



!! षडमं 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](http://www.sjvpmcoe.in)

Dr. Kothawade P.L.

Email: [sjvpmbed@gmail.com](mailto:sjvpmbed@gmail.com)

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

Ref.

Date :

## 2. 4.1 Documentry Evidences

- 1) Micro planning lesson plan
- 2) Technology Based Lesson plan
- 3) Science lab visit planning
- 4) Blood donation camp planning
- 5) Tree plantation
- 6) 106-03 Activity- I, completed by Students
- 7) 111-A Practical copy Student
- 8) IEP - Course Plan

## MICRO TEACHING LESSON NOTE

Name of the student teacher: Asst.Prof. Rathod R.B.

Skill: Set Induction (Introduction)

Teach/Reteach:

STD: 6th

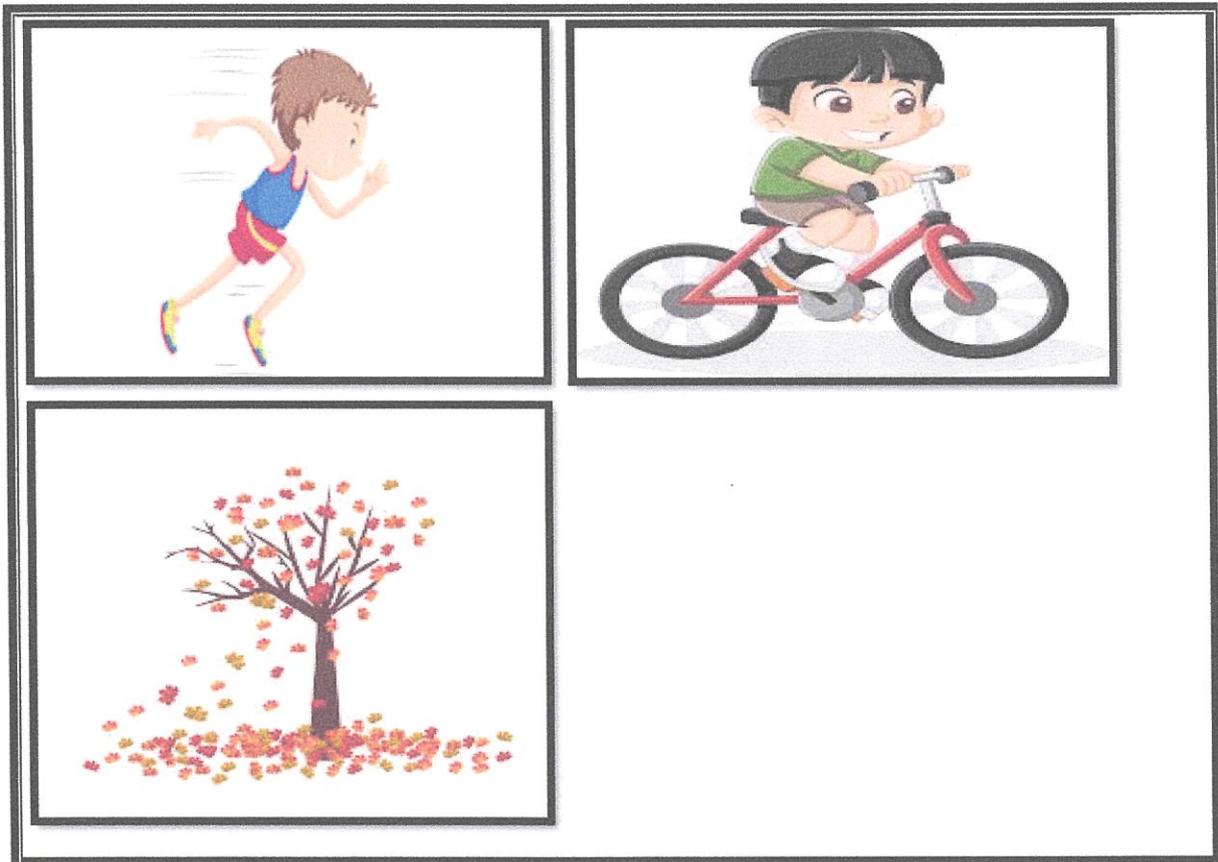
Div:A

Subject: Science

Unit: Motion

Subunit:

### TEACHING AIDS



SKILL	TEACHERS ACTIVITY	STUDENTS ACTIVITY	SUBSKILL
I N T R O D U C T I O N	Teacher enters in the classroom with smile and greet the students "Good Morning".	Student standard and also grade to teacher "Good morning".	Effective beginning
	Teacher asked the student to close books of previous subject.	Students close the books of previous subject.	
	Teacher moves a ball in front of all students and ask to students that		Revival of previous knowledge
	What have you seen now?	Student replies you move a ball.	
	Correct students, very good.		
	Now teacher shows some picture of motion and asked to students that		Creating curiosity and use of teaching aids
	What do you see in this first picture?	Student replies a girl is running in that picture	
	Yes correct answer very good		
	What do you see in the second picture?	Student replies a cycle is moving by a boy	Linking with topic
	Very good		
What do you see in the third picture?	Student replies leaves are falling from tree		
Very good			
Teacher do an activity teacher tells to student close the door	Student follows the direction of teacher and close the door	Active participation of students	



<b>Statement of Aim</b>	Teacher ask to students what do you see now?	Student replies answer	Disclosing the Statement of Aim
	correct answer		
	So today we are going to see about motion and different examples of motion	Student listen carefully	
	Teacher writes the topic and sub topic on the blackboard	Students write the topic and subtopic in their notebook	Title Writing

### BLACK BOARD WRITTING

Date:	Std:6
Day:	Div: A
Sub: Science Unit: Motion	
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**PRINCIPAL**  
**Shri Jain Vidhya Prasarak Mandal**  
**College of Education (B.Ed.)**  
**Chinchwadgaon,Pune-33.**

## INQUIRY TRAINING MODEL

**NAME OF SCHOOL :** Shri Jain Vidya Prasarak Mandals Adhyapak mahavidyalaya  
**NAME OF TEACHER :** Asst.Prof Rathod R.B.  
**STANDARD :** 8  
**SUBJECT :** Science  
**TIME:** 35 MINUTE  
**UNIT :** PATH OF LIGHT  
**TOPIC :** CONVEX MIRROR

### SELECTION OF THE TEACHING POINT CONCEPT:

The image of a object which sees on a convex mirror will be smaller than its original size.

### OBJECTIVES:

- Pupils develop scientific process skills.
- Ask data gathering verifications.
- Ask experiment questions.
- Analysis his own thinking process.
- Establish relationship

**MATERIAL REQUIRED:** Convex mirror, concave mirror , plane mirror.

TEACHERS ACTIVITY	STUDENTS ACTIVITY	STEPS OF MODEL
<p>A GENERATING GROUPS MOVES FOR THE FIRST PHASE OF THE MODEL.</p> <p>Today we are going to play a game called inquiry training model. I will explain a puzzle following rules of the game.</p> <p>Here are rules of the game you are to ask as many questions as possible to gather more information about the puzzling situation. You should frame your questions in such a way that the questions should be of yes or no type. And you have to find of the solution after seeing an experiment.</p>		<p>PHASE 1 Orientation the inquiry procedure and encounter with the problem.</p> <p>Teacher explains enquiry procedure</p> <p>ORIENTATION IN THE INQUIRY PROCEDURE</p>



Once upon a time there lived a very beautiful princess in Chin, named Ya sin Shu. She was very conscious for her beauty and her body structure. She was ready to use any type of material to increase her beauty. On her birthday, everybody gave her different types of face creams, tonic for increasing her glow of face, mirror for looking herself, make up set for increasing her beauty, and fruits for good health. On applying creams, having tonic & fruits, using make up set, she looked at the mirror. "Oh! No!!" she screamed. Her face was smaller than the original one.

Now you have to find out the reason by asking questions

To find out details you may now begin to ask questions.

T: No

T: Yes

T: No

T: No

T: No

T : No

S: Was it a dream of princess?

S: Did it happen due to gifts?

S: Was that Fruits are magical one?

S: Did it happen due to creams?

S: Did the tonic is for reducing size?

S: Was that make up set was given by enemy?

ENCOUNTER WITH THE EXPERIMENT

TEACHER PRESENTS THE EVENT

PHASE 2 DATA GATHERING VERIFICATIONS

Students ask questions



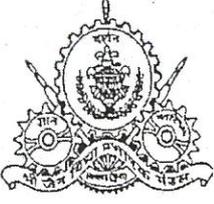
<p>T: No</p> <p>T: Yes you are right. Now I will show some materials which will help you to find the solution.</p> <p>T: I have different types of mirrors in my hand and by observing the mirrors you have to find the solution. And you may ask questions.</p> <p>T: Yes.</p> <p>T: Yes.</p> <p>T: very correct.</p> <p>T: Now can you say the reason for the first story?</p> <p>T: Yes.</p>	<p>S: Was that a magical mirror?</p> <p>S: It is not a plane mirror. Right?</p> <p>S: Can you allow doing our self?</p> <p>S: The image of the objects is different in size. Is it?</p> <p>S: The mirror which has budged surface will give the image of smaller size. Is it?</p> <p>S: The mirror has a budged surface.</p> <p>S: The image formed is smaller that original size.</p>	<p>PHASE 3 DATA GATHERING EXPERIMENTATION</p> <p>Students do experiments.</p> <p>Students develop hypothesis.</p> <p>PHASE 4 FORMULATION OF EXPLANATION</p>
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<p>T: yes. You are correct. Now can you say the name of the mirror? T: It is known as convex mirror.</p> <p>Can you suggest some incidents where convex mirror is used?</p> <p>T: very good.</p> <p>T: Now you analyze the inquiry procedure. What kind of question's did you ask?</p> <p>T: Very good.</p> <p>Thus you formed solutions of the problem by asking questions.</p>	<p>S: No</p> <p>S: In vehicle's rearview mirror.</p> <p>S: Questions related to mirrors. And by seeing the different type of mirrors and its image we found out that the mirror used was a convex mirror.</p>	<p>Students apply information</p>  <p>PHASE 5 ANALYSIS OF INQUIRY PROCESS</p> <p>Students analyses ITM</p>  <p>Teacher summarizes</p>
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University

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

**NOTICE**

**Date: 10.11.2021**

All B.Ed. students are hereby noticed that **Under the social service program we all students going to Visit a Punrutthan samrasta Gurukulam , chinchwad on 13.11.2021.** Students may carry the Needful items & Diwali sweets to distribute among students. All student present the program by following rules of social distancing.

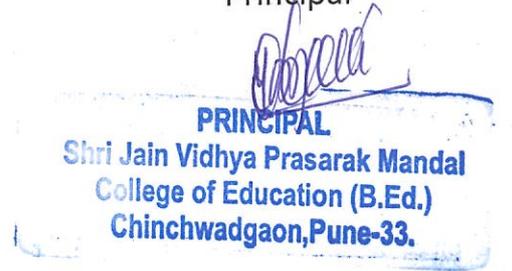
Venue: Punrutthan samrasta Gurukulam

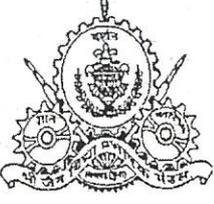
Time: 11:00 AM

*S. J. Patil*  
HOD



Principal





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**NOTICE**

Date:

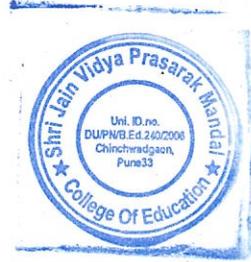
10.01.2023

All B.Ed. students are hereby noticed that **Swami Vivekanand & Rajmata Jijau Jayanti** celebration will be on **12.01.2023**. **Tree Plantation & Cleanliness Program** will organized in college. All student should attend the program on time. Attendance is compulsory to all.

Venue: Main seminar hall

Time: 11:00 AM

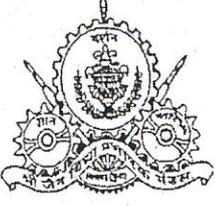
HOD  
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Principal

*[Signature]*

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**NOTICE**

**Date: 12.07.2023**

All B.Ed. students are hereby noticed that **Commemoration Day** of Late Shankarlalji Jogidasji Mutha, former Honorary General Secretary of the organization will be celebrated on **15.07.2023**. **Blood Donation Camp, Tree Plantation Programme & Hemoglobin Checkup Camp** will arrange on this occasion. Student may take a benefits of this camp. For more details contact to papal sir. All student should join the program on time.

Venue: SJVPM College of Education

Time: 10:00 AM

HOD

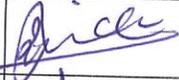


Principal

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

**B.Ed. SECOND YEAR ACTIVITY PLANNING 2022-23  
B.ED COURSE 201-205**

COURSE	COURSE NAME	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	SIGN.
201	Quality & Management of School Education	06/10/2022	27/03/2023	03/04/23	
202	Knowledge & Curriculum & Language Across the Curriculum	15/10/2022	28/03/2023	04/04/23	
203	School & Inclusive School	30/11/2022	29/03/2023	05/04/23	
204	<b>Electives Subjects</b> 204-01 Guidance & Counseling 204-02 Education for human right and peace education 204-03 Woman Education 204-06 EVS	07/10/2022 28/10/2022 28/10/2022 28/10/2022	30/03/2023	06/04/23	  
205	Additional Method – HIS GEO COMMERCE ICT PHY CHEM BIOLOGY MUSIC	15/11/2022 15/11/2022 28/10/2022 28/10/2022 14/10/2022 14/10/2022 14/10/2022 15/11/2022	31/03/2023	07/04/23	      



**Principal**

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Chinchwadgaon, Pune-411033

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

**B.Ed. SECOND YEAR FIRST ACTIVITY PLANNING 2022-23**

**B.ED COURSE 201-205**

COURSE	COURSE NAME	GIVEN DATE	SUBMISSION DATE	SIGN.
201	Quality & Management of School Education	06/10/2022	10/11/2022	
202	Knowledge & Curriculum & Language Across the Curriculum	15/10/2022	15/11/2022	
203	School & Inclusive School	30/11/2022	15/12/2022	
204	204-01 Guidance & Counseling 204-02 Education for human right and peace education 204-03 Woman Education 204-06 EVS	07/10/2022 28/10/2022 28/10/2022 28/10/2022	07/11/2022 15/11/2022 15/11/2022 15/11/2022	
205	Additional Method – HIS GEO COMMERCE ICT PHY CHEM BIOLOGY MUSI	15/11/2022 15/11/2022 28/10/2022 28/10/2022 14/10/2022 14/10/2022 14/10/2022 15/11/2022	30/11/2022 30/11/2022 30/11/2022 30/11/2022 21/11/2022 21/11/2022 21/11/2022 30/11/2022	



  
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## Shri Jain Vidya Prasarak Mandal's College of Education

Chinchwad , Pune-411033

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

Practical No:-A

Appreciation of Film / Drama / Novel / Film etc

8<sup>th</sup> Aug. to 25<sup>th</sup> Aug. 2018

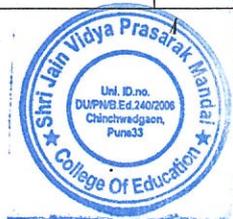
Name of the Activity	Sr. No	Duration in Hrs	Nature	Date	Time
Appreciation of Film / Drama / Novel / Film etc	01	1 <sup>1/2</sup> 16	Orientation, Planting of Scripts	8 <sup>th</sup> Aug. 18	03 to 04.30
	02	1 17	Group Formation	10 <sup>th</sup> Aug. 18	4.30 to 05.30
	03	8 18 to 20	Watching movie /Reading/Script/Novel/Film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

Practical No :- B

Visit to an Art Gallery - 8<sup>th</sup> sept. 2018

Name of the Activity	Sr. No	Duration in Hrs	Time	Nature	Date
Visit to an Art Gallery	01	2 <sup>1/2</sup> 16	11 to 01.30	Orientation of the Visit Objectives	12 <sup>th</sup> Aug. 18
	02	2 <sup>1/2</sup> 17	11 to 01.30	Selection of place for visit	13 <sup>th</sup> Aug. 18
	03	2 <sup>1/2</sup> 18	11 to 01.30	Planning of Visit	14 <sup>th</sup> Aug. 18
	04	2 <sup>1/2</sup>	11 to 01.30	Theme of Gallery	-11-
	05	2 <sup>1/2</sup> 19	11 to 01.30	<i>Actual experiences of the visit</i>	8 <sup>th</sup> Sept. 2018
	06	2 <sup>1/2</sup>	11 to 01.30	Report Writing	8 <sup>th</sup> sept. and
	07	1	11 to 01.30	Report Writing	Above.
	08			Report Writing	
	09			Final Submission	
<b>Total Hours</b>		<b>16 hours</b>			

Shitole  
विभाग प्रमुख  
प्रा. शितीळे रेवमा



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Chinchwadgaon, Pune-33  
Chinchwadgaon Pune-33

**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK MAHAVIDYALAYA,  
CHINCHWAD, PUNE-33**

**सूक्ष्म अध्यापन नियोजन वेळापत्रक**

[MICROTEACHING TIMETABLE AND PLANNING 2022 - 2023]

Sr No	दिनांक Date	वेळ Time	कौशल्य Skill	दिग्दर्शन पाठ/पाठ/ पुनःध्यापन पाठ Demo Lesson / Teach / Reteach	प्राध्यापकाचे नाव Name of Professor
1	31/12/2022	1.00-2.00	Orientation Of Microteaching	Orientation Of Microteaching	Asst.Prof.Rathod R.B.
	02/01/2023	2.30.00-4.00	Set Induction Skill	Orientation& Demo Lesson	Asst.Prof.Rathod R.B.
4.00.00-5.00		Lesson Note Guidance		All Professors	
2	03/01/2023	2.00-5.00		Teach and Reteach	
3	04/01/2023	2.30 -4.00	Blackboard Writing Skill	Orientation& Demo Lesson	Asst.Prof.Shitole R.P.
		4.00-5.00		Lesson Note Guidance	All Professors
	05/01/2023	2.00-5.00		Teach and Reteach	
4	06/01/2023	2.30.00-4.00	Questioning Skill	Orientation& Demo Lesson	Asst.Prof.Jawalikar A.D.
		4.00-5.00		Lesson Note Guidance	All Professors
	07/01/2023	2.00-5.00		Teach and Reteach	
5	09/01/2023	2.30-4.00	Stimulus Variations Skill	Orientation& Demo Lesson	Asst.Prof.Papal A.R.
		2.00-5.00		Lesson Note Guidance	All Professors
	10/01/2023	2.00-5.00		Teach and Reteach	



  
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CHINCHWAD, PUNE**

**सूक्ष्म अध्यापन नियोजन वेळापत्रक  
[ MICROTEACHING TIMETABLE AND PLANNING 2022 - 2023 ]**

Sr No.	दिनांक Date	वेळ Time	कौशल्य Skill	दिग्दर्शन पाठ/पाठ/ पुनःध्यापन पाठ Demo Lesson / Teach / Reteach	प्राध्यापकाचे नाव Name of Professor
6	11/01/20 23	2.30-4.00	Explanati on Skill	Orientation& Demo Lesson	Asst.Prof.Mali. S.K.
		4.00-5.00		Lesson Note Guidance	All Professors
	12/01/20 23	2.00-5.00		Teach and Reteach	
7	13/01/20 23	2.30-4.00	Closu re Skil l	Orientation& Demo Lesson	Asst.Prof.Sakun de A.Y.
		4.00-5.00		Lesson Note Guidance	All Professors
	16/01/20 23	2.00-5.00		Teach and Reteach	



  
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[ INTEGRATION LESSON TIMETABLE AND PLANNING 2022 - 2023 ]

Sr No	दिनांक Date	वे ळ Ti me	कौशल्य Skill	दिग्दर्शन पाठ/पाठ/ Demo Lesson / Teach	प्राध्यापकाचे नाव Name of Professor
1	17/01/2023	2.30- 4.00	Integration Lesson	Integration Lesson Orientation & Demo	Prof.Mali S.K.
		4.00 - 5.00	Lesson Note Guidance		All Professors
2	18/01/2023	2.00- 5.00	Integration Lesson	Teach	All Professors
3	19/01/2023	2.00- 5.00	Integration Lesson	Teach	
4	20/01/2023	2.00- 5.00	Integration Lesson	Teach	
5	21/01/2023	2.00- 5.00	Integration Lesson	Teach	
6	23/01/2023	2.00- 5.00	Integration Lesson	Teach	
7	24/01/2023	2.00- 5.00	Integration Lesson	Teach	



  
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**SHREE JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK MAHAVIDYALAYA,  
CHINCHWAD, PUNE**

**B.ED .COURSE 108 TEACHING COMPETENCY - I  
109 TEACHING COMPETENCY - II  
[TIMETABLE AND PLANNING 2022 - 2023]**

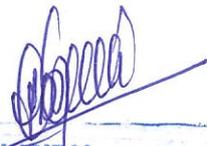
Sr. No.	दिनांक Date	वेळ Time	दिग्दर्शन पाठ/ पाठ Demo Lesson / Teach	प्राध्यापकाचे नाव Name of Professor
1	25/01/2023	2.30-4.00	Simulation Lesson Orientation	Asst.Prof.Shinde S.P.
		4.00-5.00	Group Discussion	All Professors
2	27/01/2023	2.30-4.00	Technology Based Lesson Orientation & Demo	Asst.Prof.Shinde S.P.
		4.00-5.00	T-B-L Lesson Guidance	All Professors
	30/01/2023	2.00-5.00	T-B-L Teach	
3	31/01/2023	2.00-5.00	T-B-L Teach	
4	01/02/2023	2.30-4.00	Team Teaching Lesson Orientation & Demo	Asst.Prof.Jawlikar A.D.. Asst.Prof.Papal Sir Asst.Prof.Mali S.K.
		4.00-5.00	T-T-L Guidance	All Professors
	02/02/2023	2.00-5.00	T-T-L Teach	
	5	03/02/2023	2.00-5.00	T-T-L Teach
6	04/02/2023	2.30-4.00	Concept Attainment Model Of Teaching Orientation And Demo	Asst.Prof.Sakunde A.Y.
		4.00-5.00	Inquiry Training Model Of Teaching Orientation And Demo	Asst.Prof.Rathod R.B.
7	06/02/2023	2.30-4.00	Advanced Organizer Model Orientation And Demo	Asst.Prof.Shitole R.P.
		4.00-5.00	Jurisprudential Enquiry Model Orientation And Demo	Asst.Prof.Shinde S.P.



  
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8	07/02/20 23	2.00-5.00	Technology Based Lesson 1 & 2	All Professors
9	08/02/20 23	2.00-5.00	Technology Based Lesson 1 & 2	All Professors
10	09/02/20 23	2.00-5.00	Team Teaching Lesson 1 & 2	All Professors
11	10/02/20 23	2.00-5.00	Team Teaching Lesson 1 & 2	All Professors
12	11/02/20 23	2.00-5.00	Models Of Teaching Lesson 1 & 2	All Professors
13	13/02/20 23	2.00-5.00	Models Of Teaching Lesson 1 & 2	All Professors



  
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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
2	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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Chinchwadgaon, Pune – 33**

**INTERNSHIP PLANNING 2018 -19**

<b>I – PART</b>		<b>(08 Weeks)</b>	
Sr. No	Week No.	Date	Details
1	Week 1	03/09/2018 to 08/09/2018	Lesson Plan Development Method - I
2	Week 2	10/09/2018 to 15/09/2018	Lesson Conduct & Peer Observation
3	Week 3	17/09/2018 to 22/09/2018	Organize Co-curricular Activity
4	Week 4	24/09/2018 to 29/09/2018	Organize Extra-curricular Activity
5	Week 5	01/10/2018 to 06/10/2018	Develop Unit Plan & Test Method I
6	Week 6	08/10/2018 to 13/10/2018	Conduct Unit Plan & Test Method I
7	Week 7	15/10/2018 to 20/10/2018	Study of Records Maintained by School Any 2
8	Week 8	22/10/2018 to 27/10/2018	Other School Activity Any One
<b>II – PART</b>		<b>(08 Weeks)</b>	
Sr. No	Week No.	Date	Details
1	Week 9	19/11/2018 to 24/11/2018	Lesson Plan Development Method – II
2	Week 10	26/11/2018 to 01/12/2018	Lesson Conduct & Peer Observation
3	Week 11	03/12/2018 to 08/12/2018	Organize Co-curricular Activity
4	Week 12	10/12/2018 to 15/12/2018	Organize Extra-curricular Activity
5	Week 13	17/12/2018 to 22/12/2018	Develop Unit Plan & Test Method II
6	Week 14	24/12/2018 to 29/12/2018	Conduct Unit Plan & Test Method II
7	Week 15	31/12/2018 to 05/01/2019	Study of Records Maintained by School Any 2 other than the activity studied in Part I
8	Week 16	07/01/2019 to 12/01/2019	Report Writing and Valediction

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स्थापना

8/9/1927

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## 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: 10/04/2023

All B..Ed Ist year Student Teacher are here by informed that ,from Date: 17-04-2023 to 24-04-2023 Quality Development(Revision Lecture) will be held in Seminar hall.

All Student teacher shoulde 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	17-04-2023	3.00PM-5.00PM	Asst.Prof Rathod R.B.
2	B.Ed course 102	18-04-2023	3.00PM-5.00PM	Asst.Prof Shitole R.P.
3	B.Ed course 103	19-04-2023	3.00PM-5.00PM	Asst.Prof Rathod R.B.
4	B.Ed course 104	20-04-2023	3.00PM-5.00PM	Asst.Prof Papal A.R
5	B.Ed course 105	21-04-2023	3.00PM-5.00PM	Asst.Prof Sakunde A.Y
6	B.Ed course 106	22-04-2023	3.00PM-5.00PM	All Asst.Prof(Method Master
7	B.Ed course 107	24-04-2023	3.00PM-5.00PM	All Asst.Prof(Method Master

*Papal A.R*  
Class Teacher

Principal

*P.L. Kothawade*  
Dr. Kothawade P.L.  
Shri Jain Vidya Prasarak Mandal  
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Chinchwadgaon Pune-33

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

B.ED. 106-03: UNDERSTANDING DISCIPLINES & SCHOOL  
SUBJECT

# GERUNDS, INFINITIVES AND PARTICIPLE

KESWANI HARSHITA DEEPAK

INCHARGE

ASST. PROF. SHINDE SUHAS PANDURANG

ACADEMIC YEAR

2019-2020

Verbals

Gerunds

Infinitives

Participles



  
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# GERUNDS

A **GERUND** IS A VERBAL THAT ENDS IN “**ING**” AND FUNCTIONS AS A **NOUN**.

**Gerund as subject:**

**Traveling** might satisfy your desire for new experiences.  
(Traveling is the gerund.)

**Gerund as direct object:**

They do not appreciate **singing**.  
(The gerund is singing.)

**Gerund as subject complement:**

My cat's favorite activity is **sleeping**.  
(The gerund is sleeping.)

**Gerund as object of preposition:**

The police arrested him for **speeding**.  
(The gerund is speeding.)



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A **GERUND PHRASE** IS A GROUP OF WORDS BEGINNING WITH A GERUND AND FOLLOWED MOST OFTEN BY MODIFIERS, DIRECT OBJECTS, AND/OR PREPOSITIONAL PHRASES.

The gerund phrase functions as the subject of the sentence.

**Finding a needle in a haystack** would be easier than what we're trying to do.

Finding (gerund)

a needle (direct object of action)

in a haystack (prepositional phrase)

The gerund phrase functions as the direct object of the sentence.

My teacher likes **questioning us on our math skills.**

questioning (gerund)

us (direct object of action)

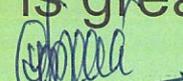
On our math skills (prepositional phrase)

## GERUND PUNCTUATION

- A gerund virtually never requires any punctuation with it.
- An exception would be:  
a gerund set off by commas because it is an appositive, not because it is a gerund.

Ex: My favorite sport, **running track**, is great exercise.



  
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## POINTS TO REMEMBER:

- \*A gerund is a verbal ending in -ing that is used as a noun.
- \*A gerund phrase consists of a gerund plus modifier(s), object(s), and/or complement(s).
- \*Gerunds and gerund phrases virtually never require punctuation.

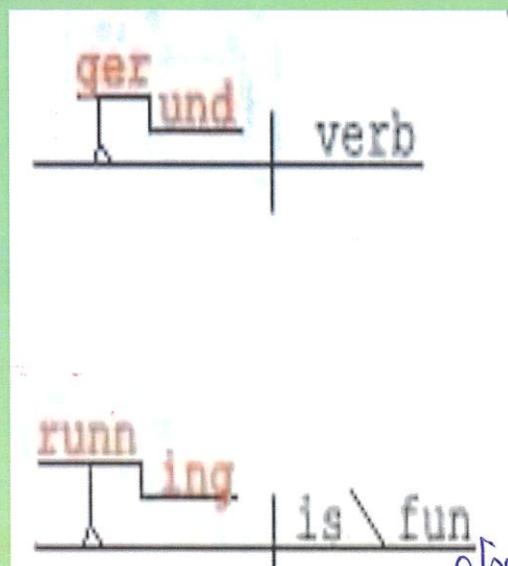
## DIAGRAMMING GERUNDS

*Running is fun.*

*running* = subject

*is* = verb

*fun* = SC



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# INFINITIVES

AN **INFINITIVE** IS A VERBAL CONSISTING OF THE WORD "**TO**" PLUS A VERB FORM AND FUNCTIONING AS A **NOUN, ADJECTIVE, OR ADVERB.**

To wait seemed foolish when action was required. (subject)

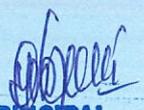
Everyone wanted to go. (direct object)

His ambition is to fly. (subject complement)

He lacked the strength to resist. (adjective modifying strength)

We must study to learn. (adverb modifying must study)



  
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# INFINITIVES VS. PREPOSITIONAL PHRASES

- Be sure not to confuse an infinitive—a verbal consisting of “to” plus a **verb form**—with a prepositional phrase beginning with “to”, which consists of “to” plus a noun or pronoun and any modifiers.
- **Infinitives:** to fly, to draw, to become, to enter, to stand, to catch, to belong
- **Prepositional Phrases:** to him, to the committee, to my house, to the mountains, to us, to this address

**AN INFINITIVE PHRASE** IS A GROUP OF WORDS CONSISTING OF AN INFINITIVE AND FOLLOWED MOST OFTEN BY MODIFIERS, DIRECT OBJECTS, AND/OR PREPOSITIONAL PHRASES.

We intended **to leave early**.

The infinitive phrase functions as the **direct object** of the verb *intended*.

to leave (infinitive)

early (adverb)

I have a paper **to write before class**.

The infinitive phrase functions as an **adjective** modifying *paper*.

to write (infinitive)

before class (prepositional phrase)

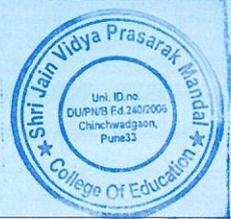
Phil agreed **to give me a ride**.

The infinitive phrase functions as **the direct object** of the verb *agreed*.

to give (infinitive)

me (indirect object of the infinitive)

a ride (direct object of the infinitive)



  
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# INFINITIVE PUNCTUATION

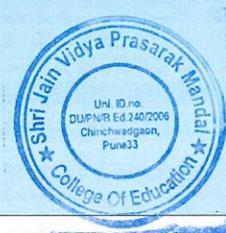
- If the infinitive is used as an adverb and is the beginning phrase in a sentence, it should be set off with a comma; otherwise, no punctuation is needed for an infinitive phrase, unless it is used as an appositive that is non-essential.
- *To buy a basket of flowers*, John had to spend his last dollar.
- *To improve your writing*, you must consider your purpose and audience.

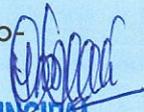
## POINTS TO REMEMBER:

\*An infinitive is a verbal consisting of the word "to" plus a verb; it may be used as a noun, adjective, or adverb.

\*An infinitive phrase consists of an infinitive plus modifier(s), object(s), complement(s) and/or prepositional phrases.

\*An infinitive phrase requires a comma only if it is used as an adverb at the beginning of a sentence (and sometimes as non-essential appositives).



  
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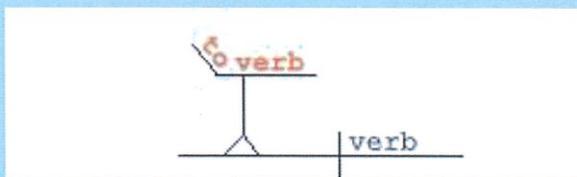
# SPLIT INFINITIVES

- Split infinitives occur when additional words are included between “to” and the verb form in an infinitive. This practice should be avoided in formal writing.

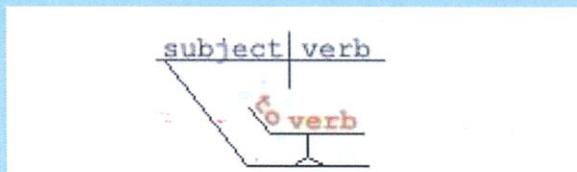
## Examples:

- I like to on a nice day walk in the woods. \*  
(unacceptable)  
On a nice day, I like to walk in the woods. (revised)
- I needed to quickly gather my personal possessions.  
(unacceptable)  
I needed to gather my personal possessions quickly.  
(revised)

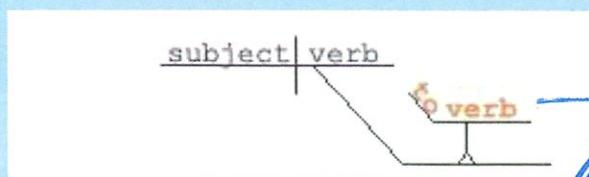
# DIAGRAMMING INFINITIVES



Infinitive as **subject**

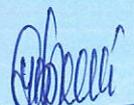


Infinitive as **adjective**



Infinitive as **adverb**



  
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# PARTICIPLES

- A Participle is a verbal that is used as an **adjective** and most often ends in “*ing*” or –“*ed*” (*from the present & past participle form of the verb*).
- The crying baby had a wet diaper.
- Shaken, he walked away from the wrecked car.
- The burning log fell off the fire.
- Smiling, she hugged the *panting* dog.



*Shree*

# PARTICIPLE PUNCTUATION

- When a participle phrase begins a sentence, a comma should be placed after the phrase.
- Arriving at the store, I found that it was closed.

If the participle or participle phrase comes in the middle of a sentence, it should be set off with commas only if the information is not essential to the meaning of the sentence.

- Sid, watching an old movie, drifted in and out of sleep.
- The girl swimming in the pool is my friend.
- If a participle phrase comes at the end and directly follows the word it modifies, you should not use a comma.
- The local residents often saw Ken wandering through the streets.

## POINTS TO REMEMBER

- A participle is a verbal ending in *-ing* or *-ed*, *-en*, *-d*, *-t*, or *-n* that functions as an adjective, modifying a noun or pronoun.
- A participle phrase consists of a participle plus modifier(s), object(s), prepositional phrases, and/or complement(s).
- Participles and participle phrases must be placed as close to the nouns or pronouns they modify as possible, and those nouns or pronouns must be clearly stated.
- A participle phrase is set off with commas when it:
  - a) comes at the beginning of a sentence
  - b) interrupts a sentence as a nonessential element



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A **PARTICIPLE PHRASE** IS A GROUP OF WORDS CONSISTING OF A PARTICIPLE AND MODIFIER(S) AND/OR DIRECT OBJECT(S), INDIRECT OBJECT(S), AND/OR PREPOSITIONAL PHRASES.

Removing his coat, Jack rushed to the river.

The participle phrase functions as an adjective modifying *Jack*.

Removing (participle)  
his coat (direct object)

Delores noticed her cousin walking along the shoreline.

The participle phrase functions as an adjective modifying *cousin*.

walking (participle)  
along the shoreline (prepositional phrase as adverb)

## DANGLING PARTICIPLES

- In order to prevent confusion, a participle phrase must be placed as close to the noun it modifies as possible, and the noun must be clearly stated.
- Carrying a heavy pile of books, his foot caught on a step. \* In this sentence there is no clear indication of who or what is performing the action expressed in the participle “carrying.”
- Carrying a heavy pile of books, **he** caught his foot on a step. (revised) You can now see who is “carrying.”

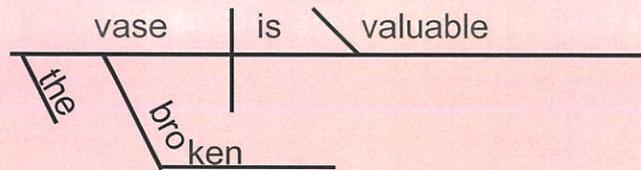


  
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# DIAGRAMMING

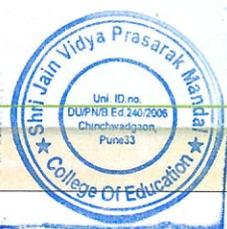
# PARTICIPLES

The **broken** vase  
is valuable.



## Educational implications

- Teaching infinitive, participle and gerund enables students to:
- Punctuate phrases correctly.
- Add variety to their sentences.
- Understand dictionary terms.
- Sentences are grammatically correct.
- Enables to communicate efficiently.



  
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Approved by NCTE, Govt. of Maharashtra & Affiliate to Savitribai Phule Pune University

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

### ANNUAL PLANNING COURSE – 101 CHILDHOOD AND GROWING UP

Sr. No	Month and Year	Unit	Sub Unit	Total Periods	Extra Periods	Credits
1.	JAN 2022- FEB 22	<u>UNIT 1:</u> <u>UNDERSTANDING</u> <u>THE GROWTH</u> <u>AND</u> <u>DEVELOPMENT</u> <u>OF LEARNER</u>	1.1 Heredity And Environment; Social Heredity	4	1	01 Credits
			1.2 Growth, Maturation and Development of The Learner: a) Differences Between Growth and Development	3	1	
			b) principles of growth and development	3	1	
			c) relationship between development and learning.	4	1	
			d) stages of growth and development. e) adolescence stage: (physical, mental, emotional, moral and social aspects).	3	1	
			1.3 Facilitating Holistic Development: Implications for education (school, teacher, parent) w.r.t to Adolescence stage	3	1	
	MARCH-2022- APRIL-22	<u>UNIT 2:</u> <u>EDUCATION AND</u> <u>INDIVIDUAL</u> <u>DIFFERENCES</u>	2.1 Individual Differences (age, sex, intelligences, multiple intelligences, emotional intelligences, socio economic	4		1 credits



			background, interest, introvert and extrovert.) Implication for learning to facilitate holistic development.	5		
			2.2 Concept Of Inclusive Education And Children With Special Needs: a)Inclusive education: concept and need. b)Children with special needs: Characteristics of visually impaired (challenged ),hearing impaired (challenged),learning disabled, slow learners, gifted, creative and mentally retarded and physically challenged. c)Teachers role in educating them in general classrooms.	4		
	MAY 22- JUNE22	<u>UNIT 3: EDUCATION AND LEARNER DIVERSITY IN CLASSROOM: -</u>	3.1 a)Meaning and concept of learning styles b) Types of learning styles (Visual, Auditory and Kinesthetic) c) Implications for learning	7		1 credits
			3.2 Diversity Due to Multiculturalism a) Meaning and concept of multiculturalism b)Differences in learners arising due to multiculturalism c)Role of the teacher in multicultural classroom.	7		
	JULY 2022- AUG 22	UNIT 4: POLITICAL, SOCIAL, AND CULTURAL DIMENSION OF CHILDHOOD AND GROWING UP	4.1 Meaning And Implications Of Political Dimensions On Childhood And Growing Up: a)Political dimensions: democratic, dictatorship, communism socialism features of the	4		1 credits



			governments and its general policies on education. b)Government policies in India for the education of children, women, minority and backward classes and their implications on development.			
			<b>4.2 Meaning And Implications of Social Dimensions of Childhood And Growing Up.</b> a)Social dimensions: family, friends ans society. b)Implications of the social dimensions on childhood and growing up.	6		
			<b>4.3 Meaning And Implications of Cultural Dimensions On Childhood And Growing up.</b> a) Cultural dimensions: Social values, customs, traditions, cultural institutions b) Implications of cultural dimensions on childhood and growing up	5		
			<b>4.4 Impact of Media on Childhood And Growing up</b> a) Types of mass media: Print, electronic and social medium. b. Implications of mass media on childhood and growing up.	6		

Wagaj M.V.



*[Signature]*  
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**SHRI JAIN VIDYA PRASARAK MANDAL ADHYAPAK MAHAVIDYALAYA (B.Ed.),  
CHINCHWAD, PUNE – 33**

Course Plan : First Year 2021-22

**102- CONTEMPORARY INDIAN EDUCATION : GENDER AND SOCIETY**

Month	Content
Jan.	<b>UNIT 1- EDUCATION IN CONTEMPORARY INDIAN SOCIETY</b> <b>1.1 Concept of Education</b> <b>1.1.1 Meaning, 1.1.2 Defination 1.1.3 Aims of Edu. in contemporary Indian society</b>
Feb.	<b>1.1.4 Types : Formal, Non Formal and Informal</b> <b>1.1.5 Agencies of Education : Family, School, Community, State, Peer group, Reference group, NGO</b> <b>1.2 Role of Education in Contemporary Issues</b>
March	<b>Unit 2 – Education and Social Change</b> <b>2.1 Concept of social change : Meaning, Defination, Factor, Types</b> <b>2.2 Process of social change</b>
April	<b>2.3 Obstacles in social change</b> <b>2.4 Role and limitations of education in social change</b>
May	<b>UNIT 3 – GENDER AND EDUCATION</b> <b>3.1 Gender : Meaning, Defination, Difference between Gender and sex</b> <b>3.2 Gender and school : Issues related to gender in school, Gender bias in school, Enrollments, Dropouts and household responsibilities, social attitudes, sexual abuse</b>
June	<b>Unit 3 - Role of Education</b> <b>3.3.1 challenging gender inequalities</b> <b>3.3.2 Reinforcing gender parity</b> <b>Internship</b>
July	<b>Internship</b> <b>3.3.3 Teaching strategies to develop sensitivity 3.4 Provision regarding gender equality</b> <b>1) Constitutional provisions</b>



Aug.	2) Laws and Rights  UNIT 4 – ISSUES, POLICIES AND THINKERS  4.1 Issues, 4.1.1 Equalization of Educational opportunities 4.1.2 Sustainable development
Sep.	4.1.3 Liberalization, Privatization and Globalization  4.3 Thinkers Swami Vivekanand, Dr. Ravindranath Tagore, Dr. Babasaheb Ambedkar, J. P. Naik, Mahatma Phule and Savitribai Phule

### REFERENCE BOOKS

- 1) BHATIA KAMLA AND BHATIYA BALDEV – THE PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION
- 2) GIAND D.N. AND SHARMA R.P. – EDUCATION THEORIES AND MODERN TREND
- 3) WALIA J. S. – PRINCIPAL AND METHODS OF EDUCATION
- 4) RAI B. C. – THEORY OF EDUCATION - SOCIOLOGICAL AND PHILOSOPHICAL BASES OF EDUCATION
- 5) CHOBHE, DR. S. P. AND AKHILESH – PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION
- 6) S. S. MATHUR – A SOCIOLOGICAL APPROACH TO INDIAN EDUCATION
- 7) NCERT- THE TEACHER AND EDUCATION IN EMERGING INDIAN SOCIETY
- 8) TOFFLER ALVIN – THE FUTURE SHOCK
- 9) INTRODUCTION TO CONSTITUTION OF INDIA – BASU D. WADHWA AND CO.
- 10) AGGARWAR J. C. - PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION
- 11) SHUKLA S. KUMAR K. - SOCIOLOGICAL PERSPECTIVES IN EDUCATION

- 12) डॉ. वि. रा. भिंताडे, प्रा. अरुण सांगोलकर - समकालीन भारतीय शिक्षण : लिंग आणि समाज (बी.एड. च्या 2015 च्या नवीन अभ्यासक्रमानुसार)
- १३) म. बा. कुंडले - शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र
- १४) के. के. जाधव - नवीन काळाचे शिक्षण
- १५) करंदीकर आणि मंगळूरकर - उदयोन्मुख भारतीय समाजातील शिक्षण
- १६) न. रा. पारसनीस - शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका
- १७) कुलकर्णी व काळदाते - उदयोन्मुख भारतीय समाज, संस्कृती व शिक्षण
- १८) दीक्षित रा.- प्राचीन व मध्ययुगीन भारताचा इतिहास
- १९) वामनराव पै - तूच आहेस तुझ्या जीवनाचा शिल्पकार
- २०) भंडारी प. ब. - स्वामी विवेकानंद यांचे शिक्षण - रामकृष्ण मठ प्रकाशन
- २१) वीरकर आणि वीरकर प्रतिभा - शैक्षणिक समाजशास्त्र - भारतीय समाजाचे शिक्षण व शिक्षक
- २२) निर्मला पाटील व नलिनी बहुलेकर - भारतीय समाज आणि प्राथमिक शिक्षण
- २३) महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण, पुणे - नवनि्युक्त प्रशिक्षित शिक्षकांचे प्रशिक्षण



- २४) महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद - बालकांचे मोफत व सक्तीचे शिक्षण  
 २५) एन. सी. ई. आर. टी. दिल्ली यांचे राष्ट्रीय अभ्यासक्रम आराखडा २००० व २००५  
 २६) भारतीय राज्यघटना - एक दुर्मिळ अग्रलेख  
 २७) डॉ. आंबेडकर - मूकनायक, रघुवंशी प्रकाशन  
 २८) रवींद्रनाथ टागोर - राष्ट्रीय चरित्रमाला, पुणे  
 २९) स्वामी विवेकानंद - व्यक्ती एक पैलू अनेक - श्रीकृष्ण आकडे  
 ३०) प्रा. माधवी कवी - १०१ श्रेष्ठ महिला  
 ३१) न. रा. पारसनीस - शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका  
 ३२) वि. पा. बोकील - शिक्षणाचे तत्त्वज्ञान  
 ३३) डॉ. सुरेश करंदीकर - भारतीय समाजातील शिक्षण  
 ३४) रा. म. मराठे - शिक्षणाची मूलतत्वे  
 ३५) के. के. जाधव - आधुनिक काळाचे, शिक्षणाचे समाजशास्त्र  
 ३६) भंडारी प. व. - शैक्षणिक समाजशास्त्र

#### WEBSITES (INTERNET COURSES)

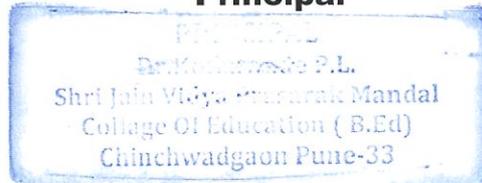
- 1) [www.new.nic.in](http://www.new.nic.in)
- 2) [www.trc.virginia.edu](http://www.trc.virginia.edu)
- 3) [www.ncert.nic.in](http://www.ncert.nic.in)
- 4) [www.indiastat.com](http://www.indiastat.com)
- 5) [www.on.timesofindia.com](http://www.on.timesofindia.com)
- 6) [www.eldis.org](http://www.eldis.org)
- 7) [www.mr.wikipedia.org](http://www.mr.wikipedia.org)
- 8) [www.globalmarathi.com](http://www.globalmarathi.com)
- 9) [www.googleweblight.com](http://www.googleweblight.com)
- 10) [www.google.co.in.t.p.naik](http://www.google.co.in.t.p.naik)
- 11) [www.iiepune.com](http://www.iiepune.com)



*Shitole*  
**Subject Teacher**

Asst. Prof. Shitole Reshna

*Shitole*  
**Principal**



**SHRI JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA (B.Ed.), CHINCHWAD, PUNE – 33**

=====

Course Plan : First Year 2021-22

Sub. : 102- CONTEMPORARY INDIAN EDUCATION: GENDER AND  
SOCIETY

Month	Content
Jan.	UNIT 1- EDUCATION IN CONTEMPORARY INDIAN SOCIETY 1.1 Concept of Education 1..1.1 Meaning, Defination 1.1.3 Aims of Edu. in contemporary Indian society
Feb.	1.1.4 Types : Formal, Non Formal and Informal 1.1.5 Agencies of Education : Family, School, Community, State, Peer group, Reference group, NGO 1.2 Role of Education in Contemporary Issues
March	Unit 2 – Education and Social Change 2.1 Concept of social change : Meaning, Defination, Factor, Types 2.2 Process of social change
April	2.3 Obstacles in social change 2.4 Role and limitations of education in social change
May	UNIT 3 – GENDER AND EDUCATION 3.1 Gender : Meaning, Defination, Difference between Gender and sex



	3.2 Gender and school : Issues related to gender in school, Gender bias in school, enrollments, dropouts and household responsibilities, social attitudes, sexual abuse
June	3.3 Role of Education 3.3.1 challenging gender inequalities 3.3.2 Reinforcing gender parity.3.3.3 Teaching strategies to develop sensitivity
July	3.4 Provision regarding gender equality 1) Constitutional provisions 2) Laws and Rights
August	UNIT 4 – ISSUES, POLICIES AND THINKERS 4.1 Issues, 4.1.1 Equalization of Educational opportunities. 4.1.2 Sustainable development
Sep.	4.1.3 Liberalization, Privatization and Globalization 4.3 Thinkers Swami Vivekanand, Dr. Ravindranath Tagore, Dr. Babasaheb Ambedkar, J. P. Naik, Mahatma Phule and Savitribai Phule

*Shitale*  
**Subject Teacher**

Asst. Prof. Reshma Shitale



*Shri Jain*  
**Principal**

Shri Jain Vidya Prasarak Mandal  
College of Education  
Chinchwadgaon, Pune-411 034

॥ पढमं नाणं तओ दया ॥



**SHRI JAIN VIDYA PRASARAK MANDAL  
ADHYAPAK MAHAVIDYALAYA**

**CHINCHWAD, PUNE-33**

**20 - 20**

**WORKBOOK OF ICT INTEL PROGRAM  
(B.Ed. COURSE 111-A)**

**माहिती संप्रेषण तंत्रज्ञान प्रात्यक्षिक नोंदवही**

1. Name of the Student kamble karishma Roll No. 34

2. Name of the Student kadam smita Roll No. 33

Prof. in Charge Asst. prof. Amar papal sir.

*Seer  
Omna  
5/6/23  
papal A.12*



॥ पढमं नाणं तओ दया ॥



**SHRI JAIN VIDYA PRASARAK MANDAL  
ADHYAPAK MAHAVIDYALAYA**

CHINCHWAD, PUNE - 33

2022 - 2023

**WORKBOOK OF ICT INTEL PROGRAM  
(B.Ed. COURSE 111-A)**

1. Name of Student: Kamble Karishma milind

Roll No.: 34

2. Name of Student: Kadam smita

Roll No.: 33

Subject: ICT.

Topic: Electricity crisis

Standard: 8 to 12

Prof. in-Charge : Asst. prof Amar papal sit



॥ पढमं नाणं तओ दया ॥

**SHRI JAIN VIDYA PRASARAK MANDAL'S COLLEGE OF EDUCATION  
CHINCHWAD, PUNE-33**

**PRACTICAL BED 111: A) CRITICAL UNDERSTANDING OF ICT.  
(ICT INTEL PROGRAM)**

Name of Student: Kamble Katishma milind

Roll No.: 34

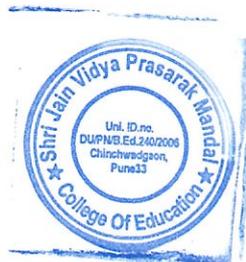
**EVALUATION SCHEME**

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

No	Criteria	1	2	3	4	5
1	Unit plan Template				✓	
2	Exploration (Collection of images, sounds, videos etc.)				✓	
3	Student support material and publication on PBL					✓
4	Teachers Presentation to gauge the student's Needs					✓
5	Student presentation / Blogs / Publisher / Wikis				✓	
6	Implementation Plan				✓	
7	Evaluation rubric to assess PPT / Blogs / Publisher / Wikis				✓	
8	Showcasing				✓	
9	Workbook				✓	
10	Overall Impression				✓	
	<b>Total Marks = 50</b>				42	
	<b>Total Marks = 25</b>				21	

Date

05/06/23



Signature of Professor In-charge

Twentyone  
Omme

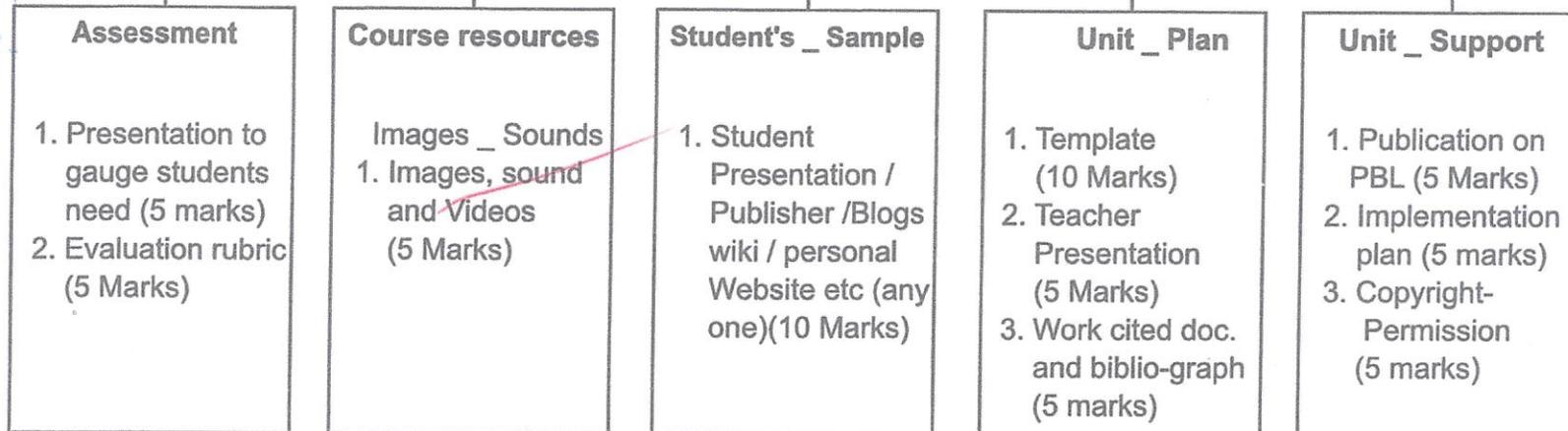
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SHRI JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALYA CHINCHWAD, PUNE - 33

T.B.T.  
FOLDER PORTFOLIO

Student 1 - Student 2

- 1] kamble karishma
- 2] kadam smita



# Portfolio Checklist

Completed	Unit portfolio Component	Saved In	Started In
<input checked="" type="checkbox"/>	Unit Plan	Unit_Plan folder	Module 1 developed throughout all modules)
<input checked="" type="checkbox"/>	Work Cited Document	Portfolio folder	Module 3
<input checked="" type="checkbox"/>	Work Cited Document	Unit_Plan folder	Module 4
<input checked="" type="checkbox"/>	Student sample (presentation, publication, web - based resource )	Unit_Sample folder	Module 5
<input checked="" type="checkbox"/>	Assessment to gauge student needs Student sample assessment Other assessments (optional)	Assessments folder	Module 6
<input checked="" type="checkbox"/>	Assessment to foster self-direction and metacognition, such as project plans, checklist, conference questions, and reflective prompts.	Assessments folder	Module 7
<input checked="" type="checkbox"/>	Document (s) to scaffold student content learning, such as guidelines, forms, and templates	Unit_support folder	
<input checked="" type="checkbox"/>	Facilitation Material	Unit_support folder	Module 8
<input checked="" type="checkbox"/>	Unit Portfolio for showcase	Portfolio folder	Module 9



## Portfolio Checklist

Remember that you are creating your sample as if you were a K-12 student. Think about what you want to include in your presentation and list your ideas below. Consider the age of the students for whom you are creating the unit and the type of content you would want learning objectives will be achieved.

### Overall goal:

To create awareness about Electric crisis

### Title of my student presentation :

Electricity crisis

### Topic and reference materials I will research on the Internet:

www.google.com    www.wikipedia.com  
www.youtube.com

### Other project elements that will need to be incorporated into my student presentation :

(For example, survey results, blog reflections, communication with experts or other students / Classroom, analysis of data contained in spreadsheets or database)

### Other resources I will use to support the creation of my student presentation :

(For example., multimedia encyclopedias, testbook, other printed resources) Audio;  
photos, video etc.

### To achieve targeted student learning objectives, my student presentation will include :

Description of a project including purpose, materials, procedure, results:

- Hypothesis:
- Proposal Or Plan For:
- Interpretation Of:
- Justification / Contrast Of:
- Comparison / Contrast Of:
- Evaluation Of:



## Student Presentation

<p>Unit Title: <u>Electricity crisis</u>.</p> <p>1. Name Kamble Karishma</p> <p>Roll No 34</p> <p>1. Name Kadam smita</p> <p>Roll No. 33</p> <p>Prof. in Charge - Amar papal sir.</p>	<p>Agenda :</p> <ul style="list-style-type: none"><li>- meaning and defination.</li><li>- major source of electric crisis in our Country</li><li>- Impacts</li><li>- control and Reduction.</li><li>- To suggest the various remedies.</li></ul>
<p>* <u>Meaning and defination</u> - An energy crisis is any significant bottleneck in supply of energy resources to an economy. In literature, it often refers to one of the energy sources used at a certain time and place, those that supply national electricity grids or those used as fuel in industrial development and population growth have led to a surge in the global demand for energy.</p>	<p><u>Causes of electricity crisis</u> -</p> <ol style="list-style-type: none"><li>① over population.</li><li>② over consumption of electricity</li><li>③ Misuse of electricity.</li><li>④ poor infrastructure.</li><li>⑤ Low popularity of renewable energy.</li><li>⑥ wastage of fossil fuel.</li><li>⑦ war</li><li>⑧ Terrorism.</li></ol>
<p>* <u>Effect of electricity crisis</u></p> <ul style="list-style-type: none"><li>- Energy crisis badly effects on education.</li><li>- Great effect on Industries</li><li>- Effects on economy.</li><li>- Higher electricity prices.</li><li>- Effect on agriculture.</li><li>- unemployment increased.</li></ul>	<p>* <u>Effect on common people</u></p> <ul style="list-style-type: none"><li>- Load shedding.</li><li>- The demand of electricity exceeds supply and hence load shedding is common phomene</li><li>- non through frequent power shutdown.</li></ul>



### \* Energy crisis Impact on the economy.

Energy is pivotal for running all other resources and crisis of energy directly influences all other sectors of the economy.

### Impact on society.

- Imported oil and coal.
- shortage of natural gas
- increased prices.
- Dependent on other countries.
- less agriculture production.

### Possible solution for energy crisis :-

- ① move towards renewable resources.
- ② Buy energy efficient products
- ③ Lighting controls.
- ④ Easier grid access.

⑤ Energy simulation.

⑥ perform energy audit.

⑦ Common stand on climate changes.

### \* How to prevent energy crisis -

setting up of pit head power plants is vital, as ensure steady supply of coal and reduce logistics costs.

'Reforms' and performance are among the most commonly used term by power that be.

### \* Some examples-

climate change induced demand surge.

stockpiles at the coal based thermal power plants fell short despite this increase in domestic coal production, which touched 201 gigawatts in April 2022



## Unit Foundation

First and Last Name Karishma Milind Kamble.  
School Name: shree Jain vidya prasarak Mandal's  
School City: college of education - chinchwad pune.

## Unit Overview

### Unit Title

Electricity crisis

### Unit Summary

To creat awareness about electricity crisis

### Subject Area

science, geography, language.

### Class Level

8th to 10th

### Approximate Time Needed

90 days.

## Unit Foundation

### Targeted Syllabus Guidelines

- 1) To create awareness in students about electricity crisis.
- 2) Teacher introduced energy crisis effects in our society.
- 3) To create awareness in society about energy crisis / electricity crisis.
- 4) students analyze electricity crisis.
- 5) students collect information about electricity crisis by various sources.
- 6) few students of 10th std were visited to MSEB office. There they gathered information about electricity crisis from MR. Chougule.

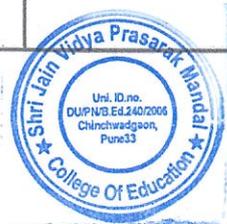


### Student Objectives / Learning Outcomes

- \* Knowledge :- student tell what is electricity crisis.
- \* understanding - student explain the causes and effects of electricity crisis.
- \* Application - student suggest remedies to control the electricity crisis.
- \* Skill - student collects more information about electricity crisis from internet

### Curriculum - Framing Questions

<b>Essential Question</b>	1. what are the problems obtained from electricity crisis in our Day today life?
<b>Unit Questions</b>	1. what are the causes of electricity crisis? 2. How can electricity crisis be controlled?
<b>Content Questions</b>	1. what is electricity crisis? 2. what are the types of electricity crisis? 3. what are common characteristics of electricity crisis? 4. How will you solve this problem? 5. what role can the media play in tackling electricity crisis?



<b>January</b>	<p><b>B) Nature and significance of Management</b></p> <p>i) Management- concept, objectives, importance</p> <p>ii) Nature if management</p>
<b>February</b>	<p>iii) Levels of management</p> <p>iv) Principles of Management</p> <p>v) Functions of Management</p>
<b>March</b>	<p><b>UNIT – 3- Introduction and background of Commerce subject</b></p> <p>i) Commerce concept, meaning, nature and scope.</p> <p>ii) Commerce subject structure.</p>
<b>April</b>	<p>iii) Importance of commerce in daily life</p> <p>iv) Objectives of commerce education</p> <p>v) Correlation of commerce with other subject.</p>
<b>May</b>	<p><b>UNIT- 4 – Pedagogical Approaches and Learning Resources</b></p> <p>i) Lecture method</p> <p>ii) Inductive, deductive method</p> <p>iii) Project method</p> <p>iv) Problem solving method</p>
<b>June</b>	<p>v) Question Answer technique</p> <p>vi) Field Visit</p> <p>vii) Qualities of good commerce teacher</p> <p>viii) Concept, need, importance and types of learning resources</p>

*Dy. Sakunde*  
**Subject Teacher**



*[Signature]*  
**Principal**  
**PRINCIPAL**  
 Shri Jain Vidya Prasarak Mandal  
 College of Education  
 Chinchwadgaon, Pune-411 033

श्री जैन विद्या प्रसारक मंडळ अध्यापक महाविद्यालय, चिंचवड, पुणे-33

## सांस्कृतिक मासिक अहवाल जून 2021

दिनांक 1 जून 2021 पासून प्रथम वर्ष आणि द्वितीय वर्ष विद्यार्थ्यांचे ऑनलाइन Lecture - Google Meet आणि Zoom Meet वर चालू आहेत, सर्व सहाय्यक प्राध्यापक विद्यार्थ्यांना ऑनलाइन मार्गदर्शन करत आहेत.

### दिनांक 5 जून 2021 - जागतिक पर्यावरण दिन

दिनांक 5 जून 2021 - जागतिक पर्यावरण दिनाच्या निमित्ताने Online Google Meet वर कार्यक्रम घेण्यात आला. त्यामध्ये प्राचार्य डॉ. कोठावडे सर यांनी पर्यावरणाचे महत्त्व विद्यार्थ्यांना समजावून सांगितले. भावी शिक्षकांनी विद्यार्थ्यांच्या मनामध्ये पर्यावरण रक्षणाचे धडे कसे गिरवावेत याविषयी मार्गदर्शन करण्यात आले. सदर कार्यक्रमांमध्ये विद्यार्थ्यांनी पर्यावरण संबंधित काही घोषवाक्ये तयार केली. सहाय्यक प्राध्यापक रेश्मा शितोळे यांनी सर्व उपस्थितांचे आभार मानले.

### Online Examination Form Filling of Second Year Students -

श्री जैन विद्या प्रसारक मंडळ अध्यापक महाविद्यालय बी. एड. द्वितीय वर्ष विद्यार्थ्यांचे सावित्रीबाई फुले पुणे विद्यापीठ वार्षिक परीक्षेचे Online Examination Form एकूण 99 विद्यार्थ्यांचे भरण्यात आले. दहा-दहा विद्यार्थ्यांचे Group करून Examination Form प्राध्यापकांनी व्यवस्थितरीत्या भरले. यामध्ये सर्व विद्यार्थ्यांची Third Method आणि Elective Subjects ची व्यवस्थित तपासणी करून Examination Form आणि Examination Fees भरण्यात आली.

### सहविचार सभा - दिनांक 7 जून 2021

दिनांक 7 जून 2021 रोजी प्राचार्य कक्षामध्ये सहविचार सभेचे आयोजन करण्यात आले. सर्व सहाय्यक प्राध्यापकांनी 201, 202, 203, 204, 205 या द्वितीय वर्षातील विषयांचे आणि प्रथम वर्षातील 101 ते 107 या विषयांचे ONLINE MCQ परीक्षेच्या संदर्भात मार्गदर्शन तसेच प्रथम वर्ष विद्यार्थ्यांचे Practice lesson आणि Internship lesson संबंधी सदर सभेमध्ये चर्चा झाली. द्वितीय वर्ष MCQ -Final परीक्षेच्या संदर्भात कामकाजाचे नियोजन केले गेले. या सहविचार सभेमध्ये सर्व प्राध्यापक वर्ग उपस्थित होते.



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

## 30.COVID-19 VACCINATION CAMPAIGN

Shri Jain Vidya Prasarak Mandal Adhyapak Mahavidyalaya (B.Ed.) and Sanghvi Keshri College, Chinchwad. NSS Dept. organised the Covid-19 Vaccination Campaign. More than 50 students were vaccinated by this Campaign.

**Date: 29/10/2021**

**Day: Friday**

**Time: 02 PM to 6 PM**

**Venue: Sanghvi Keshri College Campus, Chinchwad.**



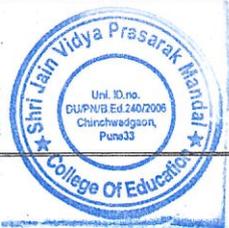
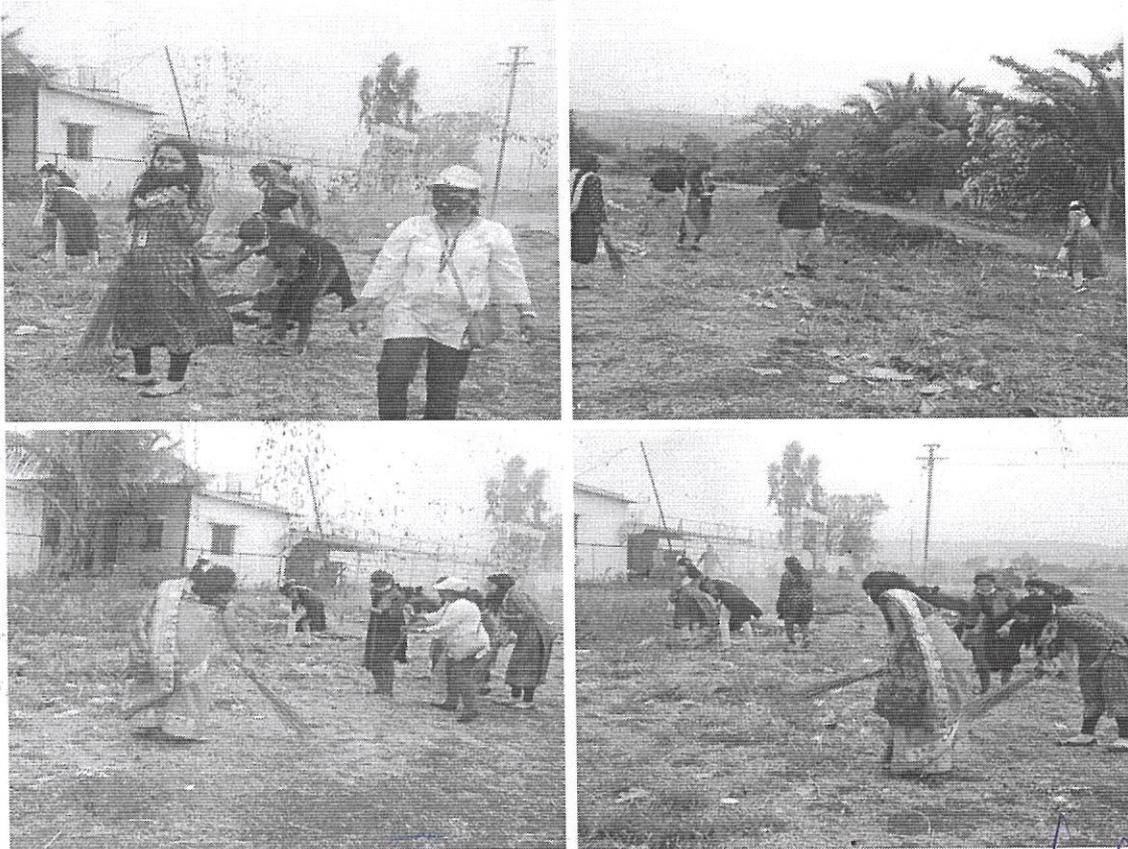
  
PRINCIPAL  
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College of Education (B.Ed.)  
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### **31.NSS CAMP –**

Savitribai Phule Pune university and Shri Jain Vidya Prasarak Mandal Adhyapak Mahavidyalaya (B.Ed.) Chinchwad, Pune.33 Organised 7 days NSS Camp at Wadiwale, Tal-Maval, Dis-Pune. In this NSS Camp student done various social work like Gramswachata, Tree plantation, Eye check-up campaign and Social awareness programme like Kirtan and various Lectures on different issues.

**Duration- 19 March to 25 March 2022**

**Venue - Wadiwale, Tal-Maval, Dis-Pune.**



  
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श्री जैन विद्या प्रसारक मंडळ अध्यापक महाविद्यालय

नोव्हेंबर 2021 सांस्कृतिक मासिक अहवाल

दे. 1 नोव्हेंबर ते 7 नोव्हेंबर 2021 - दीपावलीनिमित्त सुट्टी

सहविचार सभा

दि. 12 नोव्हेंबर 2021 रोजी प्राचार्य कक्षामध्ये सहविचार सभेचे आयोजन करण्यात आले. सदर सभेमध्ये B.ED. FIRST YEAR CIE RESULT संदर्भात सविस्तर चर्चा करण्यात आली. तसेच सावित्रीबाई फुले पुणे विद्यापीठ यांचे SCHOOL OF OPEN LEARNING (SOL) प्रवेश आणि शालेय व्यवस्थापन पदविकेचे (DSM) विशेष प्रकियेचे काम यासंबंधी चर्चा करण्यात आली. सभेसाठी सर्व प्राध्यापक वर्ग उपस्थित होते.

दे. 13 नोव्हेंबर 2021 समाजसेवा - सदिका भेट आणि दिवाळी फराळ वाटप कार्यक्रम

दि. 13 नोव्हेंबर 2021 रोजी पुनरुथान समरसता गुरुकुलम संस्थेचे सर्वेसर्वा श्री. गिरीश प्रभुणे यांना याद्री पुरस्कार मिळाल्याबद्दल सदिका भेटीचे आयोजन करण्यात आले. श्री जैन विद्या प्रसारक मंडळ अध्यापक महाविद्यालय आणि संघवी केशरी महाविद्यालय यांच्या संयुक्त विद्यमाने गुरुकुलम संस्थेतील विद्यार्थ्यांना आवश्यक अशा वस्तूंचे आणि दिवाळी फराळाचे वाटप यावेळी प्राचार्य कोठावदे सर आणि सहाय्य मा. माळी सर यांच्या हस्ते करण्यात आले. तेथील वाघमारे सर यांनी संस्थेची संपूर्ण माहिती दिली आणि श्री. एड. विद्यार्थ्यांना गुरुकुलम संस्था दाखविली. सदर कार्यक्रमाचे सूत्रसंचालन सहा. प्रा. रेश्मा शितोळे यांनी केले.

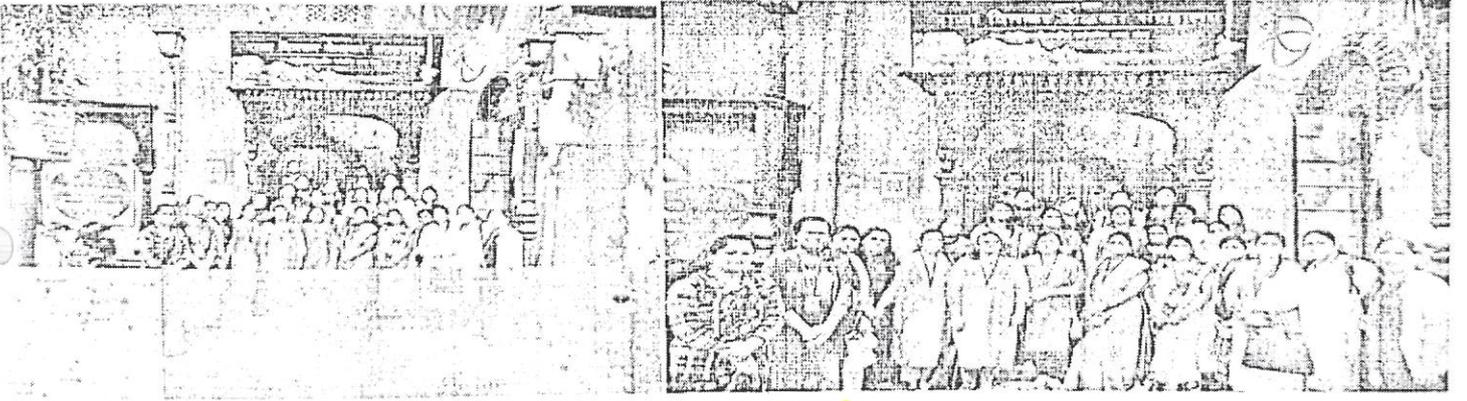


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150 विद्यार्थ्यांना प्रवेश देण्यात आलेला आहे. तसेच विद्यार्थ्यांच्या चांगल्या प्रतिसादामुळे आणखी Admission महाविद्यालयामध्ये केले जात आहेत.

दिनांक 21 डिसेंबर 2021 - राजा दिनकर केळकर संग्रहालय, क्षेत्रभेट

दिनांक 21 डिसेंबर 2021 रोजी बी. एड. कोर्स 211 (शिक्षणातील नाट्य आणि कला) अंतर्गत क्षेत्रभेट आयोजित करण्यात आली. सदर कोर्स 211 अंतर्गत कोणत्याही एका ART GALLERY ची क्षेत्रभेट घेणे अपेक्षित होते म्हणून विभागप्रमुख सहा. प्रा. रेश्मा शितोळे यांनी शुक्रवार पेठ, पुणे येथील राजा दिनकर केळकर संग्रहालयाची निवड केली. नियोजनानुसार बी. एड. द्वितीय वर्ष विद्यार्थी सदर संग्रहालयात पोहोचले आणि तेथे त्यांनी 211 प्रात्यक्षिक मूल्यमापन मुद्यानुसार संग्रहालय अभ्यासले. संग्रहालयातील एकूण ३५० वस्तूंचे सर्व विद्यार्थ्यांनी सौंदर्यात्मक दृष्ट्या निरीक्षण केले. प्रत्येक वस्तूतील सौंदर्य, कलात्मकता बारकाईने न्याहाळली. सदर क्षेत्रभेटीसाठी सहा. प्रा. रेश्मा शितोळे, सहा. प्रा. रश्मी राठोड आणि सहा. प्रा. माळी यांनी सक्रिय सहभाग नोंदवला.



दिनांक 22 डिसेंबर 2021 - राष्ट्रीय गणित दिन कार्यक्रम

दिनांक 22 डिसेंबर 2021 रोजीचा गणित दिन कार्यक्रम महाविद्यालयामध्ये 28 डिसेंबर रोजी साजरा करण्यात आला. यामध्ये प्राचार्य डॉ. कोठावदे सर आणि राठोड यांच्या मार्गदर्शनाखाली एका सुंदर नाटिकेचे आयोजन करण्यात आले. द्वितीय वर्षातील विद्यार्थ्यांनी अतिशय आनंदाने नाटकामध्ये सहभाग नोंदवला. विद्यार्थ्यांनी गणिताविषयी मनोरंजक आणि उपयुक्त अशी माहिती सांगितली. गणित हा अतिशय अवघड वाटणारा विषय सोपा करून कसा



  
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शिकवावा? त्याचबरोबर गणितातील विविध युवत्या हसत-खेळत आणि ओघवत्या शैलीत पाठ्यशिक्षासह स्पष्ट करून दाखवल्या. मा. प्रा. डॉ. कोठावदे सर यांनी गणित विषयाचे आयुष्यातील महत्त्व स्पष्ट केले आणि विद्यार्थ्यांचे कौतुक केले आणि कार्यक्रमाची सांगता झाली.

गणित दिन नाटिका



छात्रसेवाकाल - दिनांक 23 नोव्हेंबर 2021 ते दिनांक 23 मार्च 2021 या कालावधीपर्यंत Internship म्हणजेच छात्रसेवाकाल संस्थेच्या विविध शाळांमध्ये सुरु आहे. त्यामध्ये श्रीमती गेंदीबाई चोपडा हायस्कूल, जैन कन्या प्रशाला, सौ. ताराबाई हायस्कूल या विविध शाळांवर आंतरवासिताकाल सुरु झालेला आहे. सर्व सहाय्यक प्राध्यापक आपल्या गुपला त्या संदर्भात मार्गदर्शन करत आहेत. तसेच छात्रसेवाकालातील विविध कार्यक्रमांमध्ये विद्यार्थी सक्रिय सहभाग नोंदवत आहेत.

*Rshitale*  
Asst. Prof. Roshni Shitale



*Rshitale*  
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Pune - 411033  
Outward No. ....  
Date ..... Sign. ....



शिवजयंतीनिमित्त ग्रंथदिंडी

*Shitale*  
 सहा. प्रा. शितीले रेवगा



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