



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- 140024NCTE Code-113021

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Recognized by N.C.T.E. New Delhi and Affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

Matrix 2.4.2

- ***Reports and photographs /***
videos of the activities
Attendance sheets of the
workshops/activities with seal
and signature of the Principal



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During pre-teaching practice training, students and teacher educators will discuss and demonstrate effective teaching techniques, classroom management strategies, and lesson planning skills. The training will provide practical tips and strategies for handling various classroom scenarios and challenges. The goal of pre-teaching practice training is to enhance students' teaching skills and knowledge, as well as to build their confidence and readiness for the actual practice teaching experience. By receiving feedback and guidance from experienced educators, students can identify their strengths and areas for improvement, and work towards becoming successful and effective teachers. Pre-teaching practice training may include discussions on professional ethics, student engagement strategies, and the importance of creating a positive and inclusive classroom environment. By providing students with the necessary tools and knowledge, they can effectively engage with their students and create meaningful learning experiences. Pre-teaching practice training is crucial for preparing future educators for a successful teaching career and ensuring that they are well-equipped to meet the needs of all students in the classroom. It serves as a valuable opportunity for students to learn, grow, and develop their teaching skills in a supportive and constructive environment.

1. IDENTIFYING VARIED STUDENT ABILITIES: -

Identifying varied student abilities involves assessing cognitive, emotional, and social skills to create personalized learning experiences tailored to individual strengths and needs. This process helps educators support diverse learners effectively and promote academic success for all students



2. DEALING WITH STUDENT DIVERSITY IN CLASSROOMS: -

Embracing student diversity in classroom fosters a rich learning environment where different perspectives and experiences are valued and celebrated.



3. ADDRESSING INCLUSIVENESS: -

Creating an environment that celebrates and values the diverse perspectives and identities of all individuals



**4. VISUALISING DIFFERENTIAL LEARNING ACTIVITIES
ACCORDING TO STUDENT NEEDS: -**



5. EXPOSURE TO COMMUNITY ENGAGEMENT: -

Exposure to community engagement builds empathy, understanding, and a sense of responsibility towards improving society.



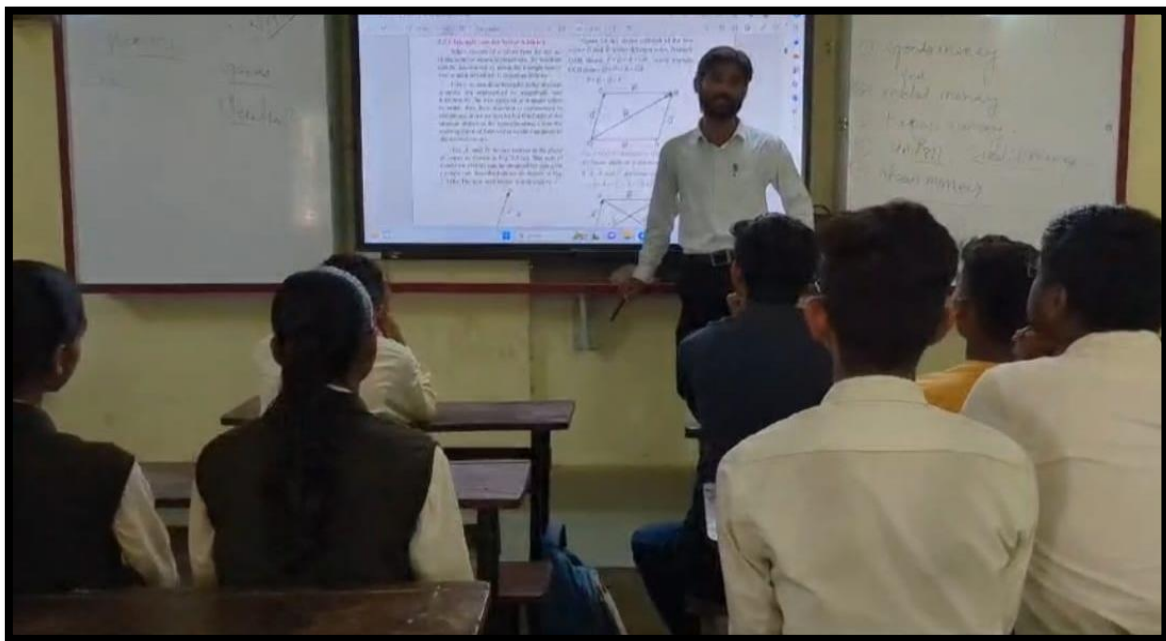
6. ASSESSING STUDENT LEARNING: -

Evaluating student performance and understanding of content and skills



7. EVOLVING ICT BASED LEARNING SITUATIONS: -

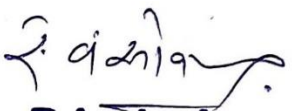
Adaptable ICT-based learning environments are constantly evolving to meet the needs of modern learners



8. FORMULATING LEARNING OBJECTIVES: -

Formulating learning objectives involves defining clear, measurable outcomes for what students should know or be able to do by the end of a lesson or course.




Principal
College of Education
Chopda Dist. Jaigaon