



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

Fax No.- 02586-223480E-mail- cbed12@rediffmail.com Website- www.bed.ceschopda.org

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

Outward No.-

Date:

Matrix 3.3.2

- **Event-wise photographs with captions and dates**
- **Report of each outreach activity with seal and signature of the Principal.**



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COLLEGE OF EDUCATION CHOPDA

2021-2022

Making Rally Poster

As a part of CLC program staff and students' graduation visited Akul Kheda village, old Shirpur Road, Chopda on 26th and 27th of August 2022. During the visit **awareness rally was conducted by the students and staff on 26/08/2022 and cultural events were organized on 27/08/2022.**

For awareness rally the student teachers prepared English placards communicating about;

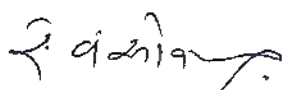
- Equal opportunity for boys and girls
- Prevention of substance abuse
- Protection of environment
- Healthy relationships during adolescence



1

After welcoming our guests of honor Prof Dr.Jayesh Gujarathi for the Awareness rally, student teachers began the rally from the school premises reading aloud the slogans on the considered social issues.




Principal
College of Education
Chopda Dist. Jaigaon

INTERACTION WITH THE VILLAGERS

Student teachers interacted with the during the rally. Villagers discussed their issues with student teachers. Few were sharing their grief with respect to substance abuse.



R. G. Singh
Principal
College of Education
Chopda Dist. Jaigaon

On the second day (27/08/2022) of our community living camp, student teachers took up plantation activities and cultural events were organized

PLANTATION (27/08/2022)

Hibiscus, Nerium, Nandivardhanam plants were taken into consideration for the plantation as there were no flowering plants in the school premises.

School students along with us helped to make the arrangements (choosing areas to plant, digging pits etc.) for the plantation.

The program was inaugurated by the headmaster of the school, Mrs.Madhuri Patil.



Signature
Principal
College of Education
Chopda Dist. Jalgaon

CULTURAL EVENT (27/08/2022)

For the cultural event, a skit, a folk dance and a drama were planned.

Students of the school were trained with respect to skit, dance and drama the previous day (26/08/2022).



Headmaster of the school, Mrs. Madhuri Patil all other faculty of the school and Savita madam were welcomed for the event.

With the help of teachers of the school and our student teachers, the students assembled for the event.



S. S. Patil
Principal
College of Education
Chopda Dist. Jaigaon



SKIT

The skit was on the issue “drugs and alcohol consumption- its cause and effects and how useful it is to stop taking it. Students of class 9 were trained to perform the skit on the above issue.



R. Mishra
Principal
College of Education
Chopda Dist. Jaigaon

DANCE

It was a folk dance to a Kannada song. Girls of class 9 were trained to perform the folkdance along with our student teachers.



R. J. J. J.
Principal
College of Education
Chopda Dist. Jaigar

DRAMA

The theme of the drama was to protect and respect “Girl Child”. It was all about how important it is to protect and respect “Girl Child”. Students of grade 8 and 9 took part in the drama under the guidance of our student teachers.



REWARDING THE PARTICIPANTS

The participants were rewarded for their active participation in the events as a token of encouragement by the headmaster of the school, Mrs. Sudha ma'am and Manjula ma'am



Sudha
Principal
College of Education
Chopda Dist. Jalgaon

2019-20 & 2020-21

This being pandemic year students were asked to carry out awareness programmes online individually at their own localities. Student teachers created awareness programmes about Covid protection

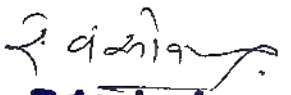
2018-19

From Jan 28th, 2019 students of .B.Ed I and B.Ed II (around 75 students) organized community living camp under the supervision of 3 Staff members. During the camp students performed

1. Individual counseling of students.
2. Sharm Dhaan - In and around the School campus.
3. Village Survey- Students visited Akulkheda, Chahardi and Lasur conducted survey.
4. Awareness program in village on some socially relevant issues through street plays.
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The student teachers visited School, in village. Students carried out Swachh Bharat at Karigatta.




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COLLEGE OF EDUCATION CHOPDA

Report of Outreached activities

The college of education Chopda has adopted block, in Chopda Taluka after careful scrutiny. It is about 3 kms away from Chopda. The villages have population has a population of 1000. The three villages have small schools situated in rural region. The Baseline Achievement Survey (BAS) was conducted for classes 1 to 7th for school children. The National Achievement Survey (NAS) test form-1 was used. The BAS- I was administered in Marathi languages after due translation and moderation of test items. Following all the procedures given by the NAS, all the children from classes 1 to 7th were roped into the BAS-I. A quick look at the performance of students indicate that overall achievement of class 3 students is relatively higher, followed by classes 1, 2, 4, 5, 7. With regard to different subjects, students appear to do well in Marathi, followed by Science, Maths and the lowest in Social Science. Their performance in language and science is better than their overall average scores. Their performance in their mother tongue is stronger. On the whole, girls are doing better than the boys in all classes. There is one transgender student in class 3, who is much below the level of their class mates. The performance of students of classes 1, 2, 3 and 4 are weaker than classes 5, 6 and 7.

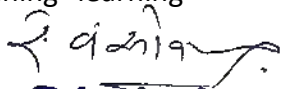
College of Education Chopda conducted Capacity Building Programmes for the benefit of the teachers of the Villages during the years in a non-overlapping manner. It included four different interventions/ areas where teachers were trained. The teachers who took part in one program were not included for other programs. Consequently, in a non-overlapping manner, 7 teachers were trained as Resource persons. The four themes covered for capacity building included Art Integrated learning, School-based Assessment, and Use of Mathematics Kit and Community Mobilization programs.

From the institute, around 4 faculty members have been drawn to function as mentor teachers, to provide onsite support to schools for effective functioning. Each of these village has a leader who coordinates school visit activities. On an average, each mentor teacher gets about 1 to 2 schools. This activity started during December 2019. Initially, schools were visited once a week by the mentor teachers. Each of the teams for different villages have identified different days of the week such as Monday, Tuesday, Wednesday, Thursday, and Friday. Saturdays are not chosen because the schools' function on Saturday only up to 11:30 am. On any given day, only one set teachers belonging to one village visits schools, so that the functioning of the institute and the school does not suffer.

From the visits of mentor-teachers, the following significant points have emerged.

Teachers' Factor: Teachers are committed, but they are burdened with works other than teaching. Teaching subjects which are not their area of subject specialisation is a big problem for many teachers. Teachers need content and pedagogy-based trainings in English, Science and Mathematics. There is a need to focus on English and Hindi language which are very poor too. Interestingly, all teachers have smart phones which are also used for teaching- learning




Principal
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purposes too. Almost all teachers know the family background of all students. This helps them to understand different problems of students.

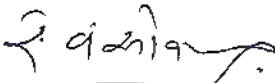
Students' factor: There is no academic support at home for students. Many students lack interest towards learning. Added to this, students' strength becomes less during seasonal migration period. Irregularity of students is one of the problems. Student absenteeism is too much in high schools and there is no way where it can be improved. In the midst of all the above, students wish to learn better through activity method. It is interesting to note that most of the students have good knowledge of fauna and flora of the surrounding schools and forests.

School factor: All the schools have good building, toilets, electricity and they are well maintained, but they lack of library, laboratory, and computer labs. Science clubs are formed and each month the birthdays of scientists are celebrated. Government schools have stiff competition from private schools. Mid-day meal and providing milk is a good step which has increased the student strength. Some are very effective and some are very poor. The range is too much. Schools require more financial support. School committee members also need training about their duties and responsibilities. Education officers need to provide more academic support to schools rather than looking into administrative issues predominantly.

Mentor-teachers also gave onsite support to school teachers. Some important ones include the following. After Classroom observations suggestions were provided to improve teaching strategies and approaches. Suggestions were given on techniques for making learning interesting; developing reading habit, especially on classroom management in multi-grade classes. Students are motivated to develop the questioning skill. Mentor-teachers suggested some simple activities like easy way of multiplication, puzzles which helps to increase the curiosity among the students. Informed the teachers about the online resources. Some mentor- teachers took English, Marathi and Science classes too. Mentor-teachers guided teachers in diagnosing learning difficulties. Drawing skills & communication skills were explained with examples. Some mentor-teachers also demonstrated how to use a microscope.

The mentor-teachers also received some feedback about their efforts in improving the quality of school education in villages. Some of them include the following. School teachers and HMs appreciated the Art- Integrated Learning Training offered by teachers and teachers' trainees. They wished to have more in other areas like English, Science and Mathematics. The school visit program of the mentor-teachers of institute has been welcomed by the school teachers, HMs, Parents, managing directors' members and even students. Teachers and HMs are happy to utilize the visit of mentor-teachers to motivate the students in some content areas like Maths, Science etc.4 teachers require capacity building programs in all school subjects. Teachers of Education institute has to plan for that. There is a slight progression at lower primary level, but at upper primary level. The performance of both teaches and students need to be focused. Teachers are committed. Their capacities need to be strengthened and they should be allowed to teach, without digressions. Students have no support for families. Consequently, their learning is not reinforced at homes. Efforts must be made to build their capabilities such that only the school inputs themselves should motivate them to be strong academically such that even without any support from home they should be able to do well in studies. It has implications for reworking curricular activities at school level. Students are active and capable of learning if activity-based teaching takes place. Hopefully, the capacity building programs offered this year is likely to yield results from next year.




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Detailed Report of Activities

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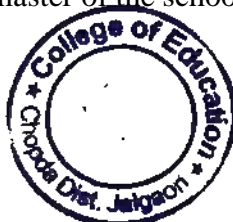
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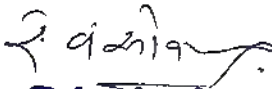
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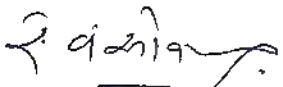
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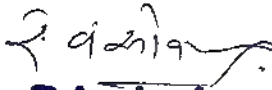
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