



FAZLANI AISHABAI & HAJI ABDUL LATIF CHARITABLE TRUST'S  
**AISHABAI COLLEGE OF EDUCATION**  
(Affiliated to S.N.D.T. Women's University)  
Address: Municipal School Building, J. J Hospital Compound,  
Gate no. 14, Byculla, Mumbai – 400008.

# **Criterion III**

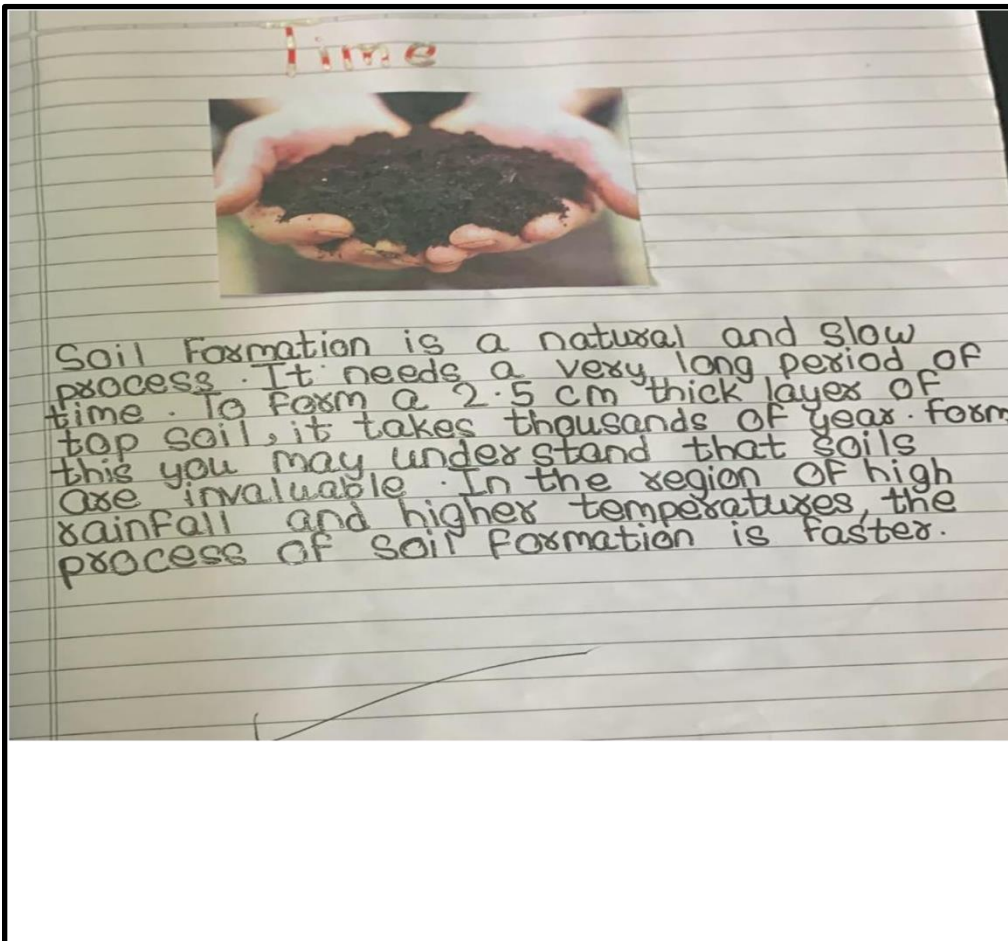
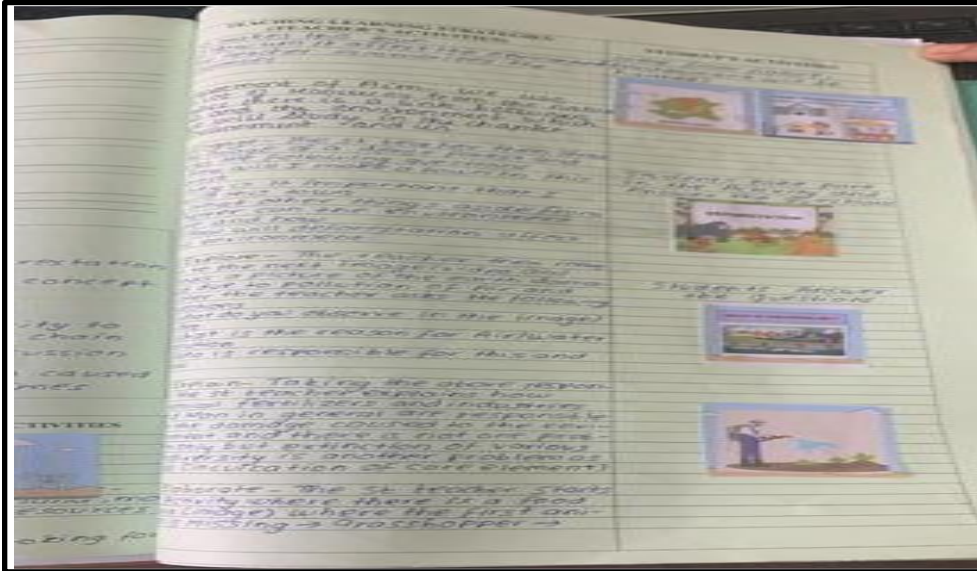
## **Resource Mobilisation & Research**

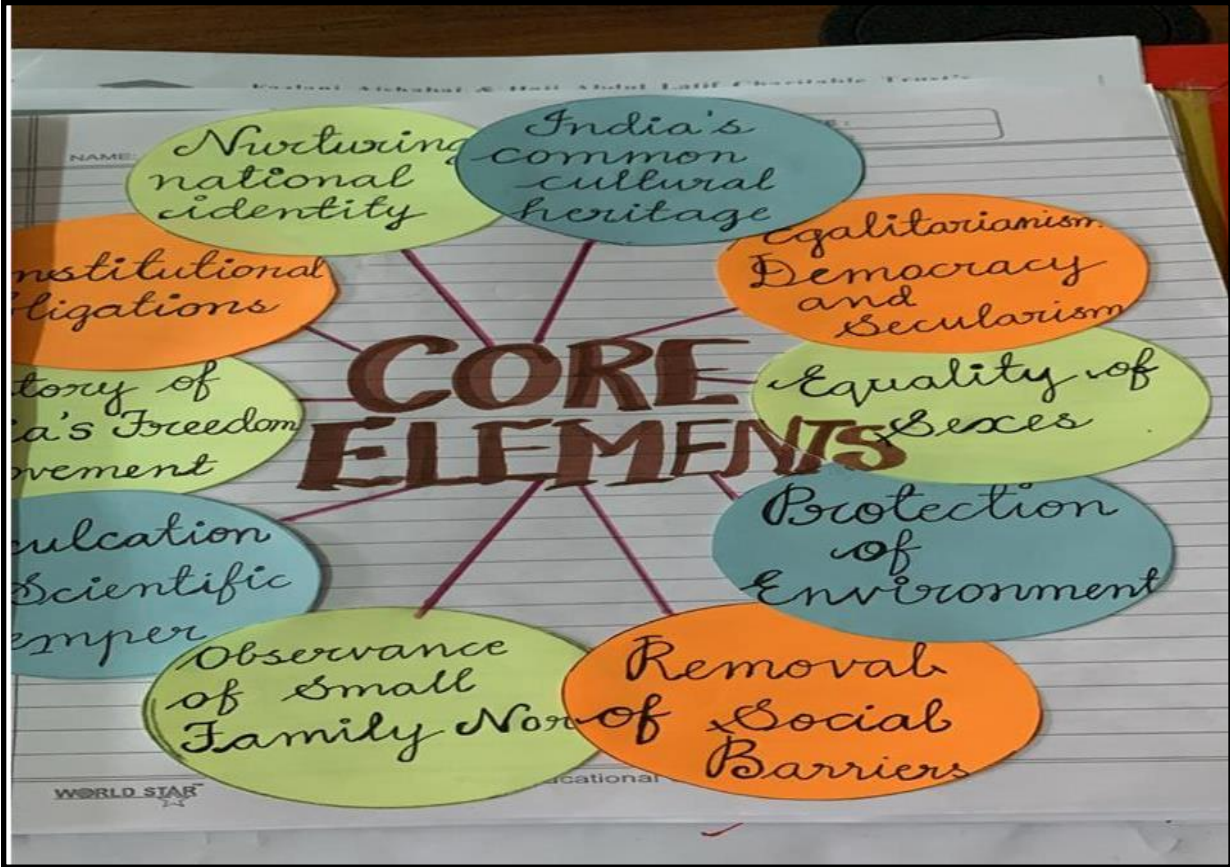
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**Details of reports highlighting the claims made by the institution**

Encouragement to novel ideas: Lesson plans on Constructivist Approach, 7Es approach in teaching





NAME:	STD.:	DIV.:
<b>Distribution of Core element</b>		
Content (Chapters)	Page Numbers	Core
Introduction to Partnership Final Accounts and Partnership Final Accounts	(pg-1) The sole proprietor has its view to earn private gain	Consti - Both be b others to th deed Inca Temp - As will equa the need and it sh wher is nos is lea firm)
	pg-2 Features of partnership Agreement. Principal and Agent	i) Cor ii) Eq - The a m both equ stee



FAZLANI AISHABAI AND HAJI ABDUL LATIF CHARITABLE TRUST'S

## AISHABAI COLLEGE OF EDUCATION

(Affiliated to S.N.D.T. Women's University, Mumbai)

Gate No: 14, Municipal School Building, J. J. Hospital Compound, Byculla,  
Mumbai - 08.

Date - 15<sup>th</sup> March, 2024

### NOTICE

All the F.Y.B.Ed. and S.Y.B.Ed. students are hereby informed that our college is organizing a workshop on **"Unveiling the Art: Storytelling as a Methodology for Innovative Teaching"** on 16<sup>th</sup> March, 2024 in Multipurpose Hall at 9.00 am.

In-charges -

Dr. Jasvanti Adhangale

Ms. Joya Chaudhari



**PRINCIPAL**

Fazlani Aishabai & Haji Abdul Latif Charitable Trust's  
Aishabai College of Education, Mumbai



**Fazlani Aishabai & Haji Abdul Latif Charitable Trust's**  
**Aishabai College of Education**  
**Affiliated to SNTD Women's University**

**UNVEILING THE ART: STORYTELLING AS A  
METHODOLOGY FOR INNOVATIVE  
TEACHING**

**DIVE INTO THE ART OF STORYTELLING PEDAGOGY**

**Unlock the power of storytelling in education !  
Join us for an immersive workshop by our  
expertise Resource Person  
Ms. CRYSTAL  
Alumna Batch 2018-2020**

You'll will learn:

- ☀ Techniques to engage students through captivating narratives
- ☀ Strategies to integrate storytelling into lesson plans
- ☀ Importance of storytelling in fostering creativity and critical thinking
- ☀ Practical exercises & activities to enhance your storytelling skills

**📅 DATE: SATURDAY, 16TH MARCH 2024**

**🕒 TIME: 8:00 AM TO 12:30 PM**

**📍 LOCATION: MULTIPURPOSE HALL**

Don't miss out on this enriching opportunity to enhance your teaching techniques and captivate your students' imaginations by transforming your teaching approach.

Let's ignite imaginations and inspire learning together! See you there!

**Dr. Jasvanti Adhangale**  
Incharge Professor

**Ms. Joya Chaudhari**  
Incharge Professo

**Dr. Shumaila S. Siddiqui**  
Principal



Fazlani Aishabai & Haji Abdul Latif Charitable Trust's

**AISHABAI COLLEGE OF EDUCATION**

**Organize Workshop on**

**STORY TELLING**

*Enjoy*



*Chill*

**RESOURCE PERSON**

**MS. CRYSTAL VALLADARES**



**ON SATURDAY**

**16TH MARCH, 2024**

**TIME: 9AM TO 12:30PM**

**VENUE: MULTIPURPOSE HALL**

*Love Story*

**MS. JOYA CHAUDHARI  
& DR. JASVANTI ADHANGALE  
TEACHER INCHARGE**

**DR. SHUMAILA SIDDDIQUI  
I/C PRINCIPAL**



Report:

Date: - 16 March, 2024

Venue: - Multipurpose Hall,

Time: - 9.00 to 12.30

Storytelling workshop,

Introduction:-

Aishabai College of Education is thrilled to announce an enriching workshop on storytelling, aimed at enhancing the narrative skills of educators and students alike. Storytelling is a powerful tool for communication and learning, and we are delighted to host renowned storyteller Crystal Valladares as our resource person for this event.

Speaker introduction:-

Crystal Valladares is a seasoned storyteller with years of experience captivating audiences of all ages with her engaging narratives. With a background in education and a passion for storytelling, Crystal brings a unique blend of expertise and creativity to her workshops. She has conducted storytelling sessions at numerous educational institutions and events, inspiring participants to unleash their imagination and hone their storytelling skills.

Learning outcomes:-

- 1) Understand the importance of storytelling in education and communication.
- 2) Explore various techniques and strategies for effective storytelling.
- 3) Enhance creativity and imagination through storytelling exercises.
- 4) Learn how to incorporate storytelling into teaching practices to make learning more engaging and memorable.
- 5) Develop confidence in oral communication and presentation skills.

Conclusion:-

The storytelling workshop at Aishabai College of Education led by Crystal Valladares was an enlightening and inspiring experience for all participants. Throughout the workshop, attendees gained valuable insights into the art of storytelling and its applications in education and communication. Crystal's expertise and engaging style left a lasting impression, empowering participants to harness the power of narrative in their personal and professional lives.



*Shumail*

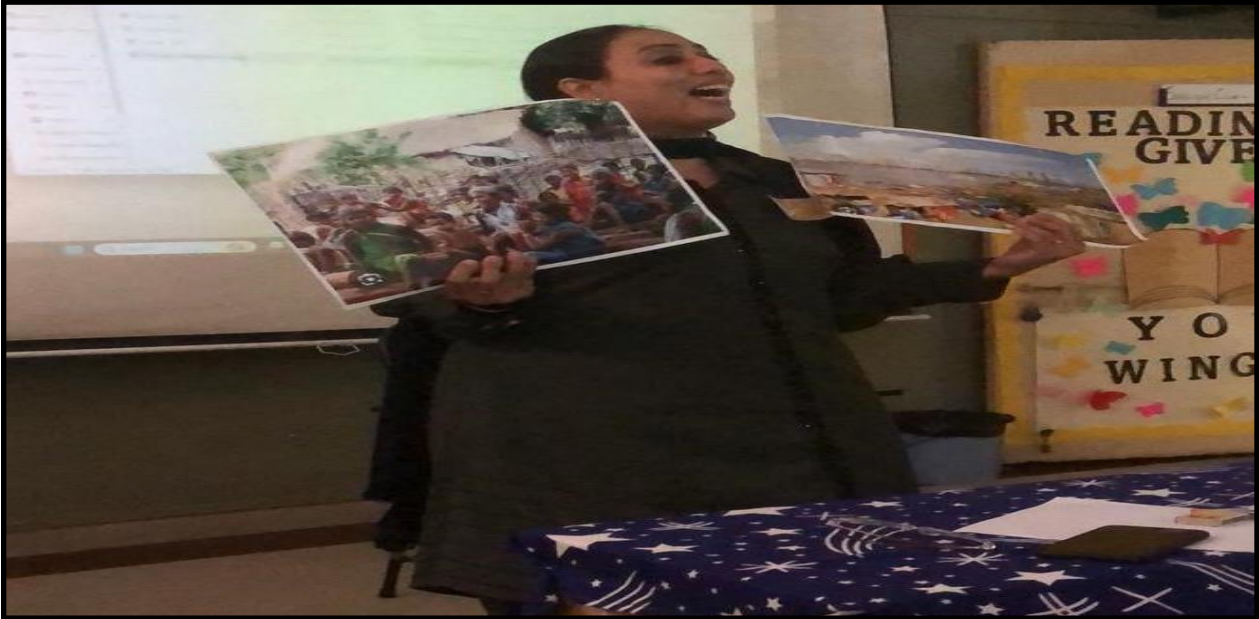
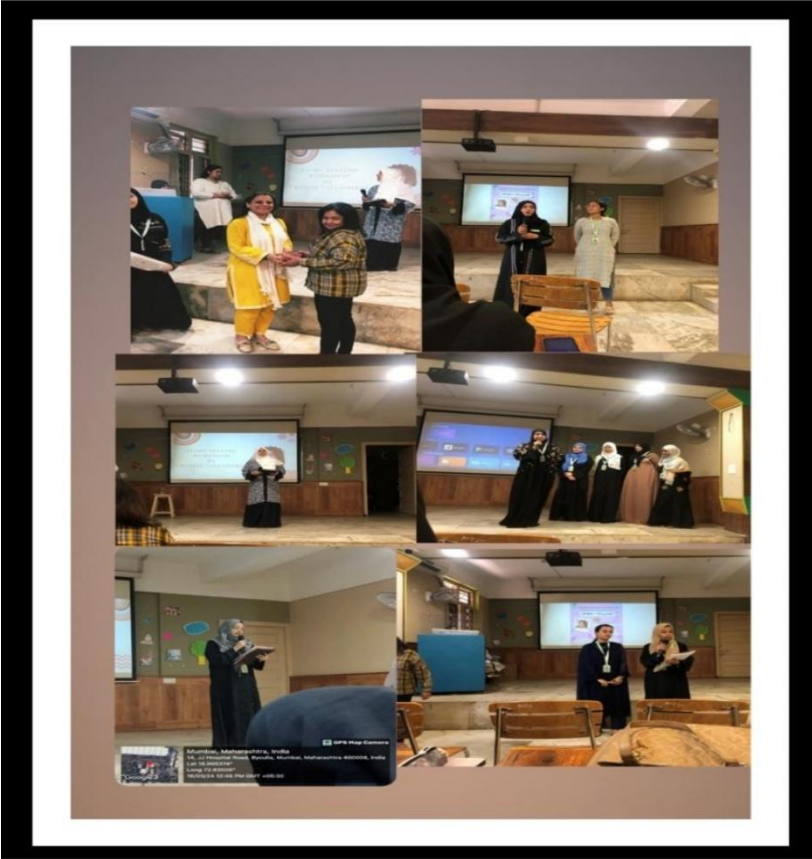
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Aishabai College of Education, Mumbai

Preparation on.... for narrating a story





Reinforcement to the Resource Person



Students of Aishabai were sent for Inter-collegiate competition on the topic:

Innovative way of Teaching/Learning Process where our students have brought laurels to the college



**Inter Collegiate Competition  
Winners :-  
Thakur Shyamnarayan College of  
Education and Research.**



*Shumail*

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Aishabai College of Education, Mumbai

Winners of the innovative lesson plans



Aishabai College students competes with other college students



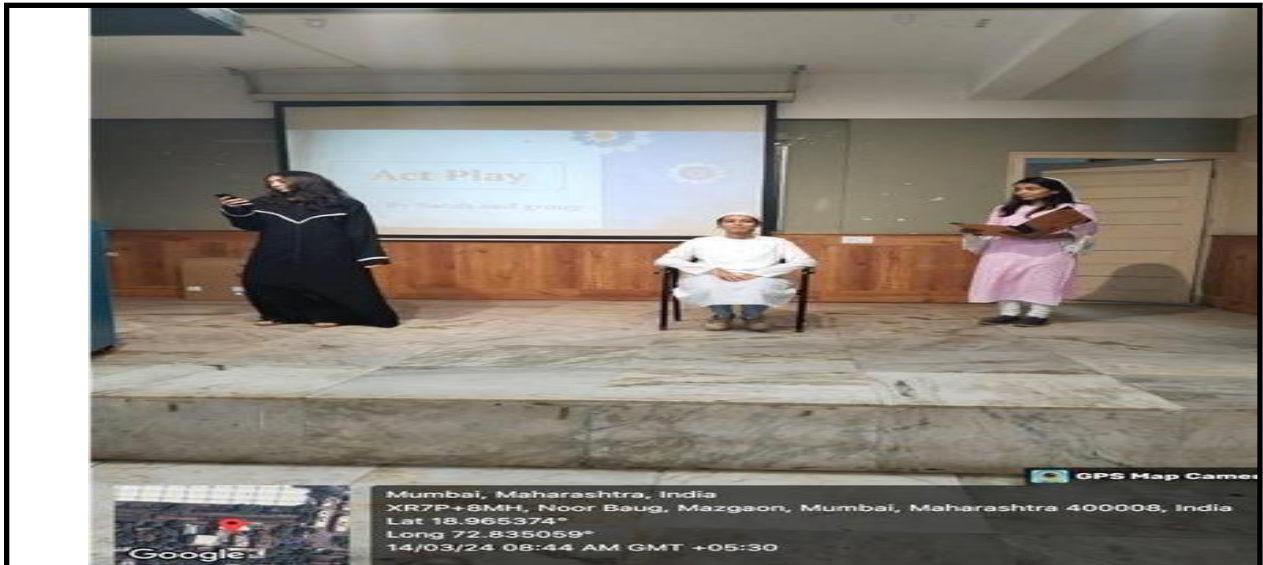
Demonstration of the Science lesson



## Narration Method



## Role Play



## Brainstorming of ideas on Contemporary Education



## Creativity of our students



# Mathematics creative lesson



Creativity of our students: Art and Craft Art





# **Aishabai College of Education**

## **SCIENCE DAY CELEBRATION REPORT**

Date: 28-02-2024

Venue: Aishabai College of Education, Mumbai

### **Introduction**

The Science Day Celebration at Aishabai College of Education marked a momentous occasion where the corridors of academia resonated with the spirit of inquiry, innovation, and intellectual closeness. This annual event served as a platform for students to showcase their scientific prowess, delve into hands-on experiments, and express their appreciation for the marvels of science through creative avenues such as poem and plant presentations. The report encapsulates the dynamic and enriching activities that unfolded during the celebration, offering a glimpse into the collective passion for science.

### **Activities**

**Speech:** The Science Day celebration commenced with an insightful speech, setting the tone for a day dedicated to scientific exploration and discovery. The speaker highlighted the historical significance of National Science Day and underscored the crucial role of science in shaping the progress of society. Emphasizing the importance of fostering a scientific temperament, the speech resonated with students, faculty, and guests alike, inspiring a collective appreciation for the wonders of scientific inquiry.

Experiments: Students from different classes took center stage by conducting captivating experiments. Chemistry experts showcased intriguing chemical reactions. These hands-on experiments not only engaged the audience but also exemplified the practical application of theoretical knowledge.

Poem : Adding a touch of artistic flair, students crafted thought-provoking poems that celebrated the wonders of science. The poems, recited with passion and conviction, underscored the beauty of scientific inquiry and its impact on our understanding of the world. It was a unique and poetic homage to the spirit of exploration.

Plant presentations: The Students of First and Second organized a captivating plant presentation, shedding light on the significance of plant life in sustaining our ecosystem. Students creatively highlighted the role of plants in oxygen production, carbon sequestration, and overall environmental balance. The presentation not only educated but also inspired a sense of environmental responsibility.

Appreciation: A heartfelt session of student testimonials and a token of appreciation ceremony created a warm and encouraging atmosphere, acknowledging the teachers' commitment to fostering a love for science.

Conclusion: The Science Day Celebration at Aishabai College of Education not only celebrated the wonders of science but also served as a testament to the collective passion for knowledge within the academic community. The day's activities left an indelible mark, inspiring all to continue their scientific pursuits with enthusiasm and dedication. The Science Day celebration combined the power of eloquent speech to ignite scientific curiosity with the visual allure of poster

presentations that showcased the depth and breadth of ongoing research. The event was a resounding success, fostering a culture of scientific inquiry, collaboration, and knowledge dissemination.

Vote of thanks :

As the day drew to a close, a heartfelt vote of thanks was extended to all participants, organizers, and attendees who contributed to the success of the Science Day Celebration. The gratitude extended to faculty members, students, and external guests emphasized the collaborative effort that made the event a resounding success.



A handwritten signature in blue ink, appearing to read "Shumail".

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Science Day celebration







Official approval and support for innovative try-outs  
Three research papers

Peer Reviewed Refereed Journal ISSN : 2278 – 5639  
Global Online Electronic International Interdisciplinary Research Journal (GOEIIRJ)  
{Bi-Monthly} Volume – XIII Special Issue – VI April – 2024

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ISSN :

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## Impact of Bilingualism in Teaching & Learning of English Language in Class 8<sup>th</sup>

Sarah. Kachwala

### Abstract

*Exploring the intricate relationship between bilingualism and English education, this research project investigates the impact of utilizing two language language and English, in the teaching and learning processes within an English setting, particularly focusing on Class 8th students. By analyzing how bilingualism educational practices, the study aims to deepen our understanding of how language shapes the acquisition of English language skills among secondary school students. Through a nuanced examination of bilingual education dynamics, the research endeavors to identify tailored teaching methods that accommodate the diverse linguistic backgrounds thereby contributing to enhanced English language education outcomes in the school milieu.*

**Keywords :** Bilingualism, English Classroom, Teaching and Learning, Education, Secondary Education, Language Skills, Multilingual Education, Linguistic Diversity.

### Introduction

Bilingualism, the ability to speak and understand two languages, is a phenomenon in India, where multilingualism is a defining characteristic of its diverse fabric. This research investigates the impact of bilingualism, particularly the use of Hindi alongside English, on the teaching and learning processes within the educational context. Specifically in an English Classroom, the National Education Policy (NEP) also emphasizes bilingualism, emphasizing the importance of multilingual education for holistic development. Understanding the dynamics of bilingualism in this context is essential for shaping language instruction and curriculum design that cater to the linguistic diversity of students. Through this exploration, we aim to contribute to a deeper understanding of the role of bilingualism in enhancing English language education outcomes in Secondary Education. The focus is on understanding how bilingualism impacts the acquisition of English language skills among secondary school students. By studying this, we aim to develop more effective teaching methods tailored to the diverse linguistic backgrounds of learners. We're exploring how the use of Hindi and English in instruction benefits students, while also addressing challenges they encounter, such as varying proficiency levels in each language or potential biases. In essence, this research seeks to deepen our understanding of the role of bilingualism in English language education in Indian secondary schools, aiming to improve teaching practices that accommodate linguistic diversity and promote inclusive learning environments. In the context of English language education in secondary schools, understanding the nuances of bilingualism

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**To Study The Attitude Of The Secondary Students Towards Project-Based Learning Approaches**

Shaikh Mumtaz Begum Salahuddin  
Aishabai College Of Education

**Abstract**

Project based learning has been a growing emphasis on innovative teaching methodologies to enhance students' engagement and learning outcomes. Like other teaching learning approaches project-based learning to have its own unique features and benefits. It encourages students to explore and tackle with real-world problems and challenges through hands-on experience via projects, group discussions, assignments, presentations foster critical thinking, collaboration and creativity. With the implementation of the NEP 2020 which advocates for a more holistic and child centric approach to education, many schools are embracing project-based learning as a mean to align with these principles. Understanding the impact and effectiveness of project-based learning in educational setting is of paramount importance, as it has the potential to transform traditional classroom practices and empower students to become more active participants in their self-learning journey. This action research seeks to identify the impact and attitude of secondary students towards project-based learning, its integration within the framework of NEP 2020, and its implications. Through this research study we shall understand how project - based learning is effective in real classroom setting, does students find it useful, interesting or they have a negative attitude towards the same.

Keyword: Holistic approaches, Multidisciplinary, Project based, Self- learning, Critical thinking

**Introduction**

The inclusion of Project-Based Learning (PBL) within the framework of the National Education Policy (NEP) is a significant step toward promoting a more holistic and experiential approach to education. The NEP, with its emphasis on holistic development, skill enhancement, experiential learning, and assessment reform, provides an ideal setting for incorporating PBL educational practices. PBL complements the NEP's goal by providing a pedagogical paradigm that encourages transdisciplinary learning, critical thinking, teamwork, and problem-solving abilities in students. At its foundation, PBL reflects the NEP's goal of developing well-rounded persons capable of flourishing in an increasingly complicated and dynamic world. PBL enables students to apply their knowledge and abilities by immersing them in real-world projects that force them to confront actual obstacles. In important circumstances. This experiential learning technique not only improves comprehension and retention, but it also fosters a stronger sense of participation and ownership of the learning process. Furthermore, PBL responds to the NEP's request for a shift to competency-based assessment by emphasizing the display of skills and comprehension through project-based work rather than traditional exams. This is consistent with the NEP's overarching



Principal  
Signature  
Principal

## Upholding the Importance of Experiential Learning in the Light of Existing Theories and Practices in the 21<sup>st</sup> Century

Mahlaqa Sayed

### Abstract:

All education gives us experience. However, persistence and its effects can be observed depending on the variation in the learning process. Although experiential learning is not new in the 21st Century, its demand and necessity are widely observed today. As the complexity of the modern world increases, so does the need for various innovative approaches to prepare students. This article will attempt to draw insights from existing theory and practice by exploring the enduring importance of experiential learning. With that, an attempt will be made to highlight the relevance of experiential learning in the 21st Century.

**Key Words:** Experiential Learning, 21st Century, Theoretical Perspectives, Vicarious Learning, Constructivist Approach

### Introduction:

Experiential learning is desirable in the present age but can also be traced back to the ancient Indian education system. Aparavidya was one of the streams of the curriculum at that time. It encompasses practical knowledge needed for daily living. Where students learn through experience, on the other hand, Paravidya deals with self-actualization. The Guru-Sishya relationship was based on experiential learning. Guru helps Sishya make their own experiences rather than answering, lecturing, or providing knowledge. At that time, the students also had to perform daily household chores. Among those tasks, the mundane had to be done, and self-awareness, self-regulation, and self-meditation were also part of education. The discussion and application of experiential learning can also be seen in the medieval Islamic education system and British education.

Efforts and applications of experiential learning can be observed in our country and different parts of the world. Various educators and philosophers emphasized his experiential learning and discovered new theories. It has an excellent emphasis on being a teaching and learning approach to facilitate the acquisition of knowledge, attitudes, and skills in the 21st Century (Wright, 2015). These approaches were propounded by some of the most prominent scholars of the 20th Century. They are William James, John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky, Carl Rogers, Carl Rogers, and Paulo Freire. They identify and recognize the importance of individual learning styles, the need for diverse learning styles, and their experiential and holistic learning strategies. It is also based on the idea that learning is a continuous and comprehensive process where students practice their education with theory and practices and actively engage in teaching-learning (Villarroel et al., 2020). This approach is related to some activities associated

