



!! पढमं नाणं 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 :

2.2.2 Mechanisms are in place to honor student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through:

Report

1. Mentoring / Academic Counselling:

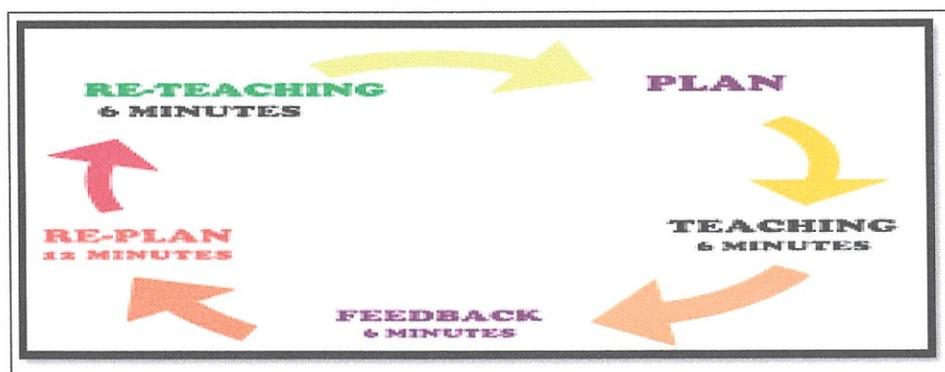
In order to acquaint and equip the new teachers with the competencies for executing effective academic processes, mentoring by senior and experienced shall form the integral element of professional development. Mentoring is a key strategy of induction. Mentoring is essentially a formalized relationship that supports and encourages professional learning. In mentoring, a sound and trusting relationship will rely upon the degree of understanding and responsibility shared by the mentoring partners. The establishment of the relationship is crucial and will determine the level and quality of dialogue. Through SWOT analysis and sharing of profiles mentor and mentee derive the opportunities and time to get to know each other for building the foundations for the development of the professional relationship. This will lead to connect the faculty more to the needs of society, industry and the country as a whole. This phase shall help teachers enhance their practical and field related skills for making teaching learning process applied and occupation oriented. Mentoring is contributing time, attention, insights, and advice to help a mentee within an environment where they have apt resources and support to develop social, technical and intellectual capital. Mentoring is not an enterprise for those who prefer to work alone, either as individuals or as organizations. It requires partnership and collaboration. This is the sine qua non of an effective program. From the placement of first-time teachers, to finding time for mentoring, to strategies to fund programs, to issues of confidentiality, to the policies that consolidate various aspects of programs, mentoring works well when everyone with a stake in its outcomes is fully involved in its planning and implementation. Mere providing of resources to a mentee to accomplish a technical / intellectual capital is not mentoring. A mentorship is a relationship between two people where the individual with more



experience, knowledge, and connections is able to pass along what he has learned to a junior colleague within a certain field. Mentoring involves personal interactions with the mentee.

- Mentoring Initiatives In order to frame this policy, the broad initiatives, which were undertaken, comprise:
- Enriching the induction process by providing expert advice and guidance by experienced mentors.
- Identifying mentoring needs at different levels and for different categories of teachers keeping in mind the present status of teachers training expectations from a professional teacher, and the needs of society in particular and the country in general.
- Prescribing the framework structure and content of mentoring programme at different levels of faculty.
- Identifying a suitable mechanism to implement mentoring programme for the teachers in HEIs across the country.
- Identifying resource persons for preparing relevant resource material (both print and digital).
- Planning for carrying out action research on the effectiveness of the programme.
- Planning for continuous updating of the implementation strategies of the programme and the quality and content of resource material.
- Helps faculty members of HEIs identify and achieve career development and personal growth goals compatible to the objectives of HEIs
- Supports building academic leaders who have knowledge, skills and abilities
- Fosters higher levels of engagement and career vision
- Equip faculty members with the tools necessary to enhance their capability within their current roles
- Create opportunities to meet and partner with stakeholders, or cultural boundaries
- Create a culture that sees mentorship as an effective way of developing proficient individuals

Mechanisms:




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College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

SHRI JAIN VIDYA PRASARAK MANDAL COLLEGE OF EDUCATION, CHINCHWAD, PUNE

[MICROTEACHING TIMETABLE AND PLANNING 2021 - 2022]

Sr. No.	Date	Time	Skill	Demo Lesson / Teach / Reteach	Name of Professor
1	07/03/2022	1.00-2.00	Orientation Of Microteaching	Orientation Of Microteaching	Rathod Madam
	08/03/2022	2.30.00-4.00	Set Induction Skill	Orientation& Demo Lesson	Shinde S. P.
		4.00.00-5.00		Lesson Note Guidance	All Professors
09/03/2022	11.00 -5.00	Teach and Reteach			
3	10/03/2022	2.30.00-4.00	Blackboard Writing Skill	Orientation& Demo Lesson	Shitole R.P.
		4.00-5.00		Lesson Note Guidance	All Professors
	11/03/2022	11.00 -5.00		Teach and Reteach	
4	12/03/2022	2.30.00-4.00	Questioning Skill	Orientation& Demo Lesson	Jawalikar A.D.
		4.00-5.00		Lesson Note Guidance	All Professors
	14/03/2022	11.00 -5.00		Teach and Reteach	
5	15/03/2022	2.30.00-4.00	Stimulus Variation Skill	Orientation& Demo Lesson	PAPAL SIR
		4.00-5.00		Lesson Note Guidance	All Professors
	16/02/2022	11.00 -5.00		Teach and Reteach	




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[MICROTEACHING TIMETABLE AND PLANNING 2021-2022]

Sr. No.	Date	Time	Skill	Demo Lesson / Teach / Reteach	Name of Professor
6	17/03/2022	2.30-4.00	Explanation Skill	Orientation & Demo Lesson	Sakunde A.Y.
		4.00-5.00		Lesson Note Guidance	All Professors
	19/03/2022	11.00 -5.00		Teach and Reteach	
7	21/03/2022	2.30-4.00	Closure Skill	Orientation & Demo Lesson	Dr. Wagaj N.V.
		4.00-5.00		Lesson Note Guidance	All Professors
	23/03/2022	11.00 -5.00		Teach and Reteach	

[INTEGRATION LESSON TIMETABLE AND PLANNING 2021- 2022]

Sr. No.	Date	Time	Skill	Demo Lesson / Teach	Name of Professor
1	24/03/2022	2.30-4.00	Integration Lesson	Integration Lesson Orientation & Demo	Mali S.K.
		4.00 -5.00	Lesson Note Guidance		All Professors
2	25/03/2022	11.00-5.00	Integration Lesson	Teach	All Professors
3	26/03/2022	11.00-5.00	Integration Lesson	Teach	
4	28/03/2022	11.00-5.00	Integration Lesson	Teach	
5	29/03/2022	11.00-5.00	Integration Lesson	Teach	
6	30/04/2022	11.00-5.00	Integration Lesson	Teach	
7	31/02/2022	11.00-5.00	Integration Lesson	Teach	




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PHOTO OF MENTORING SESSIONS



[Signature]
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REPORT ON PEER FEEDBACK OR PEER TUTORING

Peer Feedback or Peer Tutoring is continuous process of SJVPMCOE. SJVPMCOE tries on providing various experiences to his students. The students in class are from different backgrounds. Levels of understanding of students are different. To cater student diversity interaction among students is made possible in different ways.

Objectives:

Objectives of Peer activities are:

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

Nature of activities:

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

- 1) **Micro-teaching-** Teachers plan micro teaching session in small groups to enhance peer tutoring and peer feedback. Students teach each other and present content with the help of different skills.
- 2) **Teaching Practice-** To achieve expertise in teaching skills, peer feedback is given due importance. Students give feedback to each other. They also learn many things from each other while they observe each other.
- 3) **Class room teaching-** To address the student diversities, peer tutoring is organized in the classes. Slow learners can learn from advance learners on different topics related to the subject.

Outcomes:

Students of different abilities are provided exposure to real life situations which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting knowledge from each other. They feel to participate actively in the different activities related to peer tutoring and peer teaching organized for them.

Documents:

Records of different activities is maintained in the college register activity wise. Information about the teacher and students who attended the Sessions and nature of activity with the academic year and course name is clearly mentioned in the Register.


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1. Peer Feedback / Tutoring

OBSERVATION OF PEER OBSERVATION No.2

Observer of the peer: अमरी शिवाजी सुमोदरी Roll No. 08

Observed Name: श्री मुरु गणेश विद्यामंदिर

विद्यालय: महाराष्ट्र शाळा शाळा: सातवाडी दिनांक: 20/03/22

विद्यार्थी: अतिथ्याजी साठगाव Sub Topic: परिधीय क्षेत्रांचे क्षेत्र

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

CRITERIA	1	2	3	4	5
1. LESSON NOTE: neat, correct and complete					
2. RELEVANCE: Relevant & Stimulating					
3. CONNECTION: Revival of Previous Knowledge & Linking with the present					
4. PRESENTATION: Clarity and Fluency in Narration/ Illustration					
5. CLARIFICATION: Clear, Concise and Grammatically Correct					
6. REASONING: Logical and Thought Provoking					
7. DISTRIBUTION: Use of Questions and Reinforcement					
8. HAND-HELD WORK: Neat					
9. CLARITY IN READING/ EXPL: Ease in Demonstration					
10. EXPLANATION: Use of Examples					
11. USE OF TEACHING AIDS/ USE OF ICT COMPONENT					
12. STUDENT'S PARTICIPATION					
13. TEACHER'S PREPARATION					
14. CLASSROOM MANAGEMENT & TIME MANAGEMENT					
15. RECAPITULATION: Use of Evaluation Tools					
16. EVALUATION: Appropriateness of Activity based					
17. OVERALL IMPRESSION: Effectiveness of Teaching					
18. QUALITATIVE FEEDBACK					

Qualitative Feedback: विद्यार्थी सहभाग उत्तम होता.

Signature of Observer: [Signature] Sign of Observer/ Professor

Signature of Student/Teacher: [Signature]

॥ परमं गणं सखे दया ॥

श्री जैन विद्या प्रसारक मंडळ
अध्यापक महाविद्यालय (बी.एड.)

श्री मुरु प्रकाश पार, श्री सखेदे मार्ग, चिंचवड, पुणे - ४११ ०३१.

LESSON OBSERVATION BOOK

पाठ निरीक्षण वही

शैक्षणिक वर्ष: २०२१ ते २०२२

परिभाषित करणारा: Shriya Jadhav

वर्ग क्रमांक: 64 दिनांक: 20/3/22

विद्यार्थी: [Blank] शाळा: [Blank]

पत्ता: Pune

विषय: Science / Maths

शिक्षण पद्धत: [Blank]

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Micro Lesson Observation

Skill - Blackboard Writing Teach / Reteach

विद्यार्थी: Renuka T दिनांक: 11/3/22

विद्यार्थी/ शिक्षक: Shriya Jadhav दिनांक: VII B

विषय: maths विषय: perimeter & area

एVALUATION SCHEME

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

क्र.सं.	उपवीक्षण्य Sub - Skill	1	2	3	4	5
1	लिखित शब्द स्पष्ट					
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Qualitative Remarks: Speed of writing ok

Signature of Observer: [Signature] Sign of Observer/ Professor

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Micro Lesson Observation

Skill - Stimulus Variation Teach / Reteach

विद्यार्थी: Rinku Katariya दिनांक: 16/3/22

विद्यार्थी/ शिक्षक: Shriya Jadhav दिनांक: Stn A

विषय: maths विषय: quadrilateral

एVALUATION SCHEME

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

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35	लिखित शब्द स्पष्टता					
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81	लिखित शब्द स्पष्टता					
82						

Micro Lesson and Internship lesson Peer Observation By students

॥ परम ज्ञान सर्वो धाम ॥
श्री जैन विद्या प्रसारक मंडळ
अध्यापक महाविद्यालय (बी.एड.)

Peer Teacher सहायक शिक्षकाचे नाव: Remina Shrivastava shehalata
School साधनेचे नाव: IX A
Observer पाठ पत्रिकाकाराचे नाव: Shriya Jadhav
Date दिनांक: 16/1/20
Topic विषय: Science
Sub Topic उपविषय: Hereditary & variation

संत्रज्ञान आधारित निरीक्षण तबळा
Technology Based Lesson Observation Chart

वरीलवरील लेखी: 1) असंतुलित 2) संतुलित 3) सरासरी 4) चांगले 5) उत्कृष्ट
Rating Scale: 1) Unsatisfactory 2) Satisfactory 3) Average 4) Good 5) Excellent

क्र.सं. क्रमांक	घटक / Factor	1	2	3	4	5
1	सामग्री सोप्या / Connectivity before use					
2	सृष्टिमान / Creativity / Innovation					
3	सामग्रीची सध्दा / Variation of Medium					
4	सोप्या व अचूक / Appropriate & Correct					
5	सोप्या व योग्य / Selection of Proper tool					
6	सोप्या व योग्य / Proper uses of technology					
7	सोप्या व योग्य / Manipulation of equipment					
8	सोप्या व योग्य / Connectivity after use					
9	सोप्या / Revision					
10	सोप्या / Overall Presentation					

एकूण गुण / Total Marks 50

अन्य टिपणवट / Qualitative Remarks
link blue post & present knowledge

[Signature]
Date: _____

श्री जैन विद्या प्रसारक मंडळ
CHINCHWADGAON, PUNE 411033

INTERNSHIP PROGRAM

ACTIVITY 5: OBSERVATION OF PEERS

Peer Teacher सहायक शिक्षकाचे नाव: Swati Umkant Vhatkade
School साधनेचे नाव: Shree Prithechand Jain Eya Highschool
Observer पाठ पत्रिकाकाराचे नाव: Archana Digambar
Date दिनांक: 10th
Division कक्षा: A
Date दिनांक: 8th Jan 2020
Topic विषय: Economics
Sub Topic उपविषय: Transport Communication
Observation No. पाठ पत्रिका क्र. 02

Observation परीक्षण: Teacher greet student and introduced the topic by asking some questions.
Statement of Aim-उद्देश्य: statement of aim is to learn about

Observation कथन: Teacher using I class which include picture and explanation video about
Teaching Aids शैक्षणिक साधनांचा वापर: Teacher use

Classroom Interactions वर्ग आंतरक्रिया: Teacher engaged the participation of student by asking some questions.
Classroom Variation वेळ वेळीस: Teacher read the explanation carefully with proper voice modulation and action.
Observation of Teaching Experiences शिक्षण अनुभवांचे परीक्षण: Teacher made the student enthusiastic to participate in the questions and discussing the text book exercises.
Participation of Students विद्यार्थी सहभाग: I have observed the interest and enthusiasm among the students during the class.

श्री जैन विद्या प्रसारक मंडळ
CHINCHWADGAON, PUNE 411033

INTERNSHIP PROGRAM

ACTIVITY 5: OBSERVATION OF PEERS

Peer Teacher सहायक शिक्षकाचे नाव: Swati Umkant Vhatkade
School साधनेचे नाव: Shree Prithechand Jain Eya Highschool
Observer पाठ पत्रिकाकाराचे नाव: Archana Digambar
Date दिनांक: 10th
Division कक्षा: A
Date दिनांक: 10 Feb 2020
Topic विषय: Economics
Sub Topic उपविषय: Transport Communication
Observation No. पाठ पत्रिका क्र. 02

Observation परीक्षण: Teaching started with revival of previous knowledge.
Statement of Aim-उद्देश्य: statement of aim was clear title written neatly.

Observation कथन: The topic was properly illustrated with the help of examples.
Teaching Aids शैक्षणिक साधनांचा वापर: Teaching aids were used actively & used effectively at the time of explanation.

Classroom Interactions वर्ग आंतरक्रिया: Teacher was encouraged the student to participate in discussion.

Classroom Variation वेळ वेळीस: Body language was good voice modulation as well as eye contact was proper.

Observation of Teaching Experiences शिक्षण अनुभवांचे परीक्षण: Students gave well answered & participated in discussion also actively.

Participation of Students विद्यार्थी सहभाग: Teacher gave opportunities for verbal participation of student participation was good.



[Signature]
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Chinchwadgaon, Pune-33.

!! पढमं नाणं 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

Email: sjvpmbed@gmail.com

Dr. Kothawade P.L.

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

Ref.

Date :

REPORT ON COLLABORATIVE TASKS

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

• **Objectives**

1. To increase the productivity towards the common goal
2. To exchange, debating, negotiating ideas
3. To develops highly communicative discussion skills;
4. To develops the social interaction skills;
5. To develops the higher level thinking
6. To encourages and improves the multidimensional problem solving skills

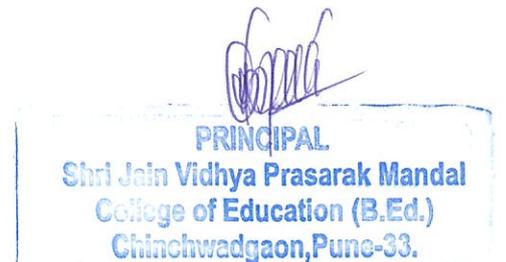
• **Nature of activities**

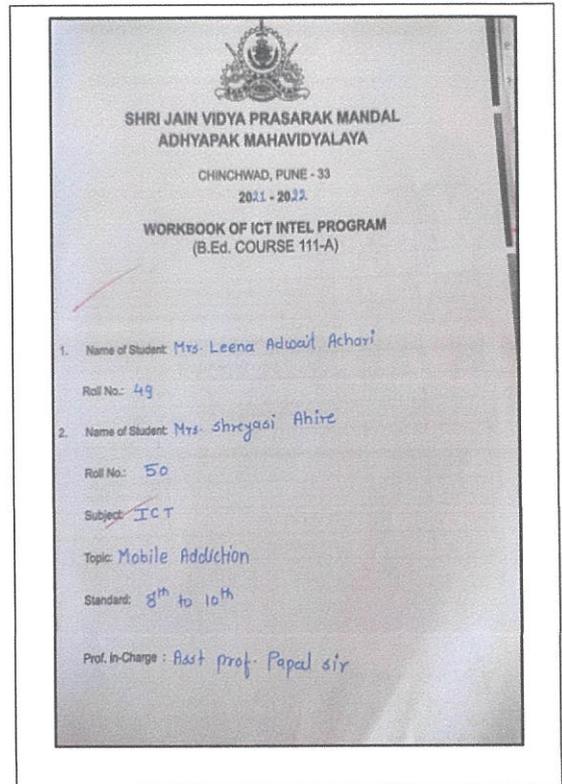
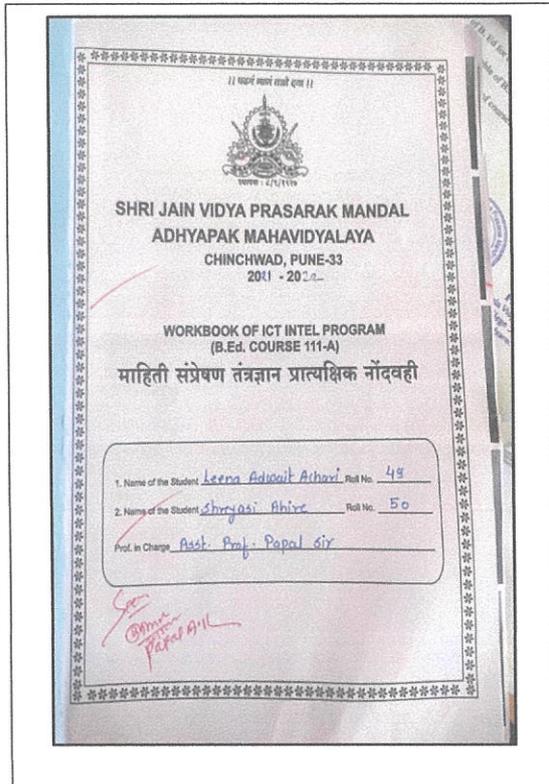
Different types of activities are planned in the institution to promote the collaborative tasks. Some of them are as explained below:

- 1) Group Discussions- Teachers divide the class into different groups. Student Diversity is addressed on the basis of their profile. All types of learner are involved in the group discussion So that views and understanding of learners can be shared among all.
- 2) Peer Tutoring- SJVPMCOE focuses on peer tutoring more. Students facing problem in the content can discuss with each other. They are provided with the special time.
- 3) Seminars-Students have been motivated for presenting seminars on different topics of subjects. So that different types of experiences can be provided to all types of learners.

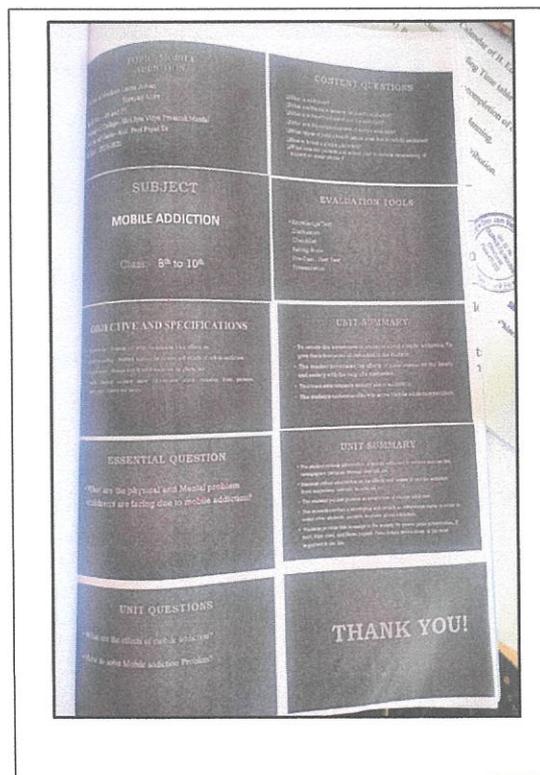
• **Outcomes**

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



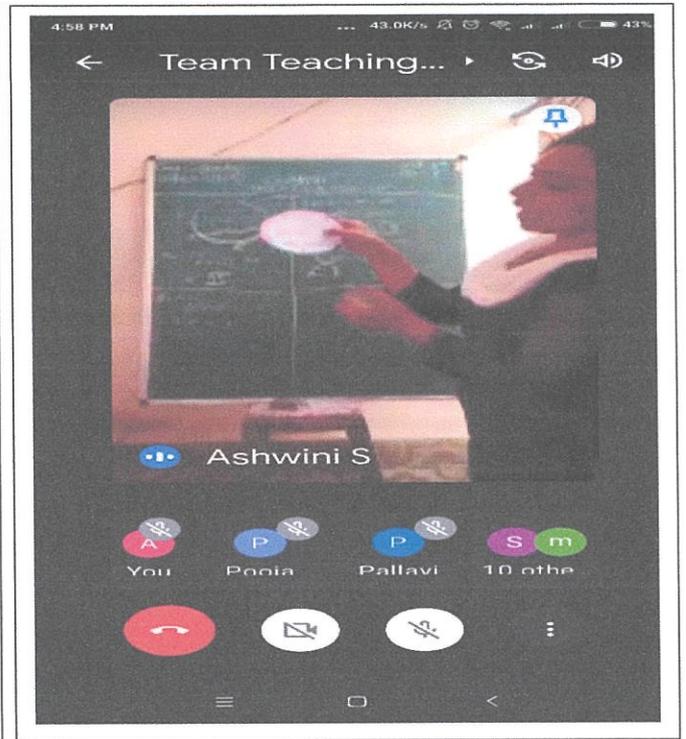
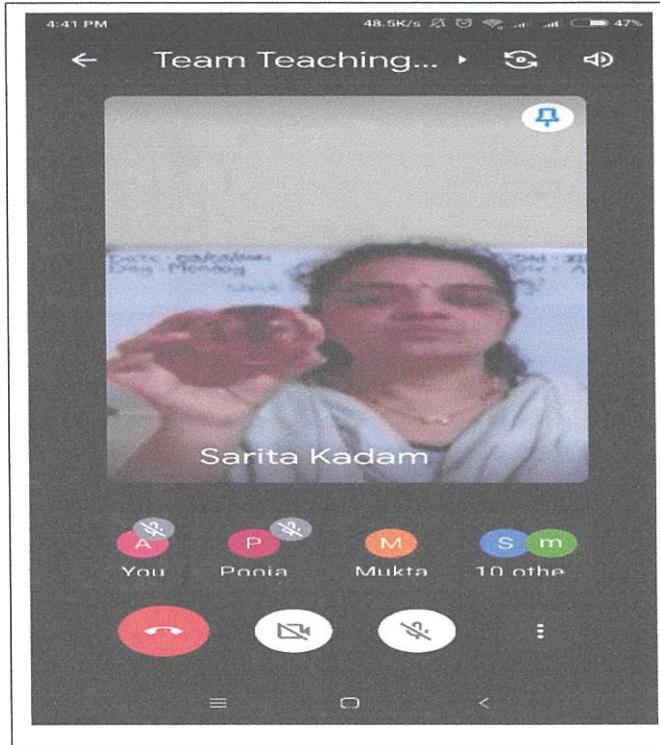


Collaborative Task 111A ICT P



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B. Ed. Course 108 & 109 Team Teaching



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



!! पढमं नाणं तओ दया !!

SHRI JAIN VIDYA PRASARAK MANDAL
COLLEGE OF EDUCATION

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Website: www.sjvpmcoe.in

Email: sjvpmbed@gmail.com

Dr. Kothawade P.L.

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

Ref.

Date :

REPORT ON REMEDIAL LEARNING ENGAGEMENT

Main focus of SJVPMCOE is on Remedial Learning engagement activities. The students in class are from different backgrounds. Levels of understanding of students are different. Learning capacities of all the students are not same. So, SJVPMCOE is focused on providing the remedial classes for the weak students in class.

• **Objectives:**

Objectives of Remedial Learning Engagement are:

1. To provide learning support to weak students
2. To provide learning activities and practical experiences to students according to their abilities and needs.
3. To design individualized educational programmes
4. To help pupils consolidate their basic knowledge in different subjects
5. To master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

• **Nature of activities:**

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

- 1) Discussion-Teachers explain the different topics of different subjects in multilingual way. They try to discuss the topics in more details with the weak students. Student Diversity is addressed on the basis of their profile. Use
- 2) Doubt Clearing Sessions- SJVPMCOE focuses on doubt clearing sessions more. Students facing problem in the content regarding fast speed in class can discuss why teacher. They are provided with the special time by teacher.
- 3) Notes Giving-Students have been provided notes both in English and Hindi by the teachers. Content from different books is also provided to students by teacher in remedial classes to help the weak students.

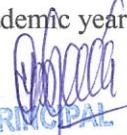
• **Outcomes**

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

• **Documents**

Records of different activities is maintained in the college register activity wise. Information about the teacher and students who attended the Sessions and nature of activity with the academic year and course name is clearly mentioned in the Register.




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

Time Table 2020

!! पढमं नानं लजो दया !!

Shree Jain Vidya Prasarak Mandal's
Adhyapak Mahavidyalaya, (B.Ed.)
Fattechand Marg, Chafeker Chowk Chinchwad, Pune 411033. Tel.: 020-27352274,
Approved by NCTE, Govt. of Maharashtra & Affiliated to Savitribai Phule Pune University

Dr. Kothawade P.L.
(M.Sc., M.A., M.Ed., Ph.D., NET)
Principal

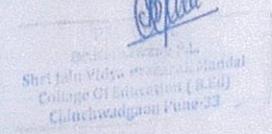
Date: 12/03/2020

All B..Ed Ist year Student Teacher are here by informed that ,from
Date: 16-03-2020 to 23-03-2020 Quality Development(Revision Lecture) will
be held in Seminar hall.
All Student teacher should be present in seminar hall according to
following Time Table.

Sr No	Subject Code	Date	Time	Name Of the Professor
1	B.Ed course 101	16-03-2020	3.00PM-5.00PM	Asst.Prof Dhoke A.A
2	B.Ed course 102	17-03-2020	3.00PM-5.00PM	Asst.Prof Shitole R.P.
3	B.Ed course 103	18-03-2020	3.00PM-5.00PM	Asst.Prof Dhoke A.A
4	B.Ed course 104	19-03-2020	3.00PM-5.00PM	Asst.Prof Papal A.R.
5	B.Ed course 105	20-03-2020	3.00PM-5.00PM	Asst.Prof Sakunde A.Y.
6	B.Ed course 106	21-03-2020	3.00PM-5.00PM	All Asst.Prof(Method Master)
7	B.Ed course 107	23-03-2020	3.00PM-5.00PM	All Asst.Prof(Method Master)

Principle


Class Teacher






Shri Jain Vidya Prasarak Mandal,
College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

Attendance 2021 = 2022

ATTENDANCE FOR REVISION LECTURE 2021-22							
Students Name	3/10/2022	3/11/2022	3/12/2022	3/14/2022	3/15/2022	3/16/2022	3/17/2022
CHATE VARSHA RAMCHANDRA	Dr	Dr	Dr	Dr		Dr	
CHHEDE SANDHYA VINOD	Sw	Sw	Sw		Sw	Sw	
CHASE NIVRUTTI ABASAHEB	Co	Co	Co	Co	Co	Co	
CHRE VANITA RAMBHAU	K. Co	K. Co	K. Co	K. Co	Co	Co	F. Co
CHRE SHIRISH ARUN	Am	Am	Am		Am	Am	Am
CHKULE POONAM ANIL	R.P.	R.P.		P.P.			P.P.
CHITOLE RUPALI ROHIDAS	Shitole	Shitole		Shitole		Shitole	Shitole
CHICHATE ANITA GUJABHAU	Co						
CHANGAR VIJAYSHREE AJIT		Am		Am	Am	Am	
CHADDE ASHWINI SOPAN	Co	Co	Co		Co	Co	Co
CHAD PRIYA PRAKASH	Priya	Priya	Priya	Priya	Priya	Co	Co
CHANDRE NAMUTAI RAMDAS	Co	Co	Co		Co		Co
CHANDRE VAIBHAV NAVNATH	Am	Am	Am	Am			Am
CHADKADE BHAVANA SATYAWAN			Am	Am	Am	Am	Am
CHADHAJAN PRATIKSHA RAJENDRA	P	P	P		P	P	P
CHADDOJA GUPTA	P. Gupta		P. Gupta	P. Gupta		P. Gupta	
CHADGATHE SACHIN ARJUN	Sw	Sw			Sw		Sw
CHADKESHIPANDE ATHARVA MAHESH	Sw	Sw			Sw		Sw
CHADGAGAN SYRIL ANTHONY	Sw	Sw	Sw		Sw	Sw	Sw
CHADRAMSWAMY PUSHPA RUBEN	m R	m R	m R	m R	m R		m R
CHADSONAWANE PRATIBHA SANTOSH	P	P	P			P	P
CHADSONAWANE VISHAKHA VIVEK							
CHADSAM ABISHEK ASHOK	Dr	Dr	Dr	Dr	Dr		Dr
CHADSAKARE SWATI SURENDRA	Saunt	Saunt	Saunt	Saunt	Saunt		Saunt
CHADSHINDE TUKARAM MADHAV	Sw	Sw	Sw	Sw	Sw		Sw
CHADCHAUDHARI RAJANI EKNATH	Co						
CHADWAGHMARE VISHAKHA RAMESH	Am						
CHADHINGE SWATI NAVNATH	Am						
CHADTHORT POOJA VISHAL	Am						
CHADJADHAV VIDYA VASANT	Am						
CHADBHUJBAL VIDYA VILAS	Am						
CHAD2 DABADE AMEET GURURAJA	Am						
CHAD3 GOSAVI SHAMIKA SANDESH	Am						
CHAD4 INSOL CYNTHIA RICHARD	Am						
CHAD5 KADAM SHAILAJA SANTOSH	Am						




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

Attendance 2020- 2021

Sl. no	Name of the Student	Ph. no.	Hobbies	Sig
1)	Ashwini Shivaji Shelke	9673847794	Drawing, Cooking	Ashel
2)	Radhika Suresh Masne	9146272842	Reading, Grotto, learning new things	R Masne
3)	Punam Rahul Rajput	8459675184	Reading & Writing	PP Raj
4)	Nikita Ashok Kothawade	9763580250	Reading newspaper	N Kothawade
5)	Annata Kamlesh Khannikar	9922992064	Reading, drawing	A Annata
6)	Zainab J. Malik	9518928969	Reading, singing	Zainab Malik
7)	Shital S. Rakhonde	9561845230	Drawing, travelling	S Rakhonde
8)	Anjali Kailash Chugrao	8888615070	Reading, teaching, dancing, sketching	A Chugrao
9)	Sonal Balasabeh Pawar	8999544982	Reading, cooking, teaching	S Pawar
10)	Pragati Ramesh Waghare	8830364775	Cooking	PP Waghare
11)	Patil Suvarna Bhagawad	9730385491	solving Problems, Reading	S Patil
12)	Shubhangi Vishal Nathlore	8698977634	Writing	S Nathlore
13)	Milam Dhananjay Kurkule	9921736822	Writing	M Kurkule
14)	Swati Prasad Godbole	9552224800	Singing, Reading	S Godbole
15)	Joshi Tejal Ganesh	8793035037	Reading	T Joshi
16)	Patil Shubhangi Parraj	9850907225	Drawing, Reading	S Patil
17)	Jaipreet Kaur Lofey	7350098442	Art, Music, Dance	J Lofey
18)	Poonam Sanjay Runkhir	9158886558	listening music	P Runkhir
19)	Kiran Vijay Mahajan	8767339014	Reading, Music	K Mahajan
20)	Swati Vrushabhraj Hegde	7276089947	Reading, cooking	S Hegde
21)	Pranali Nishant Patil	9146451679	Drawing, craft	P Patil
22)	Ashwini Anil Sasane	9021793192	Teaching, drawing	A Sasane
23)	Swati Tushar Achyut	7219269508	Reading, Teaching	S Achyut
24)	Sujata Shyam Hulsurkar	9511272256	Teaching, Singing	S Hulsurkar
25)	Yogita Parraj Bardiya	7972888988	Singing, Teaching	Y Bardiya
26)	Jayshri Swapni Bhavsar	9892766503	Teaching, Reading	J Bhavsar
27)	Chinmayee Dilip Bhale	9518522359	Dancing	C Bhale
28)	Pooja Mukunda Ghadge	8149226966	Singing, Reading	P Ghadge
29)	Amruta Anshu	9518572520	listening music, reading	A Anshu
30)	Sonika Sasane	7765381088	Reading & music	S Sasane
31)	Padmiksha Tekale	9356594095	Cooking & Drawing	P Tekale
32)	Khot Rajashree	9767390153	cooking & reading	R Khot
33)	Geeta Santoshkhadke	9579653283	music & Reading	G Khadke
34)	Pallavi Vaibhav Pawar	8888893402	travelling, listen music	P Pawar
60)	Purva Vyankatesh Madave	8805015014	travelling & reading	P Madave




 Sree Jain Vidya Prasarak Mandal
 College of Education (B.Ed.)
 Chinchwadgaon, Pune-33.

Attendance 2020-2021

Year 2020-21.

no.	Name of the student.	Ph. no.	Hobbies	Sign.
35	Jambhade Nanda Silesham	8605203588	Teaching, Reading	Jambhade N.S
36	Belhekar Ashwarya Anupal	8600188268	Teaching, Reading	Ashwarya
37	Ashwini Dadaso Petli	9786959411	cooking, Teaching	Petli
38	Swati Umakant Vhanbade	9860604826	Teaching, cooking	Swati
39	Mangal. Sundappamdi	9146877852	Reading, teaching	Mangal
40	Pooja. Karnawat	7198667199	cooking, teaching	Karnawat
41	Pratisha Bhogal	9890222599	Reading, Art	Pratisha
42	Pondkule pooja Anil	8805616788	Reading, teaching	Pondkule
43	Rakhee Narayan	9561125552	Teaching	Rakhee
44	chavan Snehal Vijay	9829448917	Teaching	Chavan
45	Dhabale Mukta Nagesh	9870127624	writing, painting, singing	Dhabale
46	Sujatha. Paritkar	8452984512	Drawing, Singing, Writing	Sujatha
47	kulkarni APARNA	8087855333	Drawing, Reading	Kulkarni
48	Shaikh Jubin I.	9860078606	Drama, Writing, Acting, direction etc	Shaikh
49	Prasad Pandurang Zundare	9921702253	Teaching, Travelling	Prasad
50	Shashikant M. Akadwad	7798511115	Teaching, Reading	Shashikant
51	Alston Fernandes	9920425937	Music & Pets	Alston
52	Nitin R. Ovhad.	9907477938	Meditation, Reading	Nitin
53	Ravi Raj Kumar.	8446006688	Teaching, Selfstudy	Ravi
54	Anuja S. Taware	9860891319	Reading, Teaching	Anuja
55	Muskan A. Karia	9762008220	Learning new things, reading, cooking, being around kids.	Muskan
56	Ms. Manisha Sonawane	9325623138	Learning new things, teaching & gain knowledge for myself.	Manisha
57	Rupali H. Sannt	9545455907	Reading.	Rupali
58	Ashwini J. Sutar	9158211188	Learning new things, cooking	Ashwini
59	Mayuri Y. Thakre	7767015857	Teaching	Thakre




 Principal
 Shri Jain Vidya Prasarak Mandar
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 Chinchwadgaon, Pune-33.



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NCTE CODE- 123228/2015

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

Website: www.sjvpmcoe.in

Email: sjvpmbed@gmail.com

Dr. Kothawade P.L.

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

Ref.

Date :

REPORT ON LEARNING ENHANCEMENTS

SJVPMCOE are tries on providing various learning Enhancements to students. The students in class are from different backgrounds. level of understanding of students are different. So SJVPMCOE focused on various experiences for interaction with the students.

• **Objectives:**

Objectives of learning Enhancements activities are

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

• **Nature of activities:**

Different types of activities are planned in the institution to provide learning enhancement experiences. Some of them are as explained below:

- 1) Educational Visits- Teachers plan educational visits to different places that will provide real life experiences to the students for improvement in their learning abilities. Some of the places are Science Lab Visit, Visit to Raja Dinkar Kelkar Meusium , Visit to SCERT.
- 2) Guest Lectures-To achieve expertise in some topics related to content, talks by experts in that area is the main focus of the institution. The experts from outside also emphasise on catering to needs of all types of learners.
- 3) Seminars/workshops by experts-To address the student diversities, enrichment activities like Seminars and workshops are arranged on different topics by experts.

• **Outcomes:**

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




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Chinchwad , Pune-411033

(B.Ed.-211: Drama and Art in Education)

Practical No:-A

Appreciation of Film / Drama / Novel / Film etc

8th Aug. to 25th Aug. 2018

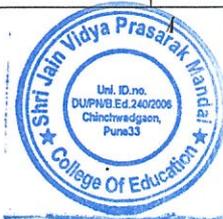
Name of the Activity	Sr. No	Duration in Hrs	Nature	Date	Time
Appreciation of Film / Drama / Novel / Film etc	01	1 ^{1/2} 16	Orientation, Planting of Scripts	8 th Aug. 18	03 to 04.30
	02	1 17	Group Formation	10 th Aug. 18	4.30 to 05.30
	03	8 ¹⁸ to 20	Watching movie /Reading/Script/Novel/Film etc	13 th Aug. to 20 th Aug. 18	3.00 to 5.30
	04	2 ^{1/2}	Report Writing	21 st to 25 th Aug.	03 to 05.30
	05	3	Presentation	24 th & 25 th Aug.	03 to 05.30
Total Hours		16			

Practical No :- B

Visit to an Art Gallery - 8th sept. 2018

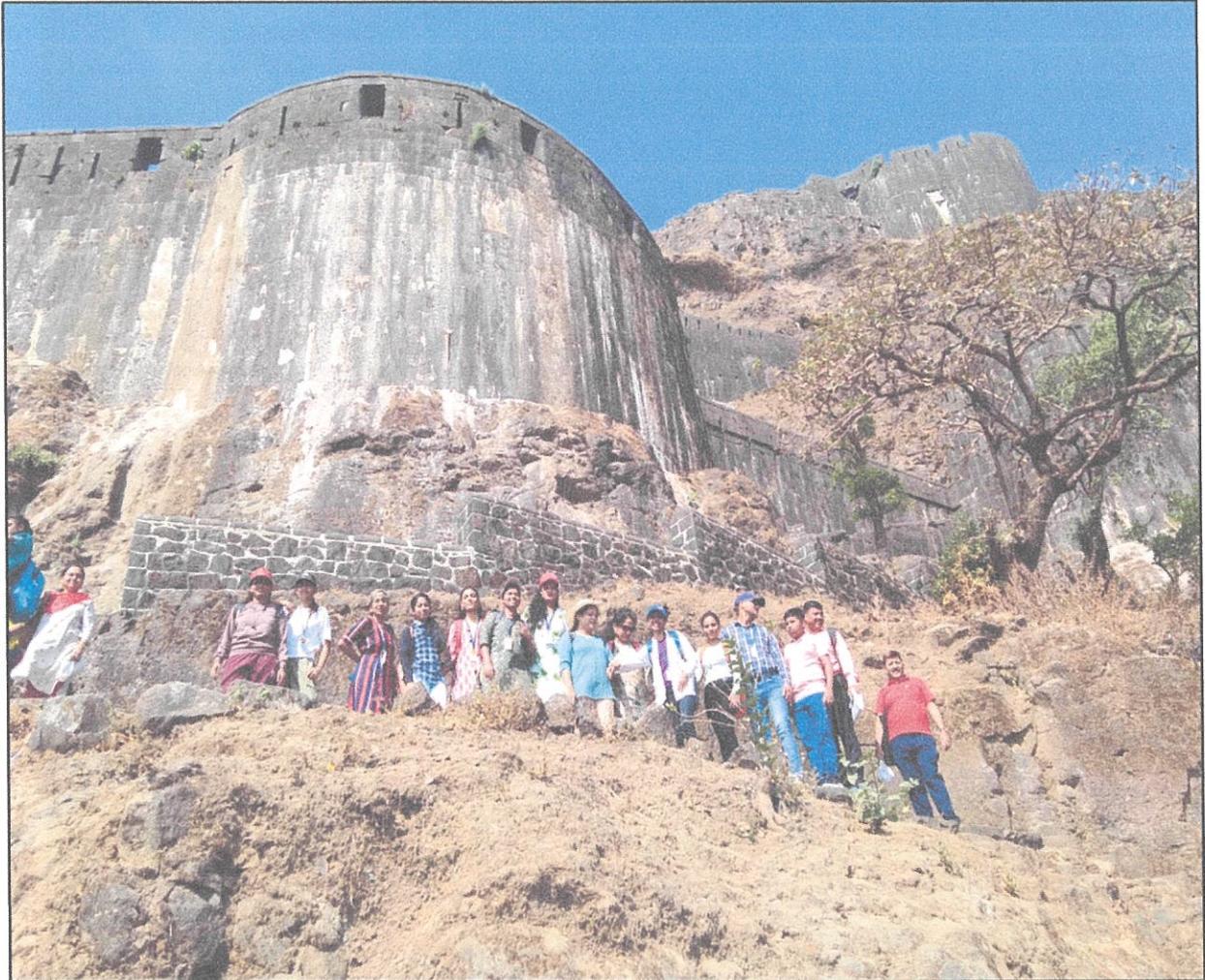
Name of the Activity	Sr. No	Duration in Hrs	Time	Nature	Date
Visit to an Art Gallery	01	2 ^{1/2} 16	11 to 01.30	Orientation of the Visit Objectives	12 th Aug. 18
	02	2 ^{1/2} 17	11 to 01.30	Selection of place for visit	13 th Aug. 18
	03	2 ^{1/2} 18	11 to 01.30	Planning of Visit	14 th Aug. 18
	04	2 ^{1/2}	11 to 01.30	Theme of Gallery	-11-
	05	2 ^{1/2} 16	11 to 01.30	<i>Actual experiences of the visit</i>	8 th Sept. 2018
	06	2 ^{1/2}	11 to 01.30	Report Writing	8 th sept. and
	07	1	11 to 01.30	Report Writing	Above.
	08			Report Writing	
	09			Final Submission	
Total Hours		16 hours			

Shitole
विभाग समुख
प्रा. शितीळे देवमा



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Chinchwadgaon Pune-33

Visit to Lohgad 2022-23



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Science lab visit 2021-22



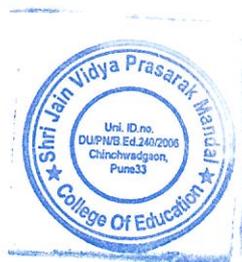
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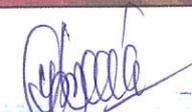
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Raja Dinkar Kelkar Visit 2020-2021



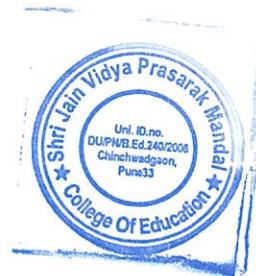

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2019-20 Nachiket Balgruh Visit



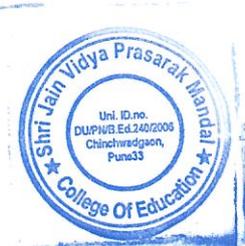

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2018-19 NSS Camp



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राजा दिनकर कुळकर सग्राहक क्षेत्रात

नाव	Sign
1) शिवाजी घोडके	Shilji
2) स्वाती खेकडे	Swati
3) प्रणाली शिंदे	Pranali
4) वेशाली शिंदे	Vishali
5) प्रामता खानप	Pratima
6) Sheeba Khan	Sheeba
7) Neha Sai	Neha
8) Sheeba Boges	Sheeba
9) Monica Bhasanza	Monica
10) Reshma Shinde	Reshma
11) Ashwarya - Nair	Ashwarya
12) Kavita - Nair	Kavita
13) Reshma Jagtap	Reshma
14) Jaysree Kulkarni	Jaysree
15) Upasana	Upasana
16) Ruchita Ghoshane	Ruchita
17) Praakya - Shirke	Praakya
18) Rajita Yemulg	Rajita
19) Sapriya Natwkar	Sapriya
20) Sharmila Lad	Sharmila
21) Rashmi Ajjkar	Rashmi
22) Manisha Shiralkar	Manisha
23) Sayali Bakshi	Sayali
24) Ashwini Panhabhai	Ashwini
25) Poshere Priyanka	Poshere
26) Karne Supriya	Karne
27) Shende Vinaya	Shende
28) Priyanka Khatake	Priyanka
29) Supriya Belekay	Supriya
30) Anil Shinde	Anil



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

श्री जैन विद्याप्रसारक मंडळ अध्यापक महाविद्यालय

चिंचवडगाव, पुणे ३३.

दि.२१/०३/२०२३

सूचना

सर्व विज्ञान अध्यापन पद्धतीच्या विद्यार्थ्यांना सूचित करण्यात येते की, बी.एड.अभ्यासक्रमांतर्गत कोर्स क्र.106-0८ शालेय विषय आणि नियमांचे आकलन या विषयाचे प्रात्यक्षिक कार्य "विज्ञान प्रयोग शाळेस भेट" याचे उद्बोधन दिनांक २८/०३/२०२३ यादिवशी करण्यात येणार असून सदर उद्बोधनासाठी सर्व विद्यार्थ्यांची उपस्थिती अनिवार्य आहे याची सर्वांनी नोंद घ्यावी.

विषय प्राध्यापक

प्रा.रश्मी राठोड

सूचना वगळीत वाच्युन दाखीव
प्राचार्य
श्री जैन विद्या प्रसारक मंडळ संघ
अध्यापक महाविद्यालय
चिंचवडगाव, पुणे ४११०३३.

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Dr. Kothawade P.L.

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

Ref.

Date :

REPORT ON MULTILINGUAL INTERACTION

SJVPMCOE is focused on providing multilingual interaction. The students in class are from different backgrounds. Levels of understanding of students are different. So SJVPMCOE is focused on using different languages for interaction with the students.

• Objectives

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

1. a more comprehensive and differentiated view of the linguistic reality of contemporary society
2. the integration of language learning in personal development
3. a more general validity of acquired knowledge and skills
4. And more cooperation between the different subject areas.

• Nature of activities

Different types of activities are planned in the institution to promote the multilingual interaction and inputs with the students. Some of them are as explained below:

- 1) Explanation- Teachers explain the different topics of different subjects in multilingual way. They use both English and Marathi language. Student Diversity is addressed on the basis of their profile. Use of both languages is done keeping in view the needs of learner.
- 2) Doubt Clearing Sessions- SJVPMCOE focuses on doubt clearing sessions more. Students facing problem in the content regarding medium of instruction can discuss with teacher. They are provided with the special time by teacher.
- 3) Notes Giving-Students have been provided notes both in English and Marathi by the teachers. Material from different books in English and Marathi are also provided to students by teachers.

• Outcomes

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




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College of Education (B.Ed.)
Chinchwadgaon, Pune-33.



Presented by:

ASST. PROF. RATHOD RASHMI

- Unit-1-अध्ययन सिद्धांत आणि अनुदेशन व्यूहरचना
- Unit-1 Learning Theories and Instructional Strategies

- 1.1 Concept Of Learning (अध्ययनाची संकल्पना)
- 1.2 Transfer Of Learning (अध्ययन संक्रमण)
- 1.3 Traditional Theories Of Learning (अध्ययनाचे पारंपारिक सिद्धांत व त्याचे शैक्षणिक उपयोग)

Learning

Learning is defined as the modification in behaviour through experience.
It is the change in the behaviour of an individual brought about but through his own experiences.
Learning is different from maturation in many respects.

L.D Crow defines learning as a "continuous development change in the behavior created as a reaction on different occasions to fulfill the needs of life"

Robert S. Woodworth defines learning "learning is the result of experience"

अध्ययन

- शिक्षणाची व्याख्या अनुभवाद्वारे वर्तनातील बदल अशी केली जाते.
- एखाद्या व्यक्तीच्या वर्तनातील बदल हा त्याच्या स्वतःच्या अनुभवातून घडतो.
- अनेक बाबतीत शिकणे परिपक्वतेपेक्षा वेगळे आहे.

L.D क्रो

"जीवनाच्या गरजा पूर्ण करण्यासाठी वेगवेगळ्या प्रसंगी प्रतिक्रिया म्हणून तयार केलेल्या वागणुकीतील सतत विकास बदल."

रॉबर्ट एस वुडवर्थ

"शिकणे हा अनुभवाचा परिणाम आहे".

Concept of learning:

learning is enrichment of experiences in the learning there is an interaction of environment with the organism .learning occupies an important place in the school program ,without learning all efforts of children as well as teachers have no meaning.

learning is also processes the acquiring modification in existing knowledge scale habits through experiences practice exercise.

अध्ययन म्हणजे अनुभवांची समृद्धी

- अध्ययन म्हणजे अभ्यासांमध्ये पर्यावरणाचा जीवाशी संवाद असतो .
- शालेय कार्यक्रमात अध्ययनला महत्त्वाचे स्थान असते, मुलांचे तसेच शिक्षकांच्या सर्व प्रयत्नांना अध्ययन शिवाय काहीच अर्थ नाही. अनुभव सराव व्यायामाद्वारे विद्यमान ज्ञान स्केल सर्वांमध्ये संपादन करण्याची प्रक्रिया देखील शिकणे आहे.

Definition

Gary learning is the process by which behavior is organ added or changes through practice and training"

Crow and crow learning is the acquisition of habits knowledge and attitudes it involves new ways of doing things in order to overcome obstacles or to just to new situations in enables the person to satisfy interest to attain goal".

गॅरी "अध्ययन ही प्रक्रिया आहे ज्याद्वारे वर्तन अंग जोडले जाते किंवा सराव आणि प्रशिक्षणाद्वारे बदलते".

क्रो आणि क्रो "अध्ययन म्हणजे सवयीचे ज्ञान आणि दृष्टीकोन यांचे संपादन करणे ज्यामध्ये अडथळे दूर करण्यासाठी किंवा फक्त नवीन परिस्थितींमध्ये गोष्टी करण्याच्या नवीन पद्धतीचा समावेश असतो ज्यामुळे व्यक्तीला ध्येय गाठण्यासाठी स्वतःस पूर्ण करण्यास सक्षम बनवते.

CHARACTERISTICS OF LEARNING

अध्ययनाची वैशिष्ट्ये

- Learning Is Growth
- Learning Is An Adjustment.
- Learning Is Organizing Experiences.
- Learning Is Purposeful
- Learning Is Intelligant
- Learning Is Active.
- Learning Is Both Individual And Social
- शिकणे म्हणजे वाढ होय.
- शिकणे हे एक समायोजन आहे.
- शिकणे हे उद्देशपूर्ण आहे.
- शिकणे बुद्धिमान आहे.
- शिकणे सक्रिय आहे.
- शिकणे हे वैयक्तिक आणि सामाजिक दोन्ही आहे..

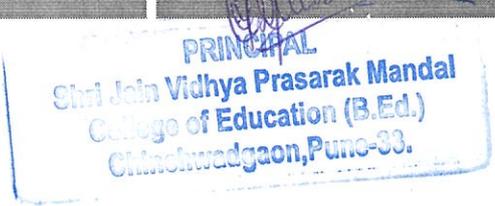
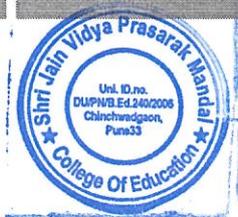
- Goal
- Motivational
- Exportation
- Modification
- Adjustment
- Revision
- Maturity
- Insight
- Continuous Process
- ध्येय
- प्रेरना
- आदान प्रदान
- फेरबदल
- समायोजन
- उजळणी
- परिपक्वता
- अंतर्दृष्टी
- अखंड प्रक्रिया

TYPES OF LEARNING

formal learning:

informal learning

Non formal learning



> Informal learning :

This type of learning is never organized rather than being guided by rigid curriculum (from daily life activities related to work family).

❖ Informal Education is :

1. Life long process.
2. Individual learns from daily experiences.
3. Individual learns from exposure to the environment at home, at work, at play etc.

मुक्त / सहज / प्रासंगिक शिक्षण :

या प्रकारचे शिक्षण कठोर अभ्यासक्रमाद्वारे मार्गदर्शन करण्याऐवजी कधीही आयोजित केले जात नाही (कामाच्या कुटुंबाशी संबंधित दैनंदिन जीवनातील क्रियाकलापामधून)

❖ मुक्त / सहज / प्रासंगिक शिक्षण :

- I. निरंतर प्रक्रिया.
- II. दैनंदिन अनुभवातून व्यक्ती शिकते असते.
- III. व्यक्ती घरातील, कामाच्या ठिकाणी, खेळात इत्यादी वातावरणाच्या संपर्कातून शिकते

Characteristics of Informal Education मुक्त / सहज / प्रासंगिक शिक्षणाची वैशिष्ट्ये

- It is independent of boundary walls.
- It has no definite syllabus.
- It is not pre-planned and has no timetable.
- No fees are required as we get informal education through daily experience and by learning new things.
- हे सीमा भितीपासून स्वतंत्र आहे.
- त्याचा कोणताही निश्चित अभ्यासक्रम नाही.
- हे पूर्वीनियोजित नाही आणि वेळापत्रकही नाही.
- दैनंदिन अनुभवातून आणि नवीन गोष्टी शिकून आपल्याला अनौपचारिक शिक्षण मिळते असल्याने कोणतेही शुल्क लागत नाही.




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Chinchwadgaon, Pune-33.

Meaning of Trial and Error Theory प्रयत्न प्रमाद अध्ययन उपपत्ती:

- E.L Thorndike postulated the trial and error learning theory in 1913.
- He first gave the idea of association between stimuli and response during the process of learning.
- He denoted this as S-R. Thorndike has defined "Learning is connecting. The mind is Man's Connection system"
- According to this theory, Learning takes place by trial and error. If learner faces any problem or a situation, he attempts one solution. If he gets failed, he rejects that solution and tries another one.
- E.L Thorndike यांनी 1913 मध्ये चाचणी आणि त्रुटी शिक्षण सिद्धांत मांडला.
- त्यांनी प्रथम शिकण्याच्या प्रक्रियेदरम्यान उत्तेजना आणि प्रतिसाद यांच्यातील संबंधाची कल्पना दिली.
- त्यांनी हे S-R म्हणून सूचित केले. थॉर्नडाइकने व्याख्या केली आहे "शिकणे म्हणजे जोडणे. मन ही माणसाची जोडणी यंत्रणा आहे" या सिद्धांतानुसार, शिकणे चाचणी आणि त्रुटीद्वारे होते.
- शिकणारयाला कोणतीही समस्या किंवा परिस्थिती भेडसावल्यास, तो एक उपाय करण्याचा प्रयत्न करतो, तो अपयशस्वी झाल्यास, तो तो उपाय नाकारतो आणि दुसरा प्रयत्न करतो.

Meaning of Trial and Error Theory प्रयत्न प्रमाद अध्ययन उपपत्ती

- In this way, learner keeps on rejecting wrong responses until reaches a correct solution accidentally.
- During the process of trial and error, learner makes random activities but always includes systematic and relevant responses.
- अशाप्रकारे, जोपर्यंत चुकून योग्य तोडगा निघत नाही तोपर्यंत विद्यार्थी चुकीचे प्रतिसाद नाकारत राहतो.
- चाचणी आणि त्रुटीच्या प्रक्रियेदरम्यान, शिकणारा यादृच्छिक क्रियाकलाप करतो परंतु नेहमी पद्धतशीर आणि संबंधित प्रतिसाद समाविष्ट करतो.

THORNDIKE'S EXPERIMENT

CAT IN PUZZLE BOX



- Selection of Proper Movements
- After attempting number of random trials, finally cat learned the proper way of opening door Fixation At last, the cat eliminated the incorrect trials and learned/fixated the correct way of opening the door.
- Now, the cat was learnt enough to open the door without any error.
- योग्य हालचालीची निवड यादृच्छिक चाचण्यांच्या.
- अनेक प्रयत्नानंतर, शेवटी, माजरीने दरवाजा उघडण्याचा योग्य मार्ग शिकला अखेरीस, माजरीने चुकीच्या चाचण्या दूर केल्या आणि दरवाजा उघडण्याचा योग्य मार्ग शिकला/निश्चित केला.
- आता, माजर कोणत्याही त्रुटीशिवाय दार उघडण्यास पुरेसे शिकले होते

Principles of Trials and Error Theory:

Primary Laws

1. Law of Effect:

According to Thorndike, during learning stimuli and response are associated. Also, Behaviour can be modified with its consequences. This phenomenon is called Law of Effect. This states that if trials leads to satisfaction strengthen the connection whereas the dissatisfaction and pain leads to weaken the association and connection.

2. Law of Readiness:

This law also known as 'law of action tendency'. This law is related with preparatory adjustment. According to this, learning takes place when an organism gets ready to learn.

3. Law of Exercise: According to this law, practice or drill helps in increasing the efficiency of performance during learning. S-R bond gets strengthened with whereas gets weakened with not doing practice.

Secondary Laws: Law of multiple response Law of set or Attitude Pre-potency of elements Law of response by Analogy Law of associative shifting

प्रयत्न प्रमाद सिद्धांताची तत्त्वे

प्राथमिक नियम

- परिणामाचा नियम: थॉर्नडाइकच्या मते, शिकण्याच्या दरम्यान उत्तेजना आणि प्रतिसाद संबंधित आहेत. तसेच, वर्तनाच्या परिणामासह सुधारित केले जाऊ शकते. या घटनेला प्रमादवा कायदा म्हणतात. हे असे सांगते की जर चाचण्या समाधानाकडे नेते अशातील तर संबंध मजबूत होते तर असंतोष आणि वेदनामुळे संबंध कमकुवत होते.
- तयारीचा नियम: हा कायदा 'कृती प्रवृत्तीचा कायदा' म्हणूनही ओळखला जातो. हा कायदा पूर्वतयारी समाशोचनाशी संबंधित आहे. यानुसार, जेव्हा एखादा जीव शिकण्यासाठी तयार होतो तेव्हा शिक्षण होते.
- सारावाचा नियम: या कायदानुसार, सराव किंवा प्रयत्नांमळे शिकण्यादरम्यान कामगिरीची कार्यक्षमता वाढण्यास मदत होते. S-R बॉन्ड मजबूत होती तर सराव न केल्याने कमकुवत होती.

दुय्यम कायदे: बहुविध प्रतिसादाना नियम सारवा किंवा कृतीचा घटकाचा पूर्व-शक्तीचा कायदा / साध्य कायदाद्वारे प्रतिसादाना कायदा

Educational Implications of Trial And Error Theory:

- This approach is helpful for weaker and students with learning difficulties.
- Role of incentive helps in strengthening the S-R bond.
- It also helps in removing the superstitions.
- It is more helpful for younger students.
- It also helps in eradicating the bad habits and developing good habits It helps to develop reading and writing skills among the young children

Educational Implications It gives the importance of motivation in the learning process. Learning should always be purposeful and goal oriented It focuses on the need of readiness and preparedness in learning

प्रयत्न प्रमाद सिद्धांताचे शैक्षणिक परिणाम:

- हा दृष्टिकोन दुर्बल आणि शिकण्यात अडचणी असलेल्या विद्यार्थ्यांना उपयुक्त आहे. प्रोत्साहनाची भूमिका S-R बॉन्ड मजबूत करण्यास मदत करते.
- तसेच अंधश्रद्धा दूर होण्यास मदत होते.
- हे तरुण विद्यार्थ्यांसाठी अधिक उपयुक्त आहे.
- हे वाईट सवयींचे निर्मूलन आणि चांगल्या सवयी विकसित करण्यास मदत करते.
- हे लहान मुलांमध्ये वाचन आणि लेखन कौशल्ये विकसित करण्यास मदत करते. शैक्षणिक परिणाम हे शिकण्याच्या प्रक्रियेत प्रेरणाचे महत्त्व देते.
- शिकणे हे नेहमी हेतुपूर्ण आणि ध्येयाभिमुख असले पाहिजे ते शिकण्यासाठी तयारतो आणि तयारीच्या गरजेवर लक्ष केंद्रित करते

EDUCATIONAL IMPLICATIONS OF THORNDIKE'S TRIAL & ERROR THEORY

- RESULTED IN MANY DISCOVERIES/INVENTIONS
- TEACHER TRIES TO STRENGTHEN THE BONDS THROUGH REPETITION AND DRILL
- LEARNERS MUST BE MADE READY TO LEARN
- TEACHER CONNECTS THE PAST EXPERIENCE WITH THE NEW CONCEPT
- LEARNERS SHOULD BE ENCOURAGED TO WORK INDEPENDENTLY



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

PAVLOV'S CLASSICAL CONDITIONING (CONDITIONED RESPONSE) THEORY OF LEARNING



IVAN PETROVICH PAVLOV WAS A RUSSIAN PHYSIOLOGIST KNOWN PRIMARILY FOR HIS WORK IN CLASSICAL CONDITIONING. PAVLOV WON THE NOBEL PRIZE FOR PHYSIOLOGY OR MEDICINE IN 1904, BECOMING THE FIRST RUSSIAN NOBEL LAUREATE.

TWO STIMULI ARE LINKED TOGETHER TO PRODUCE A NEW LEARNED RESPONSE IN A PERSON OR ANIMAL

WHAT IS CLASSICAL CONDITIONING?

Classical Conditioning can be defined as a type of learning in which a stimulus acquires the capacity to evoke a reflexive response that was originally evoked by a different stimulus.

- This occurs when the two stimuli have been associated with each other.
- Classical conditioning is a learning process that occurs through associations between an environmental stimulus and a naturally occurring stimulus.
- It had a major influence on behaviourism which is based on the assumption that learning occurs through interactions with the environment.

एकाद्या व्यक्तीमध्ये किंवा प्राण्यांमध्ये नवीन शिकलेला प्रतिसाद निर्माण करण्यासाठी दोन उत्तेजना एकमेकांशी जोडल्या जातात

अभिज्ञात अभिसंधान म्हणजे काय?

विशिष्ट चेतक व विशिष्ट प्रतिक्रिया यांचा साहचर्य संबंध प्रस्थापित करणे म्हणजे अध्ययन होय

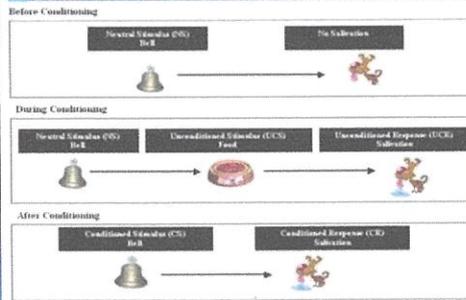
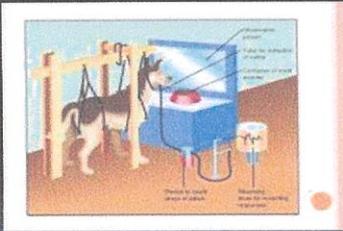
अभिज्ञात अभिसंधान व्याख्या एक प्रकारचे शिक्षण म्हणून केली जाऊ शकते ज्यामध्ये एक उत्तेजक प्रतिक्रिये प्रतिसाद निर्माण करण्याची क्षमता प्राप्त करतो जो मूळतः वेगळ्या उत्तेजनाद्वारे उत्तेजित होतो.

म्हणजे दोन उत्तेजना एकमेकांशी संबंधित असतात तेव्हा हे घडते.

अभिज्ञात अभिसंधान ही एक शिकण्याची प्रक्रिया आहे जी पर्यावरणीय उत्तेजना आणि नैसर्गिकरित्या उद्भवणारी प्रेरणा यांच्यातील संबंधाद्वारे उद्भवते.

वर्तनवादावर त्याचा मोठा प्रभाव होता जो पर्यावरणाशी परस्परसंबंधातून शिकतो या गृहितकावर आधारित आहे.

PAVLOV'S EXPERIMENT ON DOG



COMPONENTS OF CLASSICAL CONDITIONING

अभिज्ञात अभिसंधान उपपत्तीचे घटक

- The Unconditioned Stimulus (UCS) : A stimulus that naturally, and automatically triggers a response.
 - The Unconditioned Response (UCR) : The unlearned response that occurs naturally in response to the unconditioned stimulus.
 - the Conditioned Stimulus (CS) : A previously neutral stimulus that when paired with an unconditioned stimulus triggers a conditioned response.
 - The Conditioned Response (CR) : Learned response to the previously neutral stimulus.
- नैसर्गिक उत्तेजना (UCS): एक उत्तेजन जे नैसर्गिकरित्या आणि आपोआप प्रतिसाद करते.
 - नैसर्गिक प्रतिसाद (UCR): नैसर्गिक उत्तेजनाच्या प्रतिसादात नैसर्गिकरित्या उद्भवणारा नैसर्गिक प्रतिसाद.
 - ठराविक उत्तेजन (CS): पूर्वीचे एक तटस्थ उत्तेजन जे नैसर्गिक उत्तेजनासोबत जोडले जाते तेव्हा ठराविक प्रतिसाद होतो.
 - तटस्थ प्रतिसाद (CR): पूर्वीच तटस्थ उत्तेजनाला मिळालेला प्रतिसाद.

Principles of Classical conditioning

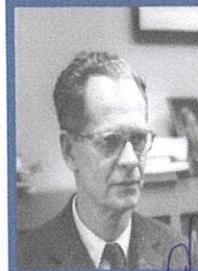
अभिज्ञात अभिसंधान उपपत्तीचे तत्वे

- Acquisition
- Reinforcement
- Extinction
- Spontaneous Recovery
- Stimulus Generalization
- Differentiation
- Inhibition
- संपादन
- मजबुतीकरण
- विलोपन
- उत्स्फूर्त पुनर्प्राप्ती
- उत्तेजक सामान्यीकरण
- भेद
- निषेध

EDUCATIONAL IMPLICATIONS OF CLASSICAL CONDITIONING THEORY

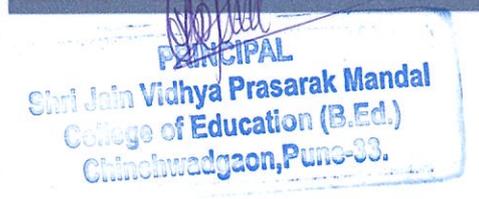
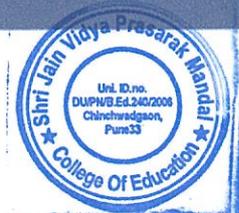
- FEAR, LOVE AND HATRED TOWARDS DIFFERENT SUBJECTS ARE CREATED THROUGH CONDITIONING
- USE OF AUDIO-VISUAL AIDS IN TEACHING LEARNING PROCESS INVOLVES THE CONDITIONING THEORY
- IN DEVELOPING DESIRABLE HABITS, INTERESTS, ATTITUDE, SENSE OF APPRECIATION IN THE CHILDREN, CONDITIONING THEORY HELPS
- UNHEALTHY ATTITUDES, SUPERSTITION, FEAR PHOBIAS CAN BE REMOVED THROUGH DE-CONDITIONING

SKINNER'S OPERANT CONDITIONING THEORY OF LEARNING



B.F. SKINNER WAS AN AMERICAN PSYCHOLOGIST, BEHAVIOURIST, AUTHOR, INVENTOR AND SOCIAL PHILOSOPHER. HE WAS PROFESSOR OF PSYCHOLOGY AT HARVARD UNIVERSITY FROM 1958 TO 1974.

A JUNE 2002 SURVEY LISTED SKINNER AS THE MOST INFLUENTIAL PSYCHOLOGIST OF THE 20TH CENTURY.



विशिष्ट उद्देश्य मिल्वण्यासाठी वेव्हा क्रिया ही साधक म्हणून उपयोगी पडते तेव्हा ती विशिष्ट साधनीभूत अभिसंधित हेतू असते आणि त्यातून अध्ययन घडून येते

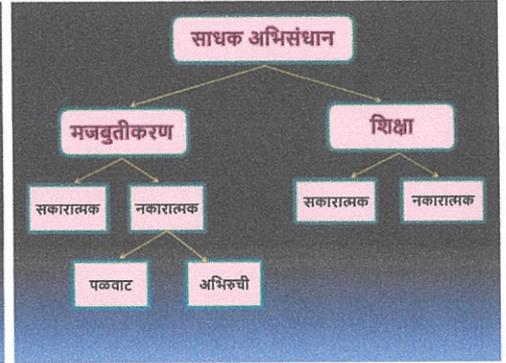
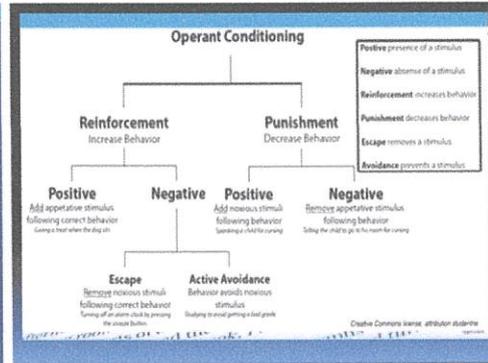
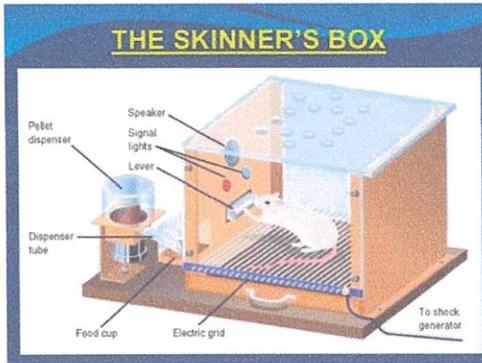
"WHEN ACTION IS USEFUL AS A SEEKER TO ACHIEVE A SPECIFIC GOAL, THEN IT IS A SPECIFIC INSTRUMENTAL, CONCISE PURPOSE, IT BECOMES LEARNING."

SKINNER IDENTIFIED THREE TYPES OF RESPONSES, OR OPERANT, THAT CAN FOLLOW BEHAVIOR.

1. **Neutral operant's:** responses from the environment that neither increase nor decrease the probability of a behaviour being repeated.
2. **Reinforces:** Responses from the environment that increase the probability of a behaviour being repeated. Reinforces can be either positive or negative.
3. **Punishers:** Responses from the environment that decrease the likelihood of a behaviour being repeated. Punishment weakens behaviour.

स्किनरने तीन प्रकारचे प्रतिसाद असतात हे ओळखले, जे वर्तनाचे अनुसरण करू शकतात.

1. नैसर्गिक प्रतिसाद वातावरणातील प्रतिसाद जे वर्तनाची पुनरावृत्ती होण्याची शक्यता वाढवत नाहीत किंवा कमी करत नाहीत.
2. मजबूतीकरण: वातावरणातील प्रतिसाद ज्यामुळे वर्तनाची पुनरावृत्ती होण्याची शक्यता वाढते. मजबूतीकरण एकतर सकारात्मक किंवा नकारात्मक असू शकते.
3. शिक्षा करणारे: वातावरणातील प्रतिसाद ज्यामुळे वर्तनाची पुनरावृत्ती होण्याची शक्यता कमी होते. शिक्षेमुळे वर्तन कमकुवत होते.



EDUCATIONAL IMPLICATION

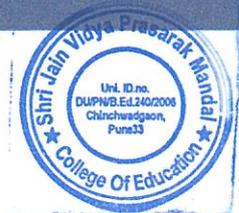
- Gradual study
- Component classification
- Incentives
- Personality development
- Reinforcement
- Motivation
- क्रम-बद्ध अध्ययन
- घटकाचे वर्गीकरण
- प्रोत्साहन
- चालना
- व्यक्तिमत्त्व विकास
- प्रबालीकरण
- प्रेरणा

EDUCATIONAL IMPLICATIONS OF OPERANT CONDITIONING THEORY

- CONDITIONING STUDY BEHAVIOUR
- CONDITIONING AND CLASSROOM BEHAVIOUR
- MANAGING PROBLEM BEHAVIOUR
- DEALING WITH ANXIETIES THROUGH CONDITIONING
- CONDITIONING GROUP BEHAVIOUR
- CONDITIONING AND COGNITIVE PROCESSES

KOHLER'S INSIGHT THEORY

WOLFGANG KOHLER WAS GERMAN PSYCHOLOGIST WHO, LIKE MAX WERTHEIMER AND KURT KOFFKA, CONTRIBUTED TO THE CREATION OF GESTALT PSYCHOLOGY



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

INSIGHT : MEANING

THE ABILITY TO HAVE A CLEAR, DEEP, AND SOMETIMES SUDDEN UNDERSTANDING OF A COMPLICATED PROBLEM OR SITUATION



❖ Insight learning is the sudden understanding of the relation between a problem and a solution

❖ मर्मदृष्टीमूलक म्हणजे समस्या आणि उपाय यांच्यातील संबंध अचानक समजून घेणे.

KOHLER'S INSIGHT THEORY

➤ IN THE 1920S, GERMAN PSYCHOLOGIST WOLFGANG KOHLER WAS STUDYING THE BEHAVIOUR OF APES

➤ HE DESIGNED SOME SIMPLE EXPERIMENTS THAT LED TO THE DEVELOPMENT OF ONE OF THE FIRST COGNITIVE THEORIES OF LEARNING, WHICH HE CALLED INSIGHT LEARNING. KOHLER CALLED THIS NEWLY OBSERVED TYPE OF LEARNING AS INSIGHT LEARNING



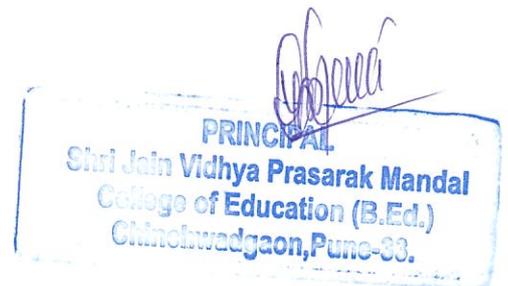
Educational implication of insight theory of learning

- An individual has insight into learning situation to context extent that he is able to understand the situation as a whole a solution to a problem is example of insight that results from integration of all the mental processes all the higher Learning takes place by this method
- Insight learning refers to sudden realization of a solution of a problem
- after a period of mental manipulation of aspects of problem for a while

मर्मदृष्टीमूलक सिद्धांताचा शैक्षणिक परिणाम

एखाद्या व्यक्तीला शिकण्याच्या परिस्थितीमध्ये संदर्भानुसार अंतर्दृष्टी असते की तो संपूर्ण परिस्थिती समजून घेण्यास सक्षम असतो एखाद्या समस्येचे निराकरण म्हणजे अंतर्दृष्टीचे उदाहरण जे सर्व मानसिक प्रक्रियांच्या एकत्रीकरणामुळे उद्भवते सर्व उच्च शिक्षण या पद्धतीद्वारे होते. अंतर्दृष्टी शिक्षण म्हणजे 'a' च्या समाधानाची अचानक जाणीव होणे समस्या काही काळासाठी समस्येच्या पैलूंच्या मानसिक हाताळणीच्या कालावधीनंतर

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Presented by
ASST. PROF. SHINDE SUHAS

Objectives: To enable the student teacher to

1. understand the concept of Advanced Pedagogy and its implementation in classroom
2. use of Pedagogical methods to meet the needs of diverse learners.
3. understand the concept, need and importance of ICT and its application in education
4. understand ICT based teaching-learning strategies & resources.
5. create awareness about appropriate use of ICT
6. develop educational material using advanced pedagogical strategies and ICT tools.

Practical Work (*any one from the given list*):

- Design a teaching plan for any unit of school subject by using methods of advanced pedagogy
- Develop a CAI Program on any one unit of your teaching method
- Review an educational mobile app and write a report.
- Develop e-content material for any one unit of School subject by using advanced pedagogical strategies.

PRACTICAL WORK

REVIEW AN EDUCATIONAL MOBILE APP AND WRITE A REPORT.

कोणत्याही एका शैक्षणिक मोबाईल ऍपचा (अनुप्रयोग)
आढावा व अहवाल लेखन




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

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EVALUATION SCHEME

- Introduction
- Concept of Mobile App.
- General Educational Uses of Mobile App.
- Technical Description of the selected Mobile App.
- Features/ Facilities/ Tools in the Mobile App.
- Educational Implication of Mobile App.
- Limitations of the Mobile App.
- Suggestions to improve the Mobile App.
- Screen Shots of the Mobile App.
- Overall Impression



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

Thank
You



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