




**Mahatma Education Society's
Pillai College of Education & Research**
Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

Metrics 2.2.2.

- 1. Relevant documents highlighting the activities to address the student diversities.**
- 2. Reports with seal & signature of the Principal**



Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.



**Mahatma Education Society's
Pillai College of Education & Research**
Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

Metrics 2.2.2.

- **Activities to address the Student Diversities**


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New Panvel-410 206.



Report highlighting the activities to address student diversities

Mechanism	Activity	Learning Outcome
Mentoring	<p>Academic Guidance</p> <ul style="list-style-type: none"> Teachers provide academic support to students, helping them understand the curriculum, assignments, and subject matter in a better way. Teachers assist students in grasping complex concepts and offer additional resources for further study. <p>Classroom Observation</p> <ul style="list-style-type: none"> Mentors observe their mentees (student teachers) during their teaching practice in real classrooms. They provide constructive feedback on teaching methods, classroom management, and instructional strategies. <p>Lesson Planning and Execution</p> <ul style="list-style-type: none"> Mentors assist student teachers in creating effective lesson plans aligned with the curriculum and learning objectives. Mentors also guide the student to enhance their subject knowledge. <p>Reflective Practice</p> <ul style="list-style-type: none"> Mentors encourage student teachers to engage in reflective practices, helping them analyse their teaching experiences, identify strengths, and areas for improvement. 	<ul style="list-style-type: none"> The students deepen their understanding of the curriculum. The Student acquire a comprehensive grasp of the content, concepts, and principles related to the courses. The students enhance their teaching style and learn classroom management techniques to create a positive and productive learning environment, effectively handling student behaviour and fostering mutual respect. The students gain proficiency in their subject and also in creating well-structured and engaging lesson plans that foster active learning and meet the diverse needs of learners. Practicing reflective practices fosters self-awareness, enabling the students to identify their strengths and areas for improvement, leading to continuous professional growth.

	<p>Value Added Courses</p> <ul style="list-style-type: none"> • Apart from subject knowledge, mentors work on developing soft skills such as communication, empathy, and leadership, which are essential for effective teaching by encouraging students to complete the valued added courses offered by the college. <p>Action Research/ Dissertation</p> <ul style="list-style-type: none"> • Mentors guide the students in doing their research in a systematic manner. 	<ul style="list-style-type: none"> • The students develop skills needed for their overall development. • The students conduct the research and emerge with proper finding.
<p>Remedial Learning Engagement</p>	<p>Remedial Activities</p> <ul style="list-style-type: none"> • Revision Classes are taken whenever a need arises in case of postponement of exams. • Various activities like object talk are conducted in the class for language improvement. <p>Assessment and Feedback</p> <ul style="list-style-type: none"> • Teachers help in assessing the progress of students by taking class tests and provide regular feedback. They set goals and monitor their mentees' development throughout the program. 	<ul style="list-style-type: none"> • Students get an opportunity to understand the concepts better & revise the course content. • The students improve their language skills gain overall confidence. • Students are able to excel academically which helps them to excel personally and professionally.
<p>Peer Feedback</p>	<p>Lesson Plan Reviews</p> <ul style="list-style-type: none"> • Students work on their lesson plans with peers for review and feedback. This process helps them receive constructive criticism, identify potential improvements, and refine their teaching strategies. <p>Micro-Teaching Sessions</p> <ul style="list-style-type: none"> • After the presentation of a micro-lesson peers provide feedback on the clarity of instruction, engagement techniques, and overall effectiveness of the presentation. 	<ul style="list-style-type: none"> • Lesson plan reviews contribute to students' continuous professional growth, providing them with ideas to refine their teaching practices. • Students will demonstrate the ability to adapt and modify lesson plans based on feedback • Students develop the habit of reflecting on the presentation and make informed adjustments to improve their teaching.

	<p>Co – Teaching with Peer</p> <ul style="list-style-type: none"> • Presenting a lesson with a peer provides a deep insight on preparing a lesson plan and presenting it correctly. <p>Group Projects</p> <ul style="list-style-type: none"> • While working on group projects peers provide feedback on group dynamics, communication, and the quality of the project or presentation. <p>Assessment and Grading</p> <ul style="list-style-type: none"> • In M.Ed programs, students engage in activities where they assess assignments or teaching plans. <p>Reflective Discussion</p> <ul style="list-style-type: none"> • Peer feedback mechanisms involve reflective discussions and peer coaching sessions where students share their teaching experiences and challenges. Peers offer support, encouragement, and alternative solutions based on their own experiences. 	<ul style="list-style-type: none"> • The students develop skill of collaborating and presenting a lesson effectively. • Students develop the ability to work collaboratively as a team, practicing effective communication, division of tasks, and conflict resolution. • Students develop a better understanding of the assessment criteria and fair grading practices. • Reflective discussions encourage students to identify challenges or obstacles and develop effective solutions.
<p>Learning Enhancement</p>	<p>Field Visits</p> <ul style="list-style-type: none"> • Field trips or fieldwork opportunities expose learners to real-world environments relevant to their areas of study. <p>Internships</p> <ul style="list-style-type: none"> • Students are placed in actual school classrooms to gain hands-on teaching experience under the guidance and supervision of experienced educators. <p>Workshops and Seminars</p> <ul style="list-style-type: none"> • Attending workshops and seminars on various educational topics, innovative teaching methodologies, and educational technology. 	<ul style="list-style-type: none"> • Provide students with holistic learning experiences, encouraging them to explore, engage, and learn beyond the confines of the classroom. • The students gain hands-on teaching experience. • The students apply their knowledge of curriculum and educational standards in real classroom settings, ensuring alignment and relevance in their teaching practices.


	<p>Educational Technology Integration</p> <ul style="list-style-type: none"> Integrating various ICT tools in teaching learning process and conducting lectures on digital pedagogy. <p>Value Added Certificate Courses</p> <ul style="list-style-type: none"> Value-added courses offer additional learning opportunities beyond the core curriculum and are designed to enhance students' skills and knowledge in specific areas. Several value added courses are provided to the students which will help them in overall development. <p>Community Service</p> <ul style="list-style-type: none"> Students engage in service learning projects where they collaborate with local schools, NGOs, or community organizations to address educational needs in underserved areas. 	<ul style="list-style-type: none"> It enhances students' knowledge and awareness of current trends in education. Students will adapt to modern learning environments and enhances their digital literacy. Value-added courses provide several learning outcomes that are valuable for students' personal and professional development This instils a sense of social responsibility and promote active citizenship among aspiring educators.
<p>Collaborative Tasks</p>	<p>Group Projects</p> <ul style="list-style-type: none"> Students work on group projects that involve researching and developing solutions to educational challenges, curriculum design, or instructional strategies. <p>Case Studies</p> <ul style="list-style-type: none"> Students analyse educational case studies as a group, discussing complex scenarios, and exploring potential solutions collaboratively. <p>Community Service</p> <ul style="list-style-type: none"> As a part of community service the students are encouraged to participate in activities like paper bag distribution, collection of E- waste and converting plastic wastes into useful resources. <p>Action Research</p> <ul style="list-style-type: none"> Students engage in action research projects as part of their coursework, collaborating with peers and faculty to investigate 	<ul style="list-style-type: none"> Collaborating in groups enhances problem-solving and communication skills. It fosters a collaborative learning environment that prepares future teachers for effective collaboration These activities helps the students to create awareness of environmental protection and contribute their part in conserving nature. It strengthens the students' commitment to evidence-based

	<p>educational issues and propose evidence-based solutions.</p> <p>Co-curricular Activities</p> <ul style="list-style-type: none"> • Co-curricular Activities complement academic learning and provide students with opportunities to engage in various extracurricular pursuits. • Cultural Fest conducted help students to participate in various events and exhibit their talents. • Indoor and outdoor sports events are conducted where the Students actively participate in various sports and physical activities <p>Club Activities</p> <ul style="list-style-type: none"> • College conduct various activities through literary club, Nature Club, Global Citizenship club, Thinking and reasoning club, Women development cell and Anti ragging cell. 	<p>practices and supports their growth as effective and thoughtful educators.</p> <ul style="list-style-type: none"> • It creates a conducive environment for collaboration, teamwork, and skill development, contributing significantly to students' overall personal and professional growth. • Students explore different forms of art and enhance their talent. • Promotes physical fitness, sportsmanship, teamwork, and organizational abilities. • Provide opportunities to develop specific skills and explore interests beyond the academic curriculum.
<p>Multilingual Interaction and Inputs</p>	<p>Multilingual Classroom Discussions</p> <ul style="list-style-type: none"> • Encouraging students to participate in classroom discussions using English/Hindi/Marathi languages allows for a diverse exchange of ideas. • Teachers use English/Hindi/Marathi if needed for effective learning and to clear the queries of the students. • Assigning presentations or projects that can be delivered in different languages allows students to showcase their language skills and learn from their peers. <p>Cultural Events</p> <ul style="list-style-type: none"> • Organizing cultural events or language festivals where students present songs, 	<ul style="list-style-type: none"> • Fosters a sense of inclusivity and respect for various languages and traditions. • Students enhance their language proficiency in multiple languages. • Students develop effective communication skills, such as expressing ideas, listening actively, and articulating thoughts in different languages. • It provides an opportunity to explore the talent within the students, enhancing aesthetics and learning organizational skills

	<p>poems, or skits in various languages fosters appreciation for linguistic diversity.</p> <p>Multilingual Discussions</p> <ul style="list-style-type: none"> • Teacher-educators encourage students to share stories, anecdotes, or personal experiences in their native languages or other languages which creates a rich multilingual environment. • Debates or discussions in different languages on various educational or social issues are taken up. 	<ul style="list-style-type: none"> • It promotes multilingualism while encouraging critical thinking and public speaking skills
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LINKS TO VIEW ACTIVITY REPORTS:

<https://pcerpanvel.ac.in/publications/newsletter/>


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Mahatma Education Society's Pillai College of Education & Research

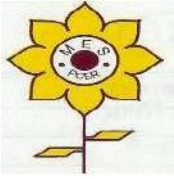
Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

METRICS No. 2.2.2

REPORTS & Documentary Evidence

- Mentoring / Academic Counselling
- Peer Feedback / Tutoring
- Remedial Learning Engagement
- Learning Enhancement / Enrichment inputs
- Collaborative tasks
- Multilingual interactions and inputs


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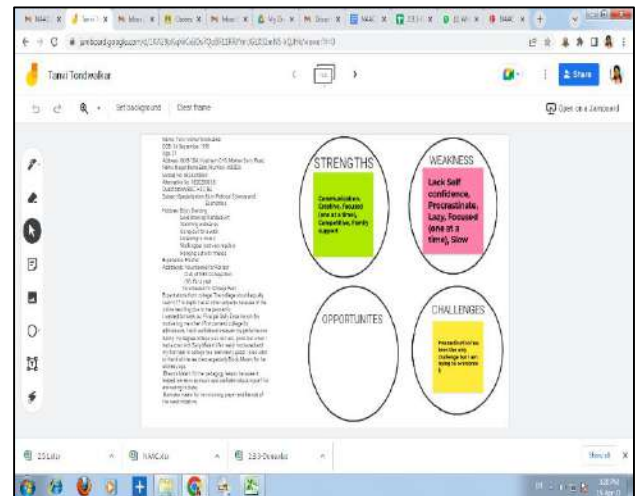
MES' Pillai College of Education and Research,
Sec. 8, Khanda Colony, New Panvel


Mentoring / Academic Counselling

MENTOR-MENTEE ACTIVITIES

B.Ed. and M.Ed. programmes cannot fully become functional and meaningful without the timely guidance, counselling and interventions by the mentors. Hence after orientation to every activity it is followed by a mentor-mentee interaction to ensure the students are comfortable and confident to implement the planned schedule. The following areas are positively considered for the mentor- mentee meeting.

- Introduction Session:** A mentor-mentee meeting is scheduled in the timetable. Mentors meet the mentees and introduce each other. Everyone gets to know each other's qualities, and needs. The mentors share their contact details and the students are ensured of their availability whenever needed.





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- **Remedial Teaching:** Every individual student is given feedback on their academic performances (essays, class tests, assignments). If needed the students are provided with remedial teaching in the revision classes as scheduled in the timetable.
- **Preparation of University Exams:** Orientation session is conducted before the University examination to familiarize the students to the paper pattern, style of writing, distribution of marks for the questions, distribution of timing etc. It is discussed in small groups so that the students have enough clarity on the evaluation system in the B.Ed. & M.Ed. course.



- **Introduction to Community Centers:** The mentors take charge of community work at one NGO/center, and introduce the students to the in charge there. They assist the mentees to get familiar with the inmates at the center and carry out the activities there. The mentors also counsel the students on their behavior, attitude and train them to maintain the decorum.


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- **Dealing with Technology:**

A few students are apprehensive to use technology as they have never done it before. The mentors help their mentees to get familiar with using the computers and encourage them to pursue short courses which will help them learn the basics required for online teaching-learning.




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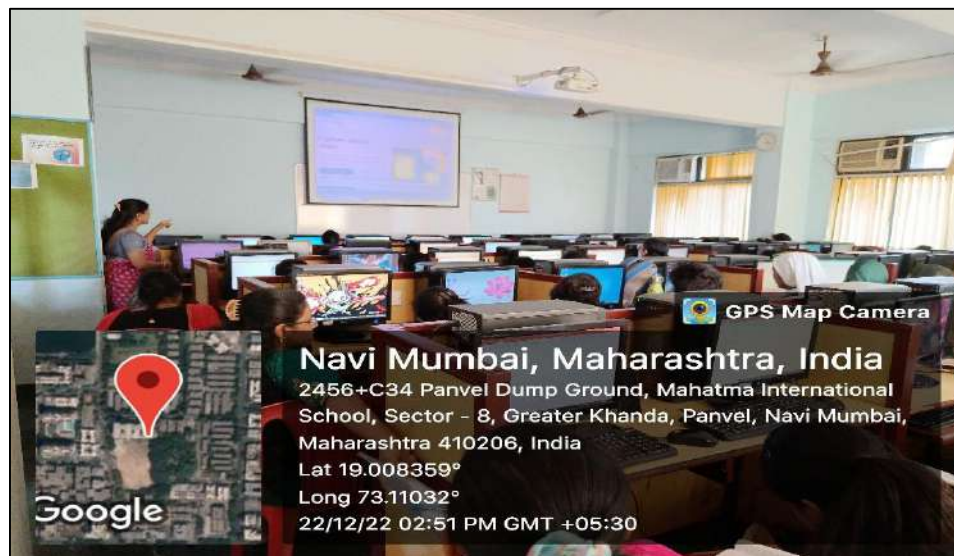
VALUE-ADDED CERTIFICATE COURSE
Digital Skills for Teachers
 Course Code - PCERP/VACC09 (3 Credits)



Course Learning Outcomes

After finishing this module, the student teacher will be able to:


- To create awareness of Information Technology
- To deliver student teachers with a learning experience in instructional technology.
- To promote computer-based educational resources
- To develop the practical use of technology integration
- Develop the skills and confidence of student teachers in the appropriate and effective use of digital technology to teaching.

GPS Map Camera

Navi Mumbai, Maharashtra, India
 2456+C34 Panvel Dump Ground, Mahatma International
 School, Sector - 8, Greater Khanda, Panvel, Navi Mumbai,
 Maharashtra 410206, India
 Lat 19.008359°
 Long 73.11032°
 22/12/22 02:51 PM GMT +05:30


Google


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- **Developing Communication skills:** Activities such as ‘Object-talk’, one minute speech, self-introduction etc. are conducted in the mentor-mentee groups to develop fluency in speaking and help the students to do away with the fear of public speaking. Discussions based on the Critical thinking activities are also taken up in groups.



- **Research Guidance:** At the B.Ed. level, most of the students are new to Research. The mentors guide their mentees to choose an appropriate topic, conduct and write a report for Action research. The same is done at the M.Ed. level with more depth and the students are prepared to complete their dissertation. A few students who are well versed with the process are further trained to write research papers and also present them.


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- **Internship:** Prior to the onset of teaching skills presentation and after the general orientation the mentees are briefed once again by the mentors about the procedural aspect and provides clarification of doubts if any. The mentees are counselled before the start of internship and required guidance is provided. The mentees are free to call their mentors whenever required during the course of the internship.




- **Placement and Interviews:** Mentees have the freedom to check with their mentors and seek guidance regarding the placement, interview and lesson demonstrations.

Tips on resume -writing



Briefing on Placement Schools




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PEER TUTORING



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EVALUATION OF THE LESSON

- | | |
|---|------|
| 1. Extent to which the Objectives were kept in view. | Good |
| 2. Extent to which the Objectives were realised. | Good |
| 3. Range of activities provided. | |
| 4. Range of usefulness of the activities provided. | OK |
| 5. The teacher's preparation of the lesson. | Good |
| 6. The teacher's knowledge of the subject. | Good |
| 7. Clarity and consistency of the teacher's approach. | Good |
| 8. Use of the black board. | OK |
| 9. Use of apt teaching aids. | OK |
| 10. Technique of pupil's evaluation. | OK |
| 11. Class Management. | Good |
| 12. The teacher's attitude towards the class. | Good |
| 13. Extent to which interest was created and pupils involved. | Good |
| 14. Question technique used by the teacher. | OK |
| 15. Core elements / values. | NA |
| 16. Over-all evaluation of the lesson. | |

MAHATMA EDUCATION SOCIETY'S

PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher Purva Bhunje

Name of the School _____

Name of the Supervisor Arini Vijayan

Date 11/5/22 Std. & Div. XI Subject Commerce

Time _____ Topic Types of retailers.

- Set induction & statement of aim was given.
- Explanation was less & there is room to improve boardwork.
- Teaching aids were small.
- Recap questions were asked.

Arini
Initial of the Supervisor

Initial of the Observer

EVALUATION OF THE LESSON

- | | |
|---|---------|
| 1. Extent to which the Objectives were kept in view. | V. Good |
| 2. Extent to which the Objectives were realised. | Good |
| 3. Range of activities provided. | Good |
| 4. Range of usefulness of the activities provided. | Good |
| 5. The teacher's preparation of the lesson. | V. Good |
| 6. The teacher's knowledge of the subject. | Good |
| 7. Clarity and consistency of the teacher's approach. | Good |
| 8. Use of the black board. | V. Good |
| 9. Use of apt teaching aids. | V. Good |
| 10. Technique of pupil's evaluation. | Good |
| 11. Class Management. | Good |
| 12. The teacher's attitude towards the class. | Good |
| 13. Extent to which interest was created and pupils involved. | Good |
| 14. Question technique used by the teacher. | Good |
| 15. Core elements / values. | Given. |
| 16. Over-all evaluation of the lesson. | Good. |

MAHATMA EDUCATION SOCIETY'S

PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher Purva Bhunje

Name of the School _____

Name of the Supervisor Ayesha AliDate 11/5/22 Std. & Div. VII Subject ScienceTime _____ Topic Adaptation

- Set induction was done with an activity.
- Blackboard work was nice.
- Teacher was loud & voice modulation was done when required.
- Concept were explained properly but back to back & fast.

Ayesha Ali
 Initial of the Supervisor

Purva
 Initial of the Observer

EVALUATION OF THE LESSON

1. Extent to which the Objectives were kept in view.
2. Extent to which the Objectives were realised.
3. Range of activities provided.
4. Range of usefulness of the activities provided.
5. The teacher's preparation of the lesson.
6. The teacher's knowledge of the subject.
7. Clarity and consistency of the teacher's approach.
8. Use of the black board.
9. Use of apt teaching aids.
10. Technique of pupil's evaluation.
11. Class Management.
12. The teacher's attitude towards the class.
13. Extent to which interest was created and pupils involved.
14. Question technique used by the teacher.
15. Core elements / values.
16. Over-all evaluation of the lesson.

good

good

good

good

Satisfactory
good

good

good

positive

good

No

good

Peer observation
①

MAHATMA EDUCATION SOCIETY'S

PILLAI COLLEGE OF EDUCATION & RESEARCH

Name of the Student Teacher Jyoti Kumari

Name of the School C.K.T. Institutional College

Name of the Supervisor _____

Date 18/8/22 Std. & Div S7 Subject Biology

Time 8:20 to 9:00 AM Topic plant water Relations

She indicated the students attention through Questionaire, she involved every students in her lesson, controlled class very well. In her set induction part was good. I felt ^{she} should ~~would~~ have had her hairs, as her hairs are playing and distracting her from the flow.

Balanced use of reinforcement and illustrations. Voice modulation usage was appropriate, focus interaction with students was good created interest in every pupils.

she could have used 's' hooks to hang her props, handling resources was inappropriate.

she could counteract on her time management. while of closure was done appropriately.

Initial of the Supervisor

Initial of the Observer

EVALUATION OF THE LESSON

- Extent to which the Objectives were kept in view.
- Extent to which the Objectives were realised.
- Range of activities provided.
- Range of usefulness of the activities provided.
- The teacher's preparation of the lesson.
- The teacher's knowledge of the subject.
- Clarity and consistency of the teacher's approach.
- Use of the black board.
- Use of apt teaching aids.
- Technique of pupil's evaluation.
- Class Management.
- The teacher's attitude towards the class.
- Extent to which interest was created and pupils involved.
- Question technique used by the teacher.
- Core elements / values.
- Over-all evaluation of the lesson.

good

good

satisfactory

good

good

good

OK

good

good

OK

Not inculcated

OK

2 pair observation

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Name of the Student Teacher Ashish Prasad

Name of the School CKT Junior college

Name of the Supervisor _____

Date 11/07/22 Std. & Div 12-53 Subject Physics

Time 11:40-12:20 Topic Mechanics of fluid

It inductoin was with interactive activity through questionnaires based on previous knowledge, used inducto-deducto-approach. Didn't start with a beginning statement. In blackboard writing he used coloured chokes, (blue) so certain things weren't negligible. Didn't maintain 45 mins pupil writing on blackboard. good content knowledge, usage of day to day activity which help in continuity with pupils. Can emphasize more on reinforcement and time management.

Ashish
Initial of the Supervisor

Initial of the Observer

**Mahatma Education Society's PCER-PHCR
F.Y. B.Ed 2020-21**

Exam preparation class (Revision Class) 25th March 2021 Onwards

Date	Time	Subject	Units	Name of the Teacher
25-03-21	11- 12.30pm	Childhood & Growing up	Unit 1	Prof Ms Pradnya Jadhav
	2.00- 3.30pm	Knowledge & Curriculum	Unit 1	Prof Dr Sheetal Kadam
26-03-21	11- 12.30pm	Gender School & Society	Unit 1	Prof Ms Bindu Tambe
	2.00- 3.30pm	Childhood & Growing up	Unit 1	Prof Ms Pradnya Jadhav
27-03-21	11- 12.30pm	Gender School & Society	Unit 1	Prof Ms Bindu Tambe
01-04-21	11- 12.30pm	Childhood & Growing up	Unit 2	Prof Ms Pradnya Jadhav
	2.00- 3.30pm	Gender School & Society	Unit 2	Prof Dr Geeta Thakur
03-04-21	11- 12.30pm	Gender School & Society	Unit 2	Prof Dr Geeta Thakur
	2.00- 3.30pm	Childhood & Growing up	Unit 2	Prof Ms Pradnya Jadhav
05-04-21	11- 12.30pm	Gender School & Society	Unit 3	Prof Dr Geeta Thakur
	2.00- 3.30pm	Childhood & Growing up	Unit 3	Prof Ms Pradnya Jadhav
06-04-21	11- 12.30pm	Gender School & Society	Unit 3	Prof Dr Geeta Thakur
	2.00- 3.30pm	Knowledge & Curriculum	Unit 1	Prof Dr Sheetal Kadam
07-04-21	11- 12.30pm	Childhood & Growing up	Unit 3	Prof Ms Pradnya Jadhav
	2.00- 3.30pm	Knowledge & Curriculum	Unit 1	Prof Dr Sheetal Kadam
08-04-21	11- 12.30pm	Knowledge & Curriculum	Unit 3	Prof Ms Bindu Tambe
9-04-21	11- 12.30pm	Knowledge & Curriculum	Unit 3	Prof Ms Bindu Tambe
10-04-21	11- 12.30pm	Knowledge & Curriculum	Unit 2	Prof Dr Sheetal Kadam
12-04-21	2.00- 3.30pm	Childhood & Growing up	Unit 4	Prof Ms Namrata Saxena
	2.00- 3.30pm	Knowledge & Curriculum	Unit 2	Prof Dr Sheetal Kadam
15-04-21	11- 12.30pm	Childhood & Growing up	Unit 4	Prof Ms Namrata Saxena
	3.30-5.00pm	Gender School & Society	Unit 4	Prof Ms Reema Nikhalje
16-04-21	11- 12.30pm	Knowledge & Curriculum	Unit 4	Prof Ms Bindu Tambe
	3.30-5.00pm	Gender School & Society	Unit 4	Prof Ms Reema Nikhalje
17-04-21	11- 12.30pm	Knowledge & Curriculum	Unit 4	Prof Ms Bindu Tambe
	2.00- 3.30pm	Gender School & Society	Unit 5	Prof Dr Bhavna Dave
19-04-21	11- 12.30pm	Knowledge & Curriculum	Unit 5	Prof Ms Namrata Saxena
	2.00- 3.30pm	Childhood & Growing up	Unit 5	Prof Ms Angel Sunder
20-04-21	11- 12.30pm	Gender School & Society	Unit 5	Prof Dr Bhavna Dave
	2.00- 3.30pm	Knowledge & Curriculum	Unit 5	Prof Ms Namrata Saxena
22-04-21	11- 12.30pm	Childhood & Growing up	Unit 5	Prof Ms Angel Sunder

Mahatma Education Society's
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S.Y. B.Ed 2020-22- Semester 4
21st February to 15th March 2022

PEER FEEDBACK

Date	SESSION	F.Y.B.Ed	S.Y.B.Ed	F.Y.M.Ed	S.Y.M.Ed
21-02-22	MS-1	Community	CIS-(1)-PJ		--
	AS- 2	Community	CIE (1)-GP	Philo(4)RF	Sem 3
	AS- 3	Community		Philo(4)RF	UoM exam
22-02-22	MS-1	Community	CIS-(1)-PJ		--
	AS- 2	Community	CIE (1)-GP	Philo(4)RF	Sem 3
	AS- 3	Community		Philo(4)RF	UoM exam
23-02-22	MS-1	Community	CIS-(1)-PJ		--
	AS- 2	Cultural	CIE (1)-GP	Philo(4)RF	Sem 3
	AS- 3	Cultural		Philo(4)RF	UoM exam
24-02-22	MS-1	Community	CIS-(2)-PJ		--
	AS- 2	Community ICT - GOOGLE FORM	EE (1)-RS GC (1)- ID	Philo(4)RF	Sem 3
	AS- 3	Community	DATA ANALYSIS	Philo(4)RF	UoM exam
25-02-22	MS-1	Community	CIS-(2)-PJ		Res Guidance
	AS- 2	Cultural	--	Philo(2)SM	Res Guidance
	AS- 3	Cultural	--	Philo(2)SM	Res Guidance
26-02-22	MS-1	Community	EE (1)-RS GC (1)- ID	--	Res Guidance
	AS- 2	Cultural	RRT (1)-PJ	Tr Edu (3)NS	Orientation SE
	AS- 3	Cultural	--	Philo-(2)- SM	EE-(2) GT
28-02-22	MS-1	Community	CIS-(2)-PJ	--	Res Guidance
	AS- 2	ICT-1 (GT)	EE (1)-RS GC (1)- ID	Tr Edu (3)NS	--
	AS- 3	K&C (1) GP		Tr Edu (3)NS	EM (1) SM
02-03-22	MS-1	Community	CIE-(2) RS	--	Res Guidance
	AS- 2	C&GU (1) PJ GSS (5) B)	EE (2b)-GT GC(4)-JS	Psych (3) MV	--
	AS- 3	K&C (1) GP		Psych (3) MV	CSAW (1) NS
03-03-22	MS-1	Community	CIE-(2) RS	--	Res Guidance
	AS- 2	C&GU (1) PJ GSS (5) B)	EE (2a)-GT GC(4)-JS	Psych (3) MV	EE-(2) GT
	AS- 3	K&C (1) GP	--	Psych (3) MV	--
04-03-22	MS-1	Community	CIE(2)-RS	--	Res Guidance
	AS- 2	C&GU (1) PJ	EE (2)-GT GC(4)-JS	Psych (3) MV	--
	AS- 3	K&C (1) GP	--	Psych (3) MV	CSAW (1) NS

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PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research

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05-03-22	MS-1	Community	EE (3) JS GC (2) ID	--	Res Guidance
	AS- 2	GSS (1) RS	RRT (1)-PJ	Tr Edu (5)MP	EE (1) SE
	AS- 3	K&C (1) GP	--	Tr Edu (3)NS	EM (1) SM
07-03-22	MS-1	Community	CIS(3) NS	--	Res Guidance
	AS- 2	GSS (1) RS	EE (3) JS GC (2) ID	Psych (6) MV	EE-(3) GT
	AS- 3	C&GU (1) PJ	--	Psych (6) MV	--
08-03-22	MS-1	Community	CIS(3) NS	--	Res Guidance
	AS- 2	GSS (1) RS	EE (3) JS GC (2) ID	Psych (6) MV	EE-(3) GT
	AS- 3	K&C (1) GP	--	Psych (6) MV	--
09-03-22	MS-1	Community	EE (3) JS GC (2) ID	--	Res Guidance
	AS- 2	GSS (1) RS	CIE (3)-GP	Tr Edu(5)MP	--
	AS- 3	C&GU (3) PJ	--	Tr Edu(5)MP	CSAW (1) NS
10-03-22	MS-1	Community	CIS(3) NS	--	Res Guidance
	AS- 2	C&GU (1) PJ	EE (4) RS GC (5) JS	Tr Edu(5)MP	EE-(5) GT/ RS
	AS-3	GSS (2) GT	--	Tr Edu(5)MP	
11-03-22	MS-1	Community	EE (4) RS GC (5) JS	--	Res Guidance
	AS- 2	GSS (2) GT	CIE (3)-GP	HPEE(5)SM	--
	AS-3	C&GU (2) PJ	--	HPEE(5)SM	EM (1) SM
12-03-22	S-1	Community	Essay Test (CIE)-	--	Res Guidance
	S- 2	ICT-2 (ID)	Essay Test (CIE)	HPEE(2)SE	EM (2) SM
	S-3	ICT-2 (ID)	Essay Tests (C&C/EE)	HPEE(2)SE	CSAW (4) BD
14-03-22	MS-1	Community	EE (4) RS GC (5) JS	--	Res Guidance
	AS- 2	C&GU (3) PJ	CIE (3)-GP	HPEE(5)SM	--
	AS-3	GSS (2) GT	--	HPEE(5)SM	CSAW (4) BD
15-03-22	MS-1	Community	CIS (4)- PJ	--	Res Guidance
	AS- 2	GSS (2) GT	CIE (4)-ID	HPEE(5)SM	--
	AS-3	K&C (3) JS	--	HPEE(5)SM	CSAW (4) BD


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 Hapur - 201014-410 206.

Learning Enhancement / Enrichment


Educational Visits





**Mahatma Education Society's
Pillai College of Education & Research**
Dr. Pillai Teacher Training Centre, Sector-8, Khanda Colony,
New Panvel-411004
Tel: 022-2746267/2746118, Fax: 022-2746481
www.mahatma.edu.in

**VALUE-ADDED CERTIFICATE COURSE
TEACHING COMPETENCY**
Course Code – PCERPVACC03 (3 Credits)



Course Learning Outcomes

- 1. To enable student teachers to develop and deliver specific teaching skills and classroom activities.
- 2. To enable student teachers to understand behavior supported by classroom teaching.
- 3. To enable student teachers to exercise a wide range of assessment.
- 4. To enable student teachers to give feedback in teaching.

VALUE-ADDED COURSES



**Mahatma Education Society's
Pillai College of Education & Research**
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New Panvel-411004
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www.mahatma.edu.in


**VALUE-ADDED CERTIFICATE COURSE
COMMUNICATIVE ENGLISH**



Course Code - PCERPVACC04 (3 Credits)


Course Learning Outcomes

1. To develop the identification of the needs of pupils.
2. To enable the student teachers to understand and deliver well-structured communication.
3. To enable the student teachers to understand the importance of communication.
4. To enable the student teachers to use a project approach.
5. To enable the student teachers to understand the importance of communication.
6. To enable the student teachers to understand the importance of communication.
7. To enable the student teachers to understand the importance of communication.
8. To enable the student teachers to understand the importance of communication.



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**VALUE-ADDED CERTIFICATE COURSE
THINKING & REASONING**
Course Code - PCERPAC001 (3 Credits)



Course Learning Outcomes

After learning this module, the student teachers will be able to:

- develop information literacy and critical thinking abilities.
- develop reasoning skills so that they can analyze, synthesize, evaluate, compare and develop reasoned arguments of their own.
- develop conceptual thinking skills in order to explore their own and their connections.

WEBINARS & SEMINARS

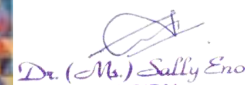




**Internal Quality Assurance Cell of
MPS Pillai College of Education and Research, Panvel
and
Pillai HOC College of Education and Research,
Rasayani
organizes a Webinar on
"Online Assessment Techniques"**

**Resource person: Dr. Prashant Lokhande
Pillai College of Engineering, New Panvel**

Date: 30 September, 2022 Time: 5:00pm to 6:00pm
2 certificates will be issued to participants.
Registration link: <https://forms.gle/yvweqs9vnt7pnc68>


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Pillai College of Education & Research
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 New Panvel-411 206.


Learning Enhancement / Enrichment

Celebration of Days



SESSIONS BY ALUMNI




Dr. (Ms.) Sally Enos
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Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

Collaborative tasks



Dr. (Ms.) Sally Enos
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Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
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New Panvel-410 206.

COLLABORATIVE TASKS

GROUPS FOR CELEBRATION OF DAYS

21-23
Batch

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL
F.Y.B.Ed Semester I Feb 2022
CULTURAL ACTIVITY BASED ON THE IMPORTANT NATIONAL AND
INTERNATIONAL DATES

GROUP Nos	STUDENTS NAME	MOB NO	Celebration Days	Tr in Charge
1	Vohra Farida	7977293962	NATIONAL SCIENCE DAY (28 th February)	Prof. Dr Rakhi Sawhani
	Sarkar Suchandrima	9673623776		
	Mittal D Shinde	9594284459		
	Shaikh Rabiya	8928338620		
	Sirvi Mamta	8828280270		
2	Desai Yashasvi	8879084064	INTERNATIONAL WOMEN'S DAY (8 th March)	Prof. Dr Bhavna Dave
	Sara Shakoor	8879476883		
	Uzmah Inayat	9920040613		
	Dhuri Nirmitt	8097037353		
	Shaikh Farha	8237643998		
3	Raj Vidya	9745787480	WORLD CONSUMER DAY (15 th March)	Prof. Dr Saramma Mathew
	Ujjwala Shirsath	9076197242		
	Annu Vijayan	8828157756		
	Kumari Vandana	9473110032		
	Bhageshwari Dorairaj	9029626299		
4	Qureshi Juveria	8879125203	WORLD HEALTH DAY (7 th April)	Prof. Ms Namrata Saxena
	Shaikh Aashna	7400143996		
	Pawar Shital	9082220882		
	Nidhi Kumari	8407036676		
	Shah Fiza Dastagir	7738331450		
5	Bhatkar Rosemeen	9145460546	WORLD ENVIRONMENT DAY (5 th June)	Prof. Dr Geeta Thakur
	Priya Alphanso	7738420706		
	Bhunje Purva	9833250906		
	Rajalakshmi Abhishek	9930400391		
	Ali Ayesha Ashfaq	8879143227		
6	Kalolwala Jamila	8291479692	WORLD YOGA DAY (21 st June)	Prof. Dr Jiji Sahaya
	Jyoti Kumari	9029034811		
	Gupta Vijaylaxmi	9326470664		
	Waghe Namrata	9867419616		
	Patil Kanchan	8422961500		

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL
 F.Y.B.Ed Semester I
 Feb 2022
 CULTURAL ACTIVITY BASED ON THE IMPORTANT NATIONAL AND
 INTERNATIONAL DATES

GROUP Nos	STUDENT'S NAME	MOB NO	Celebration Days	Tr in Charge
1	Vohra Farida	7977293962	NATIONAL SCIENCE DAY (28 th February)	Prof. Dr Rakhi Sawhani
	Sarkar Suchandrima	9673623776		
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	Gupta Vijaylaxmi	9326470664		
	Waghe Namrata	9867419616		
	Patil Kanchan	8422961500		

GROUP Nos	STUDENTS NAME	MOB NO	Celebration Days	Tr in Charge
7	Mashilkar Kanchan	7066056218	INTERNATIONAL LITERACY DAY (8 th September)	Prof. Ms Pradnya Jadhav
	Kuodarapilly Jerina V	8080084850		
	Kandoi Swati Rohit	9820850592		
	Jadhav Balkrishna	7744941963		
	Yadav Sarika	8076013670		
8	Didwania Sonal Praveen	8017930391	INTERNATIONAL NON-VIOLENCE DAY (2 nd October)	Prof. Ms Isha Dhody
	Duggal Supreet K	9867499095		
	Pandey Astha	9594801280		
	Gupta Rani L.	9820507480		
	Hajwane Naushin	9373533125		
9	Rao Santoshi	6383306500	WORLD FOOD DAY (16 th October)	Prof. Mr Gyanendra Pratap Singh
	Bhamre Nisha	9309114753		
	Chalke Varsha	7506373309		
	Patil Ankita M	7208143073		
	Yadav Archana M	8707558748		
10	Shrivastava Pragya	7987724868	INTERNATIONAL DAY OF PEACE 21 st September	Prof. Ms Isha Dhody
	Nadar Vanishree			
	Ponselvan	8070888828		
	Tinani Pooja Ravi	8169131068		
	Thakur Juveria Firoz	9920600042		
Vinita Nikhil	9769440175			
11	Itagi Soumya	7022906769	NATIONAL INTEGRATION DAY (19 th November)	Prof. Ms Pradnya Jadhav
	Mansi Hoonjan	8879366894		
	Savla Bhumi Rupesh	9320471177		
	Singh Saumya P	8452933641		
	Panda Nikita Ramkrishna	9321431427		
12	Prasad Ashish Anil	8850764738	WORLD SPARROW DAY or INTERNATIONAL DAY OF HAPPINESS (20 th March)	Prof. Dr Jiji Sahaya
	Lobo Rashmi Carol	9833541347		
	Shweta Kumari	8356049737		
	Randhawa Satnam Singh	9987084476		
	Sadhu Swathi	7666486676		
13	Mulla Sharish	7387233683	WORLD KINDNESS DAY (13 th November)	Prof. Dr Rakhi Sawlani
	Menka Sati	9619365535		
	Shweta Mahajan	8850716206		
	Komal Metkari	9623578021		
	Gayakwad Akshata Mahesh	9757397648		

Howal Sawresh — 8879502790

Shrivastava Nanda - 7021927242

PAIRING FOR PRESENTATIONS

MES' Pillai College of Education & Research, New Panvel (W)
 S.Y. M.Ed.- 2020-2022
Semester-2: PRESENTATION TOPICS



Shahid
 9/11/21

Sr. No.	Names of the students	Secondary & Higher Secondary Education	Pedagogy, Andragogy and Assessment	CC9: Research Methodology
1.	Teena Johnny & Amreen Shaikh	Unit-2b: Types of School Education in India- Aided & Unaided 6/12/21	Unit 5b: Learner Engagement → Contextualizing 8/12/21	Unit-7 b: Concept, Use & Interpretation of z-test 13/12/21
2.	Manju Varadattil & Deepali Indalkar	Unit-2b: Types of School Education in India- Private & International 6/12/21	Unit 5a: Learner Controlled Method → Web Learning 8/12/21	Unit-7 b: Use of Excel in Data Analysis 13/12/21
3.	Pooja Talreja & Priyambada Jha	Unit-2b: Issues related to School Education in India at Secondary & higher Secondary Education level- w.r.t. Aided & Unaided 6/12/21	Unit 5a: Learner Controlled Method → Collaborative Technique 8/12/21	Unit-7 b: Critical Ratio for Comparison of percentages 13/12/21
4.	Deepa Bal & Archana jha	Unit-2b: Issues related to School Education in India at Secondary & higher Secondary Education level- w.r.t. Private & International 6/12/21	Unit 5b: Learner Engagement → Analyzing 8/12/21	Unit-7 b: Concept, Use & Interpretation of t-test 13/12/21
5.	Shruti Nair & Priya Kareer	Unit-2 c: Role of NCERT 6/12/21	Unit 5b: Learner Engagement → Reflection 8/12/21	Unit-7 b: Concept, Use & Interpretation of ANOVA 13/12/21
6.	Sana Halsekar & Yasmin Nazneen	Unit-2 c: Role of SCERT 6/12/21	Unit 5b: Learner Engagement → Observing 8/12/21	Unit-7 b: Concept, Use & Interpretation of Correlation 13/12/21



PEER FEEDBACK

7.	Bhanu Yadav & Deepthy Acharya	Unit 2: National Policy of Education 1992/7/12/21	Unit 5b: Learner Engagement → Discovering 9/12/21	Unit-8 a: Format, Style & Mechanics of Report Writing with reference to Dissertation & Thesis 15/12/21
8.	Zoshima Mendes & Ruchi Gandhi	Unit 2c: National Scheme of Incentives to Girls for secondary Education (2008) 7/12/21	Unit 5b: Learner Engagement → Collaboration 9/12/21	Unit-8 a: Format, Style & Mechanics of Report Writing with reference to Research Paper 15/12/21
9.	Vidhya Satish & Nikita Mehta	Unit 2c: RMSA- National Mission for Secondary Education: Structure, Vision, Aims & Objectives 7/12/21	Unit 5b: Learner Engagement → Critical Thinking 9/12/21	Unit-7 b: Chi-square of Equal Probability Hypothesis 15/12/21
10.	Kajal Kiran Bamola & Bhakti Gala	Unit 2c: RMSA- National Mission for Secondary Education: Major Heads of RMSA 7/12/21	Unit 5b: Learner Engagement → Exploring 9/12/21	Unit-7 b: Chi-square of Normal Probability Hypothesis 15/12/21
11.	Sangeeta Bhagria & Sapna More	Unit 2c: Inclusive Education for Disabled at Secondary Stage 7/12/21	Unit 5a: Learner Controlled Method → Workshop 9/12/21	Unit-8 b: References & Bibliography in Research Reporting 15/12/21
12.	Gayathri A. & Rafellia Fonseca	Unit 2c: The Adolescence Education Programme (AEP) 7/12/21	Unit 5a: Learner Controlled Method → Group discussion 9/12/21	Unit-8 c: Evaluation of Research Report 15/12/21

Instructions:
As a part of your first assignment, make a word document and a PPT on the above mentioned topics. You will be presenting the above topics in your peer group. Each pair will get 20 minutes to present the content. Presentation dates will be given later.
After your presentation, turn in the word document and PPT in the respective subject G- classrooms.

For Research Methodology presentation you may refer to

1. Statistics in Psychology and Education by Henry E. Garrett
2. Statistics in Psychology and Education by S.K. Mangal
3. Educational Research by S Pandya
4. Educational Research by Lokesh Kaul.



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MES' Pillai College of Education and Research New Panvel
F.Y.M.Ed 2020-21 Semester-1

ASSIGNMENT-1 (Peer-Presentations)

S.No	Name	Mobile No	PHILOSOPHY	HPEE	PSYCHOLOGY	TEACHER EDU
1	Gayathri Ananthavijay	8097201008	Unit 5a Educating the Citizen-Rousseau	UNIT 2a Analysis and Contribution to Education-SEC	Unit 4a Metacognition	UNIT 4b Meaning, Objectives Organization, modes of methods Inservice Tr Education
	Yadav Bhanu Abhishek	9702801004				
	Acharya Deepty Brajesh	9920603082				
2	Bal Deepa C	9619405116	Unit 5a Educating the Citizen- Dewey	UNIT 2a Analysis & Contribution to Education-EC	Unit 4b Meaning and Teaching for Creativity	UNIT 4c SSA (History, purpose, functions, implementations)
	Indalkar Dipali	9545248104				
	Jha Archana B	8169832464				
3	Vidhya Satish	9619448882	Unit 5b Educating Women- Wollstone craft	UNIT 2a Analysis and Contribution to Education-NCT	Unit 4b Tools of Creative thinking - Thinking Hats	UNIT 4c RMSA (History, purpose, functions, implementations)
	Mehta Nikita J	9820297055				
	Gala Bhakti T	9892767815				
4	Priyambada L.Jha	7250823596	Unit 5b Educating Women- Savitribai Phule	UNIT 2b Analysis of Policy- NPE 1986	Unit 4b Tools of Creative thinking - Brainstorming	UNIT 4c SCERT (History, purpose, functions, implementations)
	Nair Shruti	9930874150				
	Talreja Pooja Prakash	9833028393				
5	Holsekar Sana Maqbul	9820336304	Unit 5b Educating Women- Pandita Ramabai	UNIT 2b Program of Action 1992	Unit 4b Tools of Creative thinking - Mind Mapping	UNIT 4c NCERT (History, purpose, functions, implementations)
	Barnola Kajalkiran	9819766879				
	Kareer Priya Vishal	9833657688				
6	Peenikal Teena Johnny	9819771982	Unit 5b Educating Women- Neill Noddings	UNIT 2c Critical review of NCF	Unit 4c Flavell's model of metacognition	UNIT 4c NCTE (History, purpose, functions, implementations)
	Shaikh Amreen Irfan	7045358850				
	Manju Varadathil	7718918010				
7	Mendes Zoshima	9819393188	Unit 5c Educating Transgender	Unit 1c Hartog Committee	Unit 4c Creative Problem solving by Titus	UNIT 4c UGC (History, purpose, functions, implementations)
	Bhargia Sangeeta M	9769762122				
	Ruchi Gandhi	8779762712				
8	Rafina Mase - Rafaelles Fonseca	9156786399 9820663433		(K75, 1170 GATT)		Prepared by Dr Sally Enos

P.T.O. signed

COLLABORATIVE TASKS

MES' Pillai College of Education and Research, New Panvel

Community Work (Project Based Course) - Grouping 2019

Group A	Place	Group B	Place
Swetha Elegate	Kamothe	Mukta Prashant Kashikar	Kamothe
Ajarapu Sowmya	Kamothe	Nair Pooja Venugopalan	Kamothe
Yadav Shashikala	Kamothe	Chinchu Mathew	New Panvel
Soumya Varghese	Kamothe	Jasmin Maria James	New Panvel
Verma Mayavati Raj Jagdish	Kamothe	Anna Susan George	New Panvel
Group C		Group D	
Priyanka Kumari Pandey	Kalamboli	Gandal Dipika Santosh	New Panvel
Khatal Puja Dada	Kalamboli	Jayant Heena Surendra kumar	New Panvel
Dipali Amit Chaudhari	Kalamboli	Agarwal Vrinda	Panvel
Shilpa Anna John	Kalamboli	Shaikh Sameera Khaja Miyan	Old Panvel
		Malak Zainab Khozem	Old Panvel
Group E		Group F	
Priya Das	Kharghar	Nafisa Akil Zaveri	Takka
Chandani Arvind Kumar	New Panvel	Priyanka Kumari	Takka
Poornima Sanjeeva Shetty	New Panvel	Padinjaraparambil Riya Mathew	Pen
Archana Kumari Magan Dev	New Panvel	Tandel Dhanashri Pradip	Pen
Shree Amrita Satish	Nere	Yadav Ruchi Krishan Mohan	Kalamboli
Mishra Darshika	Koprati	Suchitra Shashidharan Pillai	Kalamboli
		Upadhyay Poonam	Kalamboli
Group H		Group G	
Salvi Vaishnavi Satyajeet	Old pan	Maria Geraldine Anthony	Sion
Kulkarni Samruddhi Amrut	Old pan	Pandey Pooja Shailendra	Nerul
Pinjari Rajiya Samsoddin	Kalamboli	Yadav Jyoti Ujagar	Seawoods
Chakraborty Chinmayee	Adai	Balot Dimplekaver N	Airoli
Kulabhar Snehal Maya	Kamothe	Preeti Kumari	Nerul
Sh Falguni Rasik	Panvel	Larissa Pereira	Kharghar
BHARTIYA MANAV VIKAS TRUST' SPECIAL SCHOOL 137, Sector 1/S, Near Shabari Hotel, New Panvel 410206		VADUS HOME Bokarpada	
ROTARY SPECIAL SCHOOL FOR HEARING IMPARED CHILDREN Plot no. 18, Sector 19, Behind Fire Brigade Station, New Panvel 410206		JEEVAN JYOTI Near Panvel Railway Station	



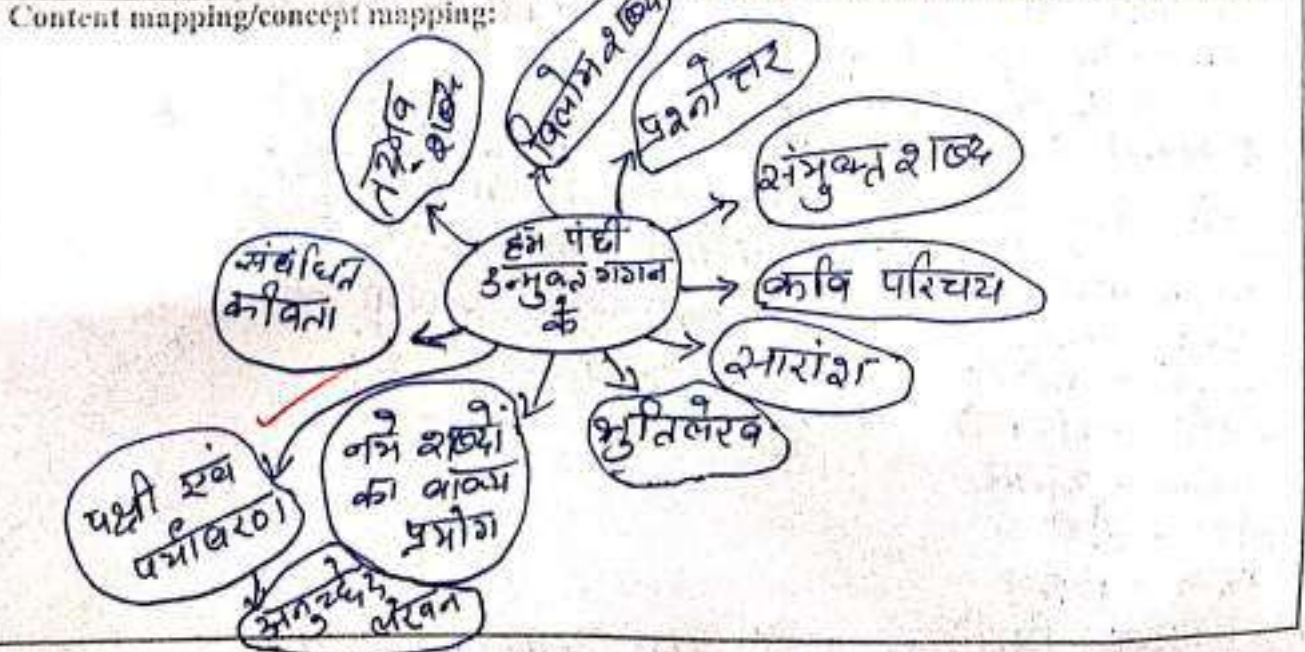
Mahatma Education Society's
Pillai College of Education and Research
 Plot 1, Sector 8, New Panvel- 410206, Tel: 27464161/27480289

Lesson Note

Name of the student teacher: <u>सुप्रिया दास</u>	Practising School/College: <u>महात्मा इंटरनेशनल विद्यालय</u>
Roll no. <u>92</u> Subject: <u>हिन्दी</u>	Std.: _____ Div.: <u>A/B</u>
Total lesson no.: <u>02</u> Method lesson no.: <u>01</u>	Date: <u>20 मिनट</u> Lesson <u>6</u>
Topic: <u>कविता</u>	Subtopic: <u>हम पंजी अनुकूल गान के</u>

Anticipated prior knowledge/entry knowledge: बच्चों ने कविता पहले पढ़ी है।

General objectives:	Specific objectives:
<p><u>ज्ञान</u> :- छात्र कविता "हम पंजी अनुकूल गान के" में आए कल्पकार और नये शब्दों का ज्ञान प्राप्त करता है।</p> <p><u>आरांश ग्रहण</u> :- छात्र कविता का आरांश ग्रहण कर सकेगा और संक्षेप में कविता का अर्थ समझ सकेगा।</p> <p><u>विकासित</u> करता है।</p> <p><u>आभिव्यक्ति</u> :- छात्र कविता का आरांश अपने शब्दों में आभिव्यक्त करने की योग्यता प्राप्त करता है।</p>	<p><u>ज्ञान</u> :- छात्र कविता में आए कल्पकार शब्दों को पहचानता है और नये शब्दों का अर्थ प्रत्यास्मरण करता है।</p> <p><u>आरांश ग्रहण</u> :- 1) छात्र कविता के अर्थ समझ सकता है। 2) छात्र कविता को नया शिक्षक पढ़ा सकता है। 3) छात्र कविता की महत्वपूर्ण दृष्टिकोणों का वर्णन कर सकेगा। शब्दों में लिख कर करता है।</p> <p><u>आभिव्यक्ति</u> :- 1) छात्र कविता का आभिव्यक्त कर सकेगा। 2) छात्र कविता के अर्थ को लिख कर सकेगा।</p>



Learning resources:

• Learning material : हिन्दी की पाठ्य पुस्तक

• Reference material: पूर्ण ज्ञान

Activities leading to the topic: शिक्षिका द्वारा को रंगीन कार्डों से पक्षी बनाना शीरवाती है जिससे कविता की पुनरावृत्ति हो सके।

(conc.-element)

Declaration of the topic: आज हम पक्षी पर एक कविता लिखेंगे पाठ में आए संयुक्त शब्दों का उपयोग करेंगे।

Methodology: प्रश्नोत्तर एवं गतिविधियों द्वारा

Activity
Bird-activity

Teaching points/Content analysis	Teaching learning activities	Students expected responses
1. कवि परिचय - शिव मंगल सिंह सुमन द्वारा लिखित यह कविता है - इन पंक्ति संयुक्त गद्यन के और एक पुस्तक इनके लिखी मिट्टी की बरतन जिसके लिए इन्हें साहित्य की रानी के लिए कौन सा शकादमी पुरस्कार मिला	• शिक्षिका पुनरावृत्ति के लिए कविता का पाठ करेगी और एक शीरवाती के स्वर में करवाती है। • शिक्षिका द्वारा से संयुक्त शब्दों का प्रश्नोत्तर द्वारा प्रश्न स्थापित करती है।	हाल उत्तर देना है - after explain कनक
2. कविता का भाव - इस कविता का मूल भाव आम आजादी है और यह आजादी पाने के लिए क्या-क्या कुलीनी को एक पक्षी के रूप में दे सकता है।	• कविता में कौन सा शब्द आया है? • होड़ा - होड़ी का अर्थ क्या है? • दिन्न - भिन्न शब्दों का उपयोग कविता में क्या अर्थ बताता है?	भंडारवा प्रतिस्पर्धा तोड़ देना
3. नये संयुक्त शब्द - कनक - तिलियां शुद्ध - चारन कनक - कटोरी धरणी - भंडारवा तारक - धनार होड़ा - होड़ी दिन्न - भिन्न	• शिक्षिका द्वारा को संयुक्त शब्दों से वाक्य बनाने को कहती है और कविता की संक्षिप्तों को B.B पर लिखती है।	* add more 9/5
4. समापन - शिक्षिका द्वारा कविता लिखने पर उनकी सराहने करते हुए कक्षा समाप्त करती है।		

Closure statement : गीत हमने एक बहुत बारी कविता लिखी

Core element/ values(description): शिक्षिका कविता में कवि द्वारा आजाद रहने के महत्व का अनुमान करते हुए मानवीय मूल्यों की स्थापना करती है और पर्यावरण की रक्षा पर चर्चा करत हुए राष्ट्रीय शिक्षा के गाथा चक्र को समझाती है,

Link
(Birds
cast)

Recapitulation: श्रुति लय - उन्मुक्त, पिंजर लड़, कटुक
निवारी काफ़ी, विघ्न पिंजरबद्ध
श्वर्ण - शूरवला, क्षीतज ।
मायिक प्रबोधर अध्याय सै ।
अर्थ बताओ :- 1) 2) 3) Poetry
कविता का सार बताइये ? result

should match
spec

Higher order questions: किस कविता से अपना परसंज्ञी शब्द चुनें और उसके उपयोग पक्षी और पर्यावरण पर एक संक्षिप्त टिप्पणी लिखें,

Assignment: पक्षी और पर्यावरण पर एक संक्षिप्त टिप्पणी लिखें।
H.W

Blackboard work

<p>संयुक्त शब्द</p> <p>दिन्न - भिन्न</p> <p>होड़ा - हीड़ी</p> <p>तारक - अनार</p> <p>फिरा - सी</p> <p>श्वर्ण - शूरवला</p> <p>कनक - कटोरी</p> <p>शुर्बे - च्यासे</p> <p>कनक - तीलियां</p>	<p>विषय : हिन्दी</p> <p>प्रसंग : कविता लयन</p> <p>नये शब्द :</p>
---	--

Criteria for evaluation	Suggestions
Set induction Model reading Model recitation	

... questions Silent reading Narration Explanation Illustration Questions Use of learning resources Class participation Black board work Demonstration Closure Reinforcement Values Core element Methodology Interaction Knowledge of content Preparation of lesson Interest Class management	<p>1st time - Poetry recitation by te - Pupils listen with books closed.</p> <p>2nd time - Poetry recitation by te - Pupils listen with open books.</p> <p>Supervisor's sign</p>
--	---

Reflections

Make changes as per suggestions.

Guiding professor's signature

पिल्लई कॉलेज ऑफ एज्युकेशन
एण्ड रिसर्च, खाँदा कॉलोनी

माध्यमिक स्तर पर छात्रों में
स्वास्थ्य रक्षा और स्वच्छता
के बारे में जागरूकता का अध्ययन
संशोधन पर आधारित

प्रकल्प मुम्बई विश्व विद्यालय की
बी.एड उपाधि हेतु प्रस्तुत शोध
प्रबंध 2017-2019

मार्गदर्शिका
डॉ. प्रतिमा प्रधान
नाम → रणु देवी
रोल नं. → 24

Checked
Pr

शोधकर्ता द्वारा किया गया शोध में एक मुख्य उद्देश्य है।

1) छात्रों में ^{उनके} स्वास्थ्य और स्वच्छता के प्रति जागरूक करना।

1) शौचालयों में साफ सफाई का व्यवस्थापन के माध्यम से जागरूकता बनाना।

2) छात्रों में स्वच्छता बनाए रखने के तरीकों का अध्ययन करना।


3) छात्रों को स्वच्छता बनाए रखने का अनुभव देना है।



**Mahatma Education Society's
Pillai College of Education & Research**
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Metrics 2.2.2.

- **PHOTOGRAPHS WITH CAPTION & DATE**


Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.



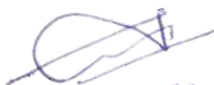
Mahatma Education Society's Pillai College of Education & Research

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Metric no. 2.2.2- Photographs with Captions

Teacher-Educators Mentoring the Students




Dr. (Ms.) Sally Enos
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Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

COUNSELLING SESSIONS

By Counsellor Ms. Yvette Lee




KHANDA COLONY- Sec 8
Meet Ms. Yvette Lee, Counsellor
Available every Tuesday between 10.30 am to 4.00 pm
Or give a call on 9819812019 / Or email to yvette@mes.ac.in
*** Prior appointments appreciated***

Got Problems?




Tell a Counselor

KHANDA COLONY- Sec 8
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Collaborative tasks





Dr. (Ms.) Sally Enos
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New Panvel-410 206.

Learning Enhancement / Enrichment

Educational Visits




Navi Mumbai, MH, India
S Central Road, Nerul East, Navi
Lat 19.047493, Long 73.031598
09/14/2022 12:34 PM



**Mahatma Education Society's
Pillai College of Education & Research**
Dr. Pillai Teacher Training Centre, Sector 8, Khanda Colony,
New Panvel-110206
Tel: 022-27480289/27481864, Fax: 022-27464161.
www.pcpai.edu.in

**VALUE-ADDED CERTIFICATE COURSE
TEACHING COMPETENCY**
Course Code – PCERPACC03 (3 Credits)



Course Learning Outcomes

- To enable student-teachers to sharpen and develop specific teaching skills and eliminate errors.
- To enable student teachers to understand behaviour important in classroom teaching.
- To enable student-teachers to master a wide-ranging array of competencies.
- To enable teacher trainees to gain confidence in teaching.

VALUE-ADDED COURSES



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New Panvel-110206
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**VALUE-ADDED CERTIFICATE COURSE
COMMUNICATIVE ENGLISH**



Course Code – PCERPACC04 (3 Credits)

Course Learning Outcomes


1. To develop the knowledge of the usage of words.
2. To enable the student to use appropriate word stress and elementary intonation patterns.
3. To enable the student to construct grammatically correct sentences.
4. To enable the student to put ideas in a proper sequence.
5. To enable the student to imitate responses and events.
6. To enable the student to make polite enquiries in appropriate situations.
7. To enable the student to converse in familiar social situations.
8. To develop skills needed for public speaking.



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**VALUE-ADDED CERTIFICATE COURSE
THINKING & REASONING:**

Course Code – PCERPACC08(3 Credits)



Course Learning Outcomes

After learning this module, the student teacher will be able to:

- develop information literacy and critical thinking abilities,
- develop reasoning skills so that they can analyse arguments, evaluate reasoning and develop reasoned arguments of their own
- develop conceptual thinking skills in order to explore ideas and their connections

WEBINARS & SEMINARS





Internal Quality Assurance Cell of
MES' Pillai College of Education and Research, Panvel
and
**Pillai HOC College of Education and Research,
Rasayani**
organizes a Webinar on
"Online Assessment Techniques"

Resource person: Dr. Prashant Lokhande
Pillai College of Engineering, New Panvel

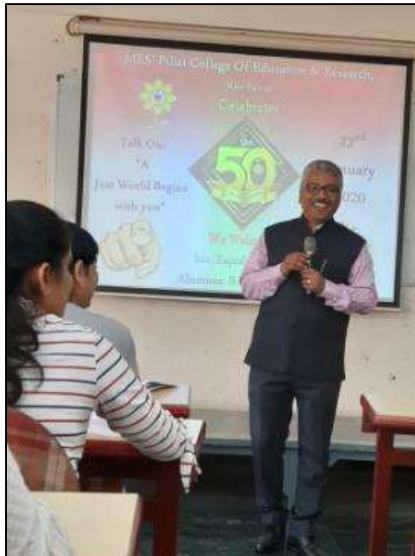
Date: 3rd September, 2020, Time: 5:00pm to 6:00pm.
E-certificates will be issued to participants.
Registration link: <https://forms.gle/yqwyopaj8vNYp8mQ8>

Learning Enhancement / Enrichment

Celebration of Days



SESSIONS BY ALUMNI



Dr. (Ms.) Sally Enos
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