

!! 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](http://www.sjvpmcoe.in)

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

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

Ref.

Date :

## 2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences

### Report

Institute conducts various specially designed activities which provide opportunities for developing competencies and skills in functional areas in teaching and learning process. B.Ed. syllabus is based on developing competencies and skills related to pedagogy and teaching practices through training activities. Student gets hands on experiences by actively participating in such sessions. Students are continuously engaged throughout two year B.Ed. Program. These activities have 52% weightage considered as an internal evaluation.

### Organizing Learning (lesson plan) & Developing Teaching Competencies

#### Teaching Competency I:

##### Micro teaching:

Student teachers conducts 12 micro-lessons followed by orientation and demo lessons by the faculty. For these lessons, student selects any six teaching skills from the list given below. Student completes the cycle of two lessons i.e. "teach-reteach" for each skill.

Institute conducts lesson orientation and demo lessons of teaching skills as follows:

- |                        |                               |                 |
|------------------------|-------------------------------|-----------------|
| 1] Set Induction,      | 2] Black Board Work,          | 3] Questioning, |
| 4] Stimulus Variation, | 5] Explanation- Illustration, | 6] Closure      |

##### Integration and Simulation lessons:

After practicing 6 skills in micro-teaching, student teacher conducts six lessons of minimum 20 minutes' duration to integrate the skills which they have practiced.

#### Teaching Competency II:

(a) **Technology based teaching:** Student teacher conducts two lessons using technology on the peer group.

(b) **Team teaching:** Student teacher conducts two lessons based on concept of team teaching.



**(c) Lessons using Models of Teaching:** Student teacher conducts two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen.

### Teaching Competency III:

**(a) Practice lessons:** Each student teacher conducts 6 class-room lessons as far as possible equally distributed in the two school subjects but not less than 2 lessons per school subject. These lessons are given at the secondary school i.e. Std VI to X. However, those who want to specialize for higher secondary classes may given not more than three lessons at the higher secondary level. Each Student teacher observes all type of lessons from teaching competency and record it in observation book.

**(b) Introduction to Internship:** This course focuses on student teachers Engagement with the field. The aim is to develop in the student's perspectives about education, professional capacities, teacher sensibilities and skills. It also helps student teachers realize the necessity to cater to the diverse needs of the learner. In the introduction to the Internship the student teacher completes the following activities:

- Observation of 4 lessons of experienced school teachers preferably two of each school subject.
- Develop 4 lesson plans to cater to the diverse needs of the students preferably two of each school subject under the guidance of the school teacher.
- Writing a report of the observed co-curricular and extracurricular activities organized in the school.
- Writing an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.
- Conduct of 2 lessons in the school classroom.

### Teaching Competency IV:

**Practice lessons:** Each student teacher conducts 6 classroom lessons as far as possible equally distributed in the three subjects selected under Course BED 107 and Course BED 205. These lessons shall be engaged preferably at upper primary, secondary and higher secondary level.

### Teaching Competency V:

**Internship:** It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in CCE through planning of formative and summative evaluation. The activities are planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers.

**In the Internship the student teacher completes the following activities:**

**(a) Lessons (6 lessons) :** The student teacher selects one unit from the school subject in consultation with the school teacher and faculty.S/he prepares the lesson plan for that unit. S/he teaches that unit for at least three periods under the guidance and observation of the school teacher /teacher educator. The same is repeated for other school subject. These lessons are engaged preferably at upper primary, secondary or higher secondary level.



**(b) Plan of evaluation :** The student teacher prepares a Unit Plan providing formative (for each lesson plan) and summative evaluation (unit test after completion of the unit) for both the above selected units. S/he develops and conducts a unit test. S/he also prepares a blue print and model answer and marking scheme for the developed unit test. The same is to be repeated for other school subject.

**(c) Study of the records maintained by the school:** This activity is to enable the student teacher to understand the administrative aspects of school life. It helps him/her to realize the need of maintaining the records and their importance in the smooth functioning of the school. The student teacher writes a report on any 4 records prepared and maintained by the school.

**(d) Organization of co-curricular/extracurricular activities:** To enhance the organizational and managerial skills the student teacher participates in the organization of the co-curricular and extracurricular activities arranged regularly during the internship period in the school. S/he has to maintain a detailed record of the same. It is expected that s/he shall reflect and write about these experiences. It helps her/him in understanding and addressing her/his professional identity as a teacher.

**(e) Observation of peers:** Peer learning is an important and integral part of learning process of an individual. It assists in boosting the confidence of the student teachers. In this activity the student teacher observes, reflects and gives feedback to her/his peers on the lessons conducted.

**(f) Other School Activities/Programmes :** To get a feel of the working of the school, the student teacher completes any one activity from those given below. S/he writes a report and enlist the process outcomes of the same.

- Develop an academic calendar for the various activities to be organized in the school under the guidance of the school teacher.
- Information regarding Parent teacher association.
- Professional organization of teachers
- Practices of inclusion.
- Provision for slow learners.
- Activities for gifted students.
- Community related work.
- Activities for professional growth of teaching and non-teaching staff.
- Any other innovative/special practices adopted by the school.

Through these skills student teacher observes demo and orientation by the faculty which helps students in organized teaching- learning and can able to develop lesson plans for the same. In micro teaching, Integration lessons, Simulation lessons, Practice lessons and internship program, there is a provision of peer observation. It helps students to develop lesson plans as organizing learning.

Teachers Develop Teaching Competencies by giving opportunities to the students to present their lesson and presentation after observing demonstration lessons. The discussion lesson plans and final skill teachings are also conducted to encourage and enhance their teaching capabilities. The primary objective of the teacher education programme is to develop teaching skills in the budding teachers. Opportunities are given to students to develop their subject matter knowledge, communication skills, instructional abilities by means of micro-teaching, integration, simulation, and practice teaching sessions. Students are involved in preparing lesson plans, teaching-learning aids, use locally available resources in teaching aids and to develop different teaching skills. Students' performance is being monitored and supported by reinforcement and feed-back. In the period of Covid-19 pandemic, online micro teaching and simulation was conducted and the situation was taken as a challenge to develop the skills of online teaching among students.

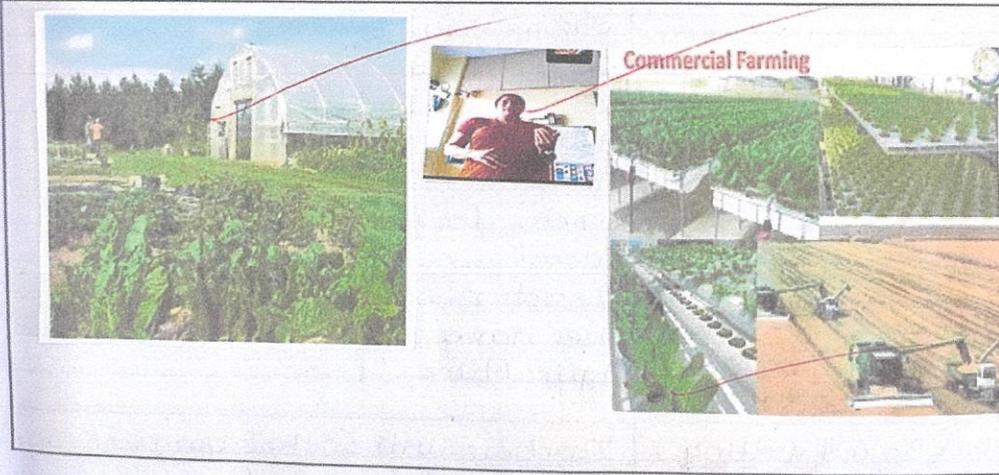


॥ पढमं भाषणं तसो द्या ॥  
SHRI JAIN VIDYA PRASARAK MANDAL  
**ADHYAPAK MAHAVIDYALAYA (B.Ed.)**  
CHINCHWADGAON, PUNE - 411033.

**सूक्ष्म अध्यापन पाठ टाचण (Micro Teaching Lesson Note)**

कौशल्य (Skill) : Black Board Writing अध्यापन / पुनर्अध्यापन (Teach/Reteach) : Teach / Re-Teach पाठ क्रमांक (Lesson No.) : 2  
वेळ (Time) : ५ मिनिटे (5 Minutes) दिनांक (Date) : 24-3-21  
विद्यार्थ्याचे नाव (Name of the Student) : Swati V. Vhankade हजेरी क्रमांक (Roll No.) : 40  
सर्ग (Class) : 7th तुकडी (Division) : A विषय (Subject) : Economics  
घटक (Unit) : Agriculture उपघटक (Subunit) : Type of Agriculture

**शैक्षणिक साधने / (Teaching Aids)**



पाठ्यक्रम Content	शिक्षक कृती Teacher's Activity	विद्यार्थी कृती / Student's Activity	उपकौशल / Subskills
Introduction -	"Good morning" students Please sit How are you all? Teacher write Day, Date, standard class on either subject & topic in centre, below another write on blackboard Teacher say- Priya show your tiffin box on table some Raj and Meera you also show your tiffin on table Teacher asked - all students. Tell the student, what we seen in this tiffin box. Teacher- where food come from. good. Teacher- students, Today we have seen the topic is Agriculture.	student wish "good morning" mom. Good, fine. student observe carefully. student keep thing on the table as instructed. students- foods students- fruits, Dairy etc. student listen carefully	Effective begining creating curiosity
Black Board writing -	Teacher write the name of topic on Blackboard. Teacher- Ask question what is agriculture?	student - Farming, fishing, Dairy making farm.	

पाठ्यक्रम Content	शिक्षक कृती Teacher's Activity	विद्यार्थी कृती / Student's Activity	उपकौशल / Subskills						
	Very good students. then teacher explain the term of agriculture with example. Teacher write the topic and main point on Blackboard. Agriculture - Animals Husbandry - Fishing farms Dairy farms, etc. Type of farming - Teacher draw the tree diagram on board. Type of farming	students listen carefully student observing the blackboard carefully student understanding the type of farming student look at about blackboard listen and answer carefully	Teacher using colourful chalks. Teacher draw the tree diagram using colourful chalks on blackboard Interaction with student and their involvement Neat and clear writing						
Black Board writing Draw the tree- diagram of Type of farming	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Type of farming</td> </tr> <tr> <td style="text-align: center;">Subsistence farming</td> <td style="text-align: center;">Commercial farming</td> </tr> <tr> <td style="text-align: center;">Intensive farming</td> <td style="text-align: center;">Shifting cultivation</td> </tr> </table> <p>Teacher - then teacher explain ating the type of farming with example and ask some question for related topic for student</p>	Type of farming		Subsistence farming	Commercial farming	Intensive farming	Shifting cultivation		
Type of farming									
Subsistence farming	Commercial farming								
Intensive farming	Shifting cultivation								

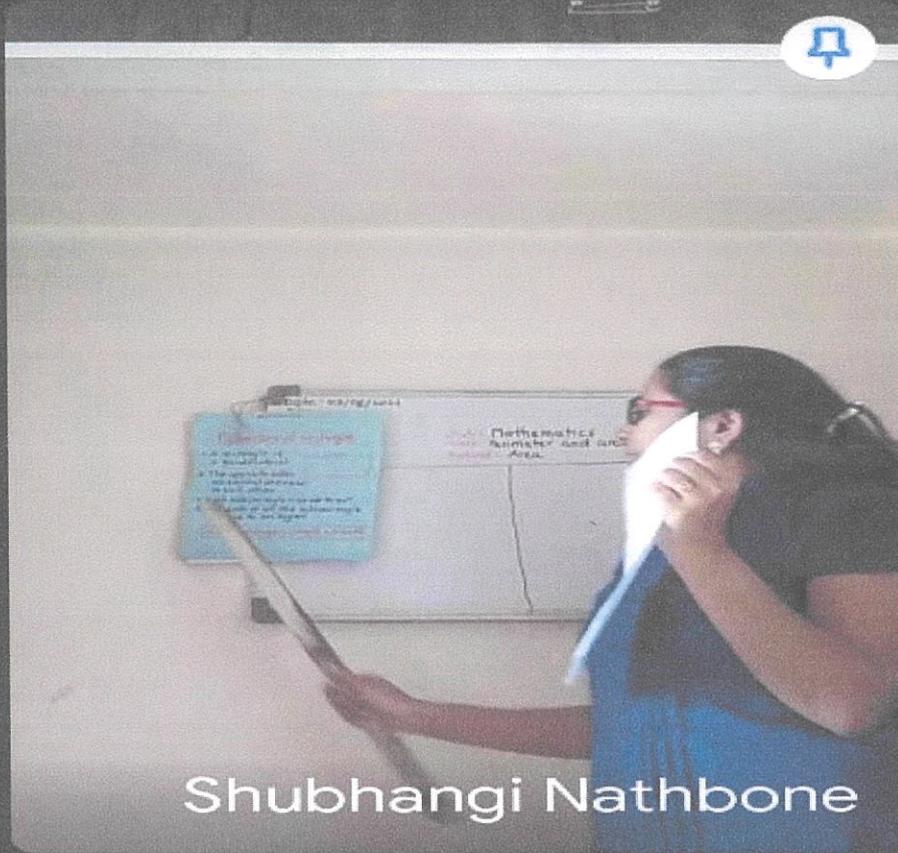


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256K/s      54%



Team Teaching... 



A J

8 others

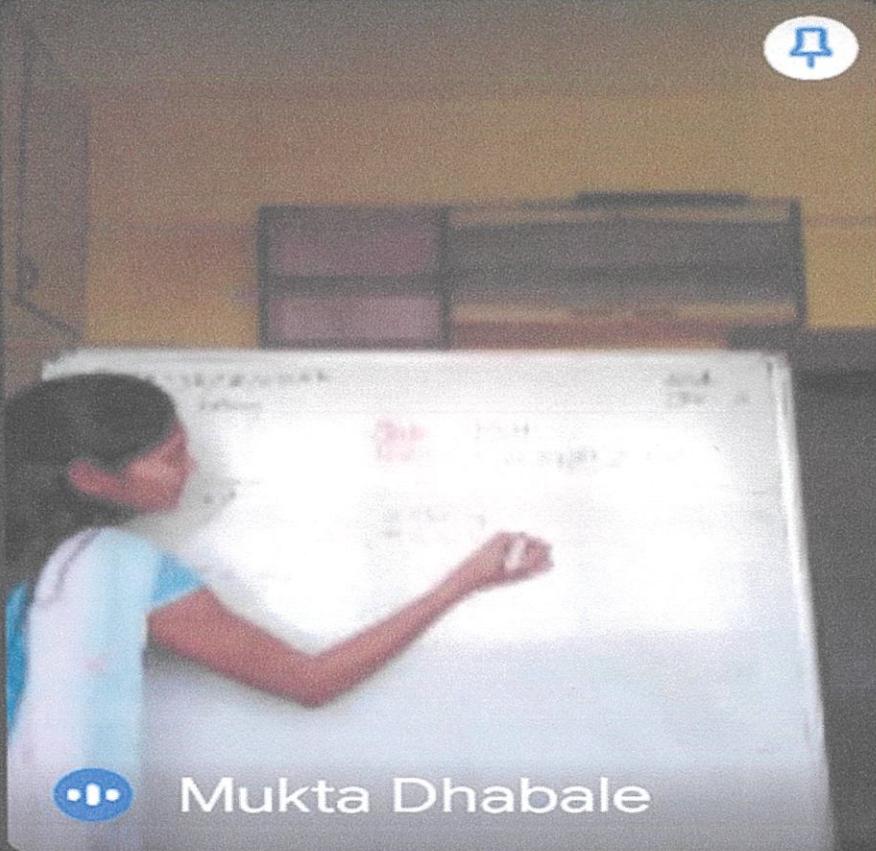


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yoe-osaf-jax ▶



Mukta Dhabale



Adinath



P  
Pooia

A K  
9 others



### 3. Assessment of Learning

Continuous assessment of Students is done at every stage of learning in the form of MCQ, Assignments, 3.

The workshops are being conducted to develop skills among students to prepare a good Test paper During the Practical of 104 Evaluation and assessment of Learning.

SHRI JAIN VIDYA PRASARAK MANDAL  
ADHYAPAK MAHAVIDYALAYA, CHINCHWAD, PUNE

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

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

Name of the Student: स्वामी सुरेंद्र डकरे Roll No. 20  
Supervisor Sign Obtained Marks out of 50: 28

1. Observation techniques of guidance are: मार्गदर्शनाचे निरीक्षण हे तंत्र आहेत:  
A. Rating scale पदनिश्चयण श्रेणी  
B. Interview मुलाखत  
C. Sociometry समाजमिति  
D. None of the above वरीलपैकी काहीही नाही

2. Guidance conducted in the classroom is : वर्गात मार्गदर्शन केले जाते.  
A. Personal Guidance वैयक्तिक मार्गदर्शन  
B. Counseling Service समुपदेशन सेवा  
C. Group Guidance गट मार्गदर्शन  
D. Vocational Guidance व्यावसायिक मार्गदर्शन

3. Method to evaluate counseling program is : खालील पैकी कोणती समुपदेशन कार्यक्रमाचे मूल्यमापन करण्याची पद्धत आहे:  
A. Deductive method वजावटी पद्धत  
B. Survey method सर्वेक्षण पद्धत  
C. Inquiry method चौकशी पद्धत  
D. Heuristic method ह्युरिस्टिक पद्धत



॥ परमं ज्ञानं ततो दया ॥

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ADHYAPAK MAHAVIDYALYA,  
CHINCHWAD, PUNE - 411033.



स्थापना - १९२०.

Enter No.	1	0	0	2
Examination	Internal Written Exam			
& Date	24/06/23 Saturday			
Subject	103			
Course No.	अष्टाध्यायी शास्त्रि अध्यापन			
Medium of Answer	मराठी			
Seat No. : In figure & In words				
Figure	1	0		
Words :	Ten			
Signature of Candidate				
Signature of Supervisor				

Q. No.	Marks Obtained
1	11/2
2	8/2
3	11
4	11/2
5	11
6	
7	
8	
9	
10	
Total in Figure	53/2 = 54
Total in Words	Fifty Four
Signature of Examiner	

- विद्यार्थ्यांनी उत्तरपत्रिकेच्या मुखपृष्ठावर तसेच पुरवणी उत्तरपत्रिकेवर विहित जागेत आसन क्रमांक अंकात व अक्षरात बिनचूक लिहून स्वाक्षरी करावी.
- उत्तरपत्रिकेवर फक्त निळ्या अथवा काळ्या शाईचा उपयोग करावा, अन्यथा उत्तरपत्रिकेचे मूल्यापन केले जाणार नाही.
- उत्तरपत्रिकेच्या पृष्ठक्रमांक २ पासून उत्तर लिहिण्यास प्रारंभ करावा.
- संबंधित प्रश्नाचे अथवा उपप्रश्नाचे उत्तर जेवून सुरु होते तेथेच समासात प्रश्न क्रमांक, उपप्रश्न क्रमांक अचूक व स्पष्ट लिहावा, यासाठी वेगळ्या शाईचा उपयोग करू नये.
- प्रत्येक पानाच्या दोन्ही बाजूस लिहावे, उत्तरपत्रिका किंवा पुरवणी उत्तरपत्रिकेचे कोणतेही पान फाडू नये. फाडल्यास सर्वोच्च नैतिकार समजून पुढील कार्यवाही करण्यात येईल.
- सर्वोच्च नैतिकार समजून पुढील कार्यवाही करण्यात येईल.

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

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

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

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

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

Warning bell will be given before 10 minutes of the end of the examination. Candidate shall paste Hollocraft



## Practical of 104 Evaluation and assessment of Learning.

### 12. Achievement Test question Paper संपादनूक चाचणी प्रश्न पत्रिका

(The student teacher should type and print the Achievement test prepared according to the Blue print and attach the print here विद्यार्थी शिक्षकाने संविधान तक्त्यानुसार तयार केलेली चाचणी प्रिंट करून त्याची प्रिंट या ठिकाणी जोडावी )

The Rising Star Education, Pune-411061  
UNIT TEST (2023,2024)

Sub: Science  
Class: VI

Duration: 45 min.  
Total Marks: 50

#### Instructions.

1. All questions are compulsory.
2. The question paper consists of three sections A, B, C.
3. Section A consists of five questions; one mark each.
4. Section B consists of five questions; three marks each
5. Section C consists of six questions; five marks each

#### Section A

5 M

#### I. Fill in the blanks

1. Raw materials used to prepare food are called \_\_\_\_\_.
2. Ingredients used to prepare boiled rice are \_\_\_\_\_.
3. The ingredients that are used to prepare food are come from \_\_\_\_\_.
4. We get sugar from \_\_\_\_\_.
5. \_\_\_\_\_ nutrient give energy to our body.

#### Section B

15 M

#### II. Answer in short

1. Name the major nutrients for our body.
2. Name two food; each rich in a) fat b) starch c) dietary fibers d) protein.
3. Do all food contents all the require nutrients?
4. What do you mean by balanced diet?
5. Name the male and female parts of flower.

Page 1 of 2

Confidential



**B.ED. COURSE 104:- ASSESSMENT & EVALUATION FOR LEARNING**

**बी .एड. कोर्स १०४ अध्ययनासाठी मूल्यनिर्धारण आणि मूल्यमापन**

**ACTIVITY NO-1 :- PRACTICAL प्रात्यक्षिक कार्य**

**DEVELOPING AN ACHIEVEMENT TEST WITH ITS BLUE PRINT**

**'संविधान तक्त्यासह संपादन चाचणी विकसित करणे '**

**POINTS मुद्दे**

- ✦ INTRODUCTION :- प्रस्तावना
- ✦ ACKNOWLEDGEMENT :- ऋणनिर्देश
- ✦ ASSESSMENT & EVALUATION (INTRODUCTION ,MEANING):- मूल्यांकन आणि मूल्यमापन (प्रस्तावना ,स्वरूप , अर्थ )
- ✦ CRITERIA OF GOOD EVALUATION TOOL:- चांगल्या मूल्यमापन साधनाचे निकष
  - A) VALIDITY सप्रमाणता
  - B) RELIABILITY विश्वसनीयता
  - C) OBJECTIVITY वस्तुनिष्ठता
  - D) ADEQUACY पर्याप्तता
  - E) DISCRIMINATION POWER भेदभाव क्षमता
  - F) USABILITY उपयुक्तता
- ✦ CONTENT VALIDITY :- आशय सप्रमाणता
- ✦ EVALUATION TOOL CHART ( Qualitative tools & Quantitative tools ) :- मूल्यमापन साधने तक्ता -गुणात्मक आणि संख्यात्मक साधने
- ✦ ACHIEVEMENT TEST (Nature ,Need,Importance ):- संपादणूक चाचणी (स्वरूप ,गरज ,महत्व )
- ✦ PREPARATION OF TEST ACCORDING TO THE STEP OF UNIT TEST :- घटक चाचणी तयार करण्याच्या पायऱ्यानुसार चाचणीची निर्मिती
  - DESIGN OF UNIT TEST :- घटक चाचणीचा स्थूल आराखडा
    - A) Weightage of content Area घटक उपघटकांना द्यावयाचा भारांश
    - B) Weightage of Objectives उद्दिष्टांना द्यावयाचा भारांश
    - C) Weightage of Diffrence Forms Of Questions प्रश्न प्रकारांना द्यावयाचा भारांश
- ✦ BLUE PRINT :- संविधान तक्ता
- ✦ QUESTION PAPER (PRINTED) :- प्रश्न पत्रिका ( छापील )
- ✦ MODEL ANSWERSHEET :- गुणदान योजना व आदर्श उत्तरसुची
- ✦ QUESTION WISE ANALYSIS ( ITEM ANALYSIS ):- चाचणीचे प्रश्नवार पृथक्करण
- ✦ EDUCATIONAL IMPLICATION :- शैक्षणिक उपयोजन



**Formative Evaluation:**

The institute monitors performance of students in the classroom teaching-learning process, practical works and conducts internal assessment examinations as a part of the formative assessment. In this way, students get proper feed-back about their learning and the areas where they have to improve the achievement in concern area.

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

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**B.ED. 204-01 GUIDANCE AND COUNSELING**  
**PRACTICAL WORK: INTERVIEW OF A SCHOOL COUNSELOR**  
**EVALUATION SCHEME**

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

Sr. No.	Criteria	1	2	3	4	5
01	Introduction					✓
02	Objectives of an Interview				✓	
03	Planning of an Interview				✓	
04	Expertise of the Counselor and his contribution				✓	
05	Execution of an Interview				✓	
06	Analysis of an Interview				✓	
07	Interpretation of an Interview				✓	
08	Conclusions of an Interview				✓	
09	Educational Implications				✓	
10	Overall impact of the report				✓	
<b>Total Marks Out of 50</b>						<b>41</b>

Qualitative Feedback if any: Good

ACTIVITY	I	II	III
MARKS	41	36	52

*R.R.*  
Course In-charge  
ASST. PROF. RATHOD RASHMI





## Summative Evaluation:

Every year for B.Ed. First & Second Year students' summative examination is conducted at institute level as activity III- Internal Written Examination. The examination is conducted as per the university guidelines. In the Covid-19 pandemic period, Final online examinations were conducted by the university.

Email	Score/80	Score released
poojababa15@gmail.com	78	4 Sept 17:37
amrata113159@gmail.com	80	4 Sept 17:37
pranavkarskar@gmail.com	72	4 Sept 17:37
sujatahulsurkar78@gmail.com	80	4 Sept 17:37
khadkegeeta1@gmail.com	78	4 Sept 17:37
punamsonje65@gmail.com	74	4 Sept 17:37
pratiksha112016@gmail.com	78	4 Sept 17:37
jsiddhant428@gmail.com	80	4 Sept 17:37

सूचना/Instructions: प्रत्येक प्रश्न सौरादिणे अनिवार्य आहे. (All questions are)



Internal Exam  

Questions

Responses **98**

Settings

Section 1 of 2

श्री जैन विद्या प्रसारक मंडळ संचालित अध्यापक  
महाविद्यालय, चिंचवडगाव, पुणे - ३३बहूविकल्पी  
परीक्षा INTERNAL EXAMINATION 2020-2021

<sup>I</sup> B.Ed

Course 103-Learning and Teaching(अध्ययन  
आणि अध्यापन)

**B** **I** **U**  

Form description

Email \*

Valid email address

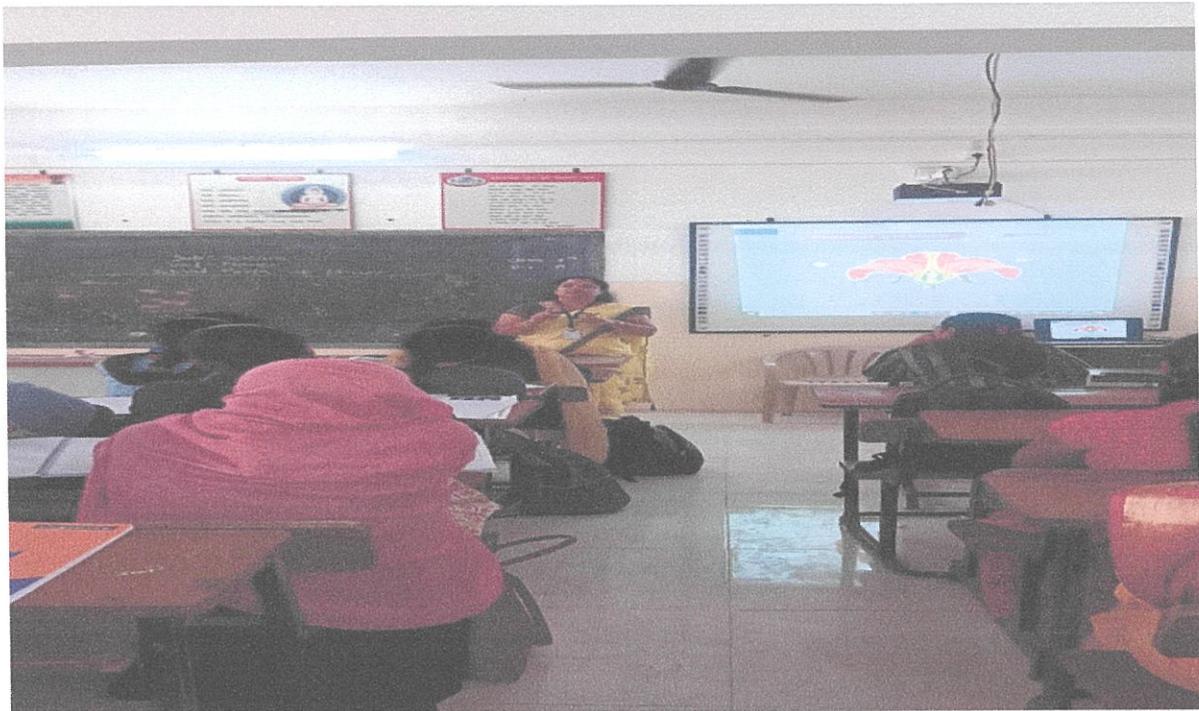


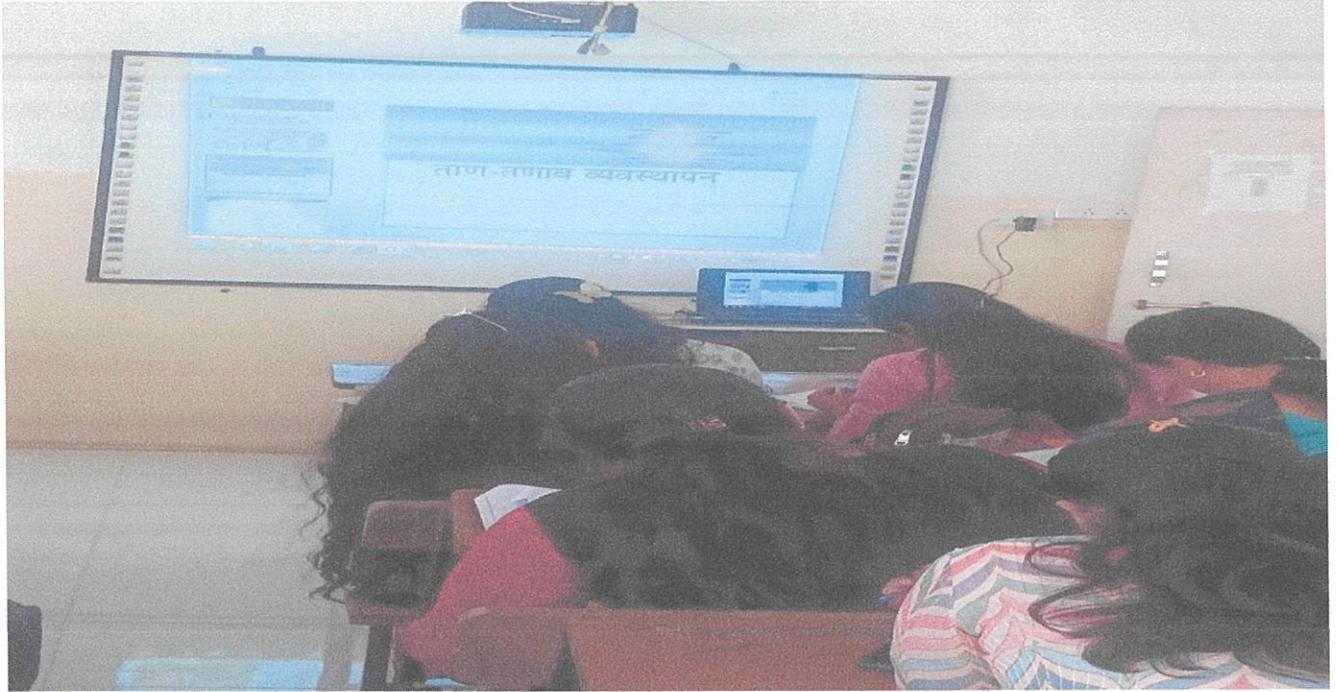
AOC



#### 4. Technology Use and Integration

Teachers use ICT in their class and also encourage trainee teachers to use them while delivering their lecture. Moreover, the college organize various workshop for the students to help them to understand Information and communication Technology Use and Integration.

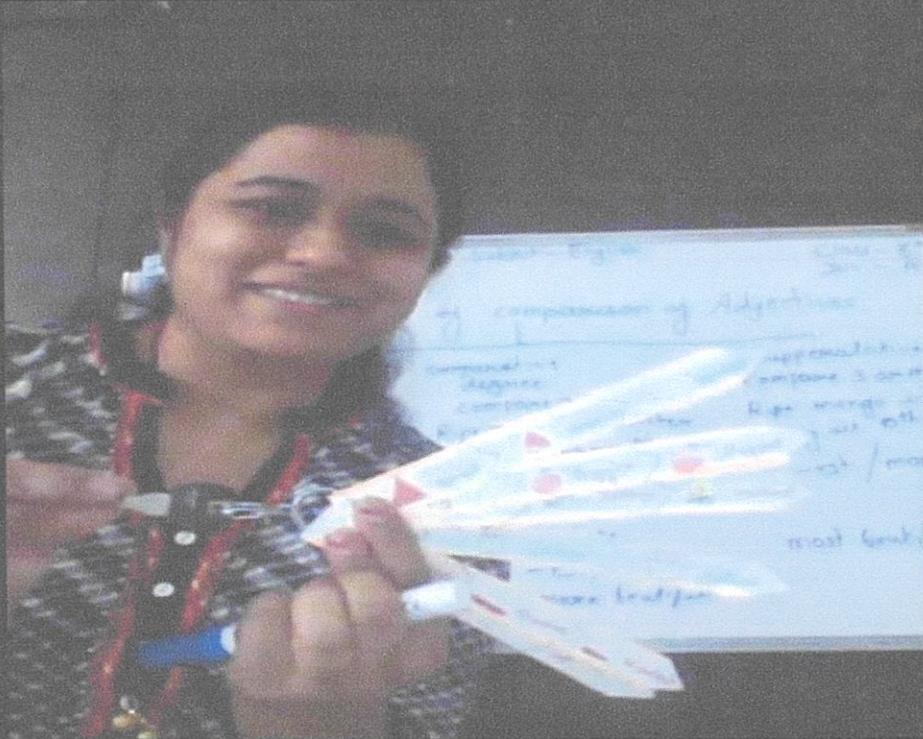




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Navya Achyut



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Jayshri

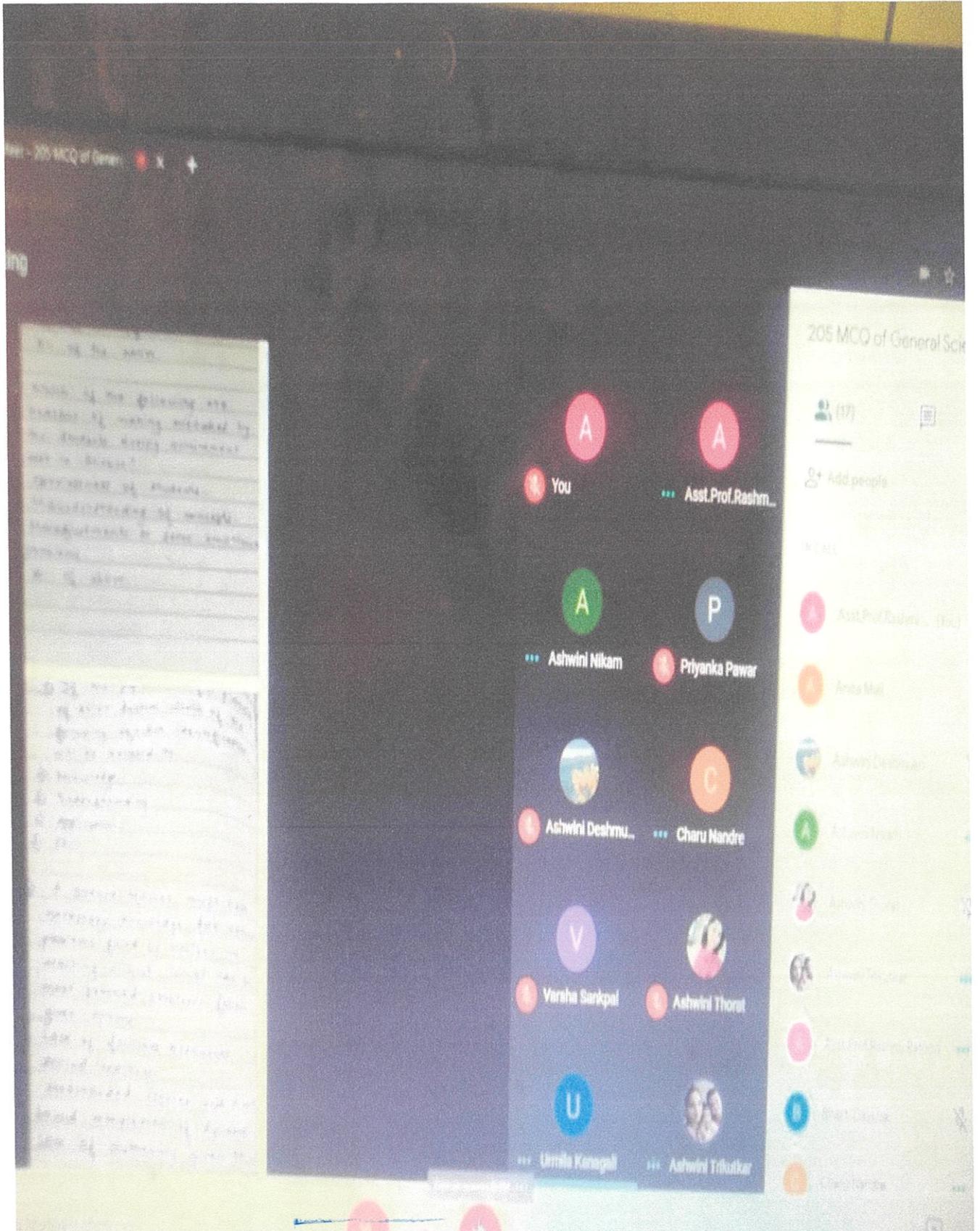


Swati



5 others





## 5. Organizing Field Visits

The college organizes various field visit for the students. The Students not only come together to gain knowledge but also to serve society. In this form many out of Classroom Activities are also conducted to enhance their personality. Students are also taught how to engage in community and adjust.





## 6. Conducting Outreach/ Out of classroom Activities

The institute organizes various Visits for students, special children school to facilitate Inclusive Education for the students. The students come together to help students and kids with learning or physical disability or Science lab Visit to enhance their observation skill. The college is regularly organizing a number of outreach activities which are directly connected with student's academic, social and cultural development. Activities include creating awareness for social issues, celebration of special days.





## 7. Community Engagement

The students are enrolled as NSS volunteers and are engaged in various community service activities throughout the session. They also attend 7-day special NSS camps and are mobilized to undertake various community related initiatives. The students were performed Street play, Social Awareness Rally (Ahimsa), Blood donation Camp, Rubella Vaccination Camp. The college organizes social awareness programmes, health care programmes and environment friendly initiatives with active involvement of students to benefit the community. The students organize rallies, Street play.









## Blood Donation Camp 2022-23



 **GPS Map Camera**

**Pune, Maharashtra, India**

JQMH+M2J, Shri Jain Vidya Prasarak Mandal Adhyapak Mahavidyalaya

Chinchwad Gaon, Pawana Nagar Pune, Maharashtra 411033, India

Lat 18.634296°

Long 73.77751°

15/07/23 01:06 PM GMT +05:30

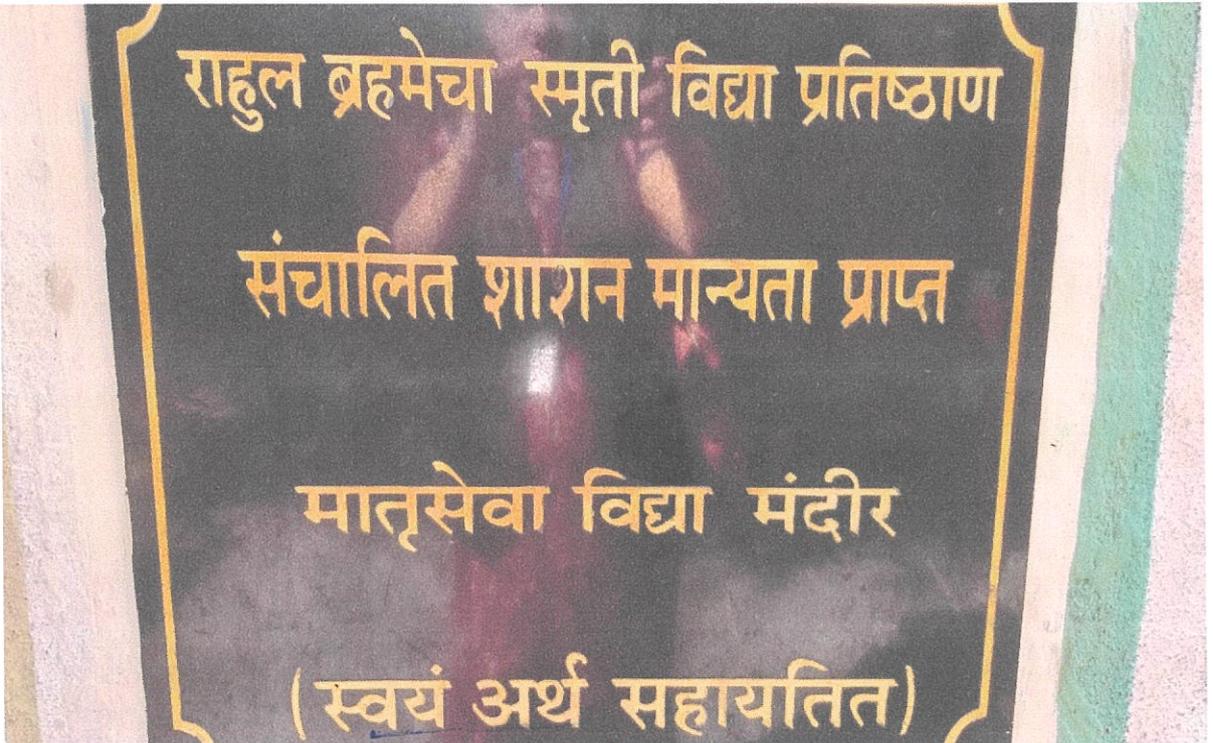
Google





## 8. Facilitating Inclusive Education

The college organizes various Visits for students, special children school to facilitate Inclusive Education for the students. The students come together to help students and kids with learning or physical disability. Internship activity- Development of Lesson Plan Catering to the different need of the students- Attach Lesson Plan



पाठ्यक्रम चरण Steps of Lesson	विषय / Content	उद्देश्य व स्पष्टीकरण Objectives and Specifications	शिक्षक कृती / Teacher's Activity	विद्यार्थी कृती / Student's Activity
E	Human digestive system	Knowledge	Teacher's shows a hanging image of human digestive system & asks various parts.	Student observe carefully,
X		students identify the organs of the human digestive system		
P			<u>The teacher provided regular movement breaks during lesson allowing hyperactive students to excess for energy &amp; refocus on learning.</u>	
L				
A				
I	mouth	SKILL students draw a neatly labelled diagram of the digestive system.	"mouth is the first organ of human digestive system. It helps the food to form a bolus."	Students observe & draw the diagram in notebook.
N			<u>Teacher used praise &amp; reward to encourage positive behaviour and effort from hyperactive student.</u>	Students listen carefully.
A				
T				
I	oesophagus		The oesophagus or food pipe connects the mouth and stomach. It pushes the food towards the stomach.	students listen carefully.
O				
N				



## 9. Preparing Individualized Educational Plan (IEP)

All faculty members have their course plans.

- for slow learners, remedial classes are conducted. The advanced learners are continuously encouraged to strive for higher goals for providing them additional inputs for better career planning and growth e.g. encouraging the students to be active members of various activities. They are encouraged to do some online/offline courses to supplement their learning. Students are encouraged to participate in the competition according to their abilities

- Preparation of Special Learning Materials, Individualized Educational Plan and its execution: In the subject, creating an Inclusive school, students prepare special learning materials for addressing the need of special disability. Plan the lesson plan, execute it and evaluate its effectiveness. In this way, students prepared themselves for individualized learning.

- Each and every student is preparing their individual lesson plans, teaching aids, giving presentations, assignments, and feed-back were provided to them individually.

!! सर्वं सर्वं करो वया !!  
Shree Jain Vidya Prasarak Mandals  
**Adhyapak Mahavidyalaya, (B.Ed.)**  
Fattechand Marg, Chafeker Chowk Chinchwad, Pune 411033. Tel.: 020-27352274,  
8/9/1927 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: 08/03/2021

All B..Ed Ist year Student Teacher are here by informed that ,from Date: 15-03-2021 to 22-03-2021 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	15-03-2021	3.00PM-5.00PM	Dr.Kothawade P.L
2	B.Ed course 102	16-03-2021	3.00PM-5.00PM	Asst.Prof Shitole R.P.
3	B.Ed course 103	17-03-2021	3.00PM-5.00PM	Asst.Prof Rathod R.B.
4	B.Ed course 104	18-03-2021	3.00PM-5.00PM	Asst.Prof Papal A.R
5	B.Ed course 105	19-03-2021	3.00PM-5.00PM	Asst.Prof Sakunde A.Y
6	B.Ed course 106	20-03-2021	3.00PM-5.00PM	All Asst.Prof(Method Master
7	B.Ed course 107	22-03-2021	3.00PM-5.00PM	All Asst.Prof(Method Master

Class Teacher \_\_\_\_\_

Principal \_\_\_\_\_  
Dr. Kothawade P.L.  
Shree Jain Vidya Prasarak Mandals  
College Of Education ( B.Ed)  
Chinchwadgaon Pune-33

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

Date: 12/03/2021

All B..Ed II<sup>nd</sup> year Student Teacher are here by informed that ,from Date: 23-03-2021 to 27-03-2021 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 201	23-03-2021	3.00PM-5.00PM	Asst.Prof Jawalikar A.D.
2	B.Ed course 202	24-03-2021	3.00PM-5.00PM	Asst.Prof Shinde S.P.
3	B.Ed course 303	25-03-2021	3.00PM-5.00PM	Asst.Prof Mali S.K.
4	B.Ed course 204	26-03-2021	3.00PM-5.00PM	Asst.Prof Shinde S.P. Asst.Prof Mali S.K.
5	B.Ed course 205	27-03-2021	3.00PM-5.00PM	All Asst.Prof(Method Master

Class Teacher \_\_\_\_\_

Principal \_\_\_\_\_  
Dr. Kothawade P.L.  
Shree Jain Vidya Prasarak Mandals  
College Of Education ( B.Ed)  
Chinchwadgaon Pune-33







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