



RIZVI EDUCATION SOCIETY'S  
**RIZVI COLLEGE OF EDUCATION**

*Affiliated to University of Mumbai NCTE Recognized Institute (Code No: 123005)*

*NAAC Accreditation - 'B+' Grade (1st Cycle)*

GOVIND PATIL MARG, KHAR DANDA, KHAR (W), MUMBAI – 400 052

Website: <http://bed.rizvi.edu.in/> email: [rizvi.college.education@bed.rizvi.edu.in](mailto:rizvi.college.education@bed.rizvi.edu.in)

## **REPORT**

### **ON**

## **COMMUNITY WORK I**

As part of the Semester I Project-Based Course carrying 20 marks, the student teachers of FYB.Ed. were assigned a community work project aimed at providing practical exposure to social engagement and community-oriented learning experiences. The activity was conducted over a period of five days, comprising a total of 30 hours, with the objective of developing social sensitivity, communication skills, teamwork, leadership qualities, and a sense of responsibility among the student teachers. The program was carefully planned to ensure meaningful participation and experiential learning beyond the classroom environment.

For the effective implementation of the project, the students were divided into two groups. One group was allotted to SHED NGO, while the other group was assigned to Yuva Parivartan. Through these organizations, students actively participated in various community-based activities and gained first-hand experience in understanding social issues, educational outreach, vocational initiatives, and community service practices. The project provided an opportunity for the student teachers to interact with diverse groups of people and understand the importance of empathy, cooperation, and social commitment in the teaching profession.

The following report presents the day-wise details and activities undertaken by the students during the community work program conducted as part of the Semester I Project-Based Course.



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## **Community Work at S.H.E.D**

### **Day 1**

Date: 8th December 2025

Day: Monday

Location: SHED Community Center, Church Rd, Opp. St. Mary's School, Kolivery Village, Mahatma Phule Nagar, Kalina, Santacruz East, Mumbai, Maharashtra 400029

Community Work Period: 8th December 2025 – 12th December 2025

The Society for Human and Environmental Development (SHED) is a non-governmental organization dedicated to supporting underprivileged communities through education, vocational training, health awareness, women empowerment, and social development initiatives. SHED provides academic support and value-based education to children from English, Hindi, and Urdu medium backgrounds while promoting inclusive and accessible learning opportunities.

### **Details of the Day**

The first day of the community work program began with enthusiasm and active participation from the student teachers of Rizvi College of Education. Various lessons were conducted for students from Standards 6 to 10 through interactive and student-centered teaching methods.

Muskaan Khan and Shoorah Kazi conducted English sessions focusing on comprehension, vocabulary building, storytelling, and poem explanation.

Mehjabeen Shaikh, Sukaina Zehra, and Atekaa taught Geography and explained concepts related to agriculture and population using simple examples and questioning techniques.

Anam Zariwala conducted a Science lesson on Classification of Elements and Metallurgy for Standard 10 students, while Heena Shaikh taught the poem “Night of the Scorpion” to Standard 10 students and explained poetic devices and symbolism.



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The sessions were interactive, informative, and engaging. Students participated enthusiastically in discussions, answered questions confidently, and showed curiosity throughout the day.





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## Day 2

Date: 9th December 2025

Day: Tuesday

### Details of the Day

The second day of community work continued with History, Mathematics, and Science sessions for students of different standards. Mehjabeen Shaikh, Sukaina Zehra, and Atekaa taught “Expansion of Maratha Power” through storytelling, blackboard explanations, and oral recall activities. Students actively participated and responded confidently during the recap session.

Muskaan Khan, Sabina Khan, and Humayrah Shaikh conducted a Mathematics lesson on Ratios and Proportion for Standard 6 students using practical examples and simple problem-solving methods.

Anam Zariwala taught scientific concepts related to blood circulation, blood groups, and blood donation through interactive explanations and quizzes.

The students remained attentive and cooperative throughout the sessions. The day ended with reflective discussions and meaningful interaction between student teachers and learners.





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### Day 3

Date: 10th December 2025

Day: Wednesday

### Details of the Day

Day 3 focused mainly on language development and poetry sessions. Shoorah Kazi and Mehjabeen Shaikh conducted poem-based activities where students explored rhyme schemes, vocabulary, themes, and poetic devices through discussions and oral reading activities.

Sukaina Zehra taught the poem “The Brook” and encouraged students to share their interpretations and thoughts confidently. Heena Shaikh conducted a Hindi session on “Samta Ki Orr,” emphasizing equality, justice, and social harmony.

The interactive teaching methods, quizzes, and discussions helped students improve communication skills, confidence, and participation.



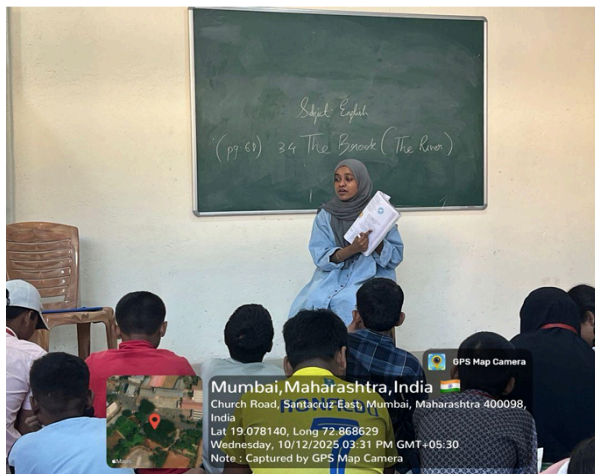
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## Day 4

Date: 11th December 2025

Day: Thursday

## Details of the Day

On the fourth day, Geography, History, Political Science, and Hindi lessons were conducted for different standards. Teachers used diagrams, flowcharts, blackboard work, and discussion-based methods to simplify concepts and make lessons more understandable.



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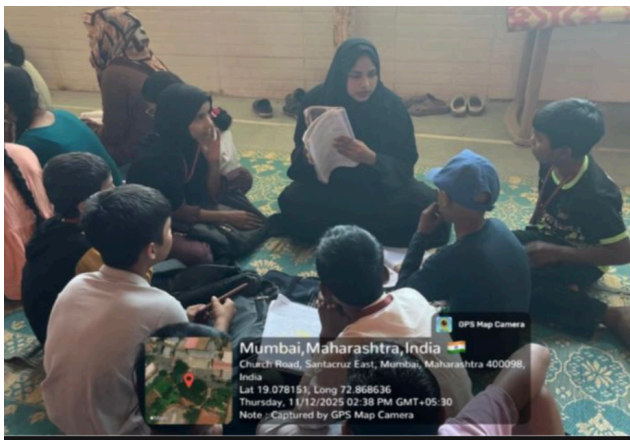
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Students actively participated in classroom discussions, recap sessions, and question-answer rounds. The supportive environment at SHED encouraged both academic learning and student engagement. The day proved to be productive as students responded positively to activity-based teaching methods and collaborative learning.



## Day 5

Date: 12th December 2025

Day: Friday

## Details of the Day

The final day of the community work program was dedicated to activity-based learning and revision sessions. Educational games, quizzes, whisper chain activities, brain teasers, and interactive learning exercises were conducted to make learning enjoyable and meaningful.



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Atekaa, Muskaan Khan, and Kanchan organized engaging classroom activities that encouraged teamwork, confidence, participation, and communication among students. The atmosphere throughout the day remained energetic and joyful.

As the program concluded, student teachers reflected on their experiences and personal growth achieved through the initiative. The community work program at SHED proved to be enriching and memorable, strengthening the values of empathy, inclusive education, and social responsibility among all participants.





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## Conclusion

The community work conducted at SHED was a highly enriching and meaningful experience for all student teachers. The initiative provided practical exposure to classroom teaching, communication skills, teamwork, classroom management, and inclusive education.

Through collaborative teaching methods, engaging activities, and active interaction with students, the student teachers contributed positively to the educational development of children from diverse backgrounds. The experience strengthened their understanding of social responsibility, empathy, and the importance of community engagement in education.

The SHED community work program successfully created a supportive learning environment and left a lasting impact on both the students and the student teachers.

## Community work at Yuva Parivartan Livelihood Development Centre

**Location:** Social Welfare Association, Ram Mandir Rd, Khatimwadi, Kherwadi, Bandra East, Mumbai, Maharashtra 400051

**Community Work Period:** 8<sup>th</sup> December 2025 to 12<sup>th</sup> December 2025

## INTRODUCTION



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As FYB.ED students, we had the opportunity to visit the Yuva Parivartan Livelihood Development Centre as part of our community work. This experience allowed us to step outside the classroom and understand how education and skill training can truly change lives. At the centre, we were welcomed with openness and kindness, and we were able to observe how different vocational programmes help learners gain confidence and independence. Our role was to assist, interact, learn and contribute in small but meaningful ways. This community work not only connected us with the learners, but also helped us grow as future teachers who wish to serve society with empathy and understanding.

## **ABOUT THE CENTRE**

Yuva Parivartan Livelihood Development Centre is a welcoming and encouraging space where people come not only to learn skills, but also to rebuild confidence and hope. The centre believes that every



person has hidden talent and the ability to grow, even if life has not given them many chances. Many of the learners are youth, women and adults who could not complete their education or have struggled to find stable work. At this centre, they are treated with respect and patience, and they are guided towards a better future. The centre offers different vocational courses such as tailoring, basic computer skills, advanced Excel, beautician training and other livelihood programmes. The atmosphere is friendly and comfortable. Trainers teach with care, support learners through every step and encourage them to ask questions without fear. The centre feels like a small community where everyone helps one another.



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**Vision:** The vision of the centre is to create a society where every individual has the chance to grow, learn and stand on their own feet. It dreams of communities where skill training brings dignity, confidence and long lasting improvement in the lives of people.

**Mission:** The mission of the centre is to provide simple, practical and useful training that helps people build a steady livelihood. The centre aims to reach those who are often left behind and give them



support both emotionally and academically. It works to guide learners towards opportunities that can lead to employment or small business.

Overall, Yuva Parivartan Livelihood Development Centre is more than a training space. It is a place where people feel seen, heard and valued. It gives learners the courage to believe in themselves and the strength to take the next step toward a better life.

## **DAY 01 – MOBILIZATION**

**Date: 8<sup>th</sup> December 2025**

### **Mobilization Activities Conducted**

On the first day of their field work, **Ms. Tahera Sayed, Ms. Sania Shaikh, and Ms. Zainab Ansari** visited Behram Pada Nagar, Bandra East, for community mobilization activities. They conducted door-to-door visits and also approached people on the streets with flyers. Their aim was to inform community members about the free livelihood courses offered by the Yuva Parivartan Livelihood Development Centre for individuals between eighteen and thirty years of age.



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They explained that these courses are specially designed for the underprivileged sections of society to help them develop skills, build confidence, and work towards a stable livelihood. They also informed the residents that the centre provides complete job opportunities after the completion of the course, which encouraged many people to listen with interest.



### **Community Engagement and Communication**

During the mobilization process, the students interacted with a wide range of people, including parents, young adults, and middle-aged individuals seeking opportunities for themselves or their children. They communicated politely, explained the benefits of the courses clearly, and distributed flyers among the residents. They also collected contact details of interested individuals for further follow-up by the centre. These interactions helped them understand the needs, concerns, and aspirations of the community more closely.



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## Challenges and Field Realities

The students also faced certain challenges during the mobilization activity. Some individuals were not interested and asked them to leave, while others questioned the authenticity of the courses and doubted the job assistance offered by the centre. A few residents appeared hesitant and suspicious, reflecting the impact of lack of awareness and previous disappointments experienced by the community. Despite these difficulties, **Ms. Tahera Sayed, Ms. Sania Shaikh, and Ms. Zainab Ansari** responded patiently



and respectfully, making sincere efforts to reassure the residents.

## Key Observations and Learning

During the field visit, the students observed the living conditions of the people in the area, including cramped spaces and limited resources. They realized that many residents were unaware of the opportunities available to them. This experience helped them understand the true importance of community outreach and awareness programs. It also highlighted how sharing information with



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sincerity, empathy, and kindness can create a meaningful impact in the lives of people who are looking for opportunities to improve their future.

## **DAY 02 – STAMP WORK, MAKING FLYER, MOBILIZATION, SESSION DISCUSSION**

**Date: 9<sup>th</sup> December 2025**

### **Stamp Work Completed**

On the second day of the field work, the students were assigned the task of preparing the flyers that would be distributed during mobilization. They stamped each flyer with the official address stamp of the centre so that people could easily identify the location and trust the authenticity of the information



provided. Along with this, they also wrote the contact number of the mobilizer on every flyer, as many people prefer speaking directly to someone before visiting the centre.



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The work required patience, accuracy, and attention to detail. Through this activity, the students understood the importance of proper preparation and organization in community outreach programmes. They realized that even small tasks such as stamping and writing contact details play a significant role in building trust and ensuring effective communication with the community.

## Purpose and Design of the Flyers

Hema Ma'am, the incharge of the centre, requested a special flyer for the Christmas offer being provided for individuals between eighteen and thirty years of age. The flyer included information about various free courses such as Nursing, Advanced Excel, Tally with GST, and other livelihood development programmes that also offered complete job opportunities after completion.

**Ms. Sania Shaikh** designed the flyer using a Christmas-themed template from Canva. She used festive colours, attractive visuals, and a simple layout to make the flyer eye-catching and easy to understand. The main objective was to attract the attention of community members while clearly communicating the benefits and opportunities offered by the centre. This task gave the students an opportunity to apply



creativity along with practical communication skills.



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## **Mobilization Experience**

For the mobilization activity, the students visited Golibar Maidan, Khar Pipeline Road. Similar to the previous day, they interacted with local residents, explained the courses offered by the centre, and distributed the newly prepared flyers. The area was crowded and busy, with people engaged in their daily routines, so the students approached them politely and patiently.

Many individuals showed interest, especially after learning about the job opportunities provided after the courses. However, some residents were hesitant and questioned whether the courses were genuinely free, while others requested them to return at a later time. This experience helped the students understand that mobilization involves not only physical effort but also emotional effort, as it requires confidence, patience, convincing communication, and the ability to handle different responses calmly and respectfully.

## **Discussion and Planning of the Session**

Later in the day, the students interacted with the centre staff to explore additional ways in which they could contribute to the community work. They expressed their interest in conducting a session or activity for the learners at the centre. After discussing various ideas, it was decided that they would conduct a session for the tailoring students on the topic of building a brand and selling products.

The students understood that many tailoring learners possess good technical skills but often face difficulties in marketing and presenting their products effectively. Therefore, the planned session aimed to provide practical guidance that could help them in real-life business situations. **Ms. Zainab Ansari** took the lead in explaining the process and sharing ideas for the session, as she has some personal experience in tailoring. Her knowledge and practical understanding helped the group plan the session more effectively. The students decided to keep the session simple, interactive, practical, and encouraging for the learners.

The stamp work continued on the third day just like the previous day. The students stamped additional flyers with the official address of the centre and added the mobilizer's contact number on each flyer.



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Since the centre was preparing for further rounds of mobilization, it was important to ensure that every flyer appeared neat, clear, and readable. By the third day, the process had become smoother and more organized for the students. They worked together as a team, divided the stamping and writing



responsibilities, and completed the task efficiently. This activity further strengthened their teamwork, coordination, and sense of responsibility while also helping them understand the importance of preparation in outreach programmes.

## **DAY 03 – STAMP WORK, INQUIRY MANAGEMENT, SESSION WITH SEWING CLASS**

**Date: 10<sup>th</sup> December 2025**



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## **Stamp Work Progress**

### **Inquiry Management at the Centre**

As Hema Ma'am was out for fieldwork, the students were given the responsibility of managing the inquiry desk at the centre in her absence. Their role was to attend to individuals who visited the centre to inquire about the different courses offered. The students listened carefully to their questions, guided them according to their interests, and then connected them with Hema Ma'am over the phone to ensure that they received accurate and detailed information.

After assisting the visitors, the students recorded their details in the inquiry register, maintaining the entries neatly and systematically until Hema Ma'am returned. This experience helped them understand the importance of proper documentation, communication, and professionalism in building trust and maintaining effective relationships with the community members.

### **Session with the Sewing Class**

The students conducted a short and interactive session for the sewing class learners. The main objective of the session was to help the learners understand how they could use their stitching skills to generate income after completing their training. The students discussed different ways through which the learners could market their products, create a small brand identity, and connect with potential customers.

During the session, the students introduced simple and practical tools such as Canva for designing flyers, posters, and promotional materials. They also suggested using platforms like Instagram, WhatsApp, and Meesho to display and sell their products online. The learners were encouraged to start on a small scale, remain consistent in their efforts, and have confidence in the value of their work.

**Ms. Zainab Ansari** actively contributed during the session by sharing ideas and practical examples from her personal experience in tailoring, which made the discussion more relatable and engaging for the learners. The sewing class students listened attentively and appeared motivated to explore these opportunities for self-employment and entrepreneurship.



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## **DAY 04 – STAMP WORK, PAPER WORK, FLYER MAKING, REGISTER WORK**

**Date: 11<sup>th</sup> December 2025**

### **Administrative and Documentation Tasks**

Day 4 mainly focused on administrative responsibilities and documentation work at the centre. The students continued the stamp work for the flyers that were to be distributed during upcoming mobilization activities. Along with stamping, they assisted in organising paperwork, arranging materials properly, and ensuring that all the required documents and flyers were prepared in advance for future field visits.

Through these activities, the students gained a better understanding of the amount of background preparation and coordination required for the smooth functioning of a community centre. They realized that effective outreach programmes depend not only on fieldwork but also on systematic planning, organization, and administrative support.



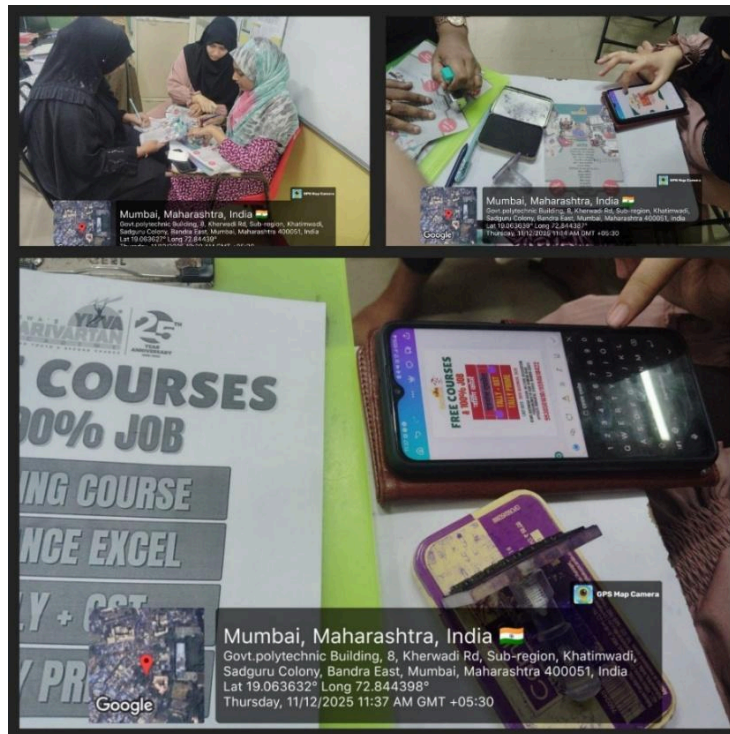
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## Finalization and Customization of Flyers

The students also worked on finalizing the flyers that would be used for community distribution. To make the information accessible to a wider audience, the centre decided to prepare the flyers in both Hindi and English. The students helped in making necessary modifications in the layout, colours, and text to ensure that the flyers appeared clear, attractive, and easy to understand.

They carefully checked the spacing, corrected minor errors, and ensured that both language versions looked professional and visually appealing. This activity helped the students understand the importance of effective communication and presentation in community outreach work. They learned that well-designed and understandable materials can play a major role in attracting people's attention and building trust within the community.



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## Maintaining and Updating Registers

A significant part of the day was dedicated to updating and organising the registers maintained at the centre. The students created tables and columns wherever required, added new entries, and ensured that all information was recorded neatly and systematically. They handled the records carefully and maintained proper order while updating the details.

This task helped the students understand the importance of proper documentation in managing inquiries, attendance, and programme-related information. It also taught them the value of patience, accuracy, responsibility, and attention to detail while handling important administrative records.



## DAY 05 - STAMPING WORK, MOBILIZATION AND TEAM BUILDING SESSION

**Date: 12<sup>th</sup> December 2025**





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## Interactions with the Community

The interactions on Day 5 were calm, engaging, and meaningful. While managing inquiries at the centre and during mobilization around Bhumiya Mandir, Bandra East, the students interacted with several individuals who wanted to know more about the courses and opportunities available at the centre. Many people appeared curious and eager to understand how the training programmes could help them improve their skills and employment opportunities.

The students listened patiently to their questions, guided them according to their interests, and connected them with Hema Ma'am whenever detailed clarification was required. Some conversations were more personal, as individuals shared their situations, struggles, and hopes of learning a new skill to improve their future.

These interactions helped the students realize the importance of communication, empathy, trust, and responsibility while working closely with the community. They understood that community work is not only about providing information but also about listening carefully and building positive relationships with people.





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## Sessions Conducted

In the second half of the day, with permission from the computer trainers, the students organized a fun and interactive activity session for the learners enrolled in the computer course. The session included simple team-building games that encouraged communication, cooperation, participation, and quick thinking among the students.

The learners participated enthusiastically, and the classroom atmosphere became lively, cheerful, and energetic. There was laughter, friendly competition, and a strong sense of togetherness that made the session enjoyable for everyone present. The trainers also appreciated the effort of the students and mentioned that the activity provided a refreshing and positive break from the learners' regular routine. Ending the community work experience with such a warm and engaging session left the students with happy memories and a sense of fulfilment. It also highlighted the importance of interactive activities in creating a positive learning environment and strengthening relationships within the community.





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## CONCLUSION

In conclusion, the community work carried out at Yuva Parivartan Livelihood Development Centre was a valuable and enriching learning experience for the students. It provided them with an opportunity to contribute meaningfully to the community while gaining practical exposure to real-life situations and responsibilities.

From mobilization activities and administrative work to interacting with learners and conducting engaging sessions, each day brought new learning experiences, challenges, and observations. The experience strengthened the students' understanding of the importance of community engagement as an essential part of teacher education and social responsibility.

Overall, the programme contributed significantly to the personal and professional growth of the students. The exposure to community realities, teamwork, communication, and service-oriented work left a lasting impression on them. The lessons learned during this experience will continue to guide them in their journey as future educators who value empathy, inclusion, service, and social commitment.





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## **COMMUNITY WORK II**

### **ADAPT CENTER COMMUNITY REPORT**

#### **BATCH-2024-2026**

The student-teachers of Rizvi College of Education had the opportunity to do a 8 to 9 days internship at ADAPT Center. Students were grouped into two cohorts and placed in two centers of ADAPT at Bandra, and Colaba.

ADAPT, founded by Dr. Mithu Alur in 1972, stands as a pioneering organization dedicated to the holistic development and empowerment of individuals with special needs. Operating on the principle of inclusivity, ADAPT advocates for the rights and inclusion of persons with disabilities, offering a range of services including education, therapy, vocational training, and advocacy. The internship at ADAPT provided students with a firsthand understanding of the organization's mission and the practical implementation of inclusive practices in an educational setting.

A detailed overview of the internship activities conducted over 8 to 9 days at each center is provided below.

### **COMMUNITY WORK -ADAPT BANDRA REPORT**

#### **Introduction**

As a part of the teacher training programme, Rizvi College of Education organized an **eight-day community work visit to ADAPT** (Able Disabled All People Together) from **9<sup>th</sup> February, 2026 to 20<sup>th</sup> February, 2026**. The objective of this visit was to provide student teachers with practical exposure to inclusive education and to understand the diverse needs of learners with disabilities. **ADAPT is a reputed organization dedicated to the education, rehabilitation, and empowerment of individuals with disabilities through specialized teaching methods, therapy services, and skill development programmes.** This visit aimed to bridge the gap between theoretical knowledge and real-life classroom practices. Student teachers were given opportunities to observe, assist, and actively participate in classroom and therapeutic activities, thereby enhancing their professional competencies.

#### **Day-wise Report**

##### **Day 1**

On the first day, student-teachers were oriented about the institution and its functioning. They were assigned to different classrooms in pairs, where each class was guided by one or two special educators. The initial focus was on **observing the classroom environment, teaching**



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methods, and assistive devices used for students with different disabilities. Various tools such as visual aids, therapy equipment, and mobility support systems were explored. Student-teachers also assisted in preparing charts and teaching materials on themes like festivals and food preparation. This activity highlighted the importance of visual learning aids in enhancing student understanding. The day primarily focused on observation, familiarization, and initial interaction.



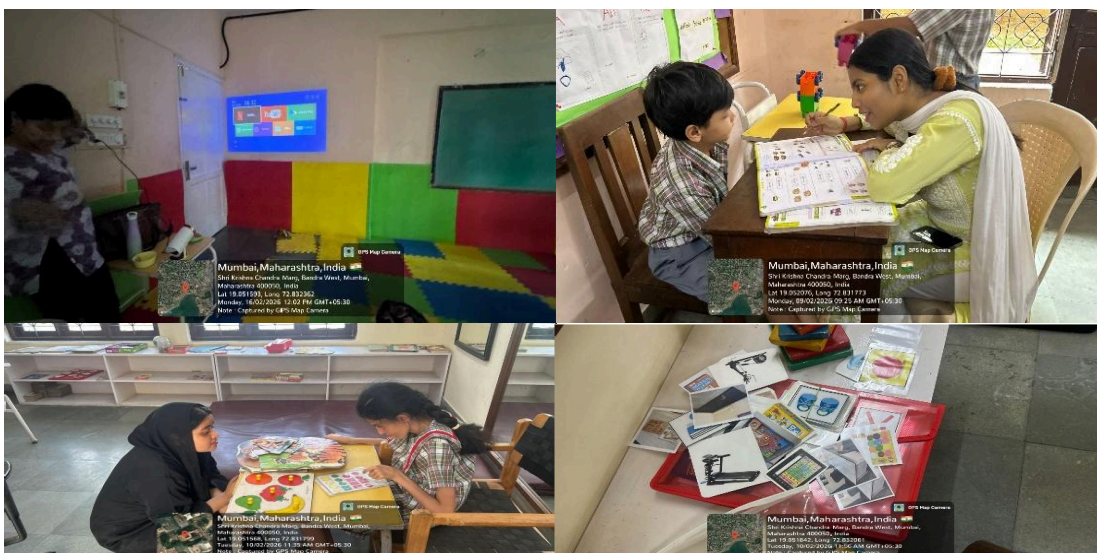
## Day 2

On the second day, student teachers actively assisted teachers in classroom activities and supported students in completing their tasks. **They continued working on teaching aids and charts for classroom use.** Observations were made regarding student responses, attention span, and interaction patterns. Teachers were seen using repetition, simple language, and structured instructions to facilitate learning. **Student-teachers also encouraged participation and provided individual support where required.** This day emphasized the importance of patience, guidance, and active involvement in inclusive classrooms.



### Day 3

On the third day, student teachers were exposed to **therapy sessions, including speech and behavioural therapy.** They observed how students with speech impairments were supported using oral-motor tools and guided exercises. Sessions for students with ADHD and ASD demonstrated the use of calming techniques and structured routines. **Therapists focused on improving attention, communication, and emotional regulation.** This experience provided insight into the role of therapy in enhancing overall student development. It also highlighted the **importance of integrating therapy with classroom teaching.**





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## Day 4

On the fourth day, student teachers participated in both **academic and activity-based learning sessions**. Some assisted students in **cooking-related activities**, which contributed to the development of life skills. Others supported older students in solving academic problems with guidance. **Teaching aids and charts were further developed and utilized during classroom instruction**. The activities were designed to promote practical learning and engagement. This day helped student teachers understand the significance of functional and experiential learning in special education.



## Day 5

On the fifth day, student-teachers focused on closely observing teaching strategies and student learning levels. **They interacted with teachers to understand student competencies and individual learning needs**. Discussions were held regarding the planning of lessons and the use of differentiated instruction. **Student-teachers also gathered inputs for designing their teaching toolkits as part of their assignment**. Teachers provided valuable guidance on making learning materials more effective and student-friendly. This day strengthened the understanding of instructional planning in inclusive settings.



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## Day 6

On the sixth day, student-teachers continued **assisting in classroom activities and refining their teaching toolkits based on feedback**. Some revisited therapy sessions to gain deeper insights into student development. Observations highlighted the importance of consistency,



repetition, and structured routines in learning. **Teachers encouraged active interaction and participation from student-teachers**. This day contributed to building confidence and practical teaching skills among student teachers.





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## Day 7

On the seventh day, **student-teachers conducted their teaching toolkits in the classroom.** Each participant actively presented their activity and engaged students effectively. The response from students was positive, showing interest and participation. **Several teaching aids were appreciated by the teachers and retained for future use.** This activity provided an opportunity to apply theoretical knowledge in a practical setting. It also highlighted creativity, innovation, and adaptability in teaching practices.



## Day 8

On the final day, **student-teachers focused on reflection and closure of the community work experience.** They distributed small tokens of appreciation to the students and interacted with them warmly. Classroom support was provided to complete ongoing activities. Teachers shared feedback and highlighted the impact of **student -teachers' involvement.** The day concluded with a sense of accomplishment and gratitude. It also provided an opportunity to reflect on the overall learning experience.

### Overall Reflection

The community work experience at ADAPT proved to be highly enriching and professionally significant for student teachers. It provided **valuable exposure to inclusive education**



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**practices and helped in understanding the diverse needs of learners.** The experience emphasized the importance of patience, empathy, flexibility, and structured teaching strategies. **Observations of therapy sessions, classroom interactions, and assistive tools enhanced practical knowledge beyond theoretical concepts.**

**The experience also highlighted the importance of collaboration among teachers, therapists, and support staff in ensuring holistic development of students.** Student-teachers developed a deeper appreciation for inclusive practices and recognized the need to adapt teaching methods according to individual differences. This experience has strengthened their readiness to create supportive and inclusive classroom environments in their future teaching careers.

### **Conclusion**

In conclusion, the eight-day visit to ADAPT was a valuable learning experience that contributed significantly to the professional development of student teachers. It provided practical insights into inclusive education and effective teaching strategies for students with disabilities. The knowledge and experience gained will be beneficial in shaping future teaching practices. This community work has instilled a sense of responsibility, sensitivity, and commitment towards inclusive education.



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## Adapt-Colaba Branch

### Day-1

On the first day of the ADAPT program, we were assigned to observe an autism child studying in the nursery section. During this observation, we carefully noted the child's behaviour, level of interaction, communication skills, and response to instructions. This helped us understand how children with autism learn differently and require special attention and support. We also got the opportunity to assist in a therapy session. In this session, we observed the techniques used by the therapist, such as giving simple instructions, using visual aids, and repeating tasks to help the child understand better. It was interesting to see how patience and consistency are very important while working with children with special needs. In addition, we were involved in pre-vocational activities, where children were engaged in simple tasks like sorting and arranging objects. We assisted the children and observed how these activities help in developing their concentration, coordination, and independence. We also observed and assisted in group therapy. During this session, children participated in activities together, which helped them improve their social interaction and communication skills. We supported the teacher in managing the group and guiding the children. Overall, the first day of ADAPT was a meaningful learning experience, giving us practical exposure and a better understanding of working with children with autism.

### Day-2

On the second day of the ADAPT program, we were assigned to observe a child with Down syndrome, especially during pre-vocational activities. During this observation, we focused on the child's learning pace, behaviour, and level of participation in different tasks. We noticed that the child required more time, guidance, and encouragement to complete activities, which helped us understand the importance of patience and individual support. We were also asked to assist an autism child during classroom and activity sessions. While assisting, we helped the child follow instructions, stay focused, and complete simple tasks. This gave us practical experience in handling children with special needs and understanding their unique learning styles. In addition, we observed two students during pre-vocational activities and helped them in reading. We guided them in recognizing words and improving their reading skills. This activity showed us how consistent support and encouragement can help children improve gradually. We also assisted the teacher in the classroom by helping manage students, maintaining discipline, and supporting children during learning activities. This allowed us to understand the teacher's role in creating a supportive and inclusive environment. Overall, the second day of ADAPT was a valuable experience that helped



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us develop better observation skills, patience, and understanding while working with children with different needs.

### **Day-3**

On the third day of the ADAPT program, we were given the opportunity to assist in neurotherapy sessions. During this session, we observed how different therapeutic techniques are used to improve the cognitive and motor skills of children with special needs. We assisted the therapist by helping the children follow instructions and stay engaged in the activities. This experience helped us understand the importance of structured therapy in a child's development. We also observed pre-vocational sessions, where children were involved in activities that enhance their basic life skills. We assisted the children in solving puzzles, which helped in developing their problem-solving ability, concentration, and hand-eye coordination. It was interesting to see how such simple activities play an important role in skill development. In addition, we observed nursery children and noted their behaviour, interaction, and learning patterns. We also assisted special children with autism during classroom activities. While assisting, we helped them focus on tasks, understand instructions, and participate actively in activities. Overall, the third day of ADAPT was very engaging and informative. It gave us practical exposure to different therapeutic approaches and helped us understand how to support children with diverse learning needs in a patient and effective manner.

### **Day-4**

On the fourth day of the ADAPT program, we were mainly involved in observation and assisting children in different activities. We observed the children and connected our observations with the theoretical knowledge we have learned. We also observed nursery children and helped them during drawing activities in the Balwadi section. This helped us understand how creative activities support children's expression and development. We assisted in pre-vocational C1 sessions, where children were engaged in activities such as solving puzzles, participating in music classes, and doing drawing activities. We guided the children and supported them in completing their tasks. These activities helped in improving their concentration, creativity, and coordination skills. In addition, we spent time in the playground where children were playing games like ball games. We actively assisted the students while they were playing, ensuring their safety and encouraging participation. It was interesting to see how play activities help in physical development, teamwork, and social interaction among children. Overall, the fourth day of ADAPT was enjoyable and informative. It allowed us to understand the importance of combining theory with practical experience and highlighted how different activities contribute to the overall development of children with special needs.



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### **Day-5**

On the fifth day of the ADAPT program, we observed the pre-vocational B class, where children were engaged in activities that help in developing their basic life and functional skills. During this session, we carefully observed how the teacher guided the students and how each child performed tasks according to their ability level. We also assisted an autistic child by helping them stay focused, follow instructions, and complete assigned activities. In addition, we observed nursery students, including both regular children and those with disabilities. This helped us understand the differences in their learning pace, behaviour, and level of interaction. We noticed how children with special needs require more attention, support, and encouragement compared to others. A significant part of the day was learning about different types of therapies used for children with special needs. We were introduced to various therapies and understood how specific therapies are used for different conditions. For example, children with autism may require behavioural and communication-based therapies, while children with ADHD may benefit from therapies that improve attention and control behaviour. This gave us a broader understanding of how therapy plays an important role in the development of children. Overall, the fifth day of ADAPT was very informative, as it helped us gain knowledge about different therapies and understand how to support children with diverse needs in an effective and patient manner.

### **Day-6**

On the sixth day of the ADAPT program, we were given the important task of assessing children with different needs, including children with ADHD, autism, and Down syndrome. We observed these children in different sections and carefully noted their behaviour, learning abilities, communication skills, and level of participation in various activities. This helped us understand their individual needs and capabilities more clearly. We also conducted observations in the nursery section, where we compared the learning patterns of regular children and children with special needs. This observation helped us understand how different children require different teaching methods and levels of support. In addition, we observed various therapy sessions conducted in the therapy room. Different therapies were provided to children with autism, Down syndrome, and ADHD according to their specific needs. We assessed how these therapies helped in improving their focus, communication, behaviour, and overall development. We also understood the important role of therapists in guiding and supporting each child. Through this assessment process, we learned the importance of



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individualized attention and planning. Overall, the sixth day of ADAPT was very informative and helped us gain deeper knowledge about assessment and the importance of providing proper support to children with diverse needs.

### **Day-7**

On the seventh day of the ADAPT program, we were asked to learn about the institution in detail. We read about the background of the institution, its objectives, and the vision behind its establishment. We also gained information about the founder of the institution and their contribution towards the development of special education. This helped us understand the purpose and values of the institution. Along with this, we assisted the teachers in pre-vocational and nursery sections. In the pre-vocational sessions, we helped the students complete their tasks and guided them during different activities. We observed how these activities help in developing basic life skills and independence among children with special needs. In the nursery section, we assisted the teacher in distributing food to the children and ensuring that all students were comfortable. We also helped the children complete their classroom tasks and supported them whenever needed. This gave us a better understanding of the importance of care, patience, and responsibility while working with young children. Overall, the seventh day of ADAPT was both informative and engaging, as it helped us learn about the institution as well as gain practical experience in assisting teachers and supporting children in their daily activities.

### **Day-8**

On the eighth day of the ADAPT program, we were given the opportunity to conduct various teaching method activities. We had prepared teaching aids specially designed for children with special needs. Using these teaching aids, we conducted activities with the students and observed how they responded to them. This helped us understand the effectiveness of our teaching materials. During the session, we carefully observed the areas where our teaching aids needed improvement. We noted whether the students were able to understand the concept easily, stay engaged, and complete the tasks. Based on this observation, we identified changes that could make the teaching aids more effective and student-friendly. In addition, we assisted the teacher in the music room, where students participated in musical activities. We observed how music helps in improving the children's mood, coordination, and participation. We also assisted during food-related classes, where students were guided in basic food habits and activities. We supported the teacher in managing the class and helping the students complete their tasks. Overall, the eighth day of ADAPT was very interactive and useful, as it allowed us to apply teaching methods practically and reflect on improving our teaching aids for better learning outcomes.



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### **Day-9**

On the ninth and final day of the ADAPT program, we were given the responsibility to handle the pre-vocational B section during the games period. We engaged the students in different games and activities, ensuring their active participation and enjoyment. This experience helped us understand how play-based activities support physical development, coordination, and social interaction among children. We also assisted during the music class, where students participated in musical activities that enhanced their interest, expression, and confidence. In addition, we were involved in preparing certificates, which marked the completion of the program and gave us a sense of responsibility and accomplishment. Furthermore, we assisted the team in managing chores in the therapy room during various sessions. We observed different types of therapies used for children with different disabilities and gained more knowledge about them. We also noticed the use of various activities such as puzzle games, gamification methods, jumping exercises, and trampoline activities, which help in improving motor skills, focus, and overall development of the children. Overall, the ninth day of ADAPT was both enjoyable and informative. It gave us a chance to take responsibility, apply our learning, and gain deeper insight into different therapies and activities used for children with special needs.

### **Overall Reflection**

The ADAPT program from day one to day nine was a very meaningful and enriching experience. Throughout these days, we got the opportunity to observe and work closely with children with different needs such as autism, ADHD, and Down syndrome. This helped us understand that every child is unique and requires different teaching methods, support, and patience. We were involved in various activities such as classroom observation, therapy sessions, pre-vocational training, group activities, and teaching using our own teaching aids. These experiences helped us connect theoretical knowledge with practical application. We learned how therapies, structured activities, and proper guidance play an important role in the development of children with special needs. Assisting teachers and therapists gave us insight into their roles and responsibilities. We understood how important it is to create a supportive, inclusive, and engaging environment for children. Activities like puzzles, music, games, and pre-vocational tasks showed us how learning can be made interesting and effective. One of the most important learnings from this program was the value of patience, empathy, and observation. We realized that small efforts can make a big difference in a child's growth and confidence. Overall, the ADAPT program was a great learning experience that enhanced our skills, knowledge, and understanding of special education. It has prepared us to become more responsible, caring, and effective educators in the future.



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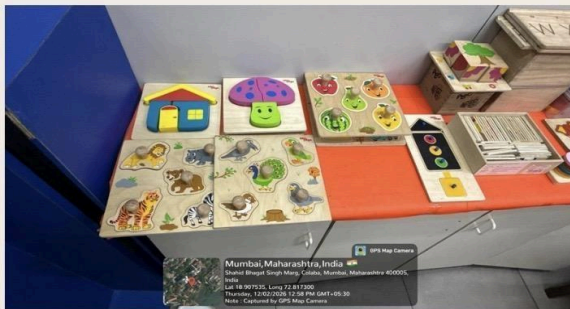
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## Teaching-Aids





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## **Spreading Joy through Service: Birthday Celebration at SHED Community Centre**

**Location:** SHED Community Centre, Kalina, Mumbai-400029

**Date:** 27th June 2025

On 27th June 2025, as part of its ongoing community outreach and service-learning initiative, **Rizvi College of Education**, together with the **Help Yourself Foundation**, organized a heartfelt birthday celebration for orphanage children at the **SHED Community Centre**, Kalina. The program was designed to create a joyful and meaningful experience for the children while fostering empathy, responsibility, and community engagement among the B.Ed. students.

The event began with cheerful interactions between the children and the visiting team comprising students and faculty members. The atmosphere was filled with excitement as a beautifully decorated birthday cake was brought out. A warm and lively cake-cutting ceremony was held for the children whose birthdays fall in the month of June. The joy on the children's faces was evident as they felt acknowledged, celebrated, and deeply loved.

Following the celebration, **snacks and refreshments were lovingly distributed by the B.Ed. students** of Rizvi College of Education. The act of personally serving the children helped the students build rapport, engage in heartfelt conversations, and experience the joy of giving. This moment also gave the student-teachers a practical opportunity to apply values of care and inclusion, reinforcing the human side of education.

A special highlight of the event was the creation of a **“Wish Tree”**, designed and set up by the students. Each child was encouraged to write down their wish on a colorful paper leaf and pin it to the branches of the tree. This simple yet powerful activity allowed the children to express their dreams and gave the students a deeper insight into the hopes and aspirations of young lives that deserve every chance to flourish.

The day concluded with a reflection session among the participating students, where they shared their personal takeaways and the emotional impact of the experience. The event successfully brought smiles to the faces of the children and instilled a sense of fulfilment and social responsibility among the B.Ed. students. **Rizvi College of Education**, in collaboration with the **Help Yourself Foundation**, looks forward to continuing such meaningful engagements that blend education with empathy, and learning with service.



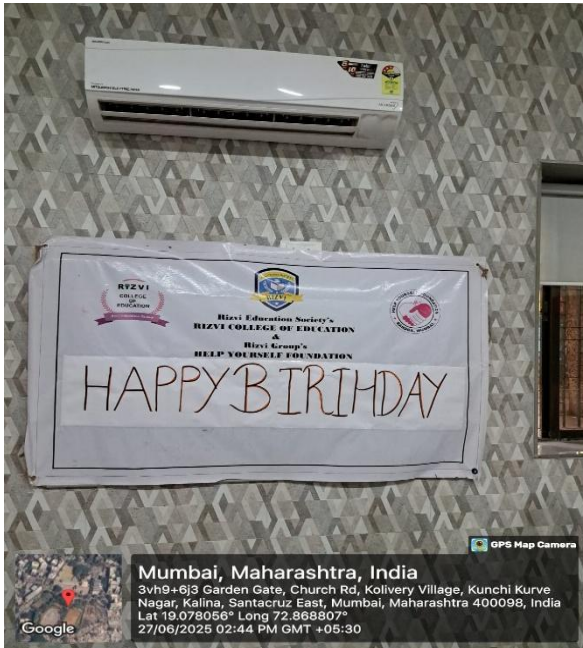
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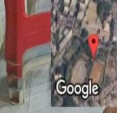
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RIZVI EDUCATION SOCIETY'S  
**RIZVI COLLEGE OF EDUCATION**

*Affiliated to University of Mumbai NCTE Recognized Institute (Code No: 123005)*

*NAAC Accreditation - 'B+' Grade (1st Cycle)*

GOVIND PATIL MARG, KHAR DANDA, KHAR (W), MUMBAI – 400 052

Website: <http://bed.rizvi.edu.in/> email: [rizvi.college.education@bed.rizvi.edu.in](mailto:rizvi.college.education@bed.rizvi.edu.in)

# Children's Day Celebration at Angel Xpress

**Name of the Activity:** Children's Day Celebration & Educational Support Initiative

**Organized by:** Rizvi College of Education (DLLE Cell)

**In collaboration with:** Angel Xpress Foundation

**Date:** 14th November 2025

**Time:** 05:39 PM

**Venue:** Angel Xpress, Khar West, Mumbai

## Introduction

Children's Day is a significant occasion that highlights the importance of nurturing, educating, and supporting young minds. On 14th November 2025, Rizvi College of Education organized a meaningful outreach activity at Angel Xpress to celebrate the day with children in an engaging and impactful manner.

## Nature of the Initiative:

The program, organized by **Rizvi Education Society's Rizvi College of Education**, focused on understanding and addressing the educational needs of children. Instead of a formal event, the initiative adopted a more personal and interactive approach, ensuring that each child felt valued and included.

## Experience and Interaction:

The interaction with the children was the most enriching aspect of the celebration. The volunteers engaged in conversations, observed their enthusiasm, and recognized their eagerness to learn. The children displayed curiosity, joy, and a sense of belonging during the session, which created a warm and positive environment.

## Distribution of Stationery Items:

The distribution of stationery items was not merely an act of giving, but a gesture of encouragement towards education. Items such as notebooks, pens, and pencils were provided to support their academic journey. The children received these materials with happiness and gratitude, reflecting how small contributions can make a meaningful difference in their lives.



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## Observations:

- The children showed a strong interest in learning and actively participated in interactions.
- The activity fostered a sense of motivation and encouragement among them.
- The presence of caring volunteers created a supportive and joyful atmosphere.
- The initiative highlighted the importance of equal educational opportunities for all children.

## Impact:

The celebration had a positive emotional and educational impact on the children. It boosted their morale and inspired them to pursue their studies with renewed interest. For the volunteers, it was a deeply fulfilling experience that strengthened their sense of social responsibility and empathy.

## Conclusion:

The Children's Day celebration at Angel Xpress was not just an event, but a meaningful experience that emphasized compassion, sharing, and the value of education. Such qualitative initiatives play a crucial role in shaping a supportive environment where children feel encouraged, respected, and motivated to grow.





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## **Nutritional Outreach Drive for Destitute Students**

**Name of the Activity:** Nutritional Outreach Drive for Destitute Students

**Organized by:** Rizvi College of Education in collaboration with Help Yourself Foundation and Rumi Care

**Date:** 24 April 2026

**Time:** 03:55 PM

**Venue:** S.H.E.D Center ,Church Road, Santacruz East, Mumbai

### **Introduction**

Community outreach activities play a significant role in developing empathy and social responsibility among students. This initiative aimed at providing nutritional support to destitute students residing in nearby shed areas and addressing their basic needs.

### **Objectives of the Activity**

- To provide nutritious food items to underprivileged students
- To promote awareness about the importance of a balanced diet
- To inculcate values of social responsibility among student volunteers

### **Description of the Activity**

On 24th April 2026, Rizvi College of Education, in collaboration with Help Yourself Foundation and Rumi Care, successfully organized a nutritional outreach drive for destitute students.

Student volunteers Ms. Sabah Shaikh and Ms. Shaba Ali Shaukat actively participated in the distribution activity. Nutrichoice digestive biscuits and oats packets were distributed among destitute students living in the shed area near Church Road, Santacruz East, Mumbai.

The volunteers interacted warmly with the children and ensured smooth and fair distribution of food items. The activity reflected a strong sense of compassion and commitment towards community welfare.



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## Outcome of the Activity

- Provided essential nutritional support to destitute children
- Raised awareness about health and nutrition
- Encouraged student involvement in social service
- Promoted empathy and humanitarian values among participants

## Conclusion

The Nutritional Outreach Drive was a successful and impactful initiative that contributed towards the well-being of destitute students. Such activities inspire students to actively participate in community service and work towards building a compassionate and responsible society.





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