importance of inclusive education; we had our community service initiative at Manav Vikas Sanstha, a school for special children at New Panvel. This school has students with mild to moderate to severe disability that are taken care of by a wonder team of well-trained and sensitive teachers led by their Principal, Ms. Shreya Jadhav. They also have an in-house psychologist, who designs activities and tests for these students. Each of the student stays in one

class under one teacher for about 3 years before they move on to the next class. There are games and activities planned in such a manner that everyone Our students and teachers were at this school for nearly 3 months beginning from October. Each batch of students spent two hours every day with the children and their teachers in understanding the need s of the students and ways to help them. Our student teachers also prepared teaching aids for the center as per the



instructions of the teachers. The objective of taking our student to this school was to make them sensitive to the society we live in; the people who are part of the society and also make them realize the amount of patience and sensitivity required by the teachers to handle special children.

*Dr. (Mrs.) Sushila Sinha*  
PRINCIPAL  
MAHATMA EDUCATION SOCIETY'S  
Pillai College of Education & Research  
Dr. Pillai Teacher Training & Research Centre  
Plot No. 1, Sector-8, Khanda Colony,  
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# Opportunity- Facilitating Inclusive Education

## Workshop on Dyslexia awareness

On 4th October, 2019 a workshop on Dyslexia was held at CKT college, Panvel. The workshop was organized by Bharatiya Manav Vikas Sanstha in association with the Maharashtra Dyslexia association. Ms. Priyanka Pandit and Ms. Sai Gharpure were the speakers. They spoke about specific learning disorders. They also mentioned that dyslexia, dysgraphia and dyscalculia coexisted together. As teachers we need to be very patient with students with specific learning disorders and understand that these students are equally capable of doing great things. We need to be aware about the different provisions that the government has made so as to engage them and encourage them in their own fields. It was a wonderful experience being part of this workshop as it enriched our knowledge and also helped us to understand the various difficulties that differently- abled students face.



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04.09.22

REPORT WRITING

Activity : Field Visit (29.08.2022)  
Location : Shanay Autism Resource Centre -  
SOPAN (Society of Parents of  
Children with Autistic Disorders)



Society of Parents of Children with Autistic Disorders

Empowering people with autism  
and developmental disabilities





Sopan Shanay Center  
2467 + R 39, Sector 7,  
Khanda Colony, Panvel,  
Navi Mumbai, 410206

F.Y.B.Ed Batch of Pillai College (2021-2023)



It was honour to meet Prof. Rubina Lal,  
a founder trustee of SOPAN.

SOPAN (Society of Parents of Children with Autistic Disorders) is a registered NGO working for autism & related developmental disabilities.

Mission : "Empowering persons with autism & developmental disabilities, and their families"

Vision : "To create an Inclusive Society where persons with autism & developmental disabilities can live with dignity"

Objectives : SOPAN Shanay is conceived out of the felt needs of persons with autism, their parents & families, and the need for dissemination of information for enhancing rehabilitation practices.

Categories of ASD (Autism Spectrum Disorder)

- \* Autistic Disorder : This is sometimes called "classic" autism.
- \* Asperger Syndrome : People with Asperger syndrome usually have milder symptoms of Autistic disorder.
- \* Pervasive Developmental Disorder :

Role of special educator & therapist :  
Occupational therapy, physical & speech  
therapy & counseling are included to  
make the most out of special education.  
In special education setting such as  
that of a special needs schools, special  
educators & speech therapist work  
together to help child work on goals  
related social communication, which includes  
working in groups to develop social skills  
& communication in different setting.

Reflection : The most valuable thing I learned  
at SOPAN is that those children are also  
good & possible to be trained. We observed  
one class where students were busy in  
puzzle activity of animals & few children  
were busy in lacing activity.

I think the most important thing  
for communication is to keep kind &  
patient. They should be treated as the  
a normal person. I used to have a  
stereotype of them before. But after this  
field trip, I think that they need more  
time than us to learn how to live & work.  
they might not learn the same thing  
that we learn, but they can still have  
a skill which can support their living.  
These children need more care, time, help,  
Patience & kindness from us.



## ACTIVITY - FIELD VISIT "SOPAN"

SOPAN (Society of Parents of Children with Autistic Disorders) is a registered NGO working for autism and related developmental disabilities. It is located in Sec 7 Khanda Colony, Navi Mumbai. Dr. Rubina Lal is the founder of SOPAN and it became operational in 2002.

The objective of SOPAN is "Empowering person with Autism and Developmental Disability and their families."

They are catering to children with Autism Spectrum Disorder (ASD). These are severely incapacitating, life-long disabilities that affect the way in which an individual communicates with others and deals with the world.

There are several categories of ASD, some of them are:

- Autism
- Asperger's Syndrome
- Rett's Syndrome
- Childhood Disintegrative Disorder
- PDD-NOS


At SOPAN, psychologists identify these children via screening test and diagnosis. Parents can consult the psychologist twice a week at the centre.

After diagnosis, teachers follow the early intervention child (below 6 years). They teach them as per child's interest. For Hyper-active children ball pull therapy is given.

Apart from that puppet therapy was also used to make them calm and involved.

SOPAN promotes activity based learning hence there were separate rooms arranged for various activities. Also celebration of days and festivals were also included in their learning.

There were different time-slots for different batches each with a time duration of two hours. Teachers were well trained and patient with children. With their continuous efforts SOPAN reached to 46 autistic children now which was only 29 when started. Warden LATA stays there 24x7. The teaching and non-teaching staff spread awareness among people about autism time to time through campaigns and rallies.

  
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## My reflection:

I was very excited since the announcement of the field visit. It was a bonus when I got to know that we were going to SOPAN. I was little aware of this organization but never had a chance to visit there.

Before visit, we were instructed how to behave there as the children are very sensitive and might get offended.

As we reached the centre, we were given a brief introduction about the organization. Then Ms. Shehnaz took us for the visit and also was gracious enough to answer our queries.

I was amazed to see the excellence of the professionally trained teachers there. The way they were enjoying with the children, with various toys and ropes they were trying to develop fine motor skills in the children. I also noticed that one teacher was dealing a group of 5-6 children at a time as they require more attention.

The centre was fully equipped, fully furnished with dormitory, pantry, open library and clean washrooms. I could feel positive vibes there. There was a feeling of empathy in my heart for these children. The staff seemed supportive and hardworking.

Everything about this centre was so positive and beautiful. But what attracted me the most were the students. They were so happy and engrossed in their activity based

learning. I also learnt that these children participate in festivals through idol making, posters etc. I was amazed by the capacity capacities of these children.

I felt that I should also be a part of such organization in future. This will not only help me learn a lot about teaching children with ASD, learn about activity based learning in a better way but also be a small duty towards the society.

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