

!! पहमं 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

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Dr. Kothawade P.L.

Email: sjvpmbed@gmail.com

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

Ref.

Date :

2.4.7 A variety of assignments given and assessed for theory courses through

1. library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study



**Shri Jain Vidya Prasarak Mandal's Adhyapak Mahavidyalaya,
Chinchwadgoan, Pune – 33**

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**B.Ed.101 - CHILDHOOD AND GROWING UP
Practical: CASE STUDY OF AN ADOLESCENT LEARNER**

Name of Student: PRATISTHA RANI BHOJAL Roll No:

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Preliminary information of adolescent learner					✓
2	History of family					✓
3	Academic information				✓	
4	Physical development (as per physical development norms)				✓	
5	Mental development (as per mental development norms)					✓
6	Emotional development (as per emotional development norms)					✓
7	Social development (as per social development norms)					✓
8	Remarks to the adolescent learner and suggestion					✓
9	Educational Implication				✓	
10	Overall Impression				✓	
Total Marks_50		46				

Qualitative Feedback, (if any)

Signature of Professor In_charge
ASST.PROF.RATHOD RASHMI

ACKNOWLEDGEMENT ऋणनिर्देश

Presentation, Inspiration and Motivation play a very key role in the success of any project/venture.

I express my sincere thanks to the Savitribai Phule University, B. Ed curriculum department, Shree Jain Vidya Prasarak Mandal's Adhyapak Mahavidhyalaya (College of B. Ed), Prof. Pralim Kothawade (Principal), Asst. Prof. Rashmi Rathod (Project in-charge) for giving us an opportunity to explore new arenas of the 'study of an adolescent' project and for their constant and timely guidance.

I am immensely obliged to the entire family of the adolescent Mr. and Mrs. Prabhure and to Master Atharva Prabhure for co-operating and sharing valuable information concerning the project. Also, I'm grateful to my friends and family for sharing their views and their support.

Thanking You,
Yours sincerely,

Mrs. Pratiha Bhojal.

INTRODUCTION: प्रस्तावना

The word adolescence comes from the Latin verb 'adolescere' which means 'to grow'.

Adolescence is the period of transition between childhood and adulthood. It includes some big changes - to the body, and to the way a young person relates to the world.

G. STANLEY HALL was a pioneer in the scientific study of adolescence, defining it in 1904 as a time of storm and stress and strife.

WHY DO WE NEED TO STUDY ABOUT ADOLESCENCE STAGE?

- ⇒ To look carefully at a developing adolescent to understand his/her COGNITIVE, SOCIAL, PSYCHOLOGICAL, MORAL AND PHYSICAL DEVELOPMENT IN SCHOOL / NON-SCHOOL CONTEXTS.
- ⇒ To examine how one/more social systems - schools, peer groups, families - influence the thinking and behavioural pattern of adolescent.
- ⇒ TO APPLY INSIGHTS AND PRINCIPLES FROM RESEARCH ON ADOLESCENT DEVELOPMENT AND LEARNING TO A SPECIFIC CASE.
- ⇒ To learn, to see and interpret the world from another's perspective.

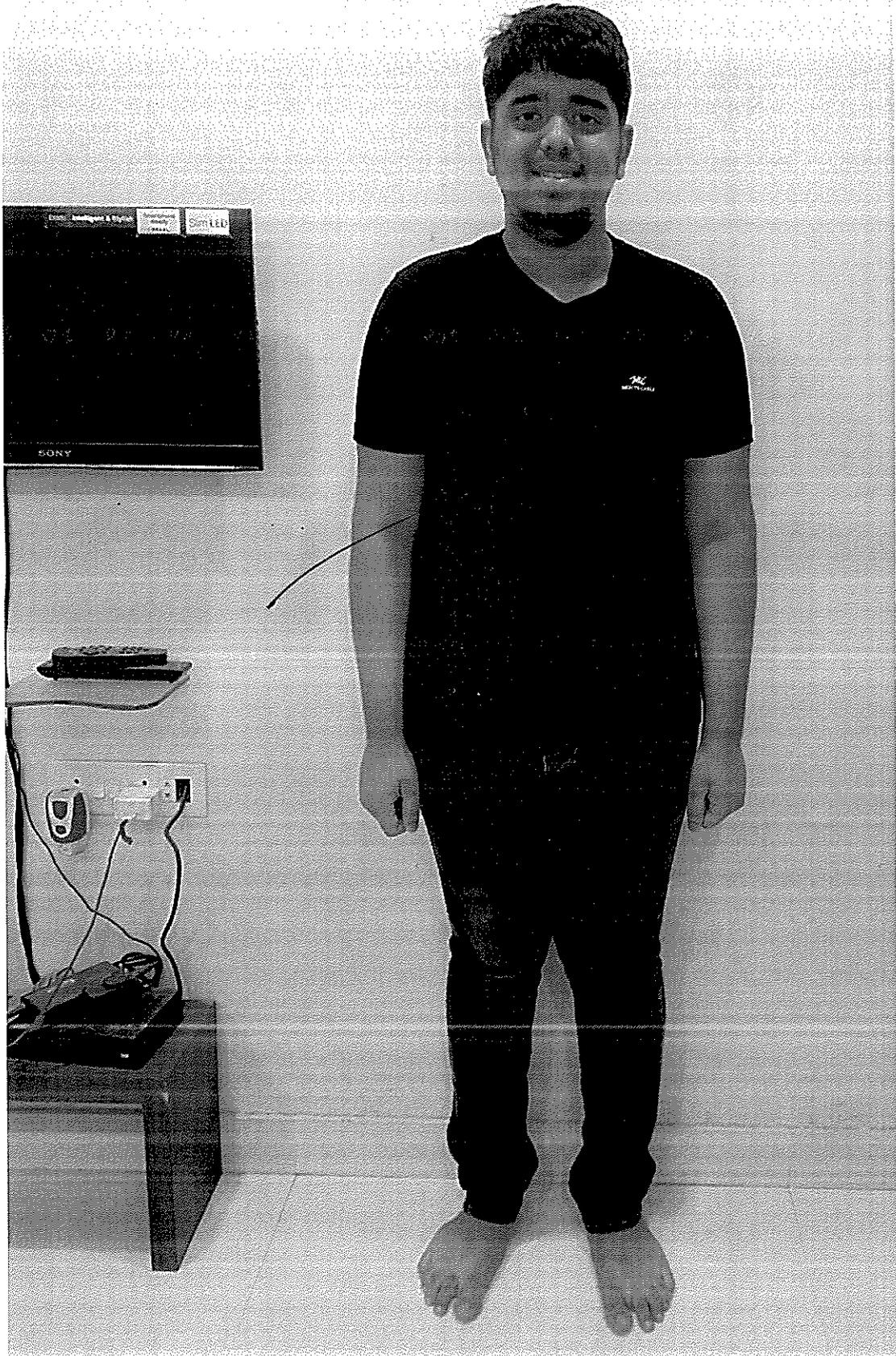
THEREFORE, THE FOLLOWING PRACTICAL IS ALL ABOUT CASE 'STUDY OF AN ADOLESCENT, STUDYING HIS EMOTIONAL, MENTAL, SOCIAL AND PHYSICAL DEVELOPMENT.

THE FOLLOWING PAPERS ARE FOCUSED PRIMARILY ON THE ABOVE MENTIONED ASPECTS OF A YOUNG BOY NAMED ATHARVA PRABHUNE. IT IS A STUDY THAT INTENDS TO SHOW HOW ATHARVA IS DEVELOPING FOR HIS AGE.

PRELIMINARY INFORMATION OF ADOLESCENT LEARNER

पौंगडावस्थेतील अध्ययनार्थ्याची प्राथमिक माहिती

- Name नाव : ATHARVA PRABHUNE
- Date of Birth: जन्मतारीख 22nd MAY 2002
- Gender: लिंग MALE
- Address: रहिवासी पत्ता
SECTOR 25, PLOT NO - 482 ,
PRADHIKARAN,
PUNE - 411044
- Name of the School: शाळेचे नाव
JNANA PRABODHINI NAVNAGAR VIDYALAYA
- Standard: इयत्ता F.Y. MECHANICAL ENGINEERING.
- Medium: माध्यम ENGLISH MEDIUM.
- Mother tongue: मातृभाषा MARATHI
- Languages Known: ज्ञात (अवगत) भाषा MARATHI, ENGLISH, HINDI
- Hobbies छंद SWIMMING, READING, MOUNTAIN TREKKING
- Evidence(Photograph): पुरावा छायाचित्र

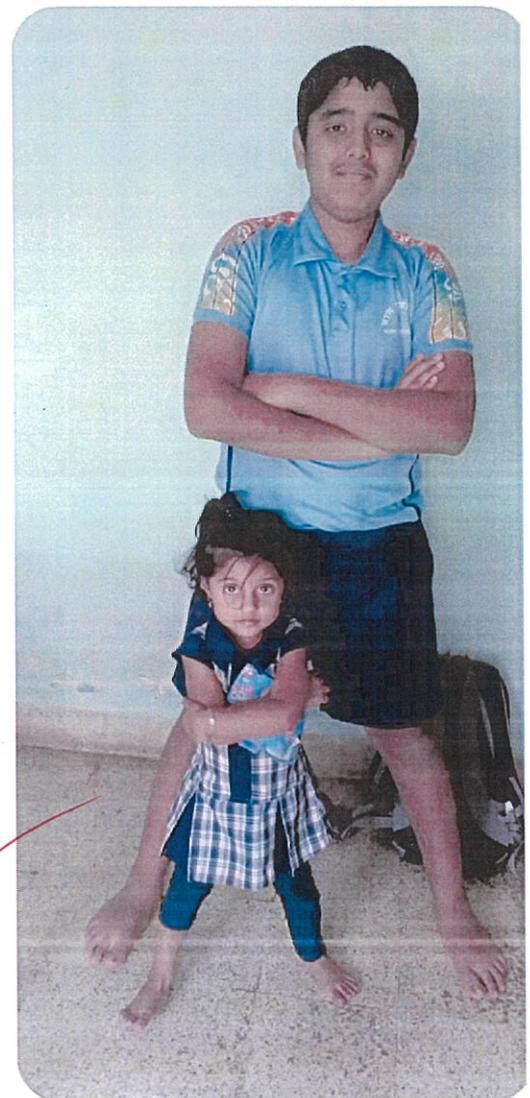


HISTORY OF FAMILY कौटुंबिक इतिहास

- Name of Father: वडिलांचे नाव MAYURESH PRABHUNE
- Date of Birth of Father: वडिलांची जन्मतारीख 27th JUNE 1976
- Age of Father: वडिलांचे वय 45 yrs.
- Qualification of Father: वडिलांची शैक्षणिक पात्रता BSC
- Profession of Father: वडिलांची व्यावसाय HEAD OF SECURITY IN A DVT. FIRM
- Name of Mother: आईचे नाव APARNA PRABHUNE
- Date of Birth of Mother: जन्मतारीख 17th APRIL 1977
- Age of Mother: आईचे वय 44 years.
- Qualification of Mother आईची शैक्षणिक पात्रता: MA IN GEOGRAPHY
- Profession of Mother आईचा व्यवसाय OWNER OF A BEAUTY SALON
- Sibling भावंडे : ONE YOUNGER BROTHER.
- Order in Family: कुटुंबातील क्रम THIRD.
- Monthly Income of Family: कुटुंबाचे मासिक उत्पन्न 20 lakh sp.a.
- Accommodation: रहिवास BUNGLOW HOUSING.
- Type of Family: कुटुंबाचा प्रकार NUCLEAR FAMILY.
- Number of Members in Family: कुटुंबातील व्यक्तींची एकूण संख्या 4
- Evidence(Family Photograph) पुरावा छायाचित्र



Emotional attachment
with siblings is also an
important characteristic of an
adolescent.



PHYSICAL DEVELOPMENT शारीरिक विकास

- Age वय : 18 years old
- Weight: वजन 90 kgs.
- Height: उंची 5 feet 8"
- Body Mass Index(BMI): उंची वजन गुणोत्तर 30 kg/m².
- Blood Group: रक्तगट AB+ve
- Physical Fitness: शारीरिक तंदुरुस्ती good, a little overweight
- Motor Skills: कारक कौशल्ये good.

As Atharva is involved in varied sport activities, the gross motor skills are developed.

1) Need to Improve 2) Average 3) Good 4) Very Good 5) Excellent

1] प्रगती आवश्यक २] सरासरी ३] चांगला ४] अधिक चांगला 5] उत्कृष्ट

- Sensory Motor Skill Very good.

1) Need to Improve 2) Average 3) Good 4) Very Good 5) Excellent

1] प्रगती आवश्यक २] सरासरी ३] चांगला ४] अधिक चांगला 5] उत्कृष्ट

- Heredity Disease: अनुवंशिक आजार No.

- Allergies: संसर्ग No.

- Accident Met: अपघात विषयक माहिती No.

- Evidence(Photograph): पुरावा छायाचित्र

ACADEMIC INFORMATION शैक्षणिक माहिती

- **Last Year Academic Achievement: मागील वर्षातील शैक्षणिक प्राविण्य**

Atharva has fared well amidst the competitions all around. He has secured 90% in his S.S.C exams, 82.3% in 12th standard (HSC Science), 95.9% in JEE MAIN, 97.2% in MH-CET.

- **Attendance In School: शालेतील उपस्थिती**

Being so engrossed and an enthusiastic child for studies, Atharva has always been attending school/college on regular bases. Except in case of any illness or emergencies, he has been regular at school/college. 98/101.

- **Participation in Co-Curricular Activities: सांस्कृतिक उपक्रमातील सहभाग**

Atharva has always been inclined towards computers. He has passed Dr. Homi Bhabha Bal Vaidyanik exam in Class 10th.

He has been interest in constructing 'किल्ला' forts during diwali festival and has participated in them a number of times.

- **Participation in Extra Curricular Activities: सहशालेय उपक्रमातील सहभाग**

The adolescent has been actively been participating in various QUIZ COMPETITIONS, MIME ACTS, at various places. He is also interested in SCRIPT WRITING.

Passed his ELEMENTARY GRADE drawing exams and also cleared his INTERMEDIATE GRADE drawing exams.

- **Participation in Sports Activities: क्रीडा उपक्रमातील सहभाग**

Sports has always played an important role in the PHYSICAL DEVELOPMENT of children especially from age group 10 to 19 years. Atharva too has interest in various sport activities namely, SWIMMING, BASKETBALL and enjoys playing BADMINTON. He has also participated in district and Zonal level swimming competition.

- **Information About Hobby Classes: छंद वर्गाबाबत माहिती**

Keeping in touch with your hobby along with other studies has its own advantages. Atharva has kept up his hobbies by joining and participating in IVCAA SUMMER CAMPS, HIGH ALTITUDE TREKKING PROGRAMMES and has also joined HORSE RIDING CAMPS.

- **Evidences (Attach Report card/certificates/photographs etc.)**

पुरावा गुणपत्रक / प्रमाणपत्र / छायाचित्र ई. जोडणे

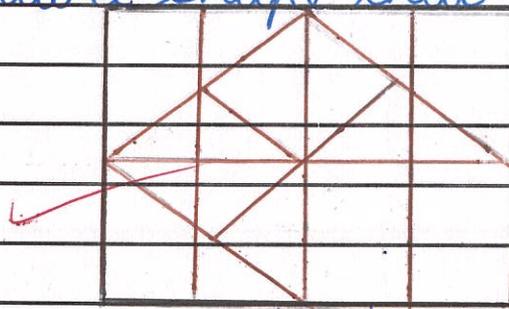
MENTAL DEVELOPMENT मानसिक विकास

• Logical Thinking: तार्किक विचारक्षमता

The following exercise was done with the adolescent.

Q ⇒ Find the suitable shape that completes the pattern.

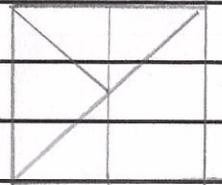
a.)



① Line in shape is vertical across centre

② By symmetry line joining top right & bottom left corner.

③ Other line joining centre to top left corner.



• Problem Solving: समस्या निराकरण

	36		9		25
49	26	64	81	21	25
	25		16		36

(a) 19 (b) 23 (c) 25 (d) 31

By 3rd row: $x+y+16=34 \Rightarrow x+y=18$ No.s outside the box

For options: a) $= 11 \times 7$, but $11+7=18$ are perfect square s.

b) $66 = 12 \times 5 = 6 \times 10 = 30 \times 2 = 20 \times 3$ No.s inside box are

But, $12+5=17$, $6+10=16$, $30+2=32$ sum of square roots:

& $20+3=23$

c) $48 = 9 \times 5 = 3 \times 15$

$x+y=14 \Rightarrow x \& y = 9 \& 5$

& $xy = 45$

A: $36 = (6)^2$, $49 = (7)^2$, $(25) = (5)^2$, $64 = (8)^2$

$26 = 6 + 7 + 5 + 64$

∴ For C: 25, 64, 36, 144 are outside

∴ Ans = 5 + 8 + 6 + 12 = 31

SHREE JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK
MAHAVIDYALAY, CHINCHWAD, PUNE - 33

B. ED. COURSE : 102

CONTEMPORARY INDIAN EDUCATION, GENDER AND SOCIETY
PRACTICAL: STUDY OF ANY ONE THINKER

Evaluation scheme

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

	Criteria	1	2	3	4	5
1	Introduction				✓	
2	Background of the practical					✓
3	Selection of the thinker				✓	
4	Life history of the selected thinker			✓		
5	Principles given by thinker				✓	
6	Contribution to education field					✓
7	Influence of his/her thoughts in the 21 st century					✓
8	Reflection and opinion			✓		
9	Educational implication and references				✓	
10	Overall impression and report writing				✓	
Total marks out of 50		41				

Shitole
INCHARGE - ASST. PROF. SHITOLE R.P.



INDEX

	Particulars	
1	Introduction	
2	Background of the practical	
3	Selection of the thinker	
4	Life history of the selected thinker	
5	Principles given by thinker	
6	Contribution to education field	
7	Influence of his/her thoughts in the 21 st century	
8	Reflection and opinion	
9	Educational implication and references	

INTRODUCTION प्रात्यक्षिकाची प्रस्तावना -

BACKGROUND OF THE PRACTICAL प्रात्यक्षिकाची पार्श्वभूमी -

We are all aware of the fact that the term "Education" is so comprehensive & dynamic that there is no last word on "education".

- It is used in both the narrow & broader sense. In the narrow sense, "Education" refers to the schooling whereas in the broader sense it is considered as an act or experience that has a formative effect on the mind, character or physical ability of an individual. It implies life long, continuous, broad-based process, educational experiences from cradle to the graveyard experiences bringing about changes in the behaviour. Thus it is all permeative; so life is educⁿ is life & it deals with the ever growing man in an ever growing society. The maker of Modern India the founder of the greatest Socio-religious reform movement Brahmo samaj. Raja Ram Mohan Roy has played a crucial role in the abolition of social evils like the sati system. He also advocated various changes in the Indian society by popularizing the study of English.

PRACTICAL'S EDUCATIONAL IMPLICATION AND REFERENCES

प्रात्यक्षिकाचे शैक्षणिक योगदान आणि संदर्भ साहित्य

Raja Ram Mohan Roy (1772-1833) - He born in Radhanagar, Hooghly District, Bengal Presidency in May 1772 into an orthodox bengali Hindu family. At the age of sixteen, he wrote a rational critique of Hindu idol worship.

From 1809 to 1814, he served in the Revenue Department of the East India Company also worked as a personal Diwan to Woodford & Digby. From 1814 onwards he devoted his life to religious, social and political reforms. his address, entitled 'Inauguration of the Modern Age in India.' Tagore referred to Ram Mohan as 'a luminous star in the firmament of Indian History'.

Raja Ram Mohan Roy was impressed & admired the civil liberties given to people under the British system of constitutional Government.

References - wikipedia, darishtia.com @ Raja Ram Mohan & the Abolition of sati system in India @ Listen name 'greatest Bengali' @ Madras courses. 28 July 2017.

PRINCIPAL

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



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

**B.Ed Course:103
LEARNING AND TEACHING**

PSYCHOLOGICAL EXPERIMENTS

**ACADEMIC YEAR
2022-2023**

NAME OF THE STUDENT TEACHER

BORHADE SMITA DADABHAU

ROLL.NO

52

Activity I	Activity II	Activity III	Total Out Of 180	Out Of 20
46	12	60	118	16

INCHARGE

ASST. PROF. RATHOD RASHMI



2

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

**B.Ed Course:103
LEARNING AND TEACHING
Psychological experiments**

**ACADEMIC YEAR
2022-2023**

NAME OF THE STUDENT TEACHER

BORHADE SMITA DADABHAU

ROLL.NO

65

- COURSE RELATED PRACTICAL WORK
 - ACTIVITY:MCQ
 - EXAMINATION


IN CHARGE

ASST. PROF. RATHOD RASHMI

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

**B.Ed:103
LEARNING AND TEACHING**

INDEX

Sr.No	Name of Experiment	Marks	Signature
1	Learning Curve	45	 19/11/23
2	Work And Fatiuge	46	
TOTAL MARKS OUT OF 100		91	
FINAL MARKS OUT OF 50		46	


 Signature of Professor In charge
ASST. PROF. RATHOD RASHMI

4

**Shri Jain Vidya Prasarak Mandal's Adhyapak
Mahavidyalaya,
Chinchwadgoan, Pune – 33**

B.Ed:103

LEARNING AND TEACHING

Name of Practical:

Name of Student: Borhade Smrta D. Roll No: 52

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Objectives of Experiment				✓	
2	Apparatus for Experiment				✓	
3	Background					✓
4	Procedure					✓
5	Observation of Table/Graph					✓
6	Introspection				✓	✓
7	Educational Importance				✓	
8	Conclusion					✓
9	Educational Implication					✓
10	Overall Impression				✓	
Total Marks_50		45				

Qualitative Feedback, (if any)

Good


Signature of Professor In charge
ASST. PROF. RATHOD RASHMI

Experiment No.1

Title/शीर्षक

Learning Curve

Date/दिनांक 02/01/2023

Objectives of Experiment/प्रयोगाचा हेतू

To learn about rate of progress of learning by learning curve.

Apparatus for Experiment/प्रयोगाचे

साहित्य Graph, Pen, Pencil, stopwatch

Type of Experiment/प्रयोगाचा प्रकार

Group Experiment

Experimenter/प्रायोजक

Asst. Prof. Rashmi Rathod

Student/प्रयोज्य

Smita D. Borhade

Background/पार्श्वभूमी

- Learning curve is the graphical representation of rate of learning process. The learning curve is used in many field, it helps track training progress, improve productivity and predict learners performance.
- Learning curve is the representation in graph form of the rate of learning something over time or repeated experiences.
- There are 4 types of learning curve
 - 1) Linear learning curve :- 
 - 2) positive learning curve :- 
 - 3) Negative learning curve :- 
 - 4) S-shaped learning curve :- 

**Shri Jain Vidya Prasarak Mandal's Adhyapak
Mahavidyalaya,
Chinchwadgoan, Pune – 33**

B.Ed:103

LEARNING AND TEACHING

Name of Practical: WORK & FATIGUE

Name of Student: Boshade Smita Dadabhau Roll No: 052

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Objectives of Experiment				/	
2	Apparatus for Experiment					/
3	Background					/
4	Procedure					/
5	Observation of Table/Graph				/	
6	Introspection					/
7	Educational Importance					/
8	Conclusion					/
9	Educational Implication				/	
10	Overall Impression				/	
Total Marks_50		46				

Qualitative Feedback, (if any)

Good


Signature of Professor In charge
ASST. PROF. RATHOD RASHMI



Experiment No.2

Title/शीर्षक

WORK & FATIGUEDate/दिनांक 06/01/2023

Objectives of Experiment/प्रयोगाचा हेतू

To study the variations in the efficiency of model work and different stages in a period of continuous mental work.

Apparatus for Experiment/प्रयोगाचे

साहित्य Graph paper, stopwatch, pen, pencil, chart

Type of Experiment/प्रयोगाचा प्रकार

Group Experiment

Experimenter/प्रायोजक

Dr. Pravin Kothawade

Student/प्रयोज्य

Smita D. Borhade

Background/पार्श्वभूमी

For this practical, Need to learn about how learning process takes and how fatigue affect our learning process.

If one get tired during the process of learning could not be understood so mistakes are done.

To decrease the mistakes some relief time should be taken.

॥ पढमं नाणं तओ द्या ॥

**SHREE JAIN VIDYA PRASARAK MANDAL
ADHYAPAK MAHAVIDYALAYA (B.Ed.),
CHINCHWAD, PUNE- 411033.**

B.ED COURSE:104

**ASSESSMENT AND EVALUATION FOR
LEARNING**

अध्ययनासाठी मूल्यनिर्धारण आणि मूल्यमापन

NAME OF THE STUDENT TEACHER

Kajal Sapan Varade

ROLL NO

97

ACTIVITY-I Course Related Practical Work Marks Out of -50	ACTIVITY -II MCQ Marks Out of - 50	ACTIVITY -III Internal Examination Marks Out of- 80	Total Marks Out of - 180	Converted Marks Out Of -20	Course In charge sign
41	41	45	127	14	<u>37mm</u> PAPAL

INCHARGE

ASST. PROF. AMAR PAPAL



॥ पढमं नाणं तओ द्या ॥

SHREE JAIN VIDYA PRASARAK MANDAL
ADHYAPAK MAHAVIDYALAYA (B.Ed.),
CHINCHWAD, PUNE- 411033.

B.ED COURSE:104

ASSESSMENT AND EVALUATION FOR
LEARNING

अध्ययनासाठी मूल्यनिर्धारण आणि मूल्यमापन

COURSE RELATED PRACTICAL WORK

प्रात्यक्षिक कार्य

DEVELOPING AN ACHIEVEMENT TEST WITH
ITS BLUE PRINT

'संविधान तक्त्यासह संपादन चाचणी विकसित करणे '

NAME OF THE STUDENT TEACHER

Kajal Sopan Vaze

ROLL NO

97

INCHARGE

ASST. PROF. AMAR PAPAL

Seen
@Amr
18/6/23
papal A.K

॥ पढमं नाणं तओ दया ॥
SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK MAHAVIDYALAYA (B.ED)
CHINCHWAD, PUNE – 411033.

B.Ed. COURSE- 104 – ASSESSMENT AND EVALUATION FOR LEARNING
अध्ययनासाठी मूल्यनिर्धारण आणि मूल्यमापन
PRACTICAL – DEVELOPING AN ACHIEVEMENT TEST WITH ITS BLUE PRINT

प्रात्यक्षिक कार्य - 'संविधान तक्त्यासह संपादन चाचणी विकसित करणे '

STUDENT NAME :- Kajal Sopan Varade ROLL NO.:- 97

Sr. No. अ.क्र.	Criteria निकष	1	2	3	4	5
1	Design of a blue print as per criteria निकषानुसार संविधान तक्त्याचा आराखडा				✓	
2	Instructions given to attend the test चाचणीच्या उपस्थितीविषयी योग्य सूचनांचा समावेश					✓
3	Type of questions and marks allotted as per blue print संविधान तक्त्यानुसार प्रश्नप्रकार आणि गुणदान					✓
4	Difficulty level of the questions प्रश्नाची काठीण्य पातळी				✓	
5	Language used to frame the questions प्रश्न तयार करताना योग्य भाषेचा वापर				✓	
6	Length of the Test चाचणीची लांबी				✓	
7	Content Validity आशय सप्रमानता				✓	
8	Answer key with marks distribution गुणदान योजनेसह उत्तरसूची			✓		
9	Educational Implication शैक्षणिक उपयोजन				✓	
10	Overall Impression एकूण प्रभाव				✓	
Total Marks Out Of 50 एकूण गुण ५० पैकी					41	Roman

1. Unsatisfactory

2. Average

3. Satisfactory

4. Good

5. Excellent

Remark:-

Seen

Signature of subject teacher
Mr. Papal A.R.

B.Ed.COURSE-104 -ASSESSMENT AND EVALUATION FOR LEARNING
अध्ययनासाठी मूल्यनिर्धारण आणि मूल्यमापन
PRACTICAL – DEVELOPING AN ACHIEVEMENT TEST WITH ITS BLUE PRINT
प्रात्यक्षिक कार्य - 'संविधान तक्त्यासह संपादन चाचणी विकसित करणे '
अनुक्रमणिका (Index)

Sr. No. अ.क्र.	Content तपशील
1	Introduction प्रस्तावना
2	Acknowledgement ऋणनिर्देश
3	Definition and meaning of Educational Evaluation शैक्षणिक मूल्यमापनाचा अर्थ व व्याख्या
4	Criteria of good Evaluation tools चांगल्या मूल्यमापन साधनाचे निकष
5	Content Validity आशय सप्रमानता
6	Evaluation tools chart (Qualitative and Quantitative) मूल्यमापन साधने तक्ता (संख्यात्मक व गुणात्मक)
7	Achievement test – Nature, Need and Importance घटक चाचणीचे स्वरूप आवश्यकता व महत्त्व
8	Preparation of test according to the steps of unit test घटक चाचणी तयार करण्याच्या पाय-यानुसार चाचणीची निर्मिती a) Design of unit test घटक चाचणीचा स्थूल आराखडा (i) Weightage of content area घटक उपघटकांना द्यावयाचे भारांश (ii) Weightage of objective उद्दिष्टांना द्यावयाचे भारांश (iii) Weightage to different forms of question प्रश्नप्रकारांना द्यावयाचे भारांश b) Blue Print (3 dimensional) chart संविधान तक्ता (त्रिमितीय)
9	Formation (Editing) of Questions प्रश्न तयार करणे
10	Editing of test चाचणीचे संपादन
11	Achievement test प्राविण्य चाचणी (घटक चाचणी)
12	Marking scheme and model answer sheet गुणदान योजना व आदर्श उत्तरसूची
13	Question wise Analysis / Item Analysis चाचणीचे प्रश्नवार पृथक्करण
	Educational Implication शैक्षणिक उपयोजन

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
- ✦ ACHIEVMENT TEST (Nature ,Need,importance):- संपादनूक चाचणी (स्वरूप ,गरज ,महत्त्व)
- ✦ 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 उत्तरसूची
- ✦ QUESTION WISE ANALYSIS (ITEM ANALYSIS):- चाचणीचे प्रश्नवार पृथक्करण
- ✦ EDUCATIONAL IMPLICATION :- शैक्षणिक उपयोजन

1. Introduction प्रस्तावना

Writing Stone states in the Encyclopedia of Education Research

"Evaluation is a relatively new technical term introduced to designate a more comprehensive concept of measurement that is implied in conventional test and examination.

Evaluation serves as an in-built monitor within the programme to review from time to time. It is the progress in learning. It provides valuable feedback on the design and the implementation of the programme.

* Evaluation is both qualitative and quantitative process.

* Evaluation ascertains that how far could learning objectives be achieved.

* It diagnoses the weakness of introduction procedures and provides the basis of remediation of learning weakness.

* It provides empirical evidences about the effectiveness of teaching strategies, aids and suggests some modifications and improvements.

2. Acknowledgement ऋणनिर्देश

In the accomplishment of this practical successfully, many people have best wishes upon their support. I thank all the people who have been concerned with the practical.

Mostly I would like to thank our sis Asst. Prof. Amas Papal for his valuable guidance. Sir arranged special lectures for explaining how to write practical & for solving the queries of our students. Also gives proper guidance to complete the practical.

His suggestions and his instructions have served as the major contributor towards the completion of the project.

I would like to extend my gratitude to the principal sir Dr. Pravin Kothawade for providing me with all the facilities that was required to me or all students.

14. Educational Implication शैक्षणिक उपयोजन

(The benefit or use of the practical work to the student teacher should be written here सदर प्रात्यक्षिक कार्याचा विद्यार्थी शिक्षकाला झालेला फायदा किंवा उपयोग या ठिकाणी लिहावा)

A blue print for test or examination is also known as the test specification provides examination strategy of an institutions at a glance.

- This practical has taught us about the various factors to be considered while getting a paper for a test or examination.
- It has conveyed the different steps and weightage to be given to factors like content type of questions, types of objectives.
- It provides conceptual map of examination format and the content area.
- Blueprint will be used in assessment of test specification in examination.
- It will evaluate time management and strategy to achieve the desired outcomes.
- A test manual developed shows every aspects of the test and testing procedure. It guides the personal involved in testing procedure at all steps. This manual will be followed to bring objectivity in the tests.

SPM

3777
7816127

Papal

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

SHRI JAIN VIDYA PRASARAK MANDAL COLLEGE OF
EDUCATION, CHINCHWAD, PUNE 411033.

COURSE B.Ed. 106 -08

UNDERSTANDING DICCIPLINES AND SCHOOL SUBJECTS

PRACTICAL: VISIT TO SCIENCE LABORATORY

Name of Student Teacher

Jini Sabu

Roll No

64

ACADEMIC YEAR 2022-23

R. Rathod
6814145
INCHARGE *Good seen*

ASST.PROF.RATHOD RASHMI

Activity I	Activity II	Total	Out Of 20
42	35	77	φ



SHRI JAIN VIDYA PRASARAK MANDAL COLLEGE OF EDUCATION, CHINCHWAD
,PUNE 411033.

COURSE B.Ed. 106 -08
UNDERSTANDING DICIPLINES AND SCHOOL SUBJECTS

PRACTICAL: VISIT TO SCIENCE LABORATORY

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Acknowledgement					✓
2	Objectives of Visit				✓	
3	Planning Visit to Science Laboratory				✓	
4	Equipments in Laboratory				✓	
5	Set up of Laboratory				✓	
6	Human Resources in Laboratory				✓	
7	Specimen, Charts, Models And Chemicals in Laboratory				✓	
8	Understanding the Working Of Laboratory				✓	
9	Educational Implications				✓	
10	Evidences				✓	✓
Total Marks-50		42				

Rashmi Rathod

Signature of Professor

ASST.PROF.RATHOD RASHMI

Acknowledgement (ऋणनिर्देश)

The success and the outcome of this project required a lot of guidance and assistance from many people and I am extremely privileged to have got this all along the completion of my project. All that I have done is only due to such provisions and associations and thank them for helping us with this practical work.

I thank our Principal Sir, Dr. Pravin Kothawade for providing me an opportunity to do the project work in Sou. Tarabai Shankarlal Mutha Kanya Prashala, Chinchwad. I thank Sir for giving us constant guidance and support to complete the daily project work.

I owe my deepest gratitude to our project guide Asst. Prof. Rashmi Rathod Ma'am who played a vital role for our project work and guided us all along till the completion of our project work by providing all the necessary information for developing a good system.

Objectives of Visit

- i) Science labs of the school acts as an inspirational and authentic learning tool for students and teachers.
- ii) The science labs visit gives laboratory experiences which include enhancing and developing research attitude in the students.
- iii) Science lab equipments allow the students to interact directly with the data gathered.
- iv) They get the first-hand learning experience by performing various experiments on their own.
- v) Students are made to use the models and understand different scientific theories and concepts.
- vi) It is also found that school science lab-equipment and supplies make teaching and learning easy both for teachers as well as students.
- vii) Anatomy models, physics and chemistry kits for instance makes the task easier to understand the complex theories of science.
- viii) To conclude, school must have the latest science lab supplies and equipment to make science interesting and effective for students and to encourage them.

Planning Visit to Science Laboratory

Our teacher Asst. Prof. Rashmi Rathod Ma'am took the orientation of 106 science papers which has understanding disciplines and school subject science. Ma'am told us about the visit to science laboratory of school and college.

she also made us aware about the importance and objectives of a science laboratory and why it is important to understand each and every parameter, equipments in a science lab.

The orientation points were as follows:

- i) Can see different equipments and their working.
- ii) Understand the set up of a laboratory.
- iii) To be familiar with the specimen charts, models and chemicals in a laboratory.
- iv) We can study human resources required for running laboratory.
- v) To understand the working of a laboratory.

After our orientation, few days later, we took permission from our college principal Dr. Kotharade Sir for visiting the school laboratory and later permission from School Principal to get an access for the laboratory.

Equipments in Laboratory

Laboratory equipment refers to the various tools and equipments used by scientists working in a laboratory. The classical equipment includes tools such as Bunsen burners, microscopes as well as well-equipped chemistry related equipments like spectrophotometers, calorimeters, operant conditioning chambers, etc.

The school (secondary) had a different lab and higher secondary a different one. Each lab had its own required equipments.

School Lab	Junior College		
	Physics	Chemistry	Biology
i) specimens of plants, animals	1) Instruments (Ammeter, Voltmeter)	1) Chemicals	1) Plant & Animal
ii) Sound Experiments	2) Basic Tool kits	2) Salts, test tubes	2) Chemicals
iii) Test tubes, chemicals, Models	3) Stopwatch	3) Beaker, Tongue, Porcelain dish, Weighing machine, Crucible	3) Models, Microscopes
iv) Burettes	4) Wires, Spirit Mirrors, Measuring cylinders, Capacitors	4) Acids, Litmus paper, Whatmann's filter paper, etc.	4) slides, Metal bath

Chemicals

No.	Name	Stock	Add	Less	Stock
1.	Acetone				400
2.	Acetocarmine stain		100 ml		500
3.	Benedicts reagent	100 ml	500 ml		
4.	Benezene	400 ml			
5.	Petroleum ether	250 ml			
6.	Phenolphthlein	200 ml			
7.	Sulphosalicylic Acid		500 gm		
8.	Safarinin stain	40 ml			
9.	Glycerine	50 ml			100
10.	Potassium hydeoxide	250 gm			350
11.	Magnesium chloride	200 gm			200 gm
12.	Hcl	200 ml			200 ml

13	Iso Propyl Alcohol	500 ml			
14	GLUCOSE		500 gm		
15	starch powder		500 gm		
16	Ethanol		500 ml		
17	URIC		500		

No.	Name	Stock	Add	Less	Stock
1.	Microscope Compound	25	5		
2.	Microscope Disecting	10			
3.	Pointer eye Piece				
4.	Tray Metallic				
5.	Water bath	01			

Evidences



॥ पढमं नाणं तओ दया॥

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

COURSE B.Ed. 107 - PEDAGOGY OF THE SCHOOL
SUBJECT

GENERAL SCIENCE

Practical –Textbook Analysis

Name Of Student Teacher

Aishwariya Barua

Roll No

50

YEAR – 2022-23

Rathod
IN CHARGE seer

Asst. Prof. Rathod Rashmi



॥ पढमं नाणं तओ दया ॥

**Shri Jain Vidya Prasarak Mandal Adhyapak Mahavidyalaya,
Chinchwad, Pune - 33.**

Student Name Baruwa. Aishwariya Roll No 50

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction				✓	
2	Fulfillment of Objectives by textbook				✓	
3	Assessment of external Aspects(Front page, Back page ,Printing, Binding, Paper Quality, and Price)					✓
4	Categorization of Content(Concept, Example, Diagram, Activities, Formulae, Structure , Grammar etc)					✓
5	Assessment of Internal Aspects (Concepts, Language ,Scope, Logical pictures, Diagrams , Maps, etc.)				✓	
6	Scope For Implementation of Life skill				✓	
7	Identification of Core Elements and Values				✓	
8	Suitable Experiences				✓	
9	Suitable Evaluation Strategies				✓	
10	Overall Impression				✓	
Total Marks-50		42				

Qualitative Feedback, (if any)

Good

R.B. Rathod
Signature of Professor In charge

Rathod R.B

INTRODUCTION (प्रस्तावना)

Text books are standardized collection of the subject-matter that has to be taught to the students. They facilitate the teaching of new concepts and skills and maintain the knowledge already acquired and help the correlation of the theoretical knowledge with the practical aspects of life.

The objectives of each school stage are different according to these objectives, the curriculum is organized and drafted. Text book is written according to the objectives and specification stated in the syllabus.

Text book provides various situations to the learners essentially text books are for students.
Definition - "Text book is half of the apparatus of teaching" - Kating

Text book analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assets. Teachers may assume the text is "sacred" and follow it without thought.

In textbook analysis we examine each content matched activity in light of the instructional criteria and rate the set of activities.

The teacher understands the focus and thus can make additions as needed to keep the presentation balanced. It is important as it determines not only what is to be taught but also how it can be taught.

OBJECTIVES BY TEXTBOOK

- 1) To develop such abilities in students by which they can understand the influence of developments taking place in science and technology on modern world by which they can adjust themselves in accordance with the changes taking place in the society.
- 2) To make students able to understand importance of various scientific principles and theories and to apply them in their daily life to sort out various problems.
- 3) To provide historical perspective to the students by which they can understand the evolution of scientific developments.
- 4) To provide such kind of information to students that they can earn their livelihood in the future.
- 5) To orient them to apply science and technology in agriculture, medicine, research and industry.
- 6) To develop the competency in students to apply scientific knowledge to solve the problems around them.
- 7) To enable them to investigate scientific phenomenon rather than just verifying known conclusions.
- 8) To make students creative.
- 9) To develop personal and social life of students.

SUITABLE EVALUATION STRATEGIES

सुयोग्य मूल्यमापन पद्धती

Evaluation is a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils have achieved instructional objectives.

Evaluation is comprehensive, it includes everything. Evaluation includes quantitative, qualitative and value description.

Some **suitable Evaluation strategies** are as follows. Few of them are involve in textbook of science.

- 1) Test.
- 2) Information base
- 3) Standard objective
- 4) Psychological test
- 5) Intelligence
- 6) Aptitude
- 7) Personality
- 8) Situation test
- 9) Rating scale.
- 10) Questionnaire, Checklist, project
- 11) Observation
- 12) Interviews
- 13) Records and reports
- 14) Exercises
- 15) Student project
- 16) Case study.

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

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

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

शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन

SELECTED SCHOOL NAME

Pandurang Kade (P.K) International
School, Pimple Saudhagar.

NAME OF THE STUDENT TEACHER -

Shenge Pratiksha Gokul.

ROLL NO -

72

ACTIVITY:

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

INCHARGE

ASST. PROF. JAWALIKAR ARUNKUMAR D.



ACADEMIC YEAR

2022- 2023

2em

1

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

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

Practical:

Study of School Management- Management of Infrastructural Resources in School

शालेय व्यवस्थापनाचा अभ्यास [शालेय भौतिक संसाधनाचे व्यवस्थापन

Name of Student: Shenge Pratiksha Gokul Roll No: 72

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction <input type="checkbox"/> Need and Importance of Infrastructural Resources				✓	
2	School Building & Play Ground				✓	
3	Information about other Infrastructural Resources				✓	
4	Availability of Infrastructural Resources for School Staff				✓	
5	Availability of Infrastructural Resources for Students				✓	
6	Availability of Infrastructural Resources for Curricular activities & sports				✓	
7	Availability of Infrastructural Resources Related to Health <input type="checkbox"/> Cleanliness <input type="checkbox"/> Ventilation & Light				✓	
8	Maintenance and Optimum use of all Infrastructural facilities				✓	
9	Provisions & equipments for Disaster management in the school premises.				✓	
10	Suggestions & Educational Implications				✓	
ACTIVITY: 1.PRACTICAL - Total Marks-50					40 50	
2.M.C.Q. -Total Marks-50					41 50	
3.EXAMINATION - Total Marks-80					55 80	
(Grand Total 180) OUT OF - 20					15/20	

Qualitative Feedback, (if any)

Signature of Professor In-charge

ASST. PROF. JAWALIKAR ARUNKUMAR D.

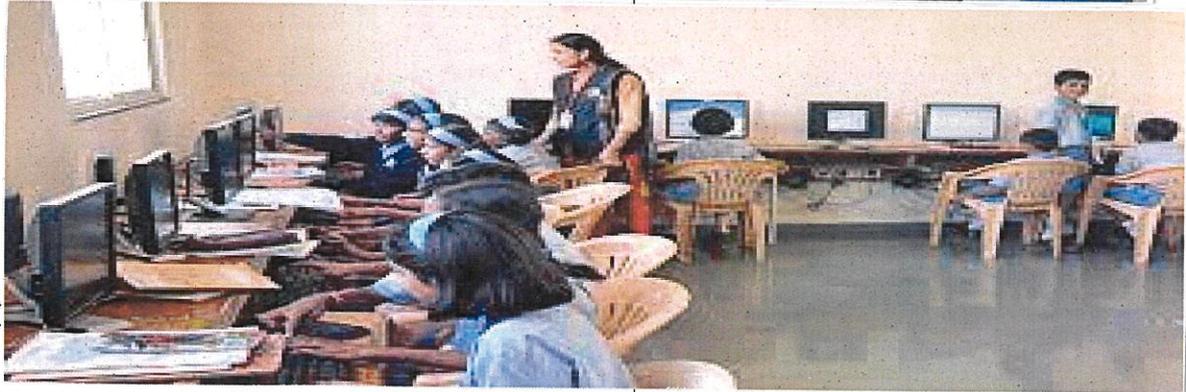
Acknowledgement (ऋणनिर्देश)

The practical work, study of school management, management of infrastructural resources involved huge amount of efforts, research & dedication. It would not have been possible without the kind support & help of many individuals & organization.

I would like to extend my sincere thanks to all of them. I am grateful to "Shri Jain vidya prasarak mandals college of education" for providing the opportunity to complete the practical successfully.

I am highly indebted to the principal ~~Dr.~~ Deepali Jagalkar madam for her guidance & the valuable suggestions.

I am thankful to our project incharge, prof. Arun Jawlikar sir & other faculty member my sincere thanks to librarian who made us available the necessary reference books required for successful completion of practical.



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

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



ESTD : 8/9/1927

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

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

NAME OF THE STUDENT TEACHER

Punam Rahul Rajput.

ROLL NO

87

INCHARGE

ASST. PROF. SHINDE SUHAS PANDURANG

2021 – 2022



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

Name of the Student: Punam Rahul Rajput Roll No : 87

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

PRACTICAL:

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

EVALUATION SCHEME

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

Sr. No	Criteria	1	2	3	4	5
1	CATEGORIZATION OF THE CONTENT				✓	
2	FULFILLMENT OF THE OBJECTIVES				✓	
3	SUITABLE LEARNING EXPERIENCES				✓	
4	TEACHING METHODS, STRATEGIES & TECHNIQUES				✓	
5	PROPER TEACHING AIDS			✓		
6	REFLECTION OF CORE ELEMENTS & VALUES			✓	✓	
7	REFLECTION OF LIFE SKILLS				✓	
8	SUITABLE EVALUATION STRATEGIES			✓		
9	EDUCATIONAL IMPLICATION				✓	
10	OVERALL IMPRESSION				✓	

Qualitative Feedback, (if any):

See

Signature of Professor In-charge

ASST. PROF. SHINDE SUHAS PANDURANG

38
50

30/04/2022

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

COURSE RELATED PRACTICAL WORK

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

INDEX अनुक्रमणिका

Sr. No.	Details तपशील
01	INTRODUCTION प्रस्तावना
02	RATIONALE OF SELECTION आशय निवडीचा आधार
03	CATEGORIZATION OF THE CONTENT आशयाचे वर्गीकरण
04	FULFILLMENT OF THE OBJECTIVES उद्दिष्टांची पूर्तता
05	SUITABLE LEARNING EXPERIENCES योग्य अध्ययन अनुभव
06	TEACHING METHODS, STRATEGIES & TECHNIQUES अध्यापन पद्धतीयोजना आणि तंत्रे ,
07	PROPER TEACHING AIDS सुयोग्य शैक्षणिक साधने
08	REFLECTION OF CORE ELEMENTS & VALUES गाभा घटक आणि मूल्ये यांचे परावर्तन
09	REFLECTION OF LIFE SKILLS जीवन कौशल्ये यांचे परावर्तन
10	SUITABLE EVALUATION STRATEGIES सुयोग्य मूल्यमापन योजना
11	EDUCATIONAL IMPLICATION शैक्षणिक उपयोजन
12	EVIDENCES (Xerox copy of front and back page of textbook with the selected unit) पुरावे (पाठ्यपुस्तकाचे मुखपृष्ठ आणि मलपृष्ठ व निवडलेल्या घटकाची झेरॉक्स प्रत)

Introduction

A textbook is usually left to students by a school to accompany a course school is teaching. A textbook is a book about a particular subject especially in a school. A textbook back in study of a subject all one containing a presentation of the principles of a subject.

Presentation of subject content provides multiple visual and concrete examples of information. It is support of teacher in teaching. Presentation of subject content is the systematic presentation of the text materials in the form of summary.

A content of a subject being the subject matter to be imparted. The subject matter being the specific knowledge to be shared within the content for the students. Teachers and lecturers have their strengths in the subject matter they are qualified to teach. Population may have an easier time figuring out how to use of at textbook than these in the special education population with the help of teacher the text material can begin to make more sense the since be is explained students they are going in B. ed course this type of presentation of subject content.

Categorization of the Content

Concept :-

Concept is something that is to be expressed through some medium as speech writing or document. Categorisation of content implies that objects are grouped into categories usually for some specific purpose.

Examples:-

The examples are given easy to understand the topic.

Diagrams:- Diagram figure can be defined as a plan sketch, drawing etc. In this content "materials we use" so many diagrams are given like surface of cloth, Natural detergent.

Activities:- An activity is a process actually or potentially mental functions, specifically an educational procedure designed to stimulate by first hand experience.

Formulae :- In this content "material we use" formula is not given.

Structure:- Structure is defined as something arranged in a definite pattern of organisation.

Grammar :-

Use of language is easy so, teachers and students understand easily.

No grammatical mistake found in this content in which the teachers and the students (learners) can understand the language element in meaningful content.

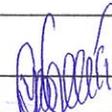
Use of grammatical language is easy to difficult.

Fulfillment of the Objective.

- 1] To encourage and enable students to develop inquiring minds and curiosity about science and nature.
- 2] To acquire knowledge, conceptual understanding and skill to solve problem and make informed decision in scientific contexts.
- 3] To develop skill and evaluate scientific evidence to draw conclusion.
- 4] To provide a broader objective science that that is process skill, knowledge, curiosity etc.
5. To communicate scientific ideas, arguments and practical experiences accurately in a variety of ways.
- 6] To think analytically, critically and creatively to solve problem.
- 7] To ^{appreciate} appreciate the benefits and limitations of science and its application in technological development
- 8] To demonstrate attitude and develop values of honesty and respect for themselves

9] To understand the nature of science and the interdependence of science.

1, 2, 3, 4, 5, 9 this objective are appropriate to the unit "materials we use"


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

SHREE JAIN VIDYA PRSARAK MANDAL ADHYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE-33



B.ED. COURSE : 203

SCHOOL AND INCLUSIVE SCHOOL

COURSE RELATED PRACTICAL WORK

A STUDY OF ANY TEACHER TRAINING
COLLEGE OR INSTITUTE

NAME OF THE STUDENT TEACHER

Vanaja Chithrangathan

ROLL NO.

58

INCHARGE

ASST. PROF. MALI S. K. *Mal*

2021-22



॥पद्म नाणं तयो दया॥

Shri Jain Vidya Prasarak Mandal's College of Education,
Chinchwadgoan, Pune - 33

B.Ed.203 Critical study of any teacher training college

Name of Student: *Vanaja Chithrangathan*

Roll No: *58*

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Objective & information regarding college/course				✓	
2	Implementation of the teaching learning process				✓	
3	Facilities provided for dev.of faculty and staff				✓	
4	Infrastructure ,library,technological support provided for the special education course			<i>Spali</i>		✓
5	Office and academic administration				✓	
6	Student support service and placement				✓	
7	Best practices implimented					
8	Difficulties faced by the college to implement the special education course and suggestions for improvement					✓
9	Educational implication			<i>Spali</i>		✓
10	Overall Impression				✓	
Total Marks-50				39 43		

Qualitative Feedback, (if any)

Seen

Signature of Professor In-charge

Amal's
M. S. K.

Acknowledgment

The success and final outcome of this practical -School and inclusive School (Critical study of any Teacher Training college) required a lot of guidance and assistance from many people and I am extremely privileged to have got this all along the completion of my practical.

Firstly I am thankful to **SHRI JAIN VIDYA PRASARAK MANDAL'S COLLEGE OF EDUCATION** for providing the required facilities and conditions which gave me the opportunities to complete the practical successfully.

I respect to thank our Principal **Dr Praveen Kothawade** ,for his support and guidance which made me complete the practical.

I express my gratitude to our project guide **Asst.Prof Mali S.k** who took keen interest in our practical work and guided us all along, till the completion of my practical work by providing all the necessary support.

I would not forget to remember the Librarian for their timely support and cooperation till the completion of my practical work.

Lastly, I would like to thank the very important "**Pandurang Shamrao Mulgaonkar Vishesh Shikshan Adhyapak Mahavidyalaya**" in organization with the Suhrud Mandal, Pune and the staff for all the staff for their support in helping me carry out this practical in their collage, without which it would be not be completed.

I am thankful to and fortunate enough to get constant encouragement, support and guidance from all Teaching staffs of our collage which helped me in successfully completing my practical. Also, I would like to extend our sincere esteems to all staff in the office for their timely support.

Thank you

Vanaja Chithrangathan

CERTIFICATE OF COMPLETION

This certificate is presented to

Mrs. Vanaja Chithrangathan

For successfully completing the course 203

School and Inclusive School

Critical study of any Teacher Training Collage

For the Academic Year 2021-2022

BEd – Second Year

This practical work is the result of her efforts and endeavors and is found worthy of acceptance, she has successfully completed the practical under my guidance.

Signature of the guide

INDEX

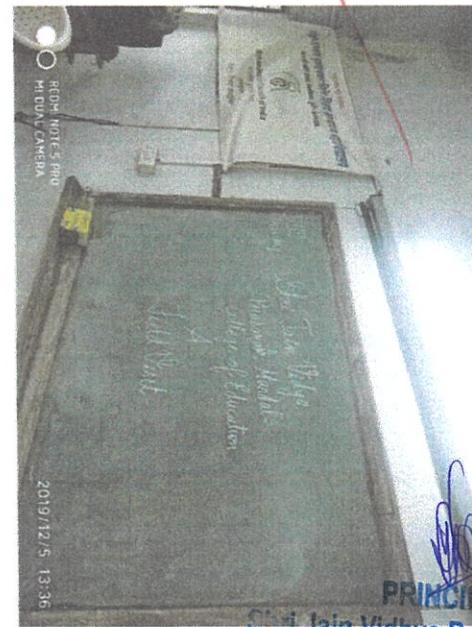
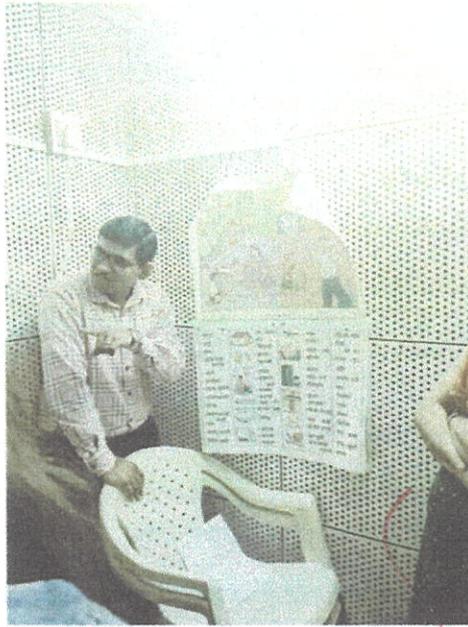
Sr. NO	Topic	Page No.
1	Introduction	1
2	Objective and information regarding college	2
3	Implementation of Teaching and Learning process	8
4	Facilities provided for development	11
5	Infrastructure	12
6	Office and academic administration	14
7	Student Support Services	16
8	Best Practices	18
9	Difficulties and suggestions	19
10	Educational Implications.	21

INTRODUCTION

Schools are institutions designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers.

Inclusive education has been defined at various ways that addresses the learning needs of the differently abled children. Inclusion is an effort to make sure that diverse learners - those with disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning. Inclusive education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. It is clear that education policy in India has gradually increased the focus on children and adults with special needs and that inclusive education in regular schools has become a primary policy objective.

In India, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched project Integrate Education for Disabled children in the year 1987 to strengthen the integration of learners with disabilities into regular school.



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

[Handwritten signature]
Anand, Jule

॥पढम नलणं तओ दयल॥

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

B.ED. COURSE 204-01
GUIDANCE AND COUNSELING

ACTIVITY I

PRACTICAL WORK:

INTERVIEW OF A SCHOOL
COUNSELOR

Name of the Student:

Leena Adwait Achari

Roll No:

39

2022 - 2023



In-charge

ASST. PROF. RATHOD RASHMI

॥ पढमं नाणं तओ दया ॥

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

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

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

॥ पढमं नाणं तओ दया ॥

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

B.ED. 204-01 GUIDANCE AND COUNSELING

PRACTICAL WORK: INTERVIEW OF A SCHOOL COUNSELOR

EVALUATION SCHEME

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

Sr. No.	Criteria	1	2	3	4	5
01	Introduction					✓
02	Objectives of an Interview				✓	
03	Planning of an Interview				✓	
04	Expertise of the Counselor and his contribution				✓	
05	Execution of an Interview				✓	
06	Analysis of an Interview					✓
07	Interpretation of an Interview					✓
08	Conclusions of an Interview				✓	
09	Educational Implications				✓	
10	Overall impact of the report					✓
Total Marks Out of 50						44

Qualitative Feedback if any: Very Good

ACTIVITY	I	II	III
MARKS	44	46	59

Course In-charge
Rashmi

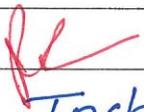
ASST. PROF. RATHOD RASHMI

CERTIFICATE

This is to certify that

Mrs. Leena Adwait Achari, student of 2nd year B.Ed from shree Jain Vidya Prasark Manda college of Education has successfully completed the practical work of subject B.Ed course 204-01 Guidance & Counselling. An Interview of an school counselor under the guidance of Asst. Prof. Rathod Rashmi during the academic year 2022-23

She has been awarded for the same


Incharge
Asst. Prof. Rashmi Rathod



ESTD : 8/9/1927

॥ पढमं नाण तओ दया ॥
Shree Jain Vidya Prasarak Mandal's

College of Education, (B.Ed.)

Fattechand Marg, Pavana Nagar, Chafeker Chowk Chinchwad, Pune 411033. Tel. : 020-27352274, 9404815368
Approved by NCTE, Govt. of Maharashtra & Affiliated to Savitribai Phule Pune University, Pune.

Ref.

Date: 18/11/22

To,

School Counselor
JPNV. Nigdi

Subject: Permission to conduct an Interview of a Counselor regarding completion of the practical work.

Respected Madam/Sir,

With reference to the above mentioned subject, Ms. /Mr. Leena Adwait Achari is our student pursuing her/his B. Ed. Course in our college. For the partial fulfillment of the B.Ed. Course 204-01 "Guidance and Counseling" student need to complete the practical work as conducting an Interview of a counselor.

I hereby request you to permit our student to conduct your interview as a counselor under your kind cooperation. I ensure that the details of the information taken by the student will be remained safe & confidential and it will use for the practical purpose only.

Thank you very much.

Achari
Yours Faithfully,

अस्मिन्
ज्ञानप्रबोधिनी नवनगर विद्यालय
पेट क्र. २५, सिंधुनगर प्राधिकरण,
निगडी, पुणे-४११ ०४४.

Achari

INTERVIEW OF A SCHOOL COUNSELOR

QUESTIONNAIRE:

1. Name of the Counselor.
 2. Educational Qualification.
 3. From which institute counselor got the degree/ diploma of Counseling?
 4. Name of the Counseling Centre where counselor is working now.
 5. Your achievements as a counselor.
 6. How much time Counselor spent for counseling daily?
 7. How many counseling cases in week/ month a counselor handle?
 8. How many counseling cases in one academic year a counselor handle?
 9. Do you counsel to the parents? If yes then how do you counsel to them?
 10. What are the tools and techniques available at your counseling centre?
 11. How do you use follow up services for the counseling?
 12. How do you counsel to the students with special needs?
 13. How do you counsel to the parents whose kid is a special child?
 14. Which are the common problems faced by the students now a days?
 15. Which types of problems generally occur while counseling?
 16. What types of problem generally parents ask for counseling?
 17. Which psychological tests are available at your counseling centre?
 18. Which inventories are available at your counseling centre?
 19. Tell us about the procedure of solving a case?
 20. Tell us about present situation of counseling to present scenario?
 21. Tell us about the problems faced by you as a counselor.
 22. Suggestion to students, parents and teacher about counseling services.
- 

INTERVIEW OF A SCHOOL COUNSELOR

प्रश्नावली:

१. समुपदेशकाचे नाव
२. शैक्षणिक अर्हता
३. समुपदेशनाची पदवी/ पदविका कोणत्या संस्थेतून/ विद्यापीठातून घेतली त्याचे नाव?
४. समुपदेशन केंद्राचे नाव.
५. समुपदेशक म्हणून मिळालेले प्राविण्य / पुरस्कार
६. रोज समुपदेशनासाठी किती वेळ द्यावा लागतो?
७. आठवड्याला / महिन्याला सरासरी किती समुपदेशनार्थ्यांना समुपदेशन करता?
८. एका शैक्षणिक वर्षात सरासरी किती समुपदेशनार्थ्यांना समुपदेशन करता?
९. तुम्ही पालकांना समुपदेशन करता का? उत्तर होय असेल तर कशाप्रकारे?
१०. आपल्या समुपदेशन केंद्रामध्ये समुपदेशनाची कोणकोणती साधने आणि तंत्रे उपलब्ध आहेत?
११. समुपदेशनासाठी मागोवा (follow up services) कसा घेता?
१२. विशेष गरजा असणाऱ्या विद्यार्थ्यांना कसे समुपदेशन करता?
१३. विशेष गरजा असणाऱ्या विद्यार्थ्यांच्या पालकांना कसे समुपदेशन करता?
१४. आजकाल सर्वसाधारणपणे विद्यार्थ्यांना कोणकोणत्या अडचणी जाणवतात?
१५. समुपदेशन करताना कोणकोणत्या प्रकारच्या समस्या येतात?
१६. समुपदेशन करताना सर्वसाधारणपणे पालकांना कोणकोणत्या अडचणी जाणवतात?
१७. आपल्या समुपदेशन केंद्रामध्ये समुपदेशनाच्या कोणकोणत्या मानासशास्त्रीय कसोट्या उपलब्ध आहेत?
१८. आपल्या समुपदेशन केंद्रामध्ये समुपदेशनाच्या कोणकोणत्या शोधिका उपलब्ध आहेत?
१९. समुपदेशनार्थ्यांना समुपदेशन करण्याविषयीच्या प्रक्रियेबाबत सांगा.
२०. सद्यपरिस्थितीत समुपदेशनाची सद्यस्थितीविषयी सांगा.
२१. समुपदेशक म्हणून आपणास येणाऱ्या समस्याविषयी सांगा.
२२. समुपदेशन सेवा याविषयी विद्यार्थी, पालक आणि शिक्षक यांना काय सुचवाल?



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

Seen

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



ESTD : 8/9/1927

B. ED. COURSE: 205-11

**205-11 ADDITIONAL PEDAGOGY COURSE UNDERSTANDING DISCIPLINES AND
SCHOOL SUBJECTS AND PEDAGOGY OF SCHOOL SUBJECT: INFORMATION
AND COMMUNICATION TECHNOLOGY (ICT)**

**COURSE RELATED PRACTICAL WORK
PREPARE A MULTIMEDIA PRESENTATION ON ICT UNIT**

NAME OF THE STUDENT TEACHER

Kommareddy Divyassri

ROLL NO

57

INCHARGE

ASST. PROF. SHINDE SUHAS PANDURANG

2022 – 2023



Seen
SS
01/04/2023

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

205-11 ADDITIONAL PEDAGOGY COURSE UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS AND PEDAGOGY OF SCHOOL SUBJECT: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

PRACTICAL: PREPARE A MULTIMEDIA PRESENTATION ON ICT UNIT

EVALUATION SCHEME

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

Sr. No	Criteria	1	2	3	4	5
1	ACCURACY AND UPDATES OF THE CONTENT				✓	
2	SELECTION OF SLIDE DESIGN				✓	
3	SELECTION OF FONT SIZE AND STYLE				✓	
4	USE OF VAIRETY OF MEDIA				✓	
5	USE OF ANIMATION AND SLIDE TRANSITION				✓	
6	APPROPRIATE No. of SLIDES				✓	
7	AMOUNT OF CONTENT				✓	
8	REFERENCES OF CONTENT AND MEDIA			✓		
9	EDUCATIONAL IMPLICATIONS				✓	
10	OVERALL IMPRESSION				✓	

Qualitative Feedback, (if any): _____

Seen

39
50

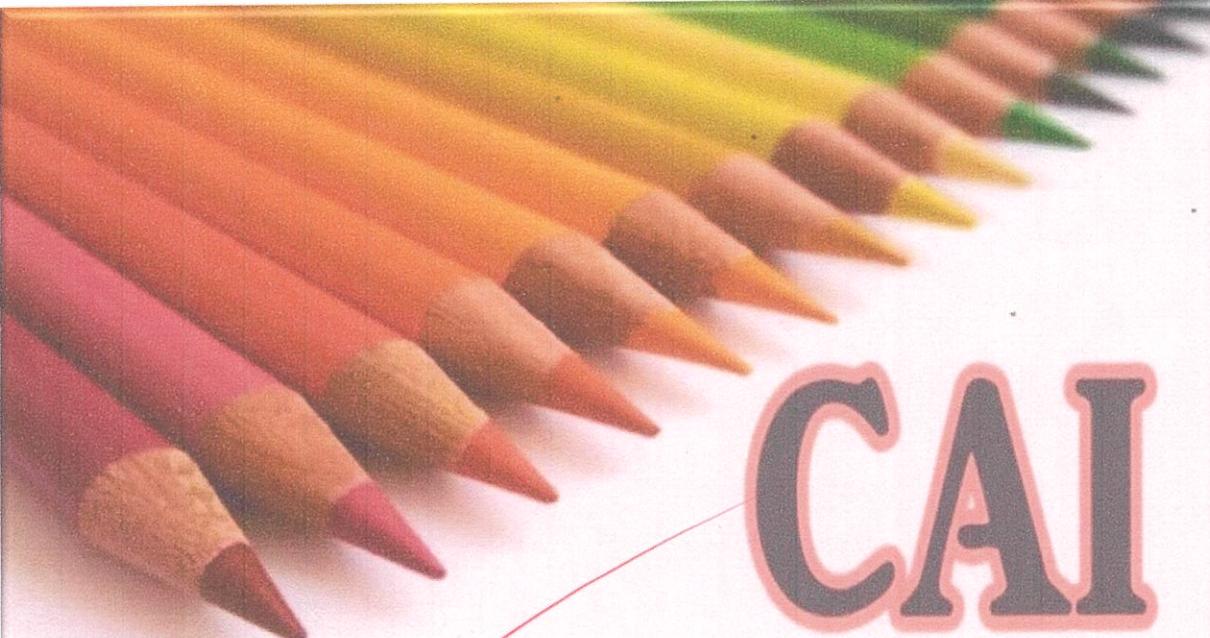
SS
01/04/2023

Signature of Professor Incharge

ASST. PROF. SHINDE SUHAS PANDURANG

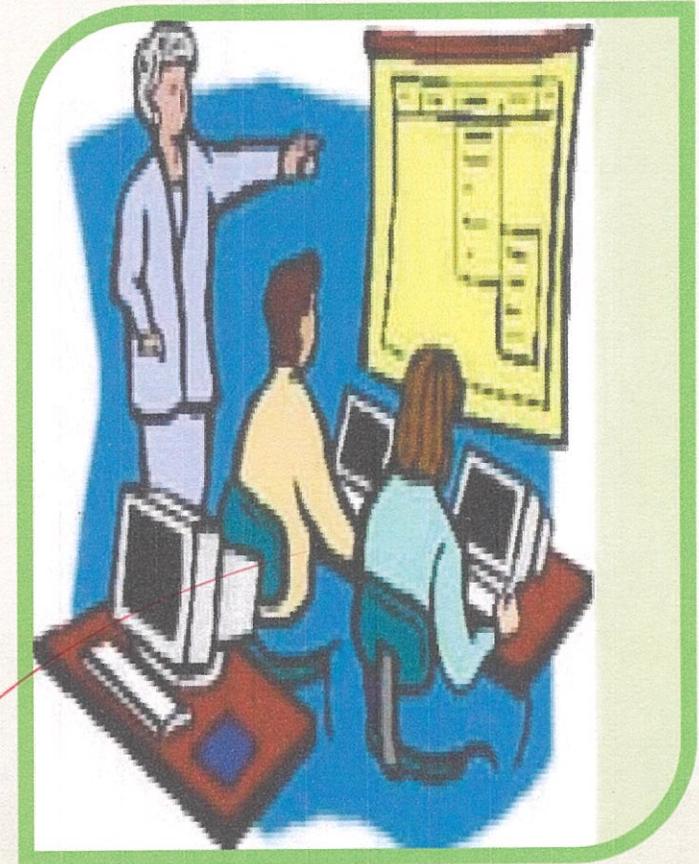
Welcome





CAI

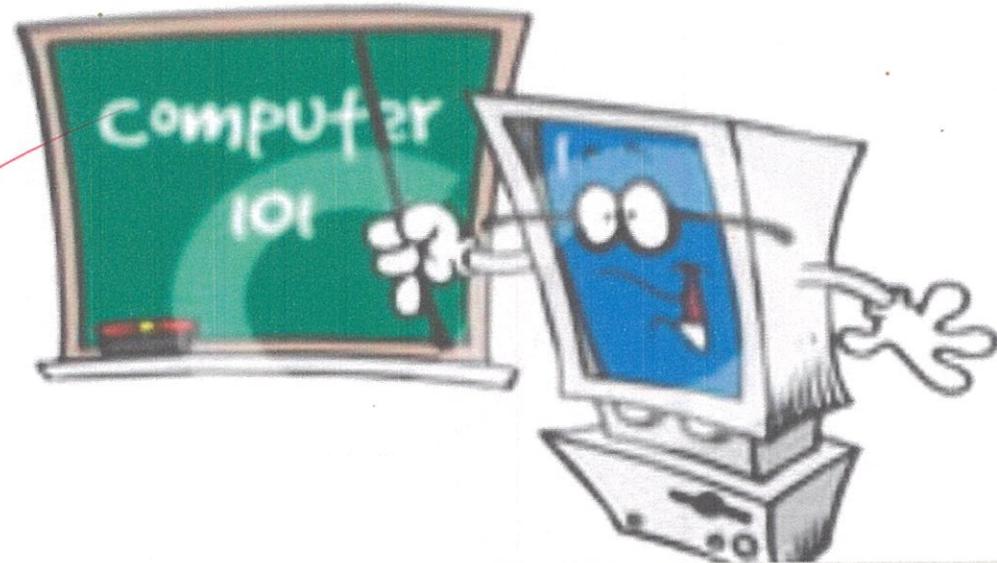
COMPUTER ASSISTED
INSTRUCTION



PRESENTED BY KOMMAREDDY DIVYASRI
B.ED II YEAR 2022 - 2023

DEFINITION

"when the computer is used as an aid to teaching method of instruction is called the computer aided instruction."



WHAT IS CAI ?

- A self-learning technique, usually offline/online, involving interaction of the student with programmed instructional materials.
- Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place.
- CAI uses a combination of text, graphics, sound and video in enhancing the learning process.

SUMMARY

- CAI's provide an alternative to traditional instructional methods
- Variety of formats available
- Engages technological based learners
- Allows diversity in teaching methods
- Applicable to multiple learning situations
- Offers instructor more time to devote to problem-solving & critical thinking activities
- Effectiveness supported through research


PRINCIPAL

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