



!! षडमं नरणं तओ दया !!

SHRI JAIN VIDYA PRASARAK MANDAL

COLLEGE OF EDUCATION

ESTD 8/9/1927

Fattechand Marg, Chafeker Chowk Chinchwad, Pune 411033. Tel.: 020-27352274,

APPROVED BY NCTE, GOVT. OF MAHARASHTRA & AFFILIATED TO SAVITRIBAI PHULE PUNE UNIVERSITY

NCTE CODE- 123228/2015

SPPU ID CODE: PU/PN/B.Ed./240/2006

Website: www.sjvpmcoe.in

Dr. Kothawade P.L.

Email: sjvpmbed@gmail.com

(B.Sc. , M.A. , M.Ed. , Ph.D.) , Principal

Ref.

Date :

2.7.4 Performance of outgoing students in the internal assessment

Records of student wise in internal assessment of students during the last completed academic year



SHREE JAIN VIDYA PRASARAK MANDAL'S ADHAYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE- 33.

B.ED. COURSE: 201 - QUALITY AND MANAGEMENT OF SCHOOL
EDUCATION

PRACTICAL
STUDY OF SCHOOL MANAGEMENT- MANAGEMENT OF
INFRASTRUCTURAL RESOURCES IN SCHOOL

शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन

SELECTED SCHOOL NAME

City Pride English Medium
School (CBSE) Ravet.

NAME OF THE STUDENT TEACHER -

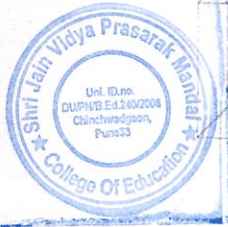
Nishigandha V. Mestry.

ROLL NO -

60

ACTIVITY:

- 1.] PRACTICAL WOR
- 2.] M.C.Q.
- 3.] EXAMINATION



INCHARGE

ASST. PROF. JAWALIKAR ARUNKUMAR D.

PRINCIPAL

Shri Jain Vidhya Prasara's Mandal
College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

ACADEMIC YEAR

2022- 2023

Queen

SHREE JAIN VIDYA PRASARAK MANDAL'S ADHAYAPAK MAHAVIDYALAYA,
CHINCHWAD, PUNE- 33.

B.Ed.201 – QUALITY AND MANAGEMENT OF SCHOOL EDUCATION

Practical:

Study of School Management- Management of Infrastructural Resources in School

शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन

Name of Student: Nishigandha Vilas Mestry . Roll No:- 60

EVALUATION SCHEME

Rating scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Introduction <input type="checkbox"/> Need and Importance of Infrastructural Resources				✓	
2	School Building & Play Ground				✓	
3	Information about other Infrastructural Resources				✓	
4	Availability of Infrastructural Resources for School Staff				✓	
5	Availability of Infrastructural Resources for Students					✓
6	Availability of Infrastructural Resources for Curricular activities & sports					✓
7	Availability of Infrastructural Resources Related to Health <input type="checkbox"/> Cleanliness <input type="checkbox"/> Ventilation & Light				✓	
8	Maintenance and Optimum use of all Infrastructural facilities				✓	
9	Provisions & equipments for Disaster management in the school premises.				✓	
10	Suggestions & Educational Implications				✓	
ACTIVITY: 1.PRACTICAL - Total Marks-50		48/50				
2.M.C.Q. -Total Marks-50		47/50				
3.EXAMINATION - Total Marks-80		66/80				
(Grand Total 180) OUT OF - 20		17.2				

Qualitative Feedback, (if any)




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Signature of Professor In-charge

ASST. PROF. JAWALIKAR ARUNKUMAR D.

B.ED. COURSE 201 – PRACTICAL

Study of School Management – Management of Infrastructural Resources in School
शालेय व्यवस्थापनाचा अभ्यास शालेय भौतिक संसाधनाचे व्यवस्थापन

1. A . Introduction प्रस्तावना

Management is the efficient utilization and handling of all available resources for achieving an objective. It is the prerequisite for the successful working, running and development of any organisation.


A management system is a system or process that provides the information necessary to manage an organization effectively.

In this practical study, I have selected 'City Pride School' (English Medium CBSE board) Ravet Pune. City Pride School is promoted, established & run by 'Audyogik Tantra Shikshan Sanstha (A.T.S.S), established in the year 1966 by a Kokani linguistic community.

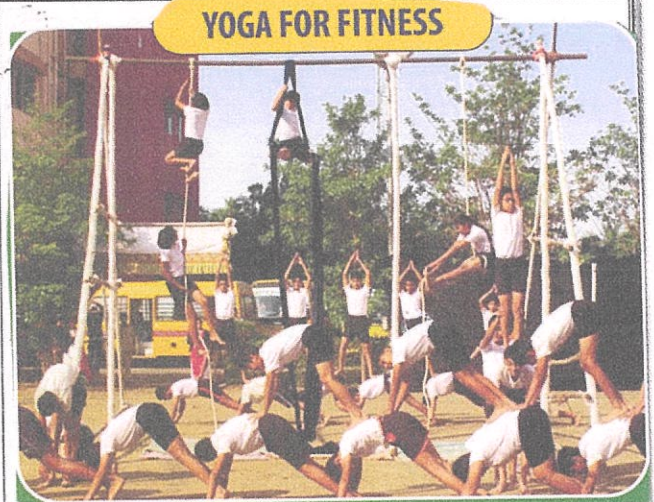
Infrastructure, curriculum, teaching learning and evaluation are the pillars of the education & are all linked with a common thread of creativity & out of box thinking.

Infrastructural development is an important aspect that needs to be taken into account, when the development of infrastructural will take place in the school then the members also able to carry out their job duties in an effective manner. The facilities are also regarded as one of the important indications of creating good environment.




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Evidences (पूरावे)



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॥पढम नाणं तयो दया॥

श्री जैन विद्या प्रसारक मंडळ संचालित अध्यापक महाविद्यालय, चिंचवडगाव, पुणे - 33

बहूविकल्पी परीक्षा (MCQ) 2022-23

B.Ed 201- शालेय शिक्षणातील गुणवत्ता व व्यवस्थापन

Quality and management of school Education

हजेरी क्र./ Roll No

60

Shubale
27/3/23

दिनांक/Date : 27 / 03 / 2023

पर्यवेक्षकाची सही / Supervisor's sign.

वेळ : १ तास / Time : 1 hour

एकूण गुण / Total Marks : 50

Instructions : १. प्रत्येक प्रश्न सोडविणे अनिवार्य आहे (All questions are compulsory.)

२. प्रत्येक प्रश्नाला २ गुण आहेत. (Each question carries 2 marks)

३. दिलेल्या विकल्पांपैकी बरोबर विकल्पाला ✓ अशी खूण करावी
(You have to make ✓ mark for correct answer)

४. चुकीच्या उत्तरासाठी गुण कमी केले जाणार नाहीत. (No negative Marking.)

47

Obtained Mark Out Of 50

Quality Management means

- A) Planning control Improvement
 C) Supply of physical resources

- B) Development of human resource
 D) Work Satisfaction

_____ is founder of Quality management

- A) Mazine
 C) Peter Drucker

- B) Dr. Joseph Juran
 D) Taylor

Type of leadership do not involve

- A) Leader Centered
 C) Individual centered

- B) Group Centered
 D) Social Centered

Time management means

- A) To do maximum work in given time
 C) Proper control of time

- B) Effective use of time
 D) All of the above

Classroom management is the responsibility of

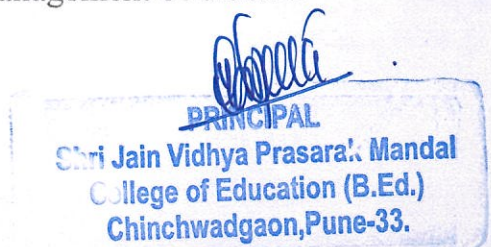
- A) Student
 C) Head Master

- B) Teacher
 D) All of the above

Event management means

- A) Management of any event
 C) Management of only happy events

- B) Management of any sad situation
 D) Management of disaster





स्थापना - १९२७.

॥ पढमं नाणं तओ दया ॥

**SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALYA,
CHINCHWAD, PUNE - 411033.**

Center No.	1002	Q. No.	Marks Obtained
Examination	Internal Examination	1	13
Day & Date	Monday 3/04/2023	2	12
Subject	Quality and Management of school education	3	12
Course No.	B.Ed course - 201	4	13
Medium of Answer	English	5	15
Seat No. : In figure & In words		6	
In figure	60	7	
In words :	Sixty	8	
Signature of Candidate	Nishigandha	9	
Signature of Jr. Supervisor		10	
		Total in Figure	0 6 6
		Total in Words	Sixty six
		Signature of Examiner	

- विद्यार्थ्याने उत्तरपत्रिकेच्या मुखपृष्ठावर तसेच पुरवणी उत्तरपत्रिकेवर विहित जागेत आसन क्रमांक अंकात व अक्षरात बिनचूक लिहून स्वाक्षरी करावी.
- उत्तरपत्रिकेवर फक्त निळ्या अथवा काळ्या शाईचा उपयोग करावा, अन्यथा उत्तरपत्रिकेचे मूल्यमापन केले जाणार नाही.
- उत्तरपत्रिकेच्या पृष्ठक्रमांक २ पासून उत्तर लिहिण्यास प्रारंभ करावा.
- संबंधित प्रश्नाचे अथवा उपप्रश्नाचे उत्तर जेथून सुरु होते तेथेच समासात प्रश्न क्रमांक, उपप्रश्न क्रमांक अचूक व स्पष्ट लिहावा, यासाठी वेगळ्या शाईचा उपयोग करू नये.
- प्रत्येक पानाच्या दोन्ही बाजूस लिहावे, उत्तरपत्रिका किंवा पुरवणी उत्तरपत्रिकेचे कोणतेही पान फाडू नये. फाडल्यास परीक्षा गैरप्रकार समजून पुढील कार्यवाही करण्यात येईल.
- पेपर संपण्यापूर्वी १० मिनिटे अगोदर इशारा घंटा होईल, त्यानंतर विद्यार्थ्याने उत्तरपत्रिका व पुरवणी उत्तरपत्रिकेवर होलोक्राफ्ट स्टिकर विहित जागेवरच लावावा.

Candidate shall fill all information about number, paper etc. in prescribed space and sign on the answer book.

Candidate shall use blue or black ink only. Otherwise answer book will not be evaluated.

Candidate shall start writing answers from page no. 2 of the answer book.

Candidate shall mention question number, sub question number correctly at the beginning of the same and shall not use ink other than blue or black.

Candidate shall write on both sides of pages, shall not tear off any page, it will be treated as unfair means.

Warning bell will be given before 10 minutes of the concluding time. Candidate shall paste Holograft sticker at appropriate space on the answer book and supplement.



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Pages



Q.No.	1							Total
Marks	13							13

प्र.क./Q. No.

Q 17

i) Management of school plays an important role in increasing the efficiency of the students in the classroom.

ii) Classroom management in the school which increases the productivity of the students in the class.

iii) Henry Fayol gives rules of classroom management for betterment of teaching learning.

iv) Henry Fayol was the mining engineer who put forth it's 14 rules/principles as follows; which are based on the following elements.

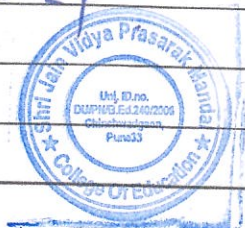
- i) forecasting
- ii) Planning
- iii) Organising
- iv) Commanding
- v) co-ordinating
- vi) controlling

From the above elements Henry Fayol rise to following rules of management in the school are as follows: 14 rules

- i) Division of class
- ii) Authority & Responsibility
- iii) Discipline
- iv) Unity of command
- v) Unity of direction


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Q.No.								Total
Marks								

Q. No.

- v) Subordination of personal Interest.
- vi) Remuneration.
- vii) Centralisation.
- ix) ~~Scatar~~ of the chain.
- x) Order.
- xi) Equity.
- xii) Stability of personal tenure.
- xiii) Initiative.
- xiv) Esprit de corp.

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By above rules of classroom management given by Henry Fayol, I will use one by one rules for class-room management as follows :-

i) Division of class :- Division of the class is on the basis of specialization in the particular subject. Specialized teacher can give thorough knowledge of the particular to the students & students get knowledge from expert committee so class is divided on the basis of to achieve good result in the students or achieve goal.

ii) Authority & Responsibility :- Without authority responsibility will be the irresponsible or ineffective. And without responsibility authority will be ineffective.

**SHRI JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE - 033**



ESTD : 8/9/1927

**B. ED. COURSE: 202
KNOWLEDGE CURRICULUM AND LANGUAGE
ACROSS THE CURRICULUM**

**COURSE RELATED PRACTICAL WORK
PRESENTATION OF SUBJECT CONTENT IN THE FORM OF A SUMMARY/
EXPLANATORY NOTE/ PRECISE WRITING/ DIAGRAMMATIC PRESENTATION**

NAME OF THE STUDENT TEACHER

SYRIL ANTHONY JAGAN

ROLL NO

15

INCHARGE

ASST. PROF. SHINDE SUHAS PANDURANG



[Signature]
2022-2023
Shri Jain Vidhya Prasarak Mandal
College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

[Signature]
[Signature]

**SHRI JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE - 033**

Name of the Student: Syriil Anthony Jagan Roll No : 15

**B.Ed. 202 : KNOWLEDGE CURRICULUM AND
LANGUAGE ACROSS THE CURRICULUM**

**PRACTICAL:
PRESENTATION OF SUBJECT CONTENT IN THE FORM OF A SUMMARY/
EXPLANATORY NOTE/ PRECISE WRITING/ DIAGRAMMATIC PRESENTATION**

EVALUATION SCHEME

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Criteria	1	2	3	4	5
CATEGORIZATION OF THE CONTENT				✓	
FULLFILLMENT OF THE OBJECTIVES				✓	
SUITABLE LEARNING EXPERIENCES					✓
TEACHING METHODS, STRATEGIES & TECHNIQUES					✓
PROPER TEACHING AIDS					✓
REFLECTION OF CORE ELEMENTS & VALUES				✓	
REFLECTION OF LIFE SKILLS				✓	
SUITABLE EVALUATION STRATEGIES				✓	
EDUCATIONAL IMPLICATION				✓	
OVERALL IMPRESSION				✓	

Qualitative Feedback, (if any):

Seen

43/50
Shinde/11/2022

Signature of Professor In-charge
ASST. PROF. SHINDE SUHAS PANDURANG



Seen
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B.Ed. 202 : KNOWLEDGE CURRICULUM AND LANGUAGE ACROSS THE CURRICULUM

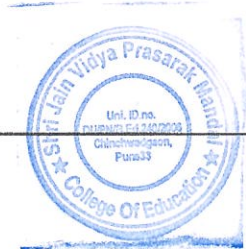
COURSE RELATED PRACTICAL WORK

PRESENTATION OF SUBJECT CONTENT IN THE FORM OF A SUMMARY/
EXPLANATORY NOTE/ PRECISE WRITING/ DIAGRAMMATIC PRESENTATION

INDEX अनुक्रमणिका

Sr. No.	Details तपशील
01	INTRODUCTION प्रस्तावना
02	RATIONALE OF SELECTION आशय निवडीचा आधार
03	CATEGORIZATION OF THE CONTENT आशयाचे वर्गीकरण
04	FULFILLMENT OF THE OBJECTIVES उद्दिष्टांची पूर्तता
05	SUITABLE LEARNING EXPERIENCES योग्य अध्ययन अनुभव
06	TEACHING METHODS, STRATEGIES & TECHNIQUES अध्यापन पद्धती, योजना आणि तंत्रे
07	PROPER TEACHING AIDS सुयोग्य शैक्षणिक साधने
08	REFLECTION OF CORE ELEMENTS & VALUES गाभा घटक आणि मूल्ये यांचे परावर्तन
09	REFLECTION OF LIFE SKILLS जीवन कौशल्ये यांचे परावर्तन
10	SUITABLE EVALUATION STRATEGIES सुयोग्य मूल्यमापन योजना
11	EDUCATIONAL IMPLICATION शैक्षणिक उपयोजन
12	EVIDENCE पुरावे

INTRODUCTION प्रस्तावना:

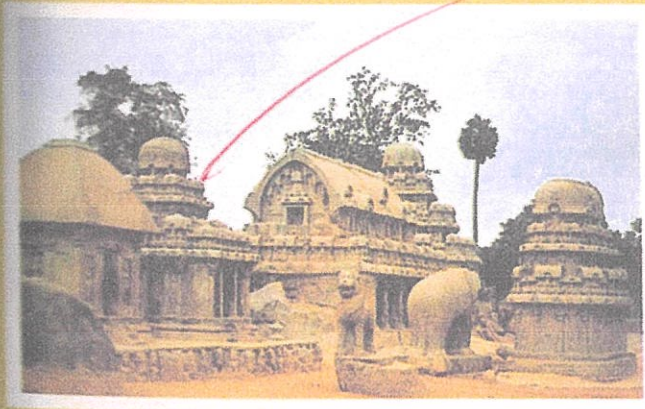
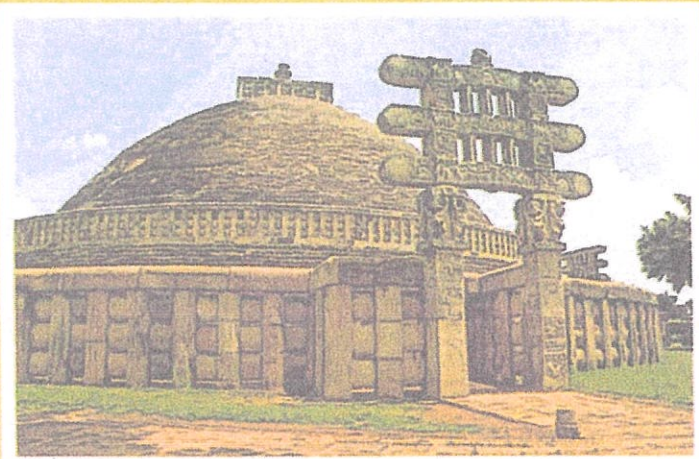
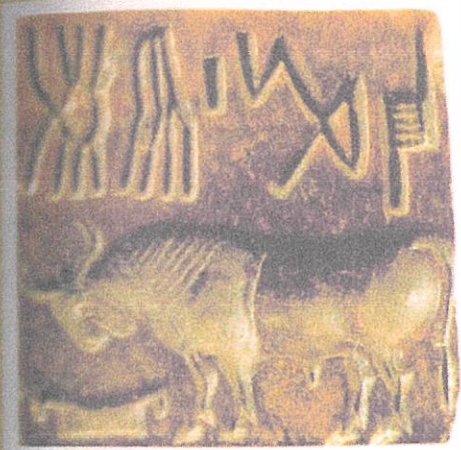



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HISTORY AND CIVICS

STANDARD SIX



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INTRODUCTION: It's a privilege to introduce Maharashtra State Board's Std. VI - History's Chap. No. 2 'Sources of History' as my project work. An artefact, journal, manuscript, diary and every other source of information that was produced at the period of study is often a primary source, considered a source or evidence in the study of History as an academic field. It acts as a source of topic information.

RATIONALE OF SELECTION: 'Sources of History' interpret the past objectively. The use of primary sources exposes students to important historical concepts. History gives us the tools to analyze and explain problems in the past, it positions us to see patterns that might otherwise be invisible in the present - thus providing a crucial perspective for understanding and solving current and future problems.

CATEGORIZATION OF THE CONTENT: 'Sources of History' can be categorized as:

Primary Sources of History - provide first-hand information of historical events. Eg - coins, inscriptions

Secondary sources of History - analyses and interprets primary sources. Egs. - Literary works, Biographies

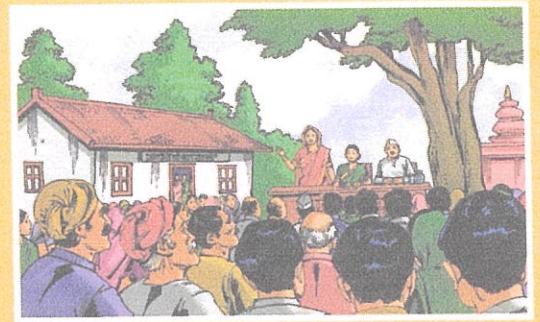
Material Sources - Ancient monuments, coins, etc

Oral Sources - Passed on from generation to generation orally or verbally. Egs. Folk songs, myths, etc

Written Sources - Great literary works created during the medieval period provide rich information about the past.



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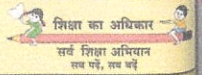
Gram Sabha



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14/11/2022*



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Production and Curriculum Research, Pune.
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शिक्षण व पाठ्यपुस्तक व. ३, सी (इंटरमीडिएट)



[Signature]
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**SHRI JAIN VIDYA PRASARAK MANDAL
ADHYAPAK MAHAVIDYALAYA, CHINCHWAD, PUNE**

**INTERNAL ACTIVITY II MCQ 2022 - 2023
B.ED. 202 KNOWLEDGE AND CURRICULUM, LANGUAGE
ACROSS CURRICULUM**

Instructions सूचना:

- 1] All questions are compulsory. सर्व प्रश्न सोडविणे आवश्यक.
- 2] Each question carries 1 Mark प्रत्येक प्रश्न ०१ गुणांसाठी आहे.
- 3] No negative marking चुकीच्या उत्तरासाठी गुण कमी केले जाणार नाहीत.

Name of the Student: Syriil Anthony Jagan Roll No. 15

Supervisor Sign

[Handwritten Signature]

Obtained Marks out of 50: 38

Thirty Eight 38

1] Percentage of knowledge gained through observation/vision is: निरीक्षणाद्वारे/ दृष्टीद्वारे मिळवलेल्या ज्ञानाची टक्केवारी:

- A] 40% ४०% B] 55% ५५% C] 60% ६०% D] 75% ७५%

2] Data is _____. डेटा/ प्रदत्त _____ आहे.

- 1] Facts तथ्य, 2] Figures आकृती, 3] Statistics संख्याशास्त्र, 4] Anecdote किस्सा
A] 1 & 2 B] 1, 2, & 3 C] 2 & 3 D] 1, 2, 3 & 4

3] Information is _____. माहिती _____ आहे.

- A] Unprocessed data प्रक्रिया न केलेला डेटा/ प्रदत्त
B] Processed data प्रक्रिया केलेला डेटा/ प्रदत्त
C] Facts तथ्य
D] None of the above वरीलपैकीनाही

4] Knowledge is _____. ज्ञान _____ आहे.

- 1] Facts acquired through experience. अनुभवाद्वारे मिळवलेले तथ्य.
2] Facts acquired through education. शिक्षणाद्वारे मिळविलेले तथ्य.
3] Information acquired through experience. अनुभवाद्वारे मिळविलेली माहिती.
4] Information acquired through Education. शिक्षणाद्वारे मिळविलेली माहिती.
A] 1 & 2 B] 1 & 3 C] 2 & 4 D] 1, 2, 3 & 4

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स्थापना - १९२७.

॥ पढमें नाणं तओ दया ॥

SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALYA,
CHINCHWAD, PUNE - 411033.

Center No.	-	-	1	0	0	2
Examination	B.Ed II nd Year					
Day & Date	Tuesday 04/04/2023					
Subject	Knowledge & Curriculum Language across Curriculum					
Course No.	B.Ed 202					
Medium of Answer	English					
- Seat No. : In figure & In words						
In figure	-	-	1	5		
In words : Fifteen						
Signature of Candidate	Sajagan					
Signature of Jr. Supervisor	[Signature]					

Q. No.	Marks Obtain	
1	1	0
2	1	1
3	1	1
4	1	2
5	1	4
6	1	1
7		
8		
9		
10		
Total in Figure	6	58
Total in Words	Fifty Eight	
Signature of Examiner	[Signature]	

- विद्यार्थ्यांनी उत्तरपत्रिकेच्या मुखपृष्ठावर तसेच पुरवणी उत्तरपत्रिकेवर विहित जागेत आसन क्रमांक अंकात व अक्षरात बिनचूक लिहून स्वाक्षरी करावी.
- उत्तरपत्रिकेवर फक्त निळ्या अथवा काळ्या शाईचा उपयोग करावा, अन्यथा उत्तरपत्रिकेचे मूल्यमापन केले जाणार नाही.
- उत्तरपत्रिकेच्या पृष्ठक्रमांक २ पासून लिहिण्यास प्रारंभ करावा.
- संबंधित प्रश्नाचे अथवा उपप्रश्नाचे उत्तर जेथून सुरु होते तेथेच समासात प्रश्न क्रमांक, उपप्रश्न क्रमांक अचूक व स्पष्ट लिहावा, यासाठी वेगळ्या शाईचा उपयोग करू नये.
- प्रत्येक पानाच्या दोन्ही बाजूस लिहावे, उत्तरपत्रिका किंवा पुरवणी उत्तरपत्रिकेचे कोणतेही पान फाडू नये. फाडल्यास परीक्षा गैरप्रकार समजून पुढील कार्यवाही करण्यात येईल.
- पेपर संपण्यापूर्वी १० मिनिटे अगोदर इशास घंटा होईल, त्यानंतर विद्यार्थ्यांनी उत्तरपत्रिका व पुरवणी उत्तरपत्रिकेवर होलोक्राफ्ट स्टिकर विहित जागेवरच लावावा.

Candidate shall fill all information about number, paper etc. in prescribed space and sign on the answer book.

Candidate shall use blue or black ink only. Otherwise answer book will not be evaluated.

Candidate shall start writing answers from page no. 2 of the answer book.

Candidate shall mention question number, sub question number correctly at the beginning of the same and shall not use ink other than blue or black.

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Q.No.	1						Total
Marks	10	—————					10

प्र.क./Q. No.

Ans. 1

Activity Based Learning →

Modern Education is activity based. The present educators believes in doing an activity and feel that it is easy for the students to understand and cope-up with it.

Education by means of doing an activity is convenient as the participation of the educand is more important. The students also feel that education through this method is good as they feel their participation in doing an activity and get to learn more. Learning an activity by getting involved makes the educand to learn more freely, without any botheuration and in a tension free atmosphere.

Learning implies the transferring of knowledge and knowledge can be easily transferred when one learns and does activities by oneself. Doing any activity by your own hands is always beneficial. It makes the learner to learn from his/her mistakes. Hence the



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**SHRI JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE - 33**

**B.ED COURSE: 203
SCHOOLS AND INCLUSIVE SCHOOL**

**ACTIVITY - I
VISIT TO AN INCLUSIVE SCHOOL AND
PREPARE A REPORT**

NAME OF THE STUDENT TEACHER

Mrs. Leena Adwait Achari

ROLL NO

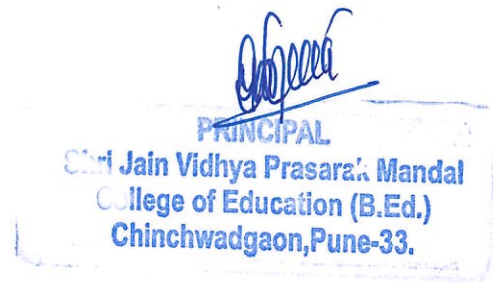
39

ACADEMIC YEAR

20 -20

INCHARGE

ASST. PROF. MALI S.K.



EXAM SEAT NO	ACTIVITY - I OUT OF 50	ACTIVITY- II OUT OF 50	ACTIVITY- III OUT OF 80	TOTAL OUT OF 180	CONVERTED OUT OF 20
	44	45	62	151	17

Amali S.K.
ASST. PROF. MALI S.K.

**SHRI JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE - 33**

**B.Ed.203: VISIT TO AN INCLUSIVE SCHOOL AND PREPARE
A REPORT**

Name of Student: Leena Adwait Achari Roll No: 39

EVALUATION SCHEME

Rating scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Policy of School Regarding Inclusion				✓	
2	Identification of Barriers To Learning				✓	
3	Planning For Inclusion					✓
4	Planning For Pedagogy				✓	
5	Implementation of Relevant Pedagogical Strategies				✓	
6	Provision of Required Infrastructure Facilities					✓
7	Organization of Supportive/Remedial Program					✓
8	Collaboration of the School With Special Educator/Parent/Community				✓	
9	Participatory Role of Teacher/Principal/Support Staff					✓
10	Presentation of Report				✓	
Total Marks-50						49

Qualitative feedback if any : _____

Seen
Signature of Professor In-charge

Mali S.K.



Mali
PRINCIPAL
Shri Jain Vidhya Prasarak Mandal
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Chinchwadgaon, Pune-33.

CERTIFICATE

THIS IS CERTIFY THAT

Mr./Mrs./Ms Leena Adwait Achari

Roll no. 39

Has successfully completed that the practical work entitled
"VISIT TO AN INCLUSIVE SCHOOL AND PREPARE A
REPORT " Under the subject of School and Inclusive School.

The practical work is the result of his/her efforts & endeavours
& is found worthy of acceptance. She/ He has successfully completed
the practical work in our school

Samata Vidyalaya, Bhasori Pune -39

Aty

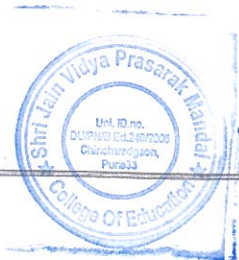
प्र. मुख्याध्यापक

समता माध्यमिक विद्यालय
चक्रपाणी वसाहत, भोसरी, पुणे-३९
PRINCIPAL

Chinchwadgaon

PRINCIPAL

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Introduction प्रस्तावना : An Inclusive school is one which is accepting of all children. Inclusive schools are diverse problem solving organizations with a common mission that emphasises learning for all students.

Effective models of inclusive education not only benefit students with disabilities, but also create an environment in which every student, including those who do not have disabilities, has the opportunity to flourish.

Objectives उद्दिष्टे: Following are the objectives of

Inclusive school :-

- To study the policy of school regarding Inclusion
- To know the identification of barriers to learning
- To study planning for Inclusion & Pedagogy
- To study implementation of relevant

Pedagogical strategies


- To study organization of supportive/Remedial Program

Planning & Preparation to Visit Inclusive School: सर्व समावेशक शाळा भेट तयारी आणि

नियोजन Orientation of 203-Schools & Inclusive school was organised by collage on 19 March 23, it was conducted by Asst. prof. Mali sir.

We had decided to visit samata vidyalaya, which is located in Bhosari, Pune. We had started our visit by taking permission of principal.




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Leena Achari
Roll No-39

श्री जैन विद्या प्रसारक मंडळ अध्यापक महाविद्यालय, चिंचवडगाव, पुणे - ३३

B.Ed Second Year

ACTIVITY II MCQ 2022-23

Subject:-B.Ed-203 : School and Inclusive School

NAME OF STUDENT = Leena Achari

ROLL NO.= 39

SUPERVISOR SIGN

Leena Achari
29/03/23

OBTAINED MARKS OUT OF 50= 45

Leena Achari

1) Following is a broader concept of all. खालीलपैकी ही सर्वात व्यापक संकल्पना आहे.

- A. Inclusive education सर्वसमावेशक शिक्षण B. integrated education एकात्म शिक्षण
 C. special education विशेष शिक्षण D. mainstreaming. मुख्य प्रवाह शाळा

2) Special teacher needs: विशेष शिक्षकांना आवश्यक अशी बाब

- A. special training विशेष प्रशिक्षण B. experience अनुभव
 C. humanity मानवता D. confidence आत्मविश्वास

3) Community based programs are seen as ... to integrated education. विविध सामाजिक उपक्रम हे एकात्मिक शिक्षणासाठी... असतात.

- A. Complementary पूरक B. responsible जबाबदार
 C. confidential गोपनीय D. irrelevant असंबंधित

4) The Salamanca conference of special education was held in. विशेष शिक्षणाची सालमानका कॉन्फरन्स या ठिकाणी आयोजित केली होती?

- A. UK युके B. Spain स्पेन C. Australia ऑस्ट्रेलिया D. India भारत

5) How many stages of support are available to children with special educational needs? विशेष शैक्षणिक गरजा असणाऱ्या बालकांना किती टप्प्यापर्यंत मदत मिळू शकते?

- A. 4 चार B. 5 पाच C. 3 तीन D. 2 दोन

6) Applied Behavioural Analysis is consist of: Applied Behavioural Analysis हे कशाशी संबंधित आहे?

- A. Autism स्वमग्नता B. dyslexia वाचनदोष

- C. dyspraxia लेखनदोष D. hearing impaired श्रवणदोष

7) IEP goals should be: IEP goals कसे असावेत?

- A. Long and lengthy मोठे व दीर्घकाळ चालणारे B. comprehensive and wordy आकलनपर व शाब्दिक

- C. qualitative and emotional गुणात्मक आणि भावनिक D. measurable and observable निदानात्मक आणि निरीक्षणात्मक



Leena Achari
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स्थापना - १९२७.

॥ पढमं नाणं तओ दया ॥

**SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALYA,
CHINCHWAD, PUNE - 411033.**

Center No.	1	0	0	2
Examination	B.Ed II nd yr. 2022-23			
Day & Date	5/4/23 / Wednesday			
Subject	School and Inclusive School.			
Course No.	203			
Medium of Answer	English.			
- Seat No. : In figure & In words				
In figure	3	9		
In words :	Thirty - Nine			
Signature of Candidate	Wchani			
Signature of Jr. Supervisor	05/04/2023			

Q. No.	Marks Obtain	
1	1	3
2	1	0
3	1	2
4	1	3
5	1	4
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
Total in Figure	6	2
Total in Words	Sixty two	
Signature of Examiner	Wchani	

- विद्यार्थ्यांने उत्तरपत्रिकेच्या मुखपृष्ठावर तसेच पुरवणी उत्तरपत्रिकेवर विहित जागेत आसन क्रमांक अंकात व अक्षरात बिनचूक लिहून स्वाक्षरी करावी.
- उत्तरपत्रिकेवर फक्त निळ्या अथवा काळ्या शाईचा उपयोग करावा, अन्यथा उत्तरपत्रिकेचे मूल्यमापन केले जाणार नाही.
- उत्तरपत्रिकेच्या पृष्ठक्रमांक २ पासून लिहिण्यास प्रारंभ करावा.
- संबंधित प्रश्नाचे अथवा उपप्रश्नाचे उत्तर जेथून सुरु होते तेथेच समासात प्रश्न क्रमांक, उपप्रश्न क्रमांक अचूक व स्पष्ट लिहावा, यासाठी वेगळ्या शाईचा उपयोग करू नये.
- प्रत्येक पानाच्या दोन्ही बाजूस लिहावे, उत्तरपत्रिका किंवा पुरवणी उत्तरपत्रिकेचे कोणतेही पान फाडू नये. फाडल्यास परीक्षा गैरप्रकार संपजून पुढील कार्यवाही करण्यात येईल.
- पेपर संपण्यापूर्वी १० मिनिटे अगोवर इशारा घंटा होईल, त्यानंतर विद्यार्थ्यांने उत्तरपत्रिका व पुरवणी उत्तरपत्रिकेवर होलोक्राफ्ट स्टिकर विहित जागेवरच लावावा.

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Q.No.	1							Total
Marks	13	—————						13

प्र.क./Q. No.

Q1.

School :-

School is a social Institute built by the society members for the education of learners.

The motto of school is to bring about physical, cognitive, moral, social, development of learner. which leads to development in personality, social development; development in thinking ability & attitude of person.

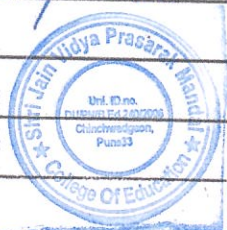
The school moulds the learners idea, attitude, behaviour, thinking ability.


School is a greek word derived from "skhole" means spending a time on a common table

According to Tagore

"School is a place for old & young, for teacher & student to spend a time on a table for their daily food & food of their future life."

There are different type of school in the community or society, they are as follow




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Q.No.								Total
Marks								

क्र./Q. No.

- ① Special school
- ② Mainstream school
- ③ Integrated school
- ④ Inclusive school.

Special school :- special school is a school designed for a special learner according to their need with individual differences. special school provide the learner specific curriculum according to need, Instruction, learning material with learning aid, which fulfill their need & learner can achieve the learning goal which is not possible in regular school.

characteristics :

- special school have a following characteristics according to learner's need
- curriculum according to need.
 - Trained teaching staff
 - Good Teacher - student ratio
 - Resource material.
 - Teacher aid along with teaching aid.
 - counselling facility.
 - Disabled friendly Infrastructure of school
 - short school time
 - Friendly environment



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॥पढम नाणं तओ दया॥

SHRI JAIN VIDYA PRASARAK MANDAL'S COLLEGE OF EDUCATION,
CHINCHWADGAON, PUNE -33.

B.ED. COURSE 204-01
GUIDANCE AND COUNSELING

ACTIVITY I
PRACTICAL WORK:
INTERVIEW OF A SCHOOL
COUNSELOR

Name of the Student:

Mrs. Priti Kailas Raut

Roll No:

67

2022 - 2023

In-charge

Good
seen

ASST. PROF. RATHOD RASHMI



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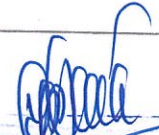
॥ पढमं नाणं तओ दया ॥

**SHREE JAIN VIDYA PRASARK MANDAL'S COLLEGE OF EDUCATION,
CHINCHWADGAON, PUNE - 411033.**

**B.ED. 204-01 GUIDANCE AND COUNSELLING PRACTICAL WORK OUTLINE
INTERVIEW OF A SCHOOL COUNSELOR**

Sr. No.	Details तपशील
01	Certificate प्रमाणपत्र
02	Acknowledgement ऋणनिर्देश
03	Index अनुक्रमणिका
04	Introduction प्रस्तावना
05	Concept, meaning and definitions of an Interview मुलाखत संकल्पना, अर्थ व व्याख्या
06	Characteristics of an Interview मुलाखतीची वैशिष्ट्ये
07	Objectives of an Interview मुलाखतीची उद्दिष्टे
08	Types of an Interview मुलाखतीचे प्रकार
09	Pre-preparation of an Interview मुलाखतीची पूर्वतयारी
10	Piloting process of an of Interview मुलाखतीची संचालना प्रक्रिया
11	Merits/ Importance of an Interview मुलाखतीचे महत्त्व / गुण
12	Demerits/ limitations of an Interview मुलाखतीच्या मर्यादा / दोष
13	Planning and execution of an interview मुलाखतीचे नियोजन आणि कार्यवाही
14	Actual Interview of a school counselor समुपदेशकाची प्रत्यक्ष मुलाखत (Expertise, Contribution, analysis, interpretation, conclusion तज्ज्ञता, योगदान, विश्लेषण, अर्थानिर्वचन, सारांश)
15	Evidences पुरावे
16	References संदर्भ




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॥ पढमं नाणं तओ दया ॥

SHREE JAIN VIDYA PRASARK MANDAL'S COLLEGE OF EDUCATION,
CHINCHWADGAON, PUNE - 411033.

B.ED. 204-01 GUIDANCE AND COUNSELING

PRACTICAL WORK: INTERVIEW OF A SCHOOL COUNSELOR

EVALUATION SCHEME

Rating Scale: 1 unsatisfactory 2 Average 3 Satisfactory 4 Good 5 Excellent

Sr. No.	Criteria	1	2	3	4	5
01	Introduction				✓	
02	Objectives of an Interview					✓
03	Planning of an Interview				✓	
04	Expertise of the Counselor and his contribution					✓
05	Execution of an Interview				✓	
06	Analysis of an Interview				✓	
07	Interpretation of an Interview				✓	
08	Conclusions of an Interview					✓
09	Educational Implications				✓	
10	Overall impact of the report				✓	
Total Marks Out of 50						43


Qualitative Feedback if any: (good)

ACTIVITY	I	II	III
MARKS	43	44	67

Course In-charge

ASST. PROF. RATHOD RASHMI




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* Introduction

Guidance is wider concept which includes various types of services. Guidance is long term continuous process related to all students. In this process, the guide is indirectly related with the student, related to all round development of child.

Counselling is one part of Guidance, concerned with client or a counselee or an individual. Counselling stops after solving the particular problem. It is a short term process in which face to face discussion between the counselor and the counselee. It can even be given through correspondance and telephonic conversation also. It is concerned with only specific problem, especially with mental health.

* Concept of counselling

* Meaning

Counselling is a part of guidance process. Counselling is a process in which the pupil, student or an individual is approached on an individual level.

* Need of counselling

Concept of counselling in education may be described as the interaction developing through the relationship between a counsellor and a person in a temporary state of indecision, confusion or distress which helps that individual to make own decisions. It is interaction between



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[Signature]
PRINCIPAL

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Chinchwadgaon, Pune-33.**

[Handwritten signature]

**SHRI JAIN VIDYA PRASARAK MANDAL
ADHYAPAK MAHAVIDYALAYA, CHINCHWAD, PUNE**

=====

**INTERNAL ACTIVITY II MCQ
B.ED. 204-01 ELECTIVE – GUIDANCE AND COUNSELING**

#####

Instructions सूचना:

- 1] All questions are compulsory. सर्व प्रश्न सोडविणे आवश्यक.
- 2] Each question carries 1 Mark प्रत्येक प्रश्न ०१ गुणांसाठी आहे.
- 3] No negative marking चुकीच्या उत्तरासाठी गुण कमी केले जाणार नाहीत.

Name of the Student: Priti Kailas Raut Roll No. 67

Priti Kailas Raut
Supervisor Sign *30/11/23*
patil

Obtained Marks out of 50: 44

=====

1. Observation techniques of guidance are: मार्गदर्शनाचे निरीक्षण _____ हे तंत्र आहेत:
 A. Rating scale पदनिश्चयण श्रेणी
 B. Interview मुलाखत
 C. Sociometry समाजमिति
 D. None of the above वरीलपैकी काहीही नाही
2. Guidance conducted in the classroom is : वर्गात मार्गदर्शन _____ केले जाते:
 A. Personal Guidance. वैयक्तिक मार्गदर्शन
 B. Counseling Service समुपदेशन सेवा
 C. Group Guidance गट मार्गदर्शन
 D. Vocational Guidance व्यावसायिक मार्गदर्शन
3. Method to evaluate counseling program is : खालील पैकी कोणती समुपदेशन कार्यक्रमाचे मूल्यमापन करण्याची पद्धत आहे:
 A. Deductive method वजावटी पद्धत
 B. Survey method सर्वेक्षण पद्धत
 C. Inquiry method चौकशी पद्धत
 D. Heuristic method ह्युरिस्टिक पद्धत



Priti Kailas Raut
PRINCIPAL
Shri Jain Vidhya Prasarak Mandal
College of Education (B.Ed.)
Chinchwadgaon, Pune-33.



स्थापना - १९२७.

!! पढमं नाणं तओ दया !!

SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALYA,
CHINCHWAD, PUNE - 411033.

Center No.	— 1 0 0 2
Examination	B.Ed. Internal Examination 22-23
Day & Date	6/4/23 Thursday
Subject	204-01 Guidance and counselling
Course No.	204-01
Medium of Answer	English
- Seat No. : In figure & In words	
In figure	— — — — 67
In words :	sixty seven
Signature of Candidate	<i>P. Raut</i>
Signature of Jr. Supervisor	<i>J. J. J. J.</i> 6/4/2023

Q. No.	Marks Obtain	
1	12	
2	13	
3	13	
4	12	
5	16	
6		
7		
8		
9		
10		
Total in Figure	602 =	67
Total in Words	sixty seven	
Signature of Examiner	<i>P. R.</i>	

- विद्यार्थ्यांनी उत्तरपत्रिकेच्या मुखपृष्ठावर तसेच पुरवणी उत्तरपत्रिकेवर विहित जागेत आसन क्रमांक अंकात व अक्षरात बिनचूक लिहून स्वाक्षरी करावी.
- उत्तरपत्रिकेवर फक्त निळ्या अथवा काळ्या शाईचा उपयोग करावा, अन्यथा उत्तरपत्रिकेचे मूल्यमापन केले जाणार नाही.
- उत्तरपत्रिकेच्या पृष्ठक्रमांक २ पासून लिहिण्यास प्रारंभ करावा.
- संबंधित प्रश्नाचे अथवा उपप्रश्नाचे उत्तर जेथून सुरु होते तेथेच समासात प्रश्न क्रमांक, उपप्रश्न क्रमांक अचूक व स्पष्ट लिहावा, यासाठी वेगळ्या शाईचा उपयोग करू नये.
- प्रत्येक पानाच्या दोन्ही बाजूस लिहावे, उत्तरपत्रिका किंवा पुरवणी उत्तरपत्रिकेचे कोणतेही पान फाडू नये. फाडल्यास परीक्षा गैरप्रकार समजून पुढील कार्यवाही करण्यात येईल.
- पेपर संपण्यापूर्वी १० मिनिटे अगोदर इशारा घंटा होईल, त्यानंतर विद्यार्थ्यांनी उत्तरपत्रिका व पुरवणी उत्तरपत्रिकेवर होलोक्राफ्ट स्टिकर विहित जागेवरच लावावा.

Candidate shall fill all information about number, paper etc. in prescribed space and sign on the answer book.

Candidate shall use blue or black ink only. Otherwise answer book will not be evaluated.

Candidate shall start writing answers from page no. 2 of the answer book.

Candidate shall mention question number, sub question number correctly at the beginning of the same and shall not use ink other than blue or black.

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Warning bell will be given before 10 minutes of the concluding time. Candidate shall paste Hologram sticker at appropriate space on the answer book and supplements.



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Q.No.	1						Total
Marks	2+3+5+1/2					=	11 1/2

प्र.क./Q. No. 1

→ Guidance is a process in which a expert person helps individual to find out his insights by utilising human power and give self direction for better social and economical life.

Guidance is nor a direction or imposition to a person from another individual has to find out his own abilities, interest, skills by taking help of expert person

Meaning.

According to crow Guidance is process in which individual guide himself. In this process a individual utilizes human power guided by expert or compete person and get self direction of his life. It is not a burden for a person who guide.

Characteristic

1) Expert person:

In guidance a expert person helps to individual to find out his inner values and utilize his power and uti improves his abilities, skills, knowledge

2) Guidance is a process

Guidance is a process in which individual help himself by



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Q.No.									
Marks									Total

प्र.क./Q. No.

his capability, ability and interest

3) Guidance is a continuous process.

In this process individual continuously learn the life problems skill from his birth to death.

4) Guidance is development of abilities

In this process individual himself find out his abilities, knowledge, skills likes and dislikes.

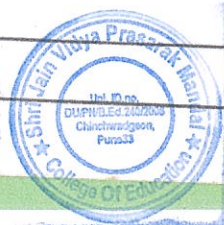
5) Guidance is removal of difficulties in subject matter. In this process individual try to remove his difficulties in particular process subject by taking help of expert person.

Definition of Guidance
According to Brewer

Guidance is a process in which a individual his guide himself.

According to Jones.

Guidance is a process in which individual by taking expert person's help find out insights how to go and when to do then self directed and shows his own development.



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SHRI JAIN VIDYA PRASARAK MANDAL ADHYAPAK
MAHAVIDYALAYA, CHINCHWAD ,PUNE 411033.

COURSE B.Ed. 205 – Additional Pedagogy Course : Understanding
disciplines and Pedagogy of school subject

BIOLOGY

Practical –Textbook Analysis

Name Of Student Teacher

SHARWARI KATTI

Roll No

54

YEAR

2022-2023

IN-CHARGE

Rathod
ASST. PROF RATHOD RASHMI



[Signature]
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EVALUATION SCHEME

Rating scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Introduction					
2	Fulfillment of Objectives by textbook				✓	
3	Assessment of external Aspects(Front page, Back page ,Printing, Binding, Paper Quality, and Price)			✓		
4	Categorization of Content(Concept, Example, Diagram, Activities, Formulae, Structure , Grammar etc)				✓	
5	Assessment of Internal Aspects (Concepts, Language ,Scope, Logical pictures, Diagrams , Maps, etc.)			✓		
6	Scope For Implementation of Life skill					✓
7	Identification of Core Elements and Values				✓	
8	Suitable Experiences				✓	
9	Suitable Evaluation Strategies				✓	
10	Overall Impression				✓	✓
Total Marks-50		40				

Signature of Professor In charge

Rashmi Rathod
ASST. PROF RATHOD RASHMI



[Signature]
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INTRODUCTION (प्रस्तावना)

Textbooks are part & parcel of curriculum implementation process. In fact, curriculum, components of learning material including textbooks, are considered important. Effective learning occurs only when there is a combination of good teachers, motivated students & appropriate, well graded & well selected materials including instruction television, radio, correspondence lesson, programmed texts & student's books. Although, these materials work in different materials, their basic aim is effective instruction. Textbook analysis provides the opportunity for the teachers, supervisors, administrators & material developers to make judgement about the textbooks & how to choose them for the learners. According to Shelton (1988), we need to analyse textbooks for 2 reasons: 1) The evaluation will help the teachers or program developers in making decisions on selecting the appropriate textbook. 2) Analysis of the merits & demerits of textbook will familiarize the teacher with its content & consequently assist educators in identifying particular strength & weakness in textbooks already use. Analysis also can be very useful in teacher development & professional growth.



Principal

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OBSERVATION OF PEER

OBSERVATION No. 1

Name of the peer : Nupur Chaudhari Roll No: 46

School Name: Shri. Fatechand Jain School

Subject: Science Std: 6th Div: A Date: 27/03/23

Topic: Light & formation of shadow Sub Topic: Reflection of light.

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

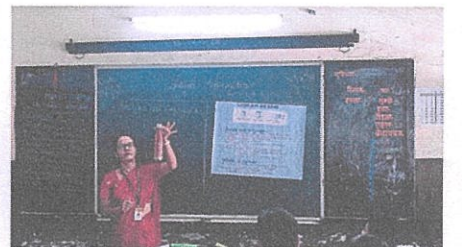
Sr. No	CRITERIA निकष	1	2	3	4	5
1	LESSON NOTE Neat, Correct and Complete पाठ टाचून -नीटनेटकेपणा, अचूकता आणि पूर्ण				✓	
2	INTRODUCTION: Relevant & Stimulating प्रस्तावना -संबंधित व उद्दीपक			✓		
3	INTRODUCTION: Revival of Previous Knowledge & Linking with the Topic प्रस्तावना-पूर्वज्ञानाची उजळणी आणि पाठ्यांशाशी सांगड				✓	
4	Statement of Aim and Title Writing हेतूकथन व शीर्षकलेखन					✓
5	PRESENTATION Clarity and Fluency in Narration/ Illustration सादरीकरण- कथनातील उदाहरणातील स्पष्टता / लवचिकता					✓
6	QUESTIONS- Clear, Concise and Grammatically Correct प्रश्न-स्पष्ट, संक्षिप्त व व्याकरणीयदृष्ट्या योग्य/ अचूक				✓	
7	QUESTIONS -Logical and Thought Provoking प्रश्न- तार्किक आणि विचारप्रवर्तक			✓		
8	Distributions of the Questions and Reinforcement प्रश्न विभागणी आणि प्रबलन			✓		
9	Black Board Work फलक लेखन				✓	
10	Clarity in Reading/ Ease in Demonstration वाचनातील / दिग्दर्शनातील सुस्पष्टता					✓
11	EXPLANATION: Use of Examples स्पष्टीकरण: उदाहरणाचा वापर				✓	
12	Mastery over the Content आशय प्रभुत्व				✓	
13	Use of Teaching Aids/ Use of ICT Component शैक्षणिक साधनाचा / माहिती संप्रेषण साधनाचा उपयोग			✓		
14	Student's Participation विद्यार्थी सहभाग				✓	
15	Teacher's Preparedness शिक्षक तयारी			✓		
16	Classroom Management & Time Management वर्ग व्यवस्थापन आणि वेळेचे नियोजन			✓		
17	RECAPITULATION as per objectives संकलन-उद्दिष्टाधारित				✓	
18	APPLICATION- Use of Evaluation Tools उपयोजन-मूल्यमापन साधनांचा वापर			✓		
19	HOMEWORK- Appropriate/ Activity based गृहपाठ-अचूक/कृती आधारित			✓		
20	Overall Impression (Effectiveness of Teaching) एकूण प्रभाव (अध्यापनाचा एकूण प्रभाव)				✓	

Qualitative Feedback गुणात्मक प्रत्याभरण: The student teacher had clarity & ease in presentation.

Sign. of Observer Student-Teacher



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Evidences of Practice lessons .

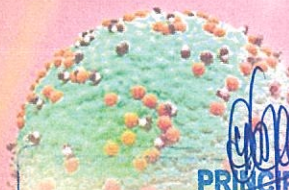
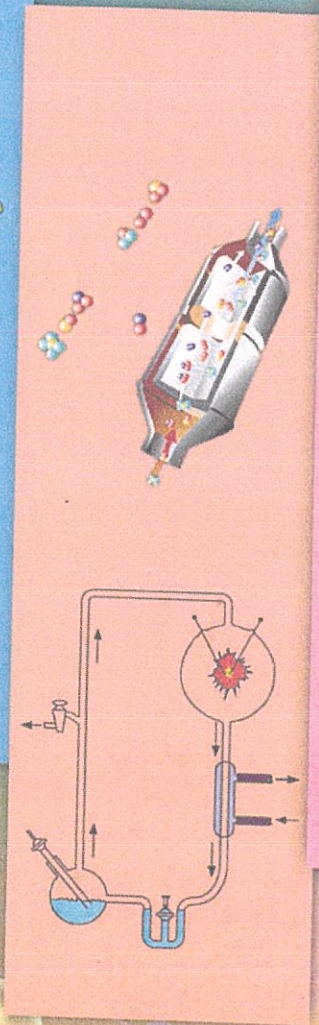
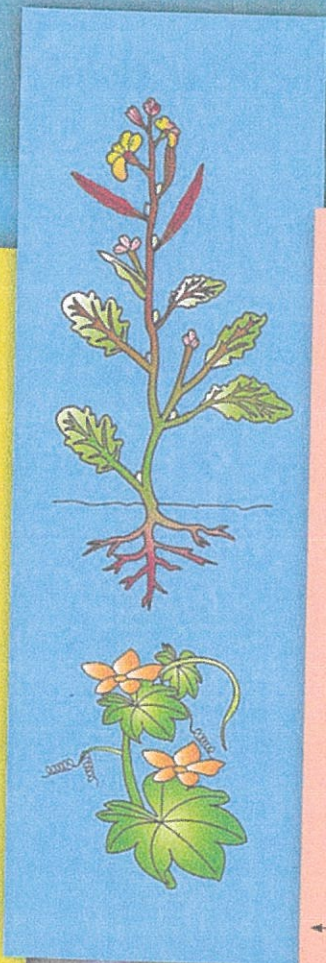
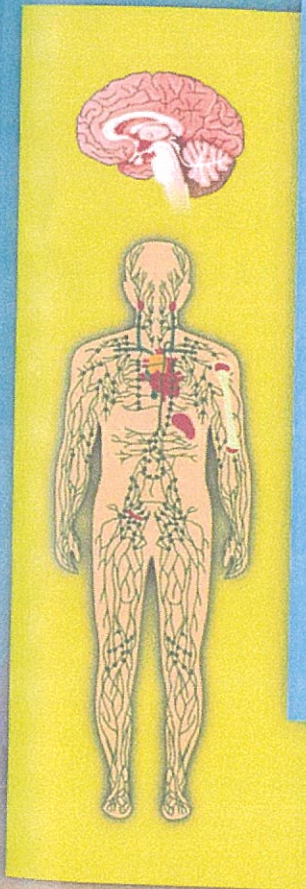


[Signature]
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BIOLOGY

Standard XII



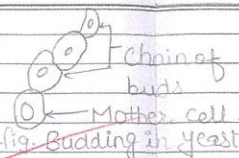
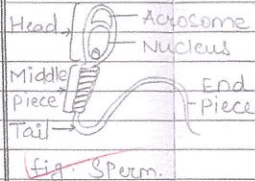
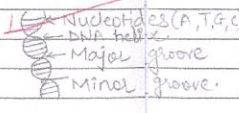
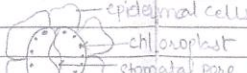
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12th Standard

classmate
Date _____
Page _____

BIOLOGY textbook Analysis

Unit name	concept	Formula	Diagrams/figures	Laws	Principle	core elements	core
1) Reproduction in lower & Higher plants	# Types of Sexual Reproduction. # Asexual reproduction. # Pollination.	-	 Chain of buds Mother cell fig. Budding in yeast.	-	-	7, 9, 10	2, 5, 8
2) Reproduction in lower & Higher Animals	# Asexual reproduction in animals. # Sexual reproduction. # Human Reproduction. # Reproductive health.	-	 Head - Acrosome Middle piece - Nucleus Tail - End piece. fig. Sperm.	-	-	7, 9, 10	2, 5
3) Inheritance & variation	# chromosome & mechanism of inheritance. # Mendel's laws of Inheritance.	-	$TT \times tt$ (Tall) (dwarf) Tt (Tall) F ₁ generation	1) Dominance 2) Segregation 3) Independent Assortment	-	7, 10	2, 5,
4) Molecular basis of Inheritance	# DNA structure # DNA packaging # DNA Replication	-	 Nucleotides (A, T, G, C) DNA helix Major groove Minor groove.	-	-	7, 10	2, 5,
5) Origin & Evolution of life	# Origin of life # Organic evolution # Modern Synthetic theory of evolution	$p^2 + 2pq + q^2 = 1$	-	-	Hardy-Weinberg's principle	4, 7, 8, 10	3, 5,
6) Plant water	# Properties of water	$D.P.D = O.P - W.P$	 epidermal cells chloroplast stomatal pore	-	-	7, 10	1, 2, 3



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mate

classmate
Date _____
Page _____

NO.	Values	Life skills	Learning Experiences	Evaluation strategy
1		1, 7, 8	Discussion, Project, Demonstration	1, 2, 3, 11, 15, 16
2	5, 8	1, 7, 8	3, 5, 6, 7	1, 2, 3, 11, 15,
3		1, 3, 4, 7, 8	1, 2, 5, 6, 7	1, 2, 3, 5, 8, 9, 10, 13, 16.
4		1, 3, 4, 7, 8	1, 2, 5, 6, 7	1, 2, 3, 5, 8, 9, 10, 13, 16
5	6, 8, 10	1, 3, 4, 7, 8,	3, 5, 7	1, 3, 5, 6, 8, 10, 11, 13, 14, 15, 16.
6	5, 8, 10	2, 7, 8	1, 2, 3, 4, 5, 6, 7	1, 2, 5, 8, 10, 11, 15, 16



[Handwritten Signature]

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0/9/2020

चे नाव :-

Tutorial 22-23

चाचणी / प्रथम सत्र / द्वितीय सत्र

परीक्षा 2019 - 2020

परीक्षा क्रमांक

क्रमांक अक्षरी :-

54

11 yr. तुकडी B.Ed.

पर्यवेक्षक स्वाक्षरी

31/3/2020

Biology (205)

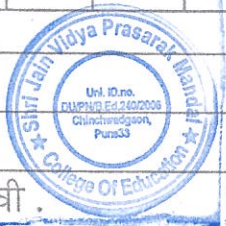
दिनांक

पर 1 + पुरवणी प्रक्या

एकूण

क्रमांक	१	२	३	४	५	६	७	८	९	१०	११	१२	एकूण गुण
लेले गुण													13/15

सणीस स्वाक्षरी



PRINCIPAL परीक्षक स्वाक्षरी
 Shri Jain Vidhya Prasarak Mandal
 College of Education (B.Ed.)
 Chinchwadgaon, Pune-33.

लेहिण्यास सुरुवात करावी.

Define Respiration with the help of neat & labelled diagram. Explain human respiratory system.

The respiration is a metabolic activity occurring in all living organisms in which oxidation of glucose happens in the body by utilizing oxygen & release of carbon dioxide.

Types of Respiration:-

a) External Respiration:- The respiration process which all human being do by inhalation of oxygen from the air & exhalation of carbon dioxide by oxidative phosphorylation. It occurs in human in 2 steps.

i) Inspiration / Inhalation Breathing inside the lungs with the help of nose, trachea is called as 'inspiration'.

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स्थापना - १९२७.

॥ पढमं ज्ञानं ततो द्या ॥

**SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALYA,
CHINCHWAD, PUNE - 411033.**

Center No.	— 1 0 0 2
Examination	Internal Examination
Day & Date	7/04/2023
Subject	BIOLOGY
Course No.	205-17
Medium of Answer	English
Seat No. : In figure & In words	
In figure	— 5 4
In words :	fifty four
Signature of Candidate	
Signature of Jr. Supervisor	

Q. No.	Marks Obtain	
1	13	
2	12	
3	10	
4	12	
5	12	
6	07	
7		
8		
9		
10		
Total in Figure	66	—
Total in Words	Sixty six	
Signature of Examiner		

- विद्यार्थ्यांनी उत्तरपत्रिकेच्या मुखपृष्ठावर तसेच पुरवणी उत्तरपत्रिकेवर विहित जागेत आसन क्रमांक अंकात व अक्षरात बिनचूक लिहून स्वाक्षरी करावी.
- उत्तरपत्रिकेवर फक्त निळ्या अथवा काळ्या शाईचा उपयोग करावा, अन्यथा उत्तरपत्रिकेचे मूल्यमापन केले जाणार नाही.
- उत्तरपत्रिकेच्या पृष्ठक्रमांक २ पासून लिहिण्यास प्रारंभ करावा.
- संबंधित प्रश्नाचे अथवा उपप्रश्नाचे उत्तर जेथून सुरु होते तेथेच समाप्तात प्रश्न क्रमांक, उपप्रश्न क्रमांक अचूक व स्पष्ट लिहावा, यासाठी वेगळ्या शाईचा उपयोग करू नये.
- प्रत्येक पानाच्या दोन्ही बाजूस लिहावे, उत्तरपत्रिका किंवा पुरवणी उत्तरपत्रिकेचे कोणतेही पान फाडू नये. फाडल्यास परीक्षा गैरप्रकार समजून पुढील कार्यवाही करण्यात येईल.
- पेपर संपण्यापूर्वी १० मिनिटे अगोदर इशारा घंटा होईल, त्यानंतर विद्यार्थ्यांनी उत्तरपत्रिका व पुरवणी उत्तरपत्रिकेवर होलोक्राफ्ट स्टिकर विहित जागेवरच लावावा.

Candidate shall fill all information about number, paper etc. in prescribed space and sign on the answer book.

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Warning bell will be given before 10 minutes of the concluding time. Candidate shall paste Holograft sticker at appropriate space on the answer book and supplements.



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Chinchwadgaon, Pune-33.

Pages



Q.No.	1							Total
Marks	3+3+5+2						7	13

प्र.क./Q. No.

Q.1 Ans:- Structure & function of prokaryotic & eukaryotic cell.

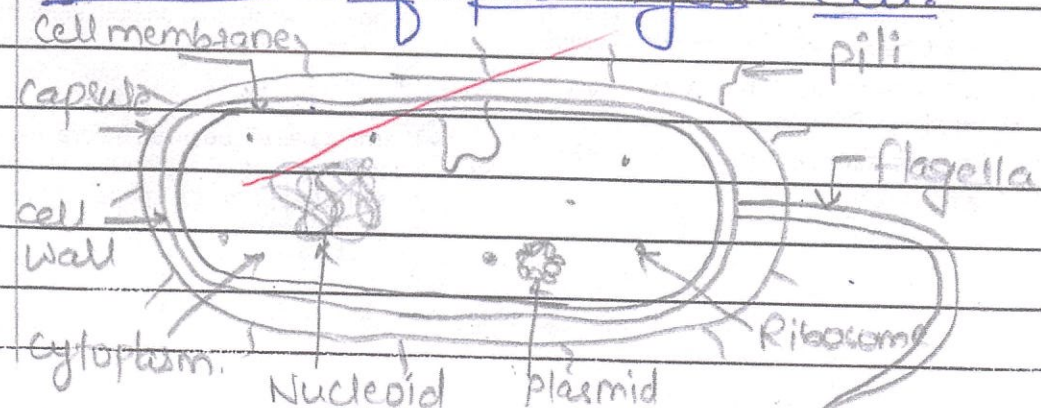
Prokaryotic cell:- The pro-meaning primitive or not well developed & karyon meaning kernel or nucleus. So, the cell which does not have well developed nucleus is called as prokaryotic cell & the organisms which have these cell are called as prokaryotic organisms.

General characters:-

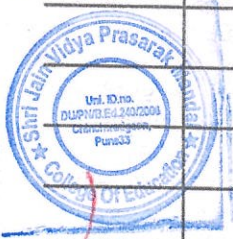
- 1) Generally their size ranges from 1-10 μm .
- 2) They are unicellular.
- 3) Body is very simple.
- 4) They show various shapes.
- 5) ~~They~~ They show asexual mode of reproduction.

6) common examples, Bacteria like E. coli

Structure of prokaryotic cell:-

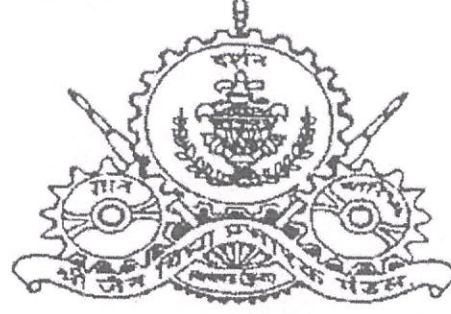


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Structure of prokaryotic cell

॥ पढमं नाणं तओ दया ॥



श्री जैन विद्या प्रसारक मंडळ अध्यापक महाविद्यालय,
चिंचवडगाव, पुणे - ४११०३३.

**B.ED. II YEAR
PRACTICE LESSON NOTEBOOK**

बी. एड. द्वितीय वर्ष

सरावपाठ नोंदवही

ACADEMIC YEAR 2022 -2023

शैक्षणिक वर्ष २०२२ - २०२३

छात्र अध्यापकाचे नाव : _____

Name of Student Teacher: SHARWARI KATTI

हजेरी क्रमांक Roll No: 54

Teaching Method 1 अध्यापन पद्धती 1: SCIENCE

Teaching Method 2 अध्यापन पद्धती 2: MATHEMATICS

Teaching Method 3 अध्यापन पद्धती 3: BIOLOGY



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Index अनुक्रमणिका

छात्र अध्यापकाचे नाव : _____

हजेरी क्र.: _____

Name of Student Teacher: Sharwari Katti

Roll No: 54

Teaching Method : 1 SCIENCE

Sr.No	Date	Unit	School Name	Std & Div.	Marks	Sign.
1	28/3/23	Ecosystem	Shri fattedhand Jain, Chinchwad	8 th A	80	<i>[Signature]</i>
2	29/3/23	Fun with Magnets	Shri-fattedhand Jain, Chinchwad	6 th B	79	<i>[Signature]</i>
Method 1 Total Marks Out of 200						159

Teaching Method : 2 MATHEMATICS

Sr.No	Date	Unit	School Name	Std & Div.	Marks	Sign.
1	27/3/23	Algebraic Expansion	Shri fattedhand Jain, Chinchwad	7 th B	80	<i>[Signature]</i>
2	27/3/23	Surface area & volume	Shri fattedhand Jain, Chinchwad	8 th B	84	<i>[Signature]</i>
Method 2 Total Marks Out of 200						164

Teaching Method (Additional Method) : 3 BIOLOGY

Sr.No	Date	Unit	School Name	Std & Div.	Marks	Sign.
1	28/3/23	Respiration & energy transfer	Sou. Tarabai Mutha Junior college, Chinchwad	11 th B	89	<i>[Signature]</i>
2	28/3/23	Excretion & osmoregulation	Sou. Tarabai Mutha Junior college, Chinchwad	11 th A	90	<i>[Signature]</i>
Method 3 (Additional Method) Total Marks Out of 200						179

Method 1+2+3=Total Marks Out of 600 502

Converted Marks Out of 50 42



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PRACTICE LESSON NO. 6 सरावपाठ टाचण क्र. _____

Subject विषय Biology Lesson No पाठ क्र. 2 Date दिनांक 28/03/23

Name of the Student Teacher विद्यार्थ्याचे नाव Sharvari Katti

Name of the School शाळेचे नाव Sou. Tarabai Mutha Junior college.

Std: इयत्ता 11th Div तुकडी A Time वेळ 40 min.

Unit घटक Excretion & Osmoregulation Subunit उपघटक Excretory system in human beings.

Teaching Method अध्यापन पद्धती Demonstration & Inductive.

Values मूल्ये Scientific attitude.

Core Elements गाभा घटक Scientific temper

Life Skills जीवन कौशल्ये Self awareness, critical & creative thinking.

Teaching Aids शैक्षणिक साधने Model, chart, Image.

Previous Knowledge अपेक्षित पूर्वज्ञान Students know what is excretion.

OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान Students know what is Excretion.

Understanding आकलन Students can tell glycolysis pathway.

Application उपयोजन Students apply concept on various

Skill कौशल्य Student developed skill to write ^{organism} pathway.

Interest अभिरुची -

Aptitude अभिवृत्ती -

Appreciation रसग्रहण Teacher appreciated with kind words & token of appreciation.

Introduction प्रस्तावना: Teacher (T) :- Good morning students!

Students (S) : Good morning Madam!

T: can anyone of you tell me what is excretion & what is its need in organisms.

S: Students answer correctly.

T: very good answer, correct!

हेतूकथन Statement of Aim Lets today see how the Excretory system in human beings works.



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PRACTICE LESSON NO. 4 सरावपाठ टाचण क्र. _____

Subject विषय MATHEMATICS Lesson No पाठ क्र. 2 Date दिनांक 27/03/23

Name of the Student Teacher विद्यार्थ्यांचे नाव Sharwari Katti

Name of the School शाळेचे नाव Shri-fattechand Jain, Chinchwad

Std: इयत्ता 8th Div तुकडी B Time वेळ 35 min

Unit घटक Surface area & volume Subunit उपघटक Surface area of cylinder,

Teaching Method अध्यापन पद्धती Inductive method, (volume of a cylinder)

Values मूल्ये Punctuality & Neatness.

Core Elements गाभा घटक Inculcation of Scientific temper.

Life Skills जीवन कौशल्ये Problem Solving, critical thinking.

Teaching Aids शैक्षणिक साधने Chart, Cylindrical models (water bottle).

Previous Knowledge अपेक्षित पूर्वज्ञान Students know area of rectangle,

circumference & area of circle.

OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान Students tell formulae of area of rectangle, circle

Understanding आकलन Students tell how to calculate surface area

Application उपयोजन Students apply formulae for solving problem.

Skill कौशल्य Students use skill to solve unknown problems on

Interest अभिरुची Students do activity based work with interest.

Aptitude अभिवृत्ती -

Appreciation रसग्रहण Teacher appreciates students with her

kind words & with token of appreciation.

Introduction प्रस्तावना: Teacher (T):- Good Afternoon Students!

Students (S):- Very good afternoon madam!

Teacher shows the model of cylinder & asks which

shape is this?

S:- It's cylinder shape.

T: children v. good, Now tell me A. of \square , \circ & circumference of circle.

Students reply one by one correctly.

हेतूकथन Statement of Aim So, students today we are going to

learn about surface area & volume of cylinder.



Principal
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॥ वृद्धम् नाणं तओ दया ॥



**SHRI JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK
MAHAVIDYALAYA, CHINCHWADGAON, PUNE 33.**

**TEACHING COMPETENCY IV
COURSE B.ED. 207: INTERNSHIP**

2022-2023

Duration


Name of the Student Teacher: Sadhna Rangmath Bhalekar

Roll No: 42

Teaching Method I Science Teaching Method II Mathematics

Name of Group Incharge: Asst. Prof. Jawalika Arunkumar




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Seen

CERTIFICATE

This is to certify that

Mr./Mrs./ Ms. Sadhna Ramgnath Bhalekar

has successfully completed a statutory study in

INTERNSHIP PROGRAM AT

*Shrimati. Gendibai Tarachand Chopada Highschool
and Junior College, Chinchwad Station.*

Internship provides in hand experience to those looking to explore or gain the relevant knowledge and skills required to enter into an actual teaching field.

The student teacher has successfully completed his/her internship with utmost zeal and enthusiasm. The student teacher actively conducted and administrated the activities mentioned in the internship program. We found the student teacher competitive.

The student teacher was well behaved and maintained discipline of high order, which speaks well of the institution he/she belongs to. We wish him/her All the best and look forward a brilliant career in the future.

Group incharge



[Signature]
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College of Education (B.Ed.)
Chinchwadgaon, Pune-33.**

[Signature]
Principal

PRINCIPAL
Smt. Gendibai Tarachand Chopada
High School & Junior College
Chinchwad, Pune-411 019.

INDEX

Sr. No	Details	Obtained Marks	Signature
1	ACTIVITY - I BLOCK TEACHING		}
	Method I - Lesson 1	79	
	Method I - Lesson 2	77	
	Method I - Lesson 3	83	
	Method II - Lesson 1	79	
	Method II - Lesson 2	84	
	Method II - Lesson 3	86	
	Total out of 600	488	}
	Converted Marks out of 75	61	
2	ACTIVITY - II PLAN OF EVALUATION (METHOD - I)		}
	Activity 2- A 2 - Unit Plan (Out Of 50)	42	
	Activity 2- B- Developing a Blue Print with Model Answer & Marking Scheme (Out Of 50)	43	
	ACTIVITY - II PLAN OF EVALUATION (METHOD - II)	80	
	Activity 2- A 2 - Unit Plan (Out Of 50)	43	
	Activity 2- B - Developing a Blue Print with Model Answer & Marking Scheme (Out Of 50)	42	
	Activity 2- C- UNIT PLAN DEVELOPMENT & CONDUCT OF UNIT TEST (Out of 100)	82	
	Total out of 400	332	}
	Converted Marks out of 25	21	
3	Study of the records maintained by the school (Out of 100)	80	}
	Converted Marks out of 25	20	
4	Organization of co curricular/ extracurricular activities (Out of 50)	43	}
	Converted Marks out of 25	21.5	
5	Observation of peers		}
	Method I - Lesson 1	78	
	Method I - Lesson 2	79	
	Method I - Lesson 3	82	
	Method II - Lesson 1	79	
	Method II - Lesson 2	80	
	Method II - Lesson 3	85	
	Total (Out of 600)	481	}
	Converted Marks out of 25	20	
6	Other School Activities/Programs (Out of 50)	43	}
	Converted Marks out of 25	21.5	
	Total out of 200	165	



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Name & Signature of Group Incharge

Pawalikar Anurkumar


॥पढम नानं तयो दया॥

**SHRI JAIN VIDYA PRASARAK MANADAL'S ADHYAPAK
MAHAVIDYALAYA, CHINCHWADGAON, PUNE – 33**

INTERNSHIP PLANNING

SR. NO	WEEK NO.	DATE	DETAILS
1	Week 1	21/11/2022 to 26/11/2022	Lesson Plan Development Method - I
2	Week 2	28/11/2022 to 03/12/2022	Lesson Conduct & Peer Observation
3	Week 3	05/12/2022 to 10/12/2022	Organize Co-curricular Activity
4	Week 4	12/12/2022 to 17/12/2022	Organize Extra-curricular Activity
5	Week 5	19/12/2022 to 24/12/2022	Develop Unit Plan & Test Method I
6	Week 6	26/12/2022 to 31/12/2022	Conduct Unit Plan & Test Method I
7	Week 7	02/01/2023 to 07/01/2023	Study of Records Maintained by School Any2
8	Week 8	09/01/2023 to 14/01/2023	Other School Activity Any One
9	Week 9	16/01/2023 to 21/01/2023	Lesson Plan Development Method - II
10	Week 10	23/01/2023 to 28/01/2023 (26/01/2023 Republic Day)	Lesson Conduct & Peer Observation
11	Week 11	30/01/2023 to 04/02/2023	Organize Co-curricular Activity
12	Week 12	06/02/2023 to 11/02/2023	Organize Extra-curricular Activity
13	Week 13	13/02/2023 to 18/02/2023 (18/02/2023 Holiday)	Develop Unit Plan & Test Method II
14	Week 14	20/02/2023 to 25/02/2023	Conduct Unit Plan & Test Method II
15	Week 15	27/02/2023 to 04/03/2023	Study of Records Maintained by School Any 2 other than the activity studied in Part I
16	Week 16	06/03/2023 to 11/03/2023	Report Writing and Valediction




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Block Teaching Lesson Note सलगपाठ टाचण

Subject विषय Science Lesson No पाठ क्र. 01 Date दिनांक 01/12/2022

Name of the Student Teacher विद्यार्थ्यांचे नाव Sadhna Ramnath Bhalekar

Name of the School शाळेचे नाव Shrimati Gendibai Jeebhond Chopda Highschool

Std: इयत्ता 6th Div तुकडी A Time वेळ 40 min

Unit घटक Natural Resources Subunit उपघटक Air

Teaching Method अध्यापन पद्धती Lecture - Demonstration

Values मूल्ये Neatness, Scientific attitude, sensitivity.

Core Elements गाभा घटक Protection of environment, Scientific temper

Life Skills जीवन कौशल्ये Interpersonal relationship.

Teaching Aids शैक्षणिक साधने chart, pictures of natural resources pi-chart.

Previous Knowledge अपेक्षित पूर्वज्ञान Students are aware about natural resources.

OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान Student tells about natural resources

Understanding आकलन Student can tell types of natural resources

Application उपयोजन Student explains three spheres of earth

Skill कौशल्य Student can tell about air pollution.

Interest अभिरुची _____

Aptitude अभिवृत्ती _____

Appreciation रसग्रहण _____

Introduction प्रस्तावना: Teacher enters in the class and wish students

"Good Morning." Students also replies "Good Morning."
Teacher shows some pictures and asks to tell the
difference among them. Student replies, "These all are
natural resources i.e. air, water and land."

हेतूकथन Statement of Aim Yes correct. So today we are going to
study about first natural resource i.e. "Air"



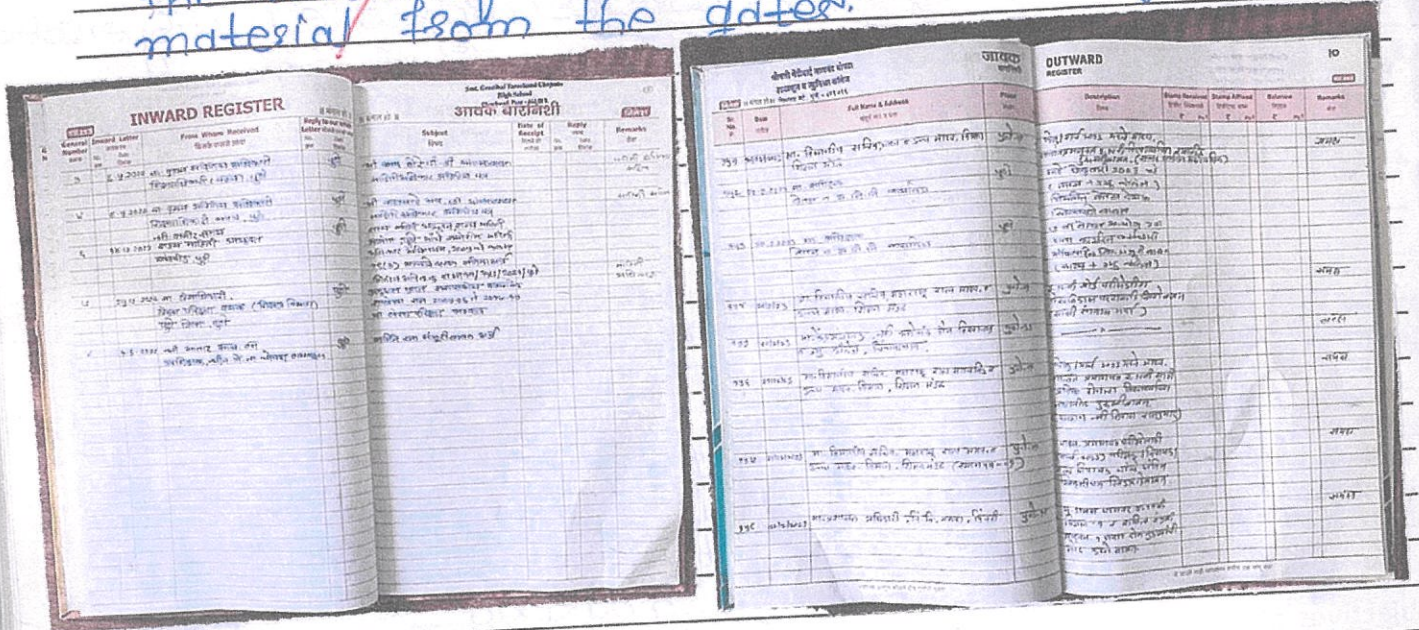
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A) ADMINISTRATIVE RECORDS

• INWARD - OUTWARD REGISTER

The inward-outward register is a brief one but an important module which keeps the record of all incoming and outgoing material from the gates.

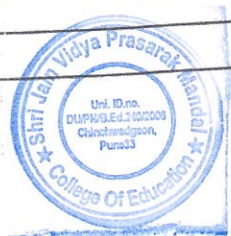


NEED AND IMPORTANCE :

The inward and outward register is fully automated and all the information is well maintained by a single click. It is the focal point of any school's inward and outward set up.

Inward registers recorded the date of receipt from whom, the date and subject of the letter and how the letter was disposed of (i.e. dealt with).

The primary purpose of the outward register book is to maintain a record of all outgoing communication.



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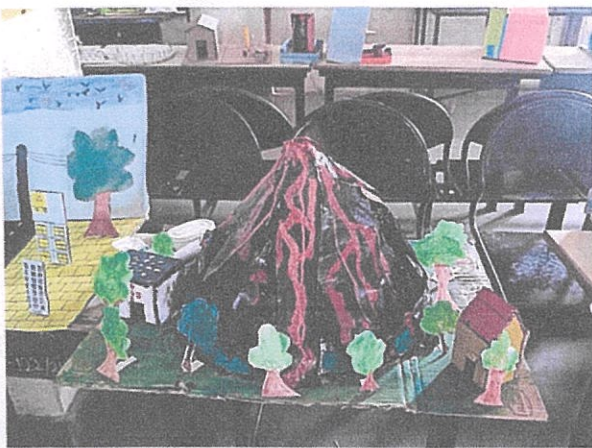
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(२६ नोव्हेंबर २०२२) संविधान वाचन



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॥ पढमं नाणं तओ दया ॥

SHREE JAIN VIDYA PRASARAK MANDAL'S COLLEGE OF
EDUCATION, CHINCHWADGAON, PUNE 33.

B.ED.TWO YEAR PROGRAMME - SECOND YEAR

B.ED. COURSE 208

READING & REFLECTING ON TEXT

[मजकूर वाचणे आणि त्यावर प्रतिबिंबित करणे (चिंतन करणे)]



NAME OF THE STUDENT TEACHER NISHIGANDHA V. MESTRY.

ROLL NO. 60.

GUIDE TEACHER Asst. Prof. S.K. Mali Sir.

INCHARGE
ASST. PROF. JAWALIKAR ARUNKUMAR D.

ACADEMIC YEAR 2022 - 2023



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B.ED. COURSE 208
READING & REFLECTING ON TEXT

PRACTICAL NO.01 : - REPORT OF THE ORIENTATION SESSION AS WELL AS
THE ACTIVITIES SESSION
PRACTICAL NO.02 : -READING REFLECTING AND REPRODUCING IN
WRITING ANY ONE TEXT

CREDIT DISTRIBUTION

SR. NO.	PARTICULARS	CREDIT	MARKS	HOURS
1	PRACTICAL 1 A] REPORT OF THE ORIENTATION SESSION	1	250	16 8+8
2	PRACTICAL 2 READING , REFLECTING AND REPRODUCING IN WRITING ANY ONE TEXT	1	250	16
3	TOTAL	2	150	32

$$44 + 44 = 88$$

$$\begin{array}{r} 44 \\ 50 \\ \hline \end{array}$$

Prachi
22/05/23



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B.ED. COURSE 208

READING & REFLECTING ON TEXT

PRACTICAL NO.01 : - REPORT OF THE ORIENTATION SESSION AS WELL AS

THEACTIVITIES SESSION


PRACTICAL 2 : - READING , REFLECTING AND REPRODUCING IN WRITING ANY ONE TEXT

[PLANNING & TIME TABLE - 20 22 - 20 23]

**Planning & outline of course, Selection of group, Formation of objectives, Time-table preparation
(1 HOURS)**

SR. NO.	Types of Text	Mode	ACTIVITY	HOURS
1	Orientation No.1 GENERAL LECTURE [JAWALIKAR ARUNKUMAR D.]		Introduction - What is Reading & Reflecting on Text ? मजकूर वाचन आणि प्रतिबिंबित करणे म्हणजे काय	2
2	School texts शालेय मजकूर	summarization सारांश , flowcharts फ्लोचार्ट	Orientation No.2 [JAWALIKAR ARUNKUMAR D. SIR]	2
3	Research articles संशोधन लेख	Critiques समालोचन , story कथा	Orientation No.3 [SHINDE S.P. SIR]	2
4	Reference Source संदर्भ पुस्तके	Questions and answer प्रश्न आणि उत्तरे , Dialogue संवाद	Orientation No.4 [PAPAL A.R. SIR]	2
5	Policy Documents धोरणात्मक दस्तऐवज	Predictions अंदाज , drama नाटक	Orientation No.5 [SHITOLE R.P. MADAM]	2
6	Autobiographies आत्मचरित्र	mind maps मनाचे नकाशे तयार करणे	Orientation No.6 MALI S.K.SIR	2
7	Newspapers वर्तमानपत्रे	Notes नोट्स	Orientation No.7 SAKUNDE MADAM	2
8	Project reports प्रकल्प अहवाल	Prepare concept maps संकल्पना नकाशे	Orientation No.8 RATHOD MADAM	2
9	ACTIVITY – 1] Group Discussion [All Professors]			8
10	ACTIVITY – 2] Writing & Presenting [All Professors]			8
TOTAL				32




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A] ORIENTATION & ACTIVITY

1. Introduction to orientation session उद्बोधन / मार्गदर्शन सत्राची प्रस्तावना:-

The orientation session "Reading and Reflecting on text" this practical senses as a foundation to enables B.Ed students to read and respond the variety of text in different ways and also learn to think together depending on text and purpose of reading.

Reading and Reflecting text practical is under the Savitribai Phule Pune University. The orientation of this practical was taken by Asst. Prof. Arunkumar D. Jawalikar in Shree Jain Vidya Prasarak Mandals College of Education, Chinchwadgaon, Pune-411033.

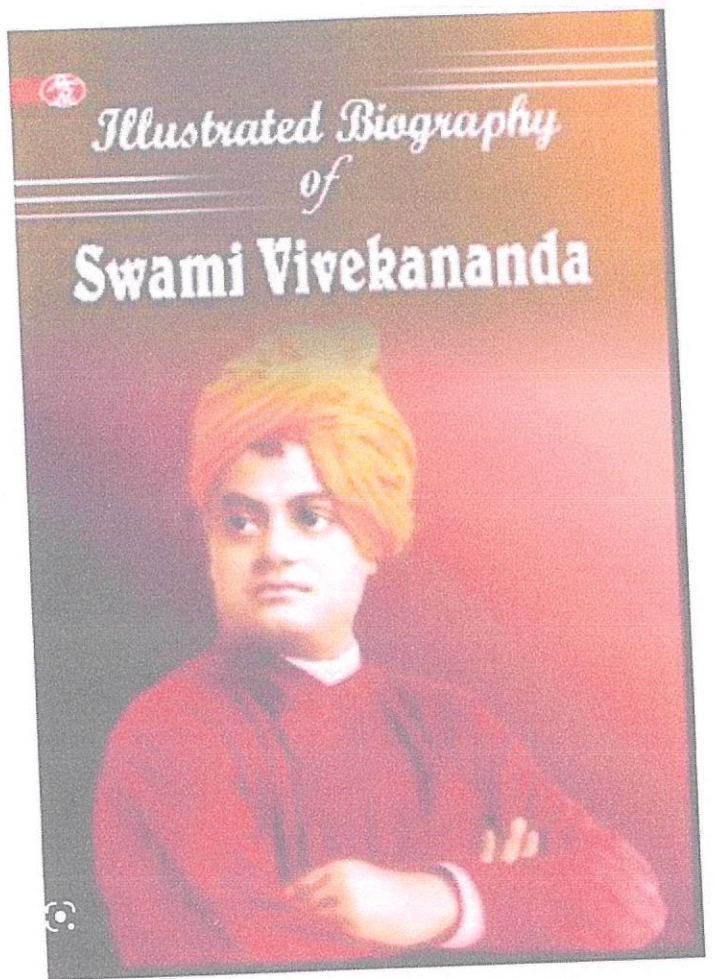
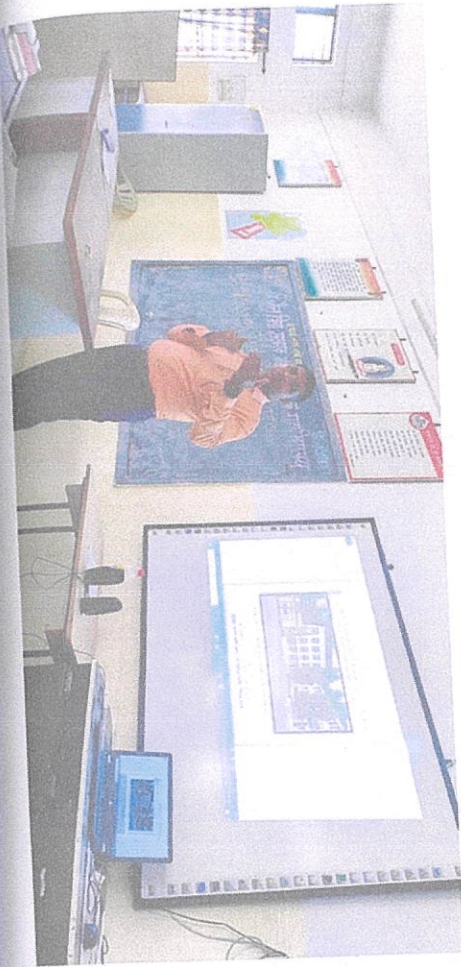
In this practical we have 'Part A' is a group activity and 'part B' is an individual activity.

Asst. Professor Jawalikar sir took the orientation lectures to explain about this practical. Through an interactive session, he showed us different text presentation & pictures and shared ideas on how we can use different modes to present our text. He gave us detailed information about the group and individual activity. He explained the index of Practical and importance of this practical.



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Swami Vivekananda Biography



Swami Vivekananda was a Hindu monk and direct disciple of Sri Ramakrishna. Vivekananda played a key role in the introduction of Indian yoga and Vedanta philosophy in the West. He made a strong impression at the inaugural World Parliament of Religions in Chicago, 1893 giving a powerful speech on the underlying unity of world religions. He taught a philosophy of traditional meditation and also selfless service (karma yoga). He advocated emancipation for Indian women and an end to the worst excess of the caste system. He is considered an important figurehead of India's growing self-confidence and later nationalist leaders often said they were inspired by his teachings and personality.

To succeed, you must have tremendous perseverance, tremendous will. "I will drink the ocean", says the persevering soul. "at my will mountains will crumble up". Have that sort of energy, that sort of will; work hard, and you will reach the goal.

- Swami Vivekananda

Early life

Swami Vivekananda was born Narendra Nath Datta on 12th January 1863 in Calcutta, Bengal, India.

As a child, the young Narendra had boundless energy and he was fascinated with many aspects of life - especially wandering ascetics. He received a western education at the Ishwar Chandra Vidyasagar's Metropolitan institution. He became well versed in Western and Eastern philosophy. His teachers remarked he had a prodigious memory and tremendous intellectual capacity.

Influenced by his father's rationality, Narendra joined the Brahma Samaj -

SWAMI VIVEKANANDA

Introduction:

Swami Vivekananda was a great patriotic leader, was born in Calcutta on January 12, 1863, into a traditional Bengali Kayastha family. Swami Vivekananda's birth name was Narendranath Dutta (also known as Narendra or Naren). He was one of the eight siblings of his parents Vishwanath Datta and Bhuvaneshwari Devi. His father was a successful lawyer at the Calcutta high court. Swamiji developed an effective personality under his father's rational attitude and his mother's religious temperaments. Swamiji's Jayanti i.e., birth anniversary is celebrated as the 'International Youth Day' every year.

Early life and education of Swami Vivekananda:

He was a very bright student in almost all subjects. Right from childhood, two aspects of his behaviour could clearly be noticed. One was his devout and compassionate nature and the other was his readiness to perform any act of courage. Since his whole family was spiritually inclined, he received an appropriate religious upbringing.

Swami Vivekananda studied Western logic, European history, Western philosophy, Sanskrit scripture, and Bengali literature. He was also inspired by the wandering ascetics and monks of his time.

Swami Vivekananda was a very religious person interested in Hindu scriptures (Vedas, Ramayana, Bhagavad Gita, Mahabharata, Upanishads, Puranas, etc.). He was also active in Indian classical sports, physical exercise, and other activities. Swami



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**SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALAYA, CHINCHWAD, PUNE- 33.**



60

B.ED. SECOND YEAR

B. ED. 209 UNDERSTANDING OF SELF

INCHARGE

ASST. PROF. SHINDE SUHAS

ACADEMIC YEAR

2022 - 2023

Suhas Shinde

EXAM SEAT NO	ORIENTATION SESSION MARKS OUT OF 50	ACTIVITY SESSION MARKS OUT OF 50	TOTAL MARKS OUT OF 100	CONVERTED MARKS OUT OF 50
	42	42	84	42

Recd. 21/11/2022

॥ पढमं नाण तओ दया ॥

**SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALAYA, CHINCHWAD, PUNE- 33.**

B.Ed. 209 : UNDERSTANDING OF SELF

Name of the Student: Nishigandha Vilas Mestry Roll No: 60

**PART A - ORIENTATION SESSIONS
EVALUATION SCHEME**

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No	CRITERIA	1	2	3	4	5
1	INTRODUCTION				✓	
2	OBJECTIVES OF THE ORIENTATION					✓
3	DETAILED DESCRIPTION OF ORIENTATION 1 & 2				✓	
4	DETAILED DESCRIPTION OF ORIENTATION 3 & 4				✓	
5	FULFILLMENT OF THE OBJECTIVES				✓	
6	OUTPUT OF THE ORIENTATION					✓
7	OPINION/ CRITICISM				✓	
8	REFLECTION ON THE ORIENTATION AS A PERSON				✓	
9	REFLECTION ON THE ORIENTATION AS A TEACHER				✓	
10	OVERALL IMPRESSION				✓	
					TOTAL OUT OF 50	<u>42</u>

Qualitative Feedback, (if any):

See

Signature of Professor Incharge

8/30/2022
[Signature]
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INTRODUCTION प्रस्तावना:

B.Ed course -209 understanding of self orientation was conducted by Asst. Prof. Shinde Mahasir on 1st November 2022, at 3.00 p.m. to 5.00 p.m. In the orientation sir explained about self, a sense of self awareness, sense of who are you? in the society. Sir explained the importance of self understanding by giving many examples.

Understanding of self is a fundamental course designed to help the students understand the nature to identify including factors that influence and shape personal identity.

Today issue of present self and identity are very critical to adolescence, your self is your sense of who you are. Deep down your identity self comes from the old English in which it means one's own person can be himself and can learn at their own pace. Under this course what are the need and importance of self understanding also discussed.

OBJECTIVES OF THE ORIENTATION: उद्बोधनाची उद्दिष्टे:

The B.Ed. course 209 is divided into four main parts which explains the way how we have to understand ourselves.

The student teacher has to develop self understanding, self concept, self esteem between them.

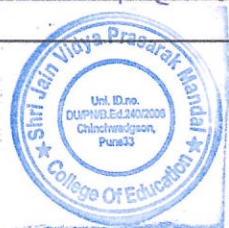
The orientation gives brief about the life skills the student/teacher has to use.

The session develops the personality by self understanding.

The orientation session provides theoretical background of writing ones resume, biodata and C.V.

To develop to become an integrated personality.

To enable the student teacher to engage himself/herself in continuous self reflection.




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Mrs. Nishigandha Vilas Mestry

Address: Avenns Pipeline Road, Ravet, Pune

E-mail: nishigandhame6@gmail.com

Contact no.: +91 7709171282

Objective: To begin my teaching career at a well-liked and well-reputed institute/high school and to achieve good progress in my career through all my best subject knowledge and great teaching efforts.

Professional Summary:

- A passion about the teaching field with a great teaching aptitude
- Excellent ability to reach to the target students' knowledge grasping level and implement appropriate teaching methods and techniques.
- Thorough knowledge of the subject to be taught and its background.
- Great fluency in spoken English and command over comprehension.
- Knowledge of utilizing all the modern teaching aids appropriately and effectively.
- Ability to handle computer aided tools.

Academic education:

- Currently Pursuing B.Ed. (2021-23)
- Completed post-graduation in Science M.SC.(MICROBIOLOGY) from Pune University (2015) - 63.91%
- Graduated in Science B.SC.(MICROBIOLOGY) from Fergusson College, Pune University (2013) - 61.85%
- HSC Maharashtra Board (2010) - 69.50%
- SSC Maharashtra Board (2008) - 82.61%


Academic Achievements:

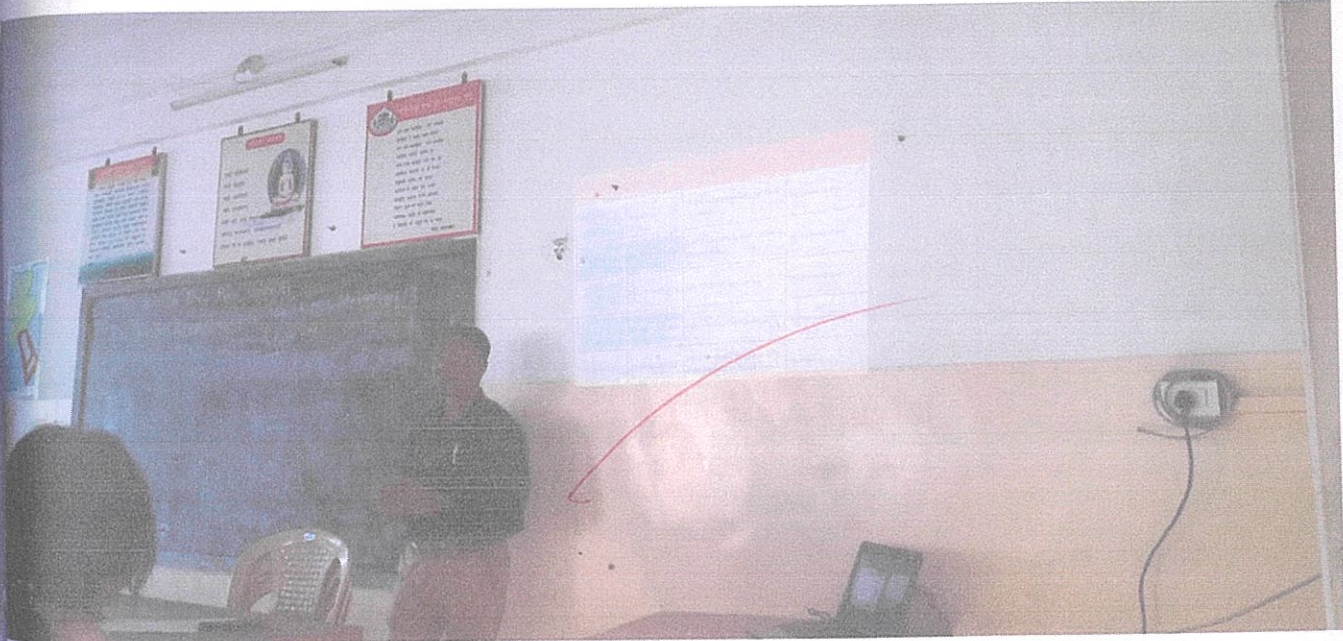
- Secured 2nd prize and silver medal in national conference DYNAMIC ROLE IN HUMAN WELFARE Poster Competition on Molecular Identification and Phylogenetic Analysis of Fenugreek Root Nodulating Bacteria at modern college of arts, science and commerce Shivajinagar pune -411005.
- Awarded for the wall magazine contribution in microbiomics. At the D.E. S's, Fergusson college department of microbiology.

Additional Information:

- Date of Birth: 22nd October 1992
- Languages: English, Hindi, Marathi, Malvani, Konkani




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A STUDY OF PROBLEMS FACED BY STANDARD WITH
ENGLISH MEDIUM STUDENTS WHILE SOLVING
MATHEMATICS WORD PROBLEMS WITH
THE HELP OF ACTIVITY BASED
LEARNING

RESEARCH PROPOSAL AND REPORT
SUBMITTED TO THE SAVITRIBAI
PHULE UNIVERSITY PUNE FOR
PARTIAL FULFILMENT OF
BED COURSE - 210
UNDER EDUCATION
FACULTY

RESEARCHER

MOHINI B. BHAWSAR
ROLL NO. 50

GUIDE

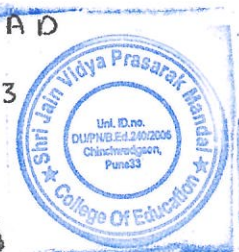
PROF. JAWALIKAR SIR

STUDY CENTER

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EDUCATION
CHINCHWAD
PUNE - 33

YEAR

2022-23



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**Shree Jain Vidya Prasarak Mandal's College of Education,
Chinchwadgaon, Pune 411033.**

Name of the Student: MOHINI BHAWARSAR Roll No : 50

**B.Ed. COURSE 210 : BASICS OF RESEARCH
EVALUATION SCHEME**

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.no	Criteria	1	2	3	4	5
Research Proposal						
1	First/Front Page				✓	
2	Introduction(Background of Problem)				✓	
3	Problem (Statement of problem, Need & Importance, Objectives, Hypothesis/Research Question)					✓
4	Methodology (Actual Methodology, Population, Sample, Sampling)					✓
5	Tools for Data Collection & Analysis				✓	
6	Flow chart of actual procedure & Time Table				✓	
				Total Marks out of 30		
Research Report						
1	First/Front Page				✓	
2	Introduction(Background of Problem)				✓	
3	Problem- (Statement of problem, Need & Importance, Objectives, Hypothesis/Research Question)					✓
4	Methodology (Actual Methodology, Population, Sample, Sampling)				✓	
5	Selection of appropriate a Tool, Tool for which Objective.				✓	
6	Tool Preparation					✓
7	Actual Procedure				✓	
8	Implementation on & Administration of Data collection Tool				✓	
9	Tabulation & Analysis of Data				✓	
10	Graphical representation of Data				✓	
11	Findings & Conclusion				✓	
12	Annexure (Evidences)				✓	
13	Presentation				✓	
14	Overall Impression				✓	
				Total Marks out of 70		
Total Marks =		(Proposal)(out of 30) +		(Research Report)(out of 70) =		*50/100 = (out of 50)

26

66

49

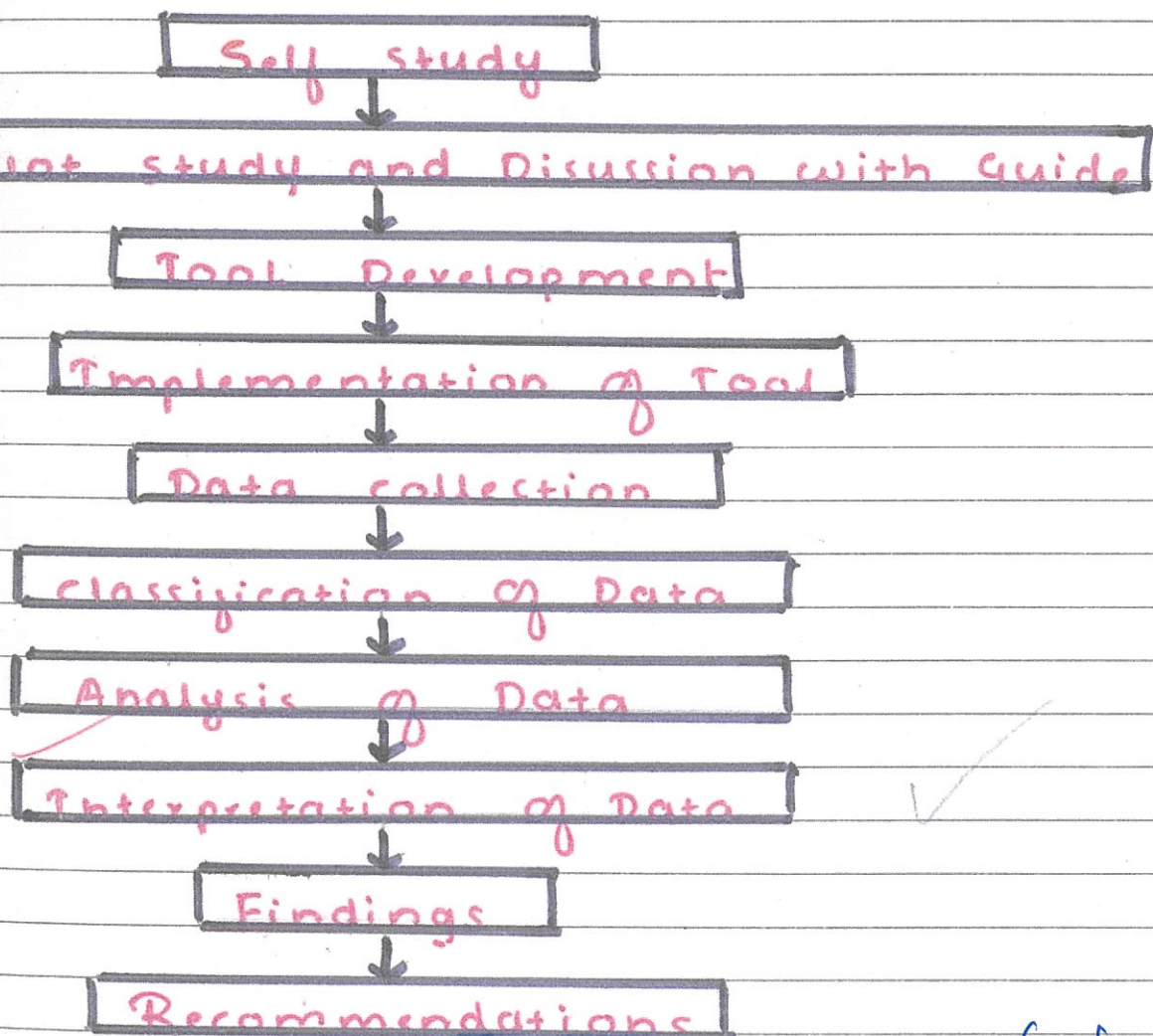
Name of Guide:

Sign of Guide with date:



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FLOW CHART OF ACTUAL RESEARCH PROCEDURE



FOR EDUCATIONAL USE

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II पढंम नाण तओ दया II

SHRI JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE-33

B. ED. SECOND YEAR
(B. Ed. - 211) DRAMA & ART IN EDUCATION
(शिक्षणातील नाट्य आणि कला)

Report on

PART A

Appreciation of Film/ Drama/ Novel/ Folks Drama etc.

PART B

Visit to an Art Gallery/Exhibition /Cultural

NAME OF THE STUDENT

Sadhna Ramgnath Bhailekar

ROLL NO. - 42

COURSE INCHARGE

ASST. PROF. SAKUNDE ASHA

$$\frac{36}{50} + \frac{38}{50} = \frac{74}{100} = 37$$



Sakunde
19/11/12

Sakunde
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|| पढम नाण तओ दया ||

**SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALAYA, CHINCHWAD,
PUNE -33.**

B.ED COURSE: 211-DRAMA & ART IN EDUCATION

Practical PART A: Report on Appreciation of Film

Name of Student Teacher: Sadhna R. Bhalerao Roll No. 42

Evaluation Scheme


Rating scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Introduction			✓		
2	Selection of Film				✓	
3	Theme of the Selected Film			✓		
4	Place/Plot/Setting				✓	
5	Dialogues				✓	
6	Characterizations			✓		
7	Direction				✓	
8	Technical Aspects			✓		
9	Edutainment through Film				✓	
10	Overall Impression				✓	
Total Marks – 50						<u>36</u> <u>50</u>

Qualitative Feedback, (If any) Good


INCHARGE
Asst. Prof. Sakunde Asha




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II पढम नाण तओ दया II

**SHRI JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALAYA, CHINCHWAD,
PUNE -33.**

B.ED. COURSE: 211 - DRAMA & ART IN EDUCATION.

Practical B: Report on Visit to Any Art Gallery

EVALUATION SCHEME

Rating scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Introduction			✓		
2	Objectives of the Visit				✓	
3	Selection of the Place for Visit				✓	
4	Planning of the Visit				✓	
5	Theme of the Gallery					✓
6	Information about the Artists				✓	
7	Actual Experiences of the Visit			✓		
8	Aesthetic values reflected in the Gallery			✓		
9	Edutainment through the Visit				✓	
10	Overall impression of the Report				✓	
Total Marks – 50						38

Qualitative Feedback, (If any) Seen

Sakunde INCHARGE
Asst. Prof. Sakunde Asha



Sakunde
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a RAJKUMAR HIRANI film

3 idiots

a VIDHU VINOD CHOPRA production

*Jai Ho
ho out of
control*



Rajeev
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EVIDENCES *

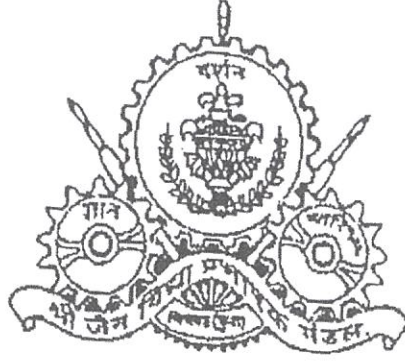


Reviews



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Adhyapak Mahavidyalaya (B.Ed)
Fattechand Marg, Chafeker Chowk ChInchwad, Pune 411033. Tel. : 020-27352274, 9404815368



**B.Ed.Second Year
Open Course-212**


**Incharge
Dr. KOTHAWADE P. L.**

Academic Year: - 2022-23

Name of Student :- SHARWARI KATTI

Roll No. :- 54




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पढम नाण तओ दया

Shri Jain vidya Prasarak Mandal's College of Education
Fatechand Marg, Chafekar Chowk Chinchwadgaon , Pune

B.Ed. II year 2016-17

Course -212 Stress Management

INDEX

No.	Content	Page.No.
Orientation Session		
1	Evaluation Key	
2	Report (Hand written)	
3	PPT (CD)	
4	PPT (Zerox)	
Activity Session		
1	Evaluation Key	
2	Report (Hand written)	
3	Activity -I (Student StressScale)	
4	Activity -II (Stress Management Scale)	
5	Activity -III (Time Management Scale)	
6	Scoring Keys	



$$\frac{44}{50} + \frac{46}{50} = \frac{90}{100}$$

$$\frac{45}{50}$$

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Introduction, Need & Importance

Introduction

Stress management means managing the stress. Stress produces numerous physical & mental symptoms which vary according to each individual's situational factors. These can include physical health decline as well as depression. The process of stress management is named as one of the keys to a happy & successful life in modern society.

Need of Stress Management

In the past decade, the news headline have definitely made it clear that the need for stress management should be one of the top agendas in modern day society.

Living today is a lot tougher than it was even in the days of the great depression. It's been coming out in many ways such as all time occurrences of stomach & intestinal ulcers. Others find sleep disorders & insomnia as major problems.

Today, stress management is an important task in everyone's lives.



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STUDENT STRESS SCALE विद्यार्थी ताणतणाव मापनश्रेणी

खाली काही विधाने दिली आहेत. प्रत्येक विधान हे आपल्या दैनंदिन जीवनातील समस्यांशी निगडित आहे. विधान हे काळजीपूर्वक वाचून आपण त्या विधानाशी दिलेल्या पाच पर्यायांपैकी (सदैव , बहुदा , कधी-कधी ,खुपच कमी ,कधीच नाही) ज्या पर्यायाशी 100% सहमत असाल त्या समोर ✓ अशी खुण करा. प्रत्येक विधानाशी आपली सहमती दर्शविणे आवश्यक आहे आपण नोंदविलेले उत्तर ही कूठेही प्रसिद्ध केले जाणार नाही.

Some statements are given below. All statements are related to our daily routine problems. Read each statement carefully. Each statement has five options. Out of five options of each statement Tick ✓ on that option with whom you are 100% agree. To give response to each statement is essential. Response given by you will not be published anywhere personally.

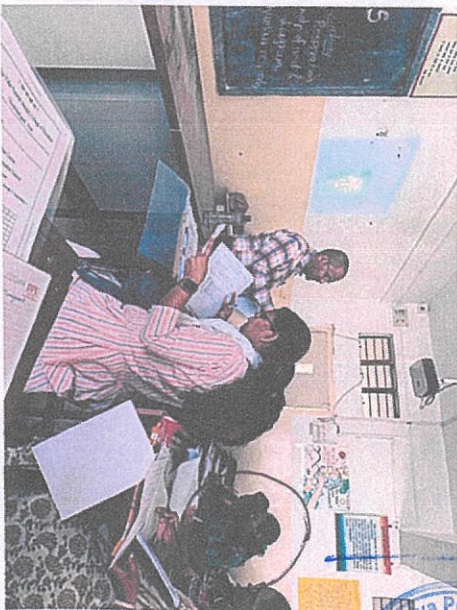
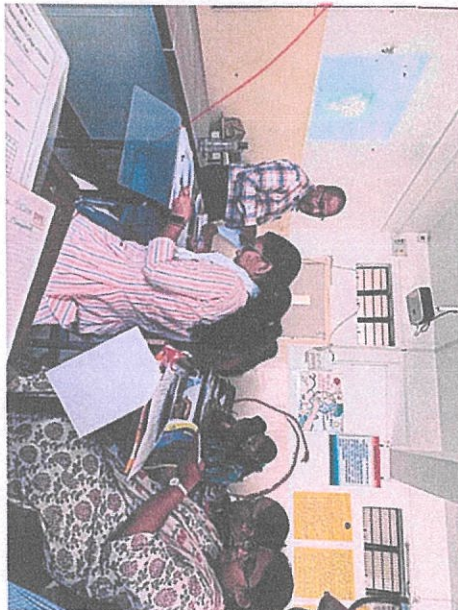
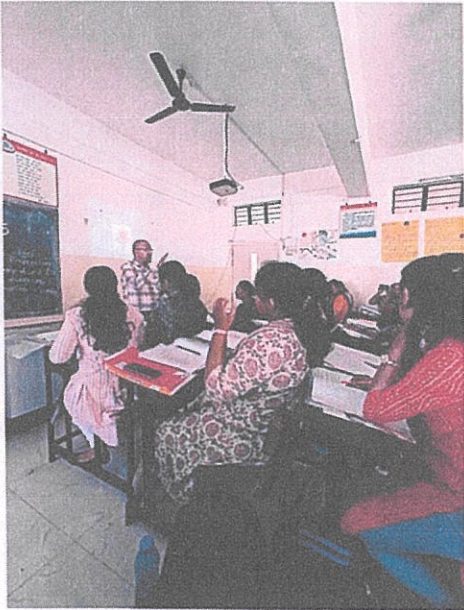
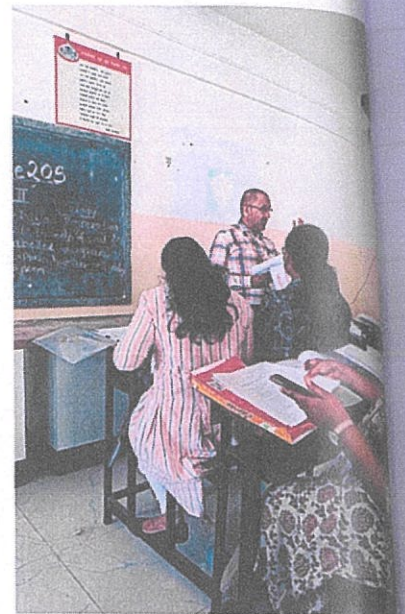
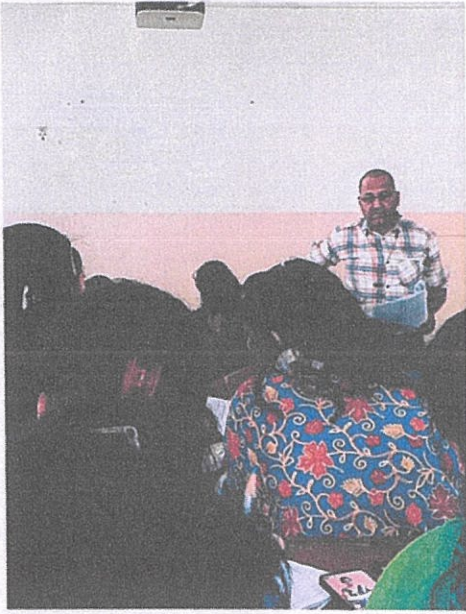
क.	विधान	प्रतिसाद Response					
		सदैव Always	बहुदा oftenly	कधी-कधी sometimes	खुपच कमी rarely	कधीच नाही never	
1	रोजच्या प्रवासात होणाऱ्या ट्रॅफिक जामचा त्रास तुमच्या चिडचिडपणाचे एक कारण आहे. One of the reason of your irritability is problem of daily traffic Jam			✓			3
2	घराजवळ होणारे ध्वनीप्रदुषण तुमची एकाग्रता भंग होण्याचे एक कारण आहे. Noise pollution near your home is one of the reason for disturbing your concentration.				✓		2
3	प्रिय मित्र/मैत्रिणाचे तापदायक वर्तन मनावर आघात करते. Fiery behavior of dear friends strikes / disturbs mind.				✓		2
4	नियमानुसार आणि ठरलेल्या वेळेवर जेवण्याचे बंधन तुम्हाला तापदायक वाटत नाही . Obligations to eat regularly and on time do not make you feel hot.					✓	5 (20)
5	निर्धारित वेळेत काम पूर्ण करण्याचे दडपण तुमच्या मनात तणाव निर्माण करते. Pressure of completing work in schedule time creates stress.		✓				4
6	पालक किंवा शिक्षक यांच्याशी प्रेमाचे संबंध नसणे तुमच्या वर्तनात ताणतणाव निर्मितीचे एक कारण आहे. Lack of loving relationship with a Parents and Teacher is one of the main causes of stress in your behavior.			✓			3
7	उन्हाळ्यातील गर्मी , अती उकाडा तुमच्या कार्यक्षमतेस प्रभावित करते. Summer heat or over exposure affects your performance.				✓		2
8	पावसाळ्यातील अती वृष्टीमुळे रस्त्यात अडकणे तुमच्या तणावग्रस्ततेस कारणीभूत ठरते. Getting						



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EVIDENCES



The enclosed picture
showcase me writing tests.



Principal
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