




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

METRIC no. 2.6.2

**Copy of university regulation on internal evaluation
for teacher education**


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.

UNIVERSITY OF MUMBAI



Credit Based Choice System with effect from the academic year 2017-2018

SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION PROGRAMME



**ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE B. Ed.
TWO YEARS DEGREE PROGRAMME**

(Semester I, II, III and IV)

(As per Credit Based Choice System with effect from the academic year June 2017)

Decision of UGC for introducing the Semester and Credit Based Choice System in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).

Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma.

A credit is generally a value used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes.

The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course.

It is a way of expressing the 'learner's workload'. (Student's).

One (01) credit is Twelve (12) learning hours.

Credits once gained cannot be lost.

The definitions of the key terms used in the Credit Based Choice System

Program: Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study. ponds to the word 'subject' used in many universities. A course is essentially a constituent

Course: A course correes of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

Credit Point: Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 3 to 12 Credits where in one credit is construed as corresponding to 12 hours.



ORDINANCES, REGULATIONS AND CURRICULUM FOR THE DEGREE OF THE BACHELOR OF EDUCATION

Two Year B.Ed. Programme from the academic year 2017-18

Title: Bachelor of Education (B.Ed.)

Duration: Two academic years as Credit Based Choice System comprising of four semesters. The B.Ed. Programme shall be of duration of two years, which can be completed in a maximum period of three years from the date of admission to the programme

Eligibility: Following candidates are eligible for admission:

- a) Candidates with at least 50 % marks either in the Bachelor Degree(three year programme) in B.A, B.Sc or 50% (49.50-49.99%) in post graduation and for the reserved category (ST,SC,OBC,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, Drama with 55% marks at graduation or post graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme.
- b) The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

O. _____

A Candidate for the admission to degree of education (B.Ed.) must fulfil the eligibility criteria as per the directives of Government of Maharashtra from time to time. For the completion of the B.Ed. program the candidate must have:

- a) Attended four semesters of the full time Two year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.
- b) **Attendance:** The minimum attendance of 80 % for all Theory component work (Part A) and Practicum component (Part B) and 90 % for school internship.
- c) Completed the Practicum component and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

Internal Assessment comprises of:

(All activities should be systematically documented and maintained for the purpose of Internal Assessment)

Semester 1

Assignments, Class test and Essay in each course

Ability Course 1: Critical Understanding of ICT

Project Based Course 1 (Community Work one week and Participation in CCA in college)

Semester 2

Assignments, Class test and Essay in each course

Project Based Course 2 (Internship of 3 Weeks)

Semester 3

Assignments, Class test and Essay in each course

Project Based Course 3 (Internship of eleven weeks)

Semester 4

Assignments, Class test and Essay in each course

Ability Course 2: Reading and Reflecting on Texts



Project Based Course 4 (Internship of five weeks including community work and Action Research)

Any one Audit Course (Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4

The Candidate should have successfully passed the Theory component of the course in accordance with the University guidelines.

O _____ Curriculum, Programme Implementation and Assessment

Curriculum

The B.Ed. Programme is designed to develop attitude, skill and knowledge in the Student teachers. The curriculum of 2 years B Ed. programme shall comprise of the following components:

Part A: Theory component includes Core courses, Elective courses and Inter-disciplinary courses.

Part B: Practicum component includes Project Based courses, Ability courses and Audit courses.

Part A: Theory component

- A. Core Courses (CC)
- B. Elective Course (EC)
- C. Interdisciplinary Courses (IC)

Part B: Practicum component

- D. Ability Courses (AB)
- E. Project Based Courses (PC)
- F. Audit Courses (AC)

Part A: Theory component

1. **Core courses:** These are **five** courses which are to be studied by a student in two years
 - Childhood and Growing up
 - Knowledge and Curriculum
 - Learning and Teaching
 - Assessment for learning
 - Contemporary India and Education
2. **Elective Course 1- Pedagogy of School Subjects I**

i. Commerce	vii. Mathematics
ii. Economics	viii. Marathi
iii. English	ix. Science
iv. Geography	x. Sanskrit
v. History	xi. Urdu
vi. Hindi	



Elective course 2 – Select any One course from I or II or III

I) Pedagogy of School Subjects II (Select any One course - other than in Elective course 1)

i	Commerce	ii	English
ii	Economics	iii	Geography
v.	History	ix.	Science
vi.	Hindi	x.	Sanskrit
vii.	Mathematics	xi.	Urdu
x	Marathi		

II) Peace Education

III) Education for Rural Development

Elective course 3 – Special Fields (Select any one)

1. Action Research
2. Guidance and Counselling
3. Environmental Education

3. Interdisciplinary Courses: Four Courses, each in semester which are interdisciplinary in Nature.

- Gender, School and Society
- Educational Management
- Language Across the Curriculum
- Creating an Inclusive School

Part B: Practicum component

1. **Ability courses:** Prime focus is to enhance skill rather than the content, Two courses, it is to be studied in semester 1 and semester 4.
 - Critical Understanding of ICT
 - Reading and Reflecting on Texts
2. **Project Based Courses:**
 - Internship
 - Community work (I & II)
 - Action Research
 - Participation in Co-curricular Activities in college
3. **Audit courses:** Student has to opt any one, spread throughout the 4 semester, will be certified in 4th semester only, by head of the institution.
 - Understanding the Self
 - Drama and Art in Education

Each student is required to opt for one course from Pedagogy of School Subjects I (Elective Course 1) in Semester 2 which must be with respect to the graduation degree on the basis of which the student is admitted.

Each student is required to opt for any one of the course from Pedagogy of school subject II or Peace education or Education for Rural Development in Semester 3 (Elective Course 2). For Pedagogy courses students should opt for another pedagogy which they must have studied at least one paper at their Graduation /Post graduation.



Semester wise details of Project Based Courses (Part B)

Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)

- Participation in Community work I in collaboration with schools/ NGO's (for a period of 1 week)
- Participation in Co-curricular Activities in college

Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 3 weeks

- ✓ Observation of school activities (Any three)
- ✓ Observation of lessons given by peers (5 lessons)
- ✓ Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I
- ✓ Teaching lessons in Pedagogy of school subject I (5 Lessons)

Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 11 weeks

- ✓ During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College
- ✓ 2 theme based lessons in the above school/college.
- ✓ 3 co-teaching lessons with school teachers
- ✓ Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- ✓ Maintain Reflective Journal with reference to internship program.

Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 5 weeks (4 weeks +1 week community work II)

- Develop learning resources
- Conduct Action Research
- During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.
- 5 Co-teaching lessons with peers
- Maintain Reflective journal with reference to internship program.
- Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

Programme Structure of B.Ed. 2 Years Programme Year 1: 16-

18 Weeks * 2 Semesters (200 Working Days) Year 2: 16-18 Weeks

* 2 Semesters (200 Working Days)

20 Weeks for Internship (18 +including 2 weeks Community work) 200

working days are exclusive of admission and examination period Total

Credits: 111; Marks 1800 (1 Credit = 12 Hours)

B.Ed. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester 1				
Core Course 1: Childhood and Growing up	6	60	40	100
Core Course 2: Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1: Gender, School and Society	6	60	40	100
Ability Course 1: Critical Understanding of ICT	3	---	50	50
Project Based Course 1	3	---	50	50
Total	24	180	220	400
Semester 2				
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6	---	100	100
Total	24	180	220	400
Semester 3				
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	---	200	200
Total	30	180	320	500
Semester 4				
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Texts	3	---	50	50
Project Based Course 4	9	---	150	150
Any one Audit Course(Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4	3	---	---	---
Total Credits	33	180	320	500

Total Credits: 111; Total Marks 1800 (1 Credit = 12 Hours)

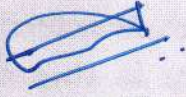
UNIVERSITY OF MUMBAI

No. UG/37 of 2017-18

CIRCULAR:-

A reference is invited to the syllabi relating to the Master of Education (M.Ed) vide this office Circular No.UG/83 of 2015-16, dated 23rd September, 2015. The Head University Department of Education and the Principals of affiliated Colleges in Training Colleges in Education are hereby informed that the recommendation made by Ad-hoc Board of Studies in Education at its meeting held on 8th February, 2017 has been accepted by the Academic Council at its meeting held on 11th May, 2017 vide item 4.30 and that in accordance therewith, the revised syllabus as per the (CBCS) for the M.Ed Two Year Degree Course Education (Sem. I to IV) which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2017-18.

MUMBAI- 400032
15th July, 2017


Dr. (Mrs.) Sally Enos
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(Dr.M.A.Khan)
REGISTRAR

To

The Head, University Department of Education and the Principals of the affiliated training Colleges in Education.

A.C/4.30/11/05/2017

No. UG/37 -A of 2017

MUMBAI-400 032

15th July, 2017

Copy forwarded with Compliments for information to:-

- 1)The Co-ordinator, Faculty of Arts,
- 2)The Offg. Director, Board of Examinations and Evaluation,
- 3)The Director, Board of Student Development.,
- 4)Professor-cum-Director, Institute of Distance and Open Learning (IDOL).
- 5)The Co-Ordinator, University Computerization Centre,

AC 11th May, 2017

Item No. 4.30


UNIVERSITY OF MUMBAI



Ordinances, Regulations and the Curriculum for the **M. Ed. 2 Years Degree Course**

(Semester I, II, III and IV)

(As per Credit Based Choice System with effect from the
academic year June 2016)


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ORDINANCES AND REGULATIONS FOR THE DEGREE OF MASTER OF EDUCATION (M. ED.) 2 YEARS PROGRAMME

Eligibility

O. _____ Candidates seeking admission to the M.Ed. 2 Years programme should have obtained at least 50% marks or/and equivalent grade in the following programmes.

1. Bachelor of Education (B.Ed.) of this University or a degree of another University recognized as equivalent thereto
2. B.A. B.Ed., B.Sc. B.Ed. B.Com. B.Ed. of this University or a degree of another University recognized as equivalent thereto
3. B. El. Ed. of this University or a degree of another University recognized as equivalent thereto
4. D. El. Ed. With an undergraduate Degree (With 50% marks in both)

Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the state government and university rules.

O. _____ The M. Ed. Degree shall be taken by Theory and Dissertation.

O. _____ A candidate desirous of appearing for the M. Ed examination shall undergo a regular course of study in the University Department or an institution recognized by the NCTE for the purpose. The duration of the full time course shall be of two years.

Admission Procedure

O. _____ Admission shall be made on merit on the basis of marks obtained in the qualifying examination, entrance examination as per the state government and university rules.

Fees

The institution shall charge only such fees as prescribed by the affiliating body/ state government concerned in accordance with provisions of National council for Teacher Education (NCTE).

O _____ Curriculum, Programme Implementation and Assessment

Curriculum:

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialization in either elementary education or secondary education. The curriculum of 2 years M.Ed. programme shall comprise of the following components:

1. A Common Core that includes Core Courses, Elective Courses, Optional Courses and Project based Courses;
2. Elective course (I) from parent department where students choose to elective in any one of the school levels (such as Elementary Education or Secondary

and Higher Secondary Education) and other Elective course (II) where students choose one courses from parent department.

3. Optional courses to be offered from parent department. Student may choose ONE from parent department and ONE from any other department.
4. Research leading to dissertation and
5. Field immersion / attachment/ internship.

- A. CORE COURSES
- B. ELECTIVE COURSE
- C. OPTIONAL COURSES
- D. PROJECT BASED COURSES

A) Core Courses

1. Philosophy of Education
2. History, Politics and Economics of Education
3. Psychology of Learning and Development
4. Teacher Education
5. Sociology of Education
6. Introduction to Research Methods
7. Curriculum Studies
8. Higher Education Studies
9. Research Methodology

B) Elective Courses

1. Elementary Education
2. Secondary and Higher Secondary Education
3. Pedagogy, Andragogy and Assessment
4. E-learning
5. Life Skill Education

C) Optional Courses

1. Communication Skill and Academic Writing
2. Environmental Education
3. Educational Management
4. Inclusive Education

D) Project Based Courses

1. **Dissertation Work**
2. **Internship Work**

Elective Courses (Select any two from the following specialization branches)

1. Primary Education **OR** Secondary and Higher Secondary Education
2. Pedagogy, Andragogy and Assessment **OR** E-learning **OR** Life Skill Education





Optional Courses (Select any two from the parent department or ONE from the parent department and ONE from any other department.)

1. Communication Skill and Academic Writing
2. Environmental Education
3. Educational Management
4. Inclusive Education

Project Based Courses

Dissertation Work - Organization of workshops, research work, practicum activities and seminars, debates, lectures and discussion groups for students and faculty to enhance professional skills and understanding of students on an educational topic having 12 credits and 200 marks. Dissertation work will start in the beginning of Semester III and will be completed in Semester IV.

Internship Work - Internship in organizations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme according to their specialization chosen under close mentorship by faculty.

Internship will be in Semester 3 and Semester 4. In Semester 3 internship will be for four weeks and in Semester 4 for a period of three weeks.

After the internship, the students will be expected to submit a reflective report of their experiences.

Internship can be in the following types of suggested sites/fields/institutions.

- i. Professional pre-service teacher education institution
- ii. An organization engaged in the development of innovative curriculum and pedagogic practices.
- iii. International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation; educational administration and management.
- iv. In-service training institutions for teachers.

The field based practical work (internship) is mandatory for the completion of the M. Ed. Programme. The field work is to be completed and certified by the Principal/Head of the Institution. The field based internship programme will be of total 12 credits (6 credits in teacher education institution and 6 credits in the area of specialization.)

PROGRAMME STRUCTURE OF M.ED. 2 YEARS PROGRAMME

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)


Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)

7 Weeks for Internship/ Field Immersion

200 working days are exclusive of admission and examination period

Total Credits: 102; Marks 1700

1 Credit = 12 Hours


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Courses <i>M.Ed</i>	Credits	External Marks	Internal Marks	Total Marks
Semester- I				
Philosophy of Education	06	60	40	100
History, Politics and Economics of Education	06	60	40	100
Psychology of Learning and Development	06	60	40	100
Teacher Education	06	60	40	100
Total	24	240	160	400
Semester- II				
Sociology of Education	06	60	40	100
Introduction to Research Methods	06	60	40	100
Curriculum Studies	06	60	40	100
Higher Education Studies	06	60	40	100
Total	24	240	160	400
Semester- III				
Elective Course from Parent Department				
Elective Course I				
Elementary Education / Secondary and Higher Secondary Education	06	60	40	100
Elective Course II (Skill Based) Pedagogy, Andragogy and Assessment OR E-Learning OR Life Skill Education	06	60	40	100
Research Methodology	06	60	40	100
Internship Work (Teacher Education Institutions)	06	60	40	100
		Field Work	Report Writing	
Total	24	240	160	400
Semester- IV				
Optional Courses (to be offered at Department of Education) (Select any two from the parent department or ONE from the parent department and ONE from the any other department.)				
1.Communication Skill and Academic Writing	6	60	40	100
2.Environmental Education	6	60	40	100
3.Educational Management				
4.Inclusive Education				
Dissertation Work	12	100	100	200
Internship Work (field work related to elective course 1)	06	60	40	100
		Field Work	Report Writing	
Total	30	280	220	500

SCHEME OF ASSESSMENT AND EXAMINATION

R. _____ 60 marks for semester end examination of 2 hours duration for each course and 40 marks for internal assessment throughout the semester based on performance and attendance in the various activities.

Pattern of Semester Examination: 4 questions of 15 marks each with internal choice.

University Examination will be held at the end of each semester.

INTERNAL ASSESSMENT

(40

Marks)

Sr.No.	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

Grading System: Conversion of Percentage of Marks to Grade Points:

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

10 Point Grading System

Marks	Grade Points	Grade	Performance
Less than 40	0	F	Fail
40-44.99	4	D	Pass
45-49.99	5	C	Average
50-54.99	6	B	Above Average
55-59.99	7	B+	Good
60-69.99	8	A	Very Good
70-79.99	9	A+	Excellent
80 and above	10	O	Outstanding




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METRICS No. 2.6.2

**Annual Institutional Plan of Action
for Internal Evaluation**


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**Plan of Action for Internal Evaluation
B.Ed.
A.Y. 2021-23**

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Essays	Dec-21
	2	Class tests	Jan-22
	3	Assignments	Jan-22
	4	Project-based Courses I	Nov-21
Sem II	1	Essays	Mar-22
	2	Class tests	May-22
	3	Assignments	Apr-22
	4	Project-based Courses II	Jun-22
Sem III	1	Essays	Jul-22
	2	Class tests	Nov-22
	3	Assignments	Sep-22
	4	Project-based Courses III	Oct-22
Sem IV	1	Essays	Mar-23
	2	Class tests	Mar-23
	3	Assignments	Apr-23
	4	Project-based Courses IV	Jan-23


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Plan of Action for Internal Evaluation

M.Ed. A.Y. 2021-23

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Assignment I	Dec-21
	2	Assignment II/ Presentation/ Poster	Feb-22
	3	Class Test	Jan-22
	4	Participation in Class activities	Sem-1
	5	Overall Conduct	In all academic activities
Sem II	1	Assignment I	May-22
	2	Assignment II/ Presentation/ Poster	Apr-22
	3	Class Test	May-22
	4	Participation in Class activities	Sem-2
	5	Overall Conduct	In all academic activities
Sem III	1	Assignment I	Aug-22
	2	Assignment II/ Presentation/ Poster	Aug-22
	3	Class Test	Oct-22
	4	Participation in Class activities	Sem-3
	5	Overall Conduct	In all academic activities
	6	Internship in Teacher Education Colleges	Aug-22
	7	Research/Dissertation Work	Sem 3 & 4
Sem IV	1	Assignment I	Sep-22
	2	Assignment II/ Presentation/ Poster	Oct-22
	3	Class Test	Oct-22
	4	Participation in Class activities	Sem-4
	5	Overall Conduct	In all academic activities
	6	Internship in Schools	Jan-23
	7	Research/Dissertation Work	Sem 3 & 4


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**Plan of Action for Internal Evaluation
B.Ed.
A.Y. 2020-22**

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Essays	Sep-20
	2	Class tests	Oct-20
	3	Assignments	Oct-20
	4	Project-based Courses I	Sep-20
Sem II	1	Essays	Feb-21
	2	Class tests	Mar-21
	3	Assignments	Apr-21
	4	Project-based Courses II	1-Jan
Sem III	1	Essays	Oct-21
	2	Class tests	Nov-21
	3	Assignments	Sep-21
	4	Project-based Courses III	Aug-21
Sem IV	1	Essays	Feb-22
	2	Class tests	Mar-22
	3	Assignments	Apr-22
	4	Project-based Courses IV	Jan-22


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Plan of Action for Internal Evaluation

M.Ed. A.Y. 2020-22

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Assignment I	Sep-20
	2	Assignment II/ Presentation/ Poster	Oct-20
	3	Class Test	Oct-20
	4	Participation in Class activities	Sem-1
	5	Overall Conduct	In all academic activities
Sem II	1	Assignment I	Mar-21
	2	Assignment II/ Presentation/ Poster	Feb-21
	3	Class Test	Apr-21
	4	Participation in Class activities	Sem-2
	5	Overall Conduct	In all academic activities
Sem III	1	Assignment I	Aug-21
	2	Assignment II/ Presentation/ Poster	Jul-21
	3	Class Test	Sep-21
	4	Participation in Class activities	Sem-3
	5	Overall Conduct	In all academic activities
	6	Internship in Teacher Education Colleges	Aug-21
	7	Research/Dissertation Work	Sem 3 & 4
Sem IV	1	Assignment I	Jan-22
	2	Assignment II/ Presentation/ Poster	Feb-22
	3	Class Test	Apr-22
	4	Participation in Class activities	Sem-4
	5	Overall Conduct	In all academic activities
	6	Internship in Schools	Jan-22
	7	Research/Dissertation Work	Sem 3 & 4


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**Plan of Action for Internal Evaluation
B.Ed.
A.Y. 2019-21**

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Essays	Sep-19
	2	Class tests	Nov-19
	3	Assignments	Oct-19
	4	Project-based Courses I	Oct-19
Sem II	1	Essays	Feb-20
	2	Class tests	Mar-20
	3	Assignments	Mar-20
	4	Project-based Courses II	1-Jan
Sem III	1	Essays	Jun-20
	2	Class tests	Oct-20
	3	Assignments	Jul-20
	4	Project-based Courses III	Aug-20
Sem IV	1	Essays	Dec-21
	2	Class tests	Mar-21
	3	Assignments	Apr-21
	4	Project-based Courses IV	Jan-21


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Plan of Action for Internal Evaluation

M.Ed. A.Y. 2019-21

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Assignment I	Nov-19
	2	Assignment II/ Presentation/ Poster	Nov-19
	3	Class Test	Oct-19
	4	Participation in Class activities	Sem-1
	5	Overall Conduct	In all academic activities
Sem II	1	Assignment I	Feb-20
	2	Assignment II/ Presentation/ Poster	Feb-20
	3	Class Test	Apr-20
	4	Participation in Class activities	Sem-2
	5	Overall Conduct	In all academic activities
Sem III	1	Assignment I	Jul-20
	2	Assignment II/ Presentation/ Poster	Aug-20
	3	Class Test	Sep-20
	4	Participation in Class activities	Sem-3
	5	Overall Conduct	In all academic activities
	6	Internship in Teacher Education Colleges	Aug-20
	7	Research/Dissertation Work	Sem 3 & 4
Sem IV	1	Assignment I	Sep-20
	2	Assignment II/ Presentation/ Poster	Mar-19
	3	Class Test	Apr-20
	4	Participation in Class activities	Sem-4
	5	Overall Conduct	In all academic activities
	6	Internship in Schools	Feb-21
	7	Research/Dissertation Work	Sem 3 & 4


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**Plan of Action for Internal Evaluation
B.Ed.
A.Y. 2018-20**

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Essays	Sep-18
	2	Class tests	Nov-18
	3	Assignments	Oct-18
	4	Project-based Courses I	Sep-18
Sem II	1	Essays	Jan-19
	2	Class tests	Mar-19
	3	Assignments	Apr-19
	4	Project-based Courses II	1-Jan
Sem III	1	Essays	Jun-19
	2	Class tests	Oct-19
	3	Assignments	Jul-20
	4	Project-based Courses III	Jul-19
Sem IV	1	Essays	Dec-20
	2	Class tests	Mar-20
	3	Assignments	Apr-20
	4	Project-based Courses IV	Jan-20


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Plan of Action for Internal Evaluation

M.Ed. A.Y. 2018-20

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Assignment I	Oct-18
	2	Assignment II/ Presentation/ Poster	Nov-18
	3	Class Test	Oct-18
	4	Participation in Class activities	Sem-1
	5	Overall Conduct	In all academic activities
Sem II	1	Assignment I	Feb-19
	2	Assignment II/ Presentation/ Poster	Feb-19
	3	Class Test	Apr-19
	4	Participation in Class activities	Sem-2
	5	Overall Conduct	In all academic activities
Sem III	1	Assignment I	Jul-19
	2	Assignment II/ Presentation/ Poster	Jul-19
	3	Class Test	Sep-19
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**Plan of Action for Internal Evaluation
B.Ed.
A.Y. 2017-19**

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Essays	Sep-17
	2	Class tests	Nov-17
	3	Assignments	Oct-17
	4	Project-based Courses I	Dec-17
Sem II	1	Essays	Feb-18
	2	Class tests	Mar-18
	3	Assignments	Apr-18
	4	Project-based Courses II	Feb-18
Sem III	1	Essays	Oct-18
	2	Class tests	Nov-18
	3	Assignments	Oct-18
	4	Project-based Courses III	Jul-18
Sem IV	1	Essays	Feb-19
	2	Class tests	Mar-19
	3	Assignments	Apr-19
	4	Project-based Courses IV	Jan-19


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**Plan of Action for Internal Evaluation
B.Ed.
A.Y. 2016-18**

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Essays	Sep-16
	2	Class tests	Nov-16
	3	Assignments	Oct-16
	4	Project-based Courses I	Dec-16
Sem II	1	Essays	Feb-17
	2	Class tests	Mar-17
	3	Assignments	Apr-17
	4	Project-based Courses II	Feb-17
Sem III	1	Essays	Oct-17
	2	Class tests	Nov-17
	3	Assignments	Oct-17
	4	Project-based Courses III	Jul-17
Sem IV	1	Essays	Feb-18
	2	Class tests	Mar-18
	3	Assignments	Apr-18
	4	Project-based Courses IV	Jan-18


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Plan of Action for Internal Evaluation

M.Ed. A.Y. 2016-18

Semester	Sr.No	Internal Evaluation	Month/Year
Sem I	1	Assignment I	Nov-16
	2	Assignment II/ Presentation/ Poster	Nov-16
	3	Class Test	Oct-16
	4	Participation in Class activities	Sem-1
	5	Overall Conduct	In all academic activities
Sem II	1	Assignment I	Mar-17
	2	Assignment II/ Presentation/ Poster	Feb-17
	3	Class Test	Apr-17
	4	Participation in Class activities	Sem-2
	5	Overall Conduct	In all academic activities
Sem III	1	Assignment I	Jul-17
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METRICS No. 2.6.2

**Timely feedback on Individual/ Group
Performance**


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New Panvel-410 206.

<u>Criteria for evaluation</u>	<u>Suggestions</u>
Set induction	<p>* Introduction to the content done by doing an activity which created lot of interest. Give instructions regarding the activity in the beginning.</p> <p>* Content linked and topic written on the board.</p> <p>* Ask questions on the content rather than teacher-talk.</p> <p>* B.B. work developed along with the content but divide the board. ^{Good use of} before coloured chalks.</p> <p>* Using teaching aids (cardboard cut-out) of parallelogram would have made your class interesting.</p> <p>* Core element and values integrated in the content.</p>
Model reading	
Model recitation	
Objective 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	

Good

Well tried


B. Jambale
Supervisor's sign

<u>Reflections</u>	
<p>This class was a very noisy class than all other classes I had presented. Any how I tried well to calm down the class and was able to teach the</p>	<p>* Solve more sums on the concept before going for application sums.</p> <p>* Recap done, sums must be done by students also.</p> <p>Overall a good lesson!</p>

[Signature]

Guiding professor's signature

content. I felt that I should have used teaching aids to explain

<u>Criteria for evaluation</u>	<u>Suggestions</u>
Set induction Model reading Model recitation Objective 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	<ul style="list-style-type: none"> * Questioning done on pictures, connected well and topic written on the board. * Explanation - loud, clear & elaborate however control your speed. * Questioning was apt, on correct lines & fluent. * Core-element & values integrated well. * Many learning resources were brought & used well as aids in teaching. * Recap done & closure appropriate. <p style="text-align: center;">  Supervisor's sign </p> <p style="text-align: right;">Overall a Good lesson!</p>

Reflections

This was my first integrated lesson. All the skills were integrated together. As per observation done by Ma'am, comments were given. As a remark she suggested me to control my pace and speed while questioning. So, I need to work on that.



Guiding professor's signature



Mahatma Education Society's Pillai College of Education & Research

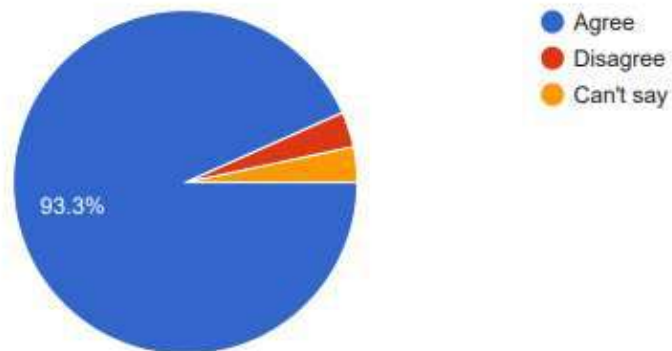
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STUDENT RESPONSES ON FEEDBACK GIVEN BY TEACHERS

4. Feedback on theory given by the teachers helped me to monitor, assess my personal growth.

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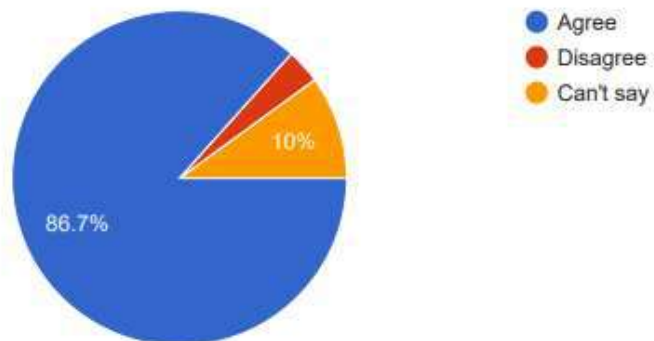
30 responses



5. Feedback on theory given by the teachers helped me develop aesthetic sensibility in presenting my answers.

 Copy

30 responses




9. Timely feedback given by the teachers helped me understand the importance of reinforcement schedule.

 Copy

30 responses



- Agree
- Disagree
- Can't say


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METRICS No. 2.6.2

**PROVISION OF IMPROVEMENT
OPPORTUNITIES**


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DATE: 01/11/2020

NOTICE

F.Y.B.Ed 2020-22

SEM I

Re-test for class-test Semester II will be conducted on the following dates.

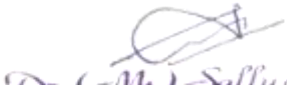
04/11/2020 – Gender, School & Society

07/11/2020 – Knowledge and Curriculum

18/11/2020 – Childhood & Growing up

The class test will be of one hour 3.00 pm to 4.00 pm. The class test will be conducted in the online mode. Link will be shared in the classroom.

Best Wishes.


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DATE: 03/04/2021

NOTICE

S.Y.M.Ed. 2021-22

SEM I

Re-test for class-test Semester II will be conducted on the following dates.

10/04/2021 – Philosophy of Education


14/04/2021 – History Politics and Economics of Education

17/04/2021 – Psychology of Learning and Development

21/04/2021 – Teacher Education

The class test will be of one hour 3.00 pm to 4.00 pm. The class test will be conducted in the online mode. Link will be shared in the classroom.

Best Wishes,


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DATE: 01/04/2021

NOTICE

F.Y.B.Ed 2020-22

SEM II

Re-test for class-test Semester II will be conducted on the following dates.


07/04/2021 – Learning & Teaching

10/04/2021 – Educational Management

14/04/2021 – Pedagogy of School Subjects

The class test will be of one hour 4.00 pm to 4.40 pm. The class test will be conducted in the online mode. Link will be shared in the classroom.

Best Wishes.


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DATE: 15/09/2021

NOTICE

F.Y.M.Ed 2020-21

SEM II

Re-test for class-test Semester II will be conducted on the following dates.

18/09/2021 – Introduction to Research Methods


22/09/2021 – Sociology of Education

25/09/2021 – Curriculum Studies

29/09/2021 – Higher Education Studies

The class test will be of one hour 4.00 pm to 4.40 pm. The class test will be conducted in the online mode. Link will be shared in the classroom.

Best Wishes,


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DATE: 13/11/2021

NOTICE

S.Y.B.Ed 2020-22

SEM III

Re-test for class-test Semester III will be conducted on the following dates.


17/11/2021 – Assessment for Learning

20/11/2021 – Language across Curriculum

24/11/2021 – Pedagogy of School Subjects

The class test will be of one hour 3.30 pm to 4.30 pm. The class test will be conducted in the online mode. Link will be shared in the classroom.

Best Wishes.


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DATE: 04/01/2022

NOTICE

S.Y.M.Ed. 2021-22

SEM III

Re-test for class-test Semester III will be conducted on the following dates.

08/01/2022 – Pedagogy and Androgogy

12/01/2022 – Research Methodology

15/01/2022 – Secondary & Higher Secondary Education

The class test will be of one hour 3.30 pm to 4.30 pm. The class test will be conducted in the online mode. Link will be shared in the classroom.

Best Wishes.


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DATE: 15/04/2022

S.Y.B.Ed. 2020-22

SEM IV

Re-test for class-test will be conducted on the following dates.

Time 10.00 am to 11.00 am


20/04/2022- Contemporary India & Education

23/04/2022- Creating an Inclusive School

27/04/2022 – Environmental Education/ Guidance & Counseling

The class test will be based on 6 short notes which will carry 5 marks. The class test will be conducted in the offline mode.

Best Wishes.


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DATE: 15/05/2022

NOTICE

S.Y.M.Ed. 2021-22

SEM IV

Re-test for class-test will be conducted on the following dates. Time 10.00 am to 11.00 am

21/05/2022 – Communication Skill & Academic Writing

25/05/2022 – Environmental Education

28/05/2022 – Educational Management

The class test will be based on 6 short notes which will carry 5 marks. The class test will be conducted in the offline mode.

Best Wishes,

Dr. (Ms.) Sully Enos

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Suggestions for Improvement During internship

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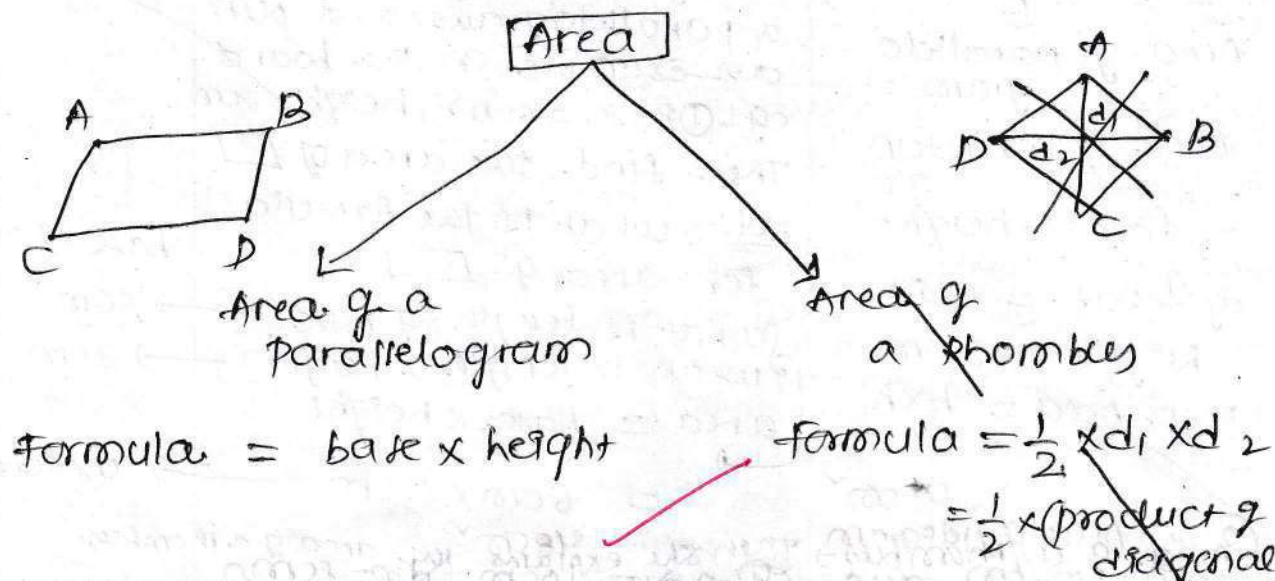
Lesson Note



Name of the student teacher: Ajjarapu Soumya	Practising School/College: Mahatma School of Academics & Sports
Roll no. 02 Subject: Mathematics	Std.: VIII Div.: A2
Total lesson no.: 5 Method lesson no.: 5	Date: Lesson
Topic: Area	Subtopic: <u>parallelogram and rhombus</u>

Anticipated prior knowledge/entry knowledge:	The pupil are aware of ^{finding} areas and their units (square, rec, Δ, Δ)
General objectives:	Specific objectives: of square, Rectangle, triangle
① <u>knowledge</u> - The pupil acquires the knowledge of Area. ② <u>understanding</u> - The pupil develops an understanding of Area <u>Parallelogram</u> ③ <u>Application</u> - The pupil applies his/her knowledge in a new and unfamiliar situations. ④ <u>skills</u> - The pupil develops computational skills.	① <u>knowledge</u> - The pupil recalls the meaning of Area. (i) The pupil recognises the shapes - parallelogram and rhombus ② <u>understanding</u> - The pupil solves sums based on areas of a parallelogram and rhombus. ③ <u>Application</u> - The pupil solves new sums based on areas of ④ <u>skills</u> - The pupil solves the sums correctly.

Content mapping/concept mapping:



Learning resources:

- Learning material : shape cutouts of parallelogram & Rhombus.
- Reference material: Maharashtra board SSC VIII Mathematics

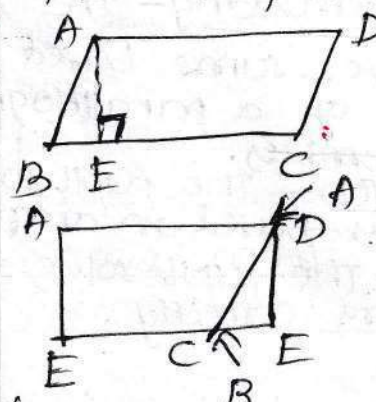
Activity leading to the topic: The teacher gives shape cutouts to the children and ask them to find out their areas using formula. Then she note down their areas findings on the board. Then she points to area findings and says

Declaration of the topic: Today, we shall learn about Area of Parallelogram

Methodology: Inducto-deducto approach, problem solving.

Comment and use linking question.

Rhombus

Teaching points/Content analysis	Teaching learning activities	Students expected responses
<p><u>concepts</u> -</p> <p><u>parallelogram</u> → a four-sided figure with opposite sides are parallel.</p>  <p>Area of parallelogram = Area of a rectangle = base x height</p> <p>eg: ① Base = 6cm Height = 8cm Then Area = $b \times h = 6 \times 8 = 48 \text{ cm}^2$</p> <p>② If Area of parallelogram is 112 sq. cm and</p>	<p>Teacher make ^{Makes} parallelogram on the paper. Then she asks → which shape? → parallelogram</p> <p>Then she label the vertices A, B, C, D and draws a \perp AE on side BC. Then she cuts the $\triangle ABE$ and join it to remaining part of $\square ABCD$. Then she asks - which shape it has become? → Rectangle</p> <p>Then she explains the area of a parallelogram and puts an example on the board. eg: ① Base = 6cm, height = 8cm</p> <p>Then find the area of \square <u>sol</u>:- what is the formula for area of \square? → base x height</p> <p>what is length of base? → 6cm what is length of height? → 8cm Area = base x height = 6cm x 8cm → 48 cm²</p> <p>② Area of $\square = 112 \text{ sq. cm}$</p>	<p>parallelogram</p> <p>Rectangle</p> <p>base x height</p> <p>48 cm²</p>

Closure statement : So, today we have learnt about Area of

Scientific temper
 parallelogram & rhombus
 for doing this, we need to develop some logic

Core element/ values (description): children, if you want to find the area of a \square , you need to observe base and height, lengths and we need to calculate mentally. If in our life also, we need to analyze the situations commitment and cooperation. We should show

commitment towards your work and we should cooperate with each other while working in teams.

Recapitulation:

- What is the formula for the area of a parallelogram?
- If base of a parallelogram is 8cm and height is 5cm, then find its area.
- Base is 10cm, Area of \square is 112 sq. cm
- What is the formula for the area of a rhombus?
- Lengths of the diagonals of a rhombus are 11.2cm and 7.5cm

Higher order questions : (3) Base = 10cm, height = 11.2cm, Area = 112 sq. cm \Rightarrow what is base?

- If area of a parallelogram is 112 sq. cm and base is 10cm, find its height.
- Area of a rhombus is 96 sq. cm. one of the diagonals is 12cm. Find the length of its side

Assignment:

If length of a diagonal of a rhombus is 30cm and its area is 240 sq. cm, find its perimeter.
 Draw a parallelogram with base 18cm and height 11cm. and find its area.

Blackboard work

Date:

Subject: Mathematics

Topic: Area

Std: VIII

area of \square = side²
 area of \square = l x b
 area of Δ = $\frac{1}{2}$ x b x h
 area of Δ = $\frac{1}{2}$ x prod

Parallelogram

Area of a parallelogram = base x height
 Base = 8cm, height = 5cm
 area of a parallelogram = base x height
 = 8 x 5
 = 40 cm²

Rhombus


Area of a rhombus = $\frac{1}{2}$ x d₁ x d₂
 d₁ = 6cm
 d₂ = 8cm
 Area of a rhombus = $\frac{1}{2}$ x 6 x 8

Change National Values: Add questions on bases of Parallelogram

when here, why, where
 take the decision effectively
 find its area height

chk of


<u>Criteria for evaluation</u>	<u>Suggestions</u>
Set induction	
Model reading	
Model recitation	
Objective 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	


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Supervisor's sign

Reflections

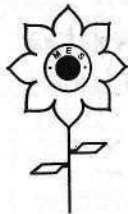
Make corrections
 as suggested



Pr
 3/2/2020

Guiding professor's signature

Suggestions for Improvement During internship



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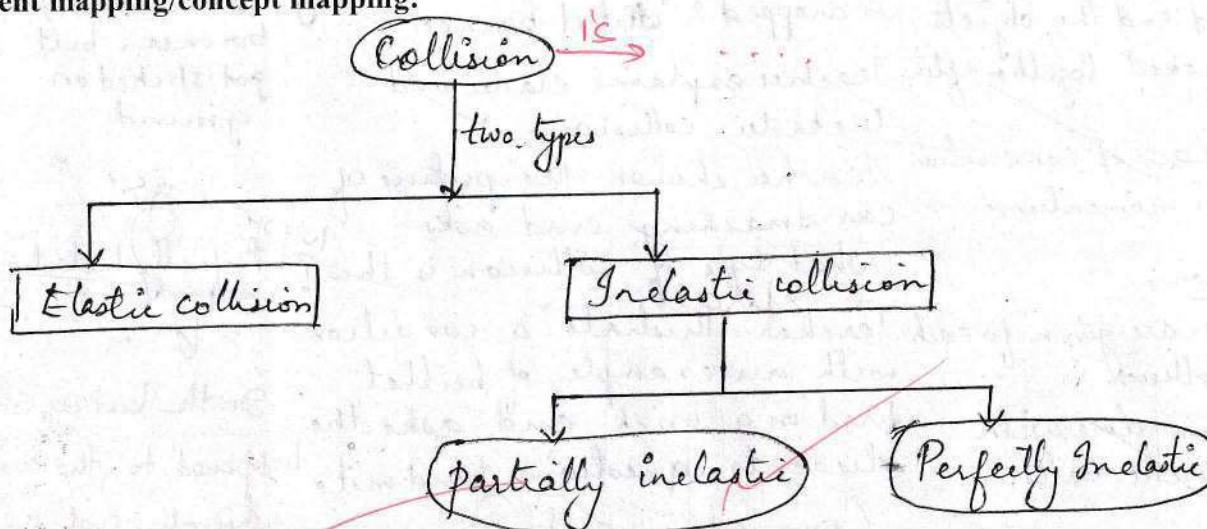


Lesson Note

Name of the student teacher: <i>Anne Susam George</i>	Practising School/College: <i>MES Pillai College of Education and Research.</i>
Roll no. <i>04</i> Subject: <i>Physics</i>	Std.: <i>X</i> Div.: <i>6th</i>
Total lesson no.: <i>01</i> Method lesson no.: <i>01</i>	Date: <i>22/01/20</i> Lesson <i>1</i> duration: <i>20 min</i>
Topic: <i>Laws of Motion</i>	Subtopic: <i>Collisions</i>

Anticipated prior knowledge/entry knowledge:	<i>Students have previous knowledge about Newton's laws of motion.</i>
General objectives:	Specific objectives:
<p><u>Knowledge</u>: The pupil acquires the knowledge of collision ✓</p> <p><u>Understanding</u>: The pupil develops an understanding of elastic and inelastic collision ✓</p> <p><u>Application</u>: The pupil applies his/her knowledge and understanding in new and unfamiliar situations ✓</p>	<p><u>Knowledge</u>: The pupil recalls the types of collision ✓</p> <p><u>Understanding</u>: The pupil distinguishes between elastic and inelastic collision.</p> <p><u>meaning</u> The pupil states the definition of collision ✓</p> <p><u>Application</u></p> <p>The pupil gives reason for why kinetic energy is not conserved in inelastic collisions.</p>

Content mapping/concept mapping:



Learning resources:

- **Learning material:** Teacher shows different pictures of collision related to real life situations
- **Reference material:** State board Physics textbook of class XI.

Activity leading to the topic: Teacher shows different pictures of a person hitting a ball with bat, kicking a football, striking a billiard ball with the stick. The teacher asks the students, what is the common thing in all pictures. (There is an action, a force exerted on one object by other).

Declaration of the topic: These example shows the interaction between objects through collision. So, today we shall learn about collisions.

Methodology: Demonstration, Questioning with Explanations.

Inducto-deductive

Teaching points/Content analysis	Teaching learning activities	Students expected responses
<p><u>Collision</u> <u>Terms:</u> Collisions Elastic Collision Inelastic Collision <u>Concepts and definition:</u> <u>Collision</u> happens when two or more objects come together, interact and exert force on each other in a short period of time. <u>Elastic collision</u> - Collision in which Kinetic Energy is conserved. <u>Inelastic collision</u> - Kinetic Energy not conserved. <u>Perfectly Inelastic:</u> K.E is not conserved and the objects gets stucked together after collision. <u>Laws:</u> Law of conservation of linear momentum <u>Illustration:</u> Examples are given for each type of collision. Illustration done with three different balls.</p>	<p>Teacher asks questions based on the activity :- Two balls are dropped from the same height. what happens when it strikes the ground? Does the ball reaches the same height when it rebounds? what is the reason for the ball not reaching same height? <i>Does it become slower?</i> what happens to the energy of ball when it strikes the ground each time? it decrease or increase? Teacher drops a ball of clay. What has happened when the clay is dropped? Did it bounce? Teacher explains elastic and inelastic collision. Teacher shows the picture of car smashing and asks. what type of collision is this? <i>More eggs?</i> Teacher illustrate a condition with an example of bullet fired on a brick and asks the students questions based on it. <i>Core element?</i></p>	<p>Ball rebounds. No. The energy decreases each collision. It did not bounce, but got stucked on ground. Perfectly Inelastic <i>On the last eg, what happened to the cars? why do such accidents happen?</i></p>



Closure statement : So, today we have learned about ✓ collision.

Core element/ values(description): Constitutional obligation : Avoid motor vehicle collisions, by following traffic rules. Not driving recklessly and speed. Introduce student The Motor Vehicle Amendment Act, 2019. Be a good citizen, obey rules and regulations. Protectionism of environment : Energy conservation is a part of the concept of Eco-sufficiency. Use energy resources efficiently.

One core element, add many values.

Recapitulation:

- 1) What are the two types of collision?
- 2) Distinguish between elastic and inelastic collision -
- 3) State the ^{meaning} definition of collision.
- 4) Kinetic energy is not conserved in inelastic collision - Give reason.

Higher order questions : 1) A 100gm ball 'A' at the velocity 10m/s collides with another 700gm ball B at rest. After collision, the two balls stick together and keep moving in the same direction of A. What is the velocity of 2 ball after collision?
 2) A steel ball bearing is released from height H and rebound after hitting steel plate to height H. What is true about this collision?

Will you be doing this sum in class?

Assignment:

Write few examples of elastic, inelastic and perfectly inelastic collision from your daily life. Refer to Q18. of your chapter.

Blackboard work

22/01/2020

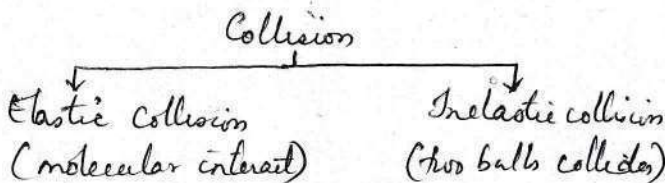
Subject : Physics
Topic : Collisions

Std : XI

Collision: two or more objects interact and exert force for short period of time.
 • Momentum conserved in all collision.

Perfectly inelastic collision:
 • K.E is not conserved
 • objects stick together after collision.

Collision	Momentum Conservation	Kinetic Energy Conservation
Elastic	Yes	Yes
Inelastic	Yes	No!!





Criteria for evaluation

- Set induction
- Model reading
- Model recitation
- Objective questions
- Silent reading
- Narration
- Explanation
- Illustration
- Questions *
- Use of learning resources
- Class participation
- Black board work
- Demonstration
- Closure
- Reinforcement
- Values
- Core element
- Methodology
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Suggestions

Set Induction
 *Teacher shows pictures and asks questions:
 1) What do you see in the pictures?
 2) ...

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Supervisor's sign

Reflections

Make changes as suggested.

B. J. Jambhe

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Access to Tutorial/ Remedial Support


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MENTOR-MENTEE LIST			
Sl. No	Name of the Mentor	Name of the Mentees	Programme* and Year of study
1	Dr Saramma Mathew	ANNU VIJAYAN	F.Y. B.Ed. 2021-2022
2		BHAGESHWARI DORAIRAJ	
3		DHURI NIRMIT	
4		GAYAKWAD AKSHATA	
5	Mrs Isha Dhody	GUPTA RANI	F.Y. B.Ed. 2021-2022
6		MAHAJAN SHWETA	
7		PANDEY ASTHA	
8		SATI MENKA	
9		SHAIKH FARHA	
10		VIDYA RAJ BINU	
11	VINITA NIKHIL		
12	Dr Latha Venkataraman	HOONJAN MANSI	F.Y. B.Ed. 2021-2022
13		KADAM SARIKA	
14		LOBO RASHMI	
15		SADHU SWATHI	
16		WAGHE NAMRATA	
17	Dr Rakhi Sawlani	GUPTA VIJAYLAXMI	F.Y. B.Ed. 2021-2022
18		KUMARI VANDANA	
19		NADAR VANISHREE	
20		SHAH FIZA	
21		SHAKOOR SARA	
22		VERMA PRITY	
23	Mrs Pradnya Jadhav	DIDWANIA SONAL	F.Y. B.Ed. 2021-2022
24		MASHILKAR KANCHAN	
25		PATIL KANCHAN	
26		DESAI YASHASVI	
27		ITAGI SOUMYA	
28		JADHAV BALKRISHNA	
29		KOODARAPILLY JERINA	
30	Dr Bhavna Dave	SARIKA YADAV	F.Y. B.Ed. 2021-2022
31		HOWAL SAURESH	
32		NADKAR UZMAH INAYAT	
33		THAKUR JUVERIA	

34	Mr Gyanendrapratap Singh	SAVLA BHUMI	F.Y. B.Ed. 2021-2022
35		SHIRSATH UJJWALA	
36		ESTINA RATHOD	
37		JAMILA KALOLWALA	
38		PATIL ANKITA	
39		PAWAR SHITAL	
40		SHAIKH AASHNA	
41	Dr Geeta S Thakur	SHRIVASTAWA NANDA	F.Y. B.Ed. 2021-2022
42		SUPREET DUGGAL	
43		VOHRA FARIDA	
44		ALI AYESHA	
45		ALPHONSO PRIYA	
46	Mrs Namrata Saxena	BHAMARE NISHA	F.Y. B.Ed. 2021-2022
47		CHALKE VARSHA	
48		JYOTI KUMARI	
49		K RAJALAKSHMI DEVADASAN	
50		YADAV ARCHANA	
51		QURESHI JUVERIA	
52	Dr Jiji Sahaya	SINGH SAUMYA	F.Y. B.Ed. 2021-2022
53		ZOMBERKAR ROSEMEEN	
54		NIDHI KUMARI	
55		PANDA NIKITA	
56		PRASAD ASHISH	
57		RAJAGE KOMAL MOHAN	
58		RANDHAWA SATNAM SINGH	
59	Mrs Darshana Jadhav	BHUNJE PURVA	F.Y. B.Ed. 2021-2022
60		RAO SANTOSHI	
61		SARKAR SUCHANDRIMA	
62		SHAIKH RABIA	
63		SHINDE MITTAL	
64		SHWETA KUMARI	
65		SIRVI MAMTA	
66		TINANI POOJA	


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3		PARULEKAR JASMINE	
4		PATTEM NISHA VINOD	
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6		SHANBHAG ADITI VINOD	
7		SINGH PRIYANKA A.	
8		SINHA SURABHI GYAN	
9	Dr Bhavna Dave	LOBO MELITA LIVIA	S.Y. B.Ed. 2021-2022
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11		SIDDIQUI IRFANA	
12		TONDWALKAR TANVI	
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17		TRIPATHI VANDANA	
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21		SHARMA JYOTI SATISH ANITA	
22		YATHAVAL NEELAVANI SANKARAN	
23		FALERA GLYNIS GEORGE DAINA	
24		Dr Rakhi Sawlani	
25	DMELLO SYLVIA JYOTI		
26	JOSHI PRACHI MAHESH		
27	PANDEY BEENA AMARESH USHA		
28	PILLAI MEENA MARIDAS		
29	KHAN AYESHA		
30	SOLANKE MEENAKSHI SACHIN		
31	Dr Geeta Thakur		DUBEY SHWETA CHANDRESH
32		KHAN NEHA MEHMOOD PRAVEEN	

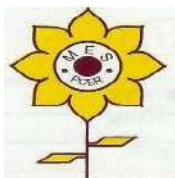
33		MHATRE VIJAYA VIJAY	
34		PAWAR SONIYA RAJARAM VIJAYA	
35		THAKUR KHUSHBOO RAM	
36	Mrs Namrata Saxena	ARCHANA KUMARI	S.Y. B.Ed. 2021-2022
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		JOSEPH SHIRLEY	
50		KHAN ZAINAB PRAVEEN	
51	Mr Gyanendrapratap Singh	DALVI MOHAMED AAMIR MOHAMED	S.Y. B.Ed. 2021-2022
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53		PAUL SHELI SHANKAR SIPRA	
54		SUCHITRA G	
55		RUBY SINGH	

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3		Dhomane Shyamal	
4		Kumar Joshita Satish	

6		Vaidya Ulka Amol	
7		Kashikar Mukta	
8	Dr Saramma Mathew	Shagun Katoch	F.Y. M.Ed. 2021-2022
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10		Khan Sufia Abid	
12		Mhatre Pritee Mohan	

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3		VARADATTIL MANJU MANI	
4		YASMIN NAZNEEN SHAIKH	
5		BAL DEEPA CHAYAN	
6	Dr Geeta Thakur	INDALKAR DIPALI PARSHURAM	S.Y. M.Ed. 2021-2022
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8		MORE SAPNA NARENDRA	
9		HOLSEKAR SANA MAKBUL	
10		NAIR SHRUTI SURESH	
11	Dr Sally Enos	SHAIKH AMREEN IRFAN	S.Y. M.Ed. 2021-2022
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13		KAREER PRIYA VISHAL	
14		MENDES ZOSHIMA	
15		TALREJA POOJA PRAKASH	
16		GAYATHRI ANANTHAVIJAY	
17	Dr Latha Venkataraman	VIDHYA SATISH	S.Y. M.Ed. 2021-2022
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19		GANDHI RUCHI DHIRAJ	
20		BAMOLA KAJAL KIRAN	
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23		GALA BHAKTI TIMIR	


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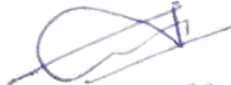
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MENTOR-MENTEE ACTIVITIES

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.

1. **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.
2. **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.
3. **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.
4. **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
5. **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.
6. **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.

7. **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.
8. **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.
9. **Placement and Interviews:** Mentees have the freedom to check with their mentors and seek guidance regarding the placement, interview and lesson demonstrations.


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Provision of Answering Bilingually


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[]

EXAMINATION / CONTENT TEST / ESSAY

Name Paarnima Pandey Seat No. _____ Roll No. 21 Date 27.11.2017

Subject _____ No. of Suppls. attached _____ Supr. Initials B. Jambhe

Question No.	1	2	3	4	5	6	7	8	9	10	Total
Maximum Marks											
Marks Scored											0
Marks obtained (in words) _____						Signature of the Examiner <u>B. Jambhe</u>				Date _____	

A27

भारत सरकार ने बच्चों के सुरक्षा के लिए ~~POCSO~~ ^{POCSO} अधिनियम बनाया गया ~~2012~~ ²⁰¹² दौरान इस अधिनियम के तहत बच्चों के शोषण को रोकने के लिए किया गया 2012 के द्वारा सुरक्षित व्यवस्था के लिए पुनः निर्धारित किया गया POCSO संकट के के कुछ महत्वपूर्ण पहलु हैं जिसमें बच्चे को सुरक्षा तथा शोषण के बारे में जानकारी देना कानूनी कर्तव्य है बच्चे के साथ क्या हुआ उसके बारे में बताना जरूरी है

• POCSO संकट के तहत यदि बच्चे के कुछ हुआ हो उसे 24 घण्टे भीतर पुलिस में ~~अपना~~ जाकर बताना चाहिए जिससे पुलिस जाए विकास अधिकारी द्वारा CWC के तहत बच्चों को सुरक्षा की जा सके

• POCSO संकट के तहत बच्चों को अस्पताल में कम ~~तना~~ देना चाहिए और माता-पिता को बच्चों के साथ रखना चाहिए महिलाओं को जाँच महिला द्वारा होना चाहिए

• POCSO संकट के तहत बच्चों को अपनी बहन ~~साम~~ ^{साम} गवाही देने के लिए बहाने नहीं बनाना चाहिए बच्चों को किसी विडियो लिंक द्वारा भी अस्पताल में अपने ~~उ~~ ^उ बार की पुष्टी कर ~~सकता~~ ^{सकता} है

1- जीवन में जिबिका अधिकार →

रूप से अधिकार मिलना चाहिए तथा बच्चे के जीवन-पान के लिए सामग्री पूर्ण विकास का मौका मिलना चाहिए

2- बच्चों की सर्वोत्तम हित का अधिकार →

विकास में सम्पूर्ण प्राप्ति देनी चाहिए जिसे बच्चे का सामग्रीपूर्ण विकास हो सके

3- शांति और करुणा के साथ स्वार्थ का अधिकार →

बच्चों के नाम प्रशिक्षण के दौरान संवेदन शक्ति से स्वार्थ करना चाहिए और ~~इस~~ ~~संवेदन~~ द्वारा बच्चों को जानें की जा सके जहाँ तक जानें का स्वार्थ है वह बच्चों के हित में होना चाहिए

4- भ्रष्टाचार से संरक्षण का अधिकार →

सभी भ्रष्टाचार से संरक्षित रहना चाहिए सभी गलत सामग्री बच्चों को सामान देवना चाहिए पर बच्चों की उम्र और परिपक्वता के हिसाब से अनुकूल होना चाहिए

5- विशेष निवारण आगों का अधिकार →

बच्चों को अपराधी हमेशा कमजोर और संवेदन शक्ति मानते हैं क्योंकि बच्चों को यह नहीं पता है कि उन्हें अपना देवनाल कैसे करना है ऐसी स्थिति में कर्मचारियों द्वारा ~~देखें~~ ~~ऐसे~~ लोगों को देना करना जो विभिन्न अनाथालयों अन्य संस्थाओं में बच्चों की सुरक्षा कर सके ।

6. नाम प्रक्रिया के द्वारा कठिनाई से बच्चे अधिकार →

नामिक प्रक्रिया के दौरान कठिनाई से तथा बचा जा सकता है जो बच्चा पुलिस के पास अपराध की रिपोर्ट करता है और उसके साथ क्या हुआ इसके बारे में वह बतला इसके आमोजित-अविनिमित्त के तहत बच्चे का तनाव कम हो

7. एकान्तता का अधिकार →

तथा परिष्कार के समीप बच्चे को पूर्व परिष्कार गुप्त रखना चाहिए क्योंकि बच्चे की गुंजायश को से बच्चों की सुरक्षा प्रभावित कर सकता जो की नार्म की बात होयगी इसके अलावा के कमरे तक ले जाते समय गुप्त रूप जाना चाहिए

8. सुरक्षा का अधिकार →

दरम्यान बच्चे की सुरक्षा का पूरी व्यवस्था होनी चाहिए क्योंकि रावही के दौरान बच्चे को अपक्षयी दमकी जैसे न बोलने की बकी दमकी न पहचानने की समकी-मिल सकती है नामिक प्रक्रिया के दौरान बच्चे को सुरक्षा का पूरी व्यवस्था होनी चाहिए

9. मुआवजे का अधिकार →

की व्यवस्था करनी चाहिए पक्षित बच्चे पूर्वित प्रक्रिया के अन्तिम चरण तक ही जानी चाहिए बच्चे के हितों पर पक्षितों कि किरलाक के शर्त हमें जैसे को देना चाहिए कि बच्चे को पक्षितों पर पक्षितों POCSO सपोर्ट के तहत है

POCSO संकट के तहत बिरुदा भी अपातकालीन स्थिति में बच्चों को अस्पताल ले जाता चाहिए तथा पुलिस को बच्चों के बारे में पता चलने अपराध दर्ज करना चाहिए इस अधिनियम के तहत सरकारी अथवा गैर सरकारी अस्पताल में ले जाया जा सकता है

विद्यालय में अध्यापकों तथा शिक्षकों को अभिनियम के बारे में जानकारी देनी चाहिए और शिक्षकों पर बच्चों के शोषण को रोक सके वह बच्चों के इस मामले में निपटारे के लिए वकील, कर्मचारी व गैर सरकारी लोग होते हैं

इस अधिनियम के तहत ~~अधिनियम~~ (1) के अनुसार यदि को लार्ड आचार्य सहित के रूप अथवा इस बारे रिपोर्ट दर्ज नहीं करा जाया तो उसे लार्ड के जो इच्छित शिरोफ शक्ति किया जायेगा और अको 6 महिने के कारावास की सजा सुनाई जायेगी

Q → PNDT एक्ट की व्यवस्था

यह संसद द्वारा अधिनियमित है इसमें मादा फॉरलॉजर्स के बिरुदा अनुपात को रोकने तथा लिंग पहचान को रोकने के लिए आभोजित किया गया है
असंतुलित लिंग अनुपात →

- माता शिशु को ज्यादा प्राथमिकता दी जाती है
 - महिलाओं को लड़कियों को पोषण और संतुलित आहार की व्यवस्था नहीं होती है
- परिणाम →

• महिलाओं के अंग समाज द्वारा आशय किये गये



B. Lambhe
21/11



• महिलाओं की समाज में स्थान कम है इसका मुख्य कारण अर्थ व्यवस्था और सामाजिक है।
इतना स्थान कम है।

गर्भ निश्चय क्या है →

विकारों तथा गुण और असमानताओं को कम करने तथा अज्ञात बच्चों के लिंग-सम्बन्धी विकारों को पहचानने के लिए गर्भ निश्चय के लिए फोटीोग्राफी, सोनोग्राफी, एम्नियोसेन्टिसिडल बिस्मिड के द्वारा किया जाता है। इसमें अज्ञात बच्चों के विभिन्न रासायनिक प्रतिक्रियाओं को संदर्भित करता है।

इतिहास →

गर्भ निश्चय 1970 से प्रारम्भ हुआ मुम्बई के निदेशनों के परिणाम स्वरूप 1984-1985 में 15914 गर्भपात हुए 100% एड किया की मुम्बई के अन्य निदेशनों से परा न्यूना की 8000 गर्भपात हुए जिसमें 7999 एड किया की।

प्रोनेटल डायनामिक टेक्निक एण्ड की मुख्य विशेषताएँ →

• PNDT एक्ट 1985 के बाद 2003 में संशोधित किया गया। इस अधिनियम के तहत महिलाओं के अनुज्ञापना जाता है जिसमें सर्वस निर्धारण के लिए पंजीकृत के तहत आयोजित किया जायेगा।
विश्व



विशेषतः

- 1- कोई आदमी यदि किसी डाक्टर के विना पस जांच के दौरान सही पानेगा तो उसे 5 साल के लिए सजा दी जायेगी यदि वह इस दौरान सही पानेगा तो उसे 3 साल के लिए सजा दी जायेगी
- 2- यदि PNDT अक्ट के तहत यदि डाक्टर के लोग अथवा रिसेडर इसके बारे में पकड़े हैं अथवा डाक्टर को सजा कर रहे हैं तो उनके बारे में उन्हें दंडित किया जायेगा।
- 3- यदि कोई महिला गिंग परिवर्तन करवाती है तो उसके दौरान उसे पता चलता है तो 10000 से 50000 जुर्माना और उसका नाम अगले बड़े गर्भपात करवा देते हैं जो 10000 लाख रुपया जुर्माना और 5 साल की सजा होगी
- 4- डाक्टर को अपने व्यक्तिगत आपसे इसे सभी भद्रों का खोरा रखना होगा और राजिस्टर लेकर रखना चाहिए और उनका व्यक्तिगत कार्रवाई हो पद राजिस्टर होना चाहिए और परिवर्तन केवल बच्चों के स्वस्थ के लिए होता है।
- 5- डाक्टर को व्यक्तिगत में भद्रों को यह पद बताना चाहिए कि यह केवल केवल बच्चों के शारीरिक स्वास्थ्य की जांच के लिए है तथा गर्भवती महिला के स्वास्थ्य के लिए है।



B. Jambhe
27/11



बेटी बचाओ बेटी पढ़ाओ →

के तहत बेटी बचाओ बेटी पढ़ाओ एक अभियानित किया लड़कियों के अंतुषात को समाप्त करने तथा लड़कियों के शिक्षा पोषण तथा लड़कियों के समाज में शक्ति कर्ण के लिए किया गया है।

सुकन्या साभरी योजना →

के कच्चे परिवार में कच्चे पैसे से कन्या के विवाह अथवा शिक्षा में उपयोग्य कद सकते हैं जिससे परिवार का आर्थिक बोझ कम करेगा।

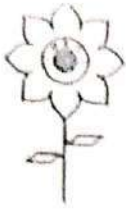
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Lesson Note

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 उन्मुक्त गगन के</u>

Anticipated prior knowledge/entry knowledge:

बच्चों ने कविता पहली पढ़ी है।

General objectives:

Specific objectives:

ज्ञान :- छात्र कविता "हम पंजी उन्मुक्त गगन के" में आए अक्षरों और नये शब्दों का ज्ञान प्राप्त करता है।

ज्ञान :- छात्र कविता में आए अक्षरों और नये शब्दों को पहचानता है और नये शब्दों का अर्थ प्रत्यास्मरण करता है।

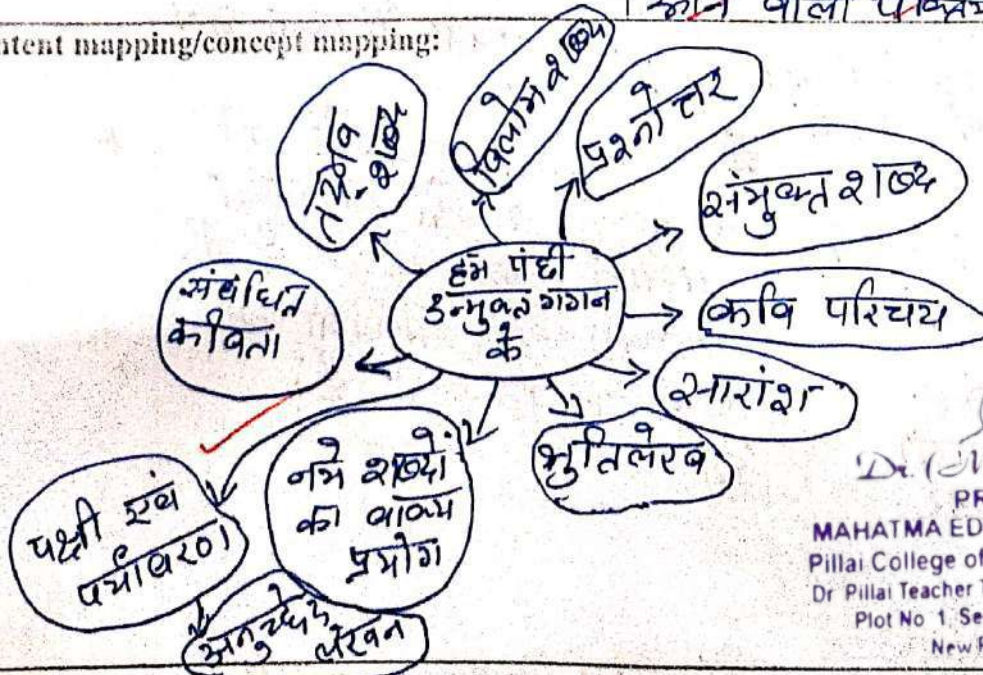
शारांश ग्रहण :- छात्र कविता का शारांश संक्षेप में लिखता है और उनका अर्थ व्यक्त करता है।

शारांश ग्रहण :- 1) छात्र कविता के अर्थ व्यक्त करता है 2) छात्र कविता को नया शिक्षक पढ़ा सकता है 3) छात्र कविता की महत्वपूर्ण दृष्टियों का वर्णन कर सकता है।

आभिव्यक्ति :- छात्र कविता का शारांश अपने शब्दों में आभिव्यक्त करने की योग्यता प्राप्त करता है।

आभिव्यक्ति :- 1) छात्र कविता का शारांश ग्रहण करता है। 2) छात्र सबसे अधिक पसंद आने वाली पंक्तियों को लिखता है।

Content mapping/concept mapping:



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 New Panvel-410 206

Learning resources:

• Learning material : हिन्दी की पाठ्य पुस्तक

• Reference material: पूर्ण ज्ञान

Activity leading to the topic: शिक्षिका छात्रों को रंगीन कागज से पक्षी बनाना सीखाती है जिससे कविता की पुनरावृत्ति हो सके।

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
Brid-activity

Teaching points/Content analysis	Teaching learning activities	Students expected responses
1. कवि परिचय - शिव मंगल सिंह 'सुमन' द्वारा लिखित यह कविता है - इन पंक्तियों में एक पुरुष शब्द और एक संयुक्त शब्द लिखें। जिसके लिए इन शब्दों का अर्थ बताएं। शब्दों का अर्थ बताएं।	• शिक्षिका पुनरावृत्ति के लिए कविता का पाठ छात्रों से एक साथ उच्च स्वर में कराती है। • शिक्षिका छात्रों से संयुक्त शब्दों का प्रश्नोत्तर द्वारा अर्थ स्थापित करती है। • शब्द कविता में आया 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? • शिक्षिका छात्रों को संयुक्त शब्दों से वाक्य बनाने को कहती है और कविता की पंक्तियों को B.B पर लिखाती है।	छात्र उत्तर देता है - कनक भंडरवा प्रतिस्पर्धा तीड़ देना
2. कविता का भाव - इस कविता का मूल भाव आशा है और यह आशा है कि क्या-क्या कृषि की शक्ति है।	• शिक्षिका छात्रों को संयुक्त शब्दों से वाक्य बनाने को कहती है और कविता की पंक्तियों को B.B पर लिखाती है।	• after explain * add more 9/5
3. नये संयुक्त शब्द - कनक - तिलिया भुरै - चारन कनक - कटोरी भण्डा - भंडरवा तारक - धनार होड़ा - होड़ी दिन्न - भिन्न		

4. समापन - शिक्षिका छात्रों द्वारा कविता लिखने पर उनकी सराहने करते हुए कक्षा समाप्त करती है।

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Closure statement : आज हमने एक बहुत बारी कविता लिखी

Core element/ values (description): शिक्षिका कविता में कवि द्वारा आज्ञा देने के महत्व का अनुमान करते हुए मानवीय मूल्यों की स्थापना करती है और पर्यावरण की रक्षा पर चर्चा करते हुए राष्ट्रीय शिक्षा के गामा धक को समझाती है,

link birds cast

Recapitulation: श्रुति लय - उन्मुक्त, पिंजर लड़, कटुक निबारी, काफ़म, विहन, पिंजर बंधु, श्वर्ण - शूरवला, क्षीतिज ।
 मायिक प्रबोधन अध्याय से ।

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अर्थ बताओ :-
 कविता का सार बताइये ?

Higher order questions: ~~किस कविता से आपना परसंज्ञीदा शब्द चुनें और उसका उपयोग पक्षी और पर्यावरण पर एक संक्षिप्त टिप्पणी लिखें,~~

Assignment: पक्षी और पर्यावरण पर एक संक्षिप्त टिप्पणी लिखें।

Blackboard work

- संयुक्त शब्द
- दिन्न - भिन्न
 - होड़ा - हीड़ी
 - तारक - अनार
 - फिरा - सी
 - श्वर्ण - शूरवला
 - कनक - कटौरी
 - भूखे - च्यासे
 - कनक - तीलियाँ


विषय : हिन्दी
 प्रसंग : कविता लेखन
 नये शब्द

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Criteria for evaluation	Suggestions
Set induction Model reading Model recitation Multiple choice 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 recitalⁿ by te - Pupils listen with books closed.</p> <p>2nd time - Poetry recitalⁿ by te - Pupils listen with open books.</p> <p>Supervisor's sign</p>

Reflections

Make changes as per suggestions.


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Guiding professor's signature 

पिल्लई कॉलेज ऑफ एज्युकेशन
एण्ड रिसर्च, खंडा 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
रैल नं. → 24


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Checked
Pine

उद्योग

CLASSMATE
Page
Date

शोधकर्ता द्वारा किया गया गौच में एक
सुख्य उद्योग है।

(1) छात्रों को उनके स्वास्थ्य और स्वच्छता के
प्रति जागरूक करना।

(2) बच्चों में साफ सफाई की स्वच्छता के मान्यता
का अध्ययन करना।

(3) बच्चों में स्वच्छता बनाये रखने की
नीति का अध्ययन करना।

(4) दुर्गमों को स्वच्छता बनाये रखने का
सुझाव देना है।

Dr. (Ms.) Sully Enos
PRINCIPAL

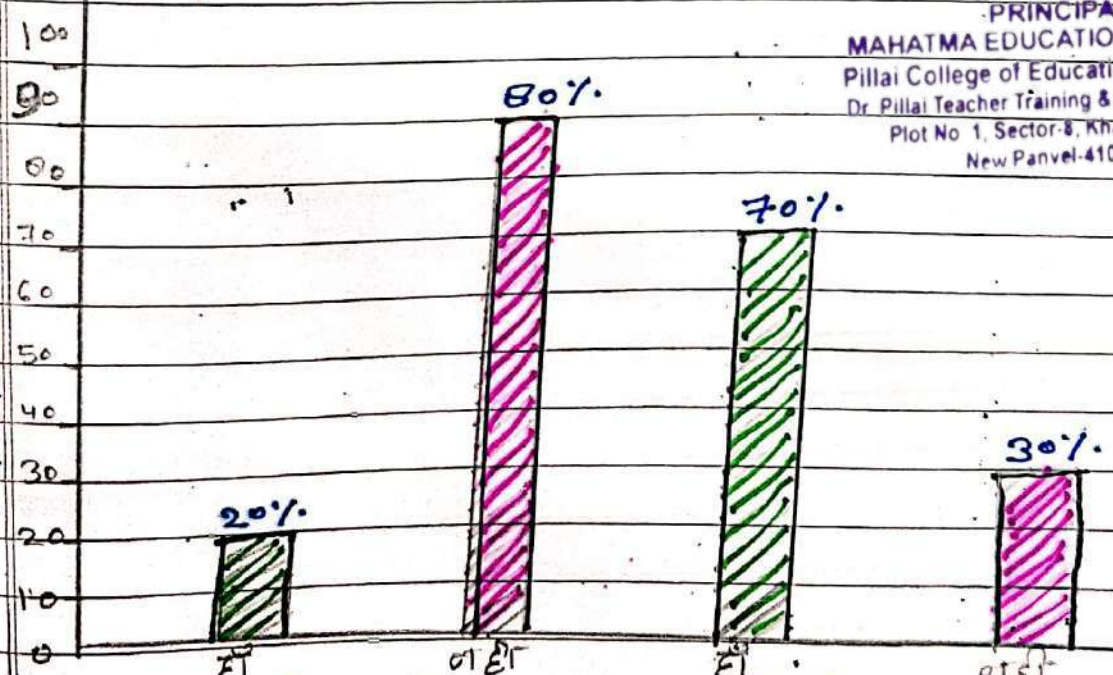
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iv. लिखते समय आपकी स्वयं से वाक्य बनाने आती है
 iv. लिखते समय व्याकरण का उपयोग कर लेते हैं

सारणी-2 ^{शिक्षक} छात्रों में लिखते समय वाक्य बनाने की समस्या का कारण

लिखते समय स्वयं वाक्य बना लेते हैं	हाँ		नहीं		कुल/100%
	न०	%	न०	%	
iv. लिखते समय स्वयं वाक्य बना लेते हैं	6	20%	24	80%	30
v. लिखते समय व्याकरण का उपयोग कर लेते हैं	9	70%	21	30%	30

Fig-2



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(स्वयं से वाक्य बनाने की क्षमता) (लिखते समय व्याकरण का उपयोग)

Teacher's Sign.: _____

Assignment 2 (Report Writing)

Creating an Inclusive School!

Page No. _____

* Gather information, pictures and write a report on any 10 ICT tools which is used by CWSN.

शैक्षणिक ज्ञान म्हणजे ज्ञानाच्या साधनांचा प्रभावी वापर ज्यायोगे ती संकल्पना आहे आणि माध्यम, मशीन्स आणि टूल्स नेरवर्किंग हार्डवेअर सारख्या साधनांचा तसेच त्यांच्या प्रभावी अनुप्रयोगांसाठी अंतर्निहित शैक्षणिक इन्फ्रॅस्ट्रक्चर विनयान घेव्यात असे आहे.

शैक्षणिक ज्ञानामध्ये असंख्य प्रकारचे मीडिया समाविष्ट आहेत जे मजकूर, ऑडिओ, प्रतिमा, ऑनिमेशन आणि प्रवाहित व्हिडिओ प्रदान करतात आणि ज्ञान, अनुप्रयोग आणि व्हिडिओ टेक्स्ट, अपग्रेड, टीव्ही, सीडी, रॉम, आणि संगणक आधारित शिक्षण तसेच स्थानिक इंटरनेट, मीडिअ, आणि वेब आधारित शिक्षण माहिती आणि संप्रेषण प्रणाली, स्थानिक नेटवर्क किंवा इंटरनेटपेकी एकर आधारित स्वतंत्र शिक्षण किंवा इंटरनेट आधारित शिक्षण हे बऱ्याच ई-लर्निंग प्रक्रियेच्या अंतर्गत आहे.

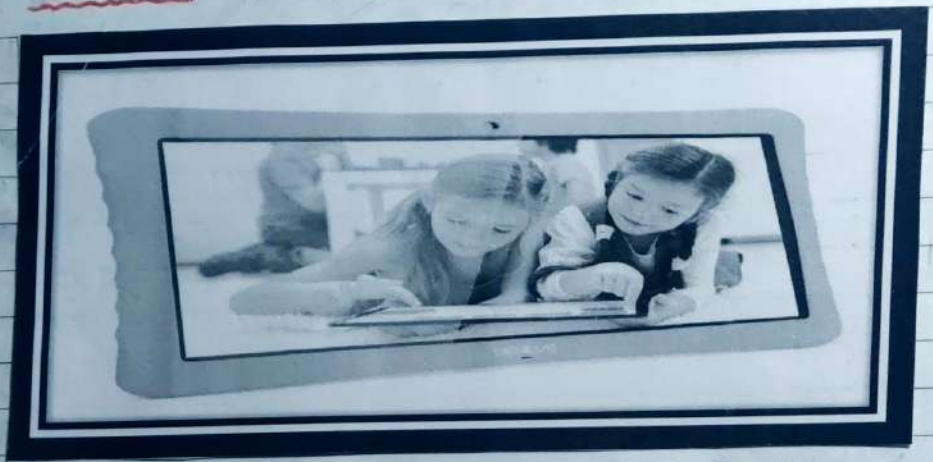
1) Laptop :-



कमी खर्चात ऑपरेटिंग आणि स्पेशल रिप्रोग्रामिंग आणि सर्व्हा नेटवर्क फंक्शन्स घालण्याची वैशिष्ट्यांसह कमी खर्चात लॅपटॉप शक्ति वापरण्याची

डिजाइन केले गेले आहे. जे खर्च कमी करवयाचा। प्रयत्न करत असले. तेंपतेपना सर्वांनी मोठा फायदा म्हणजे ते विद्यार्थ्यांना जिथे जिथे इंटरनेट कनेक्शन मिळू शकताना जिथे माहिती मिळवण्याची परवानगी देतात. जे विद्यार्थी विशिष्ट वर्गातील वतावरणाला भाग घेऊ शकत नाही अशा विद्यार्थ्यांसाठी संगणक - आधारित तंत्रज्ञान विशेष महत्त्वपूर्ण भूमिका बजावू शकतात.

2. * Tablets :



जगभरातील बंधान वर्गांमध्ये विशेष शिक्षणाच्या अनुभवात बदल घडवून आणली आहेत विविध विशिष्ट गरजा असलेल्या मुलांच्या विशिष्ट गरजा पूर्ण करव्यासाठी शिक्षणातील विविध क्षेत्रांमध्ये मदत करतात. टॅब्लेट सहज काम करव्यासाठी सुलभतेने डिजाइन केले आहे. विशेषतः आयपॅडचे विशेष गरजा असलेल्या विद्यार्थ्यांसाठी डिजाइन केलेले प्रचंड संग्रह आहे.

3. * White Board or Smart Board :

स्मार्टबोर्ड्स विद्यार्थ्यांना माहिती शिकवण्याने, कल्पना व्यक्त करव्यासाठी आणि समजून घेण्याने अनेक मार्ग देऊन सर्वसमावेशक वर्गांना सुप्रार्थन देतात. हे तंत्रज्ञान सर्व प्रकारच्या विद्यार्थ्यांना सुलभतेने ठेवण्याने काम करतात.

5 * Presentation software :-



स्लाइड प्रेजेंटेशन सॉफ्टवेयर जैसे की, पावरपॉइंट हे अनेक शिक्षणव्याख्या सेंटिगजना एल अंगभूत भाग बनला आहे. विशेषतः मोठ्या वर्गांमध्ये आनी कौशल्यप्रद कौशल्य विकासापेक्षा माहितीच्या देवाणघेवाणीसाठी अधिक तयार आहे. पावरपॉइंट हे शिक्षणास सहाय्य करण्यासाठी एक उत्तम प्रभावी साधन आहे. सादरीकरण सॉफ्टवेअर एल उत्तम प्रकाशन साधन असू शकते. शब्द, व्हिड्युओल आनी हायपरलिंक्स आनी व्हिडिओ सारख्या इतर परस्पर घटकांना समाजित करव्यानी क्षमता. स्लाइडशोसाठी काही प्रमुख वैशिष्ट्ये आहेत.

6. * Web design :-



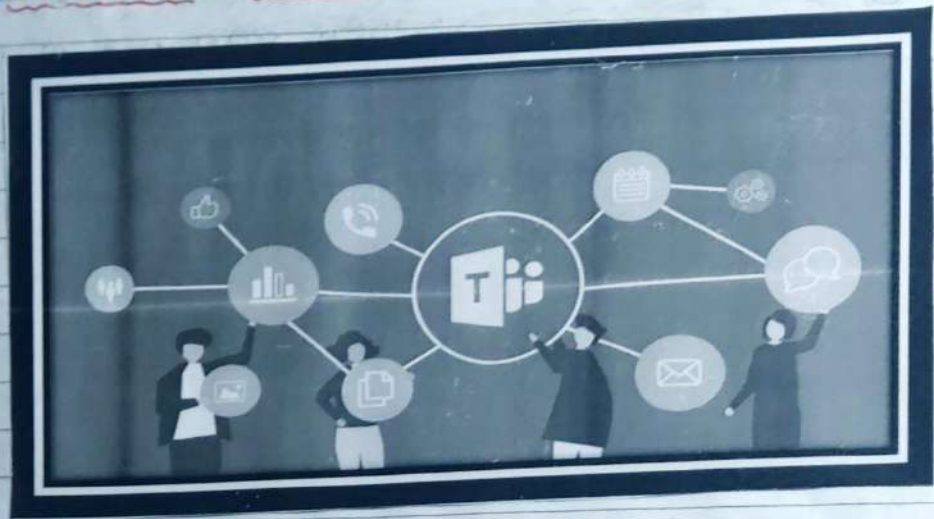
इंटरनेट सामग्रीचे प्रमाण वेगाने वाढत आहे. विद्यार्थी प्रभावीपणे वेब डिझायनर म्हणून काम करण्याबद्दल विचार करण्याचा प्रारंभ करू शकतात हे एक चांगले कारण आहे. वेब-डिझाइन वर्ग विद्यार्थ्यांना केवळ वेबसाइटच्या विकासामध्येच नव्हे तर इतर उप-उपक्रमांमध्ये व्यस्त ठेवण्यास परवानगी देतो. वेब डिझाइन मर्यादित आहे कारण ते आपल्या प्रेक्षकांनी आपल्या बँडचा खर्च पाहतात यावर परिणाम करते.

7. * Blogging :-



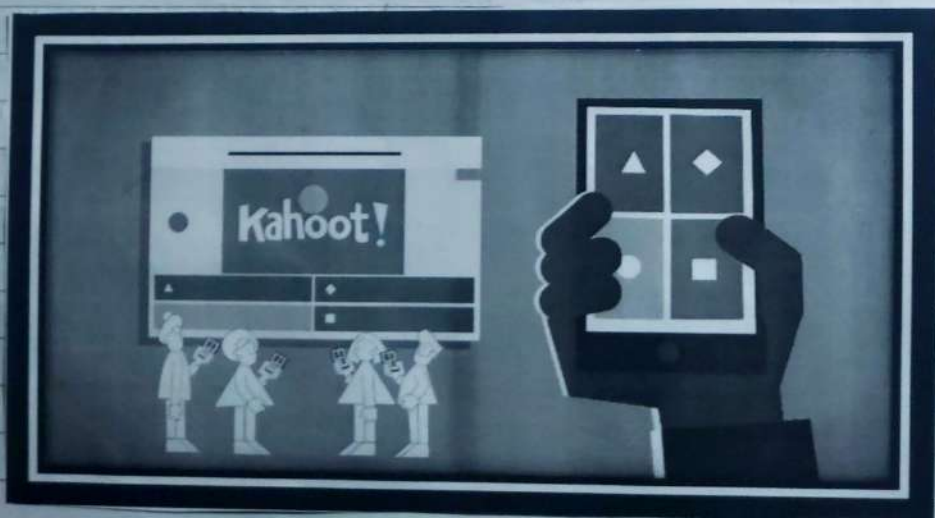
विशेष शिक्षण शिक्षकांसाठी अनेक लोकप्रिय ब्लॉगपेजी एक म्हणजे शिक्षकांना त्यांच्या स्वतःच्या वर्गासाठी नवीन कल्पना आणि प्रेरणा मिळवण्याचा एक चांगला मार्ग आहे. विशेष शैक्षणिक शिक्षकांच्या कर्तव्यांमध्ये वैयक्तिक विद्यार्थ्यांच्या गरजा भागविण्यासाठी अभ्यासक्रम तयार करणे समाविष्ट आहे. विद्यार्थ्यांना त्यांच्या शिक्षकांवर अधिक नियंत्रण ठेवण्याची संधी देऊन स्वायत्त शिक्षणाला प्रोत्साहन देते. विद्यार्थ्यांना चांगले वाचणे आणि लेखणे होण्यासाठी प्रेरित करते. विद्यार्थ्यांमध्ये चर्चेस प्रोत्साहन देते. विद्यार्थ्यांमध्ये इंटरनेट आणि वेबच्या वापराने प्रोत्साहित करते.

8. * Microsoft Teams :-



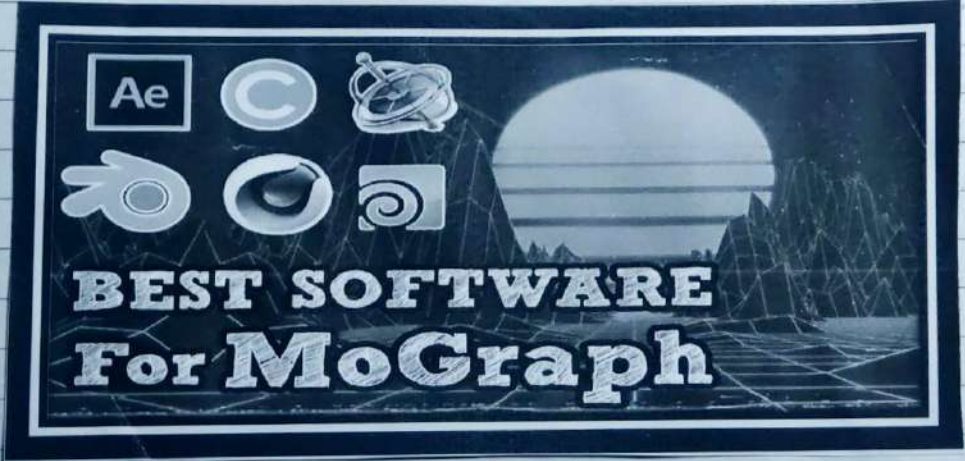
भाषकोसॉफ्ट टीमस दस्तऐवज सामायिकरण, ऑनलाइन संमेलने आणि व्यवसाय संप्रेषणासाठी बन्याच अत्यंत उपयुक्त वैशिष्ट्यांसह संपूर्ण पॅट आधारित सहयोग मंच आहे. हे एक डिजिटल हब आहे. आपली शाळा किंवा संस्था सहयोगी वर्ग तयार करू शकते, ज्यामध्ये संभाषणे, संमेलने आणि ऑफिस एजान्डिंगी एकाच जागेने. भाषकोसॉफ्ट टीमस वेळ वाचवतात, जोडणी वाचवतात आणि दररोजची रसद सुलभ करतात.

9. * Kahoot! :-



कहल वापरव्याने सज्जारात्मक परिणाम म्हणजे वर्गाले एकर ग्रेड जिवा च्यानी गुणांपुरते मर्यादित नाही. या आढवाप्रथे असरव्य अभ्यासाने स्वाम देव्यात आले आहेत. ज्याने काहल वर्गालील गतिशिलता सुधारली आणि एका सुरक्षित, अधिक सज्जारात्मक शिक्षणाने वातावरण तयार झाले. या अंपमुळे लाजाडू विद्यार्थ्यांमधील विद्यार्थ्यांच्या महभागामध्ये लसेन एकाग्रता, प्रेरणा आणि सामग्रीची समग्रतादरवणा वाढविव्याने सांगितले. विद्यार्थ्यांमधील आत्मविश्वास वाढला आहे.

10. * Graphic software :-



द्विज्युअल सौंदर्यशास्त्राल चांगली नजर असणारी एखादी व्यक्ती असल्यास ग्राफिक डिजायनर बनणे ही एक रोमांचक करिअरची निवड असू शकते. इनडिजाईन हा सर्वात महत्त्वाचा प्रोग्राम आहे. हा प्रोग्राम डिझाइनसाठी वापरला जातो. यान्तद्वे डिजिटल कौते संपादन आणि साम्रायिक करणे, लोगो तयार करणे, नजारी रेखाणे आणि इतर आकृत्यसंगी वापरला जातो. तेथी गृहपाठ असूनमेंदसबद्धत बोलताना, जर तुम्हाला त्याबशेक काही व्यावसायिक मदतीची आवश्यकता तर तुम्ही एडुवर्डीला ग्रेट देऊ शकतात.