



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

Research & Outreach Activities

3.4

3.4.1

Reports of linkages

A Report on Linkages for Faculty Exchange

Our college has signed several linkages with partner institutions to facilitate faculty and student exchange programs. These partnerships aim to promote academic collaboration, cultural exchange, and professional development. Faculty members from a few colleges were invited as resource person to teach a part of the syllabus. In the academic year 2023 faculty exchange program ensued in college and Dr.Nafisa Roopawala was invited to Pal Rajendra B.Ed College to conduct a workshop on administrative tests and was also invited as a guest for their annual athletic meet in December 2023 and in January Dr. Punam Kesharwani, a visiting faculty member from Pal Rajendra B.Ed College, was invited to our college in January 2024.

Our faculty members went as a resource person to conduct curriculum transaction programs at their schools on their request. An orientation program on curriculum transaction program for teachers was conducted in December 2023.Faculty members went to Nirmala Memorial foundation College to observe the B.Ed trainees who did internship /practice teaching there.

Similarly from Suffah School. Begum Jamila Home science College Came to our college to give an informative talk on the importance of Nutritions..Their students too participated in an Inter-school competition. Dr.Nafisa Roopawalla was invited as a judge at their Debate and Fashion show competition at Begum Jamila Home science College. My thank-you letter invitation letter to be pasted here

Staff members from our college went to PVDT college to refer to books in their library. Similarly, staff members from other colleges came to our college to refer to the books in the library.



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Our Faculty was sent to Pal Rajendra B.Ed.College to conduct a workshop on administrative test and blue print.



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Faculty Exchange Linkages

Ms Ridhi was invited from another school to participate in the week-long program on International Yoga day celebration.



1. Pal Rajendra B.Ed College - MOU signed in 2023

- Faculty exchange in the field of Education, psychology and Counseling

2. Nirmala foundation

- MOU signed in 2019

- Faculty exchange in the fields of Education

3. School Suffah

- MOU signed in 2018

Faculty exchange in the fields of teaching methods and cultural programs. Our students have been appointed here.

Students of M.Ed course of PVDT College came to our college for their internship and our students were sent there to participate in a self-defense program hosted by them in August 2024.



Our students were sent to Dr.Barua school to give remedial teaching to their students and the principal of Dr Barua school was invited as the chief guest

on our Annual Athletic Meet in December 2024



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Benefits:

- Enhanced academic collaboration
- Cultural exchange and understanding
- Professional development opportunities for faculty and students
- Strengthened partnerships and reputation

Challenges:

Different academic calendars and schedules, Language barriers.

Recommendations:

- Provides language support and cultural orientation for visiting faculty and students

Conclusion

Our college faculties and students exchange programs have shown significant benefits in terms of academic collaboration, cultural exchange, and professional development. We recommend continued support and development of these programs to strengthen our international partnerships and reputation



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

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Report on Student Exchange

2023-24

Visit to Inclusive Schools

REPORT ON GILDERLANE INCLUSIVE SCHOOL VISIT

DATE: 12th January, 2024 to 19th January, 2024

VENUE: Gilder lane First floor, BMC night school opposite Mumbai Central station.

TIME : 11 am to 2 pm

INTRODUCTION:

Mou has been signed to the School and student exchange program took place on 12th of January 2024, the student teachers of Aishabai College of Education NSS Unit organized a visit to Gilder Lane Inclusive School. It was organized to expose student teachers to an environment that caters to diverse learning needs, fostering an understanding of inclusive teaching methodologies and creating awareness about the importance of inclusive education in shaping well-rounded educators.

LEARNING OBJECTIVES:

1. To understand how teachers help all students, including those with different abilities, learn in various ways.
2. To recognize and recall various inclusive teaching strategies during the school visit.
3. To demonstrate how assistive technologies and skills can be applied to enhance the educational experience for students with special needs.
4. To explore and analyze how classrooms and learning spaces are designed to accommodate students with different physical and cognitive abilities, promoting an inclusive education.

EVENT IN DETAIL:

On 12 January 2024, the student teachers of Aishabai College of Education NSS Unit organized a visit to Gilder Lane Inclusive School. The event started with a warm introduction by the school principal, Mrs. Rupali Pokharankar who provided valuable insights into the school's philosophy and practices. Gilder Lane Inclusive School caters to students aged 6-18, with a unique policy. Referring individuals above 18 years to Tardeo School.

Schools also get the support provided by the BMC, including facilities like attendance allowance

and school kits, the Anna Mitra Foundation ensures students receive nutritious meals prepared in ghee, discouraging outside food consumption. During the introduction, a talented student performed a beautiful Marathi song, which got emotional among the students. Principal Ma'am highlighted the challenges, including epilepsy issues faced by some students. Despite this, the students warmly greeted visitors with "Namaste" and "Hi" as instructed by the principal. A touching moment occurred when Mohd, an autistic student, attempted to sing the national anthem. The inclusive environment was further demonstrated through various activities, including dancing, singing, and classroom sessions focusing on fruits, flowers, numbers, vegetables, colors, and letters. The teaching approach at Gilder Lane is customized based on individual IQ levels rather than a standardized curriculum. Students are attention-seeking, and the school collaborates with the Disha project for curriculum development. Clear goals are set for each student, with the flexibility to extend them to the next semester if not achieved in the first. Daily homework is assigned based on the day's lessons. After the introduction, the student teachers visited classrooms where students were passionately practicing dance, leaving a lasting emotional impact on everyone present. Also, some students were practicing dance in class with their mentor. It was a very heart touching and emotional visit to the inclusive school.

LEARNING OUTCOMES:

1. Student teachers gained a deeper understanding of various inclusive teaching strategies employed by teachers to cater to diverse learning needs.
2. It highlighted the importance of initiatives promoting peer collaboration and social inclusion, fostering a sense of community among students with diverse backgrounds.
3. Student teachers acquired knowledge about inclusive policies, support systems provided by BMC, and the role of organizations like the Anamitra Foundation in facilitating an inclusive educational environment.
4. The emotional impact of witnessing students practicing dance and engaging in various activities created a personal connection to the challenges and successes of inclusive education.

CONCLUSION:

The visit to Gilder Lane Inclusive School proved to be an eye-opening and enriching experience for the student teachers and was a valuable and emotional experience that will shape the future practices and perspectives of the student teachers, emphasizing the dedication of both student teachers and educators in creating an environment of learning, acceptance, and emotional connection.



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REPORT ON INCLUSIVE SCHOOL VISIT

DATE: 12th January, 2024 to 19th January, 2024

VENUE: Ponavadi special school

TIME : 11 am to 2pm

No of students – 29

LEARNING OBJECTIVES

1. Learn how teachers help different students at an inclusive school, each with their own way of learning.
2. See how everyone at the school works together to make a friendly and supportive place for students of all kinds.
3. Find out about special tools and ways of teaching that help students with different needs, like using technology or different methods.
4. Understand why it's important for everyone at the school to be treated equally, making sure everyone feels welcome and respected.

INTRODUCTION

The students of Aishabai College of education as a part of their 7days NSS camp went on their first day visit to an inclusive school to achieve the above mentioned objective

REPORT

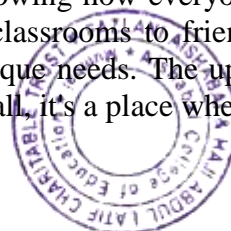
On 12th January 2024 as a part of the NSS 7 day camp, ST teachers visited Ponavadi Special School from 11:30 AM to 3:30 PM. The principal shared information about the school's ways of teaching, how they evaluate students, and its history. They also saw the school's special classrooms and facilities for students with different needs. In a friendly talk with students, the ST teachers learned about upcoming activities, making everyone excited about the days ahead. The visit helped the teachers understand how the school supports students with various abilities

LEARNING OUT COMES –

See how classrooms are set up to help different learners feel comfortable and included. Feel the friendliness in the school, where everyone works together to make everyone feel like part of the team. Talk with students about upcoming fun activities, getting excited about what's coming soon. Learn that being fair and kind to everyone is very important, making the school a happy and welcoming place for all.

CONCLUSION-

Visiting the inclusive school was an eye-opener, showing how everyone works together for a happy and welcoming environment. From special classrooms to friendly conversations with students, it's clear they care about each person's unique needs. The upcoming activities bring excitement, reflecting the positive atmosphere. Overall, it's a place where fairness and kindness create a joyful learning space for everyone.



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Insights of the visit



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REPORT ON INCLUSIVE SCHOOL VISIT

DATE: 12th January, 2024 to 19th January, 2024

VENUE: Special children School, Govandi. Timing: 12:30 am to 3:30 pm

TIME : 12:30 am to 3:30 pm

No of students – 29

Introduction: Visiting the special school in Shivaji Nagar Govandi provides a unique opportunity to witness the dedication and efforts invested in catering to the needs of differently-abled individuals. From specialized education programs to inclusive activities, the school fosters an environment that promotes learning and growth for all.

Learning objectives:

In understanding Inclusive Education Student teachers' explore how the school incorporates inclusive teaching practices to ensure the participation of all students, regardless of their abilities. It helps to gain insights into the development and implementation of Engaging with Individualized Education Plans (IEPs), understanding how personalized plans support each student's unique learning journey.

In adapting curriculum materials student teachers explore how educational materials and resources are adapted to suit the diverse needs of students, ensuring meaningful and accessible learning experiences.

Activity done in school:-

- Conducted survey of school
- Interview of School teacher
- Observed special students.

Learning outcomes:

Stepping into a world of flexible learning from exceptional Children the visit to the special school was more than just an observation; it was a profound immersion into a world of boundless resilience. Twenty-eight young hearts, grappling with learning disabilities, autism, and visual impairments, each held a story of unwavering spirit. Witnessing their daily struggles and quiet triumphs instilled an invaluable understanding of the power of human resilience. By conducting interview with Bindiya Ma'am, we understand her dedication and patience towards the special students and how she spread the seeds that nurtured their growth, & positivity. Also the dedicated teacher along with her have unique methods that are tailored to unlock their unique potential. Witnessing her care ignited a deep respect for the crucial role educators play in fostering the lives of exceptional children. Beyond the classroom, the active role of NGOs and government policies became palpable. The dedicated efforts to create an inclusive environment, where challenges are met with support and opportunities, resonated deeply. It highlighted the collective responsibility we hold to empower, not just individuals, but the very fabric of our society.

Conclusion:

Leaving the school, we carried not just knowledge, but a profound admiration for the extraordinary resilience of these children, the unwavering dedication of their teachers, and the tireless efforts of organizations striving for an inclusive future. The experience served as a potent reminder that within every challenge lies an opportunity for growth, and within every difference,

a strength waiting to be nurtured.



Linkage with Begum Jamila Home Science College .Principal Dr.Asia Radiowala was invited as the Chief guest



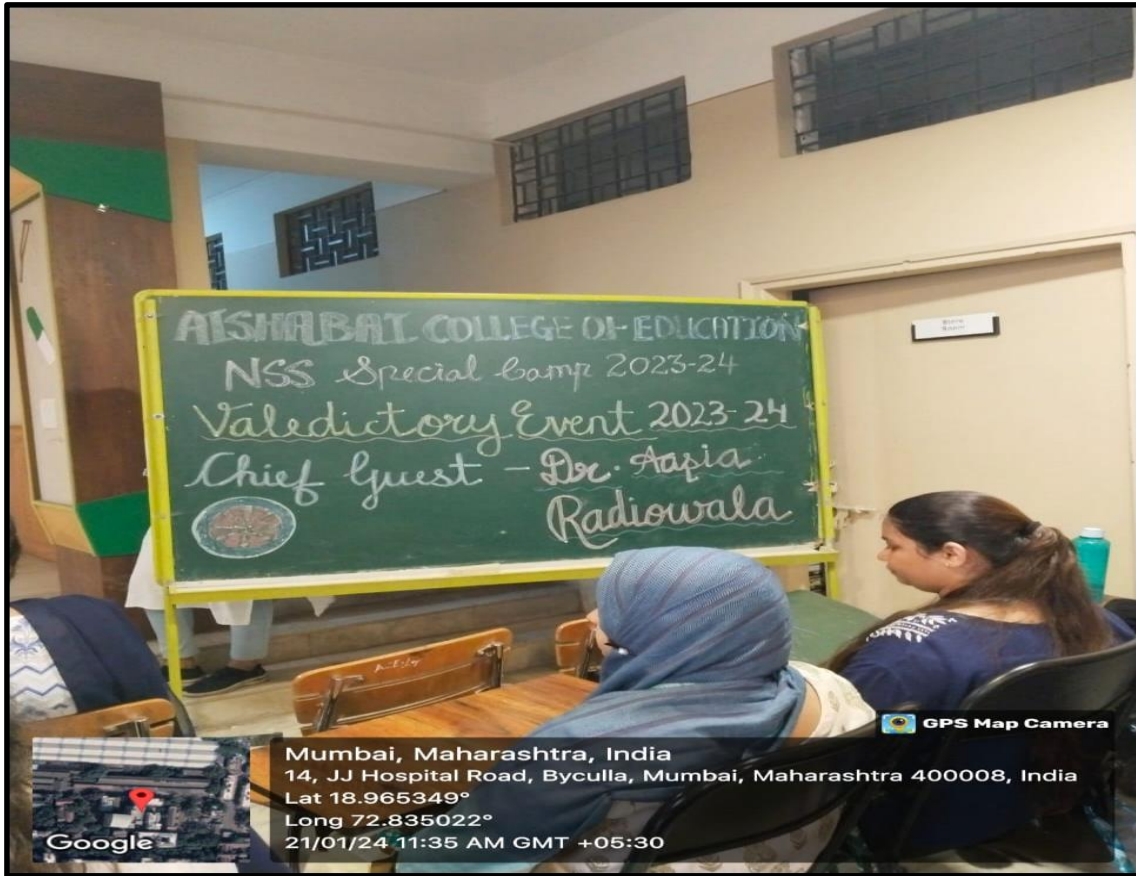
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