



# **RAHUL COLLEGE OF EDUCATION**

(N.C.T.E. Reg. No. WRC/5-6/89/2006 Dtd. 27/09/2006 CODE NO. APW03437/123403) AFFILIATED TO UNIVERSITY OF MUMBAI  
AFF/RECOG.1/1249 OF 2007 Dtd. 28 Feb. 2007 | Recognized Under Section 2(f) of the UGC Act 1956 | COLLEGE CODE : 767

2.4.10

Quantitative



2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Sr. No.	Activities	Details*	School wise details			
			RAHUL INTERNATIONAL	RAHUL INTERNATIONAL	RAHUL INTERNATIONAL	RAHUL INTERNATIONAL
1	Classroom teaching	Subjects:	Student Name: Jahnvi Dhamacha	Student Name: Jahnvi Dhamacha	Student Name: Jahnvi Dhamacha	Student Name: Jahnvi Dhamacha
2	Mentoring	No. of Students mentored:	No. of Students mentored: Whole	No. of Students mentored: Whole	No. of Students mentored: Whole	No. of Students mentored: Whole
3	Time-table preparation	For all classes:	Each internee followed a specific	Each internee followed a specific	Each internee followed a specific	Each internee followed a specific
4	Student counseling	No. of Students:	No. of Students: Minimum 2	No. of Students: Minimum 2	No. of Students: Minimum 2	No. of Students: Minimum 2
5	PTA meetings	No. of meetings:	No. of meetings: 1 (Online)	No. of meetings: 1 (Online)	No. of meetings: 1 (Online)	No. of meetings: 1 (Online)
6	learning – home	Modes of assessment adopted for:	Modes of assessment adopted for:	Modes of assessment adopted for:	Modes of assessment adopted for:	Modes of assessment adopted for:
7	and cultural events	Kinds of activities organised:	Cultural: Morning Assemblies,	Cultural: Morning Assemblies,	Cultural: Morning Assemblies,	Cultural: Morning Assemblies,
8	Maintaining documents	Kinds of documents maintained:	Kinds of documents maintained:	Kinds of documents maintained:	Kinds of documents maintained:	Kinds of documents maintained:
9	responsibilities-	Kinds of administrative tasks observed:	Supervision duties during	Supervision duties during	Supervision duties during	Supervision duties during
10	reports	Results sheet preparation:	Results sheet preparation:	Results sheet preparation:	Results sheet preparation:	Results sheet preparation:

as average per student.

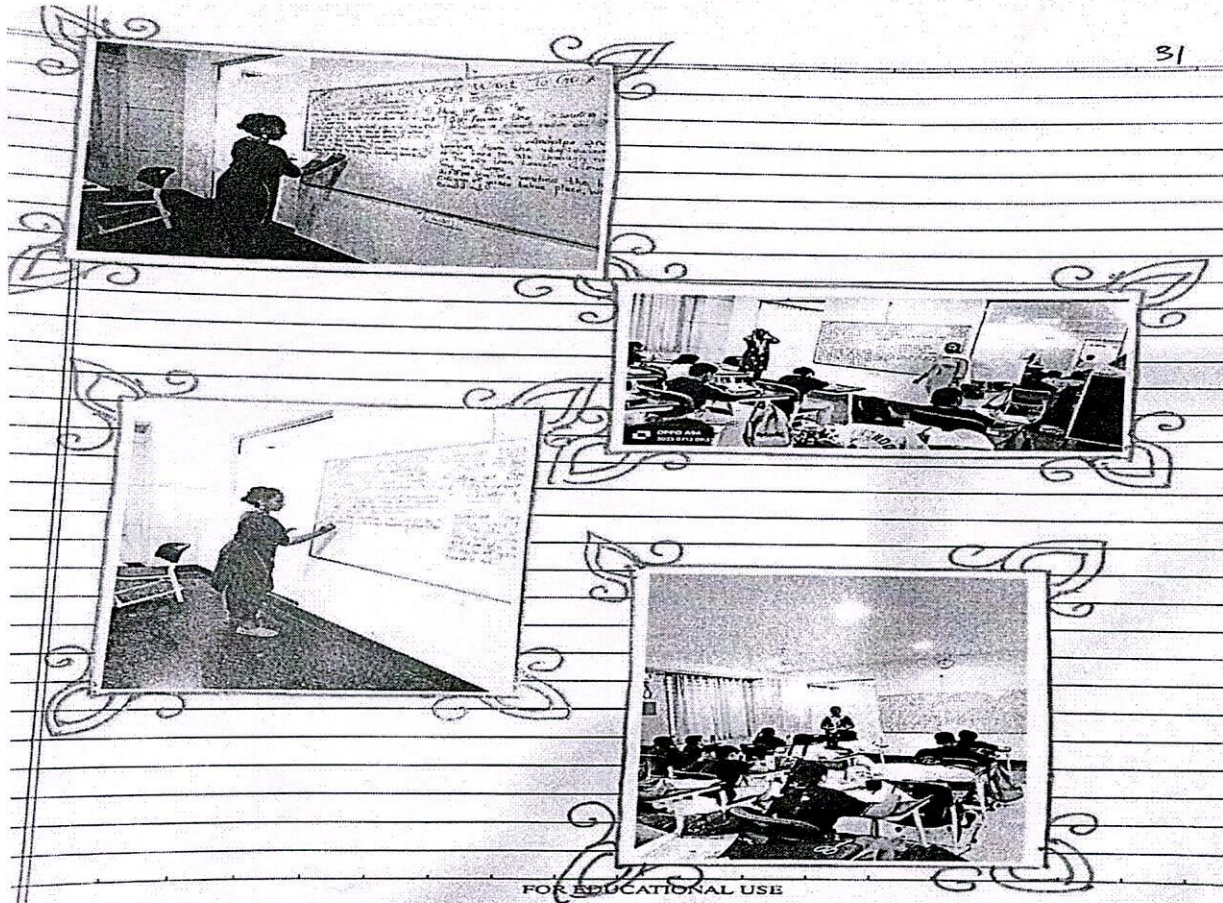


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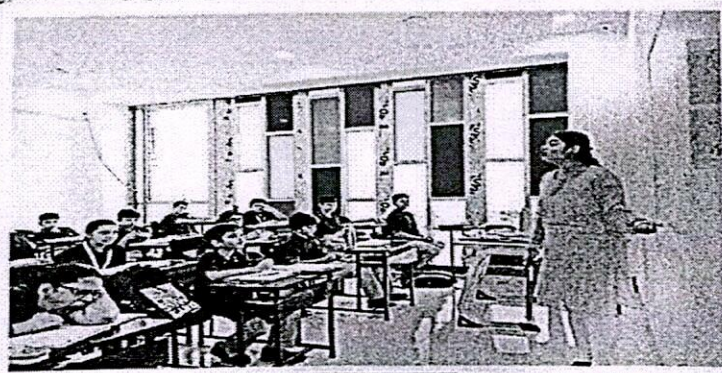
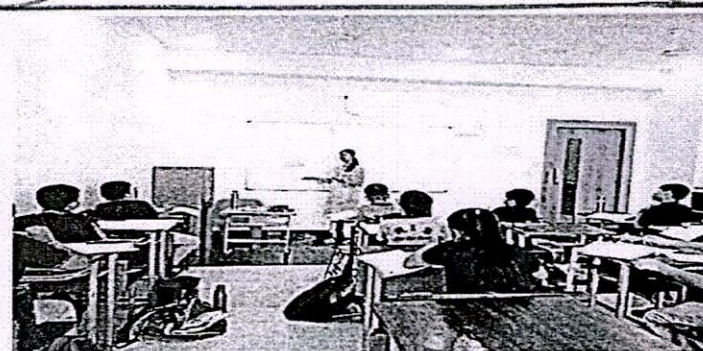
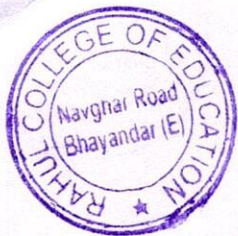
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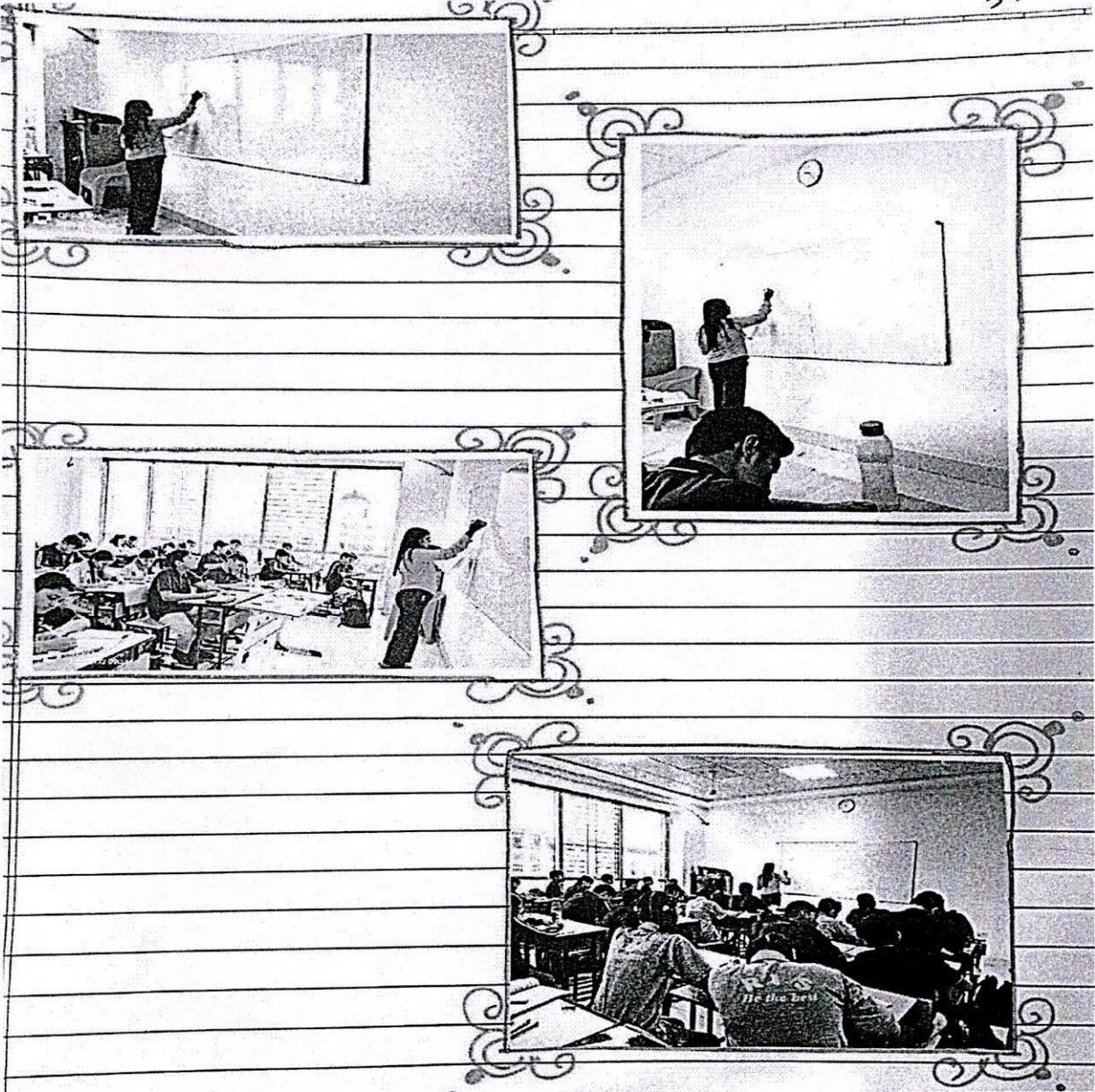
## Report on Classroom teaching

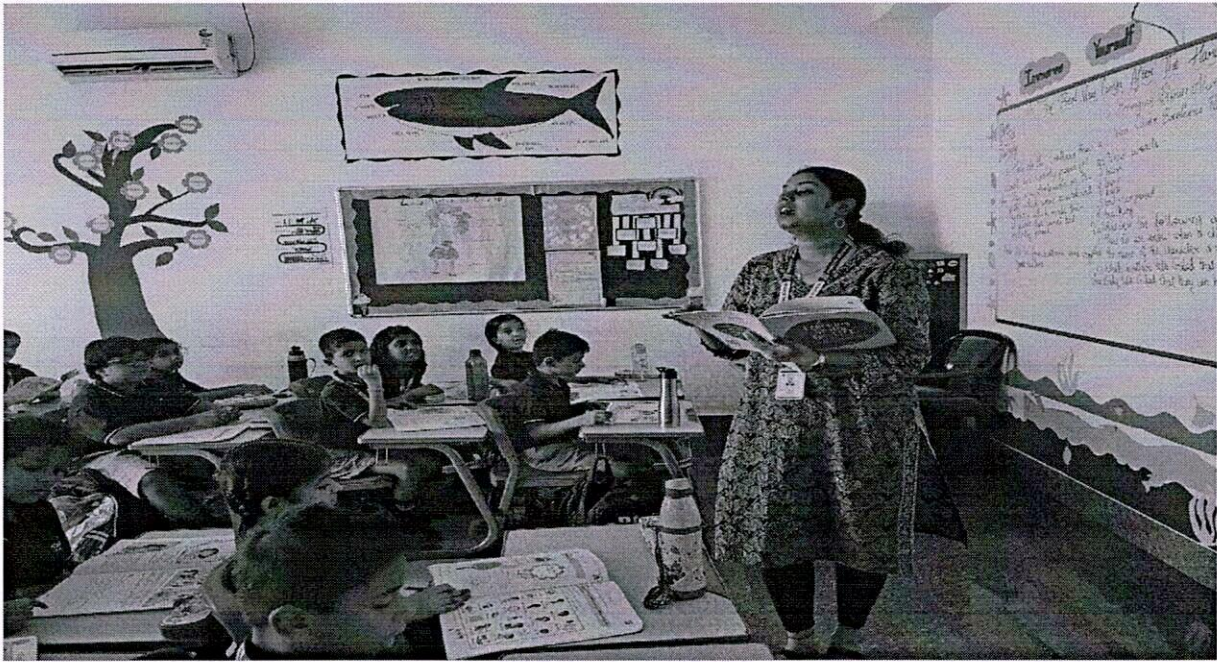
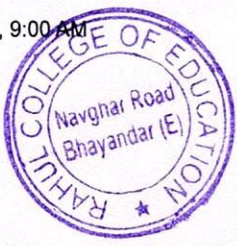
The nature of intern engagement during a classroom teaching internship is a critical aspect of their professional development. Classroom teaching internships provide a unique opportunity for interns to bridge the gap between academic knowledge and practical experience. During these internships, participants actively engage in various activities such as lesson planning, curriculum development, and hands-on instructional practices. They collaborate with experienced educators to co-teach, interact with students, and foster a collaborative learning environment. Additionally, interns often engage in reflective practices, adjusting their teaching methods based on feedback from both mentor teachers and students. These experiences contribute to their growth as future educators, equipping them with essential pedagogical skills, classroom management abilities, and a comprehensive understanding of educational practices.



FOR EDUCATIONAL USE









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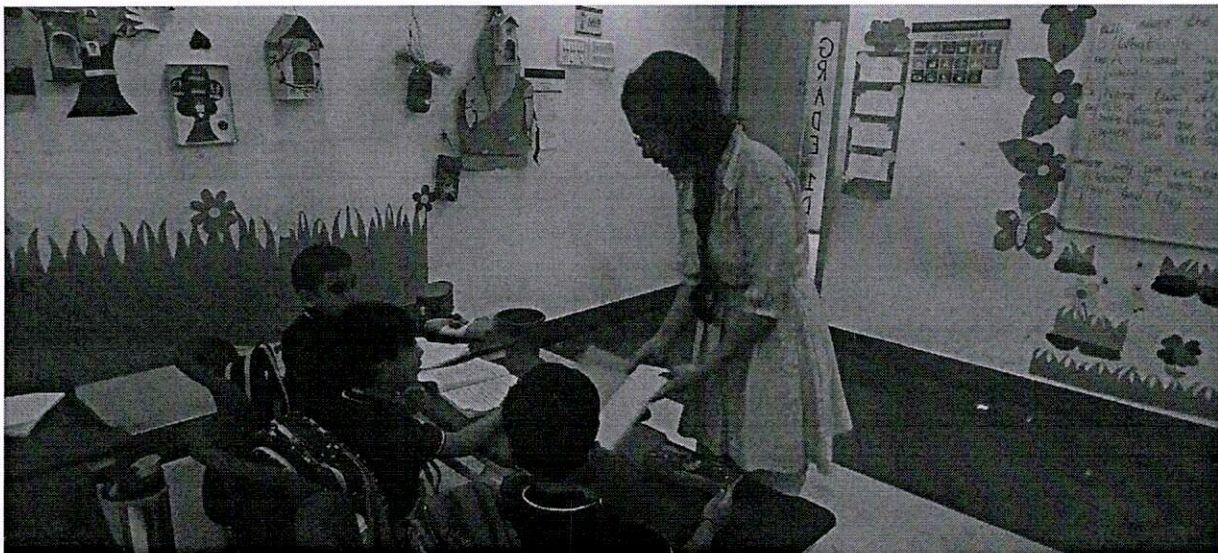
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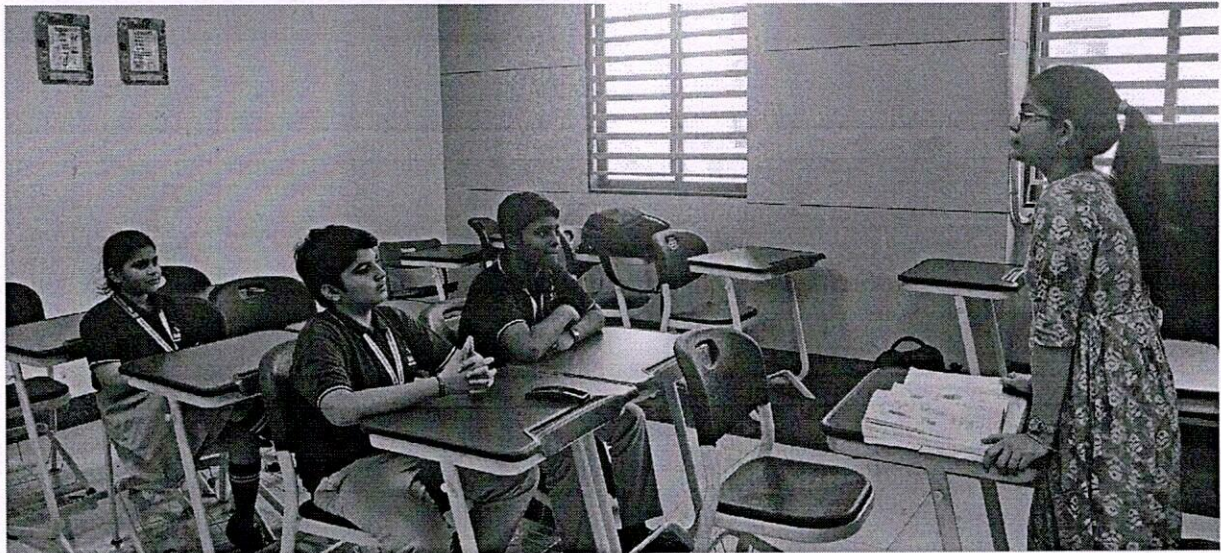
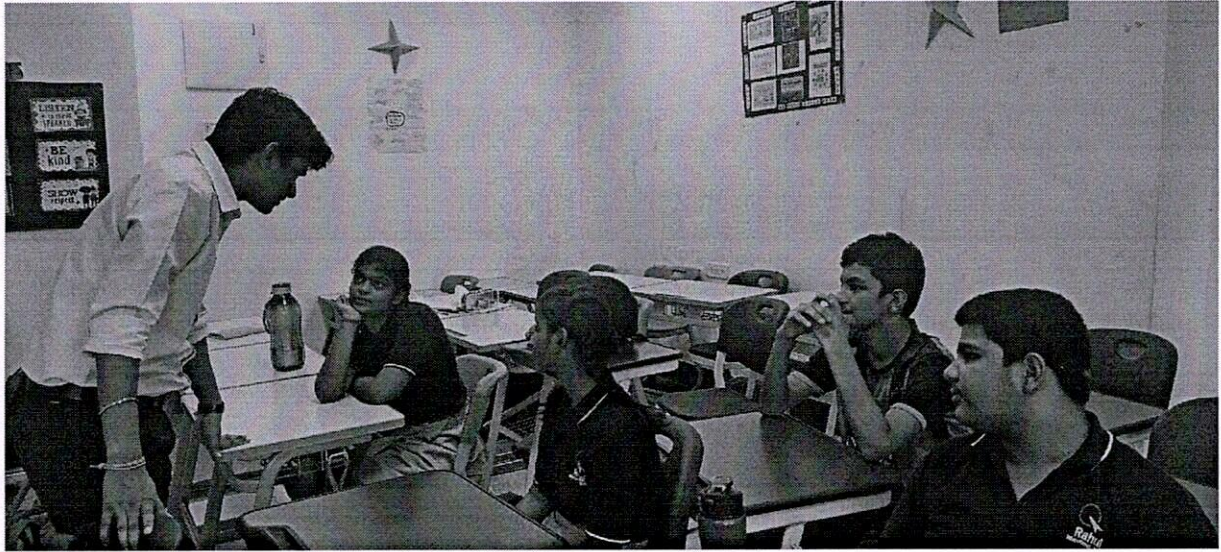
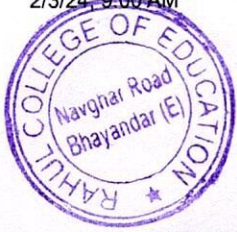
## Report on Mentoring

Mentoring internships offer a distinctive avenue for interns to gain practical experience while benefiting from the wisdom and support of seasoned mentors. This report delves into the nature of intern engagement during mentoring internships and underscores their pivotal role in professional development.

Interns actively participate in one-on-one mentoring relationships, receiving guidance, advice, and constructive feedback from experienced professionals in their respective fields. These relationships foster skill development as interns engage in hands-on projects and workshops under their mentor's tutelage. Furthermore, mentoring internships provide interns with exceptional networking opportunities, enabling them to expand their professional connections and garner insights into potential career trajectories. Regular feedback and evaluation sessions are a hallmark of these internships, empowering interns to continuously refine their skills.

In conclusion, mentoring internships are a cornerstone of professional growth, allowing interns to actively engage in mentorship relationships, skill development, networking, and continuous improvement. These internships serve as a crucible for interns to emerge as more adept, well-rounded professionals, equipped with the expertise and knowledge required for future success in their chosen careers.









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## 2.4.10 DOCUMENTS UPLOAD

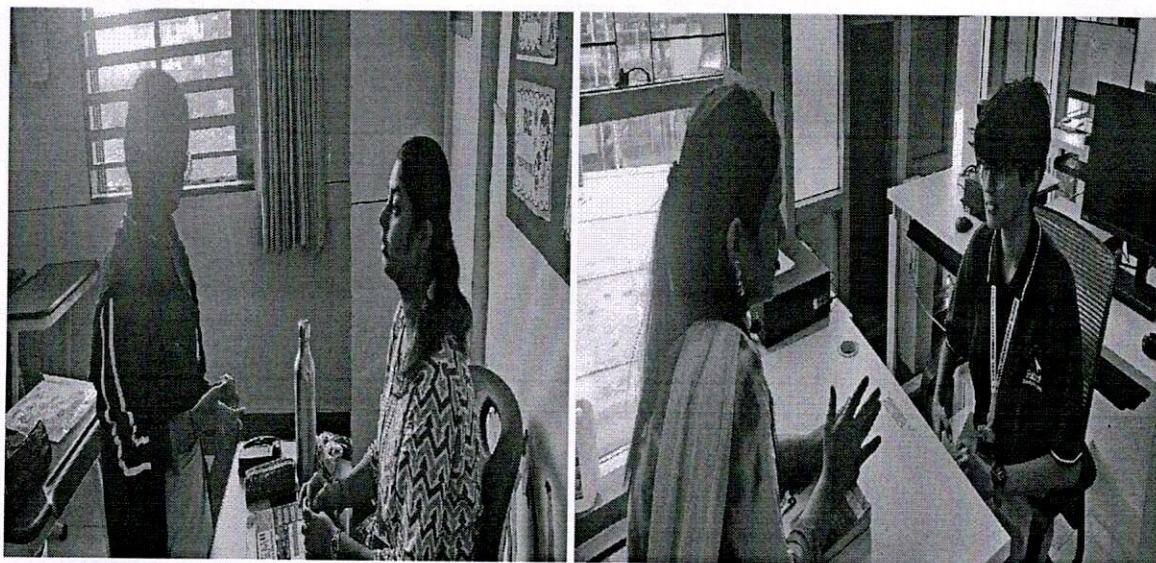


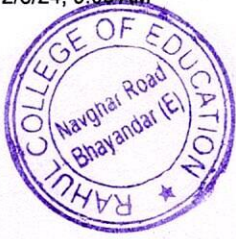
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## Report on students counseling

School student counseling offers a unique and valuable opportunity for interns to gain hands-on experience in guiding students through academic, personal, and emotional challenges. This report explores the nature of intern engagement during such internships, emphasizing their vital role in supporting students' well-being and growth. Interns actively participate in individual counseling sessions, creating a safe and confidential space for students to express their concerns and seek guidance. They also facilitate group counseling sessions, addressing common issues, fostering peer support, and imparting essential life skills. Collaboration with experienced school counselors, teachers, and parents is a key component, enabling interns to contribute to comprehensive strategies for student success and well-being. Throughout this process, interns experience significant personal and professional growth as they encounter the ups and downs of students, refining their skills in empathy, active listening, and effective problem-solving. In conclusion, internships in school student counseling empower interns to make meaningful contributions to students' emotional and academic development while equipping them with essential skills and insights in the field.



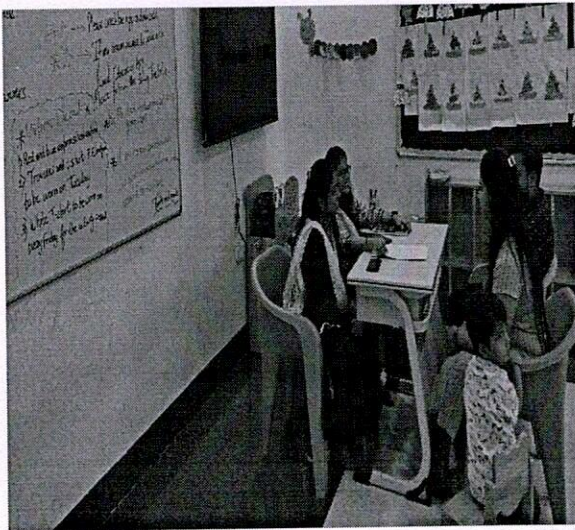
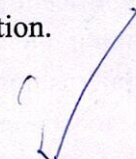


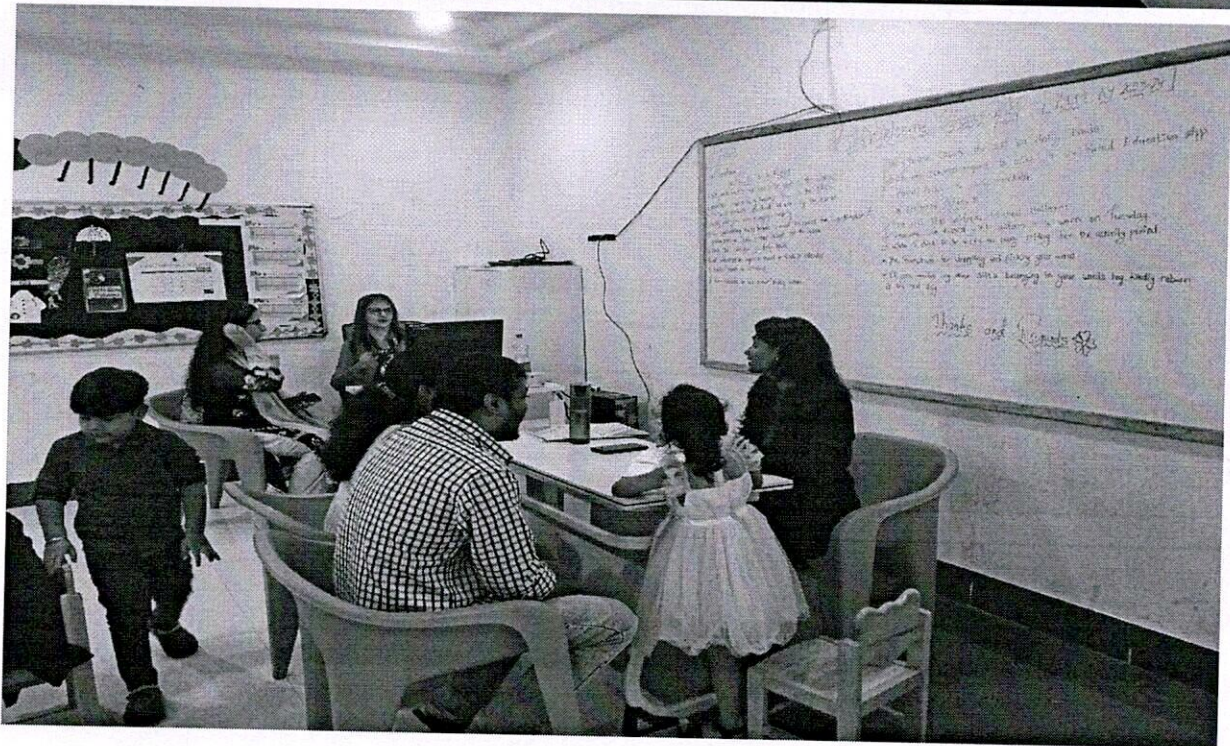
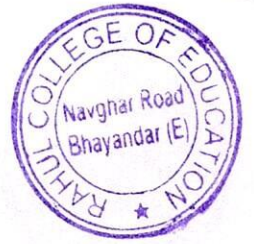
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## Report on PTMs

Interns play a significant role in Parent-Teacher Meetings (PTMs), crucial events in the educational calendar that foster collaboration between parents, teachers, and students. This report delves into the nature of intern engagement during PTMs, highlighting their contributions to the smooth functioning of these important gatherings. Interns actively participate in the preparation of PTMs, assisting with schedules, invitations, and informational materials, ensuring the events run seamlessly. They engage in valuable discussions with parents, sharing insights about students' progress and areas for improvement, thereby enhancing communication between home and school. Interns also use PTMs as learning opportunities, observing experienced educators and gaining exposure to effective communication strategies. Their role extends to collecting feedback from parents about the PTM experience, which can be used for future improvements. In conclusion, interns' active involvement in PTMs contributes to their success, facilitating improved communication between educators and parents, and providing interns with valuable skills and experiences for their future careers in education and communication.





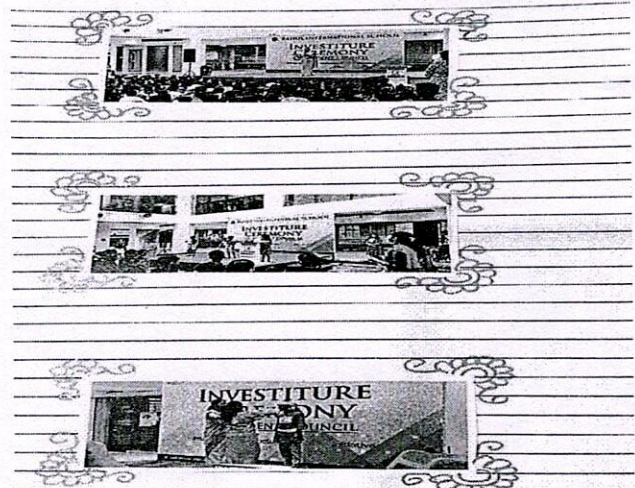
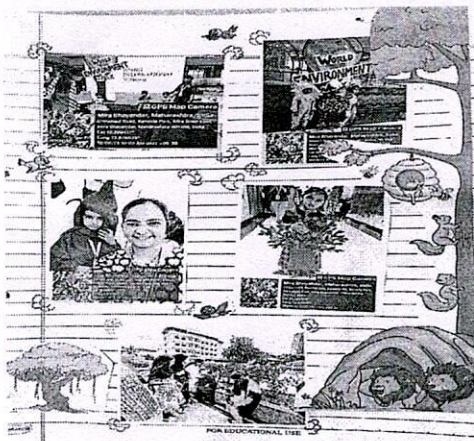


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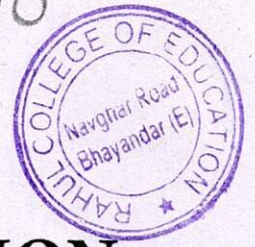
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Interns make substantial contributions to the successful organization of academic and cultural events, a vital aspect of their internship experiences. This report delves into the hands-on involvement of interns in the entire event coordination process, from initial planning to execution. During the planning phase, they actively assist in formulating event themes, objectives, and timelines. Interns take charge of logistics, managing venue bookings, equipment arrangements, and vendor interactions. They also engage in promotional efforts, utilizing a variety of channels to reach and engage the target audience, ensuring a well-attended and successful event. Moreover, interns play a key role in on-site event management, overseeing execution, addressing unforeseen challenges, and ensuring a seamless and enjoyable experience for attendees. These experiences serve to enhance their organizational and leadership skills, foster networking opportunities, and provide valuable exposure in event management, making them well-prepared for future roles in event planning, public relations, or education.



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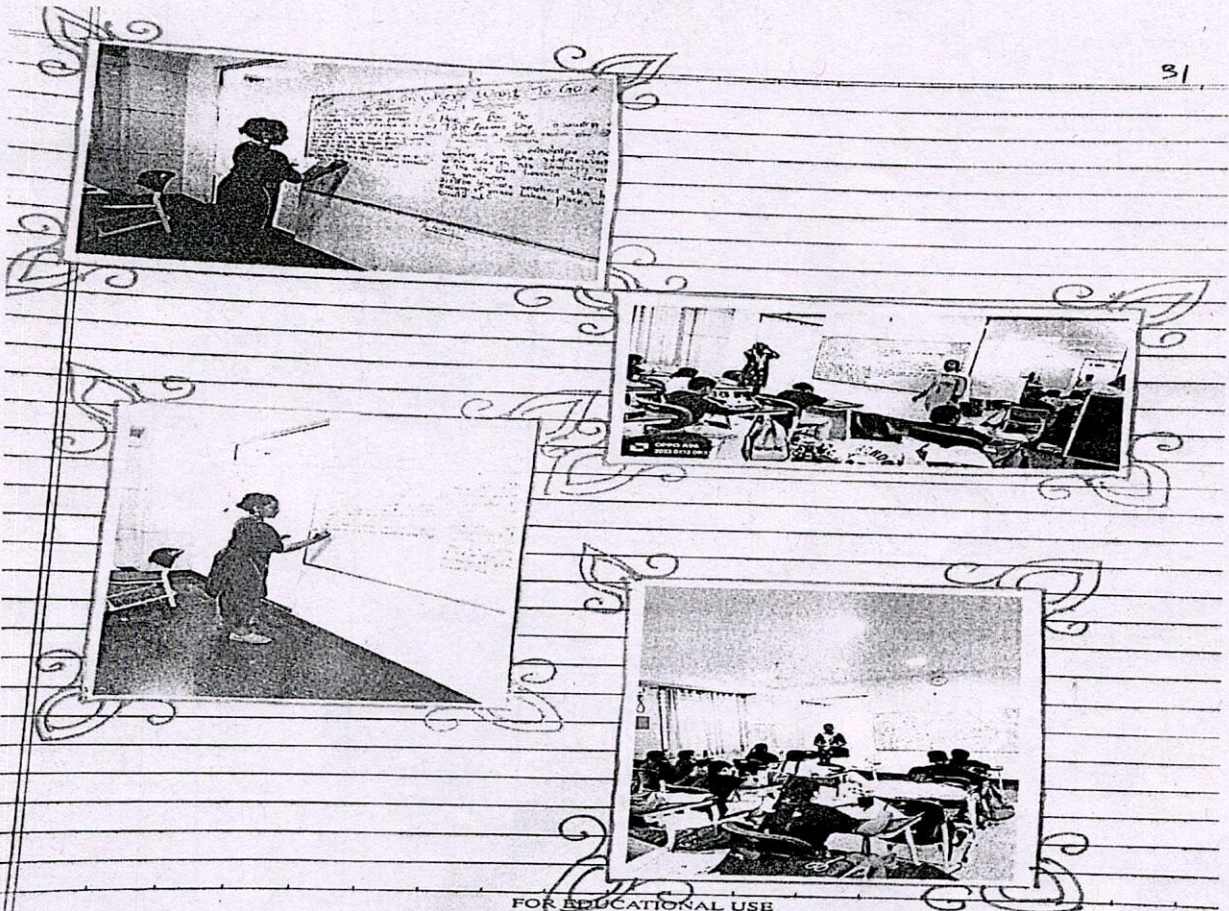


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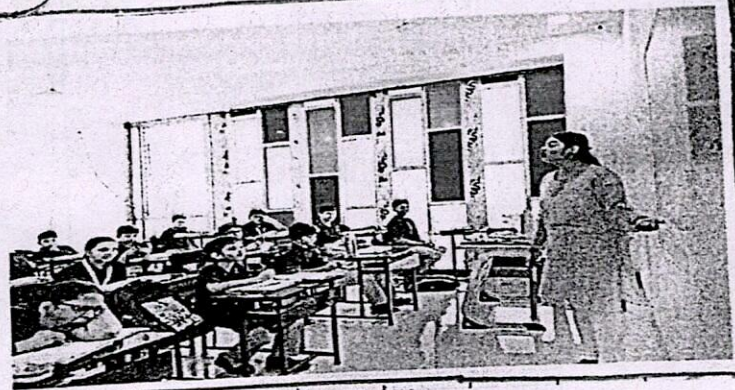
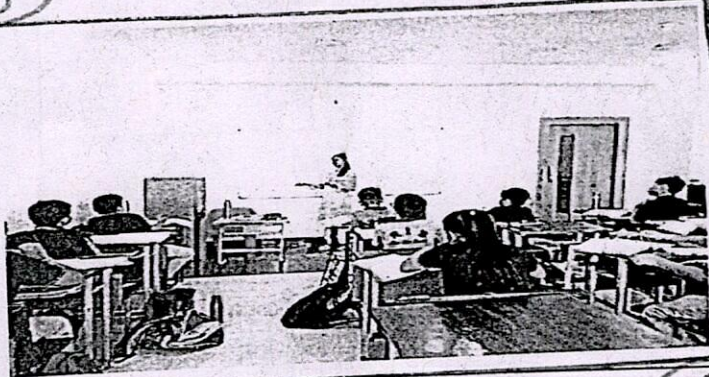
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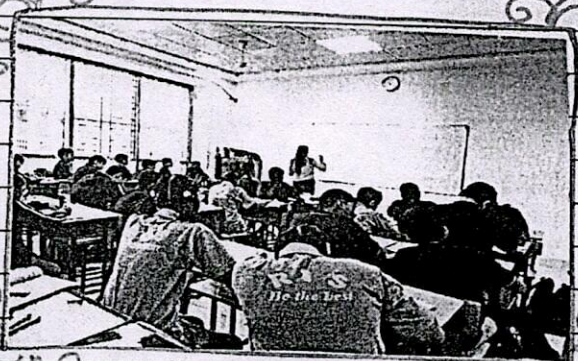
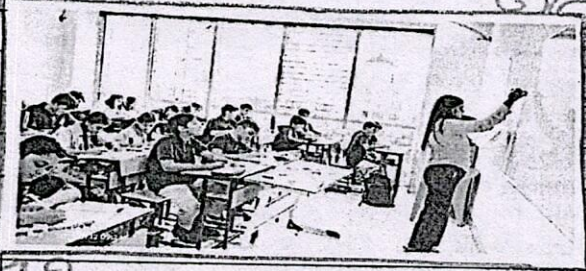
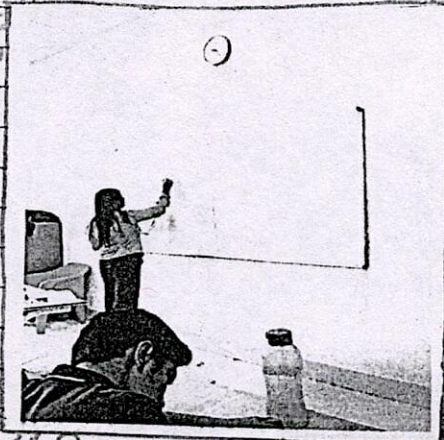
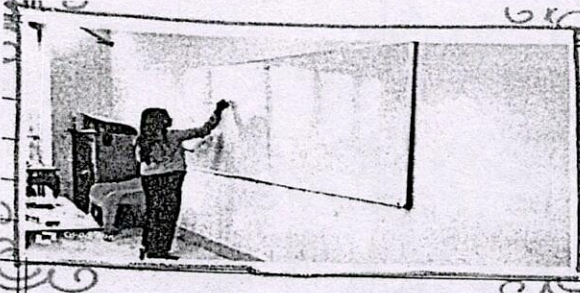
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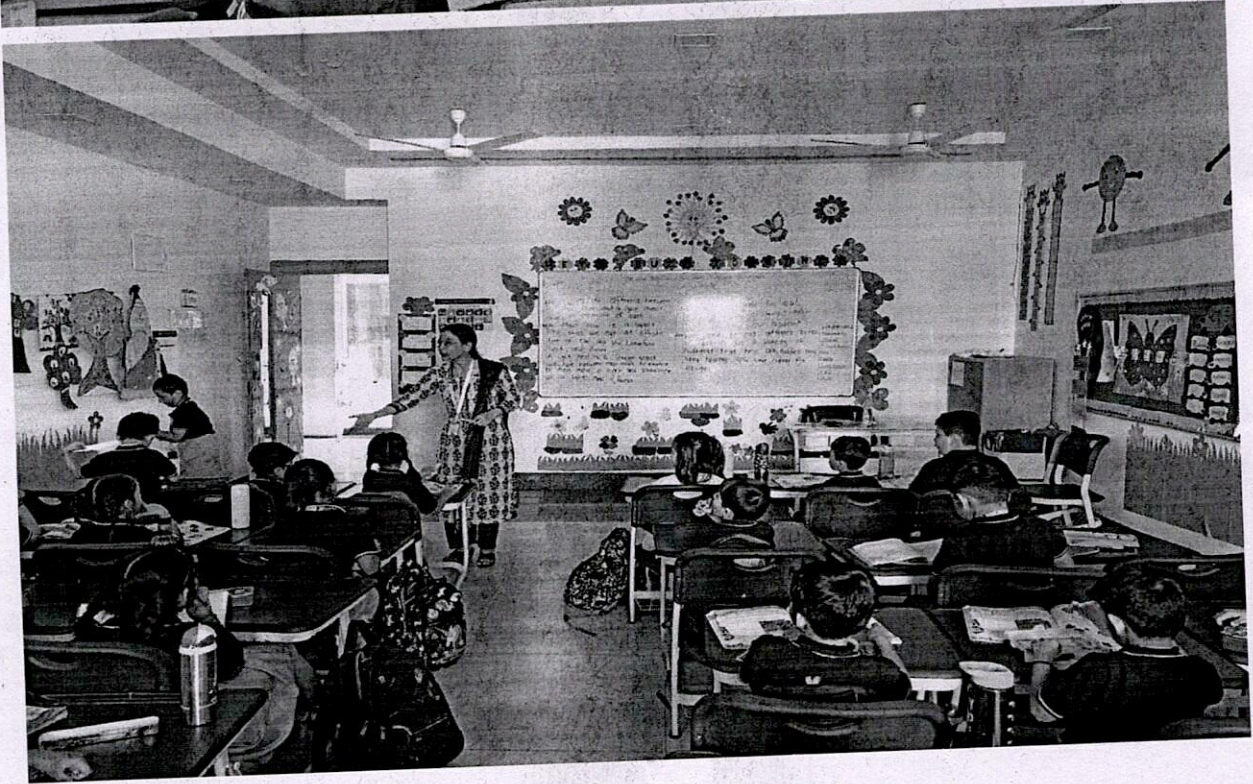


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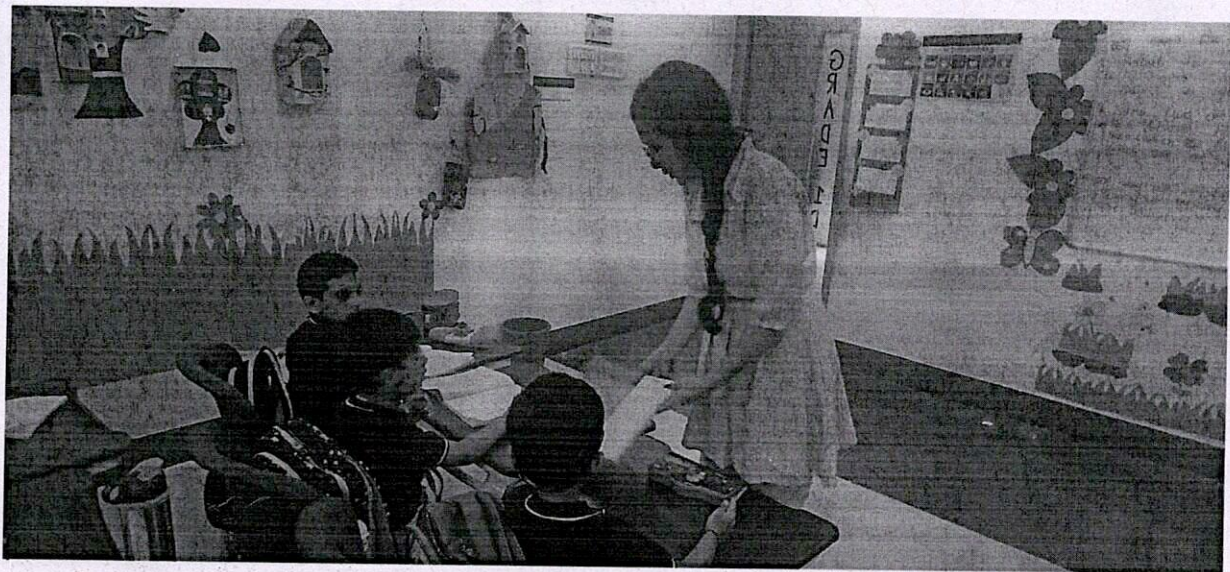
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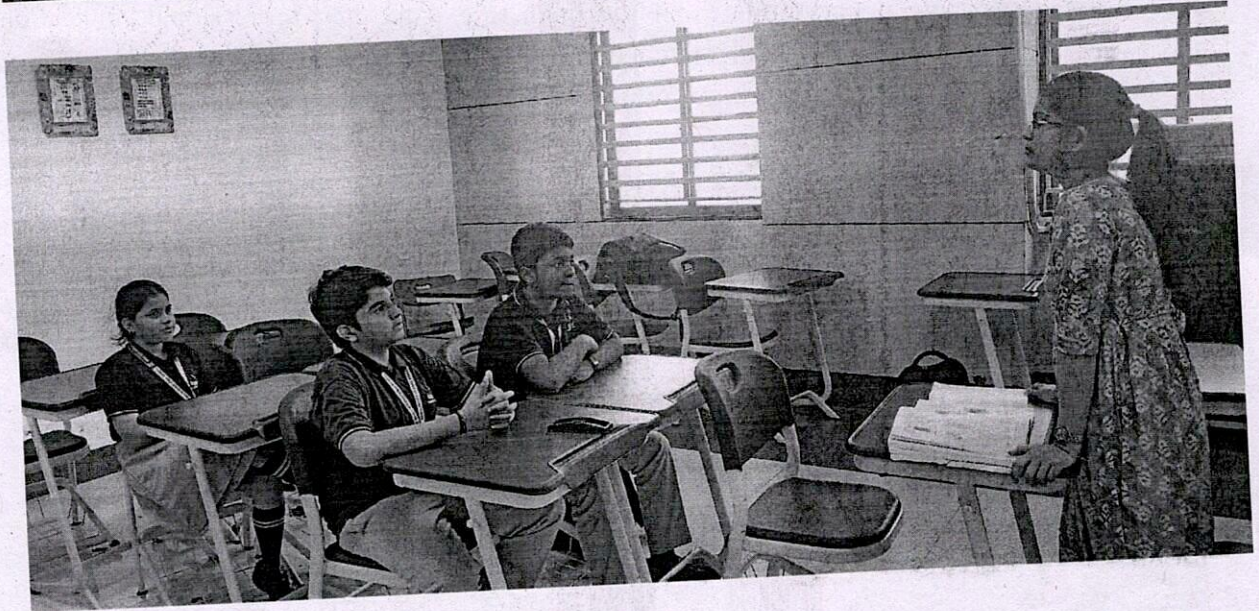
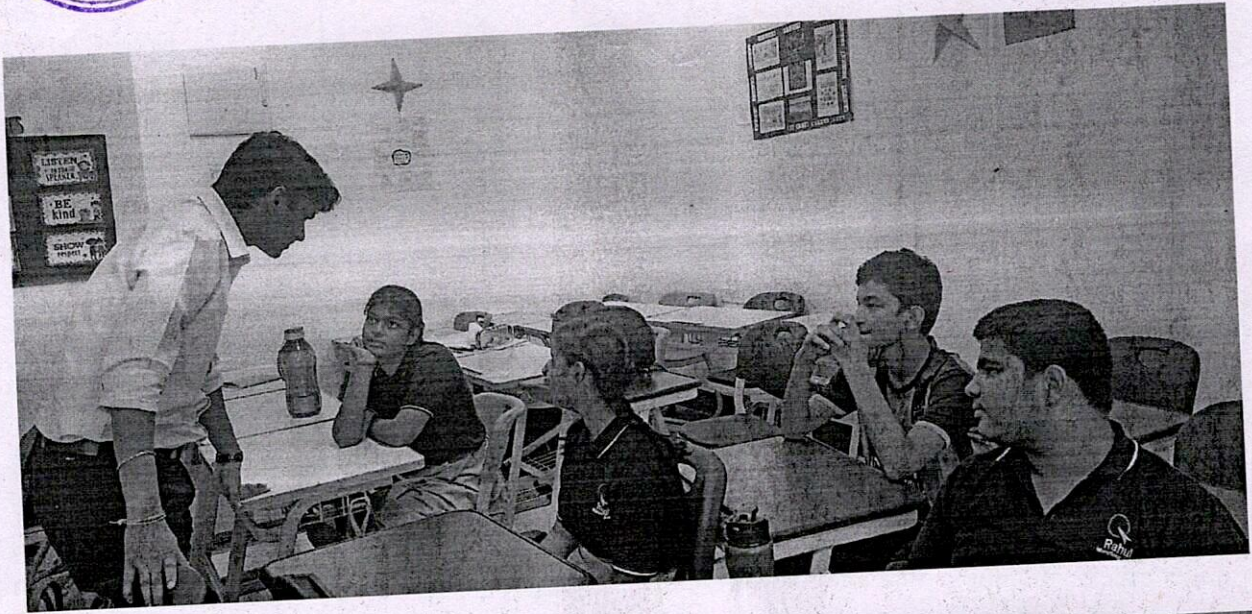
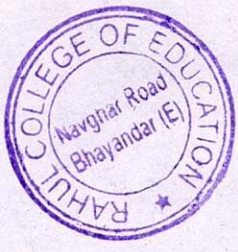
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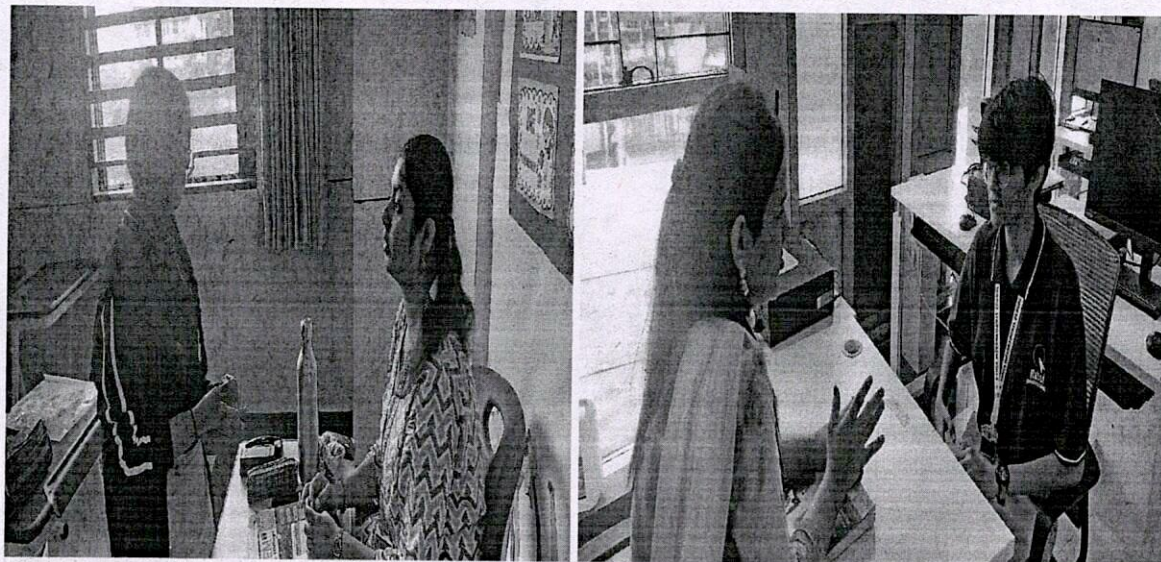


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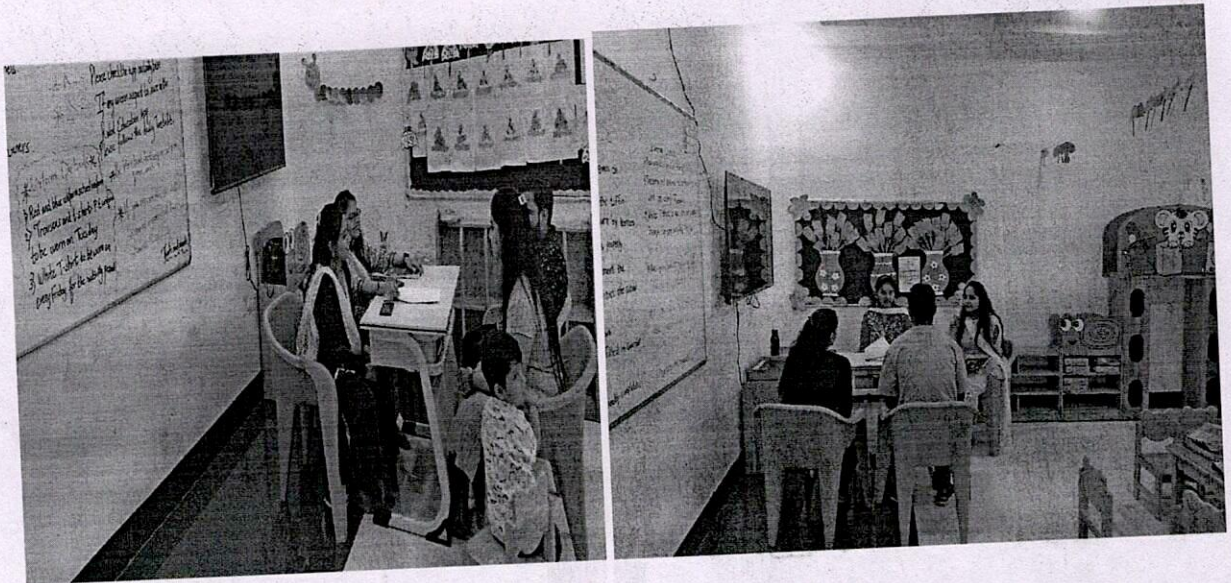


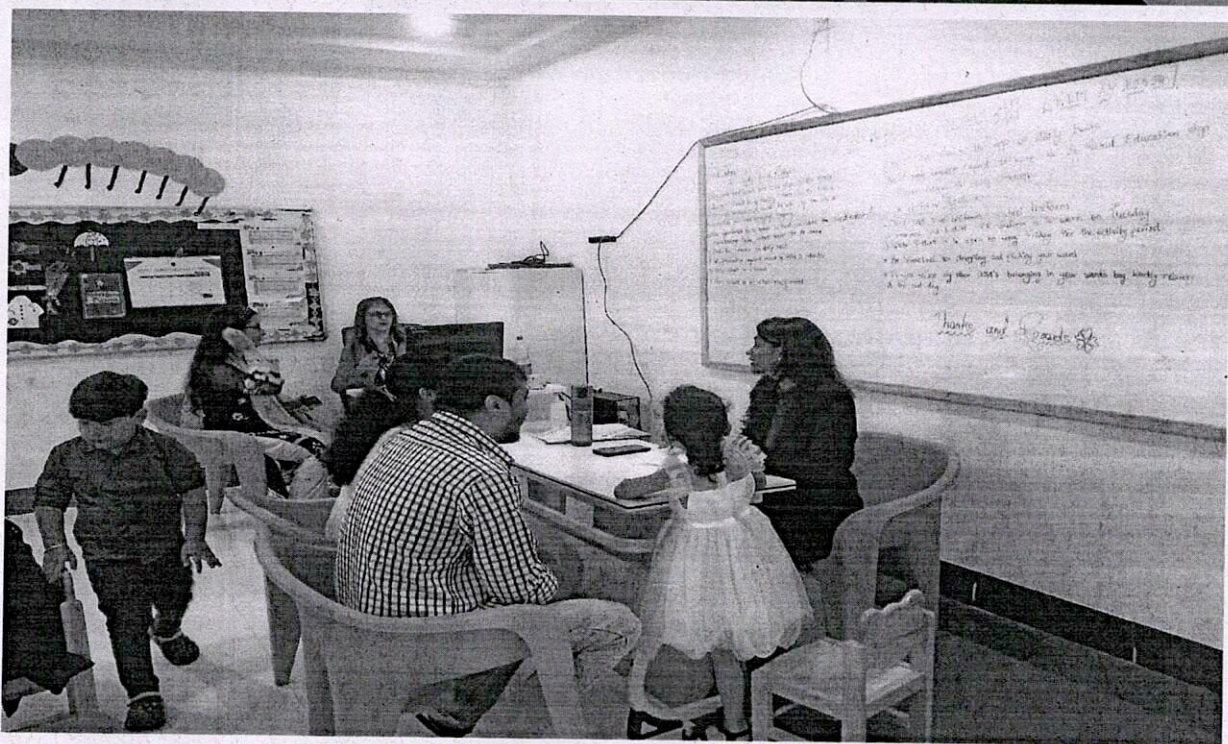
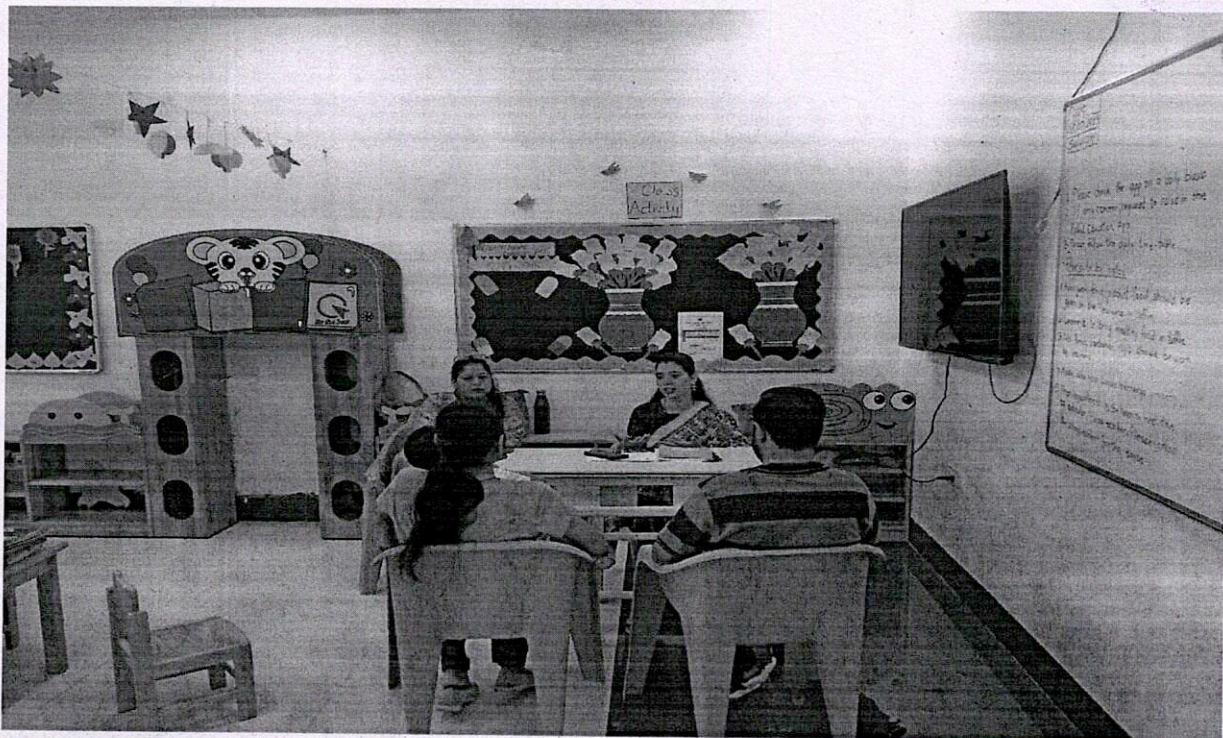
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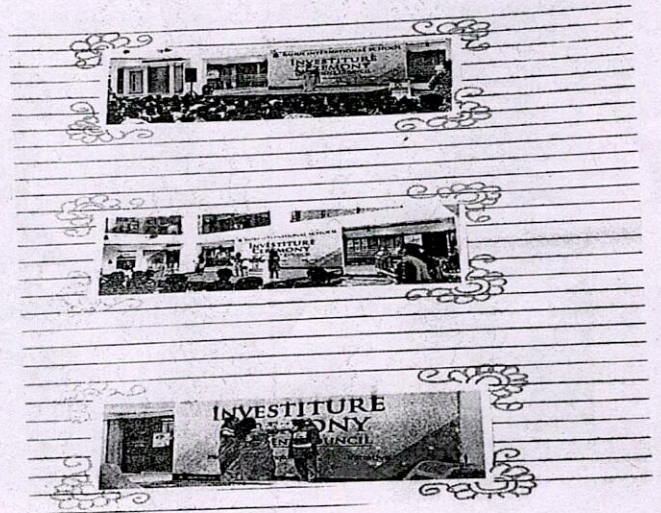
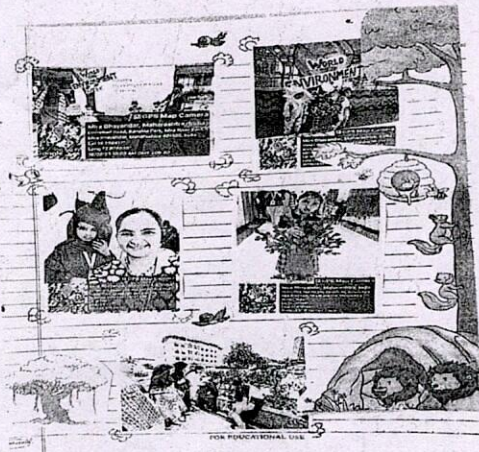


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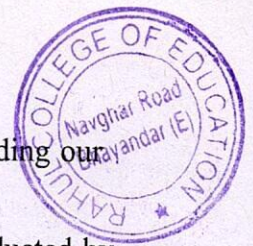
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asked to prepare a video with a short story and later use the app to make videos regarding our pedagogy subject.



Today's session was based on 'Assessment and Assignment for Teaching Learning' conducted by Asst. Professor Mr. Pradeep Shukla, Rahul College of Education on 11<sup>th</sup> May, 2023. Sir explained us the meaning of assessment and assignments. Assessment is making a judgement about something. Example conducting Exams. Assessment comes from the Latin word "assidere" meaning to sit beside the learner. It is essential to find gaps to improve teaching and learning process. Assessment involves goal, progress, measure, analysis, result, plan, results, evaluation. Learning cannot take place without assessment. Assessment provides positive feedback, helps educators set standards and also helps teachers meet the needs of students. It evaluates process, motivates performance and helps in teacher's in self evaluation. There are two types of assessments : Formative and Summative. Assignment is a piece of work or task. Assignments can be done at individual and group level. Assessment of assignments should consider validity, reliability, transparency, supports the learning process. Assignments help in academic excellence and personal growth. Assignments can be in forms of essays, report, case study, literature review, annotated bibliography, short answer, reflective writing, etc. Teacher's need to use innovative ways to assess the assignments of students.

Today's session was based on 'Digital Teaching Aids' conducted by Vice Principal Ms. Joyce Britto, Rahul College of Education on 12<sup>th</sup> May, 2023. Maam explained us in detail why, what and how to use the teaching aids. Technology is largely used to keep our self updated. There are five types of people who use technology namely, early adopters, innovators, early majority, late majority and the laggards. Its necessary for teachers to be digitally updated in technology as the students are more digitally updated. Maam gave us examples of various digital tools some of them were as follows Google classroom, Kahoot, Socrative, Khan academy, Thinglink, Zoom, Moodle, LinkedIn learning, Coursera, etc. As a teacher it is necessary to explore the various learning sites. It is essential for a teacher to make the classroom more interactive and interesting for that the teacher can involve quizzes and also use animated videos to teach. Learning can be of two types 'Synchronous learning' that which happens in online teaching where all learn together and 'Asynchronous learning' where he learning continues even after the classroom learning time. Teachers can also use 3D Methods of teaching example: Hologram. Maam also explained in detail the advantages of digital learning and how to use the various apps provided by Google itself. Example: 'G -Suits'. Maam also explained the need of Podcasts, jamboards, chatgpt, etc. Indeed it was an interesting and interactive session

### **FEEDBACKS AND REFLECTION:**

The course on 'DESIGNING AND DEVELOPING TEACHING AIDS' was an interactive and a very informative session under the guidance of various professors. Through this course we have learnt regarding the traditional and modern methods of teaching and how to make short meaningful videos from render forest app. We also got to learn the importance of assessment, assignments and feedbacks in the teaching - learning process. This course also helped us gain knowledge regarding the various apps, softwares and digital tools that can be used to make our teaching learning more interesting. Thanks to the efforts of Rahul College of Education along with Thakur Shyamnarayan College for giving the students a platform of learning. I would like to quote, " If the child can't learn the way we teach...maybe we should teach the way they learn.

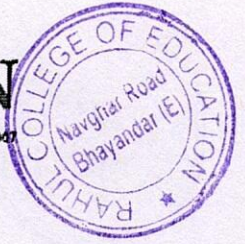
Each day the students were given an assignment to complete. This help students to apply the learnt knowledge into practicality. This course helped students to prepare teaching aids based on their pedagogy subjects. It also helped us to learn the various things to keep in mind before preparing a teaching aid. On the last day the students were ake dto present their teaching aids this helped us boost our confidence in what teaching tool we prepared.





# RAHUL COLLEGE OF EDUCATION

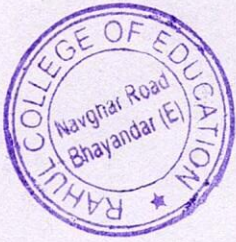
(N.C.T.E. Reg. No. WRC/5-8/89/2008 Dtd. 27/09/2008 CODE NO. APW03437/123403) AFFILIATED TO UNIVERSITY OF MUMBAI AFF/REC00.1/1249 OF 2007 Dtd.28 Feb.2007



- Students also adjusted to the change in their mentors and had positive feedback and outcomes for the same. Some of the issues shared by the mentees personally and in common such as not being able to attend online classes via Google Meet due to poor connectivity. One of the mentees particularly was mentally depressed as she was a child of separated parents. Another mentee confided that she could not concentrate on her studies due to the feeling of being left out in the family. A couple of students had difficulty in understanding certain topics in the pedagogy of science and educational management.

Report Compiled and Submitted by: Mr Yigal S Banker, IQAC Coordinator.





NAME : JESLYN JAMES  
CASCAR

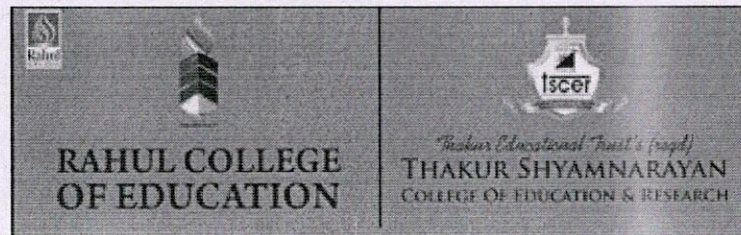
F.Y.B.ED : 2022-2024

YEAR: 2023

ROLL NO : 4

INSTITUTION : RAHUL COLLEGE OF  
EDUCATION.

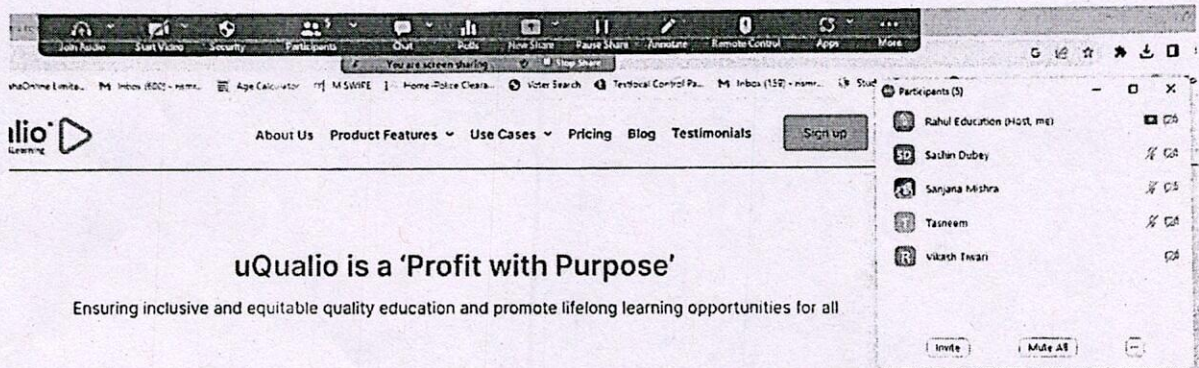
NAME OF COURSE : DESIGNING AND  
DEVELOPING TEACHING AIDS.



A 30 hours certificate course on 'Designing and  
Developing Teaching Aids from 8<sup>th</sup> May to 13<sup>th</sup>  
May, 2023.

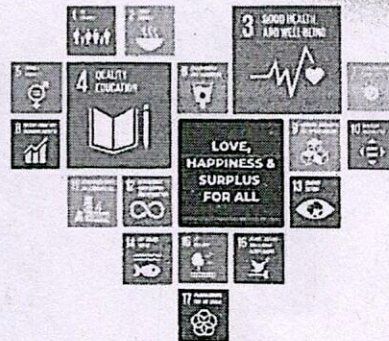


- Due to the online mode and lack of privacy students weren't switching on their video cams, hence the efficacy of the lectures conducted couldn't be gauged. The students were asked to cooperate for the same.
- A few students had issues regarding time management and needed guidance in completing assignments given to them as a part of the evaluation process. Those respective students were given Suggestions on how to manage time and appropriate guidance was provided to the students on the assignments which helped them to complete it on time.

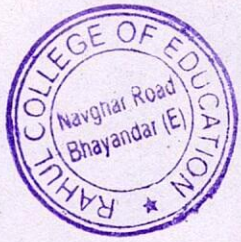


Sustainable Development Goal No. 4 is Quality Education, as increases wealth & reduces poverty, leads to better health, prevents & injustice, drives sustainable growth, and helps us protect the

er 2017, we started developing uQualio, a video course creation system to democratize learning through the easy spread of , know-how, and new ideas. We believe that knowledge sharing and could be simple and accessible, so the mission was to make a highly easy-to-use, and affordable online video training platform with self-boarding, to disrupt traditional heavy HR LMS learning systems. The lite-size video microlearning methodology makes it easy and fun to ople in companies, start-ups, schools, or NGOs worldwide.



- Mentees were made to understand the implications of Internships in whatever form it is be it Online or Offline. Students were advised to take up their online internships with sincerity and dedication and that through Internships they can impress upon the people in the organization for future recruitment purposes.
- Students were recommended to visit online courses such as the SWAYAM MOOCS course to further enhance their knowledge and skills in various subjects.

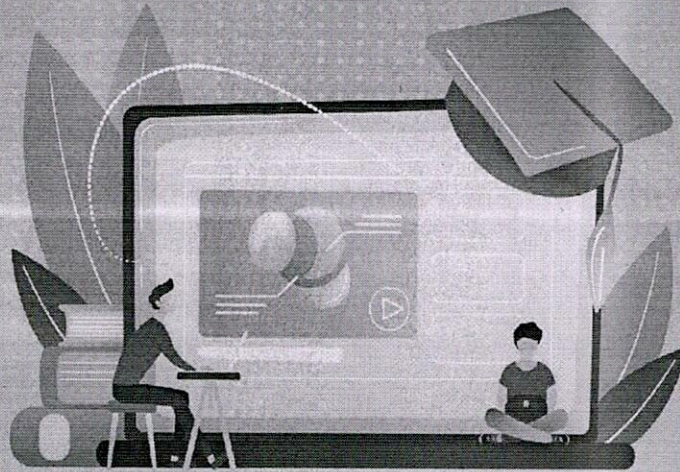


**RAHUL COLLEGE  
OF EDUCATION**

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TO UNIVERSITY OF MUMBAI (AFF. REGOGL. 1249 OF 2007 Dtd. 28 Feb. 2007)

organises

# PORTFOLIO BASED EDUCATION



26 To 31 Aug 2019 | 30 HRS

Contact : Dr. Anju Arya  
9321919063

For Registration Contact:  
Ms. Janhavi Naik 9869586572

Last Date of Registration: 21/08/2019

Attendance is mandatory



**RAHUL COLLEGE  
OF EDUCATION**

(N.C.T.E. Reg. No. WRC/5 6/89/2006 Dt. 27/09/2008 CODE NO. AD/W03157/123163) AFFILIATED  
TO UNIVERSITY OF MUMBAI (U) / REG. NO. 12/49 OF 2007 Dt. 28/10/2007

organises

# **PROMOTING GENDER, SOCIAL, AND ABILITY INCLUSION IN THE CLASSROOM**

**12 To 17 Dec 2018 | 30 HRS**

**Contact : Dr. Sabita Das  
9619841303**

**For Registration Contact:  
Ms. Janhavi Naik 9869586572**

**Last Date of Registration: 08 / 12 / 2018  
Attendance is mandatory**

+++++

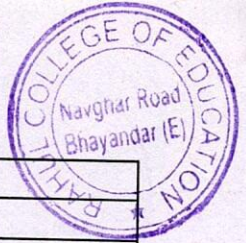
# RAHUL COLLEGE OF EDUCATION (ENGLISH MEDIUM)

(B.Ed., N.C.T.E Recg. No. WRC/5-6/89/2006. Dtd. 27/09/2006 Code No. APW03437/123403.  
NCTE Revised Order F. No. WRC / APW03437 / 123403/2015 / 152873 Dated. 19 Sept. 2015,  
Affiliated to The University of Mumbai Aff/Recog. 1/1249 of Dtd. 28 Feb. 2007, Govt. of Maharashtra.  
B.Ed. 2006/(503/06) MASHI - 1, Dtd. 7 Oct. 2006) (M.Ed. NCTE Recg. No. WRC/5-6/110/2008/46779,  
Dated 18/11/2008, Govt. of Maharashtra No. M.Ed. / 2008/(416/08) Mashi-2 Dated. 15/07/2009,  
AFFILIATION NO. PG/2/3172 OF 2009 Dated 21/08/2009)


- The mentors made their mentees comfortable by assuring them that the Placement / Internship Coordinator of the Department has been working diligently to arrange internships even in 'online' mode for every one of the students, and the same was done for all the students.

**Report Compiled and Submitted by: Mr Yigal S Banker, IQAC Coordinator.**





Value added courses	Outcome
Certificate in Inquiry-Based Science Teaching	To gain knowledge and skills
Application of drama and art in education	To enhance learning experiences creativity in
Promoting Gender, Social, and Ability Inclusion	To create inclusive classroom
Reflective Practices for Enhancing Teaching I	To improve instructional methods and student
Social and Emotional Learning (SEL) for Class	To Foster student's emotional intelligence and
Meta Cognition in the Classroom	To learn metacognitive skills
G-Suite for teaching -learning	To understand effective teaching
Understanding Sustainable Development Goals	To gain an understanding of SDG
Course in Understanding SDGs	To understand the concept
Understanding the POCSO Act	To understand the concept
Understand the self	To enhance their effectiveness



**RAHUL COLLEGE  
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TO UNIVERSITY OF MUMBAI (U. MUMBAI) 12/01/08-2007 Etd. 26/16/2007

organises

# CERTIFICATE IN INQUIRY-BASED SCIENCE TEACHING

10 To 15 Sep 2018 | 30 HRS

Contact : DR. B.S. Panigrahi  
9321919063

For Registration Contact:  
Ms. Janhavi Naik 9869586572

Last Date of Registration: 05 / 09 / 2018  
Attendance is mandatory



**RAHUL COLLEGE OF EDUCATION  
(ENGLISH MEDIUM)**

(B.Ed. NCTE Regd. No. WRC/5-6/09/2006, Dtd. 27/09/2006, Code No. APW03437/123401, NCIL Revised Order F. No. WRC / APW03437 / 123403/2015 / 152873, Dated 19 Sept. 2015, Affiliated to The University of Mumbai AU/Regd. 1/1249 of Dtd. 28 Feb. 2007, Govt. of Maharashtra, B.Ed. 2006 (503-06) MASHU - 1, Dtd. 7 Oct. 2006) (M.Ed. NCTE Regd. No. WRC/5-6/110-2008/46770, Dated 18-11/2008, Govt. of Maharashtra No. M.E.D. / 2008/(416-05) Masto-2, Dated 15/07/2009, AFFILIATION NO. PG.2/3172 OF 2009 Dated 21/08/2009)

**OFFICE ORDER**

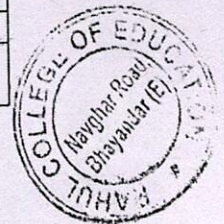
RefNo. OW/RCOE/41/2020-21

Date : 16.11.2020

Dear Faculties and Students,

Kindly find the list of mentors – mentees for the Academic Year 2020 – 2021. Faculties are thereby needed to create official Google Classroom/WhatsApp groups with all their respective mentees and conduct regular virtual meetings as per the time allotted in the time table. The details of the same shall be shared with Mr Yigal Banker, the IQAC Coordinator.

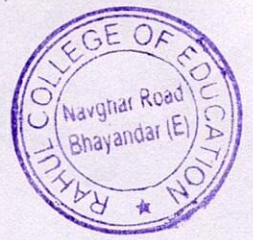
Sr No	Name of Faculty (Mentor)	Name of the students ( mentee)
1	Dr. B.S. Panigrahi	DONGARKAR PRIYANKA IGNES
		SHINDE JYOTSNA ASHOK
		SHUKLA DEBYANI
		SHIVKUMAR
		PATHAK PRIYA
		PRAMODKUMAR
		MISHRA SURYABHUSHAN
		MANGALCHAND
		PATIL MARIA RAJESH
2	Mrs Aarti Pandey	SUTHAR PRACHI ASHOK KUMAR
		YADAV REENA VISHWANATH
		DUBEY SHEETAL DIWAKAR
		TIWARI VIKASH VIJAY
		BANDGAR ROHINI SANTOSH
		CHAURASIYA ARATI
		KAILSHNATH
		PANDIRKAR RESHMI NITIN
		SINGH PRIYA ABHISHEK
3	Mrs Sanjana Mishra	GUPTA MANNU SUBHASH
		MISHRA PRACHI DINESH
		DUBE SHARDA RAKESH
		THAKUR KHUSHBU RAMGOPAL
		CHAWDA SHWETA KALUBHAI
		THEVER SUBHASHINI
ESSAKIAPPAN		







In conclusion, By implementing personalized strategies, providing a supportive environment, and fostering collaboration between all stakeholders involved, learners like Alex can make significant progress in their educational journey, allowing them to reach their full potential. The case study of inclusive education for learners with ASD demonstrates the importance of addressing the needs of learners with special needs. Through individualized learning, socialization, holistic and equitable access to education, and positive societal impact, inclusive education plays a crucial role in empowering learners with ASD to reach their full potential. By fostering inclusive educational environments, we can create a more equitable and inclusive society that embraces the diversity of all individuals. Ensuring access to education for learners with special needs is a matter of social justice, free from segregation and discrimination based on disabilities. Inclusive education promotes equity and inclusion, enabling learners with special needs to exercise their right to education on an equal footing with their peers. This paves the way for continuous learning and future opportunities. The positive impact of inclusive education extends beyond the individual learners. By fostering an inclusive mindset among teachers, parents, and communities, it promotes acceptance, diversity, and social cohesion. Inclusive education cultivates a more inclusive and compassionate society and supports the rights and contributions of all individuals. By prioritizing the needs of learners with special needs and implementing inclusive educational practices, we can create an environment where all individuals have the opportunity to reach their full potential, contribute meaningfully to society, and participate in an equitable educational journey.



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(ENGLISH MEDIUM)**

(M Ed) NCTE Regd. No. WRC/6/09/2008, Dtd. 27/09/2008, Code No. APW03437/123403,  
NCTE Revised Order F. No. WHC/7/APW03437/123403/2015, 152873 Dated 19 Sept. 2015.  
Affiliated to The University of Mumbai Aff. Regd. No. 1246 of Dtd. 28 Feb. 2007, Govt. of Maharashtra,  
B. Ed. 2006 (503/06) MASHI - 1, Dtd. 7 Oct. 2006 (M Ed) NCTE Regd. No. WHC/6/110/2009/45779,  
Dated 18/11/2009, Govt. of Maharashtra No. M. Ed. / 2009/(16/09) MASHI 2 Dated 15/07/2009  
AFFILIATION NO. PG/2/3172 OF 2009 Dated 21/08/2009

**OFFICE ORDER**

Ref No. OWR/COE/53/2019-20

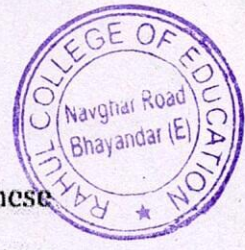
Date : 23.09.2019

Dear Faculties and Students,

Kindly find the list of mentors – mentees for the Academic Year 2019 – 2020. Faculties are thereby needed to create official WhatsApp groups with all their respective mentees and conduct regular meetings as per the time allotted in the time table.

Sr No	Name of Faculty (Mentor)	Name of Student (Mentee)
1	Dr. B.S. Panigrahi	UPADHYAY RUCHI VINAY
		PEREIRA RENITA BASTIAO
		YADAV RUCHI RAMPAT
		SHAIKH RUKSHAR SOHID
		TIWARI TARUNA GOVIND
		MOURYA JYOTI PYARELAL
2	Mrs Aarti Pandey	YADAV SARITA AMARNATH
		DABRE LAVEENA NOVEL
		GHARAT VEENA VINAYAK NALINI
		DUBEY BALMUKUND ACHHELAL
		GUPTA SARITA SHRAWAN KUMAR
		KORE VIBHUTI HARESHWAR
3	Mrs Sanjana Mishra	GUPTA PRATIMA AWADHESHKUMAR
		YADAV POOJA BALIRAM
		GUPTA SAPNA RAMESH
		GAUTAM KU. NEHA DEVI ROHINI PRASAD
		TIWARI PRIYA PREMSAGAR
		MISHRA SAPANA MUKESH
4	Mr Yigal Banker	YADAV SUNITA
		TIWARI RUCHI SURESH
		YADAV SEEMA BALIRAM
		GHARSHI CICILIA SIMON MELBA
		UPADHYAY SEEMA MANISH
		DCUNHA JENNIFER VIKI
5	Dr Sabita Das	SINGH ROMA RISHIKESH
		MAHESHKAR SUMAN BALKRISHNA
		SHIKHARE RAMKRISHNA DATTATRAY
		SARDAR BIKKI SANKAR
		YADAV NEHA HIRAMANI
		JAIN ASHWINI SURENDRA
		PARKAR DEVESH RAGHUVIR
		WADEKAR KRISHAN BHARAT
		DUBEY AMITA ANAND





support, accommodations, and specialized instruction can help address these challenges and create an inclusive learning environment where every learner can thrive.

### *To help special learners with their needs*

it is important to adopt a holistic and individualized approach that takes into account their unique abilities and challenges. Here are some strategies and considerations for supporting special learners:

1. **Individualized Education Plans (IEPs):** Develop and implement IEPs that outline specific goals, accommodations, and support services tailored to the learner's needs. Regularly review and update these plans in collaboration with teachers, specialists, and parents.
2. **Differentiated Instruction:** Modify teaching methods, materials, and assessments to meet the diverse learning needs of special learners. Use visual aids, manipulatives, technology, and multi-sensory approaches to enhance comprehension and engagement.
3. **Assistive Technology:** Utilize assistive technology tools and devices to support communication, reading, writing, organization, and access to information. Examples include text-to-speech software, speech recognition software, and alternative input devices.
4. **Structured Environment and Routines:** Create a structured and predictable learning environment with clearly defined expectations, visual schedules, and consistent routines. This provides a sense of security and helps learners with special needs understand and navigate their daily activities.
5. **Multi-modal Communication:** Employ a range of communication strategies to cater to diverse needs. This can include visual supports (visual schedules, social



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(REG. NCTE Regd No. WRC/5/6/89/2000, Dir. 27/09/2000, Code No. APW03437/123407,  
NCTE Revised Order F. No. WRC / APW03437 / 123407/2015 / 152874 Dated 19.08.2015  
Affiliated to The University of Mumbai, Regd. No. 14249 of Dir. 28 Feb. 2007, Govt. of Maharashtra  
U.L.E. 2006 (Regd. by MASHU 1, Dir. 7 Oct. 2006) (RAHUL NCTE Regd. No. WRC/5/6/110/2008-48779  
Dated 18/11/2008, Govt. of Maharashtra No. M.E.D. / 2008/10/08) Mashu-2 Dated 16/07/2009  
AFFILIATION NO. CR/2/5177 OF 2009 Dated 21/08/2009)

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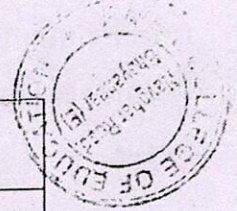
Ref No. OW/RCOE/60/2018-19

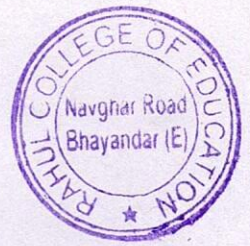
Date : 10.09.2018

Dear Faculties and Students,

Kindly find the list of mentors – mentees for the Academic Year 2018 – 2019. All are requested to coordinate along and conduct regular Mentor – Mentee meetings as allotted in the Time Table.

Sr No	Name of Faculty (Mentor)	Name of Student (Mentee)
1	Dr. B.S. Panigrahi	Jha Chanda Prabhash
		Varma Seema Shivam
		Yadav Shweta Devi Omprakash
		Gupta Swati Shankarlal
		Khan Haseena khatoon Mohd. Umar
		Vishwakarma Poonam Nandlal
		Rajpal Urmila Prabhudayal
		Rai Ragini Rajnarayan
		Mishra Jyoti Jitendra
		Singh Nagina Anil
2	Mrs Aarti Pandey	Yadav Archana Sevalal
		Mishra Ashish Omkar
		Shah Mansi Kishor
		Nyupane Radha Ramprasad
		Dubey Ankush Dineshkumar
		Kadam Karishma Ramchandra
		Kanwar Ayisha Devender
		Jaiswal Asmita Bhagwan
3	Mr Yigal Banker	Rangila Sarwari Mohd. Soheb
		D'souza Jocil Joseph
		Munis Melvin Vinson
		Tiwari Ranjana Awdhesh
		Mistry Parisha Pankaj
		Kinny Frenzina Abden
		Pardeshi Vinita Ravi
		Sharma Drishti Tushar
4	Mrs Sanjana Mishra	Borges Alvita Rocky
		Priyadarshini Priyanka Hemant
		Sawant Bhakti Bhavesh
		Dsouza Seamran Austin
		Tiwari Hansi Rakesh
		Upadhyay Pawankumar Shivshankar
		Jain Deepali Hemantkumar
Meena Priyanka Banwarilal		
5	Dr Sabita Das	Sonde Neeha Hasan





4. **Assistive Technology:** Assistive technology tools, such as tablets or communication apps, are used to facilitate communication for Alex. These tools help him express his thoughts and needs more effectively.

5. **Environmental Modifications:** Alex's learning environment is adapted to minimize distractions and create a calm atmosphere. Sensory breaks and designated quiet areas are provided to help him regulate his sensory needs and reduce anxiety.

6. **Collaboration and Support:** Regular communication and collaboration between Alex's parents, teachers, and specialists are crucial. They share observations, strategies, and progress updates to ensure a consistent and supportive approach both at school and home.

**Outcome and Progress:** With the implementation of these strategies, Alex has shown significant progress in various areas. His social interactions and communication skills have improved, and he now demonstrates greater flexibility and adaptability to changes in routines. While he still faces challenges with attention and impulsivity, he has made strides in self-regulation and shows improved focus during classroom activities.

*Learners with special needs face various challenges that can impact their educational experience.*

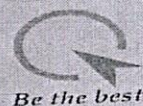
Here are some common challenges they may encounter

1. **Learning Difficulties:** Special needs learners often experience difficulties in acquiring and retaining information compared to their peers. This can be due to cognitive, sensory, or developmental impairments that affect their ability to process, comprehend, or express information.

# Lesson Plan



# RAHUL INTERNATIONAL SCHOOL



Lesson Plan No. 01

Facilitator: Aditi Jaiswal	Date: 12/07/22
Curriculum: CBSE	Duration: 45 mins
Subject/Unit: Business Studies	Grade: 11th

Topic: business trade Commerce

Aims of lesson: Discusses the concept and objective of business  
Classifies industry in different types  
Enumerates factors for starting a business

Lesson objectives: (Students will be able to)  
Appreciates the contribution of business activities  
in the growth and development of an economy

Assumed prior knowledge: Learner is aware about the  
business and its strategy

Resources: In addition to the textbook  
<https://www.studybusiness.com>

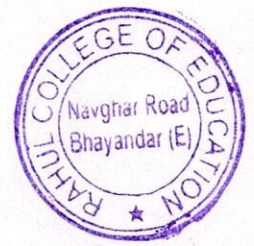
Assessment (how learning will be recognized): question and answer

Differentiation (addressing all learners' needs): Reading · P.P.T

Skills for Life / Key Skills to be addressed:

Reading Writing Analysis [charts]

Number/ numeracy:



# RAHUL INTERNATIONAL SCHOOL

Session	Content and Teacher Activity	Student Activity	Resource
1.1 1.1.1	Introduction Role of business	listening	charts
Session	Content and Teacher Activity	Student Activity	Resource
1.2 1.2.1 1.2.2	Concept char of business what are the role of business Management?	writing  Answering	Textbook white board
Session	Content and Teacher Activity	Student Activity	Resource
1.2.3 1.3	Comparison of Business classification of business	listening	Textbook
Session	Content and Teacher Activity	Student Activity	Resource
1.3.1	Industry	students were listening	Textbook
Session	Content and Teacher Activity	Student Activity	Resource
1.3.2	Commerce	listening	board textbook



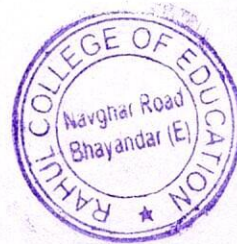


# RAHUL INTERNATIONAL SCHOOL

## School Vision Implication:

Global Citizenship, Leadership skills, Communication, Emotional Intelligence, Entrepreneurship, Problem Solving, Team work

Visionary Point	Details of Implications
1. Leadership skills	Learners will be able to learn the responsibility and leadership quality
2. Emotional intelligence	Learners will understand
3. Team work	Strategic team planning for any project to handle



# RAHUL INTERNATIONAL SCHOOL



Learners' Attributes	Details of Implications
<p><i>Confident Responsible Reflective Innovative Engaged</i></p> <p>Responsible</p>	<p>Learners will take responsibility of <u>completing</u> their work</p>
<p>Engaged</p>	<p>Learners will engaged in this different role? How</p>
<p>Innovative</p>	<p>Learners will able to ?</p>

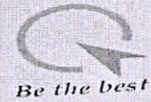


# RAHUL INTERNATIONAL SCHOOL

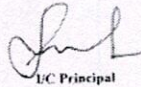
Session	Content and Teacher Activity	Student Activity	Resource
Homework/ assignment:			Hand in date
1. objectives of business is discussed in the above case? 2. Define business & characteristics 3. Define industry. Explain various types of industries giving examples.			13/7/2022
Coordinator's Remarks with date: → Add teacher Activity with content → Assignments should be of HQT <i>[Signature]</i>			
Vice- Principal's Remarks with date:			
Principal's Signature with Date: <i>[Signature]</i> PRINCIPAL RAHUL INTERNATIONAL SCHOOL			



# RAHUL INTERNATIONAL SCHOOL



Session	Content and Teacher Activity	Student Activity	Resource
1-3-3	Trade of Auxilan to trade what is auxilan trade	students were answering	white board
Session	Content and Teacher Activity	Student Activity	Resource
1-4 1-5	Objective of business Objective business	Students were listening & giving their point of view	Textbook
Session	Content and Teacher Activity	Student Activity	Resource
1-6 1-6-1 1-6-2	Business Risk Nature of Business risk Cause of BR	listening	textbook
Session	Content and Teacher Activity	Student Activity	Resource
1-7	Starting business basic question and answer series	Answering	textbook
Session	Content and Teacher Activity	Student Activity	Resource



EC Principal

Ms. Sanjana Mishra

EC PRINCIPAL  
RAHUL COLLEGE OF EDUCATION  
Navghar Road, Bhayandar (E),  
Dist. Thane - 401 105.