

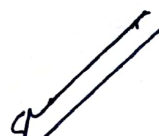
Criteria No.2

SUB POINT - 2.2.2.

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. Mentoring/Academic counselling
2. Peer feedback/Tutoring
3. Remedial learning engagement
4. Learning enhancement /enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled).
7. Multilingual interactions and inputs




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2.2.1.Mentoring/Academic Counselling

The government of Maharashtra and Pravesh Niyantaran Samiti, Mumbai, conducts Common Entrance Test (CET) for admission to the B. Ed & M.Ed programs every year. The CET authority checks the students knowledge and readiness and evaluates their knowledge and understanding of foundational concepts related to the field and students enthusiasm for the studies.

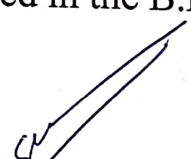
The eligible students get admission to the B. Ed. & M.Ed. programs on merit based on marks obtained in the common entrance test (CET).

The college adopts an entry level assessment system for the newly enrolled students to identify their learning needs and readiness to acquire a professional degree through the following facilities available in the College of Education, Ghargaon.

1.Initial screening: The first step in the assessment process is to screen all applicants to determine their eligibility for admission to the B. Ed. & M.Ed programs. It involves reviewing academic transcripts, standardized test scores, and letters of recommendation for CET authorities.

2. Pre-admission assessment: The applicants found to be eligible for admission face a pre-admission judgment measure of various skills and abilities, such as basic academic skills, aptitude for teaching, selection of teaching methods, and personal qualities.

3. Entry-level assessment: Once admitted to B.Ed & M.Ed programs, the students are typically required to take an entry-level assessment to identify students strengths and weaknesses in key areas. such as subject knowledge, teaching skills, and communication skills to provide students with the academic support they need to succeed in the B.Ed. & M.Ed. programs.


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4. Academic Support: College Of Education, Ghargaon provides B. Ed & M.Ed programs that vary depending on the subjects and methods they have selected.

a. Tutorials: College Of Education, Ghargaon conducts tutorials in small group sessions led by a subject teacher to provide students with additional help with specific concepts and skills

b. Remedial courses: College Of Education, Ghargaon conducts remedial classes to help students struggling in a particular area by providing additional instruction and support.

c. Online resources: College Of Education, Ghargaon Librarian offers online resources students use to supplement their learning. It includes e-books, e-journals, articles, videos, remote access, and interactive exercises.

5. Field experiences: College Of Education, Ghargaon organizes field experiences for the students, which allow students to gain practical experience teaching in a school setting.

6. Professional development opportunities: College Of Education, Ghargaon provides professional development opportunities to help students stay up-to-date on the latest teaching practices.

7. Student organizations: College Of Education, Ghargaons Student Council allows students to network with other students, learn about different teaching philosophies, and advocate for educational reform.


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1.Mentoring/Academic Counseling



Academic Year : 2021-22


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2.2.2.: Report on Peer Feedback/Tutoring

Peer Feedback or Peer Tutoring is continuous process of SDSKGVPS College of Education tries on providing various experiences to his students. The students in class are from different backgrounds Levels of understanding of students are different. TO cater student diversity interaction among students is made possible in different ways.

Objectives:

Objectives of Peer activities are :-

1. To reinforce their own learning by instructing others.
2. To increase confidence and to develop and enhance communication and social skills
3. To provide a safe space and learning environment for students.
4. To provide positive role models positive peer influences and opportunities which help students to develop a positive self concept, self acceptance and high self esteem.
5. To increase social connectedness and create a sense of belonging within supportive peer networks.
6. To promote direct interaction between students for active learning.
7. To make them feel more comfortable and open when interacting with a peer.

Nature of Activities -

Different types of activities are planned in the institution to provide peer feedback and peer tutoring some of them are as explained below.

1. **Team Teaching** :- Teachers plan team teaching session in small groups to enhance peer tutoring and peer feedback. Students teach each other and present content with the help of different skills.
2. **Lessons** : To achieve expertise in teaching skills, Peer feedback is given due importance. Students give feedback to each other. They also learn many things from each other. While they observe each other.
3. **Class Room Teaching** : - To address the student's diversities, peer tutoring is organized in the classes. Slow learners can learn from advance learners on different topics related to the subject.

Outcomes:

1. Students and faculty involved both shared inputs, Learned team teaching essential for real teaching. Students did enjoyed the role, they played of students and teacher during execution and the spirit of sportsman ship to accept the feedback given by peer and thereby improve on self- weakness. All participated with full enthusiasm in the event.

Peer feedback was the most striking and necessary component of team teaching

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sessions-execution- hopefully it helped them to execute their lessons well in real teaching and as well understand the significance of it, while planning the lesson plan. Students of different abilities are provided exposure to real Life situations which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting knowledge from each other. They feel to participate actively in the different activities related to peer tutoring and peer teaching organized for them.

Documents Attached:-

A record of different activities is maintained activity wise. Information about the teacher and students who attended the session and nature of activity with the academic year and course name is clearly mentioned.


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SHRI DATTAKRUPA SHAIKSHANIK & KRUSHI GRAMVIKAS PRATISHTHANS

COLLEGE OF EDUCATION (B.Ed. & M.Ed.)

Ghargaon, Tal-Shrigonda, Dist-Ahmednagar, Pin - 413728

Approved by NCTE Bhopal, Recognized By Government Of Maharashtra & Affiliated with Savitribai Phule Pune University

Office: (02487) 272526, FAX : 272526, Email Id : coe.ghargaon@gmail.com/sdskevp@gmail.com. Website : www.dattakrupaedu.in

College Code 1014, NCTE Order No. B.Ed.123245/149567, Id.No. PU/AN/BED/89/2006, NCTE Order No. M.Ed.125110/154854

Principal
Dr. Jagdish Rathod
(M.A., M.Ed., M.Phil., Ph.D.)
9403116677

Outward No:

President
Shri. Dattatray B. Pansare
(M.A., M.Ed., J.C.P.R.)
9921475555

Date : 7/7/2022

सूचना

बी.एड महाविद्यालयातील सर्व विद्यार्थी शिक्षकांना कळविण्यात येते की, बी.एड. प्रथम वर्ष बी.एड. 109 या कोर्स अंतर्गत सांघिक पाठ, तंत्रज्ञानावर आधारित पाठ व प्रतीमानावर आधारित इत्यादी विविध पाठांची पाठ टाचण वही दि. 14 जून 2022 रोजी सम्बन्धित गटप्रमुख प्राध्यापकांकडे जमा करावी .

प्राचार्य


PRINCIPAL

College of Education (B.Ed. & M.Ed.)
Ghargaon, Tal-Shrigonda, Dist. A.Nagar

① Prof. Shirsagar. U.S. K'Sagar

② Prof. Dr. Gante M. R. 



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President
Shri. Dattatray B. Pansare
(M.A., M.Ed., J.C.P.R.)
9921475555



Outward No:


Date : 18/4/2022

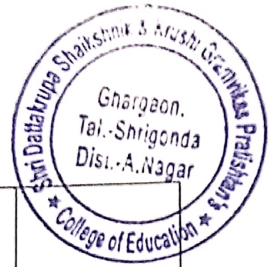
सूचना

बी.एड महाविद्यालयातील सर्व विद्यार्थी शिक्षकांना कळविण्यात येते की, बी एड प्रथम वर्षसाठी व बी एड 109 या कोर्स अंतर्गत 50 गुणांसाठी आवश्यक सांघिक पाठ, तंत्रज्ञानावर आधारित पाठ व प्रतीमानावर आधारित विविध पाठ (Lessons) घेणे अनिवार्य आहे. सदर कोर्सची सैद्धांतिक माहिती दि. 22 एप्रिल 2022 या दिवशी दिली जाणार असून उर्वरीत पाठांचे वेळापत्रक सूचना फलकावर लावण्यात आले आहे, याची सर्वांनी नोंद घ्यावी.

प्राचार्य

Prof. Dr. Ganbe M. R. 
Prof. Sabale A. S. 


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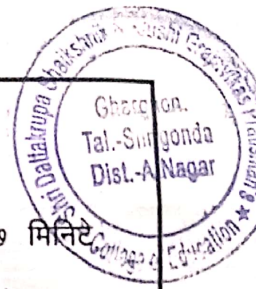


		Method - 2		
28/04/2022	1.00 to 4.00	Team Teaching - Theoretical Information & Lesson Demonstration	Prof. Dr. Gonte M.R.	
29/04/2022	02.00 to 4.00	Observation of Team Teaching Lessons Method - 1	All Lecturers	
30/04/2022	1.00 to 4.00	Observation of Team Teaching Lessons Method - 2	All Lecturers	
02/05/2022	02.00 to 4.00	Models Of Teaching - Lessons Theoretical Information & Lesson Demonstration	Prof. Pawar S.S.	

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पाठ टाचण सांघिक अध्यापन पाठ क्र. २



अध्यापन विषय : सामान्य विज्ञान वेळ : १५ ते १७ मिनिटे

इयत्ता : नवी दिनांक : २०/०८/२२

घटक : माहिती अंप्रेषण तंत्रज्ञान उपघटक : संगणकाचे

पूर्वज्ञान : प्रगतीची नवी दिशा गहत्वाचे घटक

पाठाचा हेतू : विद्यार्थ्यांना संगणकाविषयी माहिती आहे.

गाभाभूत घटक : संगणका विषयी सखोल माहिती सांगणे.

मूल्ये : ~~वैज्ञानिक दृष्टीकोन~~

सहकारी विद्यार्थी शिक्षकाचे नांव :

फलक लेखन

दिनांक : / / विषय सामान्य विज्ञान इयत्ता ९ वी

घटक माहिती अंप्रेषण तंत्रज्ञान

उपघटक प्रगतीची नवी दिशा

संगणकाचे गहत्वाचे घटक

माहिती अंप्रेषण तंत्रज्ञान

ICT - Information

Communication

Technology

DOS - Dist Operating

System

संगणकाचा आपण Computer

Laptop च्या ही म्हणतो.

संगणकाचे प्रमुख दोन घटक

i) हार्डवेयर

ii) सॉफ्टवेयर

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आशय

माहिती संप्रेषण तंत्रज्ञान :-

या संश्लेषण संप्रेषणाची साधने आणि त्याचा वापर करून दिल्या जाणाऱ्या सेवांचाही समावेश होतो.

माहिती संप्रेषणाचे साधने :-

संप्रेषणासाठी माहिती निर्माण करणे, तिचे कोडिंग करणे,

माहिती अतन करणे, साठवणे,

माहितीचे व्यवस्थापन करणे हे सर्व क्रिया आणि विविध साधनांचा

वापर केला जातो. जसे मोबाईल

चा वापर संप्रेषणाद्वारे माहिती

ची देवाण घेवाण करण्यासाठी होतो.

माहिती संप्रेषण तंत्रज्ञानाचे

प्रमुख साधन असलेल्या संगण-

काच्या पहिल्या निर्मितीपासून

पाच पिढ्या मानल्यात येतात.

संगणकाची पहिली पिढी १९४६

ते १९५३ या काळाची दूर-

ग्यामची मानल्यात येते. या

काळात ENIAC हा संगणक

तयार झाला.

उद्दिष्टे व स्वीकारणे
Gargaon.
Tal. Shingurda
Dist. A. Nagar
College of Education

ज्ञान :-

i) विद्यार्थ्यांना प्रथम माहिती संप्रेषण तंत्रज्ञान माहिती साठे.

ii) त्यानंतर विद्यार्थ्यांना माहिती संप्रेषण तंत्रज्ञानाची साधने माहिती झाली.

आकलन :-

i) विद्यार्थ्यांना माहिती तंत्रज्ञान म्हणजे काय? तसेच माहिती संप्रेषणाची साधने कोणती ती समजली.

ii) विद्यार्थ्यांना संगणकाची पहिली पिढी केवळ साहित्याकडाली, हे समजले.

iii) तसेच त्यांना संगणकाचे महत्त्वाचे कोणकोणते बटवु आहेत, ते समजले.

iv) संगणकाचे कार्य कसे वाढते हेही समजले.

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आशय

माहिती युनिटवरून पुरविली जाते यासाठी साधारणतः Key board या वापर केला जातो.

* प्रोसेसिंग युनिट :-

- i) मेमरी युनिट
- ii) कंट्रोल युनिट
- iii) ALU युनिट

आउटपुट युनिट :-

तयार झालेले उत्तरनंतर

आउटपुट (output) युनिटवर

पाठवले जाते. साधारणतः

आउटपुट युनिट म्हणून स्क्रीन

तसेच प्रिंटरचा वापर केला जातो.

संगणकाचे महत्वाचे घटक :-

i) मेमरी :- इनपुट युनिट व आउटपुट युनिट यांच्या माहिती व तयार झालेले

उत्तर साठवण्याची जागा

ii) इंटर्नल मेमरी

iii) एक्सटर्नल मेमरी

iv) ऑपरेटिंग सिस्टिम :- कॉम्प्युटर व

काम करणारी व्यक्ती या दोघात

सुसवाद साधण्याचे काम करते. त्यालाच

DoS असे म्हणतात.

v) प्रोग्राम :- कॉम्प्युटरला दिव्या

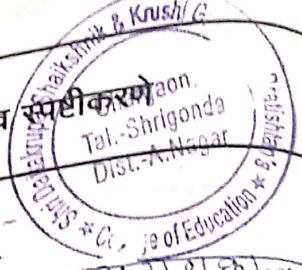
जाणाऱ्या उमांड्या समुह.

vi) डेटा हँडलिंग :- डेटा म्हणजे

कच्च्या उपाती क माहिती

होय.

उद्दिष्टे व स्वीकरणे



उपाय योजना :- संगणकाचा

i) विद्यार्थ्यांना

वापर करायचा हे समजले.

ii) संगणकाचा वापर ही तर

भाजची गरज आहे. त्याच्यासाठी

संगणकाचा वापर करण्यास

विद्यार्थ्यांना साक्षा पाहिले, ही

माहिती संगणितल्यानंतर विद्या

र्थ्यांना संगणकाचा वापर करायचा

हे जाणवल्या प्रकरे

करायचा, समजले.

कारण :-

i) विद्यार्थ्यांनी दैनंदिन जीवनात

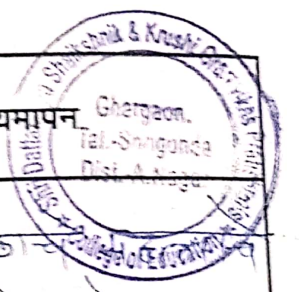
संगणकाचा वापर करण्याचे

कारण त्यांना आत्मसात झाले.

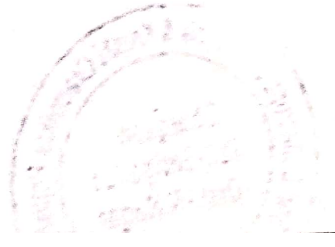
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College of Education (& I. Ed.)

G. Gaon, Tal. Shrigonda, Dist. A. Nagar



शिक्षक कृती	विद्यार्थी कृती	मूल्यमापन
<p>शिक्षक संलग्नतेचे महत्त्वाचे घटक सांगतात.</p> <p>i) मेमरी</p> <p>ii) ऑपरेटिंग सिस्टिम</p> <p>iii) प्रोग्राम</p> <p>iv) डेटा स्ट्रक्चर</p> <p>तसे संलग्नतेचे वागळी दोन महत्त्वाचे घटक आहेत.</p> <p>i) हार्डवेयर</p> <p>ii) सॉफ्टवेयर</p>	<p>i) विद्यार्थी संगणकीय माहिती तंत्रज्ञानात ऐकतात.</p> <p>ii) विद्यार्थी निरीक्षण करतात.</p> <p>iii) विद्यार्थी ब्रिडजिंगा प्रश्न विचारतात जो ज्ञान समजणे साठी, त्या बटकावर</p>	<p>i) संलग्नतेचे घटक कोणते?</p> <p>ii) DOS चा फुल फॉर्म काय आहे?</p> <p>iii) प्रोग्राम म्हणजे काय?</p> <p>iv) संलग्नतेचे कार्य कसे चालते?</p>



✓
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College of Education (B.Ed. & M.Ed.)
Ghargaon, Tal. Shrigonda, Dist. A. Nagar

B : TEAM TEACHING I

Roll No.: 6

Name of the Student: Mr/Mrs Dr. Dattatraya

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory

4) Good

5) Excellent

Sl. No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete			✓		
2	Introduction	Relevant & Stimulating			✓		
3		Revival of previous knowledge and linking with topic			✓		
4		Statement of aim and title writing					✓
5	Presentation	Clarity and fluency in/Narration/Illustration			✓		
6		Questions clear, concise and gramatically correct with interrogative tone			✓		
7		Questions Logical and thought provoking					
8		Distribution of questions and reinforcement				✓	
9		Black Board Work			✓		
10		Clarity in reading / Ease in demonstration			✓		
11		Use of teaching aids / use of examples					✓
12		Mastery over the content			✓		
13		Selection of team members				✓	
14		Role and coordination among them members			✓		
15		Equal participation of team members					✓
16		Classroom management and time management			✓		
17		Recapitulation as per objectives				✓	
18	Evaluation	Application-appropriate / creative			✓		
19		Homework-appropriate/ Activity based			✓		
20		Effectiveness of team teaching				✓	
Total Marks - 100			72				

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Gargaon, Tal. Shrigonda, Dist. A. Nagar

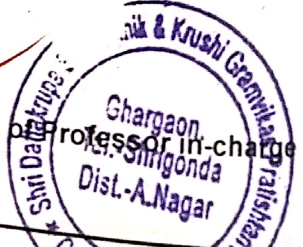
Date

11/10/2021

वर्क निरीक्षण समीक्षण कार्य

आदि

Signature



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2.2.2 (3) : Remedial Learning Engagement

Most important part is on remedial Learning engagement activities. The students in class are from different backgrounds, Levels of understanding of students are different. Learning capacities of all the students are not same. So SDSKGVPS College of Education is focused on providing the remedial classes for the weak students in class.

Objectives :

1. To provided learning support to weak students
2. To provided learning activities and practical experiences to students according to their abilities and needs.
3. To design individualized educational Programmes
4. To help pupils consolidate their basic knowledge in different subjects
5. To master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

Nature of Activities:

Different types of activities are planned in the College to provide remedial teaching to **weak students**. Different methods used in remedial class are as discussed below:

1. **Discussion:** Teachers explain the different topics of different subjects in multilingual way. They try to discuss the topic in more details with the weak students. Students diversity is addressed on the basis of their profile.
2. **Notes Giving:** Students have been provided notes both in English and Marathi by the teachers. Content from different books is also provided to students by teacher in remedial classes to help the weal students.
3. **Doubt clearing sessions:** SDSKGVPS College of Education Focuses on doubt clearing sessions more. Students facing problem in the content regarding fast speed in class can discuss with teacher. They are provided with the special time by teacher.
4. **Provides Online You Tube Links :** Teacher provides online you tube links & websites for the understanding difficult concepts of their subject.
5. **Meditation :** A meditation session was organized in the college to help the students to concentrate in their studies and to reduce their restlessness. The main aim behind this was to develop their memory.
6. **Used Of project teaching methods :** The teacher used project methods for students.
7. **Parents Involvement :** By discussing the problems in the students studies with the parents, the parents guided their children not to be afraid of the subject.
8. **Extra Lectures :** In order to solve the problems faced by the students in the respective subject and to study the subject in depth, the teachers guided the students by taking more lectures apart from the college time table.

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**Outcomes:**

Students of lower abilities are provided with the remedial classes which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting special knowledge from teachers. They feel to participate actively in the special classes organized for them.

Documents:

A record of different activities is maintained in the college. Information about the teacher and students who attended the sessions and nature of activity with the academic year and course name is clearly mentioned in the records.

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POLICY ON SLOW OR WEAK LEARNERS

We at the College offer "Policy on slow means weak Learner." through this policy the college pronounces its assurance to the vital facilitation to the slow learners to be better performing and achieving students in academic and personal life. The policy also persuades the teaching departments develop significant strategies and scientific implementations to benefit slow learners through the continues internal assessment and lead them to be the best version of themselves as students.

Policy Guidelines for slow learners

1. The slow learners are not labeled as poor achievers or problem students in the class or department so that their motivation and their interest are not negatively affected. This can also make them more stressed, and introvert in the class.
2. They should be treated as any other students in the class but they can be provided extra classes for improvement and achievement.
3. The department and individual teachers help the slow learners by giving proper guidance and support to them.
4. Organize bridge classes and remedial programs for them .
5. Conduct extra classes for the difficult subject (based on the previous university results) in the curriculum.
6. special attention is given to the students in the tutorial classes, who are identified as the slow learners.
7. Slow learners are specially and counseling by a teacher guardian and the subject expert.
8. Corrective classes are conducted for the weaker students based on the results of class tests.
9. The students are given with training on to search online material regarding subjects, personality development skills.
10. Memory techniques – Organization Meditation sessions.
11. To organize Personal consoling, use of new teaching techniques and to get parent involvement for smooth learning.


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COLLEGE OF EDUCATION (B.ED & M.ED) GHARGAON
TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

Slow Learner


Introduction:

In our college many students are learning from B. Ed First year to B Ed Second Year some of them are exceptionally talented while some of them are educationally backward. Especially students of B. Ed faculty who are educationally backward are facing many difficulties in subjects like Teaching and learning.

The college has arranged special classes of educationally backward students, teacher understand their difficulties .The aim of such classes is progress in a learning of educationally backward students .

OBJECTIVES:-

- 1)To understand the difficulties of students.
- 2)To help the students to improve their knowledge
- 3) Motivate with practical reason to learn material.
- 4) A set short range & attainable teachers goal.
- 5) The method of teaching plays a significant role in attracting the attention of the students adopt different way of teaching.
- 6)Provide a quick work & study area.
- 7)Keep assignment & homework session short.


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Online Links For Weak students

<https://gatecoachingarc.com/educational-apps/>

<https://www.ucl.ac.uk/children-policy-research/publications/case-study-adolescence>

[https://myhero.com/teachersroom-](https://myhero.com/teachersroom-resources?gclid=CjwKCAjwgZCoBhBnEiwAz35RwIMWRd8zp63KqUtxsH7XMC77yuOxrXSKiAWr2Bn-TJbjc_tN1PON2hoCRFwQAvD_BwE)

[resources?gclid=CjwKCAjwgZCoBhBnEiwAz35RwIMWRd8zp63KqUtxsH7XMC77yuOxrXSKiAWr2Bn-TJbjc_tN1PON2hoCRFwQAvD_BwE](https://myhero.com/teachersroom-resources?gclid=CjwKCAjwgZCoBhBnEiwAz35RwIMWRd8zp63KqUtxsH7XMC77yuOxrXSKiAWr2Bn-TJbjc_tN1PON2hoCRFwQAvD_BwE)


<https://www.google.com/search?q=unit+plan+tempalate+ict&oq=unit+plan+tempalate+ict+&aqs=chrome..69i57j33i10i160l2.10009j0j7&sourceid=chrome&ie=UTF-8>

<https://www.youtube.com/watch?v=noTuDA0CrdI>

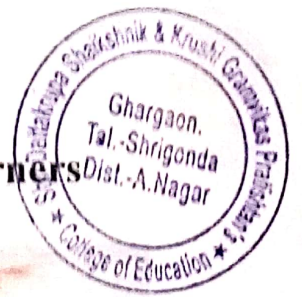
<https://www.youtube.com/watch?v=QwvuB5vQVm8>

<http://www.unipune.ac.in/>

<https://theyogainstitute.org/aims-and-objectives-of-yoga-education/>


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Organization Of Hypnotism Programme for Weak Learners

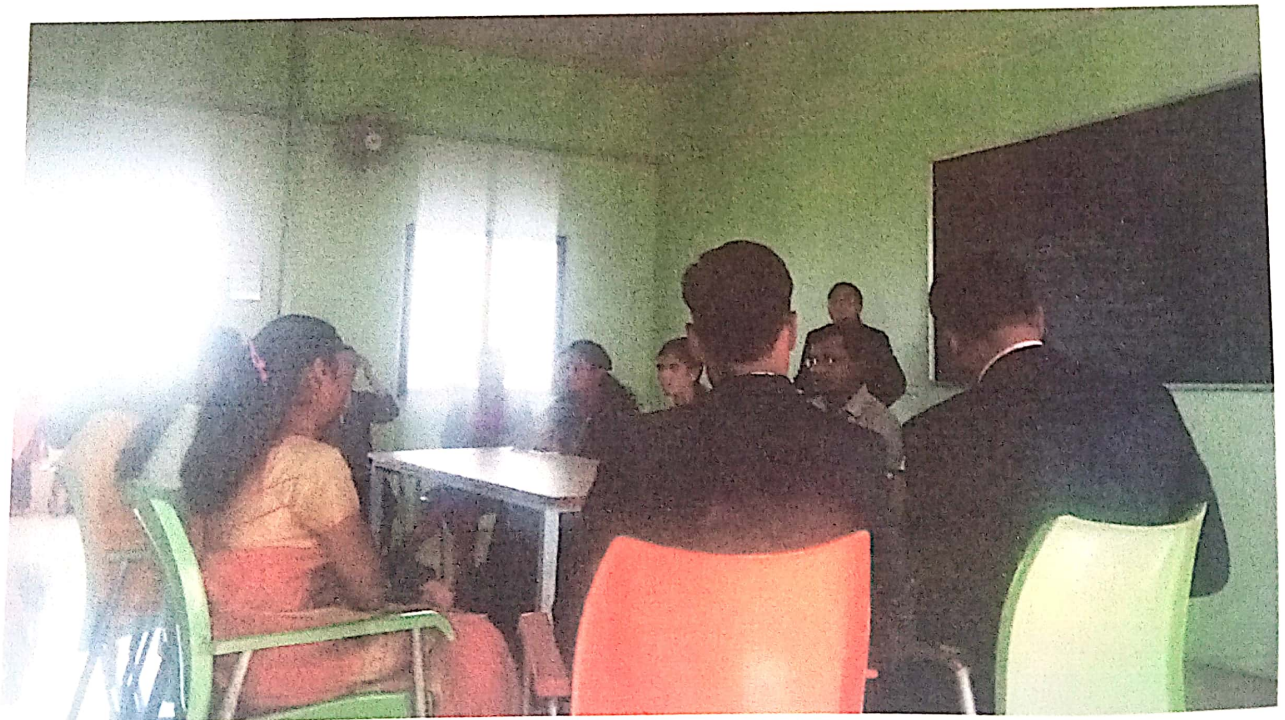


Academic Year : 2021-22


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Discussion Session For Weak Lerner



Academic Year 2021-22


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Doubt Clearing Session For Weak Lerner



Academic Year 2021-22


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Remedial Classes



Academic Year : 2021-22


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COLLEGE OF EDUCATION (B.ED) GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

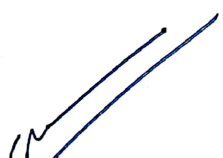
REMEDIAL TEACHING TIME TABLE FOR SLOW LEARNERS

Time Table

Year : 2021-22

Date & Time	Programme
	B.Ed I
17/08/2022 To 23/08/2022 4.00 pm to 5.00 pm	B.Ed 103 Learning & Teaching


Prok Pawar S.S


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Academic Year 2021-22

REMEDIAL TEACHING TIME TABLE FOR SLOW LEARNERS

Time Table

Year : 2021-22

Time & Date	Programme
	B.Ed II
26/05/2022 To 02/06/2022 4.00 pm to 5.00 pm	B.Ed 202 Teaching Knowledge and curriculum Language across the curriculum


Prof. Pawar S.S


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College of Education (B.Ed. & M.Ed.)
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COLLEGE OF EDUCATION (B.ED) GHARGAON

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Academic Year : 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

Class: B.Ed 1st Year

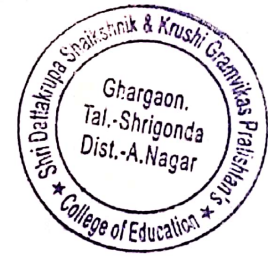
Academic Year : 2021-22

B ed 103 Learning & Teaching

Sr.No	Name Of Student	Marks (Out Of Marks 80)
1	Bhivasane Prasad S.	40
2	Ethape swati S.	41
3	Hawaldae Saniya R.	42
4	Pawar Amol S.	40
5	Thombare Yogesh P.	41
6	Shelke Vishal R.	42
7	Thorat Shrinath U	42
8	Mane Usha B	47
9	Ransing Sujata S	41
10	Shinde Suran B	40


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Academic Year : 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activites

Class: B.Ed 1st Year

Academic Year : 2021-22

B ed 103 Learning & Teaching

Sr.No	Name Of Student	Marks (Out Of Marks 80)
1	Bhivasane Prasad S.	55
2	Ethape swati S.	47
3	Hawaldae Saniya R.	50
4	Pawar Amol S.	52
5	Thombare Yogesh P.	54
6	Shelke Vishal R.	51
7	Thorat Shrinath U	57
8	Mane Usha B	52
9	Ransing Sujata S	55
10	Shinde Suran B	53


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Academic Year : 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

Class: B.Ed 1st Year

B.Ed 105 Advanced Pedagogy and Application of ICT

Sr.No	Name Of Student	Marks (Out Of Marks 80)
1	Bhivasane Prasad S.	42
2	Ethape swati S.	44
3	Hawaldae Saniya R.	40
4	Pawar Amol S.	44
5	Thombare Yogesh P.	40
6	Shelke Vishal R.	41
7	Thorat Shrinath U	43
8	Mane Usha B	42
9	Ransing Sujata S	42
10	Shinde Suran B	41


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COLLEGE OF EDUCATION (B.ED) , GHARGAON

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Academic Year : 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activites

Class: B.Ed I st Year

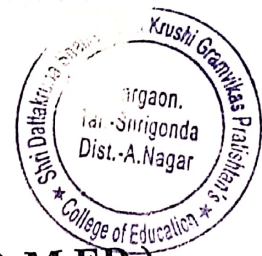
B.Ed.105 Advanced Pedagogy and Application of ICT

Sr.No	Name Of Student	Marks (Out Of Marks 80)
1	Bhivasane Prasad S.	54
2	Ethape swati S.	52
3	Hawaldae Saniya R.	52
4	Pawar Amol S.	51
5	Thombare Yogesh P.	53
6	Shelke Vishal R.	52
7	Thorat Shrinath U	55
8	Mane Usha B	56
9	Ransing Sujata S	57
10	Shinde Suran B	54

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**COLLEGE OF EDUCATION (B.ED & M.ED)
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TAL- SHRIGONDA DIST – AHMEDNAGAR


Academic Year 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

Class: B.Ed II Year

**B.Ed202 Teaching Knowledge and curriculum Language across the
curriculum**

Sr.No	Name Of Student	Marks (Out Of Marks 80)
1	Anbhule Pallavi B	41
2	Bandal Puja S	43
3	Dunghav Rupali M	40
4	Katore Rupali S	42
5	Rana Swetakumari A	42


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Academic Year 2021-22


SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activites

Class: B.Ed 2nd Year

**B.Ed.202 Teaching Knowledge and curriculum Language across the
curriculum**

Sr.No	Name Of Student	Marks (Out Of Marks 80)
1	Anbhule Pallavi B	52
2	Bandal Puja S	54
3	Dunghav Rupali M	55
4	Katore Rupali S	52
5	Rana Swetakumari A	53


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Academic Year 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

Class: B.Ed II Year

Academic year : 2021-22

B.Ed 203 School And Inclusive School

Sr.No	Name Of Student	Marks (Out Of Marks 80)
1	Anbhule Pallavi B	40
2	Bandal Puja S	40
3	Dunghav Rupali M	42
4	Katore Rupali S	41
5	Rana Swetakumari A	40


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COLLEGE OF EDUCATION (B.ED) GHARGAON

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Academic Year 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activates

Class: B.Ed 2nd Year

B.Ed 203 School And Inclusive School

Sr.No	Name Of Student	Marks (Out Of Marks 80)
1	Anbhule Pallavi B	50
2	Bandal Puja S	55
3	Dunghav Rupali M	52
4	Katore Rupali S	51
5	Rana Swetakumari A	54


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COLLEGE OF EDUCATION (B.ED) GHARGAON


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Academic Year : 2021-22

REMEDIAL TEACHING TIME TABLE FOR SLOW LEARNERS

Date & Time	Wednesday To Monday
	B.Ed I
17/08/2022 To 23/08/2022 4.00 pm to 5.00 pm	B.Ed 105 Advanced Pedagogy and Application of ICT

Prof.Kambale J.A


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COLLEGE OF EDUCATION (B.ED) GHARGAON

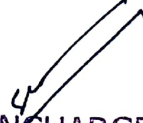
TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year : 2021-22

REMEDIAL TEACHING TIME TABLE FOR SLOW LEARNERS

Day & Time	Monday To Friday
	B.Ed II
23/05/2022 To 28/05/2022 4.00 pm to 5.00 pm	B.Ed 203 School And Inclusive School

Prof.Karne A.P


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Ghargaon, Tal. Shrigonda, Dist. A. Nagar



COLLEGE OF EDUCATION (B.ED & M.ED)

Academic Year 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activites

Class: B.Ed II

B.Ed 203 School And Inclusive School

Sr.No	Name Of Student	Marks (Out Of Marks80)
1	Anbhule Pallavi B	55
2	Bandal Puja S	54
3	Dunghav Rupali M	53
4	Katore Rupali S	50
5	Rana Swetakumari A	52


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**COLLEGE OF EDUCATION (B.ED & M.ED.)
GHARGAON**

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

Slow Learner

Class: B.Ed I

Student Attendance Sheet

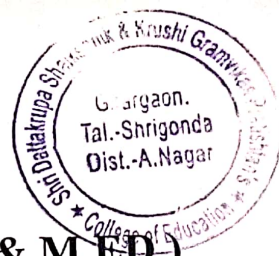
Academic year : 2021-22

For the Month

Sr.No	Name Of Students	Month date											
1	Bhivasane Prasad S.	P	P	P	P	P	P	P					
2	Ethape swati S.	P	P	P	P	P	P	P					
3	Hawaldae Saniya R.	P	P	P	P	P	P	P					
4	Pawar Amol S.	P	P	P	P	P	P	P					
5	Thombare Yogesh P.	P	P	P	P	P	P	P					
6	Shelke Vishal R.	P	P	P	P	P	P	P					
7	Thorat Shrinath U	P	P	P	P	P	P	P					
8	Mane Usha B	P	P	P	P	P	P	P					
9	Ransing Sujata S	P	P	P	P	P	P	P					
10	Shinde Suran B	P	P	P	P	P	P	P					

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COLLEGE OF EDUCATION (B.ED & M.ED)

Academic Year : 2021-22

Slow Learner

Class: B.Ed II

Student Attendance Sheet

Sr.No	Name Of Students	Month date										
1	Anbhule Pallavi B.	P	P	P	P	P	P	P	P			
2	Bandal Puja S	P	P	P	P	P	P	P	P			
3	Dunghav Rupali M	P	P	P	P	P	P	P	P			
4	Katore Rupali S	P	P	P	P	P	P	P	P			
5	Rana Swetakumari A	P	P	P	P	P	P	P	P			


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COLLEGE OF EDUCATION (B.ED) GHARGAON

TAL- SHRIGONDA, DIST – AHMEDNAGAR

Academic Year : 2021-22

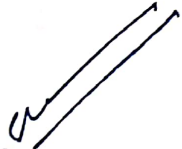
SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

Class: M.Ed 1st Sem

Academic Year : 2021-2

M.Ed 104 Introduction to research

Sr.No	Name Of Student	Marks (Out Of Marks 50)
1	Borde Darshana A	27
2	Doundkar Yogita	26
3	Jadhav Shailesh V	28
4	Chabukswar Sunita M	25


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College of Education (B.Ed. & M.Ed.)
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COLLEGE OF EDUCATION (B.ED) GHARGAON

TAL- SHRIGONDA, DIST – AHMEDNAGAR

Academic Year : 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activities

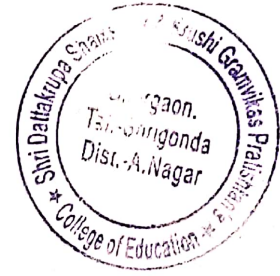
Class: M.Ed 1st Sem

M.Ed 104 Introduction to research

Sr.No	Name Of Student	Marks (Out Of Marks 50)
1	Borde Darshana A	40
2	Doundkar Yogita	44
3	Jadhav Shailesh V	47
4	Chabukswar Sunita M	42

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GE OF EDUCATION (M.ED) , GHARGAON

TAL- SHRIGONDA, DIST – AHMEDNAGAR

Academic Year : 2021-22

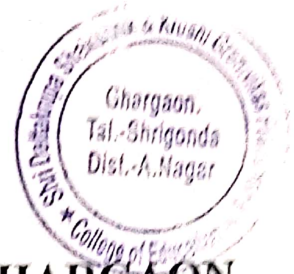
SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

Class: M.Ed 2nd SEM

M.Ed204 Pre-service & In Service Teacher Education

Sr.No	Name Of Student	Marks (Out Of Marks 50)
1	Dhole Bharati B	44
2	Gawali Manohar S	42
3	Adhal Sunil K	45

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COLLEGE OF EDUCATION (M.ED) , GHARGAON

TAL- SHRIGONDA, DIST – AHMEDNAGAR


SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activites

Class: M.Ed 2nd SEM

M.Ed 204 Pre-service & In Service Teacher Education

Sr.No	Name Of Student	Marks (Out Of Marks 50)
1	Dhole Bharati B	45
2	Gawali Manohar S	46
3	Adhal Sunil K	48


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COLLEGE OF EDUCATION (M.ED) GHARGAON

TAL- SHRIGONDA, DIST – AHMEDNAGAR

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

Class: M.Ed 3rd SEM

Academic Year : 2021-22

M.Ed308 Advanced research methodology and inferential

Statistics

Sr.No	Name Of Student	Marks (Out Of Marks 50)
1	Kambale Pallavi M	26
2	Dighe Akshada S	25
3	Puri Sujata N	27
4	Thorat Vijay k	26
5	Pawar Ritesh B	25

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COLLEGE OF EDUCATION (M.ED) GHARGAON

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SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activites

Class: M.Ed 3rd SEM

Academic Year : 2021-22

**M.Ed 308 Advanced research methodology and inferential
Statistics**

Sr.No	Name Of Student	Marks (Out Of Marks 50)
1	Kambale Pallavi M	36
2	Dighe Akshada S	37
3	Puri Sujata N	39
4	Thorat Vijay k	40
5	Pawar Ritesh B	44


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COLLEGE OF EDUCATION (M.ED) , GHARGAON

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SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

Class: M.Ed 4th SEM

Academic Year : 2021-22

M.Ed401 -Guidance & Counselling

Sr.No	Name Of Student	Marks (Out Of Marks 50)
1	Lokhande Aditi J	26
2	Nalage Manisha B	28
3	Shete Vishwas K	25


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COLLEGE OF EDUCATION (M.ED) , GHARGAON

TAL- SHRIGONDA, DIST – AHMEDNAGAR

Academic Year : 2021-22

SLOW LEARNER STUDENT MARK LIST (Preliminary Examination)

AFTER Remedial Teaching & Activities

Class: M.Ed 4th SEM

M.Ed401 -Guidance & Counselling

Sr.No	Name Of Student	Marks (Out Of Marks 50)
1	Lokhande Aditi J	45
2	Nalage Manisha B	48
3	Shete Vishwas K	43

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COLLEGE OF EDUCATION (M.ED) GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

Slow Learner

Class: M.Ed I SEM Student Attendance Sheet
For the Month

Sr.No	Name Of Students	Month date											
1	Borde Darshana A	P	P	P	P	P	P						
2	Doundkar Yogita	P	P	P	P	P	P						
3	Jadhav Shailesh V	P	P	P	P	P	P						
4	Chabukswar Sunita M	P	P	P	P	P	P						

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COLLEGE OF EDUCATION (M.ED) GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

Slow Learner

Class: M.Ed II SEM Student Attendance Sheet
For the Month

Sr.No	Name Of Students	Month date									
1	Dhole Bharati B	P	P	P	P	P	P				
2	Gawali Manohar S	P	P	P	P	P	P				
3	Adhal Sunil K	P	P	P	P	P	P				

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COLLEGE OF EDUCATION (M.ED) GHARGAON


TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

Slow Learner

Class: M.Ed III SEM Student Attendance Sheet
For the Month

Sr.No	Name Of Students	Month date											
1	Kambale Pallavi M	P	P	P	P	P	P						
2	Dighe Akshada S	P	P	P	P	P	P						
3	Puri Sujata N	P	P	P	P	P	P						
4	Thorat Vijay k	P	P	P	P	P	P						
5	Pawar Ritesh B	P	P	P	P	P	P						


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COLLEGE OF EDUCATION (M.ED) GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

Slow Learner

Class: M.Ed IV SEM

Student Attendance

For the Month

Sr.No	Name Of Students	Month date									
1	Lokhande Aditi J	P	P	P	P	P	P	P	P		
2	Nalage Manisha B	P	P	P	P	P	P	P	P		
3	Shete Vishwas K	P	P	P	P	P	P	P	P		

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COLLEGE OF EDUCATION (M.ED) GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

REMEDIAL TEACHING TIME TABLE FOR SLOW LEARNERS

Time-Table

Year : 2021-22

Day & Time	Monday To Saturday			
	M.Ed I Sem	M.Ed II Sem	M.Ed III Sem	M.Ed IV Sem
04/04/2022 To 09/04/2022 04.00 pm to 05.00 pm	M.Ed104 Introduction to research	M.Ed 204 Pre-Service & In Service Teacher Education	M.Ed 308 Advanced research methodology and inferential Statistics	M.Ed 404 Guidance & Counselling


INCHARGE PRINCIPAL

College of Education (B.Ed. & M.Ed.)
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POLICY ON BRIGHT LEARNERS

We at the college offer "Policy on advanced means bright learners." Through this policy the college pronounces its assurance to the vital facilitation to the advanced learners to be excellent achievers in the academic and personal life. The policy also persuades the teaching Department to develop significant strategies and scientific implementations to identify the bright learners through continuous internal evaluation and lead them to be the best version of themselves as students.

POLICY GUIDELINE FOR BRIGHT LEARNERS

1. Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth through offering special coaching for higher level competitive examination.
2. Motivating them to involve in research project to inculcate research orientation and higher studies aspiration.
3. Helping them to participate in group discussion, technical quizzes to develop analytical and problem solving abilities in them and thereby to improve their presentation skills . encouraging them to participate in cultural activities and sports competitions.
4. Stirring the advanced learners to make quality publication and creative contribution to the academic as well as to the practical word.
5. They are given self learning notes.
6. The mentors give higher goals and also make the advanced learners get higher levels of personality development and stress management trainings.
8. Guidance sessions for competitive exams.
9. To give topics for case studies.
10. To satiate the intellectual hunger of bright learners by using books in the library that suit their intellectual abilities.
11. To use of brainstorming techniques for bright students.
12. To provide opportunities for leadership in various college programmes throughout the year to develop the leadership qualities of bright students.


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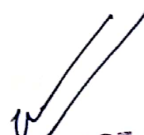




ACTIVITIES ORGANIZED BY COLLEGE FOR BRIGHT LEARNER STUDENTS

**Following activities organized for bright learner students of b.ed. &
m.ed. programmes –**

1. Group Discussions
2. Quizzes
3. Seminar Presentations
4. Library Work
5. Organization Of cultural activities
6. Sports competitions
7. Extra lectures
8. Development of self learning material
9. Guidance sessions about competitive exams in the field of
education
10. Organization Of meditation sessions for brain storming.
11. Communication skills activities
12. Mentoring or teaching concepts to another student.
13. Conducting Interviews
14. Raeding & Reflacting on Texts


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Activities For Bright learner (Sports Competitions)



Academic Year 2021-22

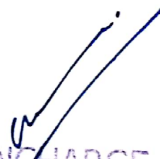
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Activities For Bright learner (Group Discussion)



Academic Year 2021-22


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COLLEGE OF EDUCATION (B.ED & M.ED), GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

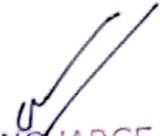
Identified Bright Learners

B.Ed First Year-

Sr.No.	Name of the students	Marks/500	Percentage(%)
1	Sagar Shubhangi V.	354	70.80 %
2	Thokal varsha H.	352	70.40 %
3	Lotake Shailaja S.	350	70 %

B.Ed Second Year-

Sr.No.	Name of the students	Marks/2000	Percentage(%)
1	Arde Akash G.	1583	69.15 %
2	Haral Dipti B.	1528	76.40 %
3	Shelke Bhagyashri B.	1499	75.95 %


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Ghargaon, Tal. Shrigonda, Dist. A. Nagar



COLLEGE OF EDUCATION (B.ED) GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22


Identified Bright Learners

B.Ed First Year-

Sr.No.	Name of the students	Seat No.	Marks	Grade	Rank
1	Sagar Shubhangi V.	22706	354	A	1
2	Thokal varsha H.	22726	352	A	2
3	Lotake Shailaja S.	22782	350	A	3

B.Ed Second Year-

Sr.No.	Name of the students	Seat No.	Marks/2000	Grade	Rank
1	Arde Akash G.	15684	1583	O	1
2	Haral Dipti B.	15700	1528	O	2
3	Shelke Bhagyashri B.	15743	1499	O	3


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COLLEGE OF EDUCATION (M.ED) GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

Identified Bright Learners

M.Ed First Year-

Sr.No.	Name of the students	Marks/500	Percentage (%)
1	Dhole Bharti B.	366	73.50
2	Ingale Alka A.	359	71.60
3	Shinde Saurabh R.	355	71.20

M.Ed Second Year-

Sr.No.	Name of the students	Marks/2000	Percentage(%)
1	Shaikh Mehwash A.	1596	76.80
2	Puri Sujata N.	1507	75.35
3	Gadekar Yogesh G.	1499	74.90

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COLLEGE OF EDUCATION (M.ED) GHARGAON

TAL- SHRIGONDA DIST – AHMEDNAGAR

Academic Year 2021-22

Identified Bright Learners

M.Ed First SEM-

Sr.No.	Name of the students	Seat No.	Marks	Grade	Rank
1	Dhole Bharti B.	12766	366	A	1
2	Ingale Alka A.	12773	359	A	2
3	Shinde Saurabh R.	12793	355	A	3

M.Ed Secod SEM-

Sr.No.	Name of the students	Seat No.	Marks	Grade	Rank
1	Shaikh Mehwash A.	12822	1596	O	1
2	Puri Sujata N.	12819	1507	O	2
3	Gadekar Yogesh G.	12808	1499	O	3

INCHARGE PRINCIPAL

College of Education (B.Ed. & M.Ed.)
Ghargaon, Tal. Shrigonda, Dist. A. Nagar



2.2.2 (4) Learning Enhancement

SDSKGVPS College Of Education tries ON providing various learning enhancement experiences to his students. The students in class are from different backgrounds. Levels of understanding of students are different. So SDSKGVPS College Of Education is focused on providing various experiences for interaction with the students.

Objectives:

1. To make students learn in free environment without any restriction.
2. To make learning joyfully for students and in their own pace.
3. To realize that students learn by themselves within given situation.
4. Teacher provides the teaching learning situation according to the needs of individual.
5. To apply the concepts learned in class in real life situations.

Nature of activities:

Different types of activities are planned in the institution to provide learning enhancement experiences. Some of them are as explained below

1. **Seminars/workshops by experts:** To address the student diversities, enrichment activities like seminars and workshops are arranged on different topics by experts.
2. **Guest Lectures:** To achieve expertise in some topics related to content, talks by experts in that area is the main focus of the institution. The experts from outside also emphasize on catering to needs of all types of learners.
- 3 **Educational Field Visits :** Teachers plan educational visits to different places that will provide real life experiences to the students for improvement in their learning abilities. Some of the places are special needs school, ahmednagar.

Outcomes:

Students of different abilities are provided exposure to real life situations which help them to understand the concepts in better way. They feel motivated and enthusiastic after getting knowledge from experts. They feel to participate actively in the different seminar sessions organized for them.

Documents:


Activity wise Information about the teacher and students who attended the sessions and nature of activity with the academic year and course name is clearly mentioned in the College file.


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2.2.2 (4) Learning Enhancement (Educational Field Visits)



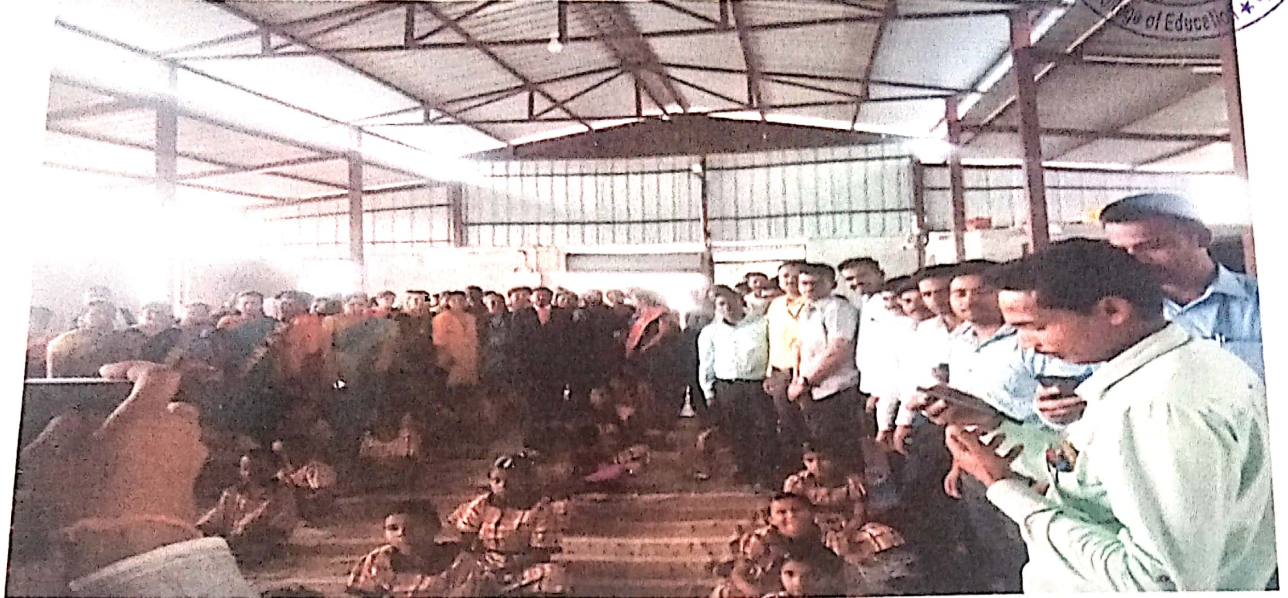
Academic Year : 2021-22


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2.2.2 (4) Learning Enhancement (Educational Field Visit To Inclusive School)



2.2.2.(4) Guest Lectures



Academic Year 2021-22

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College of Education (B.Ed. & M.Ed.)
Ghargoon, Tal. Shrigonda, Dist. A. Nagar



2.2.2(5) : Report on collaborative tasks

SDSKGVPS college of Education focused on providing opportunities for collaborative tasks, The students in class are from different backgrounds. Levels of understanding of students are different. So SDSKGVPS College of Education is using different approaches of teaching and learning for the students.

Objectives:

1. To Develops the social interaction skills.
2. To increase the productivity towards the common goal,
3. To develops the higher level thinking.
4. To encourages and improves the multidimensional problem solving skills.
5. To increase the productivity towards the common goal.
6. To develops highly communicative discussion skills.

Nature of Activities

Different types of activities are planned in the institution to promote the collaborative tasks. Some of them are as explained below:


1. **Seminar:** students have been motivated for presenting seminars on different topics of subjects. so that different types of experiences can be provided to all types of learners.
2. **Group Discussions:** Teachers divide the class into different groups. Student diversity is addressed on the basis of their profile. All types of learner are involved in the group discussion so that views and understanding of Learners can be shared among all.
3. **Team Teaching:** students facing problem in the content can discuss with each other. They are provided with the special time.
4. **ICT Practical Works :** Students prepare unit plan in pairs.
5. **Organising Social Service Work :** College organizes social service sessions in Group Wise for development of collaboration.

Outcomes:

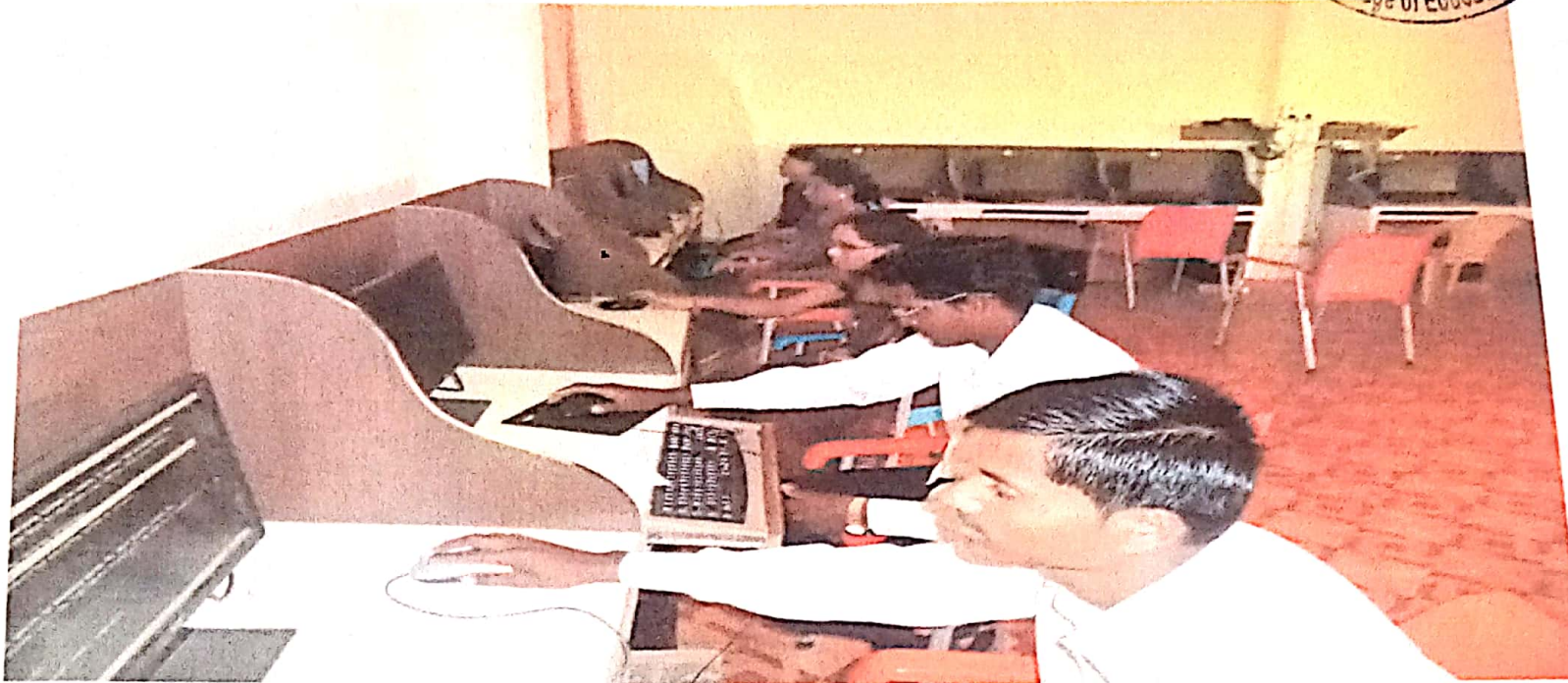
Problems of different types of students have been solved with the help of activities like group discussion, peer tutoring and seminars. Different activities are helpful in developing collaborative approach among the students so that all types of learners can be involved in the process of learning.

Documents:

A record of different activities is maintained in the college register activity about the teacher and students who attended the sessions and nature of activity with the academic year and course name is clearly mentioned in the file.


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Collaborative Work (ICT practical Work In Pairs)



Collaborative Works (Social Service Work)



Academic Year 2021-22

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2.2.6. Assistive devices and adaptive structure for the differentially able students
WHEEL CHAIR



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2.2.2(7) : Report on Multilingual interaction

SDSKGVPS College Of Education focused on providing multilingual interaction. The students in class are from different backgrounds. Levels of understanding of students are different. So College focused on using different languages for interaction with the students.

Objectives:

The objectives is to go beyond the provisions of individual language curricula and arrive it.

1. A more comprehensive and differentiated view of the linguistic reality of contemporary society
2. The integration of language learning in personal development
3. A more general validity of acquired knowledge and skills and more cooperation between the different subject areas.

Nature of Activities:

Different types of activities are planned in the institution to promote the multilingual interaction and inputs with the students. Some of them are as explained below -


1. **Explanation:** Teachers explain the different topics of different subjects in multilingual way. They use both Marathi and English language. Student diversity is addressed on the basis of their profile. Use of both languages is done keeping in view the needs of learner.
2. **Notes Giving:** Students have been provided notes both in English and Hindi by the teachers. Material from different books both in Marathi and English are also provided to students by teachers.
3. **Doubt clearing session:** College focuses on doubt clearing sessions more. Students facing problem in the content regarding medium of instruction can discuss with teacher. They are provided with the special time by teacher.
4. **Translation Of Question Papers In Two Languages :** Teacher translates question papers in two languages.
5. **Teacher gives feedbacks in two languages :** For lesson observations teacher gives lesson feedback in another language.

Outcomes:

Problems of students of Marathi medium have been solved with the help of activities like explanation, doubt clearing sessions and notes giving.

Document:

A record of a different activity is maintained in the college register activity wise. Information about the teacher and students who attended the sessions and nature of activity with the academic year and course name is clearly mentioned in the college file.


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Shree Dattkrupa Shaikshnik & Krushi Gramvikas Pratishthan's
COLLEGE OF EDUCATION (B. ED.) GHARGAON

Tal- Shrigonda Dist- Ahmednagar

SECOND YEAR 2021-22

B.ED-201 Quality And Management of School Education

Date-02/05/2022

Marks-80

Instructions:-

- 1) All question are compulsory
- 2) Figure to the right of the question ,Indicate marks
- 3) Write answers in about 400 -425 word for 15 marks questions.
- 4) Write answer in about 150 words for 5 marks questions.

Q.1) What is mean by management ? Write the functions of Management explain the management theory of Henry Fayol in details (15)

OR

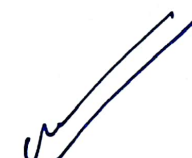
What is School Accreditation ? Explain the need and criteria of School Accreditation (15)

Q.2) What is Pre service and in service training ? Write the difference and limitation between Pre -service training with examples (15)

OR

Explain with proper examples the infrastructural facilities of secondary school with reference to (15)

- a) School building
- b) Library
- c) Laboratory
- d) Computer Lab
- e) Play Ground


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Q3) What is school discipline ? prepare code conduct for human factors(Students and Teacher)to maintain discipline (15)

OR

What is meant by stagnation and wastage what are the causes of stagnation and wastage at the stage of secondary education as a teacher what efforts will you put to overcome this problem

Q4) Write the Educational administrative frame work of Maharashtra state .what are the function of district of Education officer (15)

OR

Write the function of SSC and HSC Board .Explain the structure and function of National Council of Educational Research and Training (NCERT)

Q5) Write short note on the following(Any Four) (20)

- 1) Which are the techniques of time management
- 2) Write the advantages and limitation of Democratic leadership
- 3) Explain the concept and importance of vocationalisation of education
- 4) Write the importance of school record
- 5) Explain the functions of National Council of Teacher Education(NCTE)
- 6) What are the problems of over crowded classroom

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श्री दत्तकृपा शैक्षणिक व कृषी ग्रामविकास प्रतिष्ठान, संचालित
शिक्षणशास्त्र महाविद्यालय धारगाव

विषय: २०१ शालेय शिक्षणाची गुणवत्ता आणि व्यवस्थापन

दिनांक : ०२/०५/२०२२

वेळ :- ३ तास

गुण - ८०

सूचना :-

- १) सर्व प्रश्न सोडविणे आवश्यक आहे.
- २) उजवीकडील अंक प्रश्नांचे गुण दर्शवितात.
- ३) १५ गुणांच्या प्रश्नासाठी शब्दमर्यादा ४०० ते ४२५ शब्द आहेत.
- ४) ५ गुणांच्या उत्तरासाठी शब्दमर्यादा १५० ते १७५ शब्द आहेत.

प्रश्न १) व्यवस्थापन म्हणजे काय? व्यवस्थापनाची कार्ये लिहा. व्यवस्थापन विषयक हेन्री फेयॉल यांची उपपत्ती सविस्तर स्पष्ट करा. (१५)

किंवा

शाळेची अधिस्वीकृती म्हणजे काय? शाळेच्या अधिस्वीकृतीची गरज व निकष स्पष्ट करा.

प्रश्न २) सेवापूर्व प्रशिक्षण व सेवातर्गत प्रशिक्षण म्हणजे काय? सेवापूर्व प्रशिक्षण व सेवातर्गत प्रशिक्षण यांतील फरक व मर्यादा सोदाहरण लिहा (१५)

किंवा

खालील मुद्द्यांच्या संदर्भात शाळेचे भौतिक घटक सोदाहरण स्पष्ट करा.

- अ) शालेय इमारत
- ब) ग्रंथालय
- क) प्रयोगशाळा
- ड) संगणक कक्ष
- इ) खेळाचे मैदाने

प्रश्न ३) शालेय शिस्त म्हणजे काय? शालेय शिस्त राखली जावी यासाठी संबंधित मानवी घटकासाठी (विद्यार्थी व शिक्षक) नियमावली तयार करा. (१५)

किंवा

स्थगन आणि गळती म्हणजे काय? माध्यमिक शिक्षणाच्या स्तरावर स्थगन व गळतीची कारणे कोणती? त्या समस्या दूर करण्यासाठी एक शिक्षक म्हणून तुम्ही कोणते प्रयत्न कराल?

प्रश्न ४) महाराष्ट्र राज्यातील शैक्षणिक प्रशासनाचा आराखडा लिहा. जिल्हा शिक्षणाधिकाऱ्याची कार्ये कोणती ते लिहा. (१५)

किंवा

माध्यमिक व उच्च माध्यमिक शिक्षण मंडळाचे कार्ये लिहा. राष्ट्रीय शैक्षणिक संशोधन व

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प्रशिक्षण परिषदेची (NCTERT) संरचना व कार्ये स्पष्ट करा.

- प्रश्न ५) खालील प्रश्नांची थोडक्यात उत्तरे लिहा. (कोणतेही चार) (२०)
- अ) वेळेच्या व्यवस्थापनाची तंत्रे कोणती?
 - ब) लोकशाही नेतृत्वाचे फायदे आणि मर्यादा लिहा.
 - क) शिक्षणाच्या व्यवसायिकरणाची संकल्पना व महत्त्व स्पष्ट करा.
 - ड) शालेय दफ्तराचे (अभिलेख) महत्त्व लिहा.
 - इ) राष्ट्रीय शिक्षक शिक्षण परिषदेची (NCTE) कार्ये स्पष्ट करा.
 - फ) जास्त विद्यार्थी संख्या असलेल्या वर्गाच्या समस्या कोणत्या?

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