



Chopda Education Society's

**College of Education Chopda, Dist. Jalgaon**

Arunoday Colony, Old Shirpur Road, CHOPDA Dist. Jalgaon

(NAAC Accredited Grade-C)

Phone No.- 02586-220024 KBCNMU College Code- 140024 NCTE Code-113021

Fax No.- 02586-223480 E-mail- [cbed12@rediffmail.com](mailto:cbed12@rediffmail.com) Website- [www.bed.ceschopda.org](http://www.bed.ceschopda.org)

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## **Matrix 2.2.2**

- **Reports with seal and signature of Principal**
  
- **Relevant documents highlighting the activities to address the student diversities**
  
- **Photographs with caption and date, if any**



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Outward No.-

Date:

***Matrix 2.2.2***

➤ ***Reports with seal and signature  
of Principal***



# Chopda Education Society's College of Education Chopda, Dist. Jalgaon

Arunoday Colony, Old Shirpur Road, CHOPDA Dist. Jalgaon

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## **2.2.2 ACTIVITIES ADDRESSED THE STUDENTS DIVERSITIES**

### ***❖ Process of Addressing the Students Diversities***

#### ***1. Mentoring / Academic Counseling:***

With the support of IQAC, Principal and along with concerned subject teacher's mentorship system is implemented in the college. During the second week of the commencement of academic session, Principal prepares the list of mentees along with the help of IQAC and the same is communicated to every mentor. Principal educates every teacher about the concept of mentorship. Similarly, is mentee also, well informed about their mentor. The main aim of mentorship involves in promoting and encouraging academically competent mentees to enhance the learning levels and be competent to continue higher education. To keep the progression, the concerned semester continuous evaluation of the mentee is done. And mentees are provided sufficient learning resources, self-employment and placements. In order to establish better and effective mentee teacher relationship and guide the mentees in academic matters, mentor system has been introduced. Every teacher work as mentor to the mentees allotted to them. For the guidance, the mentees will have to go and meet the respective mentors at least once in a week for guidance. Thus, it has become a regular activity till the end of academic year. Mentees are advised for higher studies along with proper guidance during the last semester of study.

#### ***Role and Responsibility:***

Some of the responsibilities entrusted mentors are

- (a) monitor the mentees regularity and discipline.
- (b) Identify the strengths and weakness of the mentee.

- (c) Council the respective mentee once in a week to solve their problems across during their course of study.
- (d) Resolve day to day academic problems of the mentee.
- (e) Guide and motivate to improve their semester end result.
- (f) Taking feedback at the end of the Mentor: Mentee procedures.
- (g) Know their academic and psychological needs and guide them accordingly.
- (h) Providing additional study materials.

### **Outcomes:**

In addition to the conduct of remedial classes for slow learners and encouraging advanced learning students to take part in house seminar, preparation of project, etc., the very concept of mentorship is to train and retrain every student to become competent enough to continue their higher education after graduation and also enabling them to equip to get placed at different schools either private or through competitive examinations conducted by major bodies. Every mentor of the college has actively involved.



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## 2. Peer Feedback and Tutoring:

The students are identified on the basis of entry behavior tests, class tests etc. for the need for remedial classes for the poorly performing students. They are provided additional notes, extra time, and specialized coaching in different Subjects and short pointers in the form of question banks prepared by the teachers.

And Peer feedback or peer Tutoring is in continuous process of CES College of Education tries on providing various experiences to his students. The students in class are from different backgrounds levels of understanding of students are different to cater students' diversity interaction among students is made possible in different ways.

### **Objectives:**

- ❖ To provide a safe space and learning environment for students.
- ❖ To increase social connectedness and create a sense of belonging within supportive peer networks.
- ❖ To provide positive role models, positive peer influences and opportunities which help students to develop a positive self concept, self acceptance and high self esteem.
- ❖ To increase confidence and to develop and enhance communication and social skills. To promote direct interaction between students for active learning
- ❖ To reinforce their own learning by instructing others
- ❖ To make them feel more comfortable and open when interacting with a peer.

### **Nature of Activities:**

Different types activities are planned in the institution to provide peer feedback and peer tutoring some of them are as explained below.

1. **Micro Teaching:** Teacher plans micro teaching session in small groups of 5 to 15 students to enhance peer tutoring and peer feedback. Each student teaches and presents content with the help of different skills.

2. **Practice Teaching:** To achieve expertise in teaching skills, peer feedback is given due importance. Students give feedback to each other. They also learn many things from each other while they observe each other.

3. **Class Room Teaching:** To address the student's diversities, peer tutoring is organized in the classes. Slow learners can learn from advance learners on different topics related to the subject.

**Outcomes:**

1. Both the Students and faculty get involved and share their inputs, learned micro essential for real teaching. Students did enjoy the role; they played of students and teacher during execution and the split of sportsman ship to accept the feedback given by peer and thereby improve on self-weakness. All participated with full enthusiasm in the event.
2. Peer feedback was the most striking and necessary component of micro teaching session- execution-hopefully it helped them to execute their lessons well in real teaching and as well understand the significance of it, while planning the lesson plan.
3. Students of different abilities are provided exposure to real life situations which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting knowledge from each other. They feel to participate actively in the different activities related to peer tutoring and peer teaching organized for them.



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## 3. Remedial Learning Engagement:

The institute conducts remedial classes for weak Students in different subjects to enhance their skills and competence. On the basis of class tests. Low achievers are identified and they are provided remedial teaching. Students are providing with reading material lots of written assignments and exercises are also given to them. At the end, test the knowledge acquired during class hour.

### Objectives

- ❖ To Provides Learning supports weak students
- ❖ To provides learning activities and practical experiences to students according to their abilities and needs.
- ❖ To design individualized educational program.
- ❖ To help students consolidate their basic knowledge and different subjects.

### Nature of Activities:

Different types activities are planned in the institution to provide peer remedial teaching to weak students. Different methods used in remedial class are as disused below:

1. **Discussion:** Teacher explain the different topics of different subjects in multilingual way, they try to discuss the topic in more details with the weak students. Students' diversity is addressed on the basis of their profile.

2. **Note Giving:** Students are provided notes both in English and Marathi by the teachers. Content from different book is also provided to students by teacher in remedial classes to help the weak students.

3. **Doubt clearing sessions:** CES's College of Education focuses on doubt clearing sessions more. Students facing problem in the content regarding fast speed in class can discuss with teacher. They are provided with the special time by teacher.

### **Outcomes:**

Students of lower abilities are provided with the remedial classes which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting special knowledge from teachers. They feel to participate actively in the special classes organized for them.





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## 4. Collaborative Tasks

CES's College of Education is focused on providing opportunities for collaborative tasks. The students in class are from different backgrounds. Levels of understanding of students are different. So CES's College of Education is focused on using different approaches of teaching and learning for the students.

### Objectives

- ❖ To increase the productivity towards the common goal
- ❖ To exchange, debating, negotiating ideas
- ❖ To develops highly communicative discussion skills;
- ❖ To develops the social interaction skills;
- ❖ To develops the higher level thinking
- ❖ To encourages and improves the multidimensional problem solving skills.

### Natures of Activities

Different types of activities are planned in the institution to promote the collaborative tasks. Some of them are as explained below:

**1) Group Discussions:** Teachers divide the class into different groups. Students Diversity is addressed on the basis of their profile. All types of learner are involved in the group discussion So that views and understanding of learners can be shared among all.

**2) Peer Tutoring:** CES's focuses on peer tutoring more. Students facing problem in the content can discuss with each other. They are provided with the special time.

**3) Seminars:** Students have been motivated for presenting seminars on different topics of subjects. So that different types of experiences can be provided to all types of learners.

### Outcomes

Problems of different types of students have been solved with the help of activities like Group discussion, Peer Tutoring and Seminars. Different activities are helpful in developing collaborative approach among the students so that all types of learners can be involved in the process of learning.



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## 5. Multilingual Interactions

College of Education Chopda focuses on providing multilingual interaction. The students in class are from different backgrounds. Levels of understanding of students are different. So, College on using different languages for interaction with the students.

### Objectives

The objective is go beyond the provisions of individual language curricula and arrive at

- ❖ A more comprehensive and differentiated view of the linguistic reality of contemporary society
- ❖ The integration of language learning in personal development
- ❖ A more general validity of acquired knowledge and skills.
- ❖ And more cooperation between the different subjects areas.

### Nature of Activities.

1. Note Giving: Students have been provided notes both in English and Marathi by the teachers. Content from different book is also provided to students by teacher in remedial classes to help the weak students.

2. Doubt clearing sessions: College of Education Chopda focuses on doubt clearing sessions more. Students facing problem in the content regarding fast speed in class can discuss with teacher. They are provided with the special time by teacher.

3. Teachers explain the different topics of different subjects in multilingual way. They use Marathi, Hindi and English language; Student diversity is accessed on the basis of their profile. Use of both languages is done keeping in view the needs of learner.

## **Outcomes:**

Problems of students of English and Hindi medium have been solved with the help of activities like explanation, doubt clearing sessions and notes giving. The link of study material that is provided on website was given to students that provided to be very helpful for them.



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## 6. Learning Enhancement/Enrichment Input

The institution is committed to provide for holistic development of students through learning enhancement or enrichment techniques. The institution provides following learning enrichment inputs.

### **Objectives**

- ❖ To make learning joyfully for students and in their own pace
- ❖ To realize that students learn by themselves within given situation
- ❖ Teachers provide the teaching-learning situation according to the needs of individual
- ❖ To make students learn in free environment without any restriction
- ❖ To apply the concepts learned in class in real life situations

### **Nature of Activities:**

- **The institute organize various guest lectures, Seminars, workshops, Competitions, Field visits, National Festivals, Community** involvement activities and social programme in campus. The main objective is to assemble to the likeminded intellectuals and professionals to exchange ideas, through and views related to a specific topic. It helps in improving Communication skills, gaining expert knowledge, renewing motivation and confidence among Students. Lot of competitions are also held in a campus. By participating in competition organized by institution, students get an opportunity to showcase their talents. It helps them to boost their self-confidence, motivation and make them mentally strong.
- **Participation in Co-curricular and Extracurricular Activities** the institution organizes various co-curricular and extracurricular activities every Saturday. Students actively participate in that which fosters social skills, intellectual skills, moral values, personality progress and character formation among them.

- **Online learning or ICT usage in learning process:** The institutional more emphasis on ICT using during in classroom and out of class room activities. Faculty members are encouraged to utilize various ICT tools that allow students to optimize their learning experiences. It also prepares them for future lives and careers.
- To improve better communication **Spoken English** classes were organized and allotted weekly two periods in each semester timetable.
- Special orientation and regular **coaching classes for TET and CTET** examination was conducted for student teachers.

### **Outcomes:**

Students of different abilities are provided exposure to real life situations which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting knowledge from experts. They feel to participate actively in the different workshops /seminar organized for them.



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## **REPORT**

### **YEAR-WISE REPORTS OF ACTIVITIES UNDERTAKEN TO ADDRESS STUDENT DIVERSITIES**

**2022-2023**

The college activities to Supports Student diversities in the year **2022-2023** are mentioned as follows:

#### **ACTIVITY:- MENTORING/ACADEMICCOUNSELING:**

##### **Outcomes of Mentoring**

Outcomes of Mentoring Students were counseled during the session for various reasons in which all lecturers played a vital role in mentoring and assisting students throughout academic year. It brought positive changes in students and helped them to modify and enhance their effectiveness as budding teachers.

#### **REMEDIAL AND ENRICHMENT LEARNING ENGAGEMENT:**

The week students were provided additional academic support in various subjects. Question banks were used to prepare these students for the exams. The bright students were engaged in enrichment classes.

#### **CULTURAL AND COLLABORATIVE TASKS UNDERTAKEN:**

##### **National Voters Day Celebration (25-01-2023)**

College organized National voter's day celebration on 25<sup>th</sup> January 2023 to initiate to the national voter's Day. Prof. Mangaldas Patil, Principal welcomed the speaker Mr.Atul Bhat who informed students awareness and importance of the voting.

### **Celebration of Environment Day and Plantation (05-06-2023)**

College organized National voter's day celebration on 5<sup>th</sup> June 2023 to initiate to the Environment Day and Planting of tree. Prof. Mangaldas Patil, Principal welcomed the guest Hon.Madhuri Mayur (Institute Secretary) and informed students awareness and importance of Save Environment and Plantation.

### **Awareness programme on Voting(10-02-2023)**

On the direction of IQAC committee college organized Awareness programme on Voting Prof.Mangaldas Patil, Principal welcomed the guest Tahsildar Shri. Balasaheb Thorat Sir who informed Students how to voting with EVM machine. Students are gained more knowledge from this workshop.

### **Awareness programme on Voting through rangoli Competititon (05-05-2023)**

Awareness programme on Voting through rangoli Competititon was held in College Campus.And students are informed the community people about the importance of voting with some slogans with ther help of Rangoli Designs.

## **ACTIVITIES FOR MULTILINGUAL INTERACTION:**

### **Workshop on Communication Skills (04-04-2022)**

Shri.Rajeesh Balan, Principal, Pratap Vidya Mandir English Medium School delivered talk on "Communication Skills" Covering various factors like, laws of communication, body language, resume writing and informative skills. Students are gained more knowledge from this workshop.

### **Celebration of Mother tongue Day (27-02-2023)**

Mother tongue day was observed to mark the importance of all mother tongue and languages. Prof. Mangaldas Patil, Principal welcomed the guest Mrs. Madhuri Wamanrao Patil Supervisor of Pratap Vidya Mandir School,Chopda and informed to students importance of mother tongue in contemporary society and inspired the youth to popularize our mother tongue/Languages.





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**2021-2022**

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**ACTIVITY : MENTORING /ACADEMIC COUNSELING:**

**Outcomes of Mentoring**

Outcomes of Mentoring Students were counseled during the session for various reasons in which all lecturers played a vital role in mentoring and assisting students throughout academic year. It brought positive changes in students and helped them to modify and enhance their effectiveness as budding teachers.

**REMEDIAL AND ENRICHMENT LEARNING ENGAGEMENT:**

The weak students were provided additional academic support in various subjects. Question banks were used to prepare these students for the exams. The bright students were engaged in enrichment classes.

**CULTURAL AND COLLABORATIVE TASKS UNDERTAKEN**

**Special Lecture on Personality Development (11-04-2022)**

College organized Special Lecture on Personality Development. Prof.Mangaldas Patil, Principal welcomed the speaker by Mr. Sanjay Raghunath Bari .who informed to the students information about the Confidence, Career / Interview ,Motivation ,Communication (Listening, Public Speaking, Presenting) ,Strengths / Weaknesses ,Self Understanding, Leadership. Students are gained more knowledge from Special Lecture.

## **ACTIVITIES FOR MULTILINGUAL INTERACTION:**

### **Celebration of Mother tongue Day (27-02-2022)**

Mother tongue day was observed to mark the importance of all mother tongue and languages. Prof.Mangaldas Patil, Principal welcomed the guest Mrs. Kirtibal Patil informed to students importance of mother tongue in present society and popularize our mother tongue/Languages.



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**2020-2021**

The college activities to Supports Student diversities in the year **2020-2021** are mentioned as follows:

**ACTIVITY:MENTORING/ACADEMICCOUNSELING:**

**Outcomes of Mentoring**

Outcomes of Mentoring Students were counseled during the session for various reasons in which all lecturers played a vital role in mentoring and assisting students throughout academic year. It brought positive changes in students and helped them to modify and enhance their effectiveness as budding teachers.

**REMEDIAL AND ENRICHMENT LEARNING ENGAGEMENT**

The weak students were provided additional academic support in various subjects. Question banks were used to prepare these students for the exams. The bright students were engaged in enrichment classes.

**CULTURAL AND COLLABORATIVE TASKS UNDERTAKEN**

**Visit to Prerana Matimand School (10-07-2021)**

College organized "Visit to Prerana Matimand School". Student teacher welcomed the Guest speakers Dr. Sanjay Chaudhari who informed to the students Challenges of Special children and needs of them in the present context. Students gained more knowledge from this Visit.

### **Celebration of International Women's Day.(08-03-2021)**

College organized International Women's Day Prof. Mangaldas Patil, Principal welcomed the Guest speakers Smt.Yogita Borse who informed to the students women positions in present situation Students gained more knowledge from this program.

### **ACTIVITIES FOR MULTILINGUAL INTERACTION**

#### **Celebration of Mother Tongue Day (21-02-2021)**

Mother tongue day was observed to mark the importance of all mother tongue and languages. Prof.Mangaldas Patil, Principal welcomed the guest Shri.Tushar Lohar informed to students importance of mother tongue in present society and different types mother tongue we see in surrounding.



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**2019-2020**

The college activities to Support Student diversities in the year **2019-2020** are mentioned as follows:

**ACTIVITY: MENTORING/ACADEMIC COUNSELING:**

**Outcomes of Mentoring**

Outcomes of Mentoring Students were counseled during the session for various reasons in which all lecturers played a vital role in mentoring and assisting students throughout academic year. It brought positive changes in students and helped them to modify and enhance their effectiveness as budding teachers.

**REMEDIAL AND ENRICHMENT LEARNING ENGAGEMENT**

The week students were provide additional academic support in various subjects. Question banks were used to prepare these students for the exams. The bright students were engaged in enrichment classes.

**CULTURAL AND COLLABORATIVE TASKS UNDERTAKEN**

**Yoga Demonstration with Special Lecture (31-08-2019)**

College organized Yoga Demonstration with Special Lecture Prof. Mangaldas Patil, Principal welcomed the Guest speaker Shri. Sanjay Deshmukh who informed to the students information about the Yoga and demonstrated the yoga. Students are gained more knowledge and learned yoga skills from this Yoga Demonstration with Special Lecture program.

## **ACTIVITIES FOR MULTILINGUAL INTERACTION**

### **Celebration of Mother Tongue Day (21-02-2019)**

Mother tongue day was observed to mark the importance of all mother tongue and languages. Prof.Mangaldas Patil, Principal welcomed the guest Mr. Kiran P.Patil informed to students importance of mother tongue in present society and different types mother tongs we see in surrounding.



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**2018-2019**

The college activities to Supports Student diversities in the year **2018-2019** are mentioned as follows:

**ACTIVITY:MENTORING/ACADEMICCOUNSELING:**

**Outcomes of Mentoring**

Outcomes of Mentoring Students were counseled during the session for various reasons in which all lecturers played a vital role in mentoring and assisting students throughout academic year. It brought positive changes in students and helped them to modify and enhance their effectiveness as budding teachers.

**REMEDIAL AND ENRICHMENT LEARNING ENGAGEMENT**

The weak students were provided additional academic support in various subjects. Question banks were used to prepare these students for the exams. The bright students were engaged in enrichment classes.

**CULTURAL AND COLLABORATIVE TASKS UNDERTAKEN**

**Workshop on Preparation of CET and TET Examination (24-05-2018 to 25-05-2018)**

College organized "Workshop on Preparation of CET and TET Examination." Prof. Mangaldas Patil, Principal welcomed the Guest speakers Prof. Naresh Valhe and his associates who informed to the students preparation of CET and TET Examination. Students are gained more knowledge from this Workshop.

## **ACTIVITIES FOR MULTILINGUAL INTERACTION**

### **Celebration of Mother tongue Day (21-02-2018)**

Mother tongue day was observed to mark the importance of all mother tongue and languages. Prof.Mangaldas Patil , Principal welcomed the guest Mr. Manohar Marathe in formed to students importance of mother tongue in present society and Some specific Characteristics of Mother tongue/Language.





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- *Relevant documents highlighting the activities to address the student diversities*



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**Report highlighting the activities to address student diversities**

Mechanism	Activity	Learning Outcome
<b>Mentoring</b>	<p><b>Academic Guidance</b></p> <ul style="list-style-type: none"> <li>• Teachers provide academic support to students, helping them understand the curriculum, assignments, and subject matter in a better way.</li> <li>• Teachers assist students in grasping complex concepts and offer additional resources for further study.</li> </ul> <p><b>Classroom Observation</b></p> <ul style="list-style-type: none"> <li>• Mentors observe their mentees (student teachers) during their teaching practice in real classrooms.</li> <li>• They provide constructive feedback on teaching methods, classroom management, and instructional strategies.</li> </ul> <p><b>Lesson Planning and Execution</b></p> <ul style="list-style-type: none"> <li>• Mentors assist student teachers in creating effective lesson plans aligned with the curriculum and learning objectives.</li> <li>• Mentors also guide the student to enhance their subject knowledge.</li> </ul> <p><b>Reflective Practice</b></p> <ul style="list-style-type: none"> <li>• Mentors encourage student teachers to engage in reflective practices, helping them analyse their teaching experiences, identify strengths, and areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The students deepen their understanding of the curriculum.</li> <li>• The student acquires a comprehensive grasp of the content, concepts, and principles related to the courses.</li> <li>• The students enhance their teaching style and learn classroom management techniques to create a positive and productive learning environment, effectively handling student behavior and fostering mutual respect.</li> <li>• The students gain proficiency in their subject and also in creating well-structured and engaging lesson plans that foster active learning and meet the diverse needs of learners.</li> <li>• Practicing reflective practices fosters self-awareness, enabling the students to identify their strengths and areas for improvement, leading to continuous professional growth.</li> </ul>

	<p><b>Value Added Course</b></p> <ul style="list-style-type: none"> <li>• Apart from subject knowledge, mentors work on developing soft skills such as communication, empathy, and leadership, which are essential for effective teaching by encouraging students to complete the value added courses offered by the college.</li> </ul> <p><b>Action Research/Dissertation</b></p> <ul style="list-style-type: none"> <li>• Mentors guide the students in doing their research in a systematic manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The students develop skills needed for their overall development.</li> <li>• The students conduct their research and merge it with proper findings.</li> </ul>
<p><b>Remedial Learning Engagement</b></p>	<p><b>Remedial Activities</b></p> <ul style="list-style-type: none"> <li>• Revision Classes are taken whenever a need arises in case of postponement of exams.</li> <li>• Various activities like object talk are conducted in the class for language improvement.</li> </ul> <p><b>Assessment and Feedback</b></p> <ul style="list-style-type: none"> <li>• Teachers help in assessing the progress of students by taking class tests and providing regular feedback. They set goals and monitor their mentees' development throughout the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Students get an opportunity to understand the concepts better &amp; revise the course content.</li> <li>• The students improve their language skills and gain overall confidence.</li> <li>• Students are able to excel academically which helps them to excel personally and professionally.</li> </ul>
<p><b>Peer Feedback</b></p>	<p><b>Lesson Plan Reviews</b></p> <ul style="list-style-type: none"> <li>• Students work on their lesson plans with peers for review and feedback. This process helps them receive constructive criticism, identify potential improvements, and refine their teaching strategies.</li> </ul> <p><b>Micro-Teaching Sessions</b></p> <ul style="list-style-type: none"> <li>• After the presentation of a micro-lesson, peers provide feedback on the clarity of instruction, engagement techniques, and overall effectiveness of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan reviews contribute to students' continuous professional growth, providing them with ideas to refine their teaching practices.</li> <li>• Students will demonstrate the ability to adapt and modify lesson plans based on feedback.</li> <li>• Students develop the habit of reflecting on the presentation and making informed adjustments to improve their teaching.</li> </ul>

	<p><b>Co-Teaching with Peer</b></p> <ul style="list-style-type: none"> <li>Presenting a lesson with a peer provides a deep insight on preparing a lesson plan and presenting it correctly.</li> </ul> <p><b>Group Projects</b></p> <ul style="list-style-type: none"> <li>While working on group projects peers provide feedback on group dynamics, communication, and the quality of the project or presentation.</li> </ul> <p><b>Assessment and Grading</b></p> <ul style="list-style-type: none"> <li>In B.Ed programs, students engage in activities where they assess assignments or teaching plans.</li> </ul> <p><b>Reflective Discussion</b></p> <ul style="list-style-type: none"> <li>Peer feedback mechanisms involve reflective discussions and peer coaching sessions where students share their teaching experiences and challenges. Peers offer support, encouragement, and alternative solutions based on their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The students develop skill of collaborating and presenting a lesson effectively.</li> <li>Students develop the ability to work collaboratively as a team, practicing effective communication, division of tasks, and conflict resolution.</li> <li>Students develop a better understanding of the assessment criteria and fair grading practices.</li> <li>Reflective discussions encourage students to identify challenges or obstacles and develop effective solutions.</li> </ul>
<p><b>Learning Enhancement</b></p>	<p><b>Field Visits</b></p> <ul style="list-style-type: none"> <li>Field trips or fieldwork opportunities expose learners to real-world environments relevant to their areas of study.</li> </ul> <p><b>Internships</b></p> <ul style="list-style-type: none"> <li>Students are placed in actual school classrooms to gain hands-on teaching experience under the guidance and supervision of experienced educators.</li> </ul> <p><b>Workshops and Seminars</b></p> <ul style="list-style-type: none"> <li>Attending workshops and seminars on various educational topics, innovative teaching methodologies, and educational technology.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with holistic learning experiences, encouraging them to explore, engage, and learn beyond the confines of the classroom.</li> <li>The students gain hands-on teaching experience.</li> <li>The students apply their knowledge of curriculum and educational standards in real classroom settings, ensuring alignment and relevance in their teaching practices.</li> </ul>

	<p><b>Educational Technology Integration</b></p> <ul style="list-style-type: none"> <li>Integrating various ICT tools into teaching learning process and conducting lectures on digital pedagogy.</li> </ul> <p><b>Value Added Courses</b></p> <ul style="list-style-type: none"> <li>Value-added courses offer additional learning opportunities beyond the core curriculum and are designed to enhance students' skills and knowledge in specific areas. Several value-added courses are provided to the students which will help them in overall development.</li> </ul> <p><b>Community Service</b></p> <ul style="list-style-type: none"> <li>Students engage in service learning projects where they collaborate with local schools, NGOs, or community organizations to address educational needs in underserved areas.</li> </ul>	<ul style="list-style-type: none"> <li>It enhances students' knowledge and awareness of current trends in education.</li> <li>Students will adapt to modern learning environments and enhance their digital literacy.</li> <li>Value-added courses provide several learning outcomes that are valuable for students' personal and professional development.</li> <li>This instils a sense of social responsibility and promotes active citizenship among aspiring educators.</li> </ul>
<p><b>Collaborative Tasks</b></p>	<p><b>Group Projects</b></p> <ul style="list-style-type: none"> <li>Students work on group projects that involve researching and developing solutions to educational challenges, curriculum design, or instructional strategies.</li> </ul> <p><b>Case Studies</b></p> <ul style="list-style-type: none"> <li>Students analyse educational case studies as a group, discussing complex scenarios, and exploring potential solutions collaboratively.</li> </ul> <p><b>Community Service</b></p> <ul style="list-style-type: none"> <li>As a part of community service the students are encouraged to participate in activities like paper bag distribution, collection of E-waste and converting plastic wastes into useful resources.</li> </ul> <p><b>Action Research</b></p> <ul style="list-style-type: none"> <li>Students engage in action research projects as part of their coursework, collaborating with peers and faculty to investigate</li> </ul>	<ul style="list-style-type: none"> <li>Collaborating in groups enhances problem-solving and communication skills.</li> <li>It fosters a collaborative learning environment that prepares future teachers for effective collaboration.</li> <li>These activities help the students to create awareness of environmental protection and contribute their part in conserving nature.</li> <li>It strengthens the students' commitment to evidence-based</li> </ul>

	<p>educational issues and propose evidence-based solutions.</p> <p><b>Co-curricular Activities</b></p> <ul style="list-style-type: none"> <li>• Co-curricular Activities complement academic learning and provide students with opportunities to engage in various extracurricular pursuits.</li> <li>• Cultural Fest conducted help students to participate in various events and exhibit their talents.</li> <li>• Indoor and outdoor sports events are conducted where the Students actively participate in various sports and physical activities</li> </ul> <p><b>Club Activities</b></p> <ul style="list-style-type: none"> <li>• College conduct various activities through literary club, Nature Club, Global Citizenship club, Thinking and reasoning club, Women development cell and Anti ragging cell.</li> </ul>	<p>practices and support their growth as effective and thoughtful educators.</p> <ul style="list-style-type: none"> <li>• It creates a conducive environment for collaboration, teamwork, and skill development, contributing significantly to students' overall personal and professional growth.</li> <li>• Students explored different forms of art and enhance their talent.</li> <li>• Promotes physical fitness, sportsmanship, teamwork, and organizational abilities.</li> <li>• Provide opportunities to develop specific skills and explore interests beyond the academic curriculum.</li> </ul>
<p><b>Multilingual Interaction and Inputs</b></p>	<p><b>Multilingual Classroom Discussions</b></p> <ul style="list-style-type: none"> <li>• Encouraging students to participate in classroom discussions using English/Hindi/Marathi languages allows for a diverse exchange of ideas.</li> <li>• Teachers use English/Hindi/Marathi if needed for effective learning and to clear the queries of the students.</li> <li>• Assigning presentations or projects that can be delivered in different languages allows students to showcase their language skills and learn from their peers.</li> </ul> <p><b>Cultural Events</b></p> <ul style="list-style-type: none"> <li>• Organizing cultural events or language festival where students present songs,</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a sense of inclusivity and respect for various languages and traditions.</li> <li>• Students enhance their language proficiency in multiple languages.</li> <li>• Students develop effective communication skills, such as expressing ideas, listening actively, and articulating thoughts in different languages.</li> <li>• It provides an opportunity to explore their talent within the students, enhancing aesthetics and learning organizational skills</li> </ul>

poems, or skits in various languages fosters appreciation for linguistic diversity.

**Multilingual Discussions**

- Teacher-educators encourage students to share stories, anecdotes, or personal experiences in their native languages or other languages which creates a rich multilingual environment.
- Debates or discussions in different languages on various educational or social issues are taken up.

- It promotes multilingualism while encouraging critical thinking and public speaking skills



**CES'S College of Education, Chopda Arunoday  
Colony, Old Shirpur Road, Chopda.**

**Mentoring/Academic Counselling**

### **MENTOR-MENTEE ACTIVITIES**

B.Ed. programmes cannot fully become functional and meaningful without the timely guidance, counselling and interventions by the mentors. Hence after orientation to every activity it is followed by a mentor-mentee interaction to ensure the students are comfortable and confident to implement the planned schedule. The following areas are positively considered for the mentor-mentee meeting.

- **Introduction Session:** A mentor-mentee meeting is scheduled in the timetable. Mentors meet the mentees and introduce each other. Everyone gets to know each other's qualities, and needs. The mentors share their contact details and the students are ensured of their availability whenever needed.





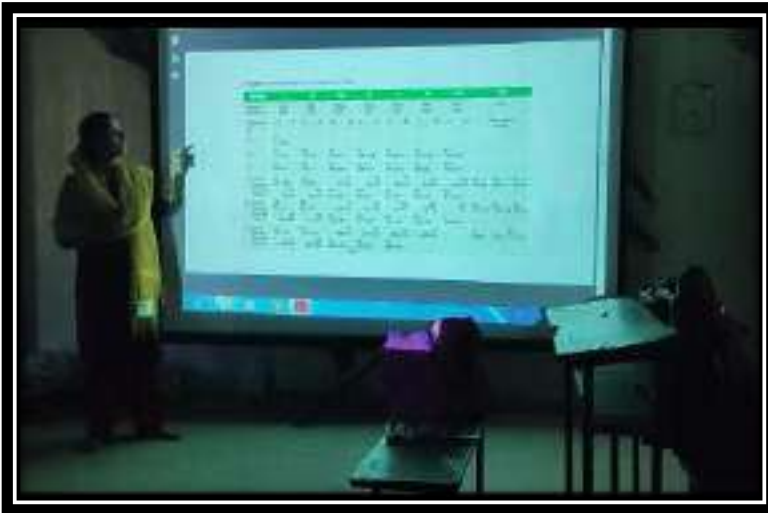
- **Remedial Teaching:** Every individual student is given feedback on their academic performances (essays, class tests, assignments). If needed the students are provided with remedial teaching in the revision classes as scheduled in the timetable.
- **Preparation of University Exams:** Orientation session is conducted before the University examination to familiarize the students to the paper pattern, style of writing, distribution of marks for the questions, distribution of timing etc. It is discussed in small groups so that the students have enough clarity on the evaluation system in the B.Ed.&M.Ed.course.



- **Introduction to Community Centers:** The mentors take charge of community work at one center, and introduce the students to the incharge there. They assist the mentees to get familiar with the inmates at the center and carry out the activities there. The mentors also counsel the students on their behavior, attitude and train them to maintain the decorum.

- **Dealing with Technology:**

A few students are apprehensive to use technology as they have never done it before. The mentors help their mentees to get familiar with using the computers and encourage them to pursue short courses which will help them learn the basics required for online teaching-learning.



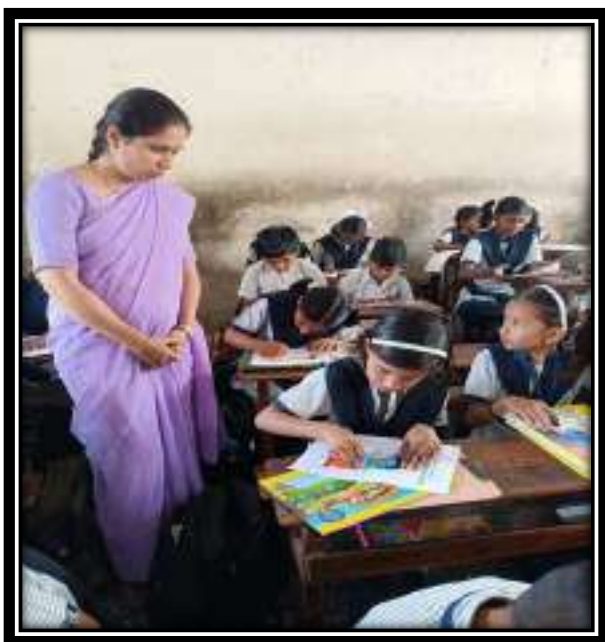
- Developing Communication skills:** Activities such as ‘Object-talk’, one minute speech, self-introduction etc. are conducted in the mentor-mentee groups to develop fluency in speaking and help the students to do away with the fear of public speaking. Discussions based on the Critical thinking activities are also taken up in groups.



- Research Guidance:** At the B.Ed I. level, most of the students are new to Research. The mentors guide their mentees to choose an appropriate topic, conduct and write a report for Action Research. The same is done at the B.Ed II level with more depth and the students are prepared to complete their dissertation. A few students who are well versed with the process are further trained to write research papers and also present them.



- **Internship:** Prior to the on set of teaching skills presentation and after the general orientation the mentees are briefed once again by the mentors about the procedural aspect and provides clarification of doubts if any. The mentees are counselled before the start of internship and required guidance is provided. The mentees are free to call their mentors whenever required during the course of the internship.



# Placement and interviews

Mentees have the freedom to check with their mentors and seek guidance regarding the placement, interview and lesson demonstrations.



## PEER TUTORING





# PEER TUTORING



# PEER TUTORING





## Practice Teaching Photos



## Practice Teaching Photos



## PEER OBSERVATION & FEEDBACK



चोपडा एज्युकेशन सोसायटी संचालित-  
शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

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### सुक्ष्म अध्यापन पाठ टीपण

नाव : अमृताक शंभू मकरंद शंभू क्रमांक :- 16  
 शाळा : श्रीसुखमास्त्र महाविद्यालय, चोपडा कौशल्य :- घेतक बदल 1<sup>th</sup>  
 धार : Wednesday दिनांक 25 / 01 / 2023 विषय : Science  
 घटक : Nutrition पाठ्यांश घटक : photosynthesis in plant  
 विद्यार्थ्यांचे पूर्वज्ञान : प्रकाशसंश्लेषण आणि (photosynthesis in plant process.)

पाठ्यमुदे	शिक्षक कृती	विद्यार्थी कृती	उपकौशल्ये
प्रस्तावना	Hello student. (शिक्षक विद्यार्थ्यांना पुर्वज्ञानवर आधारीत प्रश्न विचारतात. What is nutrition (पोषण) ? why is nutrition needed? we all know that all living beings even human, use plant for food. Human and animal eat other animal or plant as food but plant can not eat like human or animal. (शिक्षक विद्यार्थ्यांना प्रश्न विचारताना) How do plant obtained food?	विद्यार्थ्यांनी उत्तरे देतात.	Movement of teacher
हेतुकथन	Today we will discussed about the process of photo- synthesis in plant	student answer student listen carefully	Structure of the teacher change in speech
विषय विवरण	शिक्षक विद्यार्थ्यांना Autotrophic nutrition (स्वपोषण) स्पष्टीकरण देतात The process of organism being able to create / produce its own food ex. plant Algae & some bacteria	शिक्षार्थी निरीक्षण करतात. शिक्षक स्पष्टीकरण देतात विद्यार्थ्यांनी उत्तरे देतात	शिक्षकांचा संश्लेषक टोन घेतून विद्यार्थ्यांना उत्तरे देतात. शिक्षकांचा शब्दांमधील स्पष्टता



## PEER OBSERVATION & FEEDBACK

\* अध्यापन कौशल्य- चेतक बदल \*

विषय :- Science

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निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	शिक्षकाची सहेय्यक हालचाल		/			
२	शिक्षकाचे हावभाव		/			
३	बोलाण्यातील बदल		/			
४	संवेदन लक्ष्यातील बदल		/			
५	विद्यार्थ्यांचा शाब्दिक सहभाग	/				
६	विद्यार्थ्यांचा कृती युक्त सहभाग		/			

प्रत्याभरण-

- (\*) पुस्तकावरील आकृत्यांक करावी (\*)
- (\*) अध्यापनात सलगता व विशिष्ट वेग आसावा (\*)
- (\*) शैली सादरनाचा वापर करावा (\*)
- (\*) विषय वेवचरणात पाठ पुढे सरकावण्यासाठी प्रश्न-  
-विचारवेत (\*)
- (\*) पाठ ठीक आसा (\*)

निरीक्षकाची सहाय्यक  
 दिनांक :- 25-1-23

## PEER OBSERVATION & FEEDBACK



चोपडा एज्युकेशन सोसायटी संचालित-  
शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

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### सुद्धम अध्यापन पाठ टीपण

नाव : कोळी सुजाता पंडित क्रमांक :-  
 शाळा : शिक्षणशास्त्र महाविद्यालय, चोपडा कौशल्य :- घेतक बदल  
 वार : शुक्रवार दिनांक 27/1/2023 विषय : शाबित (6वी)  
 घटक : वर्तुळ पाठ्यांश घटक : रिज्या, जीवा, व्यास  
 विद्यार्थ्यांचे पूर्वज्ञान : विद्यार्थ्यांना वर्तुळ म्हणजे काय हे माहिती आहे.

पाठघट्टे	शिक्षक कृती	विद्यार्थी कृती	उपकौशल्ये
प्रस्तावना	शिक्षक विद्यार्थ्यांना पूर्वज्ञानावर आधारित प्रश्न विचारतात.		
	महिला आपल्या हातात कोणते आभूषण घालतात? बांगडीचा आकार कसा असतो?	विद्यार्थी उत्तरे देतात	विद्यार्थ्यांचा शाब्दिक सहभाग
	शाबिताच्या भाषेत बांगडीच्या आकाराला काय म्हणतात.	विद्यार्थी उत्तरे देतात	
हेतुकथन	आज आपण वर्तुळ आणि वर्तुळाचे घटक अभ्यासगार जाणेत.	विद्यार्थी कालजीपूर्वक एकतात	शिक्षकाची सहलुक हालचाल
विषय विवेचन	1) वर्तुळ - एका विद्वपासून समान अंतरावर असणाऱ्या व एकाच प्रतलावर असणाऱ्या सर्व बिंदूंच्या संचाला वर्तुळ असे म्हणतात व त्या विशिष्ट बिंदूंस वर्तुळमध्य किंवा केंद्रबिंदू म्हणतात.		

## PEER OBSERVATION & FEEDBACK

### \* अध्यापन कौशल्य- चेतक बदल \*

विषय :- शाणित

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#### निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	शिक्षकाची सधेतूक हालचाल	/				
२	शिक्षकाचे हावभाव		/			
३	बोलण्यातील बदल		/			
४	संवेदन लक्ष्यातील बदल	/				
५	विद्यार्थ्यांचा शाब्दिक सहभाग	/				
६	विद्यार्थ्यांचा कृती युक्त सहभाग		/			

**प्रत्याभरण-**

- ⊗ चुकीचे उत्तर स्वीकार नसे (गोसि → वपूळ)
- ⊗ प्रस्तावनेनंतर लगेच उपलब्ध लीहावा ⊗
- ⊗ प्रश्नसंकेत वाचवारी ⊗
- ⊗ चुकीचे उत्तर सध्याचा वाचवारी ⊗
- ⊗ पाठ-बोलाई आवा ⊗

  
 निरीक्षकाची मुदत  
 दिनांक 27-1-23



## PEER OBSERVATION & FEEDBACK



शोपडा एज्युकेशन सोसायटी संचालित-  
शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

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### सुक्ष्म अध्यापन पाठ टीका

गाव : कोळी सुजाता पंडित क्रमांक :-  
 शाळा : शिक्षणशास्त्र महाविद्यालय चोपडा कौशल्य :- घेतक बदल  
 तार : शनिवार दिनांक 28/1/2023 विषय : विज्ञान (७वी)  
 घटक : वनस्पतीचे अवयव पाठ्यांश घटक : पानांचे भाग  
 विद्यार्थ्यांचे पूर्वज्ञान : विद्यार्थ्यांना वनस्पतीचे अवयव कोणते हे माहिती आहे

पाठ्यपुढे	शिक्षक कृती	विद्यार्थी कृती	उपकौशल्ये
प्रस्तावना-	वनस्पतीच्या अवयवांची नावे सांगता ? - वनस्पती अन्नाने मिती कोणत्या अवयवाद्वारे करतात ?	विद्यार्थी उत्तरे देतात	विद्यार्थ्यांचा शाब्दिक सहभाग
हेतुकथन-	आज आपण पानांचे भाग अकृयासगार आहोत.	विद्यार्थी निरीक्षण करतात	शिक्षकाची सहलुक हालचाल
विषय विवेचन-	 <p>कोडोला पेशच्या जागी पान असता पानाचा आकार पसरत दिसतो. अन्नाने मितीमध्ये पाने</p>	विद्यार्थी निरीक्षण करतात	विद्यार्थ्यांचा कृतीयुक्त सहभाग

## PEER OBSERVATION & FEEDBACK

### \* अध्यापन कौशल्य- चेतक बदल \*

विषय :- विज्ञान

/	
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#### निरीक्षण सक्ता

अ.नं.	उपघटक	अ	ब	क	द	ई
१	शिक्षकाची साहजिक हालचाल	/				
२	शिक्षकाचे हावभाव		/			
३	बोलण्यातील बदल		/			
४	संवेदन साध्यातील बदल					
५	विद्यार्थ्यांचा शारीरिक सहभाग	/				
६	विद्यार्थ्यांचा कृती युक्त सहभाग	/				

#### प्रत्याभरण-

- ⊗ पुस्तकाचा व्यवस्थित केली ⊗
- ⊗ अध्यापनात शैली साहित्य वापरले ⊗
- ⊗ वाक्यातील वाक्य २ वाक्यात ⊗
- ⊗ फलकालात लुंडर कामाचे ⊗
- ⊗ पाठ - बंगाली आला ⊗

  
 दिनांक : २४/१२/२३



# PEER OBSERVATION & FEEDBACK



चोपडा एज्युकेशन सोसायटी संचलित-  
शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

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## सुक्ष्म अध्यापन पाठ टीपण

नाव : लक्ष्मी धर्माजी सोने क्रमांक :-  
 शाळा : शिक्षणशास्त्र महाविद्यालय, चोपडा कौशल्य :- घेतक बदल  
 वार : दिनांक 28/01/2023 विषय : गाणीत  
 घटक : मुगीत पाठ्यांश घटक : झुमीतीच्या गुलाबून संकल्पना  
 विद्यार्थ्यांचे पूर्वज्ञान : विद्यार्थी वेगवेगळ्या आकृती ओळखतात.

पाठ्यमुद्दे	शिक्षक कृती	विद्यार्थी कृती	उपकौशल्ये
प्रस्तावना -	शिक्षक विद्यार्थ्यांना पूर्वज्ञानावर ठोठासुरी प्रश्न विचारतात. ① तुम्ही तुमच्या गाणीतल्या पुस्तकात वेगवेगळ्या आकृत्या पाहिल्या आहेत का ? ② त्या आकृत्यांना तुम्ही ओळखतात का ? ③ कोणत्या आकृत्या तुम्ही ओळखता त्या फळ्यावर काढा.	विद्यार्थी उत्तरे देतात.	विद्यार्थ्यांचा शाब्दीक सहभाग, विद्यार्थ्यांचा वृत्तीयुक्त सहभाग.
हेतुकथन -	आज आपण 'मुगीतीच्या गुलाबून संकल्पना (Basic concept)' आम्हासणार आहोत.	विद्यार्थी लक्षपूर्वक ऐकतात.	शिक्षकाची सहयुक्त हालचाल.
विषय विवेचन -			
① Point - बिंदू • A	शिक्षक विद्यार्थ्यांना बिंदू म्हणजे काय हे समजावून सांगतात. फळ्यावर आकृती / बिंदू दर्शवतात.	विद्यार्थी नीरिक्षण करतात.	शिक्षकाची सहयुक्त हालचाल.
② Line - (रेषा) A → B	शिक्षक विद्यार्थ्यांना रेषाची आख्या स्पष्ट करतात. शिक्षक फळ्यावर रेषा दर्शवतात.		

# PEER OBSERVATION & FEEDBACK

✽ अध्यापन कौशल्य- चेतक बदल ✽

विषय :- गाणीत

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निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	शिक्षकाची सहेतूक हालचाल	/				
२	शिक्षकाचे हावभाव		/			
३	बोलण्यातील बदल		/			
४	संवेदन लक्ष्यातील बदल	/				
५	विद्यार्थ्यांचा शाब्दिक सहभाग	/				
६	विद्यार्थ्यांचा कृती युक्त सहभाग	/				

प्रत्याभरण-

- ⊗ पुस्तकावना च्छान केली ⊗
- ⊗ पुस्तकाचे रचणे वाढविले ⊗
- ⊗ फलकलेखन व्यवस्थित केले ⊗
- ⊗ कृतीयुक्त सहभाग घेतला ⊗
- ⊗ पाठ च्छान झाला ⊗

निरीक्षकाची सही  
दिनांक :-

28-1-23

## PEER OBSERVATION & FEEDBACK

पाठ क्रमांक - 01

भाष्येचे नाव :- प्रताप विद्या मंदीर  
 विद्यार्थी शिक्षकाचे नाव :- सुभाष पंडित कोट्टीदिवाक -  
 पाठ निरीक्षक प्राध्यापकाचे नाव :- एम.पी.पुटीळ -  
 इयत्ता :- 11<sup>वी</sup> विषय :- विज्ञान

1. कोणत्या गोष्टी घांगल्या काढल्या - शिकवणे चांगले होते
2. विषयज्ञान - विद्यार्थ्यांची मजबूत माहिती होती
3. विवेचन व प्रश्न पध्दती - विद्यार्थ्यांना मजबूत उदाहरणे
4. विद्यार्थ्यांचा प्रतिसाद - चांगला होता
5. साहित्याचा वापर - उत्तर, खर
6. फक्त लेखन - मजबूत लेखन द्यायला होते
7. वर्ग नियंत्रण - वर्गात शांतता होती
8. कोणत्या गोष्टी दाखव्यात - शिकवतांना जोराने बोलू नये.

*Amali*  
 पाठ घेणाऱ्याची सही

*Amali*  
 पाठ निरीक्षक शिक्षार्थ्याची सही

*[Signature]*  
 पाठ निरीक्षक प्राध्यापकाची सही

पाठ क्रमांक - 06

भाष्येचे नाव :- प्रताप विद्या मंदीर, चोपडा  
 विद्यार्थी शिक्षकाचे नाव :- अश्लोक खान मंगळदुर्गानदिवाक -  
 पाठ निरीक्षक प्राध्यापकाचे नाव :- एम.पी.पुटीळ -  
 इयत्ता :- 8<sup>वी</sup> विषय :- शास्त्र

1. कोणत्या गोष्टी घांगल्या काढल्या - शिकवणे फार चांगले होते
2. विषयज्ञान - विद्यार्थ्यांची मजबूत माहिती होती
3. विवेचन व प्रश्न पध्दती - विद्यार्थ्यांना मजबूत उदाहरणे
4. विद्यार्थ्यांचा प्रतिसाद - चांगला होता
5. साहित्याचा वापर - उत्तर, खर
6. फक्त लेखन - मजबूत लेखन द्यायला होते
7. वर्ग नियंत्रण - वर्गात शांतता होती
8. कोणत्या गोष्टी दाखव्यात - शिकवतांना मजबूत बोलू नये.

A.M.Khan  
 पाठ घेणाऱ्याची सही

*Amali*  
 पाठ निरीक्षक शिक्षार्थ्याची सही

*[Signature]*  
 पाठ निरीक्षक प्राध्यापकाची सही

## PEER OBSERVATION & FEEDBACK

पाठ क्रमांक - 13

हाजेचे नाव :- प्रताप विद्या मंदिर, चोपडा  
 विद्यार्थी शिक्षकाचे नाव :- मुक्ताला प्रदीप कोंडी दिवाक  
 पाठ निरीक्षक प्राध्यापकाचे नाव :- एम्.पी. पाटील  
 इयत्ता :- 8<sup>वी</sup> विषय :- विज्ञान

1. सोनारवा गोष्टी हांगल्या वाटल्या - शिकवणे फार खान वारले
2. विषयज्ञान - विद्यार्थी सखोल माहिती होती
3. विवेचन व प्रश्न पध्दती - विद्यार्थी सखोल उदाहरणे
4. विद्यार्थ्यांचा प्रतिसाद - चांगला होता
5. साहित्याचा वापर - उत्तर, खड
6. फक्त लेखन - अक्षर लेखन खान आहे
7. वर्ग नियंत्रण - वर्गात शांतता होती
8. कोणत्या गोष्टी दाखव्यात - शिकवतात मोठ्याने खोलपे

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पाठ घेणाऱ्याची सही

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पाठ निरीक्षक विद्यार्थ्यांची सही

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पाठ निरीक्षक प्राध्यापकाची सही

पाठ क्रमांक - 12

हाजेचे नाव :- प्रताप विद्या मंदिर, चोपडा  
 विद्यार्थी शिक्षकाचे नाव :- अश्वलाक्ष खान मुकुंदराव खान दिवाक  
 पाठ निरीक्षक प्राध्यापकाचे नाव :- एम्.पी. पाटील  
 इयत्ता :- 8<sup>वी</sup> विषय :- भाषा

1. सोनारवा गोष्टी हांगल्या वाटल्या - शिकवणे फार खान वारले
2. विषयज्ञान - विद्यार्थी सखोल माहिती होती
3. विवेचन व प्रश्न पध्दती - विद्यार्थी सखोल उदाहरणे
4. विद्यार्थ्यांचा प्रतिसाद - चांगला होता
5. साहित्याचा वापर - उत्तर, खड
6. फक्त लेखन - अक्षर लेखन खान आहे
7. वर्ग नियंत्रण - वर्गात शांतता होती
8. कोणत्या गोष्टी दाखव्यात - शिकवतात मोठ्याने खोलपे

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पाठ घेणाऱ्याची सही

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पाठ निरीक्षक विद्यार्थ्यांची सही

[Signature]  
पाठ निरीक्षक प्राध्यापकाची सही



**CES'S COLLEGE OF EDUCATION CHOPDA**

**F.Y.B.Ed 2022-23**

**Exam preparation class (Revision Class) 25<sup>th</sup> March 2023 Onwards**

Date	Time	Subject	Units	Name of the Teacher
25-03-23	11-12.30pm	PE1	Unit 1	Prof. N . D . V a l h e
	2.00-3.30pm	PE2	Unit 1	Dr.Savita Jadhav
26-03-23	11-12.30pm	PE3	Unit 1	Prof.M.P.Patil
	2.00-3.30pm	PE4	Unit 1	Dr.R.V.Sonawane
27-03-23	11-12.30pm	PE1	Unit 2	ProfN . D . V a l h e
01-04-23	11-12.30pm	PE2	Unit 2	Dr.Savita Jadhav
	2.00-3.30pm	PE3	Unit 2	Prof.M.P.Patil
03-04-23	11-12.30pm	PE4	Unit 2	Dr.R.V.Sonawane
	2.00-3.30pm	PE1	Unit 3	Prof. N D V a l h e
05-04-23	11-12.30pm	PE2	Unit 3	Dr.Savita Jadhav
	2.00-3.30pm	PE3	Unit 3	Prof.M.P.Patil
06-04-23	11-12.30pm	PE4	Unit 3	Dr.R.V.Sonawane
	2.00-3.30pm	PE1	Unit 4	ProfN . D . V a l h e
07-04-23	11-12.30pm	PE2	Unit 4	Dr.Savita Jadhav
	2.00-3.30pm	PE3	Unit 4	Prof.M.P.Patil
08-04-23	11-12.30pm	PE4	Unit 4	Dr.R.V.Sonawane
9-04-23	11-12.30pm	PE1	Unit 5	ProfN . D . V a l h e
10-04-23	11-12.30pm	PE2	Unit 5	Dr.Savita Jadhav
12-04-23	2.00-3.30pm	PE3	Unit 5	Prof.M.P.Patil
	2.00-3.30pm	PE4	Unit 5	Dr.R.V.Sonawane
15-04-23	11-12.30pm	PE1	Unit 6	ProfN . D . V a l h e
	3.30-5.00pm	PE2	Unit 6	Dr.Savita Jadhav
16-04-23	11-12.30pm	PE3	Unit 6	Prof.M.P.Patil
	3.30-5.00pm	PE4	Unit 6	Dr.R.V.Sonawane
17-04-23	11-12.30pm	PE1	Unit 7	ProfN . D . V a l h e
	2.00-3.30pm	PE2	Unit 7	Dr.Savita Jadhav
19-04-23	11-12.30pm	PE3	Unit 7	Prof.M.P.Patil
	2.00-3.30pm	PE4	Unit 7	Dr.R.V.Sonawane
20-04-23	11-12.30pm	PE2	Unit 8	Dr.Savita Jadhav
	2.00-3.30pm	PE3	Unit 8	Prof.M.P.Patil
22-04-23	11-12.30pm	PE4	Unit 8	Dr.R.V.Sonawane

**Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon**  
**Syllabus for B.Ed. Two years Annual Pattern (CBCS) as per NCTE regulation 2014**  
**First Year w.e.f. 2019-20**

CB CS	Sr. No.	Area	Hours		Marks			Cre dits
			Teaching	Learnin g	Int. Exam	Ext. Exam	Total	
<b>A - Perspectives in Education</b>								
CC	PE1	Learning, Teaching in Childhood and Growing Up	85	40	20	80	100	4
CC	PE2	Education in Contemporary India and Genders, School, Society	85	40	20	80	100	4
CC	PE3	Language across the Curriculum- Knowledge and Curriculum	85	40	20	80	100	4
CC	PE4	Health, Yoga and Physical Education	85	40	20	80	100	4
<b>B - Curriculum and Pedagogic Studies</b>			0	0	0	0	0	0
DSE	CPS1	Curriculum and Pedagogic Studies School Subject-I	85	40	20	80	100	4
DSE	CPS2	Curriculum and Pedagogic Studies School Subject-II	85	40	20	80	100	4
<b>C - Engagement with the Field/Enhancing Professional Capacities</b>			0	0	0	0	0	0
AEC	EPC 1	Various tools, techniques and skills of teaching	40	20	0	50	50	2
AEC	EPC 2	Life Skills Education or Disaster Management	40	20	0	50	50	2
AEC	EPC 3	Reading and Reflecting on Texts or Parenting Education	40	20	50	0	50	2
AEC	EPC 4	Environmental Studies or School Management	40	20	50	0	50	2
SEC	EPC 5	Microteaching & observation of isolated skills and simulated lessons Total 6 lessons for each CPS (Teach+ Re teach= 1 lesson)	110	200	80	0	80	4
<b>D - Field Based Activities</b>			0	0	0	0	0	0
SEC	PE1	Case study of any one student from Std. V to XII or Psychological Experiment (any Five)	40	20	20	0	20	2
SEC	PE2	Prepare and submit term paper on any Education Commission in India	40	20	20	0	20	2

SEC	PE3	Prepare the script on folk dialects in your region or Prepare the term paper on various dimensions of the curriculum and their relationship with the aims of education based on Indian Educationalist.	40	20	20	0	20	2
SEC	PE4	Prepare the report on - Organisation of games and sports tournaments or Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation	40	20	20	0	20	2
SEC	CPS1	Prepare Year plan, unit plan, unit test and blue print on any unit on CPS I from Std. I to VII	40	20	20	0	20	2
SEC	CPS 2	Prepare Year plan, unit plan, unit test and blue print on any unit on CPS II from Std. I to VII	40	20	20	0	20	2
<b>Total</b>			1020	640	420	580	1000	48

Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon  
 B.Ed. (CBCS Annual Pattern 2019) Second Year -2020-21 wef.2020

CB CS	Sr. No.	Area	Teachi ng Hours	learni ng hours	Mar ks			Cre dits
					Int. Exam	Ext. Exam	Total	
<b>A - Perspectives in Education</b>								
CC	PE5	Guidance , Counseling and Inclusive Education	85	40	20	80	100	4
CC	PE6	Assesement and Evaluation in School Education	85	40	20	80	100	4
<b>B - Curriculum and Pedagogic Studies</b>			0	0	0	0	0	0
DSE	CPS3	Curriculum and Pedagogic Studies School Subject-I	85	40	20	80	100	4
DSE	CPS4	Curriculum and Pedagogic Studies School Subject-II	85	40	20	80	100	4
<b>C - Engagement with the Field/Enhancing Professional Capacities</b>			0	0	0	0	0	0
AEC	EPC 6	Applied paper on Internship	40	40	0	50	50	2
AEC	EPC 7	Drama and Art in Education or Critical Understanding of ICT	40	40	50	0	50	2
SEC	EPC 8	Practice Teaching & observation for School lessons(8) of CPS 1, CPS 2 and 8 lessons for CPS 3 and CPS 4	150	300	100	0	100	4
SEC	EPC 9	Internship Programme for 15 weeks in secondary school	540	135	220	0	220	8
<b>D - Field Based Activities</b>			0	0	0	0	0	0
	PE5	Visit a nearby special, inclusive and regular school, Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and Parental support or Prepare a case study report on a disabled learner.	40	40	20	0	20	2



	PE6	Prepare a term paper on various components of Guidance and Counseling or Prepare the report on visit of five parents of students studying in school.	40	40	20	0	20	2
	CPS3	Prepare Teaching Aid on any unit of CPS 3	40	40	20	0	20	2
	CPS 4	Prepare Annual Teaching Plan, Unit plan and Unit test with blue print on any unit of CPS 4	40	40	20	0	20	2
SEC	UPE	Annual one Lesson of each CPS for Std. V to X University Exam.	45	45	0	100	100	2
ok		<b>Total</b>	1315	880	530	470	1000	42

Year	Teaching Hours	learning hours	Int. Marks	Ext. Marks	Total	Credits
I	1020	640	420	580	1000	48
II	1315	880	530	470	1000	42
Total	2335	1520	950	1050	2000	90

Learning Enhancement/Enrichment

Educational Visits at PVM English Medium School



Learning Enhancement/Enrichment

Celebrating Hindi Diwas at College of Education, Chopda.



AIDS Awareness Program conducted by Dr.Suresh Patil on dated 1<sup>st</sup> December,2023 at College of Education,Chopda





**Celebrating Savitribai Phule Jayanti at College of Education, Chopda**



**Celebrating International Yoga Day**



**Flag Hoisting ceremony of Anniversary of Institution**



**Annual Day Performance by Mr. Vishal Sapkale**



**Performing at University Event “YUVARANG”**

**Winning Movement at “YUVARANG” of College of Education, Chopda  
Student –Teacher Mr.Vishal Sapkale**





## **SESSIONS BY ALUMNI MEMBERS**



## **SESSIONS BY ALUMNI MEMBERS**





## Collaborative Tasks

### Student-Teacher doing Art & Craft Activities



**Celebrating "OZONE DAY" Rally on 16<sup>th</sup> September, 2022**



**Internship Activities at Various School**





**Celebrating Geography Day 14<sup>th</sup> January,2023**



**Celebrating Science Day 28<sup>th</sup> February,2023**



**AIDS Awareness Program conducted by Dr.Suresh Patil on dated 1<sup>st</sup> December,2023 at College of Education,Chopda**



***Celebrating Dr.Babasaheb Ambedkar Jayanti***



***Celebrating Constitution Day***



***Celebrating Lokmanya Tilak Death Anniversary & Annabhau Sathe Birth Anniversary***



## COLLABORATIVE TASKS

### COLLEGE OF EDUCATION CHOPDA

#### CULTURAL ACTIVITY BASED ON THE IMPORTANT NATIONAL AND INTERNATIONAL DAYS

Sr No	Student Name	Days	Teacher incharge
1	Barakha Samanpure	National Science Day	Prof.M.P.Patil
	Pushkar Patil		
	Neha Sharma		
	Harshada Sathe		
2	Dhanashri Dhangar	Intenational Women day	Dr.Savita Jadhav
	Pooja Magare		
	Harsha Deshmukh		
	Revati Ingale		
	Rupali Bahiram		
3	Sujata Koli	Consumer day	Dr.R.V.Sonawane
	Trupti Patil		
	Nitin Patil		
	Bhavana Patil		
	Gopal Lohar		
4	Nilesh Barela	Environment day	Dr.Savita Jadhav
	Shivam Bhosale		
	Leena Patil		
	Priyanka Patil		
	Dhanashri Dhangar		
5	Vishal sapkale	Yoga day	Dr.Savita Jadhav
	Sachin Pawara		
	Priyanka Patil		
	Rupali Paliwal		
	Pratibha Barela		
6	Umesh Dhangar	Literacy day	Dr.Savita Jadhav
	Swapna Joshi		
	Tushar Baviskar		
	Manisha Chaudhari		
	Jayesh Patil		
	Punam Rajput		
7	Snehal Sonawane	Gandhi Jayanti	Dr.Savita Jadhav
	Punam Rajput		
	Chetan Baviskar		
	Pradip Chaudhari		
	Ganesh Mahajan		
	Leena Mahajan		
8	Rupali Koli	AIDS Day	Dr.Savita Jadhav
	Sunny Patil		
	Rahul Pawara		
	Pawan Sonawane		
	Ravikumar Bhavsar		
9	Sakshi Bidkar	Reading Day	Dr.Savita Jadhav
	Prasant Kosti		
	Devendra Mali		
	Ashwini Patil		



<b>Sr No</b>	<b>Student Name</b>	<b>Days</b>	<b>Teacher incharge</b>
10	Kirtibala Chaudhari	Happiness Day	Dr.Savita Jadhav
	Jayesh Patil		
	Divya Wagh		
	Rohan Sonawane		
	Varsha Patil		
11	Chaitali Patil	Teachers Day	Dr.Savita Jadhav
	Nachiket Desai		
	Tushar Baviskar		
	SachinPawara		
	Prajakta Wankhede		
12	Kirtibala Chaudhari	Geography day	Dr.Savita Jadhav
	Jayesh Patil		
	Divya Wagh		
	Rohan Sonawane		
	Varsha Patil		

**CES's COLLEGE OF EDUCATION CHOPDA****Community Work (Project Based Course) Grouping 2022-2023**

<b>Group A</b>	<b>Place</b>	<b>Group B</b>	<b>Place</b>
Khan Akhlaq Khan Maqsud	Chopda	Patil Chetna Ravindra	Chopda
Pawara Rumsing Shantaram	Chopda	Barela Nilesh Sumala	Chopda
Paliwal Rupali Shantaram	Chopda	Patil Sadhana Kantilal	Chopda
Sathe Harshada Dhanajay	Chopda	Patil Madhuri Rajendra	Chopda
Koli Sujata Pandit	Chopda	Rajput Bhatbai Ranvirsing	Chopda
Patil Bhavna Vasudev	Chopda	Chaudhari Ketan Hiralal	Chopda
<b>Group C</b>	<b>Place</b>	<b>Group D</b>	<b>Place</b>
Mali Devendra Ramchandra	Chopda	Patil Pranay Jayvatrao	Chopda
Sapkale Suvarna Prakashchandra	Chopda	Shaikh Saniya Bi Abdul Gaffar	Chopda
Bidkar Sakshi Harendra	Chopda	Patil Jagruti Mahendrasing	Chopda
Patil Poonam Laxman	Chopda	Pawar Dhanashree Suresh	Chopda
Patil Jayashree Dnyaneshwar	Chopda	Mahajan Ganesh Sahebrao	Chopda
Patil Ashwini Arun	Chopda	Bagade Amrapali Anil	Chopda
<b>Group E</b>	<b>Place</b>	<b>Group F</b>	<b>Place</b>
Manore Bhushan Ravindra	Chopda	Patil Nita Lotan	Chopda
Chaudhari Manisha Bharat	Chopda	Patil Jayashree Pitambar	Chopda
Joshi Swapna Sudhakar	Chopda	Punnase Puja Ashok	Chopda
Maniyar Muskan Shaikh	Chopda	Sonawane Pawan Balkrishna	Chopda
Patil YashVikas	Chopda	Mali Nandini Devidas	Chopda
<b>Group G</b>	<b>Place</b>	<b>Group H</b>	<b>Place</b>
Chaudhari Pratik Dnyaneshwar	Chopda	Bhosale Shivam Pravin	Chopda
Sonawane Rohan Kishor	Chopda	Gummandwar Prem Narsing	Chopda
Shirsath Pradnya Ravindra	Chopda	Yasmin Bi Abdul Rehman	Chopda
Jadhav Sagar Ishwar	Chopda	Samanpure Barkha Shitalkumar	Chopda
Baviskar Ishwar Narayan	Chopda	Ingale Revati Pramod	Chopda
PRATAP VIDHYA MANDIR , Old Shirpur Road, Infornt of Court Chopda, Dist.Jalgaon 425107		KANNYA VIDYALAY,CHOPDA Ganesh Colony,Chopda 425107	
BALMOHAN VIDYALAY,CHOPDA Shiv Colony,Chopda 425107		PVM SCHOOL (Town) Gujarathi Galli,Chopda 425107	

## INPUTS GIVEN BY TEACHER



चोपडा एज्युकेशन सोसायटी संबलित-

शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

-- सराव पाठ टाचण --

छात्राध्यापकाचे नाव :- पुष्कर विस्तीप पाटील रोल नं. 36  
सहाय्यारी शाळेचे नांव :- फुताप विस्या मंदि इयत्ता :- 8 पुष्करी 31  
पाठ क्रमांक :- 1 दिनांक :- 11/11/23 तारिका :- 4 वेळ :- 1:45 to 2:20  
विषय :- गणित  
पटक :- खर्च  
उपपटक / पाठ्यांश :- Discount and Commission.  
मार्गदर्शक अध्यापकाचे नाव :- श्री. M.P. Patra sir  
अपेक्षित पूर्वज्ञान :- निर्यात्याच्या अर्थसंबंधी व पुरवठ्याच्या संरभ्रतीत  
देवाप येवलीकरून लागू आहे.  
पाठ्याचे हेतू :- निर्यात्याच्या सुरु व पुरवठ्याची देवापयेवण व  
रखतारासंबंधी माहिती देणे.  
अध्यापनाचे मुद्दे :- 1) खर्च 2) वस्तु किंमत 3) खर्ची किंमत  
4) निर्यात किंमत 5) फुतापीन किंमत 6) सुरु  
अध्यापन पद्धती :- शब्दागामी पद्धती.  
अध्यापन सूत्र :- 1) सामान्यकरून निरोधकाचे.  
2) सामान्यकरून कठीणाकडे.  
अध्ययन - अध्यापनावुन साध्य होणारी मूल्ये / वाभापटक :-  
1) व खर्चीरपणा.  
2) निर्यातकरेपणा  
आशादातील नवे शब्द / संबोध :-  
1) marked price.  
2) commission.  
3) discount.  
शैक्षणिक साहित्य :- Chalk, Duster, Rolling board, Textbook.

## INPUTS GIVEN BY TEACHER

...फलक लेखन...

① Selling Price

② Marked Price

③ Discount

⇒ selling Price =  
Marked Price - Discount

⇒ Discount =  
Marked Price  $\times \frac{x}{100}$

### पाठ निरीक्षणाच्या नोंदी

अध्यापनातील चांगल्या बाबी	अध्यापन सुधारण्यासाठी सकारात्मक सूचना
१) सुस्पष्ट व क्वचित् चित्रे वापरणे	१) शीतल पाण्याची गरज नसावी
२) आवृत्ती (X)	२) पत्रे व कागद वापरणे
३) प्रत्येक विद्यार्थीला पाठ्यपुस्तक देणे	३) विद्यार्थ्यांना
४) आवृत्ती (X)	४)
५)	५)

  
माहितीसाठी सहाय्यी

  
निरीक्षकाची स्वाक्षरी

# INPUTS GIVEN BY TEACHER



चोपडा एज्युकेशन सोसायटी संयमित-  
शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव  
-- सराब पाठ टाचण --

भाषायापकाचे नाव :- हर्षिता हाजीजम गाते

रोल नं. 745

सहकारी शाळेचे नाव :- प्रताप विद्या मंदिर

वर्ग :- 8<sup>वी</sup>

एकडी :- 3

पाठ क्रमांक :- 03

दिनांक :- 12/10/23

ताशिका :- 5<sup>वी</sup>

वेळ :-

विषय :- गणित

पटक :- Division of Polynomials

उपपटक / पाठ्यांश :- To divide a polynomial by a binomial

सार्धदर्शक अध्यापकाचार्य :- प्रा. सी. एस. पी. मंडील. सर.

अपेक्षित पूर्वज्ञान :- Students knows about polynomials, its degree, division of monomial by monomial, division of polynomial by monomial.

पाठ्या हेतु :-

To study division of polynomial by binomial

अध्यापनाचे मुद्दे :-

- Divide polynomial by binomial.
- Solve the questions
- Exercise

अध्यापन पद्धती :- अवगाही पद्धती

अध्यापन सूत्र :- जीष्वाकडून कटीणाकडे

प्रत्यक्षाकडून ताम्रत्याक्षाकडे

अध्ययन- अध्यापनातून साध्य होणारी मूल्ये / गभापटक :-

- गणितीय दृष्टीकोन
- गिदनेटकेपणा
- तत्तशीरपणा

आशयातील नवे शब्द / संयोग :-

Term, Index, Binomial, Monomial

शैक्षणिक साहित्य :-

Textbook, chalk, duster, blackboard, etc.



# INPUTS GIVEN BY TEACHER

...फलक लेखन...

• Polynomial-  
An eq<sup>n</sup> contain more than two terms called polynomial.  
Ex-eg-  $x^2 + 2x + 3$

• To divide a polynomial by binomial-  
Ex-1  $(x^2 + 4x + 4) \div (x + 2)$

$$\begin{array}{r} x + 2 \\ \rightarrow x + 2 \overline{) x^2 + 4x + 4} \\ \underline{- (x + 2)x} \phantom{+ 4} \\ 2x + 4 \\ \underline{- 2x + 4} \\ 0 \end{array}$$

Explanation -

i)  $(x + 2) \times x = x^2 + 2x$

ii)  $(x + 2) \times 2 = 2x + 4$

$\therefore$  Quotient =  $x + 2$

Remainder = 0

## पाठ निरीक्षणाच्या नोंदी

अध्यापनातील घाबल्या बाबी	अध्यापन सुधारण्यासाठी सकारात्मक सूचना
१) फलक लेखन छोट आले	१) बग नियंत्रण ठेवावे
२) विद्यार्थी प्रतिसाद चांगला	२) प्रश्न संख्या वाढवावी
३) गिळाला	३)
४) विषय खोल-खोल	४)
५) एकंदरित पाठ्यक्रम आला (✓)	५)

  
माहितीसाठी स्वाक्षरी

  
निरीक्षकाची स्वाक्षरी

## INPUTS GIVEN BY TEACHER



चोपडा एज्युकेशन सोसायटी संघलित-

शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

-- सराव घाट टाचण --

छात्राध्ययकाचे नाव :- सुजाता पंडित कोन्ही रोल नं. 16  
सहकारी शाळेचे नांव :- प्रताप विद्यामंदिर इयत्ता :- 8 वी पुस्तकी ठा  
घाट क्रमांक :- 1 दिनांक :- 11-10-23 तारिखा :- 3-55 8 वेळ :- 3:55 to 4:30

विषय :- विज्ञान

पटक :- Disaster Management

उपपटक / पाठ्यांश :- Fire and Landslides

मार्गदर्शक अध्यापकाचार्य :- Prof. M.P. Bilal Sir

अपेक्षित पूर्वज्ञान :- Students knows about disaster

घाटाचा हेतू :- विद्यार्थ्यांना आपली व्यवस्थापन (Disaster Management) विषयी व त्याच्या प्रकारची माहिती देणे.

अध्यापनाचे मुद्दे :- Types of fire

Methods of fire Extinction

Precautions and safety measures

Land slides - Causes & Effects of Landslide

अध्यापन पद्धती :-

अवगामी पद्धती

अध्यापन सूत्र :-

सोप्याकडून कठीणाकडे

अध्ययन- अध्यापनातून साध्य होणारी मूल्ये / मापापटक :-

i) वक्तव्यश्रवण

ii) नीटनेटकेपणा

iii) वैज्ञानिक दृष्टिकोन

आशयातील नवे शब्द / संबंध :-

flammable materials, varnish,

Rift collapse, combustible, etc.

शैक्षणिक साहित्य :- इंग्लिशबुक, गुंडाळफलक, पुस्तक, डस्टर इत्यादी.

## INPUTS GIVEN BY TEACHER

...फलक लेखन...

<p style="text-align: center;">Sub - science Topic - fire and Landslides</p> <p>i) <u>Types of fire -</u></p> <ol style="list-style-type: none"> <li>1) class A fire (solid sub)</li> <li>2) class B fire (liquid sub)</li> <li>3) class C fire (gas sub)</li> <li>4) class D fire (chem sub)</li> <li>5) class E fire (Electrical)</li> </ol> <p>Methods of fire Extinction-</p>	<p>Precautions &amp; safety Measure first Aid</p> <p>ii) Landslides - Rift collapse causes of landslide Effect of landslide</p>
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### पाठ निरीक्षणाच्या नोंदी

अध्यापनातील चांगल्या बाबी	अध्यापन सुधारण्यासाठी शक्यतात्मक सूचना
1) फलक लेखन चांगले	1) बरी नियंत्रणे ठेवावे
2) सारांशिकरण चांगले	2) प्रश्न वाचण्याचा वेळ द्यावा
3) मुकेदस्त पाठ	3)
4) <del>लीगल डीला</del>	4)
5)	5)

  
 मार्गदर्शिकाची सहाय्यी

  
 निरीक्षकाची स्वाक्षरी






चोपडा एज्युकेशन सोसायटी संचलित-

शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

छात्राध्यापकाचे नाव :- Rupali Vinod Paliwal सोल नं. 24  
 सहकारी शाळेचे नाव :- P.V.M School इयत्ता :- 8<sup>th</sup> तुकडी E  
 पाठ क्रमांक :- 1 दिनांक :- 11/10/23 तारिका :- 2 वेळ :-  
 विषय :- Science  
 घटक :- Material & Matter  
 उपघटक / पाठचांश :- Study atomic structure  
 मार्गदर्शक अध्यापकाचार्य :- Prof. M.P. Patil Sir  
 अपेक्षित पूर्वज्ञान :- Student have basic knowledge of materials and matters and their characteristic.  
 पाठ्याचा हेतू :- To study the structure of atom.  
 अध्यापनाचे मुद्दे :- Study different materials and matters and its composition. To study atomic structure.  
 अध्यापन पध्दती :- Simple to complex  
concret to abstract.  
 अध्यापन सूत्र :- Lectures, Discussion, explanation.  
 अध्ययन- अध्यापनातून साध्य होणारी मूल्ये / गाभाघटक :- Scientific attitude.  
Scientific outlook,  
Scientific literacy.  
 आशयातील नवे शब्द / संबोध :- Neutron, protons, atomic structure.  
 शैक्षणिक साहित्य :- Black Board, chalk,  
3D models, charts.

✽ फलक लेखन ✽

<p>Sub - Science Topic - Material of Matter Aim - To study atomic structure.</p> <p>Valency - means the number of chemical bonds formed by an atom.</p> 	<p>class - 8<sup>th</sup> Date: _____</p>
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✽ सराव पाठ निरीक्षण ✽

	उत्कृष्ट	चांगला	समाधानकारक	असमाधानकारक
१) पाठ टाचण व तयारी	✓			
अ) परिपूर्णता व अपुकता	✓			
ब) निटनेटकेपणा व स्वच्छता	✓			
क) नकाशे, आकृत्या व चित्रे		✓		
२) प्रस्तावना व हेतुकथन	✓			
अ) पूर्वज्ञान व पढताळणी	✓			
ब) नाबिन्धता-आकर्षकता		✓		
क) हेतुकथन स्पष्टता	✓			
३) विषय प्रतिपादन				
अ) प्रश्न सादरीकरण	✓			
ब) स्पष्टीकरण/कथन	✓			
क) शैक्षणिक साधनांचा वापर	✓			
ड) वर्ग वातावरण	✓			
इ) फलक लेखन	✓			
ई) समारोप	✓			
४) मूल्यमापन व स्वाध्याय				
अ) उद्दिष्टानुसार		✓		
ब) आशयानुसार	✓			
५) अन्य मुद्दे				
अ) वेशभूषा	✓			
ब) स्वच्छता, टापटीपपणा	✓			
६) आशय प्रभूत्व	✓			
७) एकूण परिणामकारकता	✓			

निरीक्षकाचा अभिप्राय :- एकंदरित पाठ चांगला झाला ✽

मानवसंश्लेषणी राही व विनांक

निरीक्षकाची राही व विनांक



**INPUTS GIVEN BY TEACHER**

चोपडा एज्युकेशन सोसायटी संचलित,  
शिक्षणशास्त्र महाविद्यालय, चोपडा

प्रात्यक्षिकाचे नाव : Prepare a Case Study  
before on a learner.

विषय : PE B शालेय शिक्षणातील मूल्यनिर्धारण  
आणि मूल्यमापन  
शैक्षणिक वर्ष २०२२ - २०२३

मार्गदर्शक : प्रा. एम. पी. पाटील सर

प्रशिक्षणार्थी - रविकुमार ब्रिजलाल भावसार

रोल नं - ०६

वर्ग : B. Ed द्वितीय वर्ष

## प्रस्तावना

शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगाव द्वितीय वर्ष अध्यानार्थी कार्यक्रम पूर्ण करित असताना द्वितीय वर्षातील PE - ६ विषयांतर्गत Prepare a Case Study before on a learner. यावरील व्यक्ती अभ्यास अंतर्गत बालकाचा/ विद्यार्थ्याचा अभ्यास केला व विद्यार्थी दशेत जे नानाविध बदल घडून येतात त्यात शारिरीक, मानसिक, भावनिक, शैक्षणिक बदल समजून घेणे काळाची गरज आहे. म्हणून मी इयत्ता ८ वी मध्ये शिकणाऱ्या शिवाजी सुनील पाटील याचा व्यक्ती अभ्यासासाठी निवड करून त्याबद्दल या प्रकल्पात लिहीले आहे.

या विद्यार्थ्याचा अभ्यास केला ज्यातून मला त्यांचे वर्तन (आचार-विचार) प्रभावीपण कळले ते मी या छोट्याश्या प्रयत्नातून या प्रकल्पात मांडलेले आहे.

चि. भावसार रविकुमार ब्रिजलाल



द्वितीय वर्ष बी. एड रोल नं-06



**Chopda Education Society's**  
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*Teacher-Educators Mentoring the Students*





*Teacher-Educators Mentoring the Students*







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## **COUNSELLING SESSIONS**

***By Counsellor Hon. Justice M.V. Rathodepatil Madam***





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## COLLABRATIVE TASKS







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